FINAL REPORT

Socio-Economic Impact Assessment of Bharti Foundations's Satya Bharti School Program

Submitted by:

Change Alliance Pvt. Ltd.

S J House, D 25D, South Extension Part II, New Delhi 110 049.

CONTENTS

LIST OF ABBREVIATIONS 3

LIST OF TABLES 4

LIST OF FIGURES 6

I. EXECUTIVE SUMMARY 8

II. BACKGROUND 15

III. METHODOLOGY 20

IV. FINDINGS OF THE STUDY 28

IV.1 RESPONDENT PROFILE 28

IV.2 SCHOOL PROFILE 35

IV.3 CHILDREN AND EDUCATION 38

IV.4 FACILITIES IN THE SCHOOLS 45

IV.5 SAFETY IN THE SCHOOLS 55

IV.6 NON-ACADEMIC ACTIVITIES IN SCHOOL 61

IV.7 IMPACT ON CHILDREN 64

IV.8 IMPACT ON PARENTS 77

IV.9 OPINION OF RESPECTIVE SCHOOLS 81

IV.10 STAKEHOLDER PERSPECTIVES 86

V. OVERALL SOCIO-ECONOMIC IMPACT 103

VI. ANNEXURES 115

CASE STUDIES 115

SOCIAL IMPACT PROCESS AND CALCULATION 127

TOOLS FOR THE STUDY 132

LIST OF ABBREVIATIONS

CC - Cluster Coordinator
DC – District Coordinator
FGD – Focused Group Discussion
GD – Group Discussion
MDM – Mid-Day Meal
MIS - Management Information System
NGO – Non-Governmental Organisation
OBC – Other Backward Caste
PTM – Parent Teacher Meeting
RTE – Right to Education
SBS – Satya Bharti School
SC – Scheduled Caste
SEI – Socio-Economic Impact
ST – Scheduled Tribe
SMC – School Management Committee
TLM – Teaching Learning Material

LIST OF TABLES

Table 1: State-wise Number of Schools, Students and Teachers – Bharti Foundation 16
Table 2: Social and Economic Assessment Parameters for the current study 18
Table 3: Assessment Framework for the SEI Study 20
Table 4: Survey figures for Case and Control schools 24
Table 5: List of Schools part of SEI Study 24
Table 6: Qualitative Tools used during the SEI study 26
Table 7: Gender and class of the reference child 31
Table 8: Migration Information - Parents 34
Table 9: Basic information relating to schools - School Observation Checklist 36
Table 10: Student information - School Observation Checklist 37
Table 11: Teacher information - School Observation Checklist 38
Table 12: Primary care-givers for children - Parents' responses 39
Table 13: Decision on sending the child to particular school - Parents' responses 39
Table 14: Whether children enjoy going to school every day - According to the parents 43
Table 15: Regularity of children at school - Category A and Category B 45
Table 16: Information on schools and classrooms - School Observation Checklist 50
Table 17: Facilities available in the school - School Observation Checklist 51
Table 18: Sanitation and water facilities - School Observation Checklist 52
Table 19: Whether students enjoy mid-day meals 53
Table 20: Information on mid-day meals - School Observation Checklist 55
Table 21: Reasons for feeling scared while in and on the way to school 56
Table 22: State-wise disaggregation on fears in and on the way to school 57
Table 23: Information on accessibility and safety - School Observation Checklist 58
Table 24: Whether students ask questions in class 58
Table 25: Whether any kind of punishment is practiced in the schools 59
Table 26: State-wise information on punishment in schools 60
Table 27: Whether students enjoy non-academic activities in the schools 61
Table 28: Whether students enjoy non-academic activities 61
Table 29: Extra-curriculur activities in the school and participation by students 64
Table 30: Parents' opinion on children's attitude and inclination 65
Table 31: Study team's assessment of students' responses 66
Table 32: Study team's assessment of students' responses - Category A and B schools 67
Table 33: Students' assessment of themselves on confidence in 2014 study 67
Table 34: Students' assessment of themselves on confidence 67
Table 35: Parents' assessment of children's confidence 68
Table 36: Students' (senior secondary schools) assessment of themselves on selected parameters 68
Table 37: Ranking of priorities - Students' responses 69
Table 38: Ranking of priorities - Students' responses 70
Table 39: Students' response to committing a mistake and admitting it 71
Table 40: Students' response to inclusion while playing 72
Table 41: Students' response to another child beating them 72
Table 42: Awareness of children on critical issues 73
Table 43: Awareness of and opinion on critical issues - Senior Secondary Students 74
Table 44: Understanding and practice of human values - Findings of 2014 Study 74
Table 45: Understanding and practice of human values - Findings of 2018 Study 74
Table 46: Awareness of and participation in PTMs – Parents' responses 77

Table 47: Parental engagement in children's education 78
Table 48: Parental engagement in children's studies - Category A and Category B 78
Table 49: Example - Scoring of Indicators for Social Impact Index 104
Table 50: Example - Calculation of average scores for SEI Study 104
Table 51: Sample calculation of composite score for SEI Study 105

LIST OF FIGURES

Figure 1: Social Impact Index - Parents' Score 13
Figure 2: Social Impact Index - Students' Score 13
Figure 3: Holistic Development Framework – Satya Bharti School Program 17
Figure 4: Information on States, Districts and Schools under the SEI study 22
Figure 5: Gender-distribution - Parents 29
Figure 6: Gender-distribution - Students 29
Figure 7: Students - Age and class distribution 30
Figure 8: Parents - Age distribution 30
Figure 9: Caste profile of Parents 31
Figure 10: Size of the households - Parents Responses 32
Figure 11: Education profile of mother and father - Parents' responses 33
Figure 12: Occupation of mother and father - Parents' responses 34
Figure 13: Monthly household income - Parents' responses 35
Figure 14: Importance of Education - Parents and Students' responses 40
Figure 15: When girls should get married - Men's and Women's responses 42
Figure 16: Whether students enjoy coming to school everyday 43
Figure 17:Regularity of children at school - According to Parents 45
Figure 18: Facilities available in schools - Students' responses 47
Figure 19: Opinion on facilities available in the school - Parents' responses 48
Figure 20: Whether students enjoy mid-day meals 53
Figure 21: Quality of mid-day meals according to parents 53
Figure 22: Whether students feel scared in and on the way to school 55
Figure 23: Safety aspects in the school according to parents 57
Figure 24: Whether children have been subjected to corporal punishment - according to parents 60
Figure 25: Extra-curriculur activities in the school and participation by students 63
Figure 26: Responses of students of senior secondary schools on school council/committee 64
Figure 27: What students wish to be when they grow up 66
Figure 28: Children's opinion on a what a friend should do if another friend breaks their toy 69
Figure 29: Students' response to committing a mistake and admitting it 71
Figure 30: Students' response to another child getting hurt 71
Figure 31: Students' response to inclusion while playing 72
Figure 32: Students' response to another child beating them 72
Figure 33: Students' response to garbage in the village 75
Figure 34: Health and hygiene habits of students - Students' and Parents' responses 76
Figure 35: Health and hygiene habits of students - Students' and Parents' responses (contd) 76
Figure 36: Household habits - 2014 and 2018 Study 79
Figure 37: Household habits - Case and Control 80
Figure 38: Economic impact of the Satya Bharti School program on the parents 81
Figure 39: Satisfaction with education provided in the schools - According to parents 81
Figure 40: Satisfaction with non-academic activities in the schools - According to parents 82
Figure 41: Parents' opinion on teachers' interaction with students 83
Figure 42: Parents' opinion on teachers' interaction with parents 84
Figure 43: If parents would like to enrol their children in a different school 84
Figure 44: Parents' take on who runs Satya Bharti Schools 85
Figure 45: Process of creating the Social Impact Index 103
Figure 46: Parents' Score - Social Impact Index 106

Figure 47: Students' score - Social Impact Index 106
Figure 48: Spider-chart depicting parents' score for different parameters - Social Impact Index 107
Figure 49: Spider-chart depicting students' score for different parameters - Social Impact Index.... 108
Figure 50: Economic Impact of Satya Bharti School Program on Parents 109

I. EXECUTIVE SUMMARY

To say that the Satya Bharti School program serves an underserved population and addresses a critical developmental need will be an understatement. The meaning of underserved here must be viewed from the angle of both quality and quantity. And the critical need is demonstrated by the statistics that demonstrate the access to education among India's population - about a fourth of the total population, about a third of the female population and about a third of scheduled caste population in India is illiterate.

The Satya Bharti School program has 254 schools in six states providing quality education completely free of cost to over 45,388 disadvantaged children - of which 49% are girls and 76% are from the SC/ST/OBC categories. Further, it provides employment opportunities to a number of teachers – 69% of its teaching staff is female - and service providers, many of whom belong to impoverished and marginalised households. Clearly, the Satya Bharti School program can be seen as an archetype of an education initiative that runs on the same principles of free universal access to education as government schools do but where it is differentiated is its delivery – delivering free quality education with maximum efficiency and impact.

It is this impact, and its various manifestations, that this study seeks to understand and assess. The specific purpose of this study is to investigate and assess the socio-economic impact of the program - impact that the program has had on the children and in turn on their families and the community. Further, the study has tried to examine whether the program's significant emphasis on a 'holistic development framework' that was developed in 2009-2010 has achieved its intended impacts.

The research methodology for the current study has been designed keeping in mind the specific objectives of the study. The evaluation design has been a 'before and after, quasi-experimental design' to ensure the attribution of the Satya Bharti school program on key impact and outcome indicators can be assessed. Comparison between case and control itself has helped establish the contribution and attribution of the program.

The study process began with a desk review that provided a detailed account of project implementation and the context. The sampling framework for the quantitative part of the study was designed in a manner that corresponds to the varied levels of presence of Satya Bharti Schools across the six states where the study was conducted. Based on the research methodology, 30 case schools and 16 sample schools were covered for the study. These included 1086 students from Satya Bharti School and 520 students from other schools and 562 parents whose children study in Satya Bharti Schools and 288 whose children study in other schools. Overall, 2,456 respondents' interviews were conducted.

While the quantitative survey provides figures that depict the broad trends and inclinations on the aspects to be covered as part of the survey, the qualitative processes have helped in providing context to these numbers and explaining the nature of the trends observed. More than 180 stakeholder interviews and discussions were conducted during the course of the study in both case and control schools.

Key findings of the study are as follows:

Overall satisfaction:

- About 95% of case students and 94% of control students shared that they like coming to school every day.
- About 94% of the parents from case households stated that their child/children love going to school; the corresponding figures was 90% for control households.
- A higher percentage of children from Satya Bharti Schools reported availability of facilities and of better quality as compared to students from control schools - 89% of the students from Satya Bharti Schools stated that their school has story books, as compared to only 62% in control schools; 75% of the students in case schools said that water and soap were available in their sanitation facilities, only 43% of students in the control schools stated so.
- About 92% of the parents' stated that the facilities available in Satya Bharti Schools were of good quality. The corresponding figure for control schools was 72%.
- About 95% of the students in Satya Bharti Schools stated that they enjoyed the mid-day meals served to them in their respective schools. In comparison, only 45% of the students stated so in control schools.
- About 92% of the parents in case schools stated that they were very satisfied with the mid-day meals served to their children in the school. Only 62% of the parents in control schools stated so.
- Most of the parents whose children study in Satya Bharti Schools stated that they are satisfied with the education their children receive in the school and would not want to enrol them into a different school.

> Everyone wants to send their children to Satya Bharti Schools. There's a discipline in the school, the school is safe, staff is well behaved, they are strict but not too strict, children are never punished, they get all kinds of facilities and material. I keep getting requests from people seeking help from me for admission into the school. But Satya Bharti follows due processes.
>
> ■ Sarpanch, Chogawan village, Amritsar (grandchildren study in Satya Bharti School)

Impact on children: As per the students' responses, the understanding and practice of human values, lfe skills and health and hygiene was better among students of case schools as compared to control schools. At the same time, however, given the fact that the students were expected to assess themselves based on certain parameters and in specific circumstances, there's a possibility of social desirability bias.

- A higher number of students among case schools (82.0%) stated that they will admit their mistake immediately in case they break their friends' toy as compared to control schools (77.9%)
- In a scenario where their friends refused to include someone in their group while playing, students who stated that they will try and convince their friends to be inclusive were in much higher proportion in case schools (72.0%) as compared to control schools (57.9%).
- On the other hand, the decision to respond to aggression with aggression was found to be higher in control schools (11.5%) as compared to students studying in Satya Bharti Schools (2.9%).

- With respect to critical issues that are causes of concern and require immediate intervention from various stakeholders, a larger number of students from control schools mentioned showed better awareness of issues as compared to students from case schools.

The differences in the understanding and practice became obvious when the study teams compared the atmosphere in the two categories of school. The case schools were marked by orderlineness & discipline – during assembly, mid-day meals, games and sports periods and during dispersal. The control schools, on the other hand, were largely noisy and chaotic during mid-day meals and dispersal. Students in case schools greeted the seniors with a resounding "Jai Hind". On the other hand, the study teams in most control schools were met with either a nervous silence or indifference. It was evident that the teachers in control schools did not pay much attention to instilling social and cultural values in their students. The impact clearly showed in the discipline, confidence and overall positivity amongst the Satya Bharti School children

Orderly dispersal and mid-day meal distribution in Satya Bharti Schools.
Greeting the team with a loud "Jai Hindi"

The parents also spoke highly of the values and skills that were being taught in the Satya Bharti Schools. They spoke of the messages that their children got back from the schools. Some parents gave anecdotes of how their children have tried to some of these values and actions in their households.

(Children seated on the ground in a haphazard fashion during mid-day meals in a government school in West Bengal)

Impact on parents – values and knowledge: Many of the parents from case households shared anecdotes of the messages and knowledge that their children brought from their schools. They also mentioned some changes that they have incorporate in their daily lives. Parents also spoke of how teachers engaged with them on matters relating to discipline and children's hygiene. There were also mentions of rallies taken out by students in the villages on issues such as education, health, saving girl child etc.

At the same time, however, the adoption of the messages and knowledge and that, in turn, translating it actual and long-term changes in the behaviour was difficult to establish. Most of parents understood importance of these messages but the impact of the school's engagement on actual change in behaviour will require a longer amount time and perhaps a lot more intensive engagement.

It is important to note that there was no mention of any such messages or information being received from the teachers or passed through students by parents in control households.

- Parents from case households find their children to be much more confident in communication with others, as compared to parents from control households.
- During discussions with the parents, the majority of parents stated that their child had been steadily improving with respect to learning levels as well as overall confidence levels ever since they joined Satya Bharti Schools
- Nearly 99% of the parents in case households were aware of the PTMs conducted in the school while the corresponding figure was 83% in case of control schools.
- Parents of children studying in Satya Bharti Schools had a better opinion of their children and the human values that they practice as compared to their counterparts in control households.
- The perception among parents on the level of awareness and the actual practice health and hygiene principles was found to be better among parents of students studying in Satya Bharti Schools, as compared to control schools
- The fact that most of the households belong to marginalised communities, the presence of Satya Bharti Schools where their children can study free of cost and avail quality education was counted as "nothing less than a blessing" by many parents.
- When the survey team asked the parents if sending their children to Satya Bharti Schools had enabled them to reduce their expenses, 86% of the respondents responded in the affirmative.

From among these, about 96% of the respondents said that this reduction in expenditure had resulted in an increase in the savings of the households.

- Since Airtel is well-recognised brand, the recall value among community members was found to be high. While over the years there have been efforts to introduce Bharti Foundation's identity as the organisation behind the schools, brand Airtel has continued to stick. About 15% of the respondents identified Bharti Foundation as the organisation that runs the schools.

Inclusion impact – students, teachers and others: With special emphasis on girls and children from marginalised families, the schools have been able to mark itself out as an institution that supports those who are in need. Similarly, the emphasis on inclusion extends to the teaching staff and the support staff as well. Many of the teachers and support staff mentioned that the empowerment as a result of being associated with Satya Bharti Schools is not limited to a stable income and livelihood. They stated that the have a place in the society and are treated with respect by their community members ever since they started working with the schools.

Quality of education - Government versus private versus Satya Bharti Schools: Most of the Satya Bharti Schools are either primary or elementary schools. Most of the villages where Satya Bharti Schools are located have at least one government primary school. If the village is bigger in size and population, it may a few more. However, the community members and parents were almost unanimous in their opinion of government schools, as highlighted in the previous sections of the above – there was very less or no emphasis on education.

Many parents – especially among control households - held the view that compared to government schools, private schools offered better quality education - the teachers were more focused, the school environment safer and the teaching quality better. The dominant mindset was that if there's a price, there will be value as well. Also, there's an element of pride in sending children to private schools. It meant that the parents were economically strong enough to afford a private education to their children. This economic advantage was a mark of success within the community.

Parents whose children study in Satya Bharti Schools were quick to point out this "widely-held" opinion of private schools. They stated that Satya Bharti Schools, while charging no fees from parents like the government schools, provided superior quality education, much better than the private schools. The teachers were much more well-behaved and engaged with parents regularly. Their infrastructure was better and so were the safety aspects within the schools.

Economic impact on Bharti staff: Most of the Bharti's administrative staff and teachers emphatically stated the positive impacts of being associated with Bharti Foundation and Satya Bharti Schools. The teachers stated that the emphasis on interactive learning and the continuous trainings had significantly improved their quality of teaching. Handling multiple responsibilities and engaging with the community had made them a lot more aware and smart. District and cluster coordinators spoke of how the challenges at work have made them stronger and how a largely supportive environment within the organisation has ensured they have peace of mind. Many of the mid-day meal vendors and schools support staff did not have any source of income before joining Satya Bharti Schools. They stated that the association with the schools allowed for a better economic status as well as a better social standing.

Overall Impact

To assess the overall social impact of the program, a social impact index was created. Bharti Foundation's Holistic Development Framework was taken as the base for the assessment index. Seven broad parameters and for each one of them, relevant indicators were selected for which data was collected during the survey with the students and the parents. The graphs below show the composite percentage scores for parents' and students' responses for all the seven parameters put together.

As is evident from the graphs, the percentage scores for Case schools (Satya Bharti Schools) is higher than the Control schools for both parents and students except for awareness on critical issues among students. **In terms of the impact, it can be said that the difference in the scores between Case and Control schools - 6.8% points among parents and 5.1% points among students - can be attributed as the impact of the Satya Bharti School program.** The difference between category A schools and control schools is much wider.

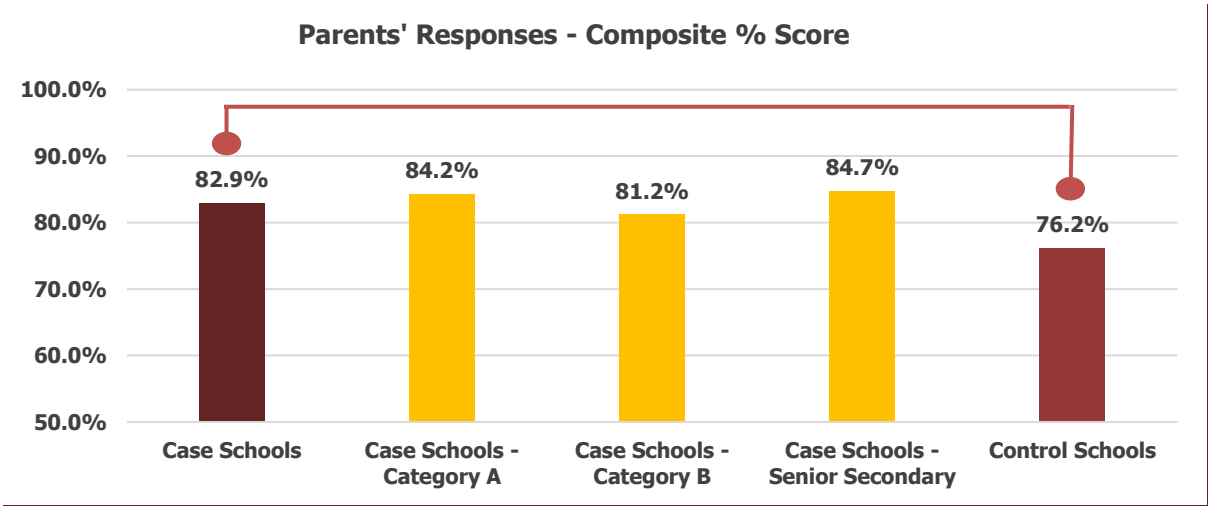


Figure 1: Social Impact Index - Parents' Score

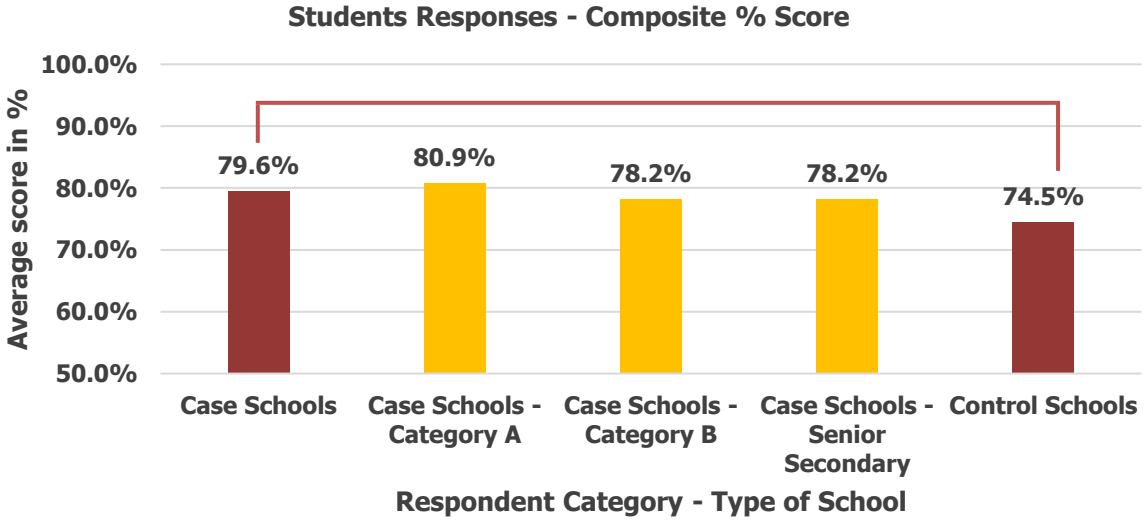


Figure 2: Social Impact Index - Students' Score

The scores for each of the parameter show that the case schools performed much better than the control schools on index. However, the difference in the scores for case and control schools vary for

each parameter. With respect to parents' responses, the difference in the scores was observed to be the highest with respect to overall satisfaction with the school that their children attended. The differences in scores between case and control schools were significant for 'personal and social development' and 'parental engagement on children's education' as well. The degree of difference is relatively lesser on 'awareness of and opinion on critical issues'. The differences in the scores among parents for case and control schools were observed to be very narrow on 'understanding and practice of human values' and 'physical development'. The impact of the schools on parents – case or control – was found to be lowest in relation to household practices.

Similar to the parents' responses, the difference in scores among students for case schools and control schools was found to be maximum on 'overall satisfaction'. The difference in scores on 'understanding and practice of human values' and 'parental engagement in children's education' between case and control schools was observed to be significant. The only parameter where the scores for case schools were lower than control schools is 'awareness of and opinion on critical issues'. It is to be noted here that for many parameters, the difference between case and control schools could have been higher if Category B schools, within the case schools, had performed better.

The economic impact of the Satya Bharti School program was assessed for four sets of stakeholders – parents, teachers, Bharti field staff and vendors and support staff. It was difficult to establish the *extent to which* the presence of Satya Bharti Schools had contributed significantly to their overall standard of living. Given the socio-economic backgrounds and the means of livelihood for most parents, the disposable income was low. About 86% of the parents whose children study in Satya Bharti Schools stated sending their children to Satya Bharti Schools had enabled them to reduce their expenses. From among these, about 96% of the respondents said that this reduction in expenditure had resulted in an increase in the savings of the households. Based on the responses, on an average, the Rs 1,500 was stated as the perceived savings per month.

II. BACKGROUND

The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE)was enacted by the Parliament of India in 2009 describing the modalities of the importance of free and compulsory education for children between 6 and 14. The Act made education a fundamental right of every child between the stated age group and specified minimum norms in primary and elementary schools. The Act covered various aspects related to enrolment, reservations, training and examinations covering both government and private schools. As the World Bank education specialist for India, Sam Carlson, observed: "The RTE Act is the first legislation in the world that puts the responsibility of ensuring enrolment, attendance and completion on the Government."

The legislation was considered landmark given the thrust required for providing access to education. As per 2001 Census, the overall literacy rate for the country was 64.8%. The literacy rate for males was observed to be higher than the national average – 75.3%. However, only a little more than half of the country's female population was literate as per the census – 53.7%. The figures improved slightly by the 2011 census – 74%, overall; 82.1% among men and 65.5% among women.

The Education system of a country does not function in isolation from the society of which it is a part. Hierarchies of caste, economic status, gender relations, and cultural diversities as well as uneven economic development also deeply influence issues relating to access and equity in education. This variance in access to education is evident from the figures for literacy rates among marginalised populations, especially SCs and STs was found to be further lower than national average. The overall literacy rates for SC and ST population was 54.7% and 47.1% respectively, as per 2001 Census. As per the 2011 Census, the figures improved to 66.1% and 58.9% respectively. Clearly, the gaps are being covered but not at the pace that is necessary.

Given this context, the work being undertaken by Bharti Foundation, the philanthropic arm of Bharti Enterprises, has been ahead of its time in its vision to provide quality education to underprivileged children in rural India. Bharti Foundation was set up in the year 2000 as the philanthropic arm of Bharti Enterprises. It implements and supports programs in the field of primary, elementary, senior secondary and higher education. The Foundation provides free and quality education to underprivileged children with a focus on the girl child, across rural India through its flagship initiative - the Satya Bharti School Program. In 2016, the Foundation completed 10 successful years of the Satya Bharti School Program; the impact of this quality education initiative is being scaled up by transferring its learning and best practices of the Satya Bharti School Program to Government Schools through the Satya Bharti Quality Support Program and Satya Bharti Learning Centre Program.

Its Satya Bharti School Program provides quality education to underprivileged children, completely free of cost, with a special focus on the girl child. The program envisions transforming students into educated, confident, responsible and self-reliant employable citizens of India with a deep sense of commitment to their society. The program's reach is multipronged: encouraging active involvement of the rural community, parents of students and other organisations working in the field of education in India. Making a lasting and sustainable impact on the community where schools are present and finding innovative solutions through its primary and senior secondary schools, the Satya Bharti School Program is being implemented with the intent to arrive at replicable and scalable components of

quality education which may be adapted by the Government and other like-minded organizations.

The program currently has 254 schools in six states with major emphasis on Educational Backward Blocks. The schools provide quality education completely free of cost to over 45,388 disadvantaged children, of which 49% are girls and 76% are from the SC/ST/OBC categories. Further, these schools have 1617teachers out of which 69% are women.

Started in the year 2006, the Satya Bharti School program, the program envisages creating a positive social and economic impact on the various stakeholders directly and indirectly linked with the program. Bharti Foundation's endeavour is to initiate a continuous dialogue and engagement with the schools to identify and prioritize key program areas as well as mentor the schools through need based scholastic and co-scholastic interventions and stakeholder participation.

One of the largest end-to-end rural education initiatives undertaken by a corporate in India, the Satya Bharti School Program is being implemented through self-learning and by incorporating best practices in the field of education from other organizations and educational institutions. The project is currently implemented in the states of Punjab, Haryana, Rajasthan, West Bengal, Tamil Nadu and Uttar Pradesh. Following are the details of schools and students:

Table 1: State-wise Number of Schools, Students and Teachers – Bharti Foundation

State	Districts	Total Number of		
		Schools	Students	Teachers
Punjab	**Amritsar Ludhiana Sangrur**	95	18,988	745
Rajasthan	**Jodhpur Amer Neemrana**	78	12,875	401
Haryana	**Kaithal Kurukshetra Rewari**	46	6,047	267
Uttar Pradesh	**Farrukhabad Shahjahanpur Sitapur Bulandshahar**	15	3,554	90
West Bengal	**Murshidabad**	10	1,940	48
Tamil Nadu	**Sivagangai**	10	1,984	66
Total		**254**	**45,388**	**1,617**

- **Data as on 31st March, 2018**

The broad objectives of the program are:

- Provide free quality education to underprivileged children, with a special focus on girl child education, in the rural pockets of India
- 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, inciting

community education

- 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

One of the most important elements of the program is its emphasis on holistic development of its students. Bharti Foundation has moulded its program on the understanding that much of the learning occurs from age three onwards. Hence during the school age inputs on personal, cognitive, social, emotional and physical developments form the most critical components for overall development of children. Generally learning on these aspects is acquired and not inherent. Hence it becomes essential that in the initial years of education carries and inbuilt components in the existing curriculum that contributes in these areas leading to holistic development.

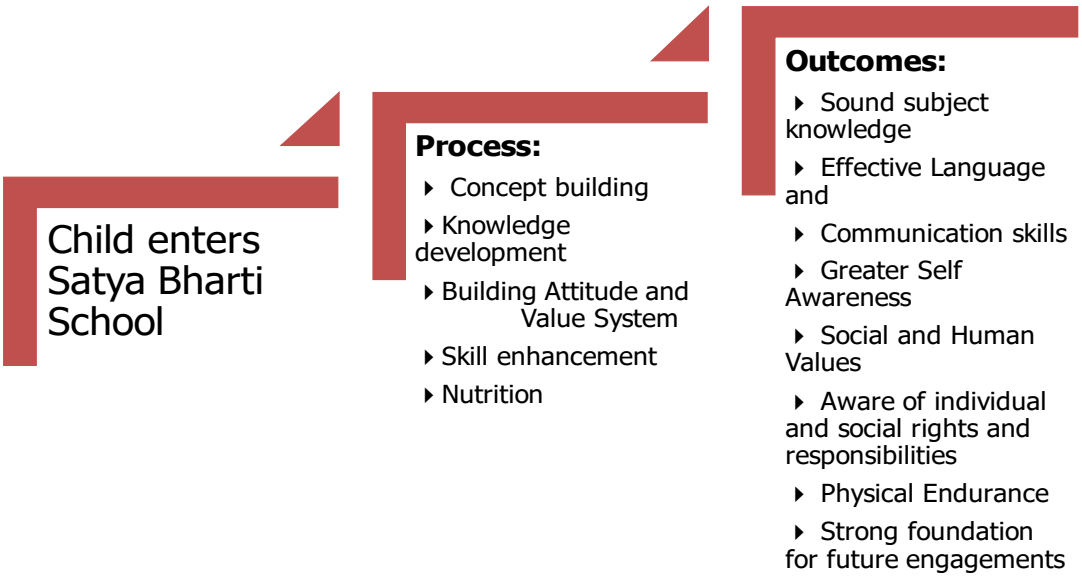


Figure 3: Holistic Development Framework – Satya Bharti School Program

For Bharti Foundation, education with a holistic approach is the process of developing personal, intellectual, emotional, social, physical, and value-based potentials of a child. It seeks to engage students actively with their communities, surroundings and encourages personal and collective responsibilities and actions.

Program Approach of Bharti Foundation

1. Develop child connect with school and education
2. Start with concepts and life skills
3. Use of engaging TLM and play way method
4. Incorporate extra-curricular activities and campaigns
5. Parent counselling and engagement
6. Home visits, Parent Teacher Meetings, orientation through TLM etc.
7. Community ownership and engagement with the school
8. Community meetings, I-Pledge etc.
9. Identify and develop trained cadre at local level
10. Incorporate critical academic and non-academic processes

11. Student leadership council, student weeks, morning assembly, Bal Sabhas, Reward & Recognition etc.

Strategic features of Satya Bharti Program

1. Enrolment and Retention
2. Girl Child Policy
3. Curriculum planning and implementation
4. Study Engagement
5. Dedicated and Committed Teachers-Recruitment from local communities
6. Teacher Engagement
7. Structured Training [Annual Training Calendar]
8. School Leadership
9. Education Managers-Periodic Training for Academic Orientation
10. Parent and Community Engagement

Objectives of the current study

The specific purpose of this study has been to investigate and assess the socio-economic impact of the Satya Bharti School program being implemented in Six States of India. This study is an impact assessment that seeks to evaluate the impact that the program has had on the children and in turn on their families and the community at large. It has tried to examine whether the program's significant emphasis on a 'holistic development framework' that was developed in 2009-2010 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. This study involved undertaking primary research across sample project locations in Punjab, Haryana, Rajasthan, West Bengal, Tamil Nadu and Uttar Pradesh.

Table 2: Social and Economic Assessment Parameters for the current study

Social	Economic
a) Literacy rate with special focus on gender gap b) Quality of education in Gov./ Pvt schools around Satya Bharti Schools c) Enrolment rate especially of girls d) Inclusion – Children and Teachers from SC/ST and other backward classes. e) Health (Knowledge, Attitude and Practices) f) Social, moral values and life skills g) Impact on parents, families and communities	a) Employment opportunities b) Family income / savings c) Opportunity for training and skill enhancement d) Financial inclusion

The specific objectives of the study/impact assessment are to:

1. Evaluate the impact of the program on the children and in turns on their families and the community at large.
2. Examine the approach, strategy, relevance and impact of the program on students' continuation of education, learning, attitude, behaviour and skills.
3. Examine whether the program's significant emphasis on a 'holistic development framework' that was developed in 2009-2010 has achieved its intended impacts.
4. Understand the income and economic empowerment related impact the program has made on the lives of the key stakeholders as the program provides employment opportunities to a number of teachers and service providers
5. Search for any unintended impacts that the program may have had on any of the aforementioned stakeholders.
6. Document cases, change stories, best practices, learning, opportunities and challenges

III. METHODOLOGY

The research methodology for the current study has been designed keeping in mind the specific objectives of the study. For the Satya Bharti school program, no structured baseline was conducted in the beginning. However, a structured evaluation was conducted in year 2014 using the case (program) and control (comparison) design. These have the following implications:

- Results of current assessment cannot be compared with the baseline status
- Results of the current study can be compared with the 2014 study and difference in difference can be calculated.

This would prudent to mention that the 2014 study was conducted in the "best in the class" schools, while the current study uses a more representative sample. Further, the 2014 study had fewer areas of enquiry as compared to the current study. This means that the difference of difference between case and control (research design) in the first study and the current study may not be a true reflection of the progress made since then. However, we can use the "category A schools" from the current sample to assess the changes and to establish the attribution of the program.

In this backdrop, the evaluation design has been a 'before and after, quasi-experimental design' to ensure the attribution of the Satya Bharti school program on key impact and outcome indicators. Here in this case 'before' would refer to the year 2014 study. Secondly, **comparison between case and control itself will establish the contribution of the** program**.** The framework is depicted in the table below.

Table 3: Assessment Framework for the SEI Study

	Case Area	Control Area	Difference	Analysis to be generated in proposed study (Yellow shaded)
(A) Baseline level				Difference with baseline level (Case2 - level reported by respondents through retrospective questions)
(B) Year 2014 study	Case1	Con1	Dif1 (=Case1-Con1)	Difference in difference (=Diff2-Diff1)
(C) Current evaluation (2018)	Case2	Con2	Dif2 (=Case2-Con2)	

In terms of method, the evaluation was conducted using mix design methods including quantitative and qualitative research methods of data collection. The evaluation design and tools were designed in such a way so that they can be used for any follow up survey in the future and also to strengthen the program later.

Evaluation Questions and indicators

Considering the depth of the project, the evaluation has tried to assess the impact on standard evaluation criteria including efficiency, effectiveness, impact, relevance and sustainability.

The assessment has largely followed the above framework and has assessed the impact on following counts:

Social Impact

- Strengthening the value fabric of the children in the community (respecting elder, mature, problem solving skills etc.)
- Instilling greater confidence in children (greater confidence, soft skills)
- Building cohesiveness into communities: (inclusiveness, cohesiveness, schools' connect with communities etc.)
- Developing a deeper appreciation for the environment and for public commons (up keeping of schools, awareness using natural resources etc.)
- Delivering quality and developing a greater value for education: (recognition by parents, life skills, saving by parents etc.)
- Socio-cultural impact on teachers and on the various service providers: (teachers are from marginalised groups, high proportion of women as teachers, social empowerment at community level)

Economic Impact

- More cost per students help to create equitable environment
- Saving by families as education is free
- Economic impact on teachers and other stakeholders

Holistic Development – The Cross-cutting Theme

Bharti Foundation understands the meaning of sound education system as one which is built on the premise that each child finds identity, meaning, and purpose in life by having greater self-awareness, relating self to the community, to outside world and to humanitarian values by way of nurturing their own abilities and skills. This understanding of what education should achieve, not only for the students but also the parents and the community in general has been incorporated into the Satya Bharti School program.

While the academic curriculum in each of the Satya Bharti Schools is based on the curriculum defined by the Boards of Education of the states where they are located or the Central Board of Secondary Education, the curriculum delivery has significant emphasis on holistic development. Effectively, the curriculum at Satya Bharti Schools focuses on:

- Subject specific knowledge
- Value based education and life skill development
- Physical development
- Health and hygiene
- Language and skill development

- Heritage study and cultural deep-rooting
- Community services and social campaigns

For the study purposes, too, holistic development is central to the assessment process. The questions, for all sets of stakeholders, have been designed in a way to understand the processes, outcomes and impact of the framework.

STUDY PROCESS

Desk Review

Desk review provided a detailed account of project implementation and the context. Desk review was based on review of project documents, MIS data, discussion with key staff and secondary data. This process largely captured the information on following counts:

- Larger context of implementation
- Policy and implementation framework
- Coverage and targets
    - Coverage in terms of geographical areas, schools, students etc.
    - Targets- planned versus achieved
- Progress reported through monitoring system
- Program Reports

Quantitative Survey

Study sample

The sampling framework for the quantitative part of the study of the was designed in a manner that corresponds to the varied levels of presence of Satya Bharti Schools across the six states where the study was conducted. Based on the research methodology, 30 case schools and 16 sample schools were covered for the study. The control schools included both government schools (10) and private schools (6).

Figure 4: Information on States, Districts and Schools under the SEI study

In each school, the target was to interview 36 students and 18 from the villages surrounding each of these schools. In order to ensure appropriate representation of control schools vis-à-vis case schools, at least one control school was covered in each of the districts were the case schools are located. This ensured that the evaluation of case and control schools and comparisons drawn are justifiable.

In each of the, the students to be interviewed were selected using random sampling method. Attendance/enrolment records were referred for the sampling. Since the survey involved posing multiple questions relating to the various aspects being covered for the study, it was necessary to interact with children who have spent some time in the respective sample

schools and have the necessary communication skills. It was, therefore, decided that only students from 3rd standard onwards will be interviewed.

In case of primary schools, students studying in classes 3rd, 4th and 5th were interviewed. In case of elementary schools, students studying in classes 6th, 7th and 8th were interviewed. Similarly, in case of senior secondary schools, students studying in classes 9th, 10th, 11th and 12th were interviewed. The study team tried to ensure, as much as possible, to interview parents whose children studied in the same grades as the children who were surveyed in the respective schools. For example, if the survey was undertaken in a primary school, the parents to be interviewed from the nearby community had to have their children studying in classes 3rd to 5th.

Survey with students in various Satya Bharti Schools

In total, about 1,606 students and 850 parents were surveyed as part of the study. These included 1,086 students from Satya Bharti School and 520 students from other schools and 562 parents whose children study in Satya Bharti Schools and 288 whose children study in other schools. Overall, 2,456 surveys were conducted.

Table 4: Survey figures for Case and Control schools

STATES	STUDENTS		PARENTS		TOTAL	
	CASE	CONTROL	CASE	CONTROL	CASE	CONTROL
HARYANA	142	66	72	42	214	108
PUNJAB	363	143	185	85	548	228
RAJASTHAN	260	107	130	56	390	163
Uttar Pradesh	103	73	60	34	163	107
Tamil Nadu	109	72	57	34	166	106
West Bengal	109	59	58	37	167	96
TOTAL	1086	520	562	288	1648	808

Table 5: List of Schools part of SEI Study

LIST OF SCHOOLS	
CASE	CONTROL
HARYANA	
Satya Bharti School, Beer Kalwan	Guru Nanak Senior Secondary School, Babain
Satya Bharti School, Bahala	Government Primary School, Guriani
Satya Bharti School, Surkhpur	
Satya Bharti School, Soungri	
RAJASTHAN	
Satya Bharti School, Bhomsagar	Government Primary School, Beichpuri
Satya Bharti Government Primary School, Banthala	Matysa Bhawani Public School, Syari
Satya Bharti Government Primary School, Dhani Maliyan	Rajkiya Uchch Prathmik Vidyalaya (Govt Elementary school), Baleshwar
Satya Bharti Government Primary School, Sangawala	
Satya Bharti Government Primary School, Fatehpura	
Satya Bharti School, Sopara	
Satya Bharti School, Kanasar	
PUNJAB	
Satya Bharti School, Bohlian	Government Primary School, Harditpura
Satya Bharti School, Chananke	Government Primary School, Khanpura
Satya Bharti School, Mardi Kalan	Government Senior Secondary Girls School, Tapiyala
Satya Bharti School, Mithewal	Government Senior Secondary School, Chogawan
Satya Bharti School, Hussainpura	Government Senior Secondary School, Jagraon

LIST OF SCHOOLS	
CASE	**CONTROL**
Satya Bharti School, Chimna	
Satya Bharti School, Jhanneri	
Satya Bharti School, Meemsa	
Satya Bharti Senior Secondary School, Jagraon	
Satya Bharti Senior Secondary School, Chogawan	
UTTAR PRADESH	
Satya Bharti School, Kurrian Kalan	Maniram Memorial Public School, Kant
Satya Bharti School, Bhojpur	Shri Dayal Chand Public School, Samsabad
Satya Bharti School, Sikandarpur Mahmood	
TAMIL NADU	
Satya Bharti School, Thenkarai	Victory Challengers Matriculation School, Kallal
Satya Bharti School, Alampattu	G D Naidu Aruvikoodam School, Sakkakottai
Satya Bharti School, Pethanandal	
WEST BENGAL	
Satya Bharti School, Dhalsa	No. 6 Sihara Primary School, Sihara
Satya Bharti School, Amritakunda	No.23 Bangshia Dangapara Prathmik Vidyalaya, Bangshia
Satya Bharti School, Pomia (Amodpur)	

Survey Approach

The survey questionnaires meant for the students and the parents were translated to the local languages – Hindi, Punjabi, Tamil and Bengali. Hindi questionnaires were used in Haryana, Rajasthan and Uttar Pradesh and questionnaires in local languages in the other states. The surveys were conducted using hand-held Android devices, using a customised survey application. The application allowed real time supervision and quality control. Any data issues could be quickly diagnosed and addressed.

The survey team engaged for the survey were familiar with the local languages. This ensured that the students and the parents were comfortable in interacting with the survey team. Before the survey, the survey teams were given an intensive 2-day training where they were made familiar with the following:

1. Objectives of the survey
2. Survey questionnaires for parents and students
3. Ethical standards to be followed while conducting the survey
4. Child-protection-related aspects that need to be considered while conducting the survey
5. How to operate the tablet and the survey application

Training of investigators in Tamil Nadu

Qualitative Processes

While the quantitative survey provides figures that depict the broad trends and inclinations on the aspects to be covered as part of the survey, the qualitative processes help in providing context to these numbers and explaining the nature of the trends observed. The qualitative processes have enabled in-depth understanding of the perceptions and actual experiences of different stakeholders involved. The table given below provides details of the tools used and the stakeholders who were covered:

Table 6: Qualitative Tools used during the SEI study

Sr. No.	Tools/Method	Description
1.	**Key Informants interview**	Semi-structured interview schedules were used to conduct interviews with key informants. These key informants/stakeholders were: - Teachers - Principal/Head Teacher - School Management Committee members - Mid-day meal vendors - Other support staff in the schools - Important community members such as Sarpanch/Pradhan - Project staff- at cluster and district levels
2.	**Focused Group Discussions (FGDs) and**	FGDs and GDs provided an insight to the quantitative findings as well as helped the study team to understand the social, cultural,

Sr. No.	Tools/Method	Description
	Group Discussions (GDs)	economic and behavioural dimensions of the various issues considered for the study. FGDs and GDs were conducted with: - Parents - Community members
3.	**Age specific child friendly participatory assessment tool**	Tools such as interviews and group discussions are best suited for adult respondents. Children, on the other hand, need a different set of stimuli to respond – they can't be probed or posed questions like adults. Specific tools responding to the age group of the children were created and used to understand children's perceptions and experiences on various aspects. These tools were used in almost all case school and in control schools where the study team was allowed to interact with the children.
4.	**School/ Class room Observation checklist**	All schools visited were observed using a standard checklist. Observation checklist captured information on infrastructure, class room environment, teaching practices etc.

