

OUTCOME EVALUATION OF SATYA BHARTI QUALITY SUPPORT PROGRAM

A Report



Contents

CHAPTER ONE: INTRODUCTION	2
The quality of education in India	2
Quality of education and retention in schools	2
Extra-curricular approach making learning in schools more joyful	3
About Bharti Foundation’s Quality Support Program.....	4
CHAPTER TWO: EVALUATION OF QSP.....	6
Research Design	6
Sample Design.....	10
Sample Summary	11
CHAPTER 3: FINDINGS & ANALYSIS.....	12
Outcome of QSP on Students: Holistic Development of Students	12
Learning from QSP	13
Self –efficacy among students	15
Relationship with school and teachers	16
Emphatic about social issues	19
Outcome of QSP on Teachers: Empowerment of Teachers and School Leaders	20
Engagement of QSP with teachers	20
Engagement of QSP with students	23
Outcome of QSP on Schools (On Facilities and Enrolment).....	27
Effect of QSP on facilities for students in school	27
Library	27
Computer laboratories.....	28
Display boards.....	29
Effect of interventions on enrolment of students in school	29
Outcome of QSP on Stakeholders (Stakeholders’ Perspective).....	31
Participation in school activities	33
Contribution towards school infrastructure	33
Encouragement at home	33
Score of Schools	35
CHAPTER FOUR: RECOMMENDATION AND WAY FORWARD	37
Students	37
Teachers	37
Community	38
Exit strategy	38



CHAPTER ONE: INTRODUCTION

The quality of education in India

Few would doubt that there is an enormous challenge posed to India through its primary and higher education systems. 70 years after independence, we still struggle to get children into school, and keep them there the full 12 years. Even if children do complete their schooling, the quality of education imparted to these children is widely considered as being questionable in quality. This is particularly the case in government-run schools and in rural India. Mumbai-based Pratham Education Foundation's yearly state of education reports, or the Annual Status of Education Reports (ASER), have documented since they were first published in 2006, the changes in primary and higher education in India. The ASER trends-over-time report (covering the period between 2006 and 2014), while pointing to a decline in unenrolled children and an increase in the numbers enrolled in private schools also demonstrates poor trends in reading, Arithmetic and English. The report indicates that across states, children in government-run schools have struggled increasingly to read textbooks that are prescribed for those two grades below, and perform simple addition and subtraction problems.

In northern India, we find that in Haryana¹, the numbers of Grade V children who could read a Grade II level text, fell from 74% in 2006 (higher than the national average of 53%) to 68% in 2014. More disconcerting is the finding that in terms of percentages of Grade III children who could read from a Grade I level text, the percentage from government schools fell from 51% in 2006 to 37% in 2014. In private schools in Haryana, that same statistic rose from 74% to about 83% between 2006 and 2014. Elsewhere in Rajasthan, while the number of children not enrolled in school (in percentages) has fallen between 2006 and 2014 (11% to 5%) this proportion is still significantly higher in percentage points in comparison to the national average (7% in '06 to 3% in 2014).

Quality of education and retention in schools

Keeping children in school when they do not do well is a difficult prospect. School data shows that this is the case especially post class V. A family's immediate socio-economic conditions (need for the child to work, migration etc.) can act as a definite factor (specially, a deterrent) to the child/children being put through school without breaks. But the other reason cited by parents for not ensuring their children stay in school is that their children don't perform very well or stay engaged in school at all. If the child comes from an already marginalised background, chances are that discrimination and a lack of interest will further keep them away from government-run schools.

Another deterrent comes in the form of unskilled and disinterested teachers. Researchers at the Faculty of Educational Psychology, University of Lapland, Finland, who have studied the role that

¹ <http://www.asercentre.org/>

creating a suitable learning environment plays in a child's engagement², have argued that teachers should "enable the achievement of intervening goals as a part of a greater learning process", and that the teacher must do this by providing the child with the opportunity to play, that is in a structured manner (but not controlled), so that it is a "learning situation". 'Play' can constitute to a number of different activities – sports, games, indoor and outdoor, hobby classes, reading, dance or music – and so can also be described for our purposes as co-curricular or extra-curricular activity, or any supplementary activity outside the classroom and the ambit of syllabi. "Children should be allowed to create play and a teacher, for one, should provide play with various stimuli, informal contents, means..." they argue. This argument, while it might be convincing in theory to a number of stakeholders in Indian education, finds little support by way of practice. In government-run schools, there is even lesser chance today of students finding an engaging environment.