Group discussions in the community and among parents (above); Participatory tools used among students (below)

IV. FINDINGS OF THE STUDY

Corresponding to the objectives of the study and to the areas of enquiry under the various tools of the study, the current study report has been divided into the following sections:

IV.1 **Respondent Profile:** In this section, the profile of respondents of the survey conducted among students and parents have been outlined, based on their responses. Disaggregated data and information of the respondents based on gender, social profile, means of livelihood, income etc are presented in this section.

IV.2 **School profile:** In this section, information relating to the schools with respect to its strength and disaggregated information for both students and teachers are presented.

IV.3 **Children and Education**: In this section, findings of the study relating to attitudes of the children and the parents towards education and the educational environment in the schools have been presented.

IV.4 **Facilities in the school:** This section of the report specifically focuses on children's and parents' opinion on the facilities available in their respective schools.

IV.5 **Safety in the schools:** In this section, the findings of the study relating school and child safety – both from the students' and parents' perspectives – have been presented.

IV.6 **Non-academic activities in the school:** This section focuses on the students' and parents' perspectives on the non-academic activities organised in the school and outside.

IV.7 **Impact on children**: In this section, the findings of the study that relate to the impact of the education received by the students in their respective schools have been presented. It is to be noted that while the section above – Children and Education – focuses on the attitudes of the towards the inputs, this section focuses on the outcomes of the inputs.

IV.8 **Impact on parents**: In this section, the impact of the program on parents have been summarised. The impacts here are both direct and indirect.

IV.9 **Opinion of respective schools:** This section elaborates on the study findings relating to the opinion of the schools among parents and their knowledge of who runs the Satya Bharti Schools.

IV.10 **Stakeholder perspectives**: In this section, the perspectives of the various stakeholders that the study team interacted with have been presented. It is to be noted that the stakeholder perspectives and inputs have been included in the previous sections of the study as well. This section, on the other hand, outlines specific inputs from the stakeholders on specific areas of enquiry.

IV.1 RESPONDENT PROFILE

In a best-case scenario, quasi-experimental design for comparative evaluation requires that the characteristics of both case and control populations should be closely matching to provide a better comparison. Only when the respondent profiles are closely matching, their responses can be compared effectively, without significant influence of outliers. As it is evident from the figures below, the profiles of the respondents (students and parents) for case schools and control schools are largely similar. The composition of the sample populations vis-à-vis gender, age, caste, economic profile etc are also similar. These similarities have helped to ensure that the inferences drawn from the findings of the study can be sufficiently attributed to factors that are unique to the two sets of populations, provided that other factors are common or similar.

Gender and Age Profile

With respect to the gender distribution, girls comprised 50.6% of the students surveyed in case schools and 47.9% of those surveyed in control schools. Random sequential sampling with an emphasis on equal distribution of gender (and requests to include equal number of boys and girls where sampling was not possible) ensured that the proportion of boys and girls in the students' survey was roughly equal.

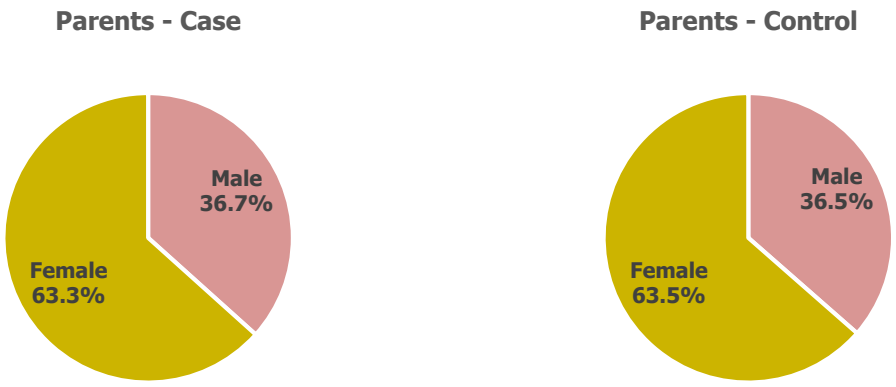


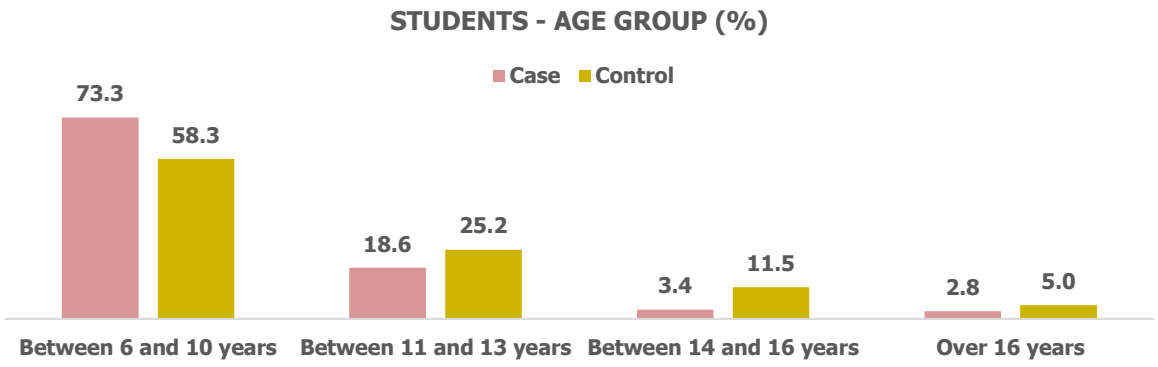
Figure 5: Gender-distribution - Parents

Figure 6: Gender-distribution - Students

In case of survey among parents, about 63.5% of the respondents were females in both case and control households. Although the study team was keen on ensuring equal distribution of gender in case of parents as well, only female members of the household were available the during day time.

Majority of students who participated in the survey were in the age group of 6-10 years, for both case and control schools – 73.3% and 58.3% respectively. These figures correspond to the fact that majority of sample schools were primary schools. Correspondingly, majority of students were studying in classes 3rd, 4th and 5th.

In case of parents, majority of respondents were in the age group 25-35 years. The second largest set of respondents was in the age group 35-45 years. Respondents above 45 years of age were usually grandparents or other elderly relatives who were either the primary care-givers of the reference children (in case of death or migration of parent(s)) or spoke on behalf of children's parents because they were unavailable.



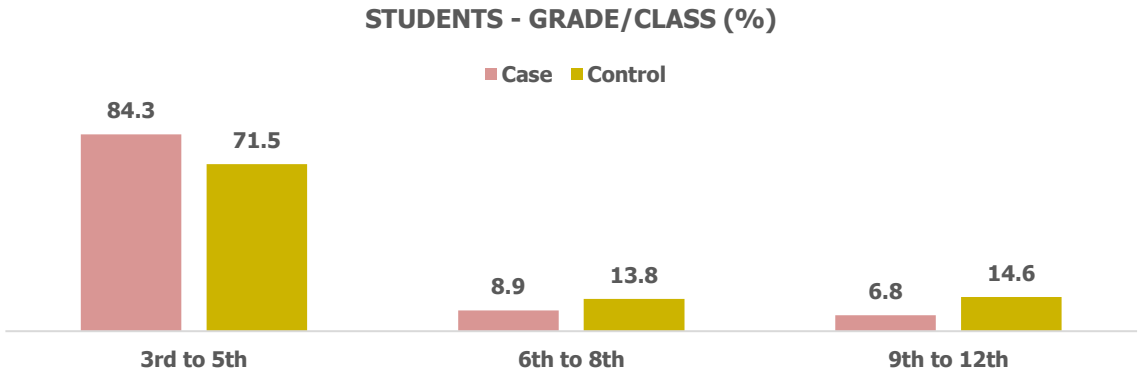


Figure 7: Students - Age and class distribution

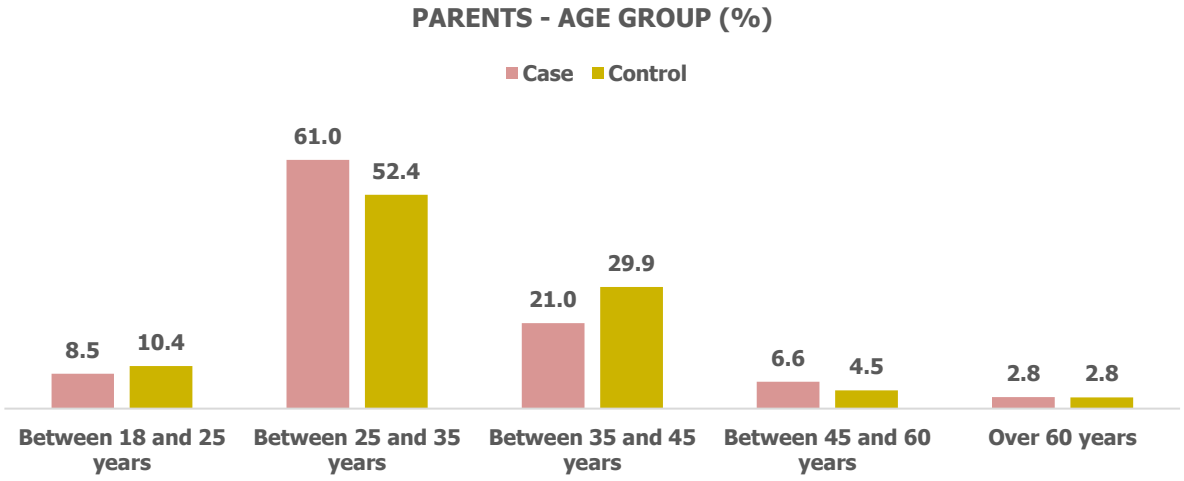


Figure 8: Parents - Age distribution

Reference Child Details

The figures presented above relate to the respondents who directly interacted with the survey team – the students in each of the case and control schools and the parents who send their children to these schools. While the students' questionnaires focused on *their own* perceptions and experiences, the survey tool for parents had questions *in relation to* the 'reference child'. The 'reference child' for the purpose of the survey was the eldest child in the household age who was enrolled in a school – case or control.

As presented in the tables below, the gender distribution was broadly similar in both case and control schools. Likewise, the grade/class distribution was also similar, with majority of the respondents (56.9%, case; 53.5%, control) reported to be studying in classes 3rd, 4th or 5th.

Table 7: Gender and class of the reference child

Gender of the Reference Child (%)		
	Case	Control
Girl	51.2	47.6
Boy	48.8	52.4
Class of the Reference Child (%)		
	Case	Control
PP to 2nd	27.2	10.8
3rd to 5th	56.9	53.5
6th to 8th	12.6	18.1
9th to 12th	3.6	17.7

Family & Caste Profile

Majority of respondents in both case and control households identified themselves as belonging to the Scheduled Castes – 35.1%, case and 36.5%, control – followed by Other Backward Castes and General categories. Only a small proportion of the sample identified themselves as belonging to the Scheduled Tribes and few respondents refused to state their caste.

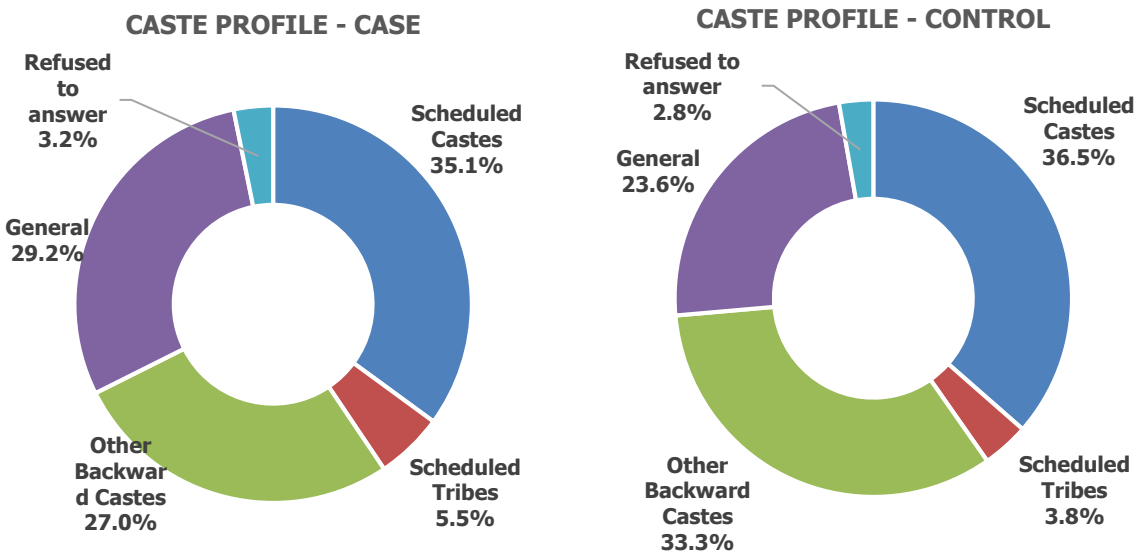


Figure 9: Caste profile of Parents

About half of the case households and 45.5% of the control households had between 5 and 10 members in their households. These households were joint families, usually comprising parents, their children and grandparents. About 46.9% of the control households and 36.1% of case households had less than 5 members.

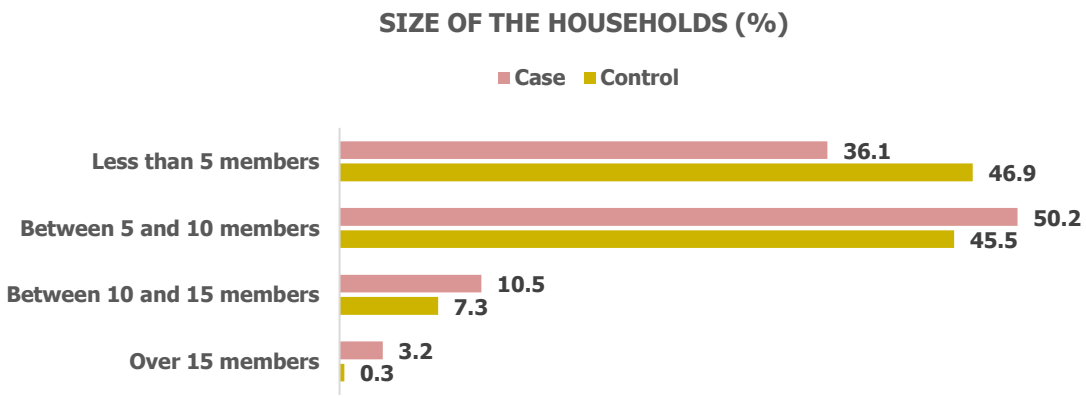


Figure 10: Size of the households - Parents Responses

Education and Occupation Profile

As per the responses, the highest level of education of the parents in majority of the households was secondary school. About 24.7% of case households and 27.1% of control households reported primary/upper primary as the highest level of education of mothers. Only a small percentage of respondents stated that the father and/or the mother were graduates or post-graduates.

As is evident from the table below, about 18% of households in case and control schools reported that the fathers in the households (with respect to the child who was considered the reference child for the survey) were illiterate. This number is higher for mothers – about 29% in both case and control households.

It was observed during interactions with the parents and community members that the average level of education in the regions where the schools were located was middle-school. There were few villages where the average level of education was primary school – these were mostly interiors of Punjab, Haryana and Rajasthan. The average level of education was found to be relatively higher in Tamil Nadu with community members stating that on an average, the level of education was 10+2, with a significant number graduates as well.

It is important to note here that given the rate of illiteracy, a significant number of children studying in both case and control schools are first-generation learners. Given the low levels of education, even those children whose parents are literate are as good as first-generation learners. This has a huge bearing on various aspects related to children's education such as the parents' aspirations for them, how much their parents can help them with studies and whether they have an education-conducive environment at home. All these are discussed in detail in the following sections.

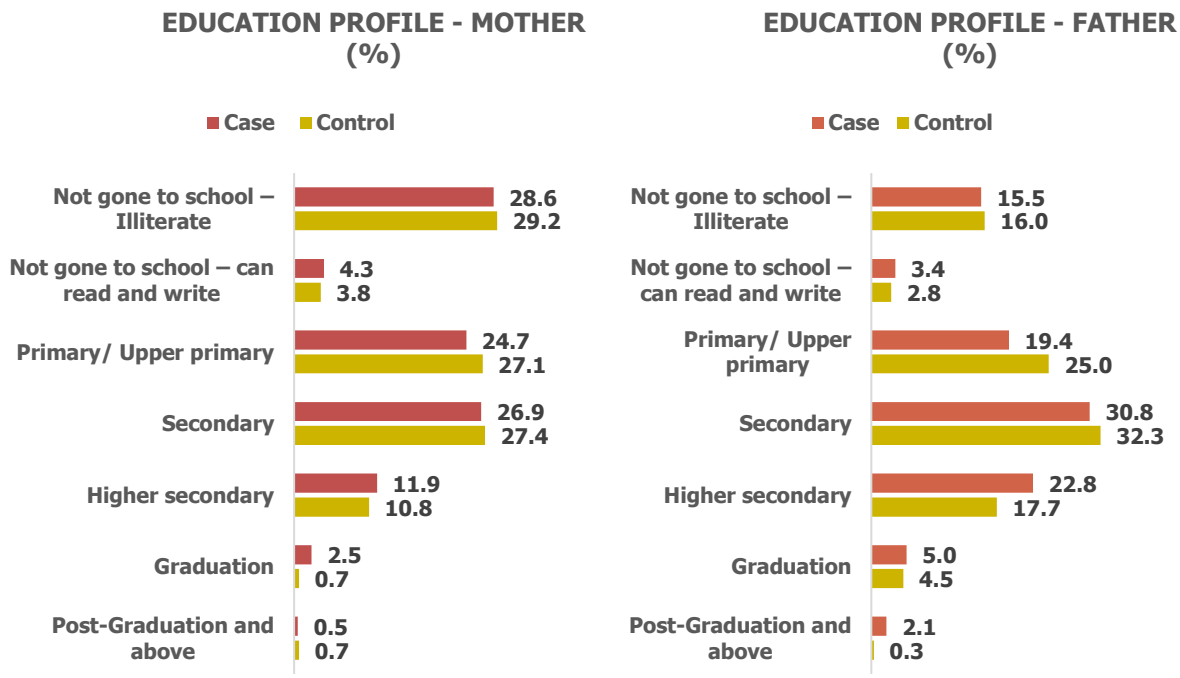


Figure 11: Education profile of mother and father - Parents' responses

During group discussions, many parents stated that their limited educational qualifications significantly hampered their occupational and income prospects. About a third of the respondents among case households and about 43.1% among control households stated that the father was a daily wage labourer by profession. About two-thirds of the respondents in both case and control households stated that the mother was a homemaker.

Further, about 36.1% respondents from case households and 42.4% of respondents from control households stated that the occupation of either the mother or the father in the household involves migration. This also explains why majority of the respondents were women – the menfolk in many of the households surveyed had migrated to other areas within the state, the country and even out of the country in pursuit of livelihood opportunities. Only a small percentage of respondents (about 6% in case of both case and control households) stated that they had migrated to the current location of residence.

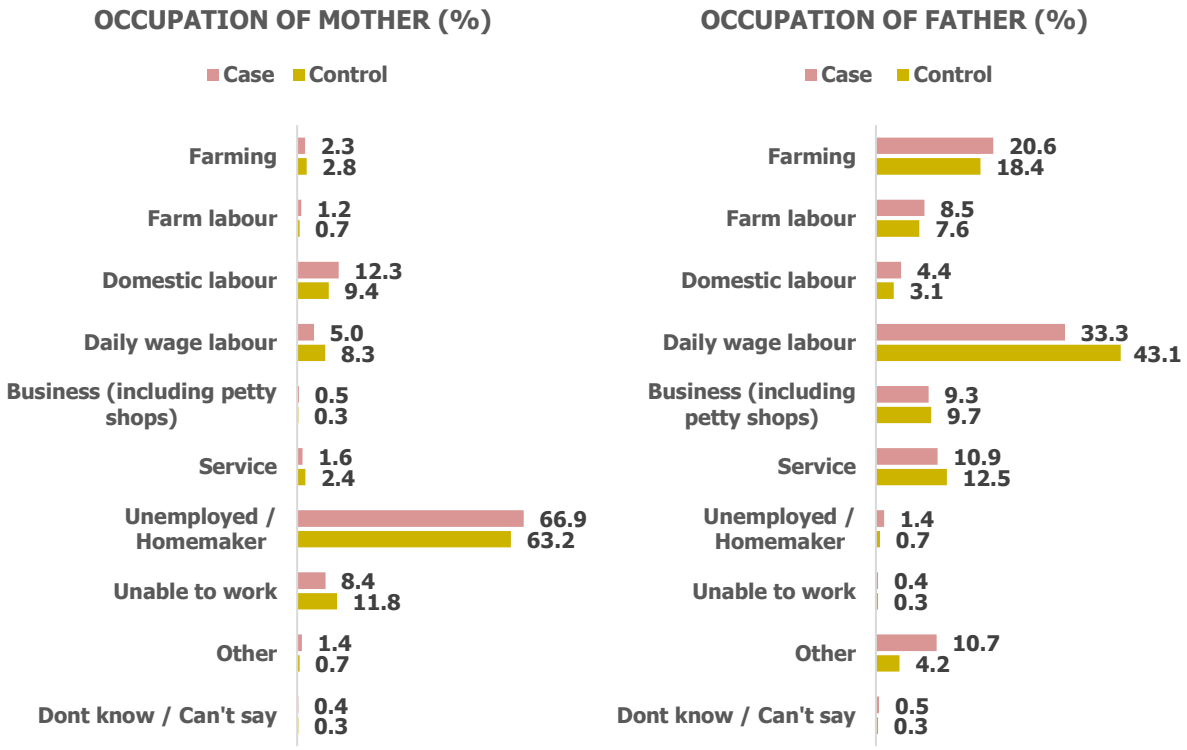


Figure 12: Occuptation of mother and father - Parents' responses

More than 80% of the households reported less than Rs 10,000 as their monthly household income. Majority of the respondents stated that their monthly income is between Rs 1,000 and Rs 5,000. In this context, majority of the parents whose children study in Satya Bharti Schools stated during interviews and discussions that had it not been for Satya Bharti Schools, their children would not have been able to access quality education. According to them, government schools did not offer quality education (or for that matter any education) and private schools (in regions where there were such schools) were beyond their limited means.

Parents' occupation involves migration	
Case	Control
36.1%	42.4%
Not a native of the village	
Case	Control
6.8%	6.3%

Table 8: Migration Information - Parents

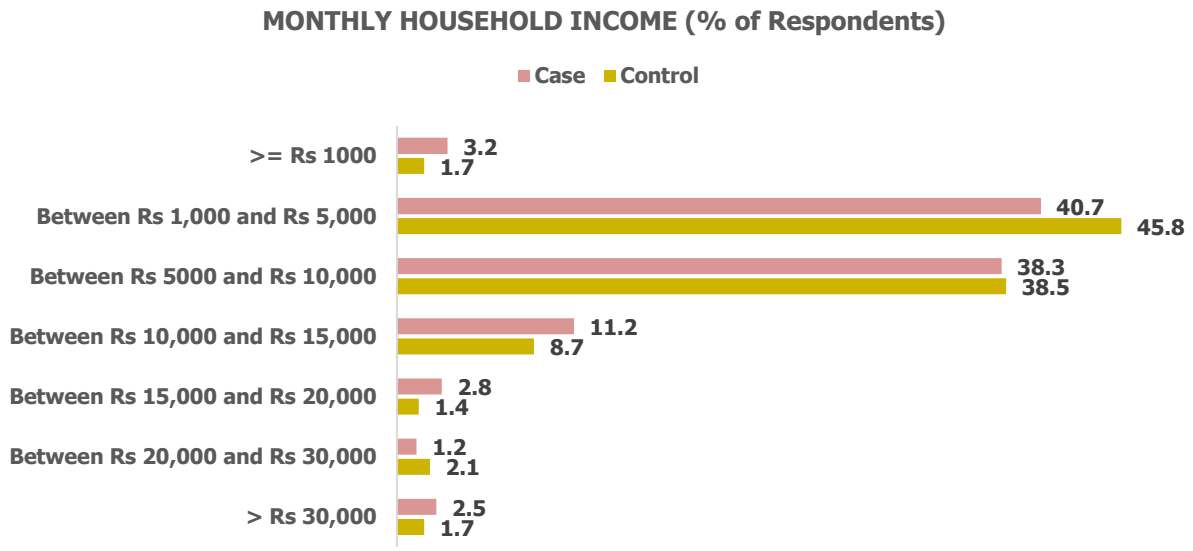


Figure 13: Monthly household income - Parents' responses

IV.2 SCHOOL PROFILE

As mentioned in the methodology section, a detailed school observation checklist was used to obtain important data and observe significant aspects of the schools where the study was conducted. The information relating to the schools with respect to its strength and disaggregated information for both students and teachers are presented below.

School Strength

Based on the current school strength and the information relating to the school strength at the time of establishment, nearly 30% of Satya Bharti Schools witnessed a rise of about 100-300% increase in their strength since the time of their establishment. About five case schools and two control schools had fewer students as compared to the time they were established. In case of about 13% of the case schools and 44% of the control schools, no information on the original number of students was available.

Given the current and the original school strength, it is clear that the rate and magnitude of increase in school strength is much higher than that of control schools. According to the teachers and Bharti staff, the enrolment in Satya Bharti Schools has been increasing steadily, so much so that many schools have now started lottery-based admissions since the number of applications are much higher than the number of seats per class in the schools.

In case of control schools, many government primary schools had very low enrolment. As many as 30% of the control schools had less than 100 students – one government primary school in Punjab had as low as 23 students and another only 53 students in total. The number of students in private schools and government senior secondary schools was found to be at par with the case schools.

Table 9: Basic information relating to schools - School Observation Checklist

BASIC INFORMATION				
PARAMETERS OF EVALUATION/ OBSERVATION	CASE		CONTROL	
	VALUE NO. OF SCHOOLS OUT OF 30	PERCENTAGE % OF TOTAL	VALUE NO. OF SCHOOLS OUT OF 16	PERCENTAGE % OF TOTAL
SCHOOL STRENGTH				
Less than 100	1	3.3%	5	31.3%
Between 100 and 150	6	20.0%	3	18.8%
Between 150 and 200	11	36.7%	0	-
Between 200 and 300	9	30.0%	2	12.5%
Between 300 and 500	1	3.3%	2	12.5%
More than 500	2	6.7%	2	12.5%
No Information	0	-	2	12.5%
CHANGE IN THE NUMBER OF STUDENTS SINCE THE YEAR OF ESTABLISHMENT				
Negative change	5	16.7%	2	12.5%
Between 0 and 50% increase	7	23.3%	2	12.5%
Between 50 and 100% increase	4	13.3%	0	-
Between 100 and 200% increase	3	10.0%	2	12.5%
Between 200 and 300% increase	6	20.0%	2	12.5%
More than 300% increase	1	3.3%	1	6.3%
No Information	4	13.3%	7	43.8%

Student Profile

During discussions with teachers and Bharti staff, it was communicated to the survey team that enrolment of girls was the most important criteria for enrolment into the school, followed by backward sections such as Scheduled Castes, Scheduled Tribes and Backward Castes. This meant that preference was given to female students and children from marginalised communities so that the school caters to those who are, for various reasons, unable to access quality education.

Apart from one school, all case schools had at least 40% girls from among the total number of students. Further, about 63% of the schools had more than 50% female students. In case of control schools, only one school had more than 50% female students. Though figures for about six of the control schools were not available. As per observations of the study and based on informal interactions with the teaching staff, it can be said that none of the remaining schools had more 50% female students. The proportion of boys and girls were either same or tilted in favour of boys. Further, Bharti Foundation's commitment to inclusion is further illustrated through the composition of the students in the schools.

Table 10: Student information - School Observation Checklist

STUDENT INFORMATION				
PARAMETERS OF EVALUATION/ OBSERVATION	CASE		CONTROL	
	VALUE NO. OF SCHOOLS OUT OF 30	PERCENTAGE % OF TOTAL	VALUE NO. OF SCHOOLS OUT OF 16	PERCENTAGE % OF TOTAL
NUMBER OF GIRLS				
Between 20 and 40%	1	3.3%	4	25.0%
Between 40 and 50%	10	33.3%	5	31.3%
Between 50 and 60%	16	53.3%	1	6.3%
More than 60%	3	10.0%	0	-
No Information	0	-	6	37.5%
NUMBER OF SCHEDULED CASTE STUDENTS				
No SC Students	0	0.0%	2	12.5%
Less than 25%	9	10.0%	3	18.75%
Between 25 and 50%	12	53.3%	1	6.3%
Between 50 and 75%	7	26.7%	4	25.0%
Between 75 and 100%	2	10.0%	1	6.3%
No Information	0	-	5	31.3%
NUMBER OF SCHEDULED TRIBE STUDENTS				
No ST Students	22	73.3%	9	56.3%
Less than 5%	6	20.0%	2	12.5%
More than 5%	2	6.7%	0	-
No information	0	-	5	31.3%
NUMBER OF OBC STUDENTS				
No OBC Students	1	3.3%	2	12.5%
Less than 25%	16	53.3%	4	25.0%
Between 25 and 50%	8	26.7%	3	18.8%
Between 50 and 75%	2	6.7%	1	6.3%
Between 75 and 100%	3	10.0%	0	-
No Information	0	-	6	37.5%

Similar to the emphasis on addressing the gender gap in education, Satya Bharti Schools have also been able to take a positive step towards being inclusive in the composition of the teaching staff as well. Most of the case schools had more than 50% female staff members – seven schools had only female teachers. None of the control schools had an all-female teaching staff – not even the schools were accurate disaggregated information was unavailable.

Table 11: Teacher information - School Observation Checklist

TEACHER INFORMATION				
PARAMETERS OF EVALUATION/ OBSERVATION	CASE		CONTROL	
	VALUE NO. OF SCHOOLS OUT OF 30	PERCENTAGE % OF TOTAL	VALUE NO. OF SCHOOLS OUT OF 16	PERCENTAGE % OF TOTAL
NUMBER OF FEMALE TEACHERS				
No female teachers	1	3.3%	3	18.8%
Less than 25%	3	10.0%	0	-
Between 25 and 50%	9	30.0%	4	25.0%
Between 50 and 75%	5	16.7%	3	18.8%
Between 75 and 99%	5	16.7%	3	18.8%
All female teaching staff	7	23.3%	0	-
No information	0	-	3	18.8%
TEACHER-STUDENT RATIO				
Less than 1:20	3	10.0%	6	37.5%
Between 1:20 and 1:30	16	53.3%	6	37.5%
Between 1:30 and 1:40	8	26.7%	2	12.5%
More than 1:40	3	10.0%	0	-
No information	0	-	2	12.5%

IV.3 CHILDREN AND EDUCATION

To provide a comparative perspective on parents and students, most of the themes covered under the questionnaires for parents and students were broadly similar. They focused on personal experiences and opinions. In case of parents, as mentioned above, these experiences and opinions were in relation to the reference child. This section of the report covers the findings of the study – survey as well as qualitative findings – on the dreams and aspirations with respect to their children and their education.

Before venturing into specific questions relating to education of their children, it was necessary to understand the role of the parents in the overall well-being of the children. It was important to ascertain whether the parents themselves were the primary care-givers to the children or the children were being cared for by other members of the family.

As shown below, about 92.7% of the respondents among both case and control households stated that the parents of the reference child were the primary care givers. Grandparents, siblings and other relatives were reported to be the primary care-givers by only a small proportion of the respondents. Similar to the respondents' profile, the findings on the care-giver aspect are also similar across case and control households.

Table 12: Primary care-givers for children - Parents' responses

Primary Care-Givers	Case	Control
(Figures in %)		
Parents (Mother/ Father)	92.7	92.0
Grandparents	5.7	3.8
Elder siblings	0.2	0.3
Other	1.2	3.5
Don't know / Can't say	0.2	0.3

Another area of enquiry with respect to parental roles was in relation to the decision regarding sending the child to the school in question (case or control). As per the responses, majority of the respondents in case households stated that the father or the male member of the family took the decision to send the child to Satya Bharti School. As compared to the case households, a higher percentage of respondents among control households stated that the decision to send the child to the particular school was by the father and the mother together. However, the percentage of respondents saying the mother or the female members of the household took the decision to send the child to a particular school was higher among Satya Bharti Schools, as compared to other schools.

Table 13: Decision on sending the child to particular school - Parents' responses

Decision on sending the child to particular school	Case	Control
(Figures in %)		
Mother/Female	31.1	26.4
Father/Male	36.7	30.2
Together	28.1	30.9
Other (Specify)	3.6	7.3
Don't know / Can't say	0.5	5.2
Grand Total	100	100

Importance of Education

"I don't want my children to suffer our fate" was a common refrain heard during discussions with parents during the course of the study. Majority of the respondents had not studied beyond secondary/higher secondary and many parents stated that they were illiterate. According to many of the parents, the lack of educational opportunities and/or their inability to continue their education meant that their means of livelihood were limited and the household income low. They said that education is critical to a dignified and honourable life. They attributed a respectable place in the society to the education one receives.

These sentiments have been conveyed by the parents to the children, as is evident from the survey responses. During some interviews, children themselves stated that their parents had told them only a good education can ensure gainful employment and only that can ensure a respectable life.

Unsurprisingly, when asked why education is important, majority of the students, among both case and control, stated that becoming employable was the primary benefit of being educated. Interestingly, on the other hand, most of the parents stated that being accomplished and doing something important was the goal of education and the reason why they insist that their children go to the school.

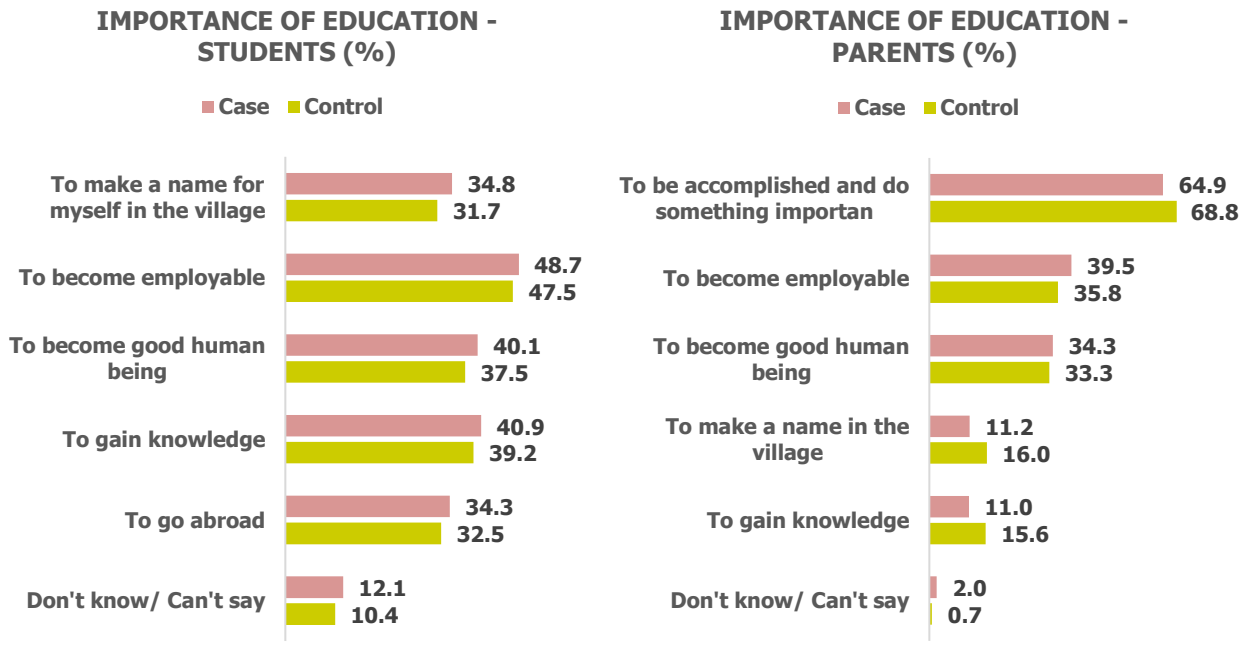


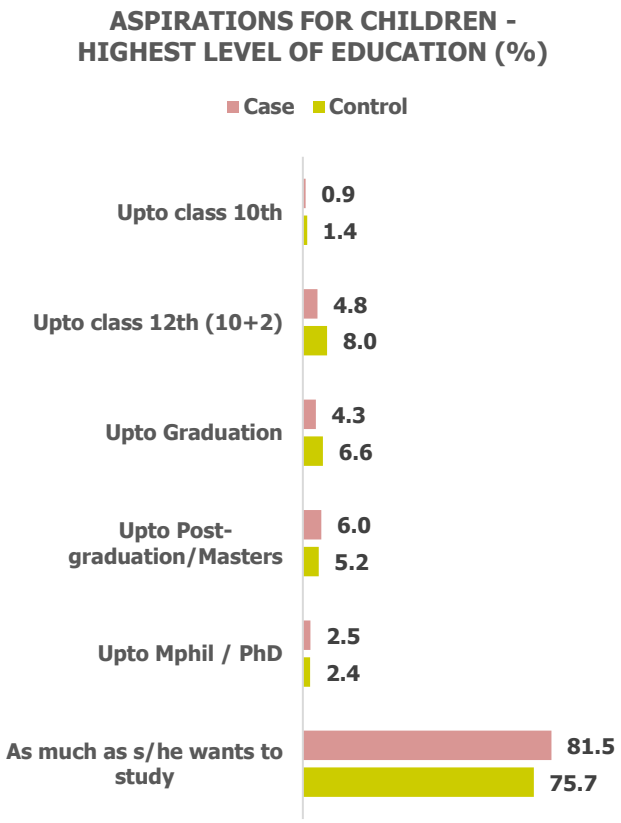
Figure 14: Importance of Education - Parents and Students' responses

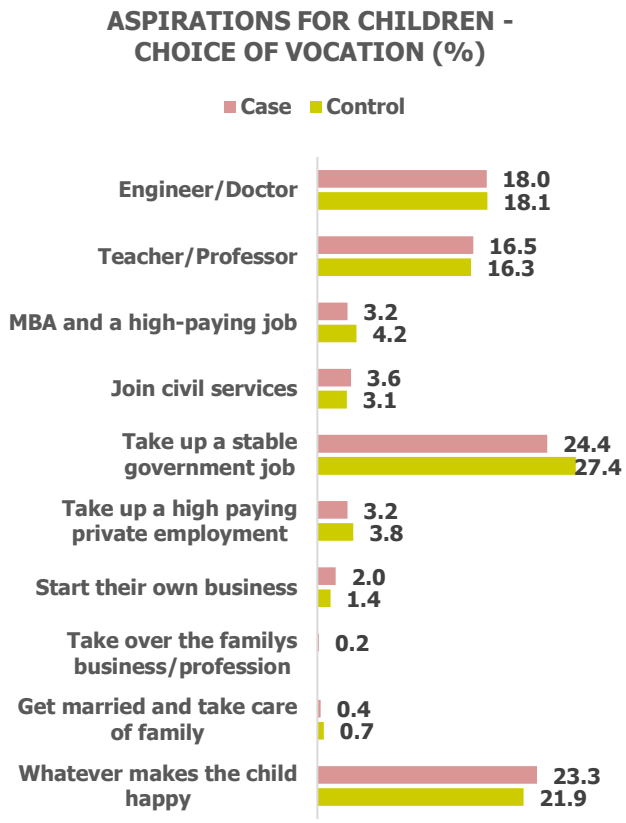
Aspirations for Children

Similar to the trends observed so far, the aspirations for children among parents were observed to be similar for both case and control parents. Majority of the parents stated that they would want their children to study as much as they can. The proportion of parents who stated so was slightly higher among case households (81.5%) compared to control households (75.7%).

While some parents wanted their children to become successful and be a good person, some parents had specific desires – doctors, engineers, civil servant, private employment with a good salary. Some parents said that they will be happy with whatever their child chooses to become – if the profession does not involve anything illegal or dangerous – while some were insistent that the children follow their – parents' - desires strictly.

> *"Main chahti hun mere bache utne padhe jitna unka mann ho. Main unke liye poori mehnat karne ke liye taiyaar hun. Ab bas bachchon pe hai, woh kya karna chahte hain."*
>
> I want my children to study as much as they want. I am willing to work as hard as possible to fulfill their dreams. Now it's up to them as to what they wish to do (when they grow up)
>
> ■ Parent, Rajasthan





As mentioned above, in terms of the occupation to pursue when children finish their education, the responses were varied. A stable government job was observed to be the most preferred form of employment. A government job, according to them, was not subject to vagaries of weather, market or any other factors that usually impact employment and income circumstances.

During discussions with parents on aspirations for their children, it was observed that at first parents expressed that their aspirations for their children were the same, irrespective of their gender. They said that boys and girls are equal and insisted that the "times have changed" and boys are no longer preferred over girls or given more importance or attention.

They stated that though the level of education of girls is lower than boys, it is important that girls are educated. Some of the parents were of the opinion that an educated girl has better prospects of finding a good groom. Some said that irrespective of the marital status or if she's employed or not, girls should be educated so that they can take care of themselves and not be dependent on anyone.

Ladka ho ya ladki, padhne ka toh sabhi ko faayda hai. Par betiyon ko kahin door padhne kaise bhej sakte hain. Kya kya sunne ko milta hai aaj kal. School, college aas paas ho toh acha hai.

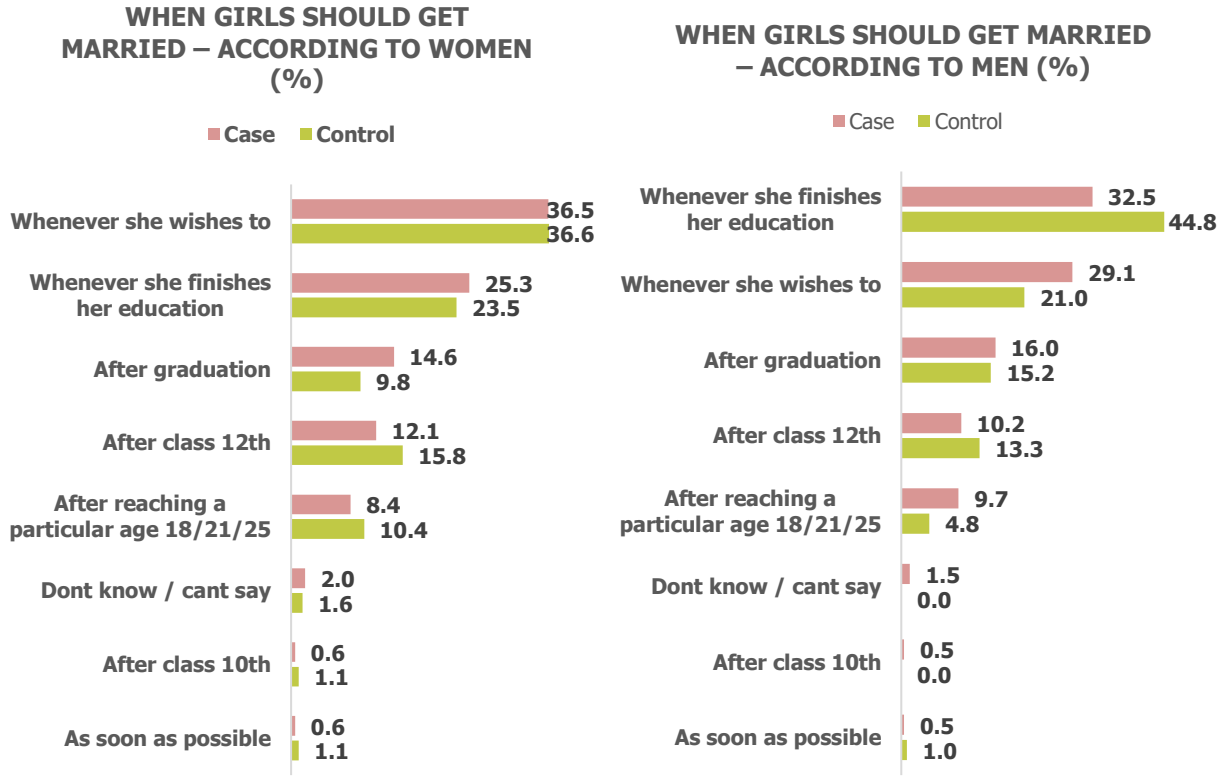
Be it a boy or a girl, education helps everyone. But how can we allow girls to travel long distances. We constantly hear stories (or crime). It is best if the school or college is close by.

- Community member, Haryana

The responses during some of these discussions exhibited tendencies of social desirability bias. When probed further, many parents reluctantly conceded that though they would want their girl children to pursue their dreams, societal pressure eventually trumps parental dreams. For example, even if the parents wanted their girl children to pursue higher education, sending them to schools or colleges far

away from their home was a security issue – “mahaul theek nahin hai” (the environment is not good) was a common refrain. Even if the parents want their girl children to marry only when they are ready to get married, societal pressure forces the parents to get them married off as soon as possible.

Figure 15: When girls should get married - Men's and Women's responses



It is to be noted here that sustained probing helped overcome the influence of social desirability bias- but this level of probing was not feasible during the survey processes. About a third of the respondents among both case and control households stated their girl children are free to choose when they wish to get married. In the adjoining figure, responses under ‘other’ were mostly the age by which girls should be married – some stated 18 years and some said 21 years.

Regularity of children in school

During interactions with school students, it was observed that irrespective of control or case schools, coming to school was considered an enjoyable activity by the children. School, to most children, was a space for interacting with other children and playing with friends without being under the watchful eyes of their parents/guardians. The quality of education and the school environment, though important determinants in the overall satisfaction with school life, were secondary considerations for children. More important to them were getting to be with many others of their age and their enthusiasm to play (in case of younger children). About 95% of case students and 94% of control students that they like coming to school every day.

During participatory processes, children stated that the hardest part of the morning routine was rubbing the sleep off their eyes. Nearly all the children that were part of these processes categorically stated that they felt very happy while going to school. The only exception were days when they had tests or when they had not finished their homework. This applied to both case and control schools. In control schools, some children also stated fear of teachers as one of the factors that lessened their interest in school life a little bit – but not enough to make them dislike going to school.

> My daughter wants to go to school even when she is unwell. Once or twice I have scolded her so that she stops asking me for my permission.
>
> ■ Parent, Punjab

According to the parents too, children generally loved going to school. About 94% of the parents from case households stated that their child/children love going to school; the corresponding figures was 90% for control households. A higher number of control parents stated low interest among their children in attending school (as denoted by the "somewhat true" column below) than case parents.

The differences in the level of interest in school between case and control schools were highlighted during discussions with the parents and community members. During such discussions with parents who send their children to Satya Bharti Schools, many spoke in detail about how keen their children are to go to school daily. According to them, missing even a single day of school was a source of much anguish to the children. Some parents said that their children insisted that they go to school even when they are unwell. The children would tell the parents that they did not want to miss out on anything happening in the school, especially academics.

On the other hand, while discussions with control parents, the parents mentioned their child's keenness on attending schools in respect of their enthusiasm to meet their friends. There was no mention of the school environment or the interest in academics. This shows that while the enthusiasm for attending school daily are similar across case and control schools, the reasons for the enthusiasm differ widely.

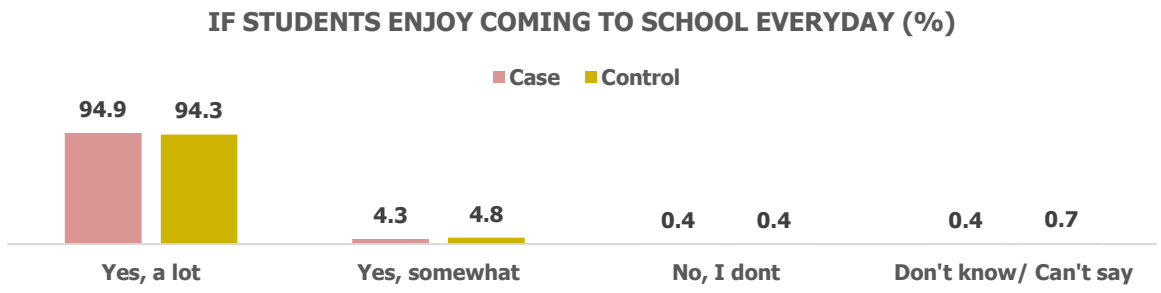
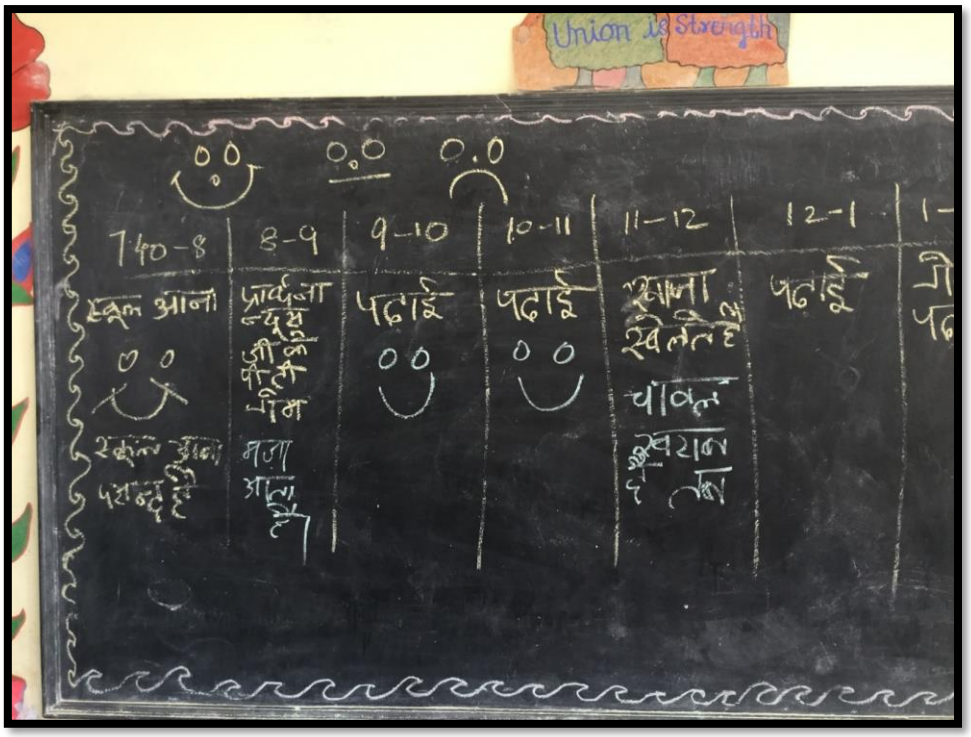


Figure 16: Whether students enjoy coming to school everyday

Parents' opinion		Certainly True	Somewhat true	Not true	Don't know / Can't say
		% of Respondents			
The child loves going to school	Case	94.9%	4.3%	0.4%	0.4%
	Control	94.3%	4.8%	0.4%	0.7%
	Govt. Control	90.5%	8.2%	0.3%	1.0%

Table 14: Whether children enjoy going to school every day - According to the parents



Happy to be in school – Group Activity in Haryana

It is interesting to note that the enthusiasm for attending school did not fully translate into full attendance in school. About a third of the parents in case and control households stated that their child was regular but could not boast of full attendance. They said that the children had to miss attending the school in case they fell very ill or if they had to take part in any family engagements. It is to be noted here that the regularity of children in schools as per the parents was much better in Category A schools, as compared to Category B.

According to teachers from case schools, while the overall attendance levels were good, there were students in each school who were unable to attend school on a regular basis. The reasons were varied. Many children skipped school for long durations to attend weddings and other engagements along with their parents. In some cases, parents engaged their children in daily labour to support the household income. For example, it was the harvest season for peas during the time the study process was underway in Punjab. So, the number of students who were present were slightly lower. Some teachers found this unfair on the part of the parents, while some sympathised with the dire circumstances of the parents.

> *Abhi matar ka season chal raha hai. Toh maa baap apne bachon ko saath le jaate hain. Hum bolte hain unko.. na leke jaayein, padhai pe asar padhega. Par unki dikkat bhi samajh sakte hain..*
>
> It's the harvest season for peas. So parents take their children along. We try telling them not to take their children along; their studies will get affected. But we understand their troubles as wel..
>
> ■ Teacher, Punjab

Though absenteeism and low attendance was found in Satya Bharti Schools also, based on discussions with teachers in both case and control schools, students' attendance was a far graver concern among control schools. Teachers from Satya Bharti Schools regularly interacted with the parents – as stated

by both parents and teachers themselves – counselling them on the importance of regular attendance, among other things. No such parent-teacher engagement was found in control schools. Many teachers in the control schools, especially government schools, stated that parents did not pay much attention to the need for their children to be regular at school. They said that children are sometimes made to skip school by their parents whenever there are any family engagements - especially during the "wedding season" – the time when many weddings take place owing to auspicious dates as prescribed by religious calendars. Further, they did not mention anything on how they try and rectify the situation by counselling with the parents or the students.

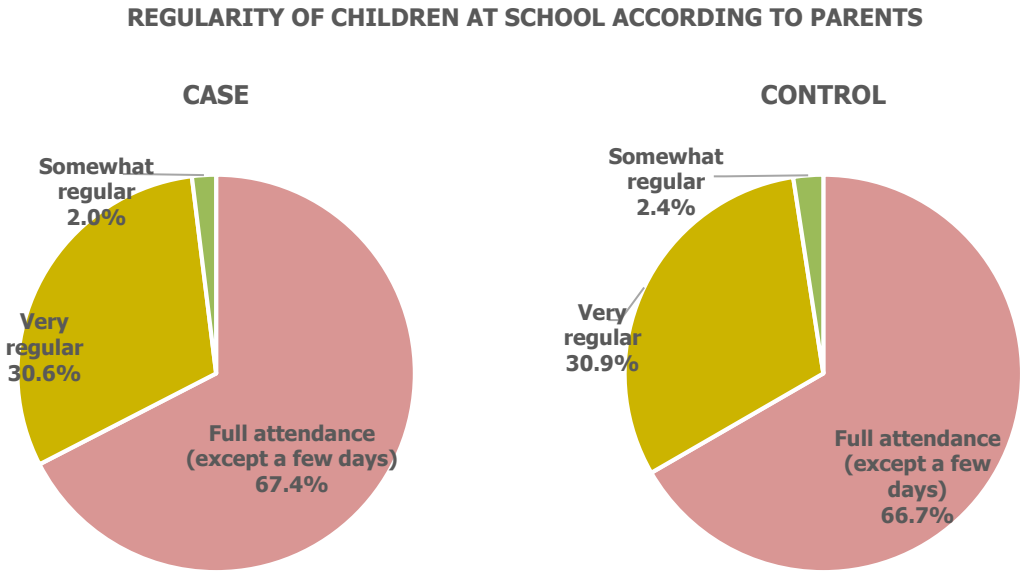


Figure 17:Regularity of children at school - According to Parents

Regularity	Case - Category A (Response in %)	Case - Category - B (Response in %)
Full attendance (except a few days)	72.4	66.3
Very regular	26.5	30.9
Somewhat regular	1.1	2.9

Table 15: Regularity of children at school - Category A and Category B

IV.4 FACILITIES IN THE SCHOOLS

This section of the report specifically focuses on children's and parents' opinion on the facilities available in their respective schools. While students were asked whether certain facilities were available in the school and how much they enjoyed the mid-day meals served in the schools, the parents were asked to state their opinion on the overall infrastructure and mid-day meals served to the students in the schools.

Library in Satya Bharti Senior Secondary School, Chogawan, Amritsar, Punjab

As is evident from the figures presented, a higher percentage of children from Satya Bharti Schools reported availability of facilities and of better quality as compared to students from control schools. Almost 89.0% of the students from Satya Bharti Schools stated that their school has story books they can read in school and take home, as compared to only 61.5% in control schools. While 75.0% of the students in case schools said that water and soap were available in their sanitation facilities, only 42.7% of students in the control schools stated so. The difference in responses between case and control schools were narrow in case of facilities such drinking water and availability of playgrounds.

FACILITIES AVAILABLE IN THE SCHOOL	TYPE OF SCHOOL	% WHO SAID YES
Story books to read in school and take home	Case	89.0%
	Control	61.5%
	Govt. Control	73.4%
Clean toilets	Case	98.0%
	Control	83.8%
	Govt. Control	82.9%
Hand wash (only water)	Case	23.8%
	Control	55.6%

FACILITIES AVAILABLE IN THE SCHOOL		TYPE OF SCHOOL	% WHO SAID YES
		Govt. Control	65.8%
	Hand wash (water and soap)	Case	75.0%
		Control	42.7%
		Govt. Control	33.2%
	Drinking water	Case	98.3%
		Control	98.3%
		Govt. Control	98.0%
	Medical facilities	Case	95.2%
		Control	85.4%
		Govt. Control	80.6%
	Playground in the school	Case	93.6%
		Control	90.2%
		Govt. Control	89.5%
	Playground big enough	Case	85.6%
		Control	84.6%
		Govt. Control	84.5%

Figure 18: Facilities available in schools - Students' responses

About 92% of the parents stated that the facilities available in Satya Bharti Schools were of good quality. The corresponding figure for control schools was 72.2%. About a fifth of the respondents (20%) in control households stated that while some facilities in the school were good, others were of poor quality. The corresponding figure for case schools was only 5.6%.

Most of the parents whose children study in Satya Bharti Schools stated that they were happy with the infrastructure and other facilities in the school. The highlight of the school, according to them, was the building, with its unique design, open hallways, airy classrooms and multicoloured tiling and walls. They also appreciated the maintenance of the toilets, the cleanliness in the campus, the playground etc. They believed that the infrastructure facilities in governments were mostly poor. They cited examples of government schools in the village or in nearby villages - the status of the building, the shabby walls, the overcrowded classrooms, inadequate and unclean toilets, broken furniture etc.

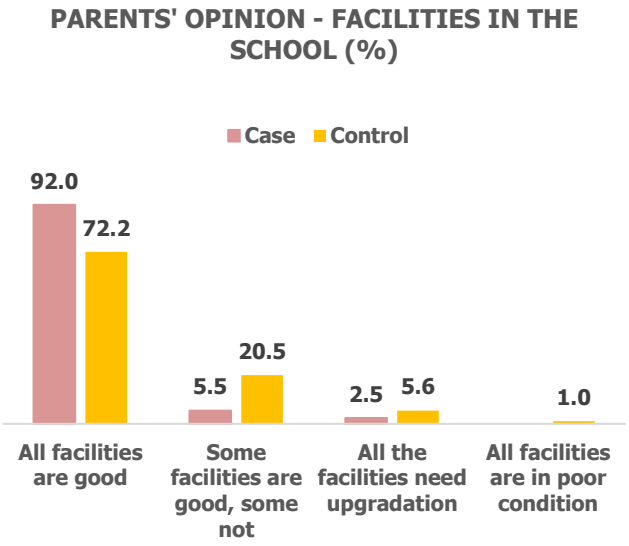


Figure 19: Opinion on facilities available in the school - Parents' responses

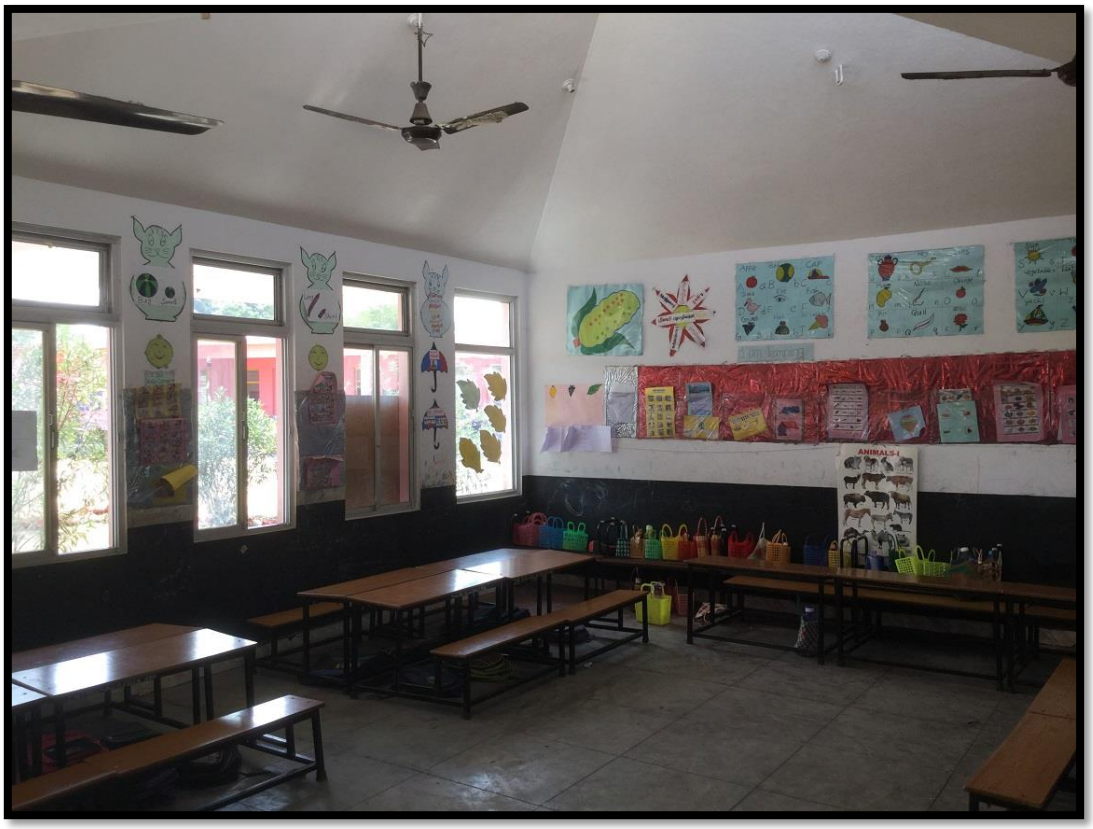
With respect to private schools, parents stated that though Satya Bharti Schools don't charge a penny from the parents, the facilities are much superior in comparison. Even the study team observed sub-standard facilities in some private schools that were part of the study. For instance, in a private school in Tamil Nadu, the toilet for girls was nothing more than a raised and sloping platform, with no doors or demarcations. There were no commodes or taps or basins.

> Mattra palli manavargaluku kanini payanpaduthum vaaipu illai. Kalvi kattanam seluthum palliyil kooda indha vasathigal illai. Yengal kuzhandhaigaliku periya vaguparai ulladhu. Perubalana palligalil kaliparai vasathi illai.
>
> Other school students do not have access to computers. Many schools do not have proper toilets. This is not even available in the schools where they (other parents) pay fees. Our kids get spacious class rooms.
>
> ■ Parent, Tamil Nadu

At the same time, however, some parents stated that there was significant room for improvement in Satya Bharti Schools. Parents in some schools in West Bengal stated that availability of water is a matter of concern. In some schools in Punjab, parents wanted better safety measures – proper boundary walls instead of fences, tall gates and guards. In some schools in Jodhpur, Rajasthan, parents wanted the playground to be bigger and the building to have few more rooms to accommodate more children. However, the maximum number of complaints against case schools came from parents whose children study in Satya Bharti -supported government schools in Rajasthan. Parents here appeared unsatisfied – their complaints were on similar lines as the complaints against/opinion of government schools.

Most parents of children studying in government schools (control) stated that the schools stated that the infrastructure was sub-standard and as a result had an adverse impact on the quality of education. Only parents of children studying in government higher secondary schools in Punjab and some private schools in Uttar Pradesh and Rajasthan had a slightly better opinion of the infrastructure and facilities in their respective schools.

Computer lab in Satya Bharti Senior Secondary School, Chogawan, Amritsar, Punjab



Classroom decorated with TLMs in a Satya Bharti School in West Bengal

FINDINGS OF THE SCHOOL OBSERVATION CHECKLIST

SCHOOL AND CLASSROOMS				
PARAMETERS OF EVALUATION/ OBSERVATION	CASE		CONTROL	
	VALUE- NO. OF SCHOOLS OUT OF 30	PERCENTAGE - % OF TOTAL	VALUE- NO. OF SCHOOLS OUT OF 16	PERCENTAGE -% OF TOTAL
QUALITY OF VENTILATION				
Good	25	83.3%	6	37.5%
Average	5	17.7%	9	56.3%
Poor	0	-	1	6.3%
ENOUGH CLASSROOMS FOR THE NUMBER OF CHILDREN				
Fully	23	76.6%	6	37.5%
Somewhat	4	13.3%	6	37.5%
No	3	10.0%	4	25.0%
SUFFICIENT FURNITURE				
Fully	23	76.6%	5	31.3%
Somewhat	3	10.0%	4	25.0%
No	4	13.3. %	7	43.8%
SPACE TO WALK AROUND IN CLASS				
Good	24	80.0%	7	43.8%
Average	5	16.6%	2	13%
Poor	1	3.3%	7	43.8%
DIFFERENTLY-ABLED FRIENDLY				
Yes	11	36.6%	8	50.0%
SUFFICIENT PLAY AREA FOR CHILDREN				
Fully	12	40.0%	4	25.0%
Somewhat	9	30.0%	4	25.0%
No	9	30.0%	8	50.0%
PLAY AREA LEVELLED				
Fully	10	33.3%	3	18.8%
Somewhat	9	30.0%	8	50.0%
No	11	36.6%	5	31.3%
PLAY EQUIPMENT IN THE PLAYGROUND				
Fully	8	26.6%	1	6.3%
Somewhat	17	56.6%	7	43.8%
No	5	16.6%	8	50.0%

Table 16: Information on schools and classrooms - School Observation Checklist

It is evident from the figures above that Satya Bharti Schools provide better quality school environment – with respect to school infrastructure – as compared to control schools. On some parameters such as ventilation, space inside the classroom and furniture in the classrooms the difference between case and control schools was significant. In case of other parameters, the difference between case and control schools was observed to be narrow.

It is to be noted that as per observations, a higher proportion of control schools were found to be differently-abled friends than case schools.

FINDINGS OF THE SCHOOL OBSERVATION CHECKLIST

FACILITIES IN THE SCHOOL - ACADEMIC				
PARAMETERS OF EVALUATION/ OBSERVATION	CASE		CONTROL	
	VALUE NO. OF SCHOOLS OUT OF 30	PERCENTAGE % OF TOTAL	VALUE NO. OF SCHOOLS OUT OF 16	PERCENTAGE % OF TOTAL
TLMS IN THE CLASSROOMS				
Fully	24	80.0%	5	31.3%
Somewhat	6	20.0%	6	37.5%
No	0	-	5	31.3%
LIBRARY IN THE SCHOOL				
Yes	30	100.0%	13	81.3%
Sufficiently stocked	14	46.7%	4	25.0%
COMPUTERS IN THE SCHOOL				
Yes	30	100.0%	11	68.8%
FUNCTIONAL COMPUTERS				
33%	1	3.3%	0	-
50%	2	6.7%	0	-
67%	2	6.7%	1	6.3%
75%	1	3.3%	0	-
86%	1	3.3%	0	-
100%	22	73.3%	6	37.5%
Not Applicable	1	3.3%	5	31.3%
Information not Available	0	-	4	25.0%
FIRST AID BOX IN THE SCHOOL				
Available in the school	30	100.0%	11	68.8%
First aid-checklist available	30	100.0%	3	18.8%
No information on checklist	0	-	3	18.8%
First-aid box well stocked	27	90.0%	4	25.0%
No information on stock	0	-	3	18.8%

Table 17: Facilities available in the school - School Observation Checklist

With respect to other facilities in the schools, Satya Bharti Schools had better facilities to provide to its students as compared to the control schools. While all Satya Bharti Schools at least some TLMs in the classrooms, about a third of the control schools did not. Similarly, all Satya Bharti Schools had books for their children, computers and first-aid facilities. The corresponding figures for these parameters for control schools were 69%, 81% and 69%, respectively.

FINDINGS OF THE SCHOOL OBSERVATION CHECKLIST

SANITATION AND WATER FACILITIES				
PARAMETERS OF EVALUATION/ OBSERVATION	CASE		CONTROL	
	VALUE NO. OF SCHOOLS OUT OF 30	PERCENTAGE % OF TOTAL	VALUE NO. OF SCHOOLS OUT OF 16	PERCENTAGE % OF TOTAL
TOILETS				
Separate toilets	30	100%	12	75.0%
Sufficient for students	27	90.0%	4	25.0%
Sufficient for teachers	26	86.6%	6	37.5%
Clean	28	93.3%	6	37.5%
Anyone entrusted with cleaning	29	96.7%	13	81.3%
POTABLE WATER				
Available	30	100.0%	16	100.0%
Water treated before consumption	6	20.0%	7	43.8%
SOURCE OF POTABLE WATER				
Piped water	9	30.0%	5	31.3%
Tubewell/Borewell	17	56.7%	10	62.5%
Water Tanker	2	6.77%	0	-
Packaged drinking water	1	3.3%	1	6.3%

Table 18: Sanitation and water facilities - School Observation Checklist

Stark differences were observed between the sanitation facilities available for students in case and control schools. All Satya Bharti Schools had separate toilets and most of them were clean and sufficient for the number of students and teachers in the schools. And all schools except one had a cleaner entrusted with keeping the toilets clean. (This one school faced water and electricity related issues). On the other hand, about a fourth of the control schools did not have separate toilets. Further, the majority of schools did not have sufficient and clean toilets.

While all schools claimed they have potable water in their premises, only 20% of the case schools and about 44% of the control schools had water-treatment facilities within the school premises. In the rest of the schools, the students and teachers either consumed water directly from the source or brought water bottles from home.

Quality of Mid-Day Meals

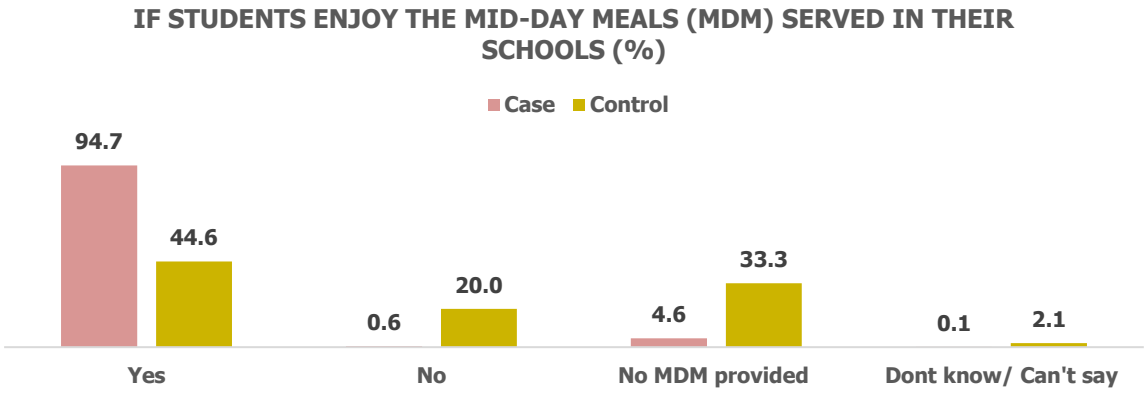


Figure 20: Whether students enjoy mid-day meals

Students		Yes	No	No MDM provided	Don't know / Can't say
		% of Respondents			
Whether students enjoy mid-day meals	Case	94.7%	0.6%	4.6%	0.1%
	Control	44.6%	20.0%	33.3%	2.1%
	Govt. Control	74.3%	3.3%	18.8%	3.6%

Table 19: Whether students enjoy mid-day meals

The stark difference of opinion on the quality of mid-day meals in case and control schools is evident from the figure above. About 94.7% of the students in Satya Bharti Schools stated that they enjoyed the mid-day meals served to them in their respective schools. Those who stated that they are not served any mid-day meals in case schools were schools of Satya Bharti's Senior Secondary schools. In comparison, only 44.6% of the students stated so in control schools. A third of the students in control schools said they were not served any mid-day meals – these were either students in higher classes in government schools or students of private schools where mid-day meals are not served.

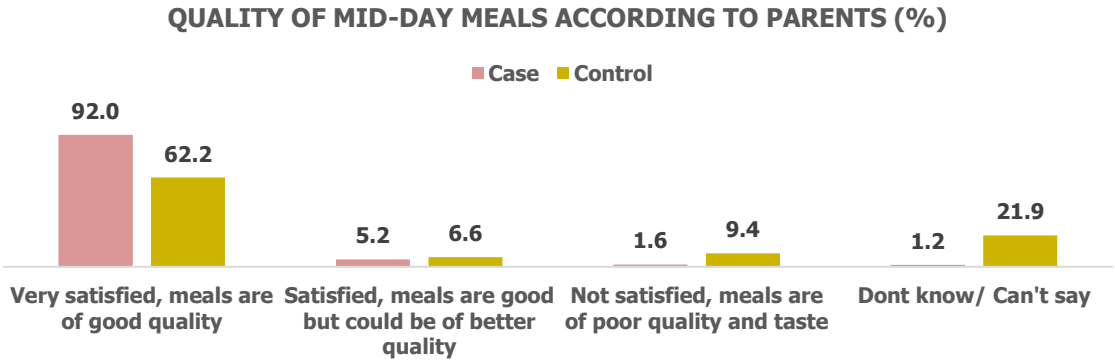


Figure 21: Quality of mid-day meals according to parents

Compared to the mid-day meals provided by the government schools, the quality of mid-day meals in Satya Bharti Schools was considered to be of far better in quality and quantity by parents. About 92%

of the parents in case schools stated that they were very satisfied with the mid-day meals served to their children in the school. Only 62.2% of the parents in control schools stated so. The fact that in most cases the vendors were parents of a child or children studying in Satya Bharti Schools provided a sense of confidence to parents.

In most cases, the MDM vendors cooked the food at their home or any place they have hired for the purpose and brought the food to the school at the designated time. In some schools, the meals were cooked inside the school campus itself.

The study team also ate the mid-day meals in almost all the schools it visited. The food was found to be of good quality. The mid-day meals in the case schools was usually served in batches. The youngest of the students were served first, followed by the older students. The children sat on the floor patiently, while the vendor and the school *didi* placed the plates in front of them and served the food. Once the food was served, all children stood up and sang a prayer together. Only after the prayer was sung did they start consuming the meal. After the meal was over, they diligently took the plates to the cleaning area, washed their hands and went to their respective classrooms or the playground, as the teachers instructed.

Many parents – but not all - knew that there was an MDM committee which inspected the food quality on a regular basis. However, there were many parents who said that the quality could be better – better cooked rice and rotis, tastier vegetables and accompaniments and some stated that the quantity could also be increased, depending on a child's appetite. During discussions with the Bharti staff, the study team came to understand that the small portions and simple-tasting food (which the parents considered bland) was on purpose. Smaller portions ensured that the children are not too full and hence sleepy or lethargic post the meal. Simple food ensured that there wasn't excessive oil or spices that could potentially cause any gastric or digestion problems to the children.

The mid-day meals in government schools was, according to many parents, of inferior quality. They complained of uncooked rotis, undercooked rice, watery lentils and vegetable dishes that only had potatoes. At the same time, however, for many children this was the first meal of the day. And parents, while not content with the quality, were happy that their children get to eat.

In some government schools, the study team observed the MDM system and found glaring hygiene related issues. In a school in West Bengal, for example, the mid-day-meal was being cooked right next to the toilet and the rice was kept on the floor wrapped in a net. This net was placed next to the channel from where all the water from the toilet and the hand wash basin flowed out.

The level of discipline observed in Satya Bharti Schools during mid-day meals was not observed in any control school. The children were served their food in a hap-hazard fashion and they sat where they could find a place within the school premises. There were no prayers or any systematic arrangement that ensured discipline during the time the meal was served. The schools became excessively noisy, with children squatting and eating wherever they found space.

MID-DAY MEALS				
PARAMETERS OF EVALUATION/ OBSERVATION	CASE		CONTROL	
	VALUE NO. OF SCHOOLS OUT OF 30	PERCENTAGE % OF TOTAL	VALUE NO. OF SCHOOLS OUT OF 16	PERCENTAGE % OF TOTAL
MDM VENDOR FROM THE SAME/MOTHER VILLAGE				
Yes	19	63.3%	9	56.3%
Not Applicable	1	3.3%	6	37.5%
GENDER OF MDM VENDOR				
Male	9	30.0%	1	6.3%
Female	20	67.7%	9	56.3%
Not Applicable	1	3.3%	6	37.5%
VENDOR PARENT OF CHILDREN STUDYING IN THE SCHOOL				
Yes	19	63.3%	5	31.3%
Not Applicable	1	3.3%	6	37.5%
SOCIAL PROFILE OF THE VENDOR				
Scheduled Caste	8	26.7%	5	31.3%
Scheduled Tribe	2	6.7%	0	-
Other Backward Caste	7	23.3%	4	25.0%
Minority	2	6.7%	1	6.3%
General	10	33.3%	0	-
Not Applicable	1	3.3%	6	37.5%
UTENSILS				
Yes	27	90.0%	8	50.0%

Table 20: Information on mid-day meals - School Observation Checklist

IV.5 SAFETY IN THE SCHOOLS

In order to understand whether children feel safe on the way and while in the school and likewise, what the parents' opinions are on the said aspects, specific questions were posed to the two sets of stakeholders in the respective survey questionnaires. As per the study team's assessment, what is remarkable among Satya Bharti Schools is that instead of being one of the processes within the school, child-safety has been understood and incorporated as a cross-cutting theme across the schools and their activities.

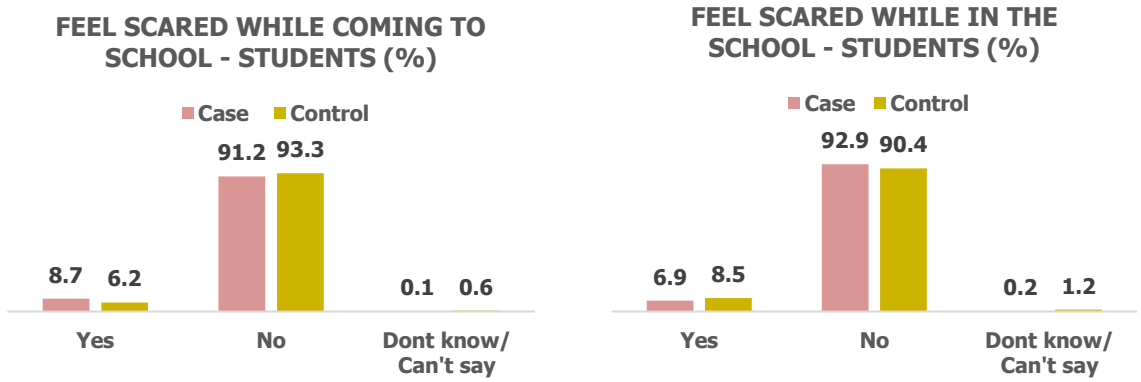


Figure 22: Whether students feel scared in and on the way to school

Majority of the students in both case and control schools stated that they did not feel scared – no threats or danger or any source of fear – while on their way to school or while they are in the school. The reasons quoted by those who responded in the affirmative included bullying/threats by other children or youth and issues of physical safety on the path leading to the school. Responses under 'other' were primarily fear of monkeys and stray dogs.

It is also important to note here that many of the students who said there were safety/security issues while on the way to school were reluctant to mention the reasons for the same. The study team tried its best whenever it encountered such students to reassuringly try and get the children to trust them and open up. Some did and some didn't – those who didn't are a large segment of respondents – about 46.3% in case schools and 31.3% in control schools.

The biggest source of fear on the way to school for both case and control students was the physical safety on the path itself. These could be traffic on the road leading to the school, stray dogs or monkeys while on the way to school etc. In one case, a student from a control school stated during the survey that a drunkard troubles him and other children while they are on the way to school. There could be more such instances which have not been reported by the students.

> Skulēra paribēśa nirāpada. Kintu skulē yā'ōẏāra patha khuba anirāpada. Ēṭi ēkaṭi pradhāna rāstā. Anēka gāṛi yāẏa ēbaṁ anēka durghaṭanā ghaṭēchē (chātradēra sāthē naẏa) kintu tabu'ō.
>
> The environment in school is safe. But the commute to the school is very unsafe. It's a main road. Many cars and many accidents have happened (not with the students) but still.
>
> ■ Parent, West Bengal

In case of safety within the school, the biggest source of fear among control students – those who stated that they feel scared while in the school – was the fear of teachers. While the proportion of students who stated so in case schools is not as high as that of control, it is still a source of fear for them.

REASONS FOR FEELING SCARED ON THE WAY TO SCHOOL (% of responses)	Case*	Control*
Physical safety on the path itself	28.4	37.5
Bullying/threats from other kids or youth	24.2	21.9
Terrain is difficult	20.0	25.0
Other reasons	11.6	15.6
Don't know/ Can't say	46.3	31.3
REASONS FOR FEELING SCARED INSIDE THE SCHOOL (% of responses)	**Case****	**Control****
Fear of teachers	37.3	63.6
Bullying/threats from other kids or youth	18.7	18.2
Physical safety	34.7	36.4
Other reasons	4	4.5
Don't know/ Can't say	21.3	-

Table 21: Reasons for feeling scared while in and on the way to school

**from among those who said yes to any fear while on the way to school*

***from among those who said yes to any fear while in the school*

Further analysis of the survey data reveals that the number of students who reported any kind of fear *while on the way to school* were high in case of Punjab, West Bengal and Haryana in both case and control schools. Similarly, the number of students who reported any kind of fear *while in the school* was found to be high in case Punjab and West Bengal in both case and control schools.

Parents whose children were studying in schools located close to roads which have a lot of traffic movement wanted some measures to ensure safety on the way to the schools. In case of some schools in Punjab, parents wanted better security measures within the school premises. Though they were aware of the schools' policy to not provide any transport facilities to the children, many parents across the schools in different states wanted transport facilities to be provided by the school.

State	Case	Control
Fear on the way to the school (%)		
Punjab	17.1	10.5
West Bengal	7.3	6.8
Haryana	6.3	9.1
Tamil Nadu	5.8	1.4
Rajasthan	3.1	2.8
Uttar Pradesh	1.8	4.2
State	**Case**	**Control**
Fear inside the school (%)		
Punjab	13.5	11.9
West Bengal	12.8	23.6
Haryana	4.9	4.5
Rajasthan	1.5	5.6
Tamil Nadu	1.0	1.4
Uttar Pradesh	0.0	0.0

Table 22: State-wise disaggregation on fears in and on the way to school

Parents were also asked to rate the safety aspects in the respective case and control schools. About 94.5% of the parents from case households stated that Satya Bharti Schools offered a very safe and secure environment to their children. The corresponding figure for control schools was much lower – 84%. About 13.2% of control parents stated that more safety measures are required in the schools – only 5.3% of control parents stated so.

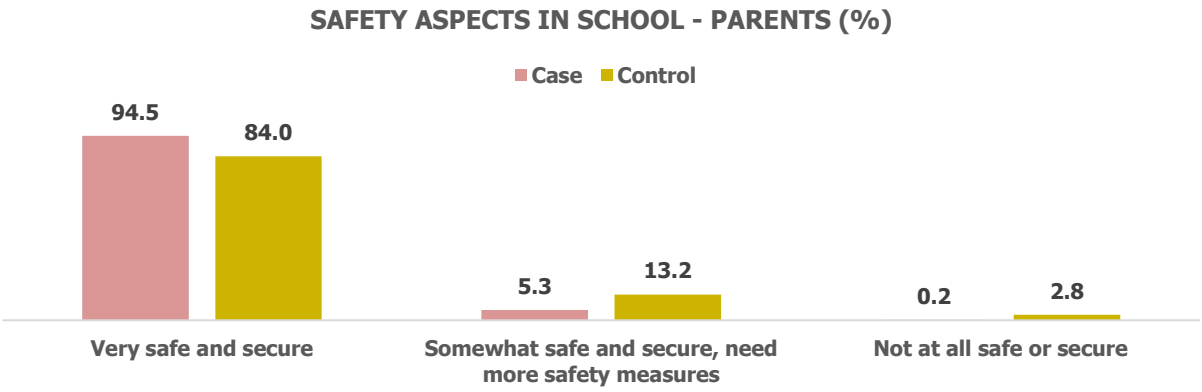


Figure 23: Safety aspects in the school according to parents

ACCESSIBILITY AND SAFETY				
PARAMETERS OF EVALUATION/ OBSERVATION	CASE		CONTROL	
	VALUE NO. OF SCHOOLS OUT OF 30	PERCENTAGE % OF TOTAL	VALUE NO. OF SCHOOLS OUT OF 16	PERCENTAGE % OF TOTAL
LOCATION VIS-À-VIS COMMUNITY/MOTHER VILLAGE				
Centrally located and easily accessible for all	20	66.7%	7	43.8%
Close for some, distant for others	6	20.0%	6	37.5%
Distant for all	4	13.3%	3	18.8%
ACCESS VIS-À-VIS MARGINALISED HOUSEHOLDS				
Accessible	26	86.7%	12	75.0%
PATH LEADING TO THE SCHOOL				
Levelled	21	70.0%	13	81.3%
Clean	24	80.0%	10	62.5%
Signs leading to the school	5	16.6%	5	31.3%
BOUNDARY WALLS				
Boundary Wall	24	80.0%	12	75.0%
Wall sufficiently high	24	80.0%	12	75.0%

Table 23: Information on accessibility and safety - School Observation Checklist

As per the study team's observations and inputs from stakeholders, majority of the case schools were centrally located and easily accessible to all, including marginalised households. In case of control controls, the access was slightly diminished. Those which were seen as distant for some or for all, were schools that were located far away from the mother village or on arterial roads. A higher proportion of control schools had levelled path and signs leading to the school, compared to case schools. Majority of the schools had boundary walls among both case and control schools. In case of the schools that didn't, the parents expressed concerns about the safety of their children and wanted the relevant authorities/officials to immediate steps.

Classroom Environment

On questions relating to whether the school provided an open environment to students, where they feel confident and comfortable in expressing themselves, majority of the students in both case and control schools stated that they do not hesitate to ask questions if they have doubts. As per the study team's assessment, these figures are not realistic. Such high numbers display social desirability bias – in this case, the students wishing to be viewed favourably by the survey team as confident and unafraid, therefore affecting the quality and accuracy of the responses.

**from among those who said no to the previous question*	Case (%)	Control (%)	Govt. Control (%)
Students who ask questions in case when they have doubts	**96.7**	**94.8**	**93.8**
If no, why not? *			
"I feel shy"	**44.4**	**51.9**	**47.4**
"I am scared of my teacher"	**25.0**	**18.5**	**15.8**
"I am scared other students will make fun of me "	**8.3**	**14.8**	**15.8**

Table 24: Whether students ask questions in class

Corporal Punishment

Bharti Foundation's and the government's directives on corporal punishments in schools are clear and categorical – institutionally, practice of corporal punishment is strictly prohibited and unacceptable. But despite these measures, corporal punishment continues to be practiced, although not explicitly. There's a tacit acceptance for corporal punishment within the community as well – many parents insist that a light beating or a strong rebuke is necessary to instill discipline in students. Some parents stated so during discussions with the survey team. Some teachers – both in case and control schools – stated that the parents sometimes themselves asked them to be "strict" with their children.

As is evident from the figures below, as per the students, the incidence of corporal punishment is much higher in case of control schools as compared to case schools. Almost 39.5% of the students in control schools stated that physical punishment is practiced in their respective schools. The corresponding figure for case schools was just about 9.7%. Similarly, the incidence of other kinds of punishment such as standing on a bench, holding one's ears with the arms through the legs, standing with arms in the air were also higher in case of control schools.

The findings were similar among parents for these two kinds of punishments – with a higher proportion of parents from control households stating that such punishments are practiced in their wards' schools. It is to be noted, however, that the response to corporal punishment was varied across the schools and the parents. Some parents were of the opinion that punishments are necessary to instill discipline in children. "Only when children are scared of teachers, will they study properly," stated a few parents during discussions.

Any of the following types of punishments practiced in the schools	According to Parents		According to Students	
	Case	Control	Case	Control
Causing physical harm	4.8%	21.5%	9.7%	38.8%
Making children assume an uncomfortable position	3.9%	18.1%	12.9%	32.1%
Non-physical punishment	40.7%	33.3%	3.4%	4.0%
Anyone made to sit separately	39.5%	36.5%	0.5%	0.4%

Table 25: Whether any kind of punishment is practiced in the schools

STUDENT RESPONSES*		
Corporal punishment – Hitting		
	Case (%)	Control (%)
Haryana	12.0	39.4
Punjab	14.9	29.4
Rajasthan	3.8	29.0
Tamil Nadu	1.9	38.4
Uttar Pradesh	0.9	59.7
West Bengal	19.3	54.2

STUDENT RESPONSES*		
Corporal punishment – Hitting		
Corporal punishment – Assuming uncomfortable position		
	Case (%)	Control (%)
Haryana	0.0	3.0
Punjab	1.4	7.0
Rajasthan	1.2	7.5
Tamil Nadu	0.0	12.3
Uttar Pradesh	0.0	26.4
West Bengal	10.1	39.0

Table 26: State-wise information on punishment in schools

The findings were similar among parents for non-physical punishments – with a higher proportion of control parents stating that such punishments are practiced in their wards' schools. However, a higher number of case parents reported occurrence of non-physical punishments in the case schools.