Extra-curricular approach making learning in schools more joyful

ASER doesn't give us much on the role extra-curricular activities play in retaining children's interest in school, let alone in their enhanced productivity. Indeed, this discussion has had few inputs from Indian sources so far, but in 1994, researchers from the University of Chicago's psychology department³ concluded that there was a demonstrable need for an engaging physical and social environment for children to thrive in, at school. On their research, it was said that:

"The researchers found that enjoyment plays a crucial role in teenagers becoming interested in a talent area and stay with it. 'Unfortunately, many adults who have not been able to pursue a vocation that they enjoy will be reluctant to accept this general conclusion,' the authors write. They will tend to see interest and effort, and play and work, as separate realms because that is how they normally experience them...Yet most people remember a time, no matter how brief, when they were swept along by a sense of effortless control, clarity and concentration on an enjoyable challenge. It may have happened on the athletic field, on a scout outing, or in a high school choir, but such moments are often enshrined in memory,' they add...Although some of the students reported feeling challenged, and accordingly motivated, in their classrooms, most of them found their highest degree of engagement in extracurricular activities. Their levels of concentration zoomed when they were involved in sports or music, data gathered [showed]...the students were eager to achieve in the extracurricular areas because participation was voluntary. In contrast, they had difficulty staying committed to required courses."

Increasingly, a number of educators and child or developmental psychologists and school counsellors have agreed upon this decades-old premise, and at home too. It is the underlying understanding – that finding joy in one (or more) talent area(s) is the key to staying motivated in school, for which reason extra-curricular activities must be made part of school curriculum – that was part of the basis of Bharti Foundation's Quality Support Programme for Indian schools.

² *Ten These of the Joy of Learning at Primary Schools, Early Child Development and Care, January 2012*

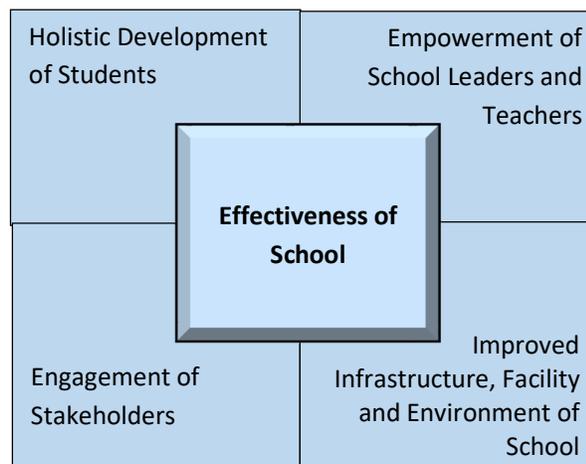
³ <http://chronicle.uchicago.edu/940203/teens.shtml>

About Bharti Foundation's Quality Support Program

Bharti Foundation initiated the Quality Support Programme (QSP) in schools in Haryana and Rajasthan, in 2012. Since then, they have expanded the programme to Delhi as well. QSP is aimed at supporting teachers and administration in government schools as they attempt to create a safe and friendly environment for primary-level and adolescent children that keeps them motivated and engaged. The programme is developed around the principle of building on the existing wealth of knowledge that these teachers and administrators have. **Bharti Foundation** works to empower and build capacity by engaging with various stakeholders of the schools regularly, on such [issues] as aspirations, needs at the ground-level, and any existing critical gaps that stop both teachers and students from meeting school-level expectations and their own potential. By supporting a creative environment at school, the QSP works not only to uncover hidden potential, but also bridge these critical gaps so that all stakeholders are able to achieve their goals.

The program adopts a two-pronged approach to facilitate the desired change. It optimizes on the existing strengths and provides catalytic support to bridge gaps identified by the schools' leadership team, ensuring that the schools experience success by building on their own capabilities and motivation.

To enhance the effectiveness of the school, interventions were focused on the following four critical areas:



1. Holistic Development Of Students by Meaningful Knowledge Construction and Building their Capabilities

Meaningful knowledge construction and building capabilities of students to deal with the challenges of daily life helps energise students. Teachers are encouraged to facilitate their students to take informed decisions by reflecting on their personal values and goals. To achieve this, school based interventions are planned including student events, exposure visits, life skill workshops, lecture series, formation of student clubs, etc. Since development of skills in a conscious manner has a huge impact on enhancing and strengthening an individual's potential, these events help to build confidence among students and hone their required life skills. The energy thus generated is leveraged by the

proactive teachers to improve academic performance of the students, thus developing the child holistically.