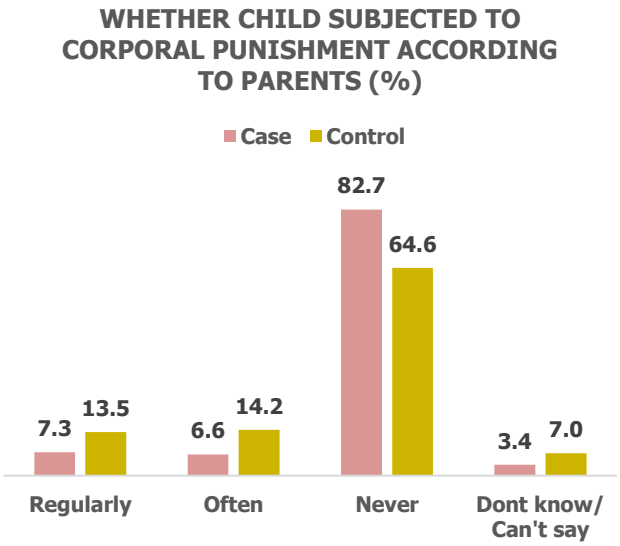


Figure 24: Whether children have been subjected to corporal punishment - according to parents

It is important to consider two points while interpreting these results. First, parental engagement with the schools and the teachers was found to be much higher in case of case schools as compared to control schools. Parents were more aware of the happenings within the school and as a result, were more opinionated and vocal. Second, non-physical comments such as sarcastic comments and derogatory names were not considered serious matters by the parents – a dressing down or a telling-off was not equated with slurs or insults by parents. Similarly, children being made to sit separately – for example outside the classroom or separately within the class – were not seen as discriminatory but as a usual form of punishment.

The state-wise disaggregated data shows the incidence of each of these kinds of punishments across the states for both case and control schools. It is interesting to note that as per parents' responses, physical punishment in both case and control schools was highest in Uttar Pradesh and West Bengal. However, parents whose children study in Satya Bharti -supported government schools were the only set of parents among all the states that spoke extensively with the survey team about corporal punishment. Even the students in these schools approached the study team after school hours and stated that the teachers had instructed them to not mention anything about corporal punishment.

The study team were told by students about teachers instructing them to not talk to the survey team about corporal punishment in a few case and control schools in Rajasthan, Haryana and West Bengal. Whether such instructions were given in other schools could not be verified by the team in

other places. However, a common trend was observed in many schools, which may be attributed to teacher influence. In many schools, the first batch of students interacting with the survey team stated that corporal punishment was practiced in the schools but the subsequent batches responded in the negative.

IV.6 NON-ACADEMIC ACTIVITIES IN SCHOOL

Satya Bharti School provides a range of extra-curricular activities to its students. The content and schedules for these activities are decided in advance and are incorporated into the annual academic calendar. Not only do these activities take place within the school, over the years students of Satya Bharti School have been very active in competitions and events organised at the block as well district levels.

WHETHER STUDENTS ENJOY THE NON-ACADEMIC ACTIVITIES (Responses in %)	Case	Control	Govt. Control
Yes, a lot	79.9	67.1	63.2
Yes, somewhat	17.8	28.5	30.6
No, I don't	1.7	3.8	5.8

Table 27: Whether students enjoy non-academic activities in the schools

As per the information received from Head Teachers and teachers in control schools, extra-curricular activities are organised in control schools as well. But the content and regularity of activities are highly erratic. Any school-level extra-curricular activity in government schools is based on directives from the block or district level education department office. In case of private schools, these activities are organised as per the instructions of the school management. The level of focus on the content and planning of activities observed in Satya Bharti Schools was not observed in any of the control schools – government or private.

WHETHER STUDENTS ENJOY THE NON-ACADEMIC ACTIVITIES (Responses in %)	Case Category A	Case Category B
Yes, a lot	82.7	78.5
Yes, somewhat	15.7	19.3
No, I don't	0.9	1.5

Table 28: Whether students enjoy non-academic activities in the school – Category A & B

Bal Sabha in a Satya Bharti School in Haryana

However, the differences in experiences of students from case and control schools on the extracurricular activities organised in the school and their participation in them do not appear as stark in the survey findings as the study team's observations on the ground. This could be because the survey questionnaire focused more on what all non-academic activities are organised in the school and if the children participate, instead of the quality and regularity of the activities.

Kho-Kho being played by students of a Satya Bharti School in Tamil Nadu

The perceptions of the students depended on the recall value of activities. Students were asked to state the activities that are organised in the school and their level of participation in such activities.

The responses were based on their recollection of the activities that take place, and not verifying whether particular activities take place. Hence, it is important to note here that the responses are biased towards students' memory and not actual occurrence.

Even with this limitation, the proportion of students who stated that particular extra-curricular activities take place in their school and their participation in such activities was much higher in case of Satya Bharti Schools, as opposed to control schools - sports, music, dance, celebration of important days or art and craft. Further, about 79.9% of the students in case schools stated that they enjoy the non-academic activities in the school, as compared to 67.1% in control schools. The level of satisfaction was higher among the students of Category A schools, as compared to category B schools.

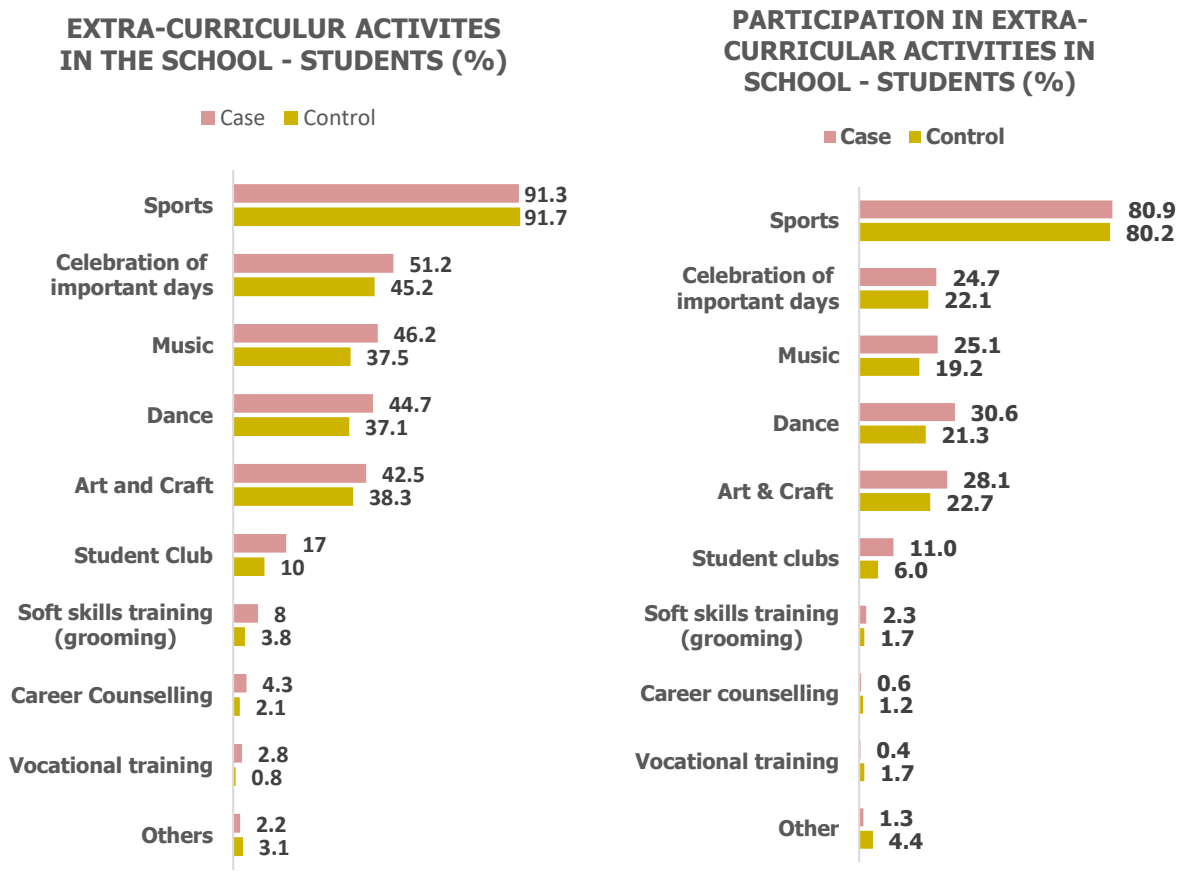


Figure 25: Extra-curriculur activities in the school and participation by students

Students Opinion (Response in %)	Extra curricular activities in school			Participation in extra curicular activites in school		
	Case	Control	Govt. Control	Case	Control	Govt. Control
Sports	91.3	91.7	88.8	80.9	80.2	73.4
Celebration of important days	51.2	45.2	49.7	24.7	22.1	16.1
Music	46.2	37.5	37.5	25.1	19.2	15.8
Dance	44.7	37.1	27.3	30.6	21.3	11.5
Art and Craft	42.5	38.3	35.9	28.1	22.1	18.8
Student Club	17.0	10.0	7.2	11.0	6.0	3.9
Soft skills training (grooming)	8.0	3.8	1.0	2.3	1.7	0.0
Career Counselling	4.3	2.1	3.3	0.6	1.2	1.6
Vocational training	2.8	0.8	0.7	0.4	1.7	0.3
Others	2.2	3.1	1.3	1.3	4.4	1.3

Table 29: Extra-curricular activities in the school and participation by students

Furthermore, students studying in higher classes were asked about whether there were any student councils or committees that involved students in decisions concerning the schools and their participation in such councils or committees. About 64.1% of the respondents from Satya Bharti schools responded in the affirmative and about 56.3% stated that they participate in such committees. The corresponding figures for control schools were 48.2% and 38.5% respectively. While Satya Bharti Schools have such councils and committees existing in the schools, the study team did not get any information on any such councils in any of the control schools.

RESPONSES OF STUDENTS OF SENIOR SECONDARY SCHOOLS (% of respondents who said yes)	Case	Control
If the school has a student council/committee that involves students in decisions concerning the school	64.1	48.2
Participation in such student council/committee	56.3	38.5

Figure 26: Responses of students of senior secondary schools on school council/committee

IV.7 IMPACT ON CHILDREN

The aim of Satya Bharti's Schools is to create an environment conducive to education and overall personality development. Starting from the infrastructure of the schools – the building, classrooms and the overall layout – to the curriculum, the focus is on creating an enabling an environment. The curriculum – both academic and non-academic, specifically focuses on instilling human values such as empathy, inclusion, honesty etc.

As per the study team's assessment, the biggest and the obvious indicator of the impact of the school on the children's overall personality was the manner in which the students interacted with the study

team. In all Satya Bharti Schools, the students wished the visiting team members with utmost enthusiasm and a loud "Jai Hind". The wishes were not limited to classrooms – the students wished the team members and tried to strike a conversation – in the hallways or on the playground. On the other hand, students in control schools did not interact or even make eye-contact. They wished "Good morning/afternoon" meekly when the team went into the classrooms. The lack of greetings and interaction did not seem like a sign of lack of interest or values but the lack of an open environment that allowed children to be themselves.

The survey questionnaire incorporated questions to assess the impact of the school environment on the children in both case and control schools. The questions ranged from a child's interest in studies, in school life to their self-esteem and confidence. There were also questions where children were asked to imagine themselves in specific circumstances and their probable response or reaction to these circumstances.

It is to be noted that here too there's a significant likelihood of social-desirability bias affecting the quality of responses. A child's responses in an imagined circumstance is likely to significantly different from their actual response – s/he is likely to view her/himself as responding in the appropriate manner. Similarly, parents would also like to present their children to the surveyors as cultured, well-mannered and responding to situations in an acceptable, appropriate manner. From a comparison perspective, this means that even a small difference in responses to the survey questions between case and control responses may signify a much greater difference in actions in real life.

Interest in School Life

Keeping the above aspects in mind, it can be said that parents from case households observed greater interest in studies, school life, extra-curricular activities, their opinion of teachers and their social life in school among their children as compared to their counterparts among control households. On every one of these parameters, as shown in the table below, a higher percentage of case parents have responded positively on their children's inclination towards school life, as compared to control parents.

Statement describing child's inclinations Parents' opinion	Type of School	Certainly True	Somewhat true	Not true
		% of Respondents		
The child has keen interest in studies	Case	90.4%	8.2%	1.2%
	Control	83.3%	15.6%	1.0%
The child has keen interest in extra-curricular activities	Case	82.6%	14.9%	2.3%
	Control	76.0%	19.1%	4.5%
The child speaks highly of her/his teachers	Case	85.9%	11.4%	2.5%
	Control	78.1%	17.7%	3.5%
The child has close friends in class/school	Case	88.1%	8.5%	.5%
	Control	81.6%	13.9%	3.8%

Table 30: Parents' opinion on children's attitude and inclination

Self Esteem and Confidence

Children were asked by the study team what they wish to be when they grow up. The intent of the question was to understand whether they have a vision for themselves for the future and how much of that vision are they able to justify confidently. As shown in the table below, majority of the students in control schools said they wish to be doctors when they grow up. In case of case schools, however, majority of the students wanted to take up the teaching profession.

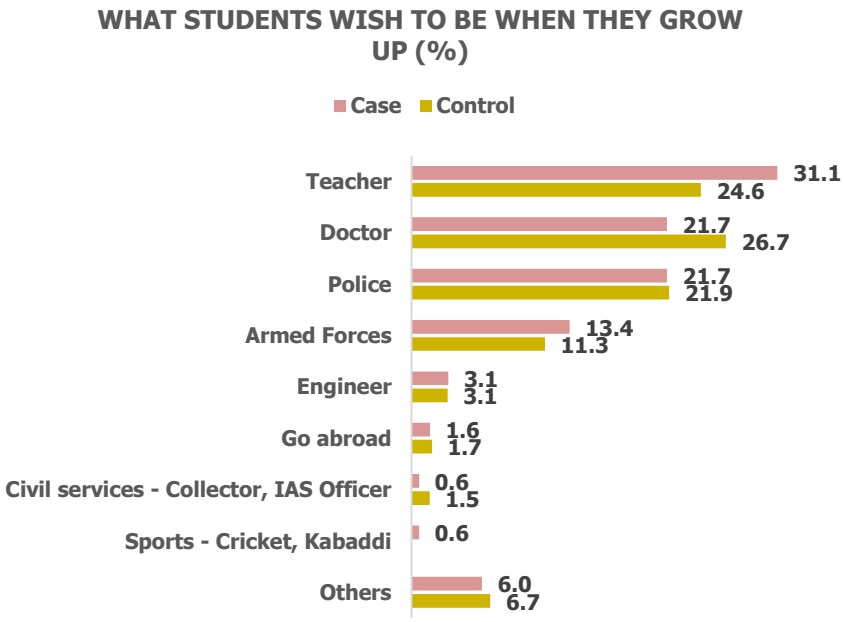


Figure 27: What students wish to be when they grow up

The interest in taking up teaching as a profession in the future is largely because outside of the family members and community members, teachers are the only persons with whom children spend considerable amount of time with and develop a relationship that is different from any other. The differences in the responses between case and control schools, therefore, could be indicative of the differences relationship between teachers and students in the two kinds of schools.

Further, it was observed that a slightly higher proportion of students could clearly mention what they wish to be and the reasons thereof among case schools as compared to control schools.

STUDY TEAM OBSERVATION	CASE %	CONTROL %	Govt. CONTROL %
Student is able to clearly mention what s/he wishes to be and clearly states the reason	79.6	72.1	69.7
Student mentions what s/he wishes to be but unable to state the reason clearly	16.9	23.5	25.3
Student is unable to articulate her/his thoughts	3.6	4.4	4.9

Table 31: Study team's assessment of students' responses

STUDY TEAM OBSERVATION	Category A %	Category B %
Student is able to clearly mention what s/he wishes to be and clearly states the reason	77.6	80.4
Student mentions what s/he wishes to be but unable to state the reason clearly	19.9	15.2
Student is unable to articulate her/his thoughts	2.5	4.3

Table 32: Study team's assessment of students' responses - Category A and B schools

Communication and Confidence

The below table below shows how students assess themselves with respect to communicating with their peers and elders. A set of questions was also posed to the parents to get their opinion about their children on a similar set of parameters. During the 2014 study, about 98% of the parents stated that their children had become much more confident post joining Satya Bharti Schools. On the other hand, only 47% of the parents from control households had stated so.

A comparison of the students and parents' responses in the current study reveals that an element of social desirability bias - in this case on the students' side. The trends in student responses for both case and control schools appear somewhat similar - majority of the students in both case and control schools consider themselves confident in speaking with peers and elders. The parents' responses, on the other hand, reveal significant differences between how parents from case schools and control schools perceive their children's inclinations on such parameters. Parents from case households find their children to much more confident in communication with others, as compared to parents from control households.

2014 STUDY		
Statement describing child's qualities and inclinations	Type of School	% of Respondents
Child has become much more confident	Case	98%
	Control	47%

Table 33: Students' assessment of themselves on confidence in 2014 study

2018 STUDY				
STUDENTS' ASSESSMENT OF THEMSELVES	Type of School	Very comfortable	Somewhat comfortable	Not at all comfortable
		% of Respondents		
Speaking with people of your age	Case	88.5%	10.0%	1.2%
	Control	86.9%	11.9%	1.0%
	Govt. Control	83.6%	14.8%	1.3%
Speaking with adults	Case	67.7%	28.1%	1.2%
	Control	69.2%	29.0%	1.5%
	Govt. Control	60.9%	37.2%	1.6%
Make friends	Case	82.2%	10.1%	7.5%
	Control	76.0%	15.8%	8.3%
	Govt. Control	71.7%	17.4%	10.9%

Table 34: Students' assessment of themselves on confidence

2018 STUDY				
PARENTS' ASSESSMENT OF THEIR CHILDREN	Type of School	Certainly True	Somewhat true	Not true
		% of Respondents		
Child is better at communicating with elders	Case	81.5%	16.9%	1.4%
	Control	68.1%	28.5%	0.7%
Child has become much more confident	Case	79.9%	18.3%	1.1%
	Control	64.6%	30.6%	3.1%
The child has become better at communication with peers	Case	81.1%	17.4%	1.1%
	Control	66.7%	29.5%	3.1%

Table 35: Parents' assessment of children's confidence

On similar lines, older students (studying in 9^{th}-12^{th} cases) were asked whether they identify themselves with statements that describe certain personality traits. Social desirability bias seems evident here too. Further, children from control schools viewed themselves in a more positive light as compared to their counterparts in case schools.

During discussions with the parents, the majority of parents stated that their child had been steadily improving with respect to learning levels as well as overall confidence levels ever since they joined Satya Bharti Schools. Given the fact that the socio-economic profile for both case and control parents, in all of the states, was roughly similar and despite the social desirability bias, it can be said that Satya Bharti Schools have had a significant impact on the self-esteem and confidence levels of its students.

PERSONALITY TRAITS		Not at all like me	Somewhat like me	Totally like me
		% of respondents		
Thinking through good and bad results of different choices before making a decision	Case	20.5	32.0	37.5
	Control	25.3	28.7	40.0
Ensuring interaction with everyone, irrespective of their gender, background, popularity	Case	33.7	26.4	34.7
	Control	38.8	21.8	36.7
Knowing how to say "no" when someone wants me to do things I know are wrong	Case	44.8	17.2	35.0
	Control	43.8	18.3	32.7

Table 36: Students' (senior secondary schools) assessment of themselves on selected parameters

Human Values – Impact on Students

To assess the understanding and practice of human values in daily life, various questions were posed to the students of case and control schools. Many of these questions were presented in the form of vignettes, wherein students were asked to imagine themselves in the particular situations and tell the interviewers how they'd react or respond. The results and the differences in findings in case and control schools are varied.

One of the questions focused on who among self, family, friends, community, state and country do they assign more importance. The students were shown pictures depicting each of these and asked to rank in the order of priority – as they preferred. It can be observed from the table below that trends

across case and control students was roughly similar –majority of the students gave their family as first priority (Rank 1), followed by country, self, state, friends and community.

Ranking of priorities from among Self, Family, Friends, Community, State and Country	Case	Control
% of students Children who gave **Self** first priority	13.9%	9.8%
% of students who gave **Family** first priority	46.2%	42.5%
% of students who gave **Friends** first priority	6.4%	7.1%
% of students who gave **Community** first priority	5.2%	6.0%
% of students who gave **State** first priority	8.1%	10.8%
% of students who gave **Country** first priority	31.1%	30.8%

Table 37: Ranking of priorities - Students' responses

During the 2014 study, when asked how a friend should react if in case another friend broke his/her toy, the majority of students in both and case and control schools stated that they would resolve the dispute amicably. However, within this majority, the proportion of children in case schools who believed so was much higher than those of control schools. In the current study, majority of the students stated that the aggrieved person should remain calm and clear convey that s/he is upset. It is to be noted that on similar lines as the 2014 study, a much higher percentage of students from control schools stated that the aggrieved person should pick up a physical fight, as compared to students from case schools during the current study.

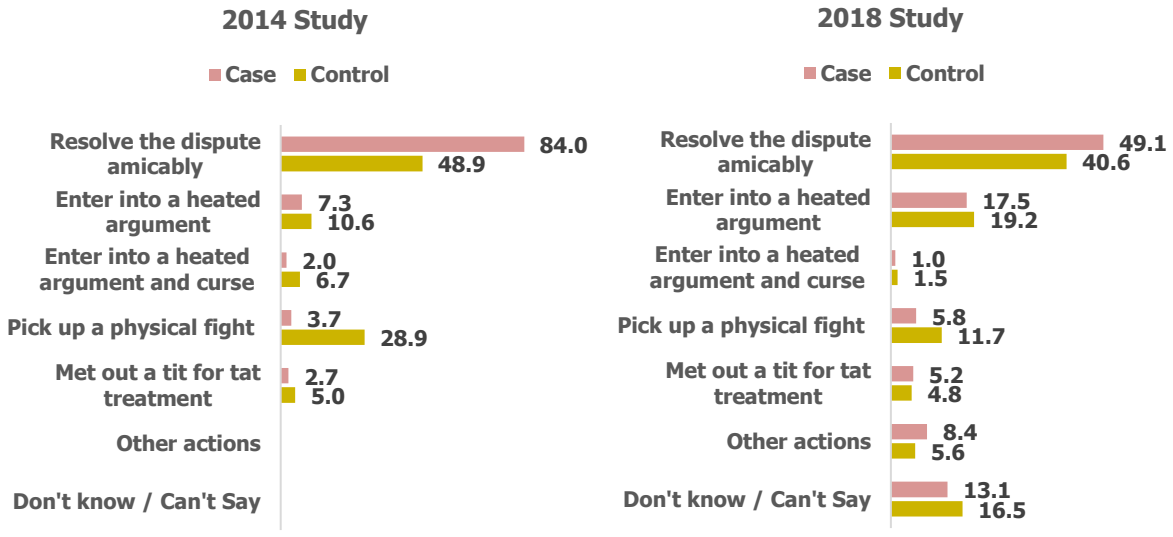


Figure 28: Children's opinion on a what a friend should do if another friend breaks their toy

Children's opinion on a what a friend should do if another friend breaks their toy (2018)	CASE %	CONTROL %	Govt. CONTROL %
Resolve the dispute amicably	49.1	40.6	37.5
Enter into a heated argument	17.5	19.2	23.4
Enter into a heated argument and curse	1.0	1.5	1.0
Pick up a physical fight	5.8	11.7	10.9
Met out or Tit for tat treatment	5.2	4.8	7.6
Other actions	8.4	5.6	5.9
Don't know/ Can't say	13.1	16.5	13.8

Table 38: Ranking of priorities - Students' responses

Similarly, in scenarios relating to admitting mistakes, helping those in pain, being inclusive with others and responding to aggression, the overall trend of responses among case and control students was similar. While for some scenarios, the nature of responses was similar for case and control schools, in most scenarios presented, a higher number of students from Satya Bharti Schools chose actions that were appropriate and ethical as compared to the students from control schools.

A higher number of students stated that they will admit their mistake immediately in case they break their friends' toy. Similarly, in a scenario where their friends refused to include someone in their group while playing, students who stated that they will try and convince their friends to be inclusive were in much higher proportion in case schools as compared to control schools. On the other hand, the decision to respond to aggression with aggression was found to be higher in control schools as compared to students studying in Satya Bharti Schools.

During discussions with parents from case households, many stated that only Satya Bharti Schools have the concept of value education. According to not just the parents but other community members also, most children studying in Satya Bharti Schools were well behaved. They were courteous and greeted everyone regularly. Some parents, especially in Punjab, stated that since their children started attending the Satya Bharti Schools, they have stopped using foul language. Parents and community members acknowledged the "good character" of students and their polite behaviour and commended the teachers for the efforts they put in to instil values in the children.

The conversation around teaching of human values in control schools was limited to celebrating Republic Day and Independence Day. There was no mention of any specific emphasis in the school on developing and strengthening the moral fibre of the students. Some parents even said that the teachers themselves were not in a position to teach values to children. For example, few parents whose children study in a control school in West Bengal stated that the head teacher along with some other male teachers smoke inside the school premises itself.

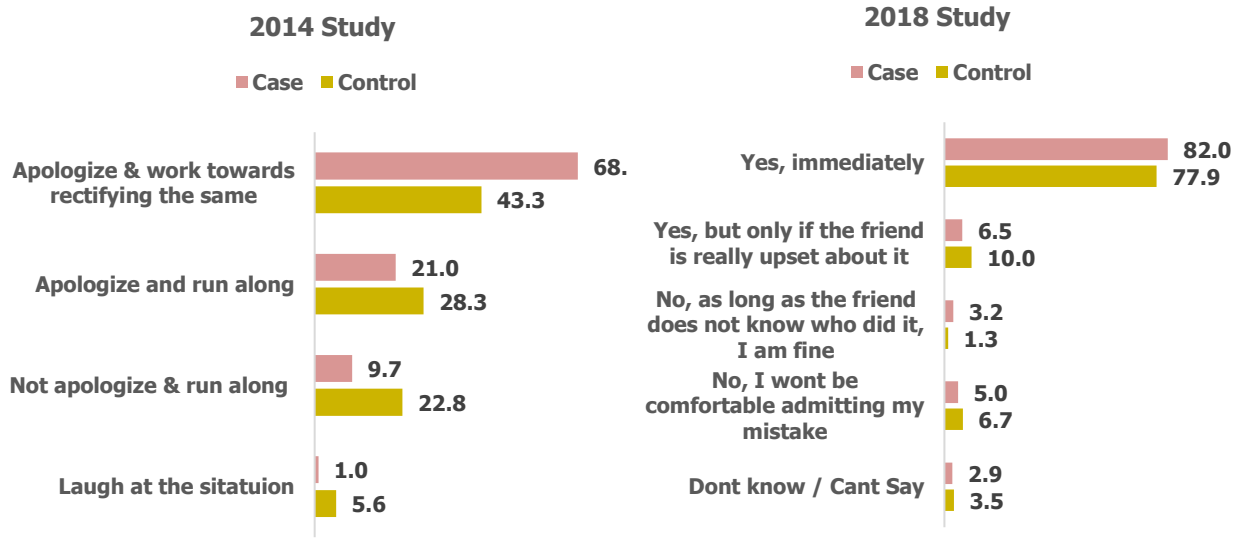


Figure 29: Students' response to committing a mistake and admitting it

Students' response to committing a mistake and admitting it (2018)	CASE %	CONTROL %	Govt. CONTROL %
Yes, immediately	82.0	77.9	72.4
Yes, but only if the friend is really upset about it	6.5	10.0	11.2
No, as long as the friend does not know who did it, I am fine	3.2	1.3	2.0
No, I wont be comfortable admitting my mistake	5.0	6.7	9.2
Don't know/ Can't say	2.9	3.5	4.6

Table 39: Students' response to committing a mistake and admitting it

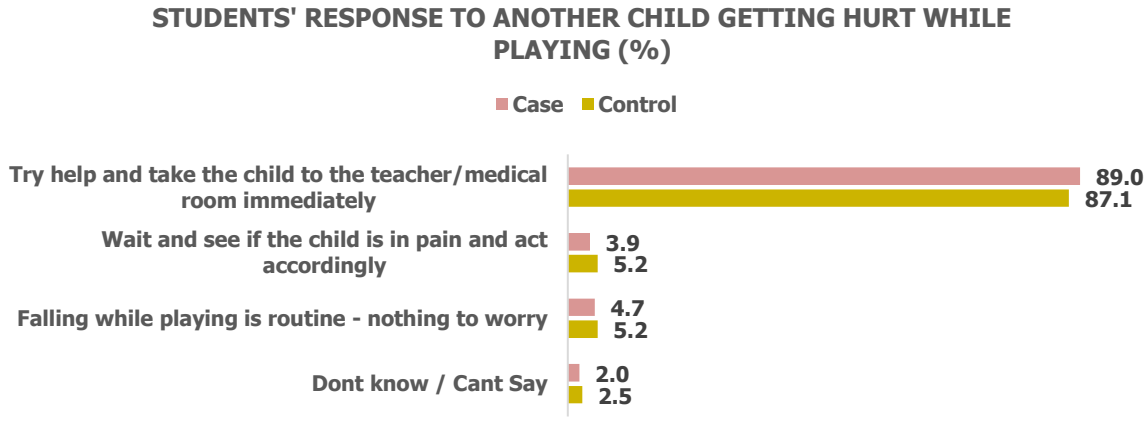


Figure 30: Students' response to another child getting hurt

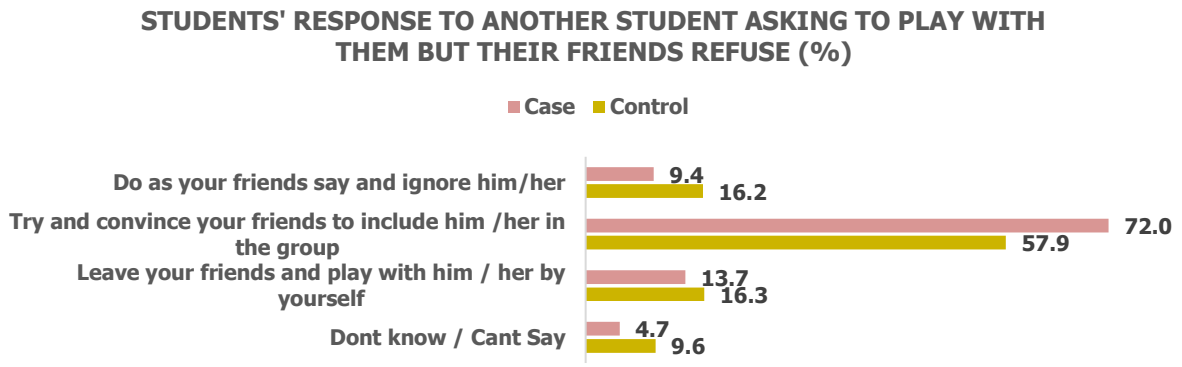


Figure 31: Students' response to inclusion while playing

Students' response to inclusion while playing	CASE %	CONTROL %	Govt. CONTROL %
Do as your friends say and ignore him/her	9.4	16.2	20.4
Try and convince your friends to include him/her in the group	72.0	57.9	54.9
Leave your friends and play with him/her by yourself	13.7	16.3	18.4
Don't know / Can't say	4.7	9.6	6.3

Table 40: Students' response to inclusion while playing

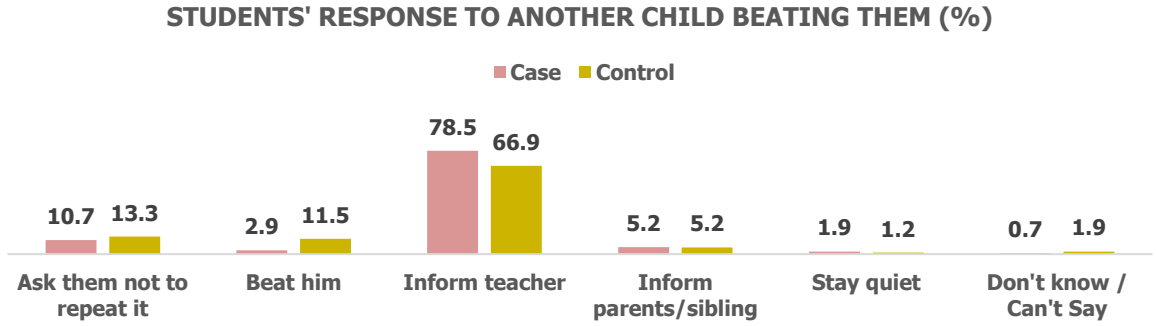


Figure 32: Students' response to another child beating them

Students' response to another child beating them	CASE%	CONTROL %	Govt. CONTROL %
Ask them not to repeat it	10.7	13.3	11.8
Beat him	2.9	11.5	12.8
Inform teacher	78.5	66.9	68.4
Inform parents / siblings	5.2	5.2	4.3
Stay quiet	1.9	1.2	0.7
Don't know / Can't say	0.7	1.9	2.0

Table 41: Students' response to another child beating them

QUESTION	2014 STUDY		2018 STUDY	
	Case	Control	Case	Control
Percentage of children aware that life can't sustain in the absence of plant life/greenery	98.3%	72.8%	77.1%	72.1%
Percentage of children aware that water is a scarce resource	91.0%	55.6%	60.0%	59.8%
Percentage of children aware of the concept of noise pollution	82.7%	33.3%	66.6%	68.7%

Table 42: Awareness of children on critical issues

Awareness of and Opinion on Critical Issues

As per the current study findings, awareness on critical issues such as the importance of trees for human survival, scarcity of potable water and noise pollution was found to be much less than desired in both case and control schools. In the 2014 study, the differences in responses from case schools were observed to be better and the difference between case and control students higher.

The trend of awareness in case and control schools has been observed to be similar in the current study, as is evident from the figures below.

Further, students of higher classes were posed a few additional questions relating to critical socio-economic issues. These questions pertained to pressing issues of the current times, opinion on what girls should do once they grow up and role of men in decision making vis-à-vis women.

With respect to critical issues that are causes of concern and require immediate program from various stakeholders, a larger number of students from control schools mentioned issues such as lack of violence against women and children, hunger and poverty and lack of education and employment opportunities, as compared to students from case schools.

A similar proportion of students in both case and control schools categorically stated that girls should focus on their family than their careers. Further, a higher proportion of students from control schools replied in the negative while a higher percentage of students from case schools were unsure of what to say. Similarly, as per the findings, a larger proportion of students of control schools were of the opinion that male members should not be the main decision makers in the family, with a higher proportion of students from case schools either unable to decide or declining to take sides.

Most pressing issues of the current times	Case	Control
Lack of respect for each other (especially elders & women)	22.6%	19.7%
Violence against women and children	32.1%	43.4%
Hunger and poverty	38.5%	46.7%
Lack of education opportunities	28.1%	39.5%
Lack of employment opportunities	19.5%	27.6%
Whether girls should focus on family than career when they grow older		
Yes	56.1%	56.1%

No	30.8%	36.3%
Don't know/ Can't say	13.1%	7.6%
Whether males should be the main decision members of the family		
Yes	32.9%	36.6%
No	54.1%	56.2%
Don't know/ Can't say	13.0%	7.2%

Table 43: Awareness of and opinion on critical issues - Senior Secondary Students

Human Values – According to Parents

The trend of responses on human values from parents of children studying in case and control schools during the current study were similar to the trend observed among students – described in the above sections. During the 2014 study, the difference in the responses between case and control schools was significant.

Parents of children studying in Satya Bharti Schools had a better opinion of their children and the human values that they practice as compared to their counterparts in control households. These findings are presented in the table below:

Table 44: Understanding and practice of human values - Findings of 2014 Study

2014 STUDY		
Statement describing child's qualities and inclinations	**Type of School**	**% of Respondents**
Children regularly greets their elders	**Case**	93.0%
	Control	61.1%
Lying when in trouble		
Hardly	**Case**	53.3%
	Control	27.2%
Sometimes	**Case**	21.7%
	Control	33.3%
Occasionally	**Case**	17.7%
	Control	28.3%
Regularly	**Case**	7.3%
	Control	11.1%

Table 45: Understanding and practice of human values - Findings of 2018 Study

2018 STUDY				
Statement describing child's qualities and inclinations	Type of School	Certainly True	Somewhat true	Not true
		% of Respondents		
The child is considerate of other people's feelings	**Case**	69.6%	27.4%	2.0%
	Control	65.6%	28.8%	3.1%
The child shares readily with other young people	**Case**	78.5%	17.8%	3.6%
	Control	74.7%	20.8%	4.2%
The child often lies	**Case**	27.8%	37.2%	33.5%
	Control	21.2%	41.3%	37.2%

2018 STUDY				
Statement describing child's qualities and inclinations	Type of School	Certainly True	Somewhat true	Not true
		% of Respondents		
The child apologises if s/he commits a mistake	**Case**	74.7%	29.9%	4.8%
	Control	65.6%	28.8%	4.9%
The child greets parents and elders in the community whenever s/he meets them	**Case**	84.9%	12.3%	2.7%
	Control	81.9%	14.2%	3.8%

Awareness and Practices - Health, Hygiene and Sanitation

Similar to the trends observed so far relating to impact on children, the trend of responses to questions relating to awareness of and practice of health, hygiene and sanitation practices were also found to be similar across case and control schools. However, the perception among parents on the level of awareness and the actual practice health and hygiene principles was found to be better among parents of students studying in Satya Bharti Schools, as compared to control schools. These have been detailed below:

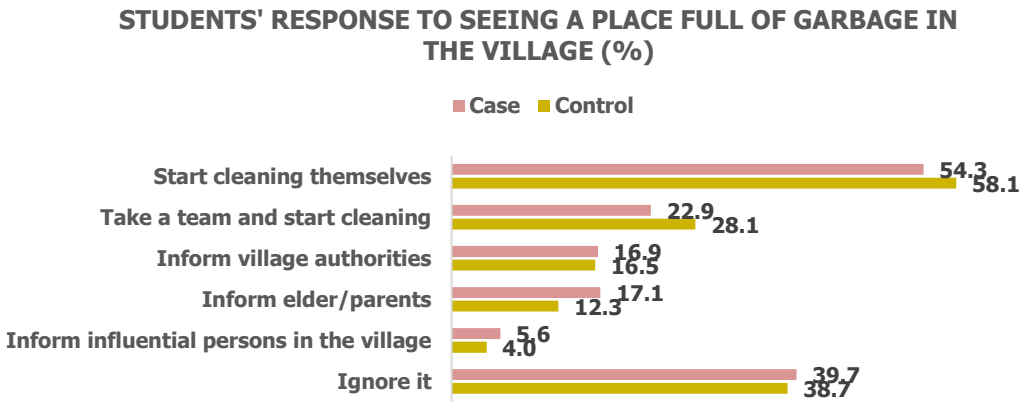


Figure 33: Students' response to garbage in the village

> Śiśudēra madhyē paribartana dēkhā gēchē. Tārā tādēra jutō ēkaṭi lā'inē rākhē, ṭhika yēmana tārā skulē rākhē. Tārā jinisa saṅgaṭhita karē rākhē. Bāṛitē hāta dhōẏa. Bhāṣā āra'ō bhāla haẏē gēchē sam'māna ēbaṁ baṛadēra sam'māna karē. Skulēra matana bāṛitē'ō ḍāsṭabina āchē. Āmāra mēẏē balē"ēka bālati rākhō nā, ki samasyā
> Have observed changes in the children. They keep their shoes in a line, just like they do in school. They keep things organised. Wash hands at home. Language has become much better. Respect and wish the elders. There's a dustbin at home likl school. "Ek baalti rakho do, kya problem hai", they say.
> ■ Parent, West Bengal

According to Students	Case	Control	According to Parents
	% of respondents who responded in the affirmative		
Do you brush everyday? Once a day	68.6%	79.4%	
Does your child brush everyday? Twice a day	26.2%	17.7%	
	54.6%	65.3%	Does your child brush everyday? Once a day
	40.2%	31.9%	Does your child brush everyday? Twice a day
Do you clip your nails before they are too long?	91.8%	93.3%	
Do you bathe everyday?	87.3%	90.8%	
	87.7%	85.8%	Does your child bathe regularly?

Figure 34: Health and hygiene habits of students - Students' and Parents' responses

According to Students	Case	Control	According to Parents
	% of respondents who responded in the affirmative		
Wash hands before & meals? With water only	36.6%	52.5%	
Wash hands before & meals? With soap	63.0%	46.9%	
	90.0%	88.5%	Your child always washes hands before meals?
	90.2%	89.9%	Your child always washes hands after using toilet?
Wash hands after using toilet? Yes, plain water	17.6%	29.8%	
Wash hands after using toilet? Yes, with soap	79.7%	69.0%	
Do you transfer know-ledge gained on WASH?	92.7%	91.9%	
	96.6%	89.1%	Does your child pass on information on WASH?
Have parents made any changes as a result?	89.2%	82.4%	

Figure 35: Health and hygiene habits of students - Students' and Parents' responses (contd)

IV.8 IMPACT ON PARENTS

The level of school's engagement with the parents and children was found to be much higher among case schools as compared to the control schools. Nearly 98.6% of the parents in case households were aware of the PTMs conducted in the school while the corresponding figure was 82.6% in case of control schools. Almost 72.2% of the parents from case households stated that the school conducted campaign in their communities on themes such as education, girl children, environment and health. The corresponding figure for control was 56.6%.

Table 46: Awareness of and participation in PTMs – Parents' responses

	Case %	Control %
Parent Teacher Meetings		
Aware of PTMs	**98.6**	**82.6**
Received invitation for PTMs	**98.4**	**84.0**
How often PTMs take place		
Monthly	**83.5**	**69.4**
Quarterly	**10.5**	**12.0**
Bi-annually	**0.0**	**-**
Whenever they take place	**4.9**	**12.4**
Whether informed about absenteeism	**91.8**	**72.2**
Campaigns undertaken by school and students in the community		
Whether campaigns undertaken by schools in the community	**72.2**	**56.6**
Themes of these campaigns		
Education	**17.3**	**16.3**
Girl child	**40.6**	**23.6**
Environment	**38.6**	**27.4**
Health	**35.1**	**24.3**

During discussions, most parents from case households claimed that they were regular at parent teacher meetings. They mentioned the various issues they discussed with the teachers during these meetings. According to teachers, most parents were indeed regular. The exceptions were parents who were generally less interested in their children's education or those who could not attend because of their work.

On the other hand, most of the parents whose children studied in control schools, while claiming they attend meetings regularly, couldn't say much about the topics of discussion during these meetings. They mostly mentioned entitlements such as scholarships, uniforms or exams as the subjects of such meetings.

Children-Parent Engagement

The nature of child-parent engagement among case and control households was found to be roughly similar. This is not surprising given the fact that the educational background and the professional background milieu of the respondents are roughly similar – as has been elaborated in the previous segments.

Many parents in both case and control communities stated that while they would want to help their children in their studies as much as possible, they considered themselves incapable of doing so. Parents whose children study in Satya Bharti Schools stated that some teachers have asked them to take interest in their children's studies, even if they can't actively help them. They suggested sitting with the child while they are studying or asking what happened in the school so as to convey a sense of involvement to the children. Some parents have been able to incorporate these into their daily schedules, but many are unable due to their work schedules (men, mostly) and household chores (women).

Parents from control households did not mention receiving any such advice or feedback from the teachers. Similar to the parents from case households, they also cited their lack of education and time constraints as reasons for their inability to help their children in studies.

Table 47: Parental engagement in children's education

If parents help their children with studies - According to Parents		
	Case %	Control %
Regularly	59.6	55.6
Often	25.1	28.1
Never	14.9	15.6
Don't know / Can't say	0.4	0.7
If parents help their children with studies - According to Students		
Regularly	61.0	59.8
Often	30.5	30.4
Never	8.1	8.5
Don't know / Can't say	0.4	1.3
If parents' ask their children about what happened in school - According to students		
Regularly	58.8	58.8
Often	35.6	35.6
Never	5.3	5.2
Don't know / Can't say	0.2	0.4

Table 48: Parental engagement in children's studies - Category A and Category B

	Category A %	**Category B %**
If parents help their children with studies - According to Parents		
Regularly	67.5	49.4
Often	18.0	34.2
Never	14.1	16.0

	Category A %	Category B %
Don't know / Can't say	0.4	0.4
If parents help their children with studies - According to Students		
Regularly	66.6	55.2
Often	26.4	34.3
Never	6.3	10.4
Don't know / Can't say	0.7	-
If parents, ask their children about what happened in school - According to students		
Regularly	66.6	57.6
Often	26.4	36.1
Never	6.3	6.3
Don't know / Can't say	0.7	-

Health, Hygiene and Civil Responsibilities

All the questions in the previous sections focused on students and the parents' opinion on various aspects relating to their children – apart from those concerning the socio-economic profile of the parents. Some questions in questionnaire also focused on the parents themselves. The intent of these questions was to understand whether there has been any impact on the parents as a result of their and their children's interaction with the school. Whether the knowledge that children receive at school is passed on to the parents and whether this knowledge has converted to practice was explored.

As per the 2014 study, a much higher percentage of case households participated in village meetings, as compared to the control households. The trend of findings for brushing and garbage disposal was also found to be similar.

Participation of the household in village meetings	2014 STUDY		2018 STUDY	
	Case	Control	Case	Control
	71.3%	45.6%	61.6%	52.8%

2014 STUDY		2018 STUDY		Whether the members of the household regularly brush their teeth
Case	Control	Case	Control	
87.7%	56.7%	97.3%	96.2%	

Whether the household collects and disposes garbage at designated sites	2014 STUDY		2018 STUDY	
	Case	Control	Case	Control
	55.3%	27.2%	80.6%	79.2%

2014 STUDY		2018 STUDY		Whether the household uses firewood for cooking purposes
Case	Control	Case	Control	
80.0%	92.8%	86.5%	87.5%	

Figure 36: Household habits - 2014 and 2018 Study

Whether the members of the households use soap after using a sanitation facility	Case	Control
	94%	94%

Case	Control	Participation of women of the household in village meetings
26%	26%	

Presence of a functional toilet in the household	Case	Control
	81%	81%

Case	Control	Whether the members of the household treat water before drinking
46%	40%	

Presence of a functional toilet in the household	Case	Control
	81%	81%

Figure 37: Household habits - Case and Control

As is evident from the figures above, as per the current study findings, apart from participation of the village meetings and treatment of water before drinking, the responses across case and control schools relating to civic responsibilities as well health, hygiene and sanitation practices were found to be similar in case of both case and control schools.

During group discussions, most of the parents whose children in Satya Bharti Schools stated that pertinent messages relating these aspects were shared with the children and in turn, the children shared this information with the parents. However, the level of impact of this information on household practices has been very low.

During discussions, many parents whose children studied in Satya Bharti Schools stated that the children were provided with a lot of information in the schools relating to hygiene, health and sanitation. Many such parents adopted some practices as well – the most common answer here was washing hands before and after meals and after using a sanitation facility. Some parents stated that their children have started keeping dustbins inside their homes, just like it is in every classroom in their school.

Hamara beta bolta rehta tha bahar na jaane ke liye. Jab ghar mein toilet hai toh kyun jaate ho bolta tha. Itna bola usne ki ab humne toilet pe laga hua taala hata diya hai.

My child consistently asked everyone in our family not to go out (for defecation). There is a tyoilet in the house so why go outside, he kept saying. After the constant requests from my child, we have unlocked the toilet".

■ Parent, Rajasthan

Impact on expenses and savings

The fact that majority of the households belong to marginalised communities, the presence of Satya Bharti Schools where their children can study free of cost and avail quality education was counted as "nothing less than a blessing" by many parents. Most parents during discussions categorically stated that had it not been for Satya Bharti Schools, their children would have had to go to "sub-standard" government schools, since private schools were beyond their means.

In this respect, the study team tried to enquire whether enrolling their children in Satya Bharti Schools had made a difference to the socio-economic circumstances of the households. It was observed that the parents found it slightly difficult to articulate the extent of impact on their economic condition. They agreed that without Satya Bharti Schools, they would have had to spend a large amount on ensuring quality education to their children – provided they could afford to – but they hesitated to acknowledge this notional savings.

If enrolling children in Satya Bharti Schools has helped reduce household expenditure	89.4%
If enrolling children in Satya Bharti Schools has helped increase savings	97.1%
Median Savings (INR)	1,500
Utilisation of Savings	
Meet daily expenditure	47.3%
Save for childrens wedding	37.2%
Save for emergencies	35.1%
Investment in assets	36.5%

Yet, when the survey team asked them pointedly if sending their children to Satya Bharti Schools had enabled them to reduce their expenses, 85.6% of the respondents responded in the affirmative. From among these, about 96.3% of the respondents said that this reduction in expenditure had resulted in an increase in the savings of the households.

Their understanding of the savings was primarily the amount *they would have spent* on sending their children to a private school that offers good quality education (since government schools do not charge any fees). Based on the responses, on an average, the Rs 1,500 was stated as the perceived savings per month. The utilisation of these savings, as per the respondents, have also been detailed below.

Figure 38: Economic impact of the Satya Bharti School program on the parents

IV.9 OPINION OF RESPECTIVE SCHOOLS

Based on the survey results and the discussions held with parents from case and control schools, it can be conclusively said that parents of children studying in Satya Bharti Schools displayed a much higher level of satisfaction with the classroom and school environment and academic and non-academic activities as compared to control schools.

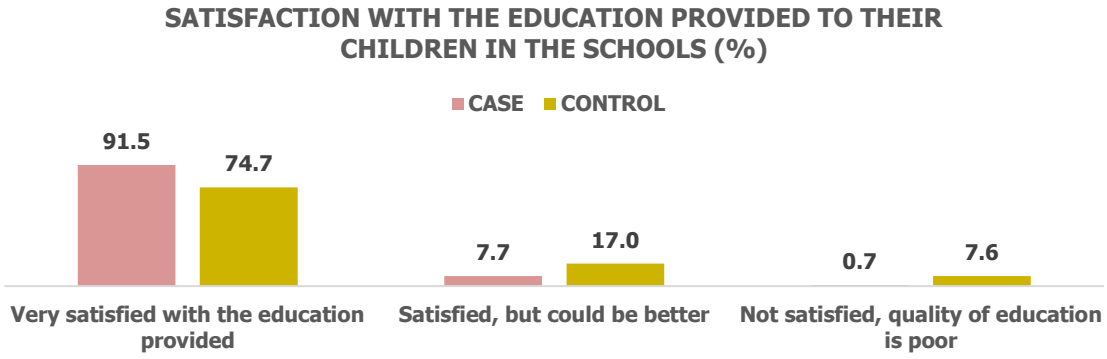


Figure 39: Satisfaction with education provided in the schools - According to parents

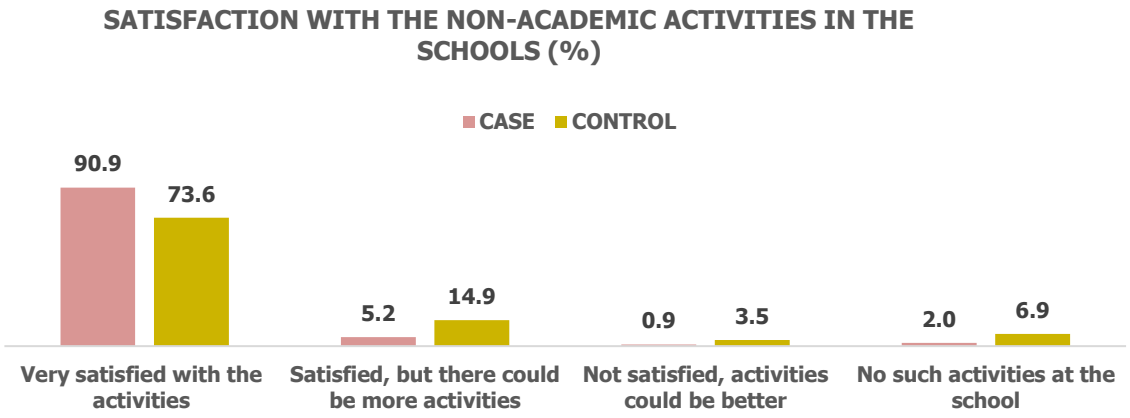


Figure 40: Satisfaction with non-academic activities in the schools - According to parents

Most of the parents who participated in the discussions with the study team stated that they were very satisfied with the education provided in Satya Bharti Schools. They stated that the teachers are focused and involved, innovative teaching methods are used and the efforts that the teaching staff put in was visible in the students. Many parents stated that seeing their children speak in English gave them immense satisfaction. But many parents wanted extra emphasis on English in the schools. According to them, knowing English was key to a successful future.

> *En Kuzhanthaiyal nandraaga vaasikka mudigirathu. Avargal oru oli muraiyai payanpaduthugindranar, manappadam seiyathevaillai, avargal seyalmurai moolam katrukodupathaal nandraaga purigiradhu, palli paadam thavira enaya vishayangalai katrutharugindranar, oviyam varaidhal, chess, paadal, yoga pondarvaiygalai kuzhanthaigal matrum petrorkum katrutharugindranar. Avargal thaniyaagavum, kuzhuvaagavum katrutharugindaranar.*
>
> (My child is able to read properly. They use some sound method. No memorising, they teach through projects so they could understand well, non-academic, drawing, chess, singing, yoga for interested kids and parents. They teach through individual and group activity.)
>
> ■ Parent, Tamil Nadu

Many teachers of Satya Bharti Schools that the study team interacted with stated that in the beginning the parents were not happy with the mode of teaching and learning initially adopted in the schools. They mentioned that too much time was invested on activities and games. As the schools have changed their lesson delivery strategy, parents have stopped complaining, according to them. However, some parents continue to tell teachers to focus more on teaching. According to the teachers, the many parents saw little value in activities and games and saw them as unnecessary activities that are taking the focus away from education.

Parents whose children studied in private schools had a slightly better opinion of the education provided in the schools but had no specific inputs. This could be because unlike Satya Bharti Schools and Government Schools, parents do not engage with the teaching staff nor do they get to observe the school activities as the schools have strict entry restrictions.

Further, parents in case schools displayed a higher sense of satisfaction with the way teachers interacted with the children and the parents. It is to be noted that the difference in opinion between case and control schools are marginal, as per the survey results. However, during discussions with parents and community members related to control schools, a sense of dissatisfaction and to an extent, anger, was evident.

Most of the parents in among control households complained that the teachers were least interested in teaching; they didn't pay attention to the students' education. The magnitude of complaints was higher against teachers in government schools – they were seen as employed in a stable government job, with a handsome salary, yet not fulfilling the role which they are supposed to play.

There was a tendency among the interviewees to overstate their satisfaction with the education received in the school or their opinions about teachers fearing that their responses could have adverse impacts. In many cases, the teachers were from the same village where the schools were located. The parents knew the teachers well and vice-versa and the former felt that any adverse response from their side could lead to actions against the teachers, the school or against their wards.

> Āmādēra sthāniẏa skulē śikṣātē kārura āgraha nē'i. Śikṣāra kōna gurutba nē'i. Śikṣakarā sārā dina dharē ēka gharē basē āra galpa karē. Madhya dibasēra khābāra khẏē'i bāṛi phirē āsē. Skulēra kābāra bājē. Yadi āmādēra kāchē ṭākā thākata āmarā'ō āmādēra bāccādēra bēsarakārī skulē pāṭhātāma. Āmadēra kāchē ṭi'uśanira'ō ṭākā nē'i. Skula thēkē yadi bāṛira kāja dēẏa tālē tāra para āra kōna khōja karē nā yē bāccārā ki karachē. Bāccādēra jan'ya khuba bipada yē tārā sārā dina bā'irē bā'irē dauṛē bēṛācchē.
>
> In the local school, nobody is interested in education. No importance of education. Teachers juist sit in one room and talk the whole day.
> Children come back home after MDM. The MDM is bad. If we had money to send our children to private school we would. We don't even have the money for tuition.
> If they give any homework, there is no follow up on what the kids are going. Its dangerous for the kids as they are running around outside all the time.
>
> ■ Parent, West Bengal

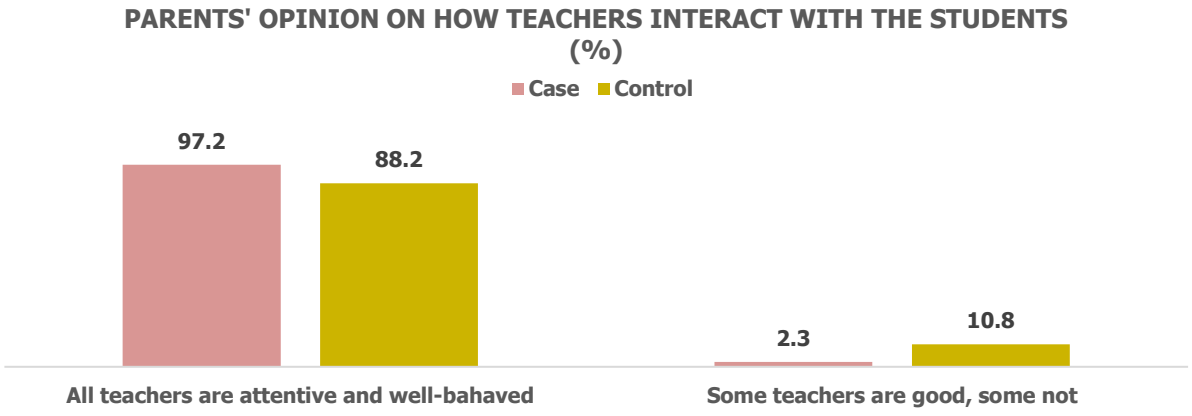


Figure 41: Parents' opinion on teachers' interaction with students

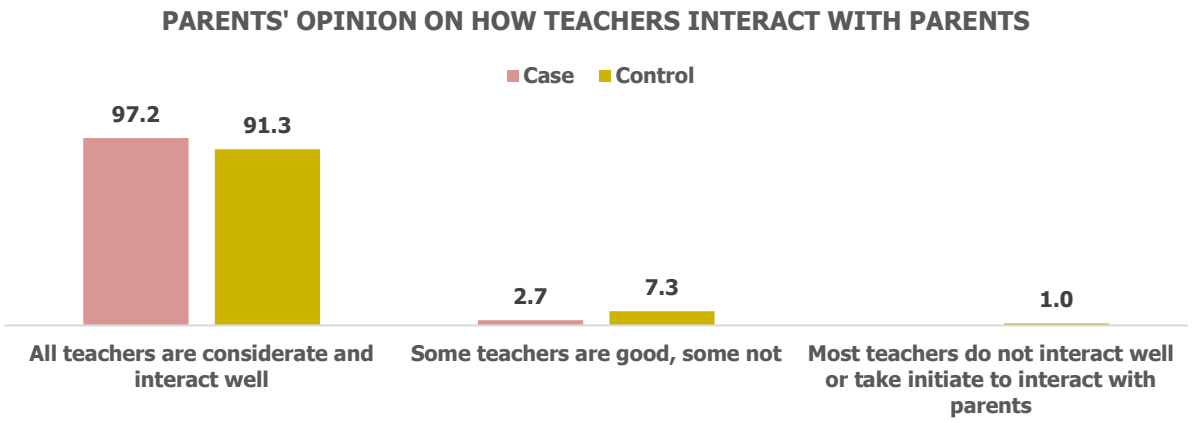


Figure 42: Parents' opinion on teachers' interaction with parents

During the survey and the interactions, it was evident that parents held Satya Bharti Schools in high regard. They appreciated that the school existed in areas where quality education was difficult to access, and this quality education was provided free of cost. Unsurprisingly, majority of the parents whose children study in Satya Bharti Schools stated that they are satisfied with the education their children receive in the school and would not want to enrol them into a different school. Some parents during a discussion said, “Even if they pay me to enrol my children in another school, I will not”.

On the other hand, majority of the parents whose children study in government or private schools stated that they are not satisfied with the education provided in their respective schools – a small percentage of parents even mentioned that they would want their children to study in Satya Bharti Schools. They spoke of the lack of facilities and lack of emphasis on education as their reasons for their dissatisfaction.

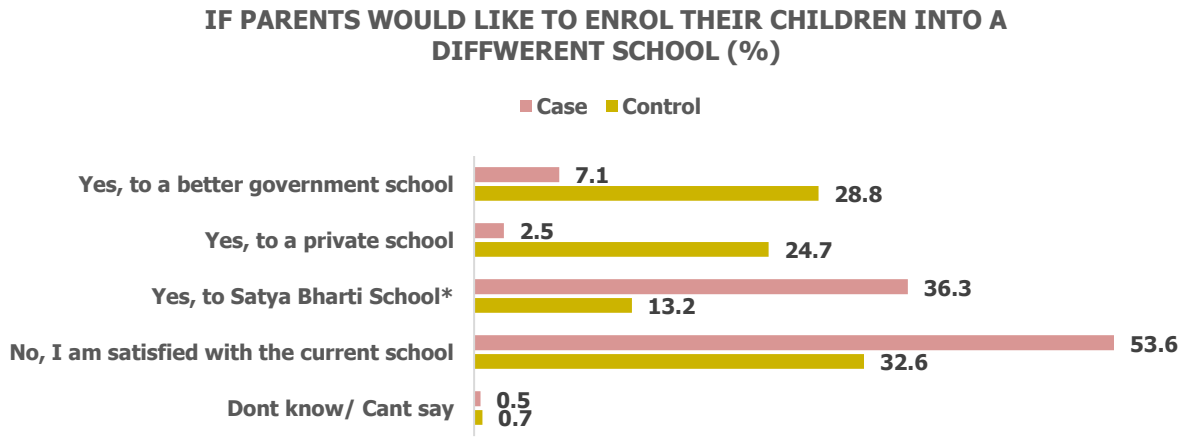


Figure 43: If parents would like to enrol their children in a different school

** parents who want their children to pursue higher education in Satya Bharti School*

As per discussions with teachers and Bharti staff, at the beginning of the project, it was observed to be easier to introduce the schools to the community members as associated Airtel. Since Airtel is well-recognised brand, the recall value among community members was found to be high. While over the

years there have been efforts to introduce Bharti Foundation's identity as the organisation behind the schools, brand Airtel has continued to stick. Unsurprisingly, when asked about who they think runs the Satya Bharti Schools, parents from case households identified the "owner" as Airtel. About 15.3% of the respondents identified Bharti Foundation as the organisation that runs the schools. Within "other" responses, the respondents associated the school with prominent persons in their region or local political leaders.

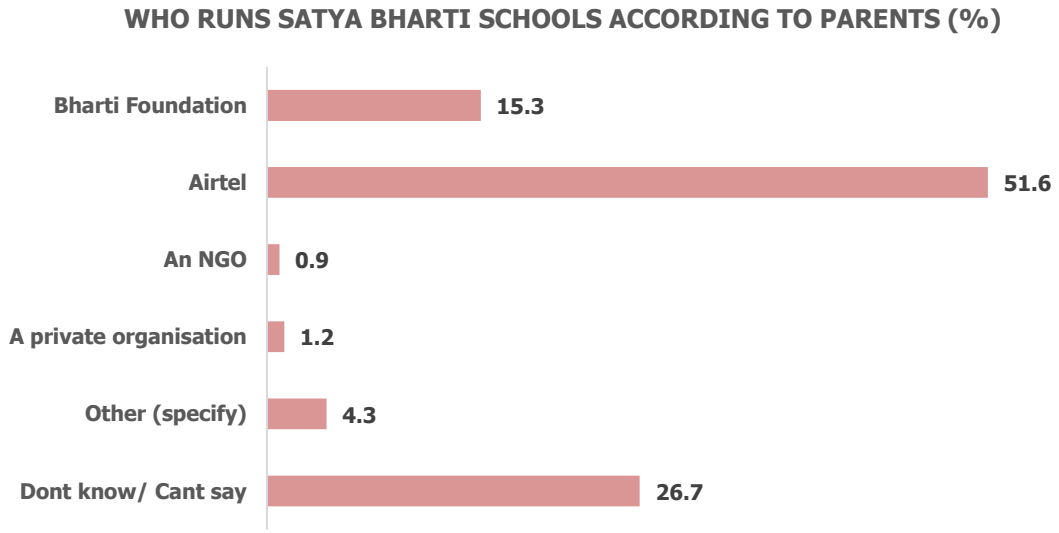


Figure 44: Parents' take on who runs Satya Bharti Schools

IV.10 STAKEHOLDER PERSPECTIVES

TEACHERS AND HEAD TEACHERS

1. **Educational background and previous experiences:** Satya Bharti Schools have stringent processes, which means the selection criteria and procedures are clearly defined and practiced. Many teachers had a master's degree and all teachers had a bachelors' in education. They got to know about vacancies in the schools from newspaper advertisements and from word-of-mouth communication and the selection process described by the teachers was uniform across: written test, followed by a demo, followed by an interview and the final selection in the end.

   Some teachers joined the schools immediately after they finished their Bachelor of Education, while many joined the school after short or long stints in private schools in the region. (Many of the inputs of the teachers are from the perspective of their experience in private schools and how they compare to the Satya Bharti experience). There were teachers who had initially been in one Satya Bharti School in a district and had taken a transfer to the village where they got married and settled. The freedom to seek a transfer was cited by few teachers as very helpful since they did not want to quit the job after marriage.

   All teachers spoke extensively of the love for their job and the reasons why they took up teaching as a profession. While the narratives were different, the essence was the same – they loved interacting with children and wanted to play an important role in children's development, just like their teachers did.

> There's a monitoring and support Satya Bharti Schools have cluster and district coordinators and other staff members. The DC would come once a month or a quarter. Class observation was regular and any need for support or material was addressed quickly.
>
> Nothing of that sort in this school. There is one School Inspector who has about 200 schools under him. So he can probably come once in six months or once in a year. The procedure of getting things done here is very log. If we need to do any repair work, we have to send a requisition. Then we have to send the documents to the engineer. Then we get a grant, but that is not enough. After, that we have to put a notice, fill a tender…
>
> - Teacher, Government School. Previously, teacher with Satya Bharti School

   Perspectives from control schools: The teachers in the government schools that were part of the study stated that the compensation and the stability of the job were the biggest motivation to take up a teaching job in government schools. The love for the job or the role a teacher could and should play in a child's life were secondary considerations.

2. **Responsibilities and schedule:** Similar to the way teachers described the selection processes, the description of the daily schedules and division of responsibilities by teachers in case schools was also uniform. This was remarkable because these didn't change irrespective of the geography or the type of school. They stated that as soon as they enter the school, depending on whose duty it is, they check the entire school premises for anything that could affect child safety. They had received specific inputs from the district offices on what needs to be done on a daily basis. The duties for every activity within the school was divided and interchanged periodically.

The responsibilities included (not limited to) conducting the morning assembly on the basis of the theme prescribed in the academic calendar and incorporating elements from the memo received from the head office about the activities/content to be included; organising the mid-day meals; maintaining the various registers; organising various extra-curricular activities, especially where the students are participating in block or district level competitions; orderly dispersal of the children after the school is over. While these were daily responsibilities, other regular responsibilities included documentation and MIS (sharing student and school related data with the district/cluster coordinators and government departments), interactions with parents and organising parent teacher meetings, organising activities with the children and the community as per the guidelines from the head office etc.

According to most of the teachers, these multiple responsibilities – academic and non-academic – are manageable, provided they are efficient with time management. They conceded that at times the responsibilities are overwhelming and eat into the time that should be devoted to academics. But such instances, according to them, were occasional, if not rare. Some teachers, on the other hand, wanted fewer responsibilities so that they can focus only on academics.

> While coming to school, I imagine what all I will teach. Many days I am unable to reach my own target because of all the other work is entrusted to me. I am the only one computer savvy in this school and as a result, a lot of the IT work falls on me.
>
> ■ Teacher at Satya Bharti School, Punjab

Control school perspective: The teachers in government schools had numerous responsibilities within the school and beyond. And these keep changing. Apart from the usual academic and non-academic responsibilities, the teachers had to follow any directive from the State or Central Government on the work that enlisted the use of government school teachers. These included surveys (both sample and census), election duties and duties during events or campaigns organised by the State or Central government. These, according to the teachers, kept them away from the school for long periods of time, affecting their teaching and the learning levels of the students. As per interactions with few teachers in private schools and the perspectives of teachers currently in Satya Bharti Schools who had previously taught in private schools, teachers there had very few responsibilities apart from academics.

3. **Teaching methods:** Almost all the teachers stated using the play way method of teaching. They mentioned using charts, stories, cue-cards, role plays, poems, songs, audio-visual aids, etc – TLMs were integral to their delivery. This was evident from the TLMs on display in all classrooms of the case schools. As per the teachers, many of these TLMs were provided by Bharti Foundation and many they made themselves along with the students.

   The teachers also spoke extensively about how they have been trained by Bharti Foundation on how to plan their lessons. The lesson planning activity has to be documented in a special book created by Bharti Foundation for this purpose. The process broadly involves describing the objectives of the lessons (based on the subject); clearly planning how the lesson will be taught; what kind of TLMs will be used; what kind of human values can be incorporated as part of the lesson; how they will assess the effectiveness of the lesson and whether students have understood the concept; imagining the probable questions and challenges during the delivery and how to be prepared for them. The teachers were provided extensive training on the usage and documentation of lessons plans.

Some teachers stated that the lesson plans have changed over the years. The changes have been due to the changes in the curriculum as well as changes in the strategy. Earlier the Satya Bharti curriculum focused more on activities and games but over time and after recognition from State and Central education boards, they have moved onto incorporating play-methods into the standard curriculum delivery methods. Further, earlier teachings were expected to make lessons plans on a daily basis. Now, the lesson plans are to be made on a weekly basis.

Control school perspective: When asked whether the teachers in the control schools planned their lessons in advance, all of them responded in the affirmative. However, they couldn't describe the nature and process of lesson planning. They stated that they think about what needs to be taught on a particular day and teach accordingly. There was no mention of a structured process or documenting their plans. Further, the budget for TLMs in government schools was really low – in West Bengal, this meagre allocation was also withdrawn recently. The teachers had to spend money on their own to buy material and create TLMs.

Main yahan padhane se pehle ghar sambhalti thi. Mere ghar mein thodi problems hain par woh sab mein school aake bhool jaati hun. Kabhi kabhi sochti hun ki school chod dun. Par jo kamai hai aur jo Khushi hai who nahin rahegi. Mujhe chinta bhi hogi ki mere bachche kaise padh rahe hain.

I used to be a homemaker before I started teaching here. I have some personal problems but I forget all my worries when I am in school. I think of quitting at times but then I think about the income and the joy I get here. I also worry about what will happen to my students once I quit.

- Teacher, Satya Bharti School, Haryana

4. **Trainings and their usefulness:** According to Satya Bharti teachers, there is an induction training when they start working, which sets the foundation for them as teachers and as a member of the organisation. Afterwards, trainings are conducted without fail during the winter and summer breaks. These mostly focus on lessons plans for the first and the second semesters and other subjects as per need. Apart from

these, trainings are organised as per the needs of the teachers and as decided by the district or the head offices. According to the teachers, on an average, at least three-four trainings are organised for the teachers every year.

Most of the teachers emphatically stated that these trainings were immensely helpful. Not only did they help in planning their lessons, deciding on the appropriate mode of delivery and the TLMs to be used, they also helped them in sharing their experiences and seek solutions to any issues they are facing in the school with respect to teaching. Apart from lesson plans, many teachers also talked about the training/help they have received from trainers on managing different kinds of students – fast and slow learners, classroom disruptors, shy students etc. The trainings have improved their quality of teaching as well as made them more confident. Few teachers, however, considered the trainings as unnecessary. These were mostly teachers who considered that lessons cannot be planned in advance and hence, a training session during the holidays on lesson planning is not required.

Control school perspective: When asked about trainings, the teachers in control schools mentioned the training that they received during their B.Ed program. It was evident that the last thorough and useful training they received was when they were studying for B.Ed. The teachers in government schools mentioned occasional seminars organised by the district education department, which were mostly delivered as a lecture (and not as a workshop in case of Satya Bharti Schools). The teachers in private schools also mentioned training from the education department but these were not related to academics.

5. **Learning levels in the school and challenges:** While discussing learning levels of the students, teachers from Satya Bharti Schools talked in detail about how well the students were progressing in their classes. They could readily provide estimate percentages or proportions of those who were performing well and those who weren't.

   They mentioned that bright students did not need much help and for slow learners, there are remedial classes which ensured extra attention and addressing of specific child-related challenges. They also mentioned speaking with the parents during parent teacher meetings and home-visits if their children were not performing well and asking them to take specific measures at home.
   According to them, children whose parents were literate and/or took interest in their education were able to perform well. They expressed sympathy for children who did not have an education-conducive environment at home or for reasons related to their family circumstances were irregular at school. There was a sense of compassion. They considered underperforming students a challenge they wanted to overcome – for the sake of the students and not for themselves.
   Control school perspective: On the other hand, most of the teachers in control schools spoke about learning levels with a sense of frustration directed towards underperforming children. They mentioned the reasons behind poor learning levels as lack of interest in education among children, how children were not aware of the importance of education, how parents were only interested in entitlements and not education. There was an evident lack of compassion and empathy.
6. **Teaching human values and related impact:** Nearly all teachers of Satya Bharti Schools who were part of the study mentioned that the holistic development – not the precise terminology but the concept – was the primary motivation of the education provided at the schools. They mentioned the school memo which outlined the specific message that needs to be conveyed to the children based on the theme and the value as per the academic calendar. They spoke of how they try to incorporate lessons on human values into their lesson planning; the activities in bal sabhas that

focus on value education; the campaigns that they take out in the nearby villages on critical issues etc and how they have a huge impact on the children's outlook towards their peers, their elders and the society a whole.

Many teachers shared stories and anecdotes of the changes that they have witnessed in the students or what the parents told them about such changes. They saw the changes in the students, despite all the hardships they face in their lives, as their and the children's biggest accomplishment.

> The children in rural areas witness far more negativity than the children in urban areas. If children perform well, despite all these hardships, I think we are succeeding as teachers and as an institution
>
> - Gurmeet Singh, principal of Satya Bharti Senior Secondary School in Chogawan, Amritsar

Control school perspective: Teachers in the control schools stated that their respective schools also focused on value education. They mentioned morning assemblies and celebration of important days and festivals as the activities relating to this aspect. But there was very little further information on what the content of the messages were, how they were conveyed and how they have been adopted by the children.

Some teachers attributed the lack of values in the children to the parents and their household circumstances - dire economic circumstances, alcohol and substance abuse, exposure to violence

7. **Infrastructure of the school:** Teachers of Satya Bharti Schools counted the school infrastructure as one of the critical elements in the quality of education delivered at the school. The school building with its unique design, well-ventilated and bright classrooms, open hallways, playgrounds (wherever it was sufficient vis-à-vis the number of children), clean toilets, child-friendly furniture (wherever they were sufficient), separate and clean toilets etc provided an environment conducive to education. Children, according to the teachers, took pride in their school. Some teachers mentioned incidents where children had gone to other schools to participate in inter-school competitions and came back with observations on how Satya Bharti Schools were far better than the other schools.

Teachers also said that the school infrastructure encouraged discipline among the students. According to them, lack of classrooms and furniture in government schools made it difficult for teachers to manage the children, directly impacting the quality of education.

Control school perspective: About six control schools were set up before 1990s. For instance, two control schools were set up before 1940 (exact dates not available), two between 1950 and 1970 and two between 1970 and 1990. These buildings, were old and crumbling, with rooms that were meant to accommodate only a small number of children (as per the population during the time they were constructed). These classrooms now appeared overcrowded and the lack of space made it impossible to place any kind of furniture for the children. Most of the schools did not have a playground. One government school in Haryana had a small open space in the middle of the school compound but there was a drain which flowed right into the middle of it.

The teachers expressed their exasperation with the school facilities, blaming the "education system" in general. While they did not expressly state so, there was a sense of despondency and in their vision of the future, they did not foresee any improvement in the infrastructure or in the quality of education.

Some of the private schools part of the study had good infrastructure facilities, while some had good buildings but sub-standard facilities. For instance, one private school in Tamil Nadu boasted of a big building but the classrooms were in poor condition. The floor was damaged and the classroom where the survey team was seated had powdered cement across the floor.

8. **Parental engagement:** The role of the parent and the environment at home was considered a big determinant of a child's interest in education and overall performance in school by teachers of both case and control schools. Given the similarity in the socio-economic circumstances of households in case and control households (schools in the same state and region), the opinion on the level of engagement of parents was similar. However, the change in parental involvement over a period of time, as per the teachers, was a lot more pronounced in case schools than in control schools.

   Teachers in Satya Bharti Schools, while acknowledging the difficulties of engaging with the parents, stated that there was a slow but steady change in the parents' outlook. Consistent

engagement with the parents through PTMs and house visits were slowly producing the desired changes. Those who had interest in their children's education since the beginning took regular updates from the children. Those who couldn't be involved in their children's education for any reason, were at least trying to ensure that their children are regular at school. Even if they couldn't ensure regular attendance, they did interact with the teachers and expressed the reasons for their inability. The teachers, while mentioning the challenges, seemed mindful of the circumstances of the parents.

Control school perspective: Teachers in government schools, on the other hand, held a negative view of the parents. They claimed that most parents are only focused on the entitlements ensured to children if they are enrolled. It appeared that according to them, the parents got their children enrolled only so that the children can have the mid-day meals and the parents can have access to the scholarships and allowances that are promised to the children by the government. The importance of engaging with the parents consistently and gradually changing their outlook, keeping in mind the circumstances, was conspicuously absent.

9. **Change post joining the school:** Most teachers in Satya Bharti Schools attributed many changes in their personality and their social status to their engagement with the school. The trainings on lesson plans and delivery has improved their teaching quality and as a result, the students' response and learning levels. Managing multiple responsibilities have made them better at time management. Engaging with the community members, local Bharti staff, officials from the head office and occasional visitors such as the study team have made them more confident and street-smart. Working with children who come from impoverished backgrounds and seeing them grow more confident and learned has enabled a sense of satisfaction with their jobs. The respect from parents and community members as a result of being associated with a respectable institution has increased their sense of self-worth. Lastly, seeing the daily struggles of the poor and their struggle to attain something that they themselves had taken for granted – dignity and a basic income – has made them aware of their privilege and the role they can play – however small – to make others' lives easier.

   Control school perspective: Most of the above motivations and lessons were not mentioned by any of the teachers in control schools. For teachers in government schools, the job meant a stable income, job security and respect in the society.

10. **Issues that require consideration:** Nearly all teachers in Satya Bharti Schools stated that though they found immense meaning and satisfaction in their job, they felt that the compensation was not commensurate to the responsibilities. They were aware that Bharti Foundation pays a lot more than private schools but their benchmark for comparison was government schools. They appreciated how the salary was paid on time, allowances and benefits that were available (specifically maternity leave), how there were policies to ensure safety of the staff (specifically the sexual harassment policy) but these didn't fully compensate for the lack in pay. Few teachers mentioned their salaries when they began and how little it has increased over the years to emphasise the point.

> After some time, we have to focus on the needs of our families. The pay in Satya Bharti Schools is not enough for us to run our households.
>
> - Teacher currently teaching in Government, previously teaching in Satya Bharti School, Haryana

The study team interacted with two teachers who had worked with Satya Bharti Schools and were now working government schools. Both the teachers stated that while job satisfaction was higher in the Satya Bharti Schools, the pay was better in government schools.

BHARTI STAFF – DISTRICT COORDINATORS/CLUSTER COORDINATORS

11. **Roles and Responsibilities:** In the simplest of terms, the district coordinators are responsible for the overall operations, administrations and management of Satya Bharti Schools. The cluster coordinators are responsible for executing the finer elements of the Satya Bharti school set up. The district coordinators that the study team interacted with listed the following as their broad set of responsibilities: project planning, program execution, coordination, monitoring of activities related to the schools and in view of the program objectives, ensuring delivery of quality education to the students of Satya Bharti Schools.

    Cluster coordinators, on the other hand, listed a wide variety of responsibilities. These included (and are not limited to) assessment of learning levels of students; assessment of daily activities in the school such as assembly, mid-day meals; ensuring all child safety measures are closely followed; close monitoring of teachers and suggesting and organising need based trainings; checking students' involvement and learning levels and supervising remedial support; support to teachers in managing non-academic activities and ensuring the academic calendars are followed; resource monitoring, procurement and distribution of school materials; documentation and MIS etc. It was clear that though both district and cluster coordinators knew what their role in the overall set up is, the responsibilities were varied and not limited in scope.

1. **Variety of Experience and perspectives**: The previous experiences and the educational background of the Bharti staff was found to be diverse. Some had experience in social work and some had experience in the corporate sector; some were experienced in livelihoods, some were previously teachers with private or charitable schools; one cluster coordinator studied agriculture, while another had studied literature. Such a wide variety of experiences and backgrounds has, as per the study team's observations, imbued the organisation structure with a diversity and vitality that is necessary for an organisation working across different geographies, cultures and peoples. Every interaction was different – just like how the responsibilities quoted by each one of them – but organisational vision and mission brought them together.

2. **Frequency of Visits:** The number of schools under the ambit of district coordinators' responsibilities and supervision varied from state to state. On an average, the number of schools under the district coordinators' in Rajasthan, Haryana and Punjab was found to be 25. The district coordinator in UP had 15 schools under him, while the coordinators in Tamil Nadu and West Bengal had 10 each. The coordinators in the states with fewer schools stated that they visited each of the schools under them once a month at least. The coordinators in the other state, though keen on visiting all the schools at least once a month, found it difficult to meet the target. This target was especially difficult to achieve for district coordinators in Rajasthan, especially Jodhpur – the district coordinator in Jodhpur could visit a school only once in a quarter.

    On the other hand, all the cluster coordinators had between five to seven schools under them. However, the nature of work was observed to be a lot more strenuous and demanding. Since their role was a lot more hands-on, they were expected to be regular in their visits to the school. Their

work involved a lot more travel and coordination as compared to district coordinators. In Rajasthan, the distance to be travelled was a lot more than other states.

3. **Engagement with teachers**: With respect to teachers' engagement, the primary responsibilities of the district coordinators were observed to be the following: coordination of trainings, selection, logistics arrangement for the trainings, fund allocation for various teacher and teaching related aspects, meetings with teachers at the district office at least once a month, overall assessment during the visits and monitoring. The responsibilities of the cluster coordinators were observed to be suggesting need-based training based on observations, providing real-time feedback to teachers through regular classroom observations, trainings to teachers based on content provided by the head office (only select schools) and ensuring consistent support.

   As is evident from the list of responsibilities and as previously mentioned, the responsibilities of cluster coordinators involved close coordination and interaction with the teachers. The interaction between district coordinators and teachers – as per study teams' interactions with the coordinators and teachers - was less frequent and as a result, slightly formal. As a result, teachers spoke extensively about their rapport with the cluster coordinators and the support they received from them, while they had very less to say about the district coordinators.

   Almost all the teachers spoke highly of the coordinators – but their rapport was better with the cluster coordinators. However, there were some complaints from the teaching staff in a school in West Bengal about the behaviour of the cluster coordinator assigned to that school. There were some other minor complaints from teachers about the lack of support of cluster coordinators but these were, as per the study team's assessment, more of an institutional issue than a personnel issue.

   It was also found that many of the trainings conducted in Uttar Pradesh, Tamil Nadu and West Bengal were mostly organised by the local staff members. The presence of trainers from the Head Office was a lot more frequent in other states, comparatively. Though this was never raised as an issue by any of the staff members, but the difference in the representation from the head office was evident. The coordinators in areas close to the head office – Haryana, Rajasthan, Uttar Pradesh and Punjab – had a lot more Head Office representatives visiting them as compared to Tamil Nadu and West Bengal. The references to top management and senior members also appeared a little more distant and reserved among representatives of these two states, as compared to the others.

4. **Challenges – past and present:** Being involved in program implementation and supervision of a program that involves such a large and varied set of stakeholders mean that the staff members were constantly dealing with challenges on the ground. Every staff member indicated that though the challenges will not cease to exist – there will be new and some old and stubborn challenges - but the ability to manage and address these challenges has increased significantly.

   In the beginning of the program phase – for those who have been with the organisation during the time the schools were being set up in their respective areas – the most pressing challenges were (and not limited to) managing land acquisition; engaging with government and local panchayat officials on setting up of the school and the related approvals and paperwork; overseeing the construction of the school building; mobilising students and parents and making

them aware of the school coming up in their area; training of the new teachers and making them aware of the organisation set up and expectations; local pressure for recruitment of teachers and other staff members; liasoning with community members; dealing with stakeholders who viewed the schools with suspicion – basically building an education establishment from the scratch.

Some of these challenges continue to remain – especially those that involve the community members and parents – and new challenges keep coming up. But contrary to the challenges at the beginning, the challenges now are more predictable and related to maintaining an institution. So, the challenges now are related to documentation and MIS, procurement, distribution, maintaining community relations, student enrolment and teacher attrition, changes in the processes within the system and outside.

> *Ennaku ingu niraya katral ulladhu. Naan mudhalil irundhu seiythavai enaku ubayogama ulladhu, utharanamaga muthalil MSR i paper il seiythom, pinbu excel il seiythom, ippozhudhu online il seiygirom.*
>
> (I came in as an academic person, then became trainer, now managing people and system. I'm getting continuous training. Income is ok but I get more knowledge. I'm able to meet lot of people in different walks of life.)
>
> ■ Cluster Coordinator, Tamil Nadu

5. **Changes post Bharti Foundation**: All the staff members at Bharti Foundation that the study team interacted with stated that they have grown tremendously as professionals as well at a personal level. Every interaction involved anecdotes of challenges that were encountered and overcome. Equally, there were stories of how the perception of the self and of others were formed, broken and reformed. It was clear from the interactions that the coordinators' responsibilities required a lot of learning, unlearning and re-learning – a possible reason why many of them have been in the system for a long time.

> "I don't get stressed about anything anymore. I have learnt that every problem as a solution,"
>
> ■ District coordinator, West Bengal

Nearly all the coordinators spoke of the satisfaction that came from knowing that their work is towards a great and critical cause – education; that the most marginalised and needy are the beneficiaries. Many spoke of the respect and goodwill they have found not only in the communities where the schools are operational but also within their social circle as a result of being associated with a reputed organisation. Many stated that the compensation was good and any lack in material incentives was compensated through the position in the society and the mental peace that working with Bharti Foundation has enabled.

6. **Issues that require consideration**: The coordinators mentioned numerous external challenges and issues which could only be managed and not predicted. These included teacher attrition, complaints and expectations of parents and community members, government guidelines, pressure from the community and local influential persons during admissions etc. However, they also quoted some institutional issues which, according to them, were not critical but if addressed could make their jobs easier.

   Few coordinators mentioned that their responsibilities were multiple and critical to the functioning of the schools. "*School mein kuch bhi hilta hai, CC ko jawab dena padhta hai*" (the cluster coordinator is answerable for every single movement in their respective schools.) According to them, the recognition was not commensurate to the responsibilities and the

expectations from them. They didn't express this as a grievance but more like an appeal. The district coordinators, though deserving, were acknowledged by the head office for the work that happens on the ground, while such a recognition eluded the cluster coordinators. This was observed by the study team as well – the district coordinators could name the head office representatives and talk about their interactions with them but not the cluster coordinators.

> Cluster coordinators are the backbone of the program and deserve more facilities – especially in areas where they had to travel long distances from the office to and between schools.
>
> ■ District coordinator, Punjab

VENDORS AND SUPPORT STAFF

1. **Background:** Majority of the support staff engaged in Bharti Schools belonged to marginalised communities (SC/ST/OBC) and in many of cases they were the parents of children studying in the schools. Most of the mid-day meal vendors and all the cleaning staff engaged in the schools were women. For majority of the staff members, this was their first job. Among the female staff members, the spouses were mostly involved in daily-wage labour, with the income from this job a significant addition to the household income. In some cases, the income allowed the women to be independent and not seek help or support from their spouses or children.

2. **Financial inclusion:** The level of financial inclusion was found to be varied among the support staff. All the mid-day meal vendors had bank accounts and the money was directly transferred to the accounts. In case of a few cleaning staff, it was found that the money was transferred either to the mid-day meal vendors' account or to the head-teachers' account, after which they were paid in cash. All those who had bank accounts opened by Bharti Foundation were thankful to the organisation. Some vendors and *didis* stated that they never thought of opening an account or were vary of the processes.