2. Empowerment of School Leaders and Teachers

QSP provides rich exposure and experiences to the teachers to help them aspire for higher goals. Teachers undertake a variety of initiatives which help them acquire new learning, build new perspectives, take on new responsibilities, achieve personal success and gain confidence to set new benchmarks for the success of their students.

3. Engagement of Stakeholders

To establish the efficacy of school processes QSP engages parents, community members, district administration officials and education department officials to realize their responsibility and take ownership in contributing towards the school's growth. Conscious efforts are made to remove apathy and infuse interest in the stakeholders by planning events and meetings at regular intervals.

4. Stimulating Physical Environment

QSP facilitates schools to reinforce their extant resources, optimising the usage of existing infrastructure and facilities of the concerned schools and access available Government schemes / funds as well as support from local community leaders to maintain and enhance infrastructure and ensure an environment that is conducive to the teaching learning process. Bharti Foundation contributes at times of critical, need-based instances such as enhancing a library or making a computer centre functional, etc. Well-developed and energised environment contributes towards the learning and wellbeing of the students.

At the crucial juncture of completing 10 years of school programs, assessing the progress and course of the program is critical. This evaluation is qualitative in nature and has the purpose to investigate and assess the outcomes of the project and the changes brought by the same with respect to:

1. Environment, overall energy and culture in the school
2. Engagement of students
3. Engagement of teachers
4. Engagement of parents and communities
5. Influence on school leadership
6. Improvement in non-academic areas of school operation
7. Student learning and overall quality of school
8. Overall position of the school within the community
9. Any larger sector level outcomes beyond the particular schools under the project
10. Overall acceptance of the project by the important stakeholders

CHAPTER TWO: EVALUATION OF QSP

Three years into QSP, **Bharti Foundation** wished to assess the changes that have taken place as a result of the QSP program's strategies. These changes were to be assessed in particular for the tangible *and* non-tangible changes they have brought to the primary, middle and senior school students' lives, in the schools they have worked with in Kanina and Kurukshetra in Haryana, and in the Jodhpur district in Rajasthan.

Research Design

Reasons for conducting Action Research

The evaluation was carried out in the course of the development of QSP and the results will be used for improving the methods and approach of the program.

The design proposed for this assessment was a mixed method model, on one hand generating deeper insights into outcomes and causalities through qualitative interviews and discussions, while on the other hand, generating some quantifiable numbers that substantiate impact in a pre-post change using quantitative participatory appraisals. The above mentioned RBM matrix depicts the research LOGFRAME for this assignment.

Conceptual framework for evaluation

Results-Based Management was used for the evaluation of the program and the following criteria were addressed:

Results	Key Indicators	Data Source
Goal: Creating better schooling experience for their students.	Students enjoy coming to school	Quantitative participatory appraisal with students
Outcomes		
Holistic development of students by meaningful knowledge construction and building their capabilities	Learning becomes fun, educative, attractive	Activity registers, FGD
	New skillsets learnt in school	Activity registers, FGD

	Self-efficacy (Def: one's ability to succeed in specific situations or accomplish a task)– information gathering, informed decision making, responsibility of decisions made, interaction with authorities (by sex of students). The next three indicators are included in Self-efficacy.	Quantitative participatory appraisal with students
	Shouldering responsibilities (by sex of students)	FGD with students FGD with teachers
	Problem solving (by sex of students)	FGD with students FGD with teachers
	Proportion of students take initiative in co-curricular group activities (by sex of students)	Quantitative participatory appraisal with students
	Participation in school events(by sex of students)	Activity registers, FGD with students
	Shows empathy towards social issues and is willing to be catalyst for change(by sex of students)	FGD with students
	Sense of pride among students for their school and their teachers	FGD with students
	Interest in exposure workshops and other events organized in school(by sex of students)	FGD with students
Increased empowerment of teachers and school leaders (HMs)	Teachers take up added responsibilities to engage students	FGD with teachers FGD with students

<p>Definition: "Empowerment is about people taking control over their lives: setting their own agenda, gaining skills, increasing self-confidence, solving problems, and developing self-reliance. It is both a process and an outcome." (CIDA, 1994)</p>		IDI with HM
	Proportion of teachers feel that their school has now become a role model for others in the neighborhood	Quantitative participatory appraisal with teachers
	Teachers value utility of the intervention	Quantitative participatory appraisal with teachers
	Teachers value effect of specific interventions on the overall skill development of students	Quantitative participatory appraisal with teachers
	Effect of the interventions on enrolment, attendance and performance	School records
	Teachers compete for the recognition and rewards associated