3. **School schedule:** Some mid-day meal vendors cooked the food at their homes in the village or in rented rooms and delivered the food to the school at stipulated times. The cleaning staff helped them with serving the food to the children and after the distribution, they took the utensils back. In some cases, the meal was cooked inside the school itself. In both cases, the presence of the vendors in the school was limited to the time spent on cooking and distribution.

   On the other hand, the cleaning staff are the first to arrive in the school and the last to leave. Right from the time they enter the school to the time they leave, they are constantly working. They start with cleaning the entire premises (rooms, hallways, playgrounds, toilets); they clean the toilets at regular intervals, depending on the state of the toilets; they prepare and serve tea to the teachers and to external guests; they help in distribution of the mid-day meals; they clean all the utensils and clean up after the children are done eating and they also help teachers in Pre-Primary classes manage young children. The work increases if the its raining or if for any other reason, the school is dirtier than usual. Sometimes they are also made to run small errands. It was evident that irrespective of the nature of the job, the quantum of work was the highest for the cleaning staff among all other employees of Satya Bharti Schools.

> Mattra palli manavargaluku kanini payanpaduthum vaaipu illai. Kalvi kattanam seluthum palliyil kooda indha vasathigal illai. Yengal kuzhandhaigaliku periya vaguparai ulladhu. Perubalana palligalil kaliparai vasathi illai. Nangal projector moolam periya thirayil payitruvikirom. Kuzhandhaikalin gavanathai peruvadharku idhu udhaviyaga ulladhu.
>
> I'm happy to work with children. I have become a busy bee now. The community sees me with honor. I'm happy as I'm able to go to work in one place. Other places I have to do what they say. But in this school I do the work as it is my duty. Even if I do mistake they forgive and encourage.
>
> ■ School didi, Tamil Nadu

4. **Change in circumstances:** The vendors and the support staff stated that working with Satya Bharti Schools had enabled a sense of economic independence, especially among female vendors and staff members. They said that compared to their previous sources of livelihood or the time when they were unemployed and dependent on their family members, the situation currently is better. Some stated examples of the changes that have taken place in their circumstances as a result. They stated that Satya Bharti Schools are respected by the community members and being associated with the institution is a source of goodwill for them as well.

   However, both vendors and support staff were quick to point out that their income was not enough for the long term. The vendors mentioned their daily expenses, along with the money they get per plate and said that the profit/surplus was marginal. They stated the pride in being associated with the school and serving the children as their reasons for continuing to stay despite the low margins. "I used to earn much more as a mason. But I find immense satisfaction in serving children. Also, this job allows me to pursue my spiritual interests," said a vendor in Punjab.

   Nearly all the cleaning staff mentioned that the pay was very low compared to their responsibilities. However, they cannot afford to let go of any income, however small or insufficient it may be. When asked if they have raised the issue of compensation with the teachers or any Bharti staff, some said that they did not want their demand to be seen as a

complaint. They feared that them raising an issue could lead to their removal or hiring of an additional staff member and a reduction in their salary according to the division of responsibilities.

5. **Issues that need consideration:** The mid-day meal vendors appeared confident of their role in the Satya Bharti set-up and knew that their role was critical to the functioning of the school. They knew that a nutritious and a wholesome mid-day meal was one of the highlights of the school and as result, took pride in their role. They spoke confidently with the study team and mentioned their challenges and demands openly. On the other hand, most of the cleaning staff appeared meek and even, nervous. They had to be probed so that they could provide some responses to our questions.

> One cleaning staff in Punjab broke down in front of the study team, thinking that we had come to inspect the cleanliness in the school. She revealed that a couple of days she had been reprimanded harshly by the cluster coordinator and the head teacher and had warned her that she would be removed from her job if her work did not match the expectations. She had assumed that our visit was connected to the lapse on her part.

SMC MEMBERS

1. **SMC formation and their role:** Nearly all the members of the school management committee who interacted with the survey team stated that the teachers or the head teachers of the school had asked them to become part of committees with specific responsibilities. Three committees were formed in each school – mid-day meal committee, child safety committee and transport or school safety committee. The responsibilities for each of these committees were described to the members and they were given an overview of the meetings to be held. However, very few SMC members were aware that they were together part of a larger, bigger committee, of which the three committees were sub-committees.

Even though these committees do not enjoy as many powers as an SMC in a government school does, the importance of their role to the overall set up was not conveyed to the members. They didn't see themselves as an active stakeholder of the school nor were they aware of the importance of their responsibilities in the school's scheme of things.

It is to be noted that the committee members kept changing and it could be that some of the committee members that the study team interacted with were not fully aware of their responsibilities. Further, some SMCs were created in the last one or two years. These were also in their initial stages of understanding their scope of work.

2. **Meetings and activities:** All SMC members gave varied responses on the regularity of meetings. Some said that the meetings take place monthly, some said they take place quarterly. Many SMC members were unable to mention what was discussed during the meetings. The minutes of the meetings were recorded in almost all schools but the content recorded was minimal – indicating either that the discussions were customary or the minutes were not recorded properly. Further, only in one school, in Tamil Nadu, did the survey team observe that the minutes were recorded in a prescribed format.

OTHER OBSERVATIONS

1. **Child – safety a cross cutting theme:** The emphasis on ensuring child safety was found to be remarkable in all Satya Bharti Schools. Instead of making child-safety as one of the processes within the school, it was seen to be a cross-cutting theme across the school and its activities. The district and cluster coordinators categorically told the study team about the child-safety aspects that should be considered at all times. Wherever any deviation was observed, it was duly communicated to the senior survey team members – indicating clearly that child-safety is non-negotiable.

   All teachers dutifully carried out all the measures expected of them with respect to child safety. Nearly all teachers quoted the case involving the murder of an 8-year old child in a prominent private school in Gurgaon. There had been a case of an accidental death of child in one of the schools in Punjab, which was spoken about with a sense of regret and a very important lesson learnt. It is important to note that this matter was resolved amicably with the community – an indication of the level of trust that the communities place with Satya Bharti Schools.

   In most schools, the survey team was asked to the sign the entry registers every time it entered any school. In one instance, the head teacher of a Satya Bharti School in Haryana travelled to another school a little far away where the study team was conducting its study only to get the register signed by the team members.

2. **Support from the community members:** Satya Bharti Schools have been built on Panchayat land in the villages it is located – except in select schools in Amer and Neemrana in Rajasthan, where they function out of government schools. In Punjab, for instance, the study team was told the land has been donated by the panchayat to Bharti Foundation. In Tamil Nadu and West Bengal, on the other hand, the land is under Bharti Foundation's name. In some schools,

the community has contributed significantly to improve the infrastructure in and around the school.

In a school in Jodhpur, the boundary wall was built with support from community members. Further, a water tank, main and back gates, almirah, podium and mike and big tables have also been contributed by the community members. This shows the level of interest and commitment communities (can) have towards the schools

3. **Change in the outlook:** Many of the Bharti staff spoke about the change that has taken place in the attitude of the community members towards the schools. According to them, in the beginning, the community members were wary of the school. In some places, there were rumours that "Airtel" was keen on taking over land than setting up an educational institution. In some places, some community members assumed that the school will start charging fees from their students after a few years. These fears and suspicions have been dispelled to a large extent, according to to the staff members. After many years of successful operations of the schools, the community members have complete trust on the school, the teachers and the Bharti staff.

When the schools were being constructed, the community members thought that Airtel was trying to take their land. The general assumption of the community was that in a short while, a mobile tower will replace the school building. Some said that the school will be free in the initial days but will soon start charging fees. All these misconceptions and rumours have been dispelled. Earlier, everyone knew the school as "Airtel School". Now most know it as "Satya Bharti School" – that's our achievement."

- Cluster Coordinator, West Bengal

4. **Competition to other schools:** As per interactions with Bharti Staff and teachers, the schools were initially – and to an extent, currently too – is seen as competition to other schools in the area. In some areas, the schools nearby tried to spread rumours about the school so that the enrolment gets affected. As per government policies, schools with enrolments less than the prescribed threshold are liable to be shut down. The rumour-mongering, as per the interactions, was on the part of the school teachers who did not want the school to shut down and face a transfer.

"That's a wrong assumption. Satya Bharti Schools are not creating a parallel set up. They are in fact demonstrating how with lesser resources as compared to government schools and all the entitlements similar to those available in government schools, you can create a much more effective and efficient system,"

- District Coordinator, Punjab

5. **Worries about the future:** No discussion relating to Satya Bharti Schools in the community and among parents ended without them requesting the study team members to have additional grades/levels in the school. Parents of children studying in primary schools wanted the school to be at least till 8th standard. Parents of children study in elementary schools wanted a Satya Bharti Higher Secondary School. A future after Satya Bharti Schools caused a

sense of dread among the parents. They were not sure if the schools nearby will provide quality education to children in one of their most impressionable years.

The district and cluster coordinators also concurred with the parents' view. Some felt that limiting the schools to the current levels was tantamount to a disservice to the children and the parents – after investing so much into the children's education and development, these children will go back to a system that may or may not fulfil children's cognitive needs.

> I see drastic change in the children once they move out of Satya Bharti Schools into other schools. They walk and talk differently. I feel helpless when I see that happening. It feels bad to see so much of so many people's effort not bearing results.
>
> ■ District Coordinator, Bharti Foundation

V. OVERALL SOCIO-ECONOMIC IMPACT

Social Impact

Previous chapters of provides issues and indicator details and findings. However, it would be prudent to have overall assessment of the impact of Satya Bharti School program. In the backdrop, a 'Social Impact Index' has been created to provide an overview of the impact of the Satya Bharti School program. Bharti Foundation's Holistic Development Framework has been taken as the base for the assessment index. In the nutshell, for each indicator response were given values in the ordinal scale. Responses of each respondent were given score as per the type of their response. By summing up the scores of responses, composite score for each respondent was calculated. Disaggregated analysis (leveling and averaging) of composite score for case and control households was generated to make comparisons. Case households were further disaggregated as per the type of schools like category A schools, Category B schools and secondary schools. Category A and Category B are as per the quality ranking of Satya Bharti School program where A is higher rank than B.

The following steps describe process involved in the development of the index:

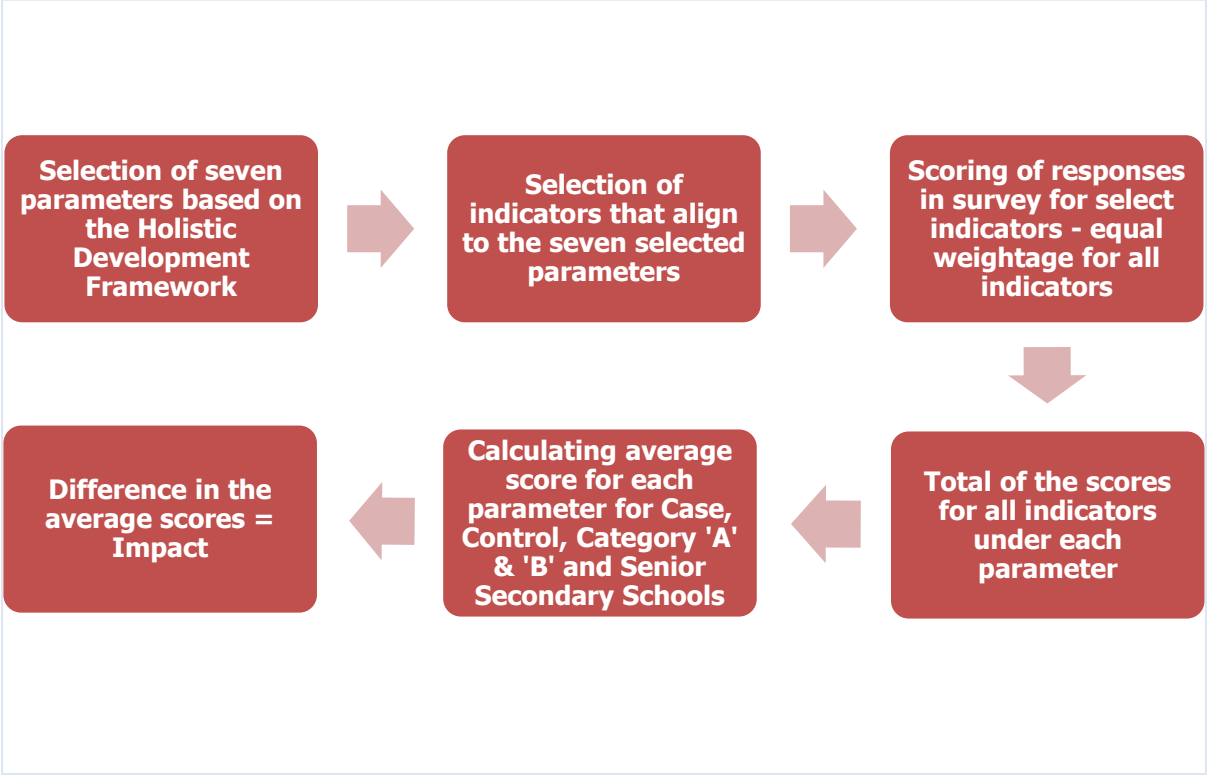


Figure 45: Process of creating the Social Impact Index

Step 1: Identifying the broad parameters for the index – Seven broad parameters have been considered for the index. The seven parameters on the basis of which the responses of both and parents have been analysed are as follows:

I. Personal and social development
II. Physical development
III. Understanding and practice of human values
IV. Awareness of and opinion on critical issues

V. Change in household practices
VI. Parental engagement on children's education
VII. Overall satisfaction

Step 2: Selection of relevant indicators for each parameter - For each of the above-mentioned parameters, relevant indicators were selected for which data was collected during the survey with the students and the parents.

The indicators considered under each of the above-mentioned parameters have been listed in detail in Annexures.

Step 3: Scoring of responses for each indicator – The responses for the survey questions for the indicators selected above were scored on an ordinal scale. The highest score possible for each of the indicators was the same – Six - across the eight parameters so that the base for the indexation and comparison of scores is uniform. The scoring design is described in the figure below:

Table 49: Example - Scoring of Indicators for Social Impact Index

Indicator (Example)	Response choices	Scoring out of 6
Do you brush your teeth every day?	Yes, twice daily	Most favorable response, highest score - 6
	Yes, once daily	Favourable but not the topmost, score – 3
	No	Not favourable, score - 0
	Don't know / Can't say	No response, score - 0

Step 4: Calculation of average scores – Individual scores of responses – both parents and students - for each of the indicators were calculated on the basis of the scoring pattern described above. The scores for all the indicators under each parameter were added to arrive at a composite score for each parameter. The average score for each indicator and the average composite score for each parameter was calculated for further assessment and analysis. The following table illustrates how the average scores were calculated:

Table 50: Example - Calculation of average scores for SEI Study

Parameter	Indicators within the Parameter	Individual score for the indicators (out of six)
Physical Development	Brush regularly	3
	Wash hands with soap before meals	3
	Wash hands after using sanitation facility	6
Total Score for a respondent for Physical Development		12 (out of a maximum of 18)

Step 5: Analysis of responses – The average of the scores for each set of respondents – parents and students – and under each parameter – seven parameters listed above – were compiled to form a composite score. These scores were indexed to 100 to enable easy analysis of the scores.

Table 51: Sample calculation of composite score for SEI Study

Sample Calculation of Composite Score			
Parameter	**Highest score (No. of indicators x 6)**	**Average Score – Parents**	**Average Score indexed to 100**
Personal and Social Development	**24**	**21.7**	**90.3**
Physical development	**24**	**21.4**	**89.3**
Understanding and practice of human values	**30**	**21.4**	**79.7**
Awareness of and opinion on critical issues	**12**	**9.2**	**76.3**
Change in household practices	**54**	**33.7**	**62.4**
Parental engagement on children's education	**18**	**15.8**	**87.5**
Overall Satisfaction	**42**	**39.9**	**95**
Total Weighted Average Score out of 700 (7 parameters x 100)			**580.5**
Percentage Score			**83%**

Index Findings

The Social Impact Index throws light on the overall impact of the Satya Bharti School program on the two most important set of stakeholders – parents and students. The weighted average scores under the seven selected parameters for parents and students have been converted into percentages.

Findings on Composite Scores

The graphs below show the composite percentage scores for parents' and students' responses for all the seven parameters put together. As is evident from the graphs, the percentage scores for Case schools (Satya Bharti Schools) is higher than the Control schools for both parents and students except for awareness on critical issues among students.

In terms of the impact, composite scores of case schools are higher than the control school. This clearly depict the relevance and impact of Satya Bharti Schools. The difference in the scores between Case and Control schools - 6.8% points among parents and 5.1% points among students - can be considered as the impact of the Satya Bharti School program. Within the case schools, the category of schools with the best scores on the index for parents' responses is Senior Secondary schools followed by Category 'A' and Category 'B' school. For students' responses, the category of schools with the best scores on the index is Category 'A' schools, with category 'B' and Senior Secondary schools with equal percentage scores.

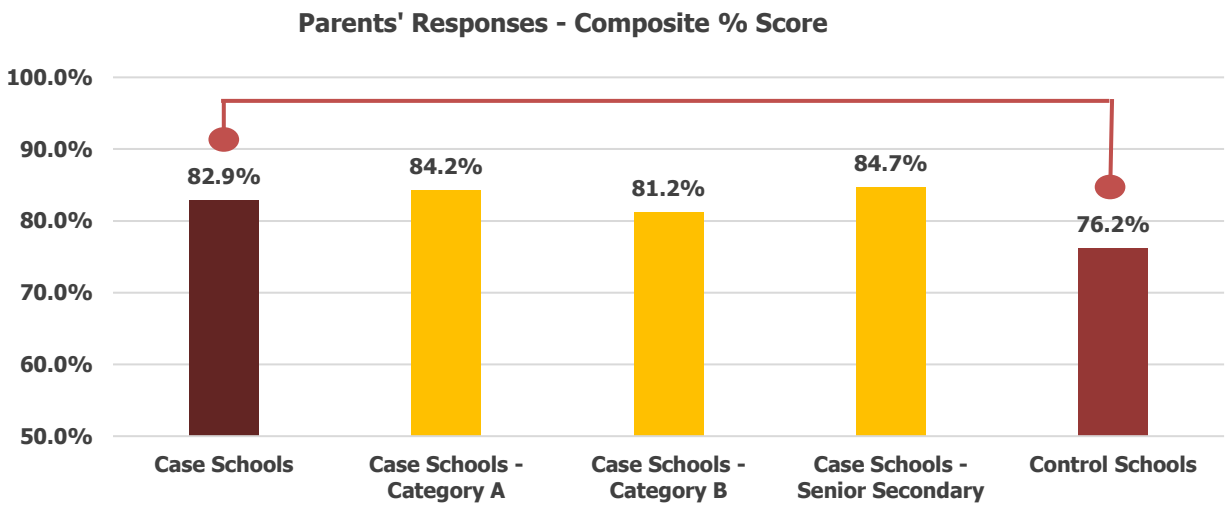


Figure 46: Parents' Score - Social Impact Index

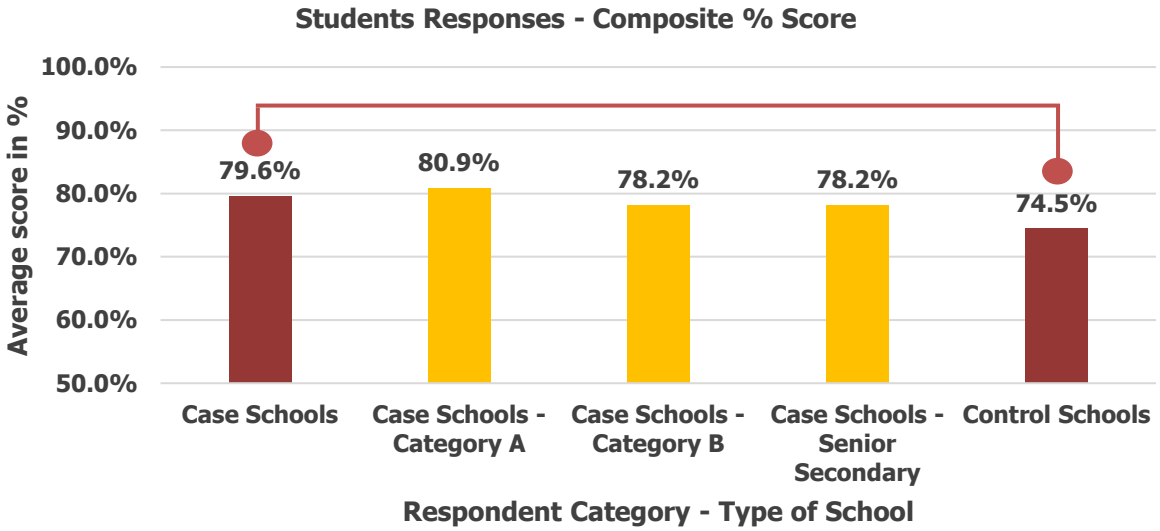


Figure 47: Students' score - Social Impact Index

The following spider-charts shows the indexed average scores for all categories of schools under each parameter based on the scores for parents and students' responses. **As is evident from the figures below, the average indexed scores for case schools are higher than control schools for nearly all the parameters. However, the difference in the scores for case and control schools vary for each parameter.**

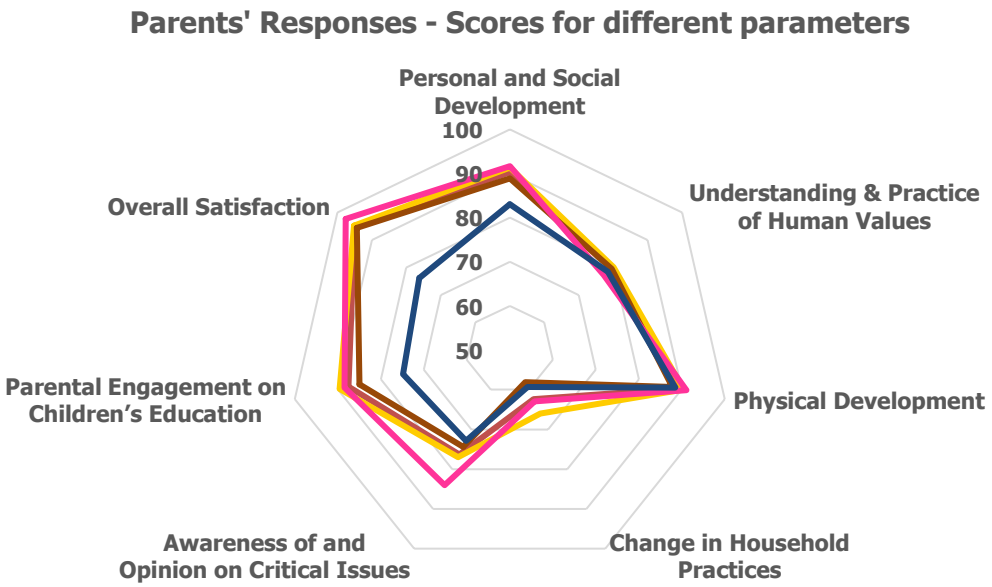


Figure 48: Spider-chart depicting parents' score for different parameters - Social Impact Index

LEGEND	
	Case Schools
	Case Schools – Category A
	Case Schools – Category B
	Case Schools – Senior Secondary
	Control Schools

The parents' responses cover two aspects related to the impact - their opinion of their children's behavior and development after joining Satya Bharti School and the impact of the school on themselves. The scores for each of these parameters is higher in case schools as compared to control schools. (Refer annexure for the scores).

The difference in the scores was observed to be the highest with respect to overall satisfaction among parents with the school that their children attended. The scores for Case schools as a whole and for the various categories within – Category A and B and Senior Secondary schools – was much higher than the control schools. The differences in scores between case and control schools were significant for 'personal and social development' and 'parental engagement on children's education' as well. The degree of difference is relatively lesser on 'awareness of and opinion on critical issues'.

The differences in the scores among parents for case and control schools were observed to be very narrow on 'understanding and practice of human values' and 'physical development'. The impact of the schools on parents – case or control – was found to be lowest in relation to household practices.

It is to be noted that within case schools, the scores for senior secondary schools were the highest for four out of the seven parameters. In the remaining three parameters, Category A schools had the scores. It is critical to note here that wherever the difference in the scores between case and control schools are narrow, the scores for Category B schools within case schools is almost equal to the scores for control schools. This clearly indicates that the scores for Case schools as a combined category would have been much higher than those of control schools if the Category 'B' schools had performed as well as Category A and Senior secondary schools.

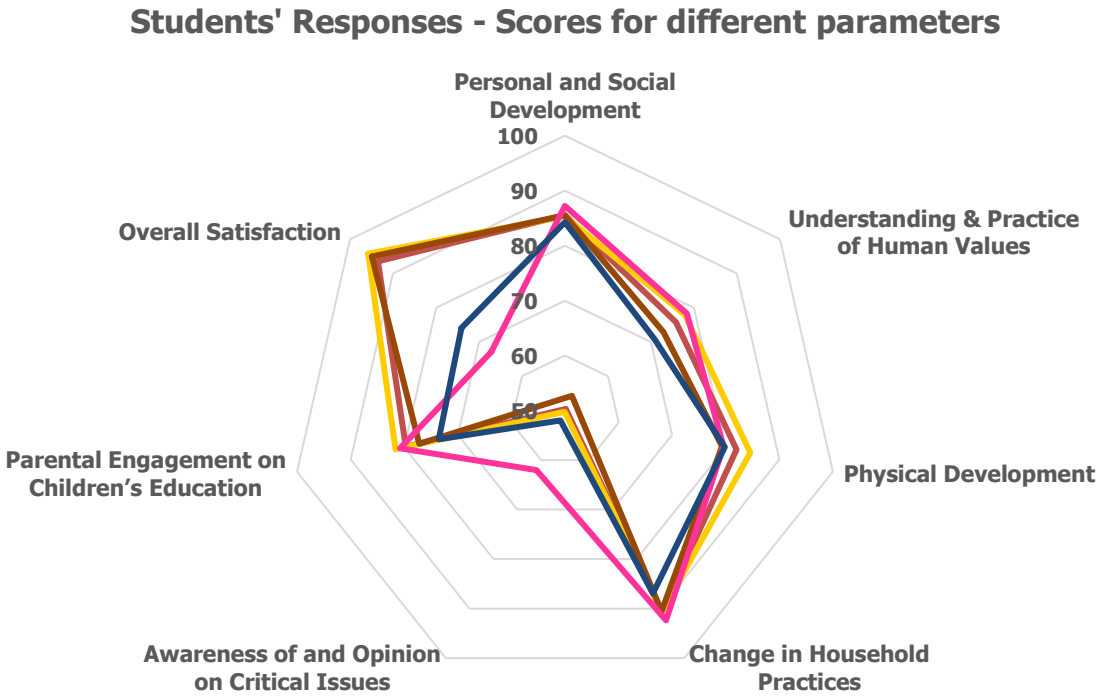


Figure 49: Spider-chart depicting students' score for different parameters - Social Impact Index

LEGEND	
	Case Schools
	Case Schools – Category A
	Case Schools – Category B
	Case Schools – Senior Secondary
	Control Schools

Similar to the parents' responses, the difference in scores among students for case schools and control schools was found to be maximum on 'overall satisfaction'. It is to be noted that the scores for Senior Secondary Schools among students is low because one of the indicators under this parameter focuses on mid-day meals, which is not served to older students.

The difference in scores on 'understanding and practice of human values' and 'parental engagement in children's education' between case and control schools was observed to be significant. For both

these parameters, the difference between case and control schools could have been higher if Category B schools, within the case schools, had performed better.

The difference in the scores for 'personal and social development' and 'physical development' between case and control schools was observed to marginal. For these two parameters, Category A and B schools were at par.

The only parameter where the scores for case schools were lower than control schools is 'awareness of and opinion on critical issues'. On this parameter, both Category A and category B schools scored lower than control schools, with Satya Bharti Senior Secondary schools scoring much higher than all other categories.

ECONOMIC IMPACT

The economic impact of the Satya Bharti School program was assessed for four sets of stakeholders – parents, teachers, Bharti field staff and vendors and support staff. The assessment of the impact based on the qualitative discussions with these stakeholders. The impact on each of these set of stakeholders have been described below:

Parents

The fact that majority of the households belong to marginalised communities, the presence of Satya Bharti Schools where their children can study free of cost and avail quality education was counted as "nothing less than a blessing" by many parents. Most parents during discussions categorically stated that had it not been for Satya Bharti Schools, their children would have had to go to "sub-standard" government schools, since private schools were beyond their means.

If enrolling children in Satya Bharti Schools has helped reduce household expenditure	89.4%
If enrolling children in Satya Bharti Schools has helped increase savings	97.1%
Median Savings (INR)	1,500
Utilisation of Savings	
Meet daily expenditure	47.3%
Save for childrens wedding	37.2%
Save for emergencies	35.1%
Investment in assets	36.5%

Figure 50: Economic Impact of Satya Bharti School Program on Parents

At the same time, however, it was difficult to establish *the extent to which* the presence of Satya Bharti Schools had contributed significantly to their overall standard of living. Given the socio-economic backgrounds and the means of livelihood for most parents, the disposable income was low. The advantage of free-of-cost and quality education did not completely, in their opinion, translate into higher disposable income.

Yet, when the survey team asked them pointedly if sending their children to Satya Bharti Schools had enabled them to reduce their expenses, 85.6% of the respondents responded in the affirmative. From among these, about 96.3% of the respondents said that this reduction in expenditure had resulted in an increase in the savings of the households.

Their understanding of the savings was primarily the amount *they would have spent* on sending their children to a private school that offers good quality education (since government schools do not charge any fees). As per the respondents, the average savings was Rs 1,500 per month

On teachers

For qualified teachers, the job opportunities for teachers are either with government or private schools. The other opportunities are private coaching classes or home tuitions, but these are not as prevalent and relatively less lucrative. The pay for government school teachers is high and so is the workload but the vacancies are few and subject to clearing specific examinations. Private teaching opportunities, on the other hand, are easier in terms of access and workload but they don't pay well.

Satya Bharti Schools are placed between job and income assurance and high level of responsibilities that government teaching jobs entail and the low workload but low pay model of private schools. Nearly all the teachers the study team interacted with mentioned that working with Satya Bharti School has had an impact on their economic circumstances. Not only was the income much higher than what the private schools offered, the payment of salaries was on time and directly into their bank account. At the same time, however, many teachers stated that the compensation was not commensurate to their responsibilities in the school. Despite the awareness that Bharti Foundation pays a lot more than private schools, their benchmark for comparison was government schools.

In comparison, the teachers in government schools were very satisfied with the compensation they received from the government. One teacher who had had previously worked with Satya Bharti Schools and was now working in a government school stated, "After some time, we have to focus on the needs of our families. For that, a government job is the best provider."

On Bharti Staff

Nearly all the district and cluster coordinators spoke of the satisfaction that came from knowing that their work is towards a great and critical cause – education; that the most marginalised and needy are the beneficiaries. Many stated that the compensation was good and any lack in material incentives was compensated through the position in the society and the mental peace that working with Bharti Foundation has enabled.

On vendors and support staff in schools

The vendors and the support staff stated that working with Satya Bharti Schools had enabled a sense of economic independence, especially among female vendors and support staff members. They said that compared to their previous sources of livelihood or the time when they were unemployed and dependent on their family members, the situation currently is better. Some have examples of the changes that have taken place in their circumstances as a result.

However, both vendors and support staff were quick to point out that their income was not enough for the long term. The mid-day meal vendors mentioned their daily expenses, along with the money they get per plate and said that the profit/surplus was marginal. They stated the pride in being associated with the school and serving the children as their reasons for continuing to stay despite the low margins. Nearly all the cleaning staff mentioned that the pay was very low compared to their responsibilities. However, they cannot afford to let go of any income, however small or insufficient it may be.

It is evident from the study findings that the impact of the Satya Bharti School program has been significant. The case and control design has been able to bring out the impacts and opinions vis-à-vis other schools that cater to a similar target group. Even without the comparative evidence, the observations on the ground and the perspectives of the various stakeholders speak volumes. The processes and vision of Bharti Foundation for the Satya Bharti Program is dynamic and evolving continuously. The monitoring and feedback loop within the organisation is robust, evident from the way all the processes within the system function like clockwork.

Following are some recommendations based on the study findings and the team's observations on the ground, which may help enhance the impact of the program:

I. **Engagement with parents on further education, especially for girls**: During discussions and during the survey, many of the parents said that education is critical to a dignified and honourable life. At the same time, however, their attitude towards many parents reluctantly conceded that though they would want their girl children to pursue their dreams, they would prefer to marry their daughters off at the earliest. Even if the parents wanted their girl children to pursue higher education, sending them to schools or colleges far away from their home was a security.

   Another critical element that came up repeatedly throughout the study process – from parents as well as Bharti staff – was the worry about the children's future once they pass out from Satya Bharti Schools. According to them, the quality of education and the emphasis on holistic development will be difficult to find in any other government or private school.

   In this context, Bharti Foundation may consider engaging with the parents on the need for the children to continue their education beyond what the Satya Bharti Schools offer. These engagements should specifically focus on girl children as they are at a much higher risk of dropping out. These engagements could be through village meetings with the parents and the larger community members, in addition to the regular PTMs.

   These meetings and discussions could involve information sharing through interactive methods such as videos or workshops or street theatre. It is possible that the community members are well aware of the issues, but repeated messaging can have a far-reaching impact on long term behaviour and attitudes. Bharti Foundation could consider sharing information and their best practices with various schools in the nearby areas where the students can seek admission once they pass out from their current schools. They could also offer assistance in the admission formalities.

II. **Focus on making schools disabled-friendly**: Throughout the study process, the study team encountered very few children with special needs in the schools. Only one Satya Bharti School in West Bengal – as per the team's assessment - stood out as an example of how a school was able to provide education and support to a child with significant physical and mental challenges. The progress of the girl with respect to personality development and learning was remarkable and the parents expressed gratitude for the opportunity that was provided to their children by the school.

   Nearly, 45% of India's disabled population is illiterate, according to Census 2011, compared to 26% of all Indians. Some 600,000 (28%) special-needs children between six and 13 years of age are out of school, according to the 2014 National Survey of Out of School Children report, at a time when India has almost universal primary school enrolment. The access to schools that focus on children

with special needs is better in urban areas but the same is lacking, if not completely absent, in rural areas. Coupled with the silence and shame around disability, people with special needs tend to become an invisible group of people.

By making the schools disabled-friendly and encouraging children with special needs to be part of the schools, Satya Bharti Schools can go a long way in removing or reducing the apprehensions relating to disability. In the process, the schools can aim higher on their promise to be truly inclusive.

III. **Assessment of safety concerns among children**: The percentage of students who stated that they feel scared while on the way to or inside the school may seem small, still their concerns matters for the program. During group activities, some students stated fear of animals (dogs and monkeys) and road traffic as their primary concerns on the way to school. One child in a control school stated that a drunkard often bothers him and other children on the way to school. Also, many children also reported one or more forms of punishment being practiced in the schools.

   It is also important to note here that many of the students who said there were safety/security issues while on the way to school were reluctant to mention the reasons for the same. The study team also came across instances where the children had been told by their teachers not to mention anything on punishments to the study team.

   Children are usually wary of opening up about their fears and require sustained engagement to get them to divulge. Bharti Foundation may consider conducting a thorough assessment of the issues and concerns of the children. Satya Bharti Schools already have robust child-safety mechanisms, which are committedly observed by the staff members. These assessments could provide critical inputs from the children's side and enhance the existing mechanisms to avoid any future incidents.

IV. **Alternative ways to convey important messages:** As per the survey findings, the understanding and practice of human values and the knowledge on critical issues among students of Satya Bharti Schools requires further impetus and energy. Though the emphasis on critical issues is spread across school activities and course curriculum, Bharti Foundation may consider alternative, innovative ways to convey the messages to students.

   Participative and immersive activities – workshops, plays, audio-visual content - focusing on critical issues could be devised and deployed in the schools at regular intervals. These could also include parents and community members so that the impact is wide-spread. It is important to ensure that these are rooted in the local context and communicated in the local language so that the children and community members are able to relate easily.

V. **Enhanced focus on Category B schools:** It is evident from the findings, especially the impact index, that the overall performance of Satya Bharti Schools vis-à-vis the control schools on various parameters could have been better if the Category B schools (among Satya Bharti Schools) had performed better. Likewise, focusing on other categories of the school, as defined by Bharti Foundations, and replicating the best practices that make the Category A schools perform better, could improve the overall impact the program itself.

VI. **Assessment of water and hygiene infrastructure in schools:** As per the school observation checklist findings, only six Satya Bharti Schools stated that they have a water purification

mechanism in place for their students. In the remaining schools, the water was consumed straight from the source. The team was told by the staff members that the ground water in the areas is clean and hence, do not require treatment before drinking. In some schools, the team also observed water shortage issues. Bharti Foundation could consider conducting a detailed assessment of the water infrastructure in its schools. This can help in identifying areas or schools where there is a necessity to install water purification systems.

Further, according to the survey conducted among students, about a fourth of the students stated that their school does not have soaps in the toilets. Given the emphasis on proper hygiene and sanitation habits among children in the schools, it is imperative that the schools ensure that the habits are practiced systematically in the schools.

VII. **Better engagement school *didi* and mid-day meal vendors**: It is evident from the survey results that the children studying in Satya Bharti Schools like their mid-day meals a lot more than control schools. Same goes for the parents' opinion of the meals served to their children. This clearly demonstrates the role of the mid-day meal vendor in the overall functioning of the school. Likewise, the Satya Bharti Schools stand out vis-à-vis cleanliness and orderliness, as compared to other schools, primarily because of the hard work put in by the school *didis*.

In this context, it is important to keep these critical stakeholders content and address their concerns. Many mid-day meal vendors stated that the per-plate cost is not sufficient given the prices of cereals and vegetables. The school *didis* stated that their pay is not commensurate to their responsibilities. At the same time, however, they are not keen on quitting because of the lack of pay as they don't have any other source of employment or income otherwise.

Bharti Foundation may consider engaging with the school *didis* and vendors and understand and address their concerns as much as possible. Further, small duration trainings/orientation on hygiene and food habits should also be conducted for the vendors and the *didis* to ensure that those who are responsible for preparation and distribution of food to the children proactively and thoroughly follow proper hygiene practices.

VIII. **Additional support for teachers:** Most of the teachers stated that documentation responsibilities take up a lot of their time. Although many of them stated that efficient time management helps in managing these responsibilities effectively, the concerns still remain. This concern was voiced by a few cluster and district coordinators as well.

A mobile accountant and/or data coordinator could be engaged who could take care of these requirements for a specific number of schools. This will help the teachers to focus on studies and other activities within the school. If Bharti Foundation wishes to incorporate more activities in the school and enable better engagement with the parents and the communities, the additional support will help in teachers' ability to take up these activities.

IX. **Bridge the gap within the organisation:** Some cluster coordinators mentioned that since they do a lot of ground-level work, it will be appreciated if they are provided more acknowledgement and recognition within the organisation. One cluster coordinator mentioned that while district coordinators get to meet the Head Office team often, such opportunities are rare for cluster coordinators.

The study team also observed that the schools and staff members in Haryana, Rajasthan and Punjab reported better engagement and interactions with the head office as compared to those

in Tamil Nadu, Uttar Pradesh and West Bengal. Bharti Foundation may consider incorporating measures and mechanisms to improve the engagement of the staff members from the latter states so that every stakeholder within the organisation considers themselves an integral part of the organisation.

VI. ANNEXURES

CASE STUDIES

CASE STUDY # 1: STUDENT & PARENT

THE FAVOURITE AND SPECIAL FRIEND

When Shabana Yasmin was three months old, she suffered from a dangerous bout of Jaundice. The hospital her parents took Shabana to mis-diagnosed the ailment and gave her a wrong injection. The negligence on part of the doctor at the hospital led her to suffer from a severe neurological disorder that makes movements difficult. The disorder also affects Shabana's learning abilities. But her condition has never dampened her spirit. Neither has it affected her mother, Lyla Bibi's dreams for her daughter.

Ms Bibi told the study team that after the disorder was diagnosed, she and her husband went to NIMHANS Bengaluru for treatment, where they stayed for a long time. The doctors there were good, but the cost of the treatment and living with an infant in an unfamiliar city came with its challenges. They were referred to a hospital in Kolkata, where they were told that the treatment will take some time. In the 18 months that Shabana spent in the hospital in Kolkata, she improved a lot. Her doctors told the parents that Shabana will need lots of exercise, nutritious food and personal care.

Ms Bibi says that many friends and family members told them not to invest so much time and resources on a 'disabled' child. "Put Rs 50,000 in a bank account and get her married later with the interest money earned over the years, some said. But we decided to send her to a school. I was not willing to give up," she says.

Shabana joined Satya Bharti School, Dhalsa as a pre-primary student and is now studying in the 4th standard. According to Ms Bibi, in the beginning the teachers, though supportuive, were a little unsure about how to engage with Shabana. They wanted Ms Bibi to be in the school all the time. "I used to stay in the school and ensure she studies right. Then, she couldn't for long and because of condition, I had to be there to feed her," she says. As she became healthier and her motor skills got better, her mother was not expected to stay in the school throughout. Shabnam still faces some motor challenges, especially with food, but the school didi mashes the rice and the curry and vegetables, which Shabana is then able to consume easily.

She says that right from the beginning to this day, she and her daughter have received immense support from the school staff. "Not just the teachers, her school mates also love her a lot. Whenever she goes for treatment to Kolkata, the children ask about her. She's the favourite friend of the school," Ms Bibi says with a pride.

According to the head teacher of the school, the support that Shabana receives from the fellow students is a testament of the human values that the students in the school are taught and are able

to imbibe. “Her classmates help her whichever way possible. I have seen her being helped by other students while using the stairs. Every student treats her nicely,” he says.

Ms Bibi says that Shabana is very different from other children. “She has no concept of lying. She is so pure at heart,” she says. “Whenever she sees someone upset, she invites them over to our house saying that her mother will make tea. She presses my head whenever I appear tired. She readily shares with others, without even a hint of selfishness. ”Shabana loves going to school. She practices almost everything she is taught in school, according to her mother. “She even says ‘May I come in’ even at home,” says Ms Bibi.

Shabnam’s father is the only earning member of their family. Their average household income is Rs 5,000, a significant portion of which is spent on Shabana. “We don’t have enough money so having a school like Satya Bharti has been very beneficial for us. However, I am not sure what will happen after this year,” she says, sounding worried. She is not sure if she will be able to send her to a special school because it will most likely be situated far away. And she is not sure if Shabana will be treated well in any private or government school close by. “Please do anything you can for Shabana. She has made so much progress. All I want is for her to lead a normal life,” she says.

CASE STUDY # 2: STUDENT

FROM HESITANT TO CONFIDENT

Manju Kanwar, daughter of Narpal Singh, studies in class 5th of Satya Bharti School, Bhomsagar. According to her father, Manju was weaker than other students in English. Her hesitation made her slightly afraid of attending school on a regular basis.

As she started participating in games and group activities that the teachers organized as part of her English classes, she started taking interest in the subject. She was even given a dictionary by her teachers. Now she can easily identify fruits, vegetables and animals and is able to use many English words in her general conversation. She is proud of the fact that she moved on from fear to being confident in a subject she considered very tough in the beginning.

Now she is the Head Girl of the school. She manages the assembly routine every day in the mornings. She helps other weak students to improve their English. “She acts like an elder sister,” her teachers say.

CASE STUDY # 3: STUDENT

CHANGES WITHIN AND BEYOND

Bhiya Ram is all of 11 years but he has managed to do what many adults have been unable to. Son of Happa Ram and a student of class 6th in Satya Bharti School, Kanasar, Bhiya Ram was concerned

about the risk of three of his classmates dropping out of the school after 5th standard. Each student, according to his father, had different reasons for considering dropping out.

Driven by the need to protect his friends, he motivated and convinced the parents of the students. He spoke to them about the importance of education for a better future. He specifically emphasized the superior quality education in Satya Bharti School and the computer facility available in the school. The three students are with him in the 6th standard now.

CASE STUDY # 4: STUDENT

ENSURING DREAMS STAY ALIVE

At the age of 11, Neelam's parents wanted her to get married. Despite Neelam's refusal, her parents went ahead and fixed her marriage. She was about to finish her 5th standard at Satya Bharti School, Kuriian Kalan and she was keen on studying further.

After realizing that her parents are not going to listen to her wishes, she spoke with the teachers at the school and Bharti Foundation staff. With the help of the NGO called Srijan Welfare Society, a media representative, teachers and Bharti staff counselled the parents against getting their daughter married at such a young age.

Her parents decided to cancel the marriage and allowed Neelam to continue her education. She is now in the 12th standard, studying in a government school.

CASE STUDY # 5: STUDENT

CREATING STEPPING STONES

Diksha's mother and father died in a tragic road accident in Uttar Pradesh in 2015. After her parents' demise, she started living with her uncle. During the household survey undertaken Satya Bharti School Kurian Kalan, the teacher found that that Diksha was not going to any school. The teacher found her eager to learn.

The teacher spoke with her uncle and mentioned Satya Bharti School and the free-of-cost education it provides. The promise of free education made her uncle enroll Diksha into the school.
She is now in the 4th standard, with a great academic record. Not only is she among the top 5 in her class, she is also active in numerous extra-curricular activities.

CASE STUDY # 6: STUDENT

BETTER LATE THAN NEVER

For reasons that his grandparents do not understand, all government and private schools kept denying admission to Kapil Singh. He was seven years old and had not attended any school and was unable to read or write. Kapil's parents separated when he was young and he lives with his grandparents in Surkhpur.

After a long wait, one school in his village accepted to enroll him. Satya Bharti School, Surkhpur did not refuse admission to Kapil. But the going was not easy. At 7-years-old, Kapil's level of education was equivalent to children to pre-primary sections. He joined the school in January 2017 and studied with the pre-primary sections for two-three months under the guidance of a teacher. Soon after, he was studying with children his age in class 4.

The teacher observed that Kapil is quick to learn and absorb so she made him practice extensively. Now he can read and write easily and can do mathematical calculations with reasonable accuracy. His teacher says that Kapil is eager to learn and not hesitant to ask questions. All he needed was an opportunity.

CASE STUDY # 7:TEACHER

NO LONGER CONFINED

Since she can remember, Kavita Rani wanted to be a teacher. Where she lives after her marriage, there are no vacancies in the government schools nearby and private schools are far away. But she taught nevertheless – at home, as a tuition teacher. When she came to know about Satya Bharti School in her village, Beer Kalwan, she jumped at the opportunity. She's been teaching English at the school to students of classes 3rd to 5th since January 2011.

She has attended approximately 15-18 trainings so far and all of them, according to her, have been very helpful. "In the beginning, the academic calendar, the lesson plans, the use of TLMs etc seemed slightly overwhelming. I wasn't sure if I will be able to manage academics and other responsibilities," she says. "It has been challenging but not very difficult. I get enough support from my fellow teachers, coordinators and trainers."

Ms Rani says that many students in the school do not get support from their family in relation to studies or for that matter anything else. She cites illiteracy, rural background, traditional outlook towards education and troublesome family atmosphere are some of the constraints that the children face.

Given this context, she says that Satya Bharti Schools are a lot more sensitive and committed than any other government or private school she knows about. "No other school focuses on weak students like my school does. Remedial classes are organised for students who do not perform well. We sit with them and pay extra attention to until they start showing signs of improvement," she says.

She is also appreciative of the 'Girl Rising' campaign that the school has undertaken in the past. "Girls are married off early. They are discriminated against and they are subjected violence and bad rituals. Any small initiative to counter these ills are important," she says.

Looking back at her journey with the school so far, she insists she does not have any complaints. "Though I was excited about teaching, I was extremely hesitant. Now I know new teaching techniques and have adapted them according to my style of teaching," she says. There's so much she's learned and the only way many other can learn from the institution is if the schools can allow more enrolment. "The school should be at least 8th standard, for the sake of the girls at least."

CASE STUDY # 8: HEAD TEACHER

SETTING AN EXEMPLARY EXAMPLE

According to Shera Ram Godara, good facilities are acknowledged, appreciated and rewarded by community members. As Head Teacher at Satya Bharti School, Sopara, Jodhpur, he has personally witnessed this. "500m away from this a government elementary school is running with only 51 students. Communities praises education facilities, sports activities and other facilities in the school," he says.

He says the infrastructure and the facilities available in the school have made a big impact on the community members. He counts the construction work, the sufficient number of classrooms, toilet facilities for boys and girls etc. as qualities that set aside Satya Bharti Schools from its government and private counterparts. Though, he'd want a larger playground, sufficient for the 170-odd children in his school and concrete boundary walls to make the school fully equipped in every sense. According the infrastructure of the school provides the children with a healthy and happy atmosphere for children to study. The order with which the school is run and maintained gives a sense of discipline that children automatically adopt among themselves.

Varied learning methods are used in the school to teach the students – group activities, peer learning, focus on weaker students, audio-visual arrangements etc. provide that extra push to the children and enhance their knowledge. It is for these reasons, according to him, that the children in Satya Bharti School perform much better than other schools.

Comparing the teaching and learning environment in Satya Bharti and other schools, he calls the way of teaching in the latter "kitabi rattawala" (bookish rote learning). He attributes the superior learning and teaching environment in the Satya Bharti Schools to the trainings that the teachers receive and the TLMs and audio-visual learning made available in the schools.

While appreciating the trainings that are provided to the teachers and how they contribute to their teaching abilities, he says that the training must be made residential. The trainings are currently held at Baleshar which is about 180 kms from the school. The distance makes it difficult for the teachers to commute.

Stressing the focus on holistic learning, he mentions that the morning assemblies, the children are taught/ told about health care, life skills, maintaining hygiene and ensuring cleanliness in their surroundings. He mentions his 5S and 5E theories to emphasise his point. Sort out, Systematic Arrangement, Stay Clean, Standard Practice, Spread Awareness (5S) and (Enrolment, Encouragement, Education, Environment (5E).

Talking about the parents' interest in education, Mr Godara said that most parents in the village are not self-motivated when it comes to education. Regular PTMs, MTMs (mother-teacher-meetings) and regular engagement through other means have been able to bring about a gradual change in the mind-set of the community members. Over the years, the crowds in the school during events have been getting larger, the community members have been donating to the school and they have been sharing their feedback and suggestions with the school regularly.

The biggest challenge he faces currently is the continuation of studies of the children who graduate from Satya Bharti Schools, especially girls. According to him, about 20% of the girls enrolled in the school do not get to continue their education as there are no good schools within a 5km radius. Further, about 50-60% of the schools are farmers or farm labourers and are unable to afford the cost of education in a private school or send them to a good government school far away.

CASE STUDY # 9: HEAD TEACHER

ACHIEVEMENTS ARE MANY

Being the only CBSE-affiliated senior secondary school – and one which provides education, exposure and facilities at par with many good quality private and government schools in urban areas - within a ten-kilometer radius of Chogawan, a village in Amritsar comes with its own set of peculiar challenges. "We get at least 400 applications for 40 seats available in the pre-primary sections. We get requests from MLAs," says Gurmeet Singh, principal of Satya Bharti Senior Secondary School, Chogawan.

Mr Singh has been in the teaching profession for decades and loves everything about the profession. Before joining Bharti Foundation, he was with the DAV group of schools. He had been on the managing committee for more than 500 schools and had been instrumental in founding schools in border areas and interiors of Himachal Pradesh and Haryana. He says that he always wanted to teach and not be a principal. But his capacities were recognized quite early and he has been the Principal in many schools for more than two decades now. He believes that his strongest quality is his ability to turn around the overall performance of any school, especially those where the socio-economic circumstances of the neighbourhood and the households are challenging.

"What is very important to recognize is that for many children the school is the only avenue for growth and a promise of a better future. Children in rural household witness a lot more harsh realities of life than those in urban areas do. For example, a lot of children here have personally witnessed the damages the wrought by drug abuse, violence, domestic abuse and poverty. Most

children here do not have anyone they can idolize or draw inspiration from," he says. Such circumstances also mean that most of the parents are unable to contribute to their children's studies. He tries to make up for the adverse circumstances of children outside the school by creating a vibrant atmosphere inside the school. His motto is to keep everyone – students and his teaching staff – on their toes constantly.

Apart from the various activities designed by Bharti Foundation, Mr Singh himself also has designed a lot of activities that he expects the students to undertake. As an example, he talked about how the school organized an international dance festival during Rang Tarang where the students were practiced and performed dance forms of different countries. He also tries sending the students to as many events being organized outside of the schools. The students had recently participated for the "Rally for Rivers" campaign in Amritsar (it's a nation-wise campaign) organized by Isha Foundation. "Despite all the hardships the students face at home, they should love coming to school. They should be given a positive environment, something that may not find elsewhere. That's all I want," he says.

According to him, well-established schools and those which charge a steep fee from their students tend to take their resources for granted. The functions and events they organize and their general spending involves a lot of waste. "In this school, nothing is wasted. Frugality being an important consideration in Satya Bharti Schools, we have learnt to become efficient," he says.

Talking about the teaching staff in the school, he says "our teachers do much more work than teachers in other schools. Here, teaching is not a job; it's a role". The focus, according to him, is not curriculum completion. There's a lot more responsibility and accountability involved. The extensive trainings provided to the teachers by Bharti Foundation enable the teachers to meet the demands of their jobs here. "I have not seen the intensive induction training available here anywhere else," he adds.

Going back to the difficulties of being a well-respected school, Mr Singh says that gradually the school should be able to enroll more students. "It is very difficult to say no to so many hopeful parents," he admits.

CASE STUDY # 9: DISTRICT COORDINATOR

MANY ACHIEVEMENTS, MANY REWARDS

As District Coordinator with Bharti Foundation for Shahjahanpur, Uttar Pradesh, Manoj Kumar Tomar has faced more than a few challenges during his work. He remembers the time the land was acquired and the construction for 10 schools started at the same time. When the schools became functional, Mr Tomar found it difficult to enroll children and get qualified teachers. Interacting with parents was also a challenge as they lacked motivation or interest towards their children's education. "Regular community liasoning, teacher training and motivation and gradual increase in the education quality of the schools led to better academic results year after year," he says.

These changes over a period of time resulted in increased trust of the community in the schools. As the schools became more popular and the enrolment increased, other schools – private and government both – started feeling the pressure. Rumours about the schools started doing the rounds. “Ye Airtel wale chale jayenge,” is what many people believed or made to believe, he says. As the district representative, Mr Tomar was in the middle of all this. But he never lost his cool or his determination. “We are well-respected and our education is regarded highly. We are giving tough competition to other schools,” he asserts.

His position requires him to don many hats. He has to coordinate the overall human resource, finance and administration responsibilities. With respect to teachers, he is responsible for recruitment, training and development and monitoring of teachers. He is expected to engage with the communities regularly and take actions in case of any disputes. Overall, he represents the entire gamut of the work that the 15 Satya Bharti Schools are doing in Shahjanpur to the higher management.

The work may seem a lot but the achievements of the schools reward him handsomely for the hard work he and his team members put in. “Our students are performing much better than those in other schools. We are among the top performers in many extra-curriculur activities. Ministers, Members of Parliament and Members of Legislative Assembly and high-ranking officials take interest in our programs. We are also fuelled by the competition among Satya Bharti Schools as well,” he says.

He has seen immense changes within himself since the time he joined Bharti Foundation. “I am better off than before, economically and socially. I get the same amount of respect that my schools do. I am proud of the fruits of my efforts,” he says. Before concluding the conversation, he says that he wants only two things from Bharti Foundation for the betterment of the schools, “Upgrade to elementary school (at least) and have someone helping the school staff with documentation work,”.

CASE STUDY # 10: DISTRICT COORDINATOR
PURPOSE AND PLEASURE

“Satya Bharti Schools do not represent an alternate/parallel system. We are just showing how with the same kind of set-up, better results can be achieved,” says Ashish Rishi, District Coordinator, Ludhiana, Punjab.

The 33-year-old takes care of three clusters and a total of 25 schools in Punjab. Before joining Bharti Foundation, the management graduate was working with an IT company. With Bharti Foundation, he has been able to mix two passions of his life – to do something meaningful and driving.

Over the years, he has seen how the community members have come to appreciate the superior quality of education provided in Satya Bharti Schools, especially the emphasis on English. And the quality of the teaching, according to him, should be attributed to the trainings provided to them and the follow up done by the Bharti Staff. “The trainings and monitoring are what makes us strong. Nothing can be achieved without proper follow-up”, he says.

He attributes the overall and continued success of Satya Bharti Schools to the top management's commitment. "Motivation moves from the top here. It makes a lot of difference to the morale of the staff," he states. "The way we are learning and improving, the schools will have an even better position in the next five years," he says while concluding the conversation.

CASE STUDY # 11: CLUSTER COORDINATOR

NEVER-ENDING LEARNING CURVE

Vijayan was working as a teacher at a private school before he joined as a cluster coordinator with Bharti Foundation in Sivagangai district, Tamil Nadu in 2008. "I came in as an academic person, then became a trainer and now I am managing people and systems. I have come a long way," he says, while looking back at his journey with Bharti Foundation so far.

Currently, he is in charge of five schools. His responsibilities include coaching and mentoring teachers, monitoring the implementation of training programs and addressing the gaps, assessing how the teachers teach the students, what kind of new techniques and methods can be adopted to improve the learning levels, monitoring the resource spending and budget and overall school operations and documentation. "Beyond these, every single person associated with Bharti Foundation is responsible for the safety of every child in the school," he adds.

When he is attending the schools he is in charge of, he observes the classroom activities, the teachers' methods of lesson delivery, whether the TLMs are used and whether the lesson plans are followed, check how children are doing and physically verify building safety.

According to him, there are regular trainings for teachers, the methodology for which is given by the head office in Gurgaon. He and the other cluster coordinators themselves provide the training to teachers on lesson plans, time management, child safety, engagement with the community and other school-related matters.

He believes that what he found challenging in the beginning are slowly becoming manageable. "Five years back, the operations were difficult because the thinking process at the head office was different from what it was here. Now the head office has started directly involving us and helping us," he says.

The challenge that continues to remain is staff turnover. Attrition means additional training time and cost and going back to the beginning on building the rapport with the community members. Assessing the five schools under him he says matter-of-factly, "Three schools have good rapport with the community. One schools is about average and one schools needs more efforts. The last two are the schools where the staff turnover is the highest,".

CASE STUDY # 12: CLUSTER COORDINATOR

WORRIES OF WORK UNDONE

Prior to joining Bharti Foundation, 33-year-old Debasis Saha used to work with Pratham Education Foundation in their West Bengal division. Given the similarities in the thematic focus for the two organistaions – education – the shift to Bharti Foundation was not drastic for Mr Saha. He remembers feeling that the work in Bharti was less than his work in Pratham. His senior was careful in loading him with responsibilities from the beginning, lest he gets intimidated. He expressed his intention to work more but soon realised that his responsibilities vis-à-vis the six Satya Bharti Schools under him were more than enough. "Despite the work load, the pressure here is far less than any job I have done before," he says.

He has to visit all six schools under him at least thrice a month. He has a clear view of his responsibilities and he enumerated them as follows:

- Monitoring the work and time of the arrival in-charge along with how s/he is handling the children
- Attending the assembly and checking whether the prescribed processes are followed
- Checking the sanitation and hygiene of the cooking space and the cooks
- Observing the teachers, what and how they teach; how is the delivery, how are the students responding, whether the lesson plans are being followed etc. "Feedback is not given immediately but later". Whether computers or any audio-visual aid is being used or not.
- Checking the notebooks of the students to see if they are regularly and correctly checked by the teachers
- Helping teachers identify and engage with slow learners
- Arranging and seeking from parents for remedial classes for students
- Checking the documents to ensure they are up to date and thorough
- Sorting any issues within the school and outside

"Wherever the schools are, they are extremely liked by the community. People ask a lot about the admission processes and sometimes even try to exert political pressure to get some students admitted. However, we are clear of our processes," he says.

His biggest source of concern is the limited capacity of the schools to influence a child's education and future. "During alumni meets or chance meetings, I get to interact with students who used to study in Satya Bharti Schools before. In case of many of these students, I have observed significant changes in their character, their body language and the way they talk. Personally, I feel very bad. It's almost a waste," he laments. "If we can have them studying in Satya Bharti Schools at least till 8th standard, it will make a huge difference," he says.

CASE STUDY # 13: MDM VENDOR

RECOGNITION AND EMPOWERMENT

Before joining Satya Bharti School Sopara in 2012, 45-year-old Dasrath's main sources of income were farming and tailoring work that she did at home. Working with Satya Bharti School, according to her, allows her a stable income. She also credits Satya Bharti with the bank account she has now. According to her, she gets up 5 in the morning and starts preparing the meals to be served in the school. She carries the food to the school, where it is checked by the in charge and herself. She

starts serving food to the students at about 11 AM and the entire process gets over by 1 PM. After the school *didi* has washed the utensils, she goes back home.

Because of her responsibilities at the school, she is now recognized as the MDM didi in the community. She has not only cooked for events within the school, she has been getting small contracts for small functions within the village as well. Further, she is even making pickles and papad nowadays, which is allowing her extra income.

"The school is respected in the community. Everyone gets together in case of any issues within or related to the school. For e.g. the playground was levelled with the help of community members," she says. "I am sure no other school can boast of such a commitment from community members,".

CASE STUDY # 14: MDM VENDOR

FOOD FOR SOUL

Both Veer Singh and his wife take up the responsibility of providing mid-day meals to the children studying in Satya Bharti School, Mardi Kalan in Amritsar, Punjab. His children also study in the same school. However, he insists on clarifying that this is not the only reason why he took up this work. "Feeding the students makes me feel that I am serving the Almighty," he says.

Engaging with Satya Bharti School has enabled a lot of positive changes in Mr Singh's life. Before the teachers at the school asked Mr Singh to start preparing food for the students, he used to be a mason. He used to work with contractors and the regularity of work depended on the assignments that the contractors had in their hands. As a result, the income was not stable. He says that many times the payment was late and most of the times, at the discretion of the contractor. Now, the income is stable and is credited to his bank account on time – something he used to consider a luxury previously.

As a mason, his work hours were erratic. He remembers leaving early and coming back late regularly. Now, he and his wife cook the food together and this joint 'venture' has enabled a sense of togetherness and purpose to them as a unit. Further, the timings of the school allow him to spend quality time with his children and help them with their studies.

But the biggest benefit of working for the school has been the time that he is able to devote to his spiritual development. "The work allows me to go to the gurudwara every day. I am at peace, more than ever before," he says. He didn't appear worried when asked what he will do if he is unable to continue his association with the school in the future. "Tera bhana meetha lage," he says, quoting an *Ardas* by Guru Nanak - everything happens as per HIS will and HIS will is always sweet.

CASE STUDY # 15: SCHOOL DIDI

NO LONGER SCARED

Jhupali Pradhan remembers the time when she was entrusted with the task of opening and closing the school gates every day. “I didn’t know how to operate locks or how to speak to the teachers. I used to be very scared and shy,” she says. Now, she has taken over these and many more responsibilities in the school. “Now when I am unable to go to school, I get worried whether others will operate the locks properly and ensure the gates are shut,” she says with a smile.

Ms Pradhan joined Satya Bharti School, Amritakundu in West Bengal in 2015. She was a home maker before she was offered the role of School *didi* in the school. Her attention to detail is evident from the way she lists her precise responsibilities: opening the gate, opening all the classrooms, cleaning the bathrooms, sweeping, mopping, taking care of children in pre-primary section, washing utensils, washing clothes in case children soil themselves, bringing water to the school in case of water shortage, sometimes feeding the children in pre-primary sections, cleaning the windows, cobwebs etc, serving food and ringing the bells.

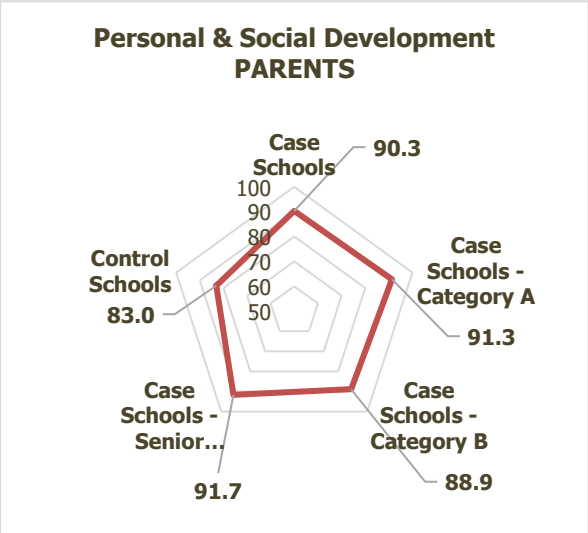
She lives with her in laws and her children in the same village as the school and her husband works in the Middle-East. She says that the income her husband earns abroad is being spent on the house they are building in the village. Her income is spent

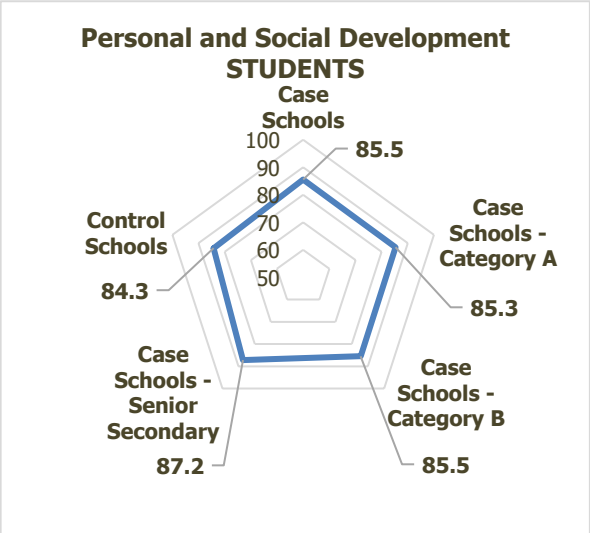
SOCIAL IMPACT PROCESS AND CALCULATION

Selection of relevant indicators for each parameter - For each of the selected parameters, relevant indicators were selected for which data was collected during the survey with the students and the parents. For each of the parameters, spider charts showing the scores as per parents' and students' responses have been presented.

PARAMETER # 1	Personal and Social Development
DESCRIPTION	Change in students' personal characteristics, most importantly confidence, and their engagement with others since joining the current school

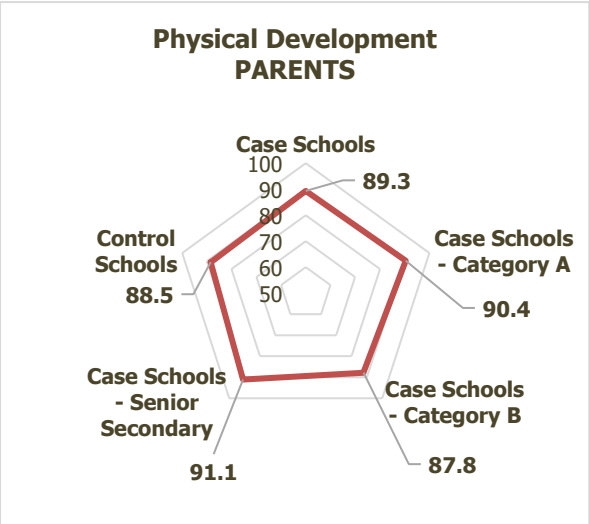
INDICATORS FOR PARENTS	INDICATORS FOR STUDENTS
Parents' opinion on their children's • Ability to make close friends • Confidence in interacting with peers • Confidence in interacting with elders • Overall confidence	Students' opinion on their • Comfort in asking questions in class • Participation in non-academic activities • Confidence in speaking with their peers • Confidence in speaking with elders • Ability to make friends

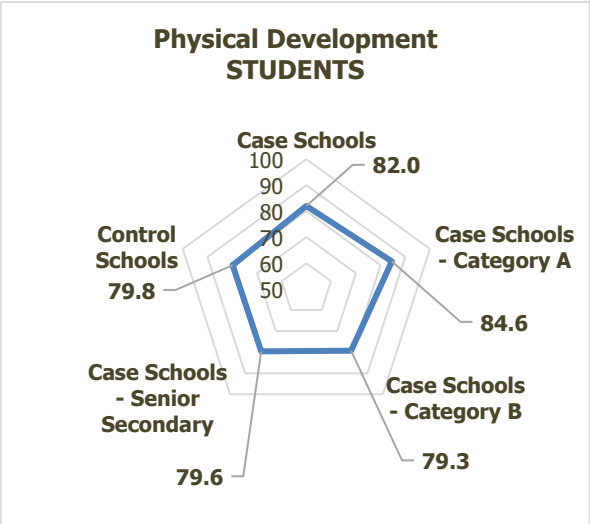




PARAMETER # 2	Physical Development
DESCRIPTION	Change in students' daily habits relating to personal hygiene since joining the current school

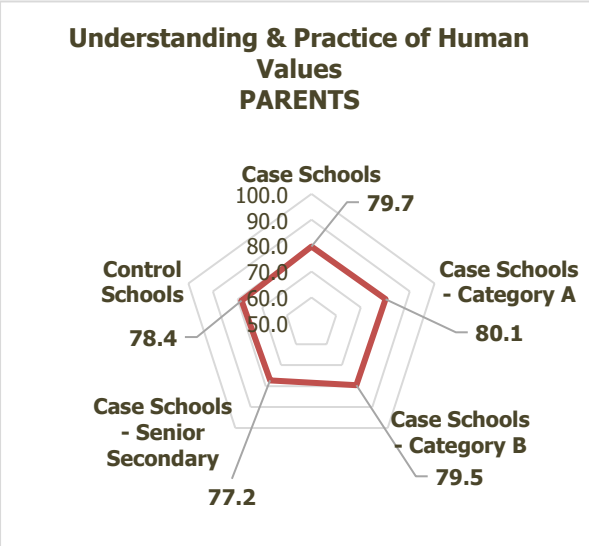
INDICATORS FOR PARENTS	INDICATORS FOR STUDENTS
Parents' responses whether their children • Brush their teeth regularly • Wash their hands before meals • Wash their hands after using a sanitation facility • Bathe regularly	Students' responses on whether they • Brush everyday • Clip nails before they grow too long • Wash hands before meals • Wash hands using a sanitation facility

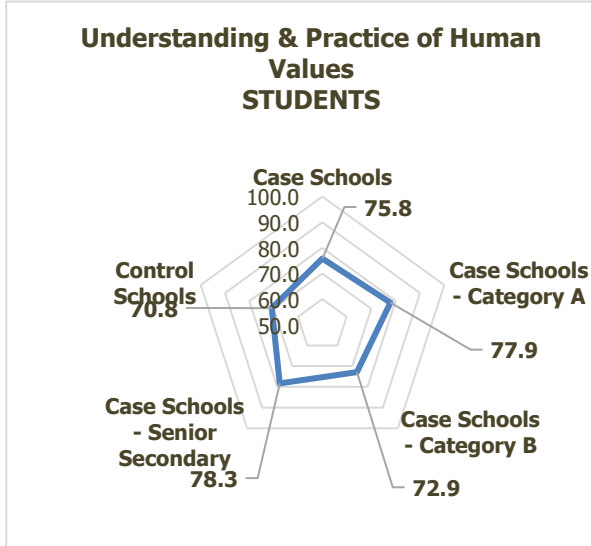




PARAMETER # 3	Understanding and practice of human values
DESCRIPTION	Change in students' understanding and practice of human values such as empathy, inclusion, sensitivity etc since joining the current school

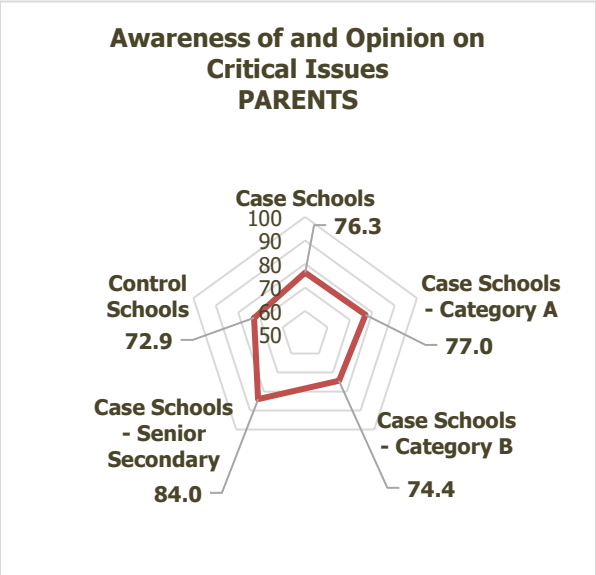
INDICATORS FOR PARENTS	INDICATORS FOR STUDENTS
Parents' opinion on whether their children • Are considerate of others' feelings • Share readily with others • Lie often • Apologise when they commit a mistake • Greet everyone	Students' responses to specific questions on how they would react if • Someone broke their toy (responding to someone else's mistake) • They broke someone else's toy (admitting their own mistake) • Someone else is in pain (empathy) • Someone beats them (response to violence) • Someone playing alone (inclusiveness)

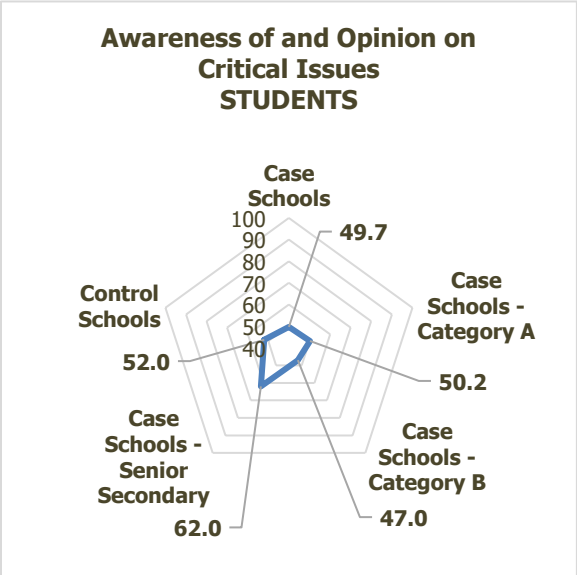




PARAMETER # 4	Awareness and Opinion on Important Issues
DESCRIPTION	Change in the attitude towards important issues such as education, when girls should get married, importance of water as a resource, importance of trees for survival etc since joining the current school

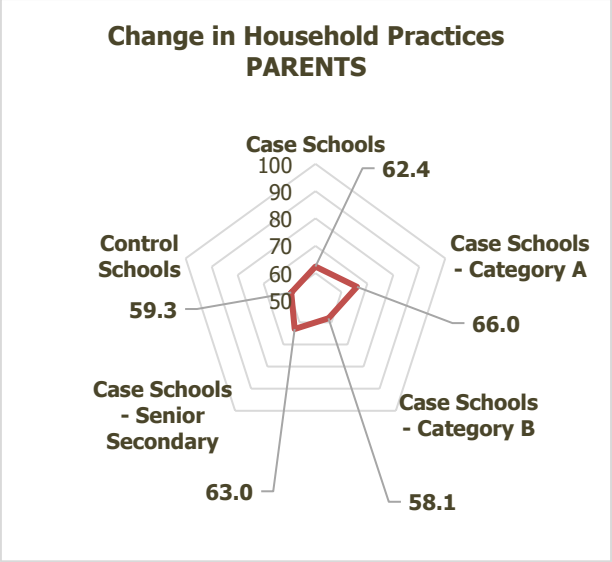
INDICATORS FOR PARENTS	INDICATORS FOR STUDENTS
Parents' opinion on • Till when their children should study • When girls should get married	Students' opinion on • Whether loud noise is a form of pollution • Whether human beings can survive without trees • Whether water is a scarce resource





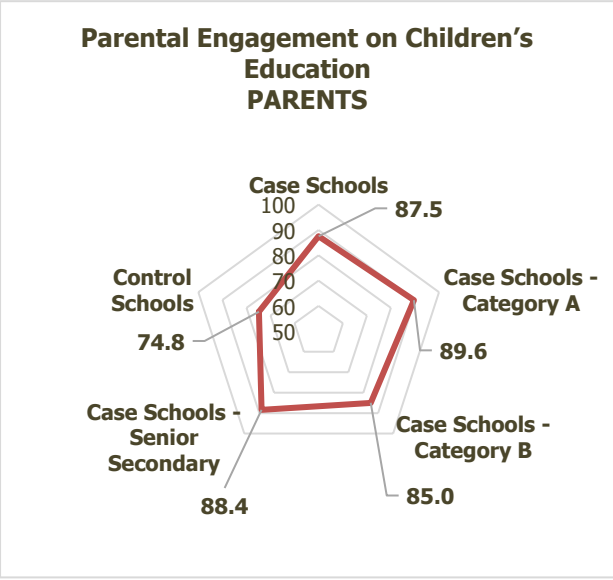
PARAMETER # 5	Household behavior and practices
DESCRIPTION	Change in household behavior and practices such as hygiene habits, participation in village meetings, garbage disposal etc since the child/children of the household joined the current school

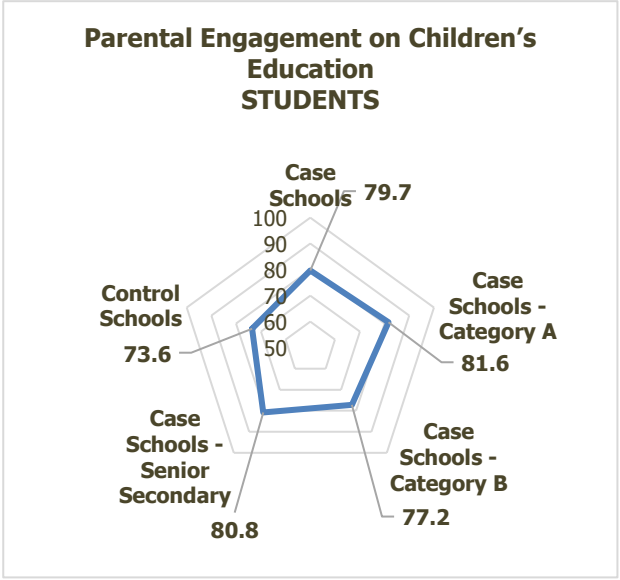
INDICATORS FOR PARENTS
Parents' responses to questions on • Whether they have made any changes in the habits because of the information received by their children in the current school • Whether the household members – and specifically the female members – participate in village meetings • Whether the households have a working toilet • Whether the members of the households brush their teeth regularly • Whether the members of the households use soap to wash their hands after using a sanitation facility • Whether the members of the households treat water before drinking • Whether the members of the households use dung cake/firewood for cooking • Whether the household disposes garbage at a designated place



PARAMETER # 6	Parents' engagement on children's education
DESCRIPTION	Change in the attitude towards important issues such as education, when girls should get married, importance of water as a resource, importance of trees for survival etc since joining the current school

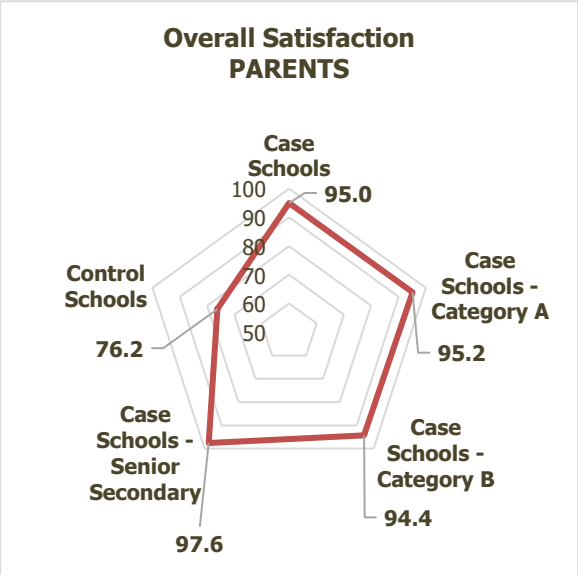
INDICATORS FOR PARENTS	INDICATORS FOR STUDENTS
Parents' responses on whether • They are aware of the Parent-teacher meetings held in the schools • They are made aware of their children's absenteeism • They help their children with their studies	Students' responses on whether their parents: • Help them with their studies • Ask what happened in school regularly • Regularly attend the PTMs held in schools

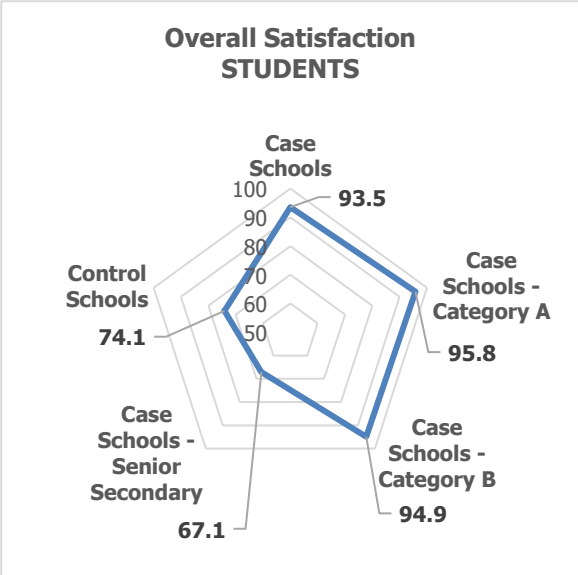




PARAMETER # 7	Overall Satisfaction
DESCRIPTION	General outlook towards the various facilities provided to the students in their current school

INDICATORS FOR PARENTS	INDICATORS FOR STUDENTS
Parents' responses on • Their level of satisfaction with the education provided in the schools • Their level of satisfaction with the non-academic activities in the schools • Their level of satisfaction with the infrastructure and other facilities in the schools • Their level of satisfaction with the mid-day meals provided in the schools • How the teachers interact with the students • How the teachers interact with the parents • Whether they would like to enroll their children in another school	Students' responses on whether: • They enjoy going to school everyday • They enjoy the non-academic activities in the school • They like the mid-day meals provided in the schools





TOOLS FOR THE STUDY

QUESTIONNAIRE FOR PARENTS

A	IDENTIFICATION	
A.1	State	
A.2	District	
A.3	Block	
A.4	Village	
A.5	Name of the School	
A.6	Type of School	Case……1 Control……..2
A.7	Date of Interview	
A.8	Name of the interviewer	

REQUEST AND CONSENT FOR INTERACTION
Namaste, my name is……. This questionnaire is a part of a survey we are doing on behalf of Bharti Foundation. Through this study we wish to understand the parents' perception of their children's education, attitude towards life in general and their future. I would like to assure you that whatever information you provide will be kept strictly confidential and will not be shown to other persons, not even your close family members. After the end of the data collection, we will collate the findings and present a compiled report – without any reference to individual participants. Participation in this survey is completely voluntary. If at any point you don't wish to answer any question, please let me know and I will move on to the next question. You can even withdraw from participating any time during the course of the survey. However, we hope you will participate in the survey as your responses and viewpoint will be very valuable to us. At this time, do you wish to ask me anything about the survey? ANSWER ANY QUESTIONS AND ADDRESS PARENTS' CONCERNS. Respondent accepted to participate (circle the option) - Yes - Thank the respondent and proceed with the questionnaire Respondent declined to participate (circle the option) - No - Thank the respondent and end the interview

B	ABOUT THEM					SKIP
B.1	Gender of the respondent (parent)					
B.2	How old were you on your last birthday?	Age in completed years……..				
B.3	Size of the family	Adult females	Adult males	Boys (below 18))	Girls (below 18)	

B.4	Please tell us your caste category	SC.....01 ST.....02 OBC.....03 General.....04 Refused to answer.....09	
B.5	Highest level of education of the father	Primary/ Upper primary..... 01 Secondary .....02 Higher secondary .....03 Graduation.....04 Post-Graduation and above.....05 Not gone to school – Illiterate.....06 Not gone to school – can read and write.....07 Don't know/Can't say.....99	
B.6	Highest level of education of the mother	Primary/ Upper primary ..... 01 Secondary .....02 Higher secondary .....03 Graduation.....04 Post-Graduation and above.....05 Not gone to school – Illiterate.....06 Not gone to school – can read and write.....07 Don't know/Can't say.....99	
B.7	Occupation of the father	Farming.....01 Farm labour.....02 Domestic labour.....03 Daily wage labour.....04 Business (including petty shops) .....05 Service.....06 Unemployed.....07 Unable to work.....08 Other (Specify) .....09 Don't know / can't say.....99	
B.8	What is the nature of work?	Full time.....01 Part time.....02 Not applicable (unemployed).....03 Don't know / can't say.....99	
B.9	Occupation of the mother	Farming.....01 Farm labour.....02 Domestic labour.....03 Daily wage labour.....04 Business (including petty shops) .....05 Service.....06 Home-maker.....07 Unable to work.....08 Other (Specify) .....09 Don't know / can't say.....99	
B.10	What is the nature of work?	Full time.....01 Part time.....02 Not applicable (unemployed).....03 Don't know / can't say.....99	
		Yes.....01	

B.11	Does the occupation of any or both parents involve frequent migration?	No……02 Don't know/ Can't say……99			Skip to B.13
B.12	If yes, are you a native of this village?	Yes……01			Skip to B.14
		No……02			
		Don't know/ Can't say……99			
B.13	If no, how long have you been living here?	___ Number of months			
B.14	Average monthly income of the household				
C	**CHILDREN AND EDUCATION (Reference child for case: Child studying in SBS. Reference child for Control: Eldest school-going child)**				
C.1	Number of:	Girls	Boys	Total	
C.1.1	Children of school-going age in the household (6-18 years)				
C.1.2	Children attending government school				
C.1.3	Children attending private school				
C.1.4	Children attending Satya Bharti School				
C.1.5	Not attending school				
C.2	Name of reference child for this survey				
C.3	Gender of the reference child				
C.4	Age of the reference child				
C.5	Grade of the reference child				
C.6	Who is the primary care giver to the reference child of the household?	Parents (Mother/ Father)……01 Grandparents……02 Elder siblings……03 Other……04 (Specify……)			
C.7	Who took the decision of sending the child to school (this school)?	Me……01 My spouse……02 My spouse and I……03 Other……04 (Specify……) Don't know/ Can't say……99			

C.8	Why is it important to send your child to school?	To be accomplished and do something important…….. 01 To make a name for myself in the village ….. 02 To become employable …….. 03 To become good human being …….. 04 To gain knowledge …… 05 To go abroad …… 06 Others (specify) …… 07 _____ Don't know/ Can't say	
C.9	According to you, how regular is your child at school?	Full attendance (except a few days)…….01 Very regular……02 Somewhat regular ……03 Not regular……04 Enrolled, but not attending ……..05 Dropped out ……..06 Other ……07 (specify……) Don't know / Can't Say …… 99	
C.10	Write corresponding attendance figure – if available from the school		
C.11	If the attendance is low or the child has dropped out, why?	Health issues ……..01 Household chores ……..02 No proper toilet facility in school ……..03 Support for household income ……..04 Lack of interest in studying ……05 Bullying or threatening in the school (teachers) …06 Bullying or threatening in the school (students) ...07 Bullying or threatening on the way to school ……08 School is far from home ……..09 Other ……..10 (specify……) Don't know / can't say ……99	
C.12	Till what level do you want your child to pursue higher education?	Upto class 10th ……01 Upto class 12th (10+2) ……02 Upto Graduation ……03 Upto Post-graduation/Master's …… 04 Upto Mphil/PhD ……05 As much as s/he wants to study …… 06 Don't know/Can't say ……99	

C.13	What do you want your child to become/do after completion of education	Engineer/Doctor ……01 Teacher/Professor …… 02 MBA and a high-paying job …… 03 Join civil services …… 04 Take up a stable government job …… 05 Take up a high paying private employment …… 06 Start their own business …… 07 Take over the family's business/profession …… 09 Get married and take care of family …… 10 Whatever makes the child happy ……11 Other ……..12 (specify……) Don't know / can't say ……99	
C.14	When do you want your girl child/children to be married?	As soon as possible …… 01 After class 8th …… 02 After class 10th …… 03 After class 12th …… 04 After graduation ……05 Whenever she finishes her education …… 06 Whenever she wishes to …… 07 Other ……..08 (specify……) Don't know / can't say ……99	
C.15	How satisfied you are with the education your child receives at the current school?	Very satisfied with the education provided ……01 Satisfied, but could be better ……02 Not satisfied, quality of education is poor ……..03 Don't know/ Can't say ……99	
C.16	What is your opinion of the non-academic activities organised for children at the current school?	Very satisfied with the kind of activities organised ..01 Satisfied, but there could be more such activities ...02 Not satisfied, the quality and kind of activities could be much better ……03 No such activities at the school ……04 Don't know/ Can't say ……99	
C.17	What is your opinion of the infrastructure facilities at the school? Toilets, classroom, playground etc	All facilities are good……01 Some facilities are good, some not……02 All the facilities need upgradation……..03 All facilities are in poor condition……04 Don't know/ Can't say …… 99	
C.18	How satisfied you are with the mid-day meals provided to the children at the school?	Very satisfied, meals are of good quality … ……..01 Satisfied, meals are good but could be of better quality …… 02 Not satisfied, meals are of poor quality and taste ….03 Don't know/ Can't say …… 99	
C.19	What is your opinion of the way teachers at the current school interact with the students?	All teachers are attentive and well-bahaved …….. 01 Some teachers are good, some not …… 02 Most teachers are incompetent and ill mannered .. 03 Don't know/ Can't say ……99	

C.20	What is your opinion of the way teachers at the current school interact with you and other parents?	All teachers are considerate and interact well ……01 Some teachers are good, some not ……02 Most teachers do not interact well or take initiate to interact with parents ……03 Don't know/ Can't say ……99	
C.21	How would you rate the safety and security aspects at the school?	Very safe and secure …… 01 Somewhat safe and secure, need more safety measures …. 02 Not at all safe or secure ……03 Don't know/ Can't say ……04	
C.22	Is any form of the following forms of punishment practiced in the school? (Multiple answers possible)	Causing physical harm - hitting, kicking, pinching pulling the hair, etc …… 01 Making children assume an uncomfortable position - standing on bench, standing against the wall in a chair-like position, holding ears through legs etc …… 02 Detention in the classroom, library, toilet or any closed space in the school …… 03 Non-physical such as sarcastic comments, derogatory names, belittling a child in the classroom for not meeting teacher's expectations …… 04 Anyone made to sit separately in class, or during mid-day meals or any other activity…. 05 None of the above …… 06	
C.23	As per your knowledge, has your child ever been subjected to corporal punishment by his/her teachers at school?	Regularly …… 01 Often …… 02 Never …… 03 Don't know/ Can't say …… 99	
C.24	Are you aware of PTMs organised by the school?	Yes……01 No……02 Don't know/ Can't say……99	
C.25	Have you received invitation from the school to attend PTMs?	Yes……01 No……02 Don't know/ Can't say……99	 Skip to C.27
C.26	If yes, how often do the PTMs take place?	Monthly …… 01 Quarterly …… 02 bi-annually …… 03 Whenever they take place ….. 04 Don't know/ Can't say …… 99	
C.27	When did you last attend PTM?	This month …… 01 _ months back …… 02	
C.28	Do you get informed by the school about your child's absenteeism, asking for reasons?	Yes……01 No……02 Don't know/ Can't say……99	
C.29	How often do you help your child with studies?	Regularly …… 01 Often …… 02 Never …… 03 Don't know/ Can't say …… 99	
C.30		Yes……01 No……02	

	Are other meetings / events with parents and community members organised by the school?	Don't know/ Can't say……99	Skip to C.32
C.31	How often do you attend such meetings?	Regularly …….. 01 Often …….. 02 Never …….. 03 Don't know/ Can't say …….. 99	
C.32	Has the school and the students undertaken any campaign in the community?	Yes……01 No……02 Don't know/ Can't say……99	Skip to D.1
C.33	What were the themes of these campaigns?	Education …….. 01 Girl child …….. 02 Environment …….. 03 Health…….. 04 Other (specify) …….. 05 Don't know/ Can't say …….. 99	
D	**IMPACT ON THE CHILD/CHILDREN**		
D.1	Your child loves going to school	Certainly true …….. 01 Somewhat true …….. 02 Not true …….. 03 Don't know / can't say …….. 99	
D.2	Your child has keen interest in studies	Certainly true …….. 01 Somewhat true …….. 02 Not true …….. 03 Don't know / can't say …….. 99	
D.3	Your child has keen interest in extra-curricular activities such as arts, sports etc	Certainly true …….. 01 Somewhat true …….. 02 Not true …….. 03 Don't know / can't say …….. 99	
D.4	Your child speaks highly of her/his teachers	Certainly true …….. 01 Somewhat true …….. 02 Not true …….. 03 Don't know / can't say …….. 99	
D.5	Your child has close friends in his class/school	Certainly true …….. 01 Somewhat true …….. 02 Not true …….. 03 Don't know / can't say …….. 99	
D.6	Your child has become better at communicating with his peers since joining current school	Certainly true …….. 01 Somewhat true …….. 02 Not true …….. 03 Don't know / can't say …….. 99	
D.7	Your child has become better at communicating with his elders since joining the current school	Certainly true …….. 01 Somewhat true …….. 02 Not true …….. 03 Don't know / can't say …….. 99	
D.8	Your child has become much more confident since joining the current school	Certainly true …….. 01 Somewhat true …….. 02 Not true …….. 03 Don't know / can't say …….. 99	

D.9	Your child is considerate of other people's feelings	Certainly true …… 01 Somewhat true …… 02 Not true …… 03 Don't know / can't say …….. 99	
D.10	Your child shares readily with other young people, for example toys, games, food	Certainly true …… 01 Somewhat true …… 02 Not true …… 03 Don't know / can't say …….. 99	
D.11	Your child often lies	Certainly true …… 01 Somewhat true …… 02 Not true …… 03 Don't know / can't say …….. 99	
D.12	Your child apologises if s/he commits a mistake	Certainly true …… 01 Somewhat true …… 02 Not true …… 03 Don't know / can't say …….. 99	
D.13	Your child greets parents and elders in the community whenever s/he meets them	Certainly true …… 01 Somewhat true …… 02 Not true …… 03 Don't know / can't say …….. 99	
D.14	Does your child brush her/his teeth regularly?	Yes, twice a day …….. 01 Yes, once a day …….. 02 Yes, almost everyday …….. 03 Yes, occasionally …….. 04 No …….. 05 Don't know/ Can't say …….. 99	
D.15	Does your child wash her/his hands before and after meals?	Always …….. 01 Often …….. 02 Seldom …….. 03 Don't know/ Can't say …….. 99	
D.16	Does your child wash his hands before and after using a sanitation facility	Always …….. 01 Often …….. 02 Seldom …….. 03 Don't know/ Can't say …….. 99	
D.17	Does your child bathe regularly?	Always …….. 01 Often …….. 02 Seldom …….. 03 Don't know/ Can't say …….. 99	
D.18	If given an opportunity would you want to enrol your child in a different school?	Yes, to a better government school …….. 01 Yes, to a private school …….. 02 Yes, to Satya Bharti School …….. 03 No, I am satisfied with the current school …. 04 Don't know/ Can't say …….. 99	
E	**IMPACT ON PARENTS**		
E.1	Does your child/children try to pass on information s/he has received in school relating to health, hygiene and sanitation?	Yes……01 No……02 Don't know/ Can't say……99	

E.2	Do members from the household take part in village meetings?	Yes……01 No……02 Don't know/ Can't say……99	
E.3	Do women from the household take part in village meetings?	Yes……01 No……02 Don't know/ Can't say……99	
E.4	Does your house have a working toilet?	Yes……01 No……02 Don't know/ Can't say……99\	
E.5	Do members of the household regularly brush their teeth?	Yes……01 No……02 Don't know/ Can't say……99	
E.6	Do members of the household use soap for hand washing after using a sanitation facility? घर के सदस्य शौचालय के उपयोग के बाद हाथ धोने के लिए साबुन का उपयोग करते हैं?	Yes……01 No……02 Don't know/ Can't say……99	
E.7	Do members of the household treat water before drinking?	Yes……01 No……02 Don't know/ Can't say……99	
E.8	Does the household use firewood or dung cakes to cook food?	Yes……01 No……02 Don't know/ Can't say……99	
E.9	Does the household collect and dispose garbage at a designated site?	Yes……01 No……02 Don't know/ Can't say……99	
E.10	ONLY FROM SBS PARENTS: Has enrolling your children in Satya Bharti School enabled you to reduce your expenditure and increase your monthly savings?	Yes……01 No……02 Don't know/ Can't say……99	Skip to E.13
E.11	If yes, approximately how much a month?	Amount _____ राशि _____	
E.12	If yes, what have you done / plan to do with the savings?	Save for children's higher education …….. 01 Meet daily expenditure …….. 02 Save for children's wedding …….. 03 Save for emergencies …….. 04 Investment in assets …….. 05 Other (specify) …….. 06 Don't know/ Can't say …….. 99	

E.13	Who according to you runs Satya Bharti schools?	Bharti forundation …… 01 Airtel …… 02 An NGO …… 03 A private organisation …… 04 Other (specify) …… 06 Don't know/ Can't say …… 99	

QUESTIONNAIRE FOR SURVEY WITH STUDENTS

A	IDENTIFICATION	
A.1	State	
A.2	District	
A.3	Block	
A.4	Village	
A.5	Name of the student	
A.6	Name of the School	
A.7	Type of School	Case……1 Control……2
A.8	If a control school, type of school	Government school……1 Private School……2
A.9	Date of Interview	
A.10	Name of the interviewer	

REQUEST AND CONSENT FOR INTERACTION

Namaste, My name is…….

We are doing a survey among children to understand what they feel about their school life, the non-academic activities at the school and other related aspects.

I would like to assure you that whatever information you provide will be kept strictly confidential and will not be shown to other persons, not even your close family members. After the end of the data collection, we will collate the findings and present a compiled report – without any reference to individual participants.

Participation in this survey is completely voluntary. If at any point you don't wish to answer any question, please let me know and I will move on to the next question. You can even withdraw from participating any time during the course of the survey. However, we hope you will participate in the survey as your responses and viewpoint will be very valuable to us.

At this time, do you want to ask me anything about the survey?

ANSWER ANY QUESTIONS AND ADDRESS STUDENT'S CONCERNS.

Student accepted to participate (circle the option) - Yes - Thank the respondent and proceed with the questionnaire

Student declined to participate (circle the option) - No - Thank the respondent and end the interview

B	ABOUT THEM		Skip
B.1	Age of the student		

B.2	Gender of the student (need not ask)		
B.3	Grade of the student		
B.4	Number of years with current school (Get it from MSR)		
B.5	Please name five of your friends in your class:	Write the number of students who belong to their own caste/communities Number _____ Write the number of students who belong to other caste/communities Number _____	
C	**EDUCATION AND TEACHING**		
C.1	Do you think education is important?	Yes……01 No……..02 Don't know/ Can't say……99	
C.2	What do you think is the importance of education? (Multiple answers possible)	To be accomplished and do something important…….. 01 To make a name for myself in the village ….. 02 To become employable …… 03 To become good human being …….. 04 To gain knowledge …… 05 To go abroad …… 06 Others (specify) …… 07 _____ Don't know/ Can't say	
C.3	Do you enjoy coming to school every day?	Yes, a lot …… 01 Yes, somewhat …….. 02 No, I don't …… 03 Don't know/ Can't say……99	
C.4	Do you feel scared while coming to school?	Yes……01 No……..02 Don't know/ Can't say……99	 Skip to C.6
C.5	What makes you feel that way? (Multiple answers possible)	Bullying/threats from other kids or youth …01 Terrain is difficult……..02 Physical safety on the path itself …03 Other (specify) ……04 _____ Don't know / Can't Say ……99	
C.6	Do you feel scared while you are in the school?	Yes……01 No……..02 Don't know/ Can't say……99	 Skip to C.8
C.7	What makes you feel that way? (Multiple answers possible)	Bullying/threats from other kids or youth 01 Terrain is difficult……..02 Physical safety issues related to the building itself, playground, etc. …… 03	

		Perception of the teacher as abusive, unkind …… 03 Other (specify) …… 04 _____ Don't know / Can't Say …… 99	
C.8	Do you ask questions in class whenever you are unsure or have doubts?	Yes……01	Skip to C.10
		No……02	
		Don't know/ Can't say……99	
C.9	If no, why not? (Multiple answers possible)	I feel shy …… 01 Teachers do not encourage questions …… 02 I am scared of my teacher(s) …… 03 I am scared other students will make fun of me .. 04 Other (specify) …… 05 ___ Don't know / Can't Say …… 99	
C.10	What kind of activities other than studies happen in your school? (Multiple answers possible)	Student clubs …… 01 Student council …… 02 Sports …… 03 Music …… 04 Dance …… 05 Celebration of important days …. 06 Art & Craft …… 07 Vocational …… 08 Soft skills training (grooming) …. 09 Career counselling …… 10 Other (specify) …… 11 Don't know / Can't Say …… 99	
C.11	Which among these activities do you participate in? (Multiple answers possible)	Student clubs …… 01 Student council …… 02 Sports …… 03 Music …… 04 Dance …… 05 Celebration of important days …. 06 Art & Craft …… 07 Vocational …… 08 Soft skills training (grooming) …. 09 Career counselling …… 10 Other (specify) …… 11 Don't know / Can't Say …… 99	
C.12	Do you enjoy the non-academic activities at the school?	Yes, a lot …… 01 Yes, somewhat …… 02 No, I don't …… 03 Don't know/ Can't say……99	
C.13	Do you participate in the non-academic activities at the school?	Yes, in most activities …… 01 Yes, in some activities …… 02 No, not in any activity…… 03 Don't know/ Can't say……99	

C.14	Do you enjoy the mid-day meal provided by the school?	Yes……01 No……02 No MDM provided …….. 03 Don't know/ Can't say……99	
C.15	Are there (story) books you can read at school or borrow to take home?	Yes……01 No……02 Don't know/ Can't say……99	
C.16	Are there separate toilets for girls and boys in the school?	Yes……01 No……02 Don't know/ Can't say……99	
C.17	Are the toilets clean?	Yes……01 No……02 Don't know/ Can't say……99	
C.18	Is hand-wash facility available in or near the toilet?	Only water …… 01 Water and soap facility …… 02 Neither …… 03 Don't know/ Can't say……99	
C.19	Is there drinking water facility in the school?	Yes……01 No……02 Don't know/ Can't say……99	
C.20	Is there medical facilities in the school if you fall ill?	Yes……01 No……02 Don't know/ Can't say……99	
C.21	Do you have a place to play in the school?	Yes……01 No……02 Don't know/ Can't say……99	
C.22	Is it big enough for all the children in the school?	Yes……01 No……02 Don't know/ Can't say……99	
C.23	Is any form of the following forms of punishment practiced in your school? (Multiple answers possible)	Causing physical harm - hitting, kicking, pinching pulling the hair, etc …… 01 Making children assume an uncomfortable position - standing on bench, standing against the wall in a chair-like position, holding ears through legs etc …… 02 Detention in the classroom, library, toilet or any closed space in the school …….. 03 Non-physical such as sarcastic comments, derogatory names, belittling a child in the classroom for not meeting teacher's expectations …….. 04 Anyone made to sit separately in class, or during mid-day meals or any other activity…. 05 None of the above …… 06	
C.24	Does your school have a student council/committee that involves students in decisions concerning the school? (Only for older students)	Yes……01 No……02 Don't know/ Can't say……99	

C.25	Do you participate in the student council/ committee? (Only for older students)\	Yes……01 No……02 Don't know/ Can't say……99	
C.26	Does your school have a committee or association involving parents that meets to talk about school? (Only for older students)	Yes……01 No……02 Don't know/ Can't say……99	
C.27	How often do your parents help you with your studies?	Very often …… 01 Sometimes …… 02 Never …… 03 Don't know/ Can't say……99	
C.28	How often do your parents talk to you about what happened in school?	Very often …… 01 Sometimes …… 02 Never …… 03 Don't know/ Can't say……99	
C.29	How often do your parents go to meetings/events at the school?	Very often …… 01 Sometimes …… 02 Never …… 03 Don't know/ Can't say……99	
D	**COMMUNICATION SKILLS AND SELF ESTEEM**		
D.1	What do you want to be when you grow up? Why?	Student wants to be a…….. Interviewer's observations: Student is able to clearly mention what s/he wishes to be and clearly states the reason ……01 Student mentions what s/he wishes to be but unable to state the reason clearly ……..02 Student is unable to articulate her/his thoughts …… 03	
D.2	Do you get opportunities to voice your opinion in decisions that affect you in your family?	Yes……01 No……02 Don't know/ Can't say……99	 Skip to D.4
D.3	If yes, do you feel confident to speak your mind?	Yes……01 No……02 Don't know/ Can't say……99	
D.4	Do you get opportunities to voice your opinion in decisions that affect you in your school?	Yes……01 No……02 Don't know/ Can't say……99	 Skip to D.6
D.5	If yes, do you feel confident to speak your mind?	Yes……01 No……02 Don't know/ Can't say……99	
D.6	Do you get opportunities to voice your opinion in decisions that affect you in your community?	Yes……01 No……02 Don't know/ Can't say……99	 Skip to D.8
D.7	If yes, do you feel confident to speak your mind?	Yes……01 No……02 Don't know/ Can't say……99	

D.8	How comfortable do you feel in speaking with people of your age?	Very comfortable ……01 Somewhat comfortable …… 02 Not at all comfortable …… 03 Don't know / can't say …… 99	
D.9	Do you make friends easily?	Yes, very easily …… 01 Yes, but I take a little time …. 02 No, I take some time …… 03 Don't know / can't say …… 99	
D.10	How comfortable do you feel in speaking with adults?	Very comfortable ……01 Somewhat comfortable …… 02 Not at all comfortable …… 03 Don't know / can't say …… 99	
D.11	Imagine a scenario where you have lost your bag/pencil box/water bottle. What will you do? (Prompt with more information if necessary) (Observe the answer and rate the responses accordingly.)	The child immediately responds with a solution …… 01 The child appears unsure of the situation. After some prompting the child responds with a solution …….. 02 The child appears unsure of the situation and offers no solution ……. 03	
D.12	What do you think are your good qualities? (Rate the responses)	The child is able to mention activities such as music, dance, studies, sports as her/his qualities …… 01 The child is able to mention traits such as respectfulness, honesty, compassion, etc as her/his qualities …… 02 The child is able to mention both activities and traits as her/his qualities …….. 03 The child is hesitant and unsure and the responses are limited …… 04	
D.13	Do you think your parents will be supportive of what you want to do in the future?	Yes……01 No……02 Don't know/ Can't say……99	
E	**HUMAN VALUES**		
E.1	Rank the following: 1. Self 2. Family 3. Friends 4. Community 5. State 6. Country	Please write the ranking Self _____ Family _____ Friends _____ Community _____ State _____ Country _____	
E.2	In case, one of your friend broke another of your friend's toy; how do you feel that aggrieved should act (Choose the most appropriate and important step)	Pick up a physical fight …… 01 Break something that is important to the other friend …… 02 Pick up a heated argument and curse …… 03 Pick up a heated argument but not curse .. 04 Remain calm but clearly express that he/she is upset …… 05 Other (specify) …… 04 Don't know / Can't Say …… 99	
E.3	In case you had broken another friend's toy by mistake, without him/her	Yes, immediately …… 01	

	knowing, will you tell him/her that you did it?	Yes, but only if the friend is really upset about it …… 02 No, as long as the friend does not know who did it, I am fine …… 03 No, I wont be comfortable admitting my mistake …… 04 Other (specify) ……..04 Don't know / Can't Say …… 99	
E.4	Children fall a lot while playing, right? While playing in the playground, you see someone fall. What will you do? (Rate on the basis of responses)	The child says that s/he will try and help and take the other child to the teacher/medical room immediately …… 01 The child says that s/he will wait and see if the other child is in pain and act accordingly …… 02 The child says that falling while playing is routine and s/he won't be worried …… 03 Other (specify)_____	
E.5	If another school child beats you; what will you do (Choose the most appropriate and important step)	Ask them not to repeat it …. 01 Beat him …… 02 Inform teacher …… 03 Inform parents/sibling …… 04 Stay quiet ……05 Other (specify) ……..06 _____ Don't know / Can't Say …… 99	
E.6	If you win prize money of Rs 500/- in a competition, how would you like to spend this amount (Multiple answers possible)	Buy chocolates/biscuits/wafers …… 01 Buy books/stationary …… 02 Go for movie/picnic with friends …… 03 Save for future needs …… 04 Will inform parents and spend …… 05 Other (specify) …… 06 _____ Don't know / Can't Say …… 99	
E.7	A classmate who is playing alone asks you if s/he can join you in whatever you are playing. Your friends refuse. What do you do?	Do as your friends say and ignore him/her …… 01 Try and convince your friends to include him /her in the group …… 02 Leave your friends and play with him / her by yourself …… 03 Other (specify) ……..04 _____ Don't know / Can't Say …… 99 पता नहीं / कह नहीं सकते ……99	
E.8	From among the following, which are the two most critical issues that need to be addressed? (Multiple answers possible) (Only for older students)	Lack of respect for each other (especially elders and women) …… 01 Violence against women and children …… 02 Hunger and poverty …… 03 Lack of education opportunities …… 04 Lack of employment opportunities …… 05 Other (specify) …… 06 Don't know / Can't Say …… 99	

E.9	Do you identify with this? Thinking through the possible good and bad results of different choices before I make decision (Only for older students)	Not at all like me …….. 01 Somewhat like me ….. 02 Totally like me ……. 03 Not sure …….. 04	
E.10	Do you identify with this? Ensuring interaction with everyone, irrespective of their gender, background, popularity (Only for older students)	Not at all like me …….. 01 Somewhat like me ….. 02 Totally like me ……. 03 Not sure …….. 04	
E.11	Do you identify with this? Knowing how to say "no" when someone wants me to do things I know are wrong or dangerous (Only for older students)	Not at all like me …….. 01 Somewhat like me ….. 02 Totally like me ……. 03 Not sure …….. 04	
E.12	Do you think loud noise is a form of pollution	Yes……01 No……02 Don't know/ Can't say……99	
E.13	Do you think human beings cannot survive without trees?	Yes……01 No……02 Don't know/ Can't say……99	
E.14	Do you think drinking water is a scarce resource?	Yes……01 No……02 Don't know/ Can't say……99	
E.15	Do you think later in life, girls should focus more on family than career and education? (Only for older students)	Yes……01 No……02 Don't know/ Can't say……99	
E.16	Do you think the male should be the primary decision maker in any household? (Only for older students)	Yes……01 No……02 Don't know/ Can't say……99	
E.17	If you have to choose a class monitor; what quality will you look for: Prompt them with options. (Multiple answers possible)	Has to be a Boy …….. 01 Has to be a Girl …….. 02 Has to be friendly and disciplined …….. 03 Good in sports/co-curricular activities …… 04 Other (specify) ……05 Don't know / Can't Say …….. 99	
E.18	For the surveyor: Evaluate overall how the student is able to make the decision	Student is prompt in giving an answer … 01 Student is sometimes prompt but sometimes hesitant/cautious … 02 Student takes some time to evaluate the issue and give an answer … 03 Student takes a lot of time to evaluate the issue and give an answer … 04 Student appears unable to make a decision . 05	
E.19	For the surveyor: Rate the overall clarity and coherence of the respondents:	Uncertain of their response and unclear in communication …. 01 Uncertain of their response but clear in communication …. 02 Certain of their response but unclear in communication …. 03	

		Certain of their response and clear in communication …. 04	
F	**HEALTH AND HYGIENE AND CIVIC RESPONSIBILITIES**		
F.1	If you see a dirty place full of litter in your village, what will you do? (Multiple answers possible)	I will start cleaning by myself……. 01 Take a team and start on your own to clean… 02 Inform village authorities ……. 03 Inform elders/parents …… 04 Inform influencing person of the village ……. 05 Ignore it ……. 06 Other (specify) ……..07 _____ Don't know / Can't Say …… 99	
F.2	Do you brush daily?	Yes, once a day …… 01 Yes, two or more times…..02 No …… ……03 Don't know / Can't say … 99	
F.3	Do you clip your nails before they are too long?	Yes……01 No……02 Don't know/ Can't say……99	
F.4	Do you bathe everyday?	Yes……01 Alternate days……02 Once or twice a week……03 Don't know/ Can't say……99	
F.5	Do you wash your hair? When?	Everyday……01 Alternate days……02 Once or twice a week……03 No……04 Don't know/ Can't say……99	
F.6	Do you wash your hands before and meals?	Yes, with plain water …… 01 Yes, with soap …… 02 No …… 03 Don't know/ Can't say ……99	
F.7	Do you wash your hands after using the toilet?	Yes, with plain water …… 01 Yes, with soap …… 02 No …… 03 Don't know/ Can't say ……99	
F.8	Do you tell your parents about the knowledge you gained on hygiene and sanitation?	Yes……01 No……02 Don't know/ Can't say……99	
F.9	Have they made any changes in their lives as a result?	Yes……01 No……02 Don't know/ Can't say……99	

SCHOOL OBSERVATION CHECKLIST

A	**SCHOOL DETAILS**	
A. 1	State	

A.2	District	
A.3	Block	
A.4	Type of School	Case ……. 01 Control …….. 02
A.5	Date of Interview	
A.6	Type of School	Primary Elementary Senior Secondary
A.7	Year of establishment	

STUDENTS PROFILE

B.1	Number of students during the year of establishment				
B.2	Total number of children currently studying (enrolment)				
B.3	Attendance as on the date of visit	Boys	Girls	Total	
B.4	Social profile of the students-Caste (To Be Entered beforehand from MSR)		Boys	Girls	Total
		SC			
		ST			
		OBC			
		General			
		Total			
B.5	Key performance rates for the school (To Be Entered beforehand from MSR)		Boys	Girls	Total
		Dropout rate			
		Attendance rate			
B.6	Key observations on Students profile: 1. Reasons for low attendance on the date of visit 2. Reasons for unusually low or high difference between B.1 and B.2 3. Reasons for high drop-out and low attendance rate (can be noted for discussions with other stakeholders) 4. Low number of either girls or boys in the school and the reasons (can be noted for discussions with other stakeholders)				

C	TEACHERS PROFILE				
C.1	Total number of teachers (including HT) currently				
C.2	Attendance as on the date of visit	Male	Female	Total	
C.3	Social profile of the Teachers (on pay roll)-Caste		Male	Female	Total
		SC			
		ST			
		OBC			
		General			
		Total			
C.4	Teacher students Ratio				

C.5	Key observations on teachers' profile: 1. Reasons for low attendance on the date of visit 2. Reasons for high teacher-student ratio (can be noted for discussions with other stakeholders)

D	COMMUNITY DETAILS			
D.1	Name of the village where the school is located (mother village)			
D.2	Number of households in the village			
D.3	Number of children of school-going age (6 to 14 years) in the village (approx.)			
D.4	Number of children of school-going age (6 to 14 years) in the village that attend SBS (approx.)			
D.5	Number of villages that the school caters to			
D.6	Number of teachers from the mother village at the school			
	Other schools within 5 kms radius	Type	Government	Private
		Primary		
		Elementary		
		Secondary		
		Senior Secondary		
D.7	Key observations on the communities targeted: 1. Reasons if the data is not accurate or unavailable 2. Reasons if many students go other schools and not SBS			

E	ACCESSIBILITY AND SAFETY	
E.1	Location of the school vis-à-vis the community/village	Centrally located and easily accessible for all … 01 Close for some, distant for others …… 02 Distant for all …… 03 Other _____ …… 04
E.2	Is the school accessible for the marginalised households?	Yes …. 01 No ….. 02
E.3	OBSERVATION: Is the path leading to the school levelled?	Yes …. 01 No ….. 02
E.4	OBSERVATION: Is the path leading to the school clean?	Yes …. 01 No ….. 02
E.5	OBSERVATION: Are there signs leading to the school?	Yes …. 01 No ….. 02
E.6	OBSERVATION: Is there a boundary wall?	Yes …. 01 No ….. 02
E.7	OBSERVATION: Is the boundary wall high enough to ensure security? (8ft Standard Height)	Yes …. 01 No ….. 02
E.8	Key observations on accessibility and safety:	

F	INFRASTRUCTURE AND FACILITIES
	CLASSROOMS

F.1	OBSERVATION: Are the classrooms well-ventilated?	Yes (Good) ……. 01 Yes (Average) …… 02 No …… 03
F.2	OBSERVATION: Are there enough classrooms for the number of students and classes?	Yes (Fully) ……. 01 Yes (somewhat) ….. 02 No …… 03
F.3	OBSERVATION: Are there enough chairs and tables for the students?	Yes (Fully) ……. 01 Yes (somewhat) ….. 02 No …… 03
F.4	OBSERVATION: Is there enough space for students to walk around in the class?	Yes (Good) ……. 01 Yes (Average) ……. 02 No …… 03
F.5	OBSERVATION: Is the school disabled-friendly? Ramps, tactile paths etc	Yes …. 01 No ….. 02
	PLAY AREA	
F.6	OBSERVATION: Is there sufficient play area vis-à-vis the number of children in the school?	Yes (Fully) ……. 01 Yes (somewhat) ….. 02 No …… 03
F.7	OBSERVATION: Is the play area levelled? (To avoid any injuries and accidents)	Yes (Fully) ……. 01 Yes (somewhat) ….. 02 No …… 03
F.8	OBSERVATION: Does the play area have play equipment?	Yes (Fully) ……. 01 Yes (somewhat) ….. 02 No …… 03
F.9	OBSERVATION: Are there TLMs in every classroom?	Yes (Fully) ……. 01 Yes (somewhat) ….. 02 No …… 03
	LIBRARY	
F.10	Is there a library in the school?	Yes …. 01 No ….. 02
F.11	Is the library sufficiently stocked? (refer library stock register and look the books available. Idea ratio is 5 books per student)	Yes …. 01 No ….. 02
	COMPUTER	
F.12	Are there computers in the school?	Yes …. 01 No ….. 02
F.13	Number of computers	Total _____ Functional _____
	MID-DAY MEALS	
F.14	Is the vendor from the mid-day meals from the same village?	Yes …. 01 No ….. 02
F.15	Gender of the vendor	Male …….. 01 Female ….. 02 Other …….. 03
F.16	Is the vendor a parent of a student(s) of the school?	Yes …. 01 No ….. 02
F.17	Caste group of the vendor (SC/ ST/ OBC/ General)	
F.18	Since when has the vendor been supplying meals?	No. of months:

F.19	Is there a meal schedule? (what to be served on which day?)	Yes …. 01 No ….. 02	
F.20	Is this schedule followed?	Yes …. 01 No ….. 02	
F.21	Whether sufficient number of utensils available for serving food to children	Yes …. 01 No ….. 02	
	MEDICAL FACILITIES		
F.22	Is there a first-aid box in the school?	Yes …. 01 No ….. 02	
F.23	Is there a checklist for the medicines to kept in the school premises?	Yes …. 01 No ….. 02	
F.24	Is it well stocked as per the requirement?	Yes …. 01 No ….. 02	
F.25	Are there any medicines beyond the expiry date? (check some medicines)	Yes …. 01 No ….. 02	
F.26	In case of a medical emergency, how far is the nearest	Public Health Centre	Kms
		Community health centre	Kms
		Government Hospital	Kms
		Private hospital	Kms
	TOILETS		
F.27	Are there separate toilets for girls and boys?	Yes …. 01 No ….. 02	
F.28	Are they sufficient vis-à-vis the number of children?	Yes …. 01 No ….. 02	
F.29	OBSERVATION: Are the toilets functional?	Yes, all toilets are functional …… 01 Yes, some are functional, some not ……. 02 No, most of the toilets are not functional .. 03 No, none of them is functional …… 04	
F.30	Are there sufficient toilets vis-à-vis the number teachers?	Yes …. 01 No ….. 02	
F.31	Are the toilets functional?	Yes, all toilets are functional …… 01 Yes, some are functional, some not ……. 02 No, most of the toilets are not functional .. 03 No, none of them is functional …… 04	
F.33	OBSERVATION: Are the toilets clean?	Yes …. 01 No ….. 02	
F.34	Is there anyone entrusted with keeping the toilets clean?	Yes …. 01 No ….. 02	
F.35	Is the water supply to the toilets consistent?	Yes …. 01 No ….. 02	
	DRINKING WATER		
F.36	Is there potable water facility in the school?	Yes …. 01 No ….. 02	
F.37	What is the source of drinking water?	Piped water …… 01 Tubewell/Borewell …… 02 Water tanker …… 03 Packaged drinking water …… 04 Other (Specify)____	
F.38	Is the water treated using modern technology? (RO, any other filtration technique?)	Yes …. 01 No ….. 02	
F.39	Key observations on infrastructure and facilities:		

	1. How children are accommodated if the number of classrooms vis-à-vis number of children/classes is less 2. Nature of usage of library among children 3. Reasons if the meal schedule prepared is not followed by vendor 4. Explore what is done if the health centres are far away and there's an instance of medical emergency 5. Any issues with toilet-usage and maintenance 6. If children carry water bottles from home or use the water facility in the school

SMC

E	SCHOOL MANAGEMENT COMMITTEE				
F.1	Total number of members in the SMC				
F.2	Social profile of SMC members-Caste		Male	Female	Total
		SC			
		ST			
		OBC			
		General			
		Total			
F.3	Are the following criteria fulfilled?	SMC has 15 parent members …… 01 More than 50% of parent members are women .. 02 One Educationist/Philanthropist/NGO/Retired official 03 One Self Help Group member (Parent) ……. 04			
F.4	Has the committee formed the following sub-committees?	Mid-Day Meal …… 01 Child safety ……. 02 School Discipline…… 03			
F.5	Number of meetings held by these committees as on 31st October 2017 (Based on the academic calendar for each state)	Committee	Number of meetings to be held by 31/10/2017	Number of meetings held as on 31/10/2017	
		Main			
		MDM			
		Child safety			
		School Safety			
F.6	Are the minutes for each for each of these meetings recorded?	Committee	Yes, all MOMs	Yes, some MOMs	No MOMs
		Main			
		MDM			
		Child safety			
		School Safety			
F.7	Key observations on SMC formation and functioning:				

QUALITATIVE GUIDES

BHARTI STAFF

IN-DEPTH INTERVIEW

About

1.	Name	
2.	Age	
3.	Caste	
4.	Designation	
5.	Qualifications	
6.	Number of regions under them	
7.	Number of schools under them	
8.	Joining date	

1. What were you doing before you joined SBS?
2. Please describe your roles and responsibilities at Bharti.
3. Please tell us about the frequency and nature of visits to the schools.
4. Please tell us about your role in the training and monitoring of school staff.
5. What were the challenges when you started working with Bharti? How has your engagement with the school changed over the years?
6. According to you, what is the position of the schools in the different communities?
7. What are the issues and challenges you currently face as part of your work at Bharti?
8. Has your life changed after joining (or engaging with) SBS? Specify the economic and the social impact. Also probe on financial inclusion.
9. Any suggestions

HEAD TEACHERS

1. Name
2. Age
3. Caste
4. Qualifications
5. Native village
6. If not from the same village as the school, how far is your home from the school?
7. Joining date in SBS
8. What were you doing before you joined SBS?
9. What is it that you love about your occupation?
10. Is the school accessible and approachable to all community members? (Within the village. Probe about marginalised community members)
11. Please describe the typical school schedule and curriculum.

12. How do you see the infrastructure facilities in the schools (overall area, construction, classroom, toilets, playgrounds, labs etc.)? Whether the infrastructure suits to the specific need of Children with Special Need, girls, small children etc.

13. How are the infrastructure facilities in this school different from others? In your opinion, what impact does the school infrastructure have on the students, the learning environment and their learning levels?

14. What do you have to say about the learning levels of students? What are the factors, specific to the school, that affect the learning levels of the students?

15. Compared to other schools – both government and private – how different is the learning environment for students in SBS?

16. What kind of human and cultural values, health and hygiene practices etc. are being taught to students? How are these values being taught in the school?

17. How do the students practice these values and learnings? What impact of these teaching you see on the students? Please provide examples.

18. Do children contrinue studying after SBS or do they drop out? Please elabore.
19. Does the school have sufficient number of teaching and non-teaching staff? Are there are any gaps? If yes, kindly elaborate?

20. Tell us about teachers' training. How have these trainings helped you?

21. How is the teaching environment for an SBS teacher vis-à-vis other schools?

22. Are there any challenges with respect to teachers' teaching and non-teaching responsibilities?

23. What is the role played by cluster coordinator and district coordinator in the SBS set-up? How do they contribute to the overall functioning of the school? Are there are any issues and challenges?

24. According to you, what is the level of involvement of parents in their children's education? How can this involvement be improved?

25. Since the time the school came into existence, how has the position of the school within the community changed?

26. Please highlight any challenges or issues you face.

27. Any suggestions?

SUPPORT STAFF/VENDOR/SERVICE PROVIDERS

1. Name

2. Age

3. Caste

4. Qualifications

5. Marital status

6. Assigned responsibilities at the school

7. Native village

8. If not from the same village as the school, how far is your home from the school?

9. Joining date with SBS

10. Average monthly income.

11. What were you doing before you joined SBS?
12. Any other source of income?
13. Did you have a bank account before joining SBS?
14. Please describe the typical school schedule and your role in the day-to-day activities?
15. Has your life changed after joining (or engaging with) SBS? Specify the economic and the social impact. Also probe on financial inclusion.
16. If there's significant positive economic impact, how has your spending pattern changed? Could you share change in your income level after engaging with SBS?
17. What were the challenges when you started working with SBS? How has your engagement with the school changed over the years?
18. What are the issues and challenges you currently face?
19. If for any reason you are unable to continue your association with SBS (assuring that nothing of this sort is going to happen), what will you do?
20. Any suggestion

FOCUSED GROUP DISCUSSIONS – COMMUNITY

About

Name	Age	If their children study in SBS

Status and importance of Education in the community

1. On an average, what is the education status of the community members? Till where have they studied? What is the highest qualification?
2. What do the community members want their to be when they grow up?
3. Do people from different socio-economic background have equal interest in the education of their children?
4. What kind of challenges local communities face in the education of their children?
5. How different is it for girl children? DO they get to study? Do they get finish their studies?
6. What do you dream for your girl children?
7. What is the general level of involvement of the parents in their children's studies?
8. Which are the schools in the village? Primary, secondary, government private?
9. Tell us your opinion about the SBS vis-à-vis other schools.
    a. Teaching
    b. Infrastructure
    c. Inculcating social, human and cultural values
10. Has the schools, through its students or teachers, been active in the community in any manner? How? What issues have they taken up? (Probe about rallies, any other events that the children have taken up)
11. Any issues you wish to raise regarding SBS?
12. Any suggestions?

FOCUSED GROUP DISCUSSIONS – SBS PARENTS

About

Name	Age	Grade of the child

Status and importance of Education in the community

1. On an average, what is the education status of the community members? Till where have they studied? What is the highest qualification?
2. What do you want your children to be when they grow up?
3. Do people from different socio-economic background have equal interest in the education of their children?
4. What kind of challenges local communities face in the education of their children?
5. Which are the schools in the village? Primary, secondary, government private?
6. How different is it for girl children? DO they get to study? Do they get finish their studies?
7. What do you dream for your girl children?
8. What is your level of involvement in your children's studies?
9. Why do you send your children to this school?
10. Please tell us your opinion about the school on the following parameters:
    a. Teaching
    b. Infrastructure
    c. Learning levels
    d. social, human and cultural values being taught
11. What are the challenges in each of these parameters?
12. Do you attend the meetings and events organised by the schools?
13. Are you aware of the SMC, its members and its activities? Please elaborate.
14. Do you think the school provides a safe environment to your children? Is the commute to the school for your children safe?
15. In terms of human values, life skills, confidence etc., what kind of changes have you observed see in your children since they started attending SBS?
16. Does your child bring home any knowledge or information on aspects such as hygiene, sanitation, values, environment etc?
17. Have you tried to incorporate any of these in your daily life?
18. Any suggestions?
19. If given an opportunity will you send your children to any other government or private school?

SMC Members

1. Name
2. Age
3. Caste
4. Qualifications
5. Native village

6. If not from the same village as the school, how far is your home from the school?
7. SMC member since when?
8. How was the SMC formed and who are the members?
9. Please provide details related to SMC functioning:

- Regularity of meetings
- Participation of all members

10. What role SMC plays in the overall functioning and management of school. What support SMC provide to the school.
11. Whether the communities in area have interest for education of their children?
12. Which are the schools in the village? Primary, secondary, government private?
13. Tell us your opinion about SBS vis-à-vis other schools in terms of education and infrastructure.
14. In terms of human values, life skills, confidence etc., what kind of changes have you observed see in your children since they started attending SBS?
15. What are the challenges and issues currently?
16. Any suggestions?

TEACHERS

IN-DEPTH INTERVIEWS

1. Name
2. Age
3. Caste
4. Qualifications
5. Native village
6. If not from the same village as the school, how far is your home from the school?
7. Joining date.
8. What were you doing before you joined SBS?
9. What is it that you love about your occupation?
10. How were you selected for the job of SBS teacher?
11. What does your day typically involve?
12. What are the teaching methods you know and which ones do you practice? Please elaborate subject-wise.
13. Please tell us about the trainings and workshops you have attended as part of SBS. Please elaborate on training need assessment, quality and content of training processes, suitability of trainings for the work, follow-up process etc.
14. How helpful have these trainings and workshops been?
15. Do you think as a result of the trainings your teaching skills/abilities have improved?
16. In SBS, the teachers are expected to follow the academic calendar as well as plan the lessons in advance. How difficult is it to follow these processes?
17. What do you have to say about the learning levels of students? What are the factors, specific to the school, that affect the learning levels of the students?
18. In terms of learning levels, how is SBS different from government schools and private schools in the region?

19. Do children participate in the classroom?

20. How do you identify slow learning students? What are the measures undertaken, institutionally as well as personally by you, to support children with learning challenges?

21. What kind of human and cultural values, health and hygiene practices etc. are being taught to students? How are these values being taught in the school?

22. How do the students practice these values and learnings? What impact of these teaching you see on the students? Please provide examples.

23. Do children continue studying after SBS or do they drop out? Please elabore.

24. How do you see the infrastructure facilities in the schools (overall area, construction, classroom, toilets, playgrounds, labs etc.)? Whether the infrastructure suits to the specific need of Children with Special Need, girls, small children etc.

25. How are the infrastructure facilities in this school different from others? In your opinion, what impact does the school infrastructure have on the students, learning environment and learning levels?

26. What kind of entitlements (like mid-day meal, books, uniform etc.) are the students entitled to?

27. Are children vulnerable to bullying or any adverse situation from among their peers or seniors?

28. What measures are taken to prevent bullying and threatening in the school and on the way to school?

29. What are your non-academic responsibilities at the school?

30. How much of your time is spent on such non-teaching tasks? How does it affect your work?

31. According to you, what is the level of involvement of parents in their children's education? How can this involvement be improved?

32. What are the challenges you face in interacting with parents?

33. How is it to interact with colleagues of the opposite gender?

34. What is the nature of interaction with the cluster and district coordinators and the trainers?

35. Has your life changed after joining (or engaging with) SBS? Specify the economic and the social impact. Also probe on financial inclusion.

36. Any current clallenges or issues?

37. Any suggestions?

PARTICIPATORY TOOLS

Daily School Life / दैनिक स्कूल जीवन

- Gather about 10-15 students in a room or area big enough for them to sit around in a circle. Start with a small energy building/ice-breaking activity.
- Spread a large sheet (or two sheets) of paper on the floor. Tell the children present that through this little activity, the assessment team wants to know what their typical school day is like.
- Ask when they start for school and what time they reach home after leaving from school. Everyone will give a different time. Choose the earliest time mentioned by the students and divide the sheet of paper into equal columns based on the number of hours between they start from home and leave from the school. (For eg. From 7 am to 1 pm – divide the sheet into six columns.
- Ask the students to mention all the activities that take place in each hour. (7-8, coming to school; 8-9, morning assembly; 11-12, recess and play time so on and so forth). Write these directly on the sheet (in the language that is most

comfortable for the students). Make sure to write the important activities in an hour – there could be numerous immaterial responses. Leave about 40% of the sheet empty towards the end for the activity defined in the next step.

- Draw three emoticons ☺ 😐 ☹. Ask the students to explain their emotions/feelings/state of mind through emoticons in each hour. Record how many students state each of these emotions. Also, ask the reasons why they feel these emotions. Refer to the activities mentioned in each of the hours. Capture the most important and the most common answers and write them down on post-its and paste onto the sheet.

Activities within the school and the impact beyond

- Spread a large sheet or a chart paper on the floor. Draw (or paste printed pictures of) a boy and a girl of school-going age in the centre of the sheet.
    - Draw two concentric circles around the images. Leave ample space between the circles. The space between the image and the first circle is where all the non-academic activities at the school will be listed. The space between the first and the second circle will is where the enjoyable elements of these activities will be listed. Beyond the second circle, the students will be asked to mention what they learnt and will likely be use of beyond school life.
    - Ask the students to imagine themselves as the boy/girl drawn and tell them what all they do at school. Indirectly ask about activities such as bal sabhas, rang tarang, sports, art etc.
    - Ask the students to go beyond specific activities and tell them what they enjoyed about these activities, what they learnt. Draw an arrow or line starting from each of these activities beyond the circle and note down the responses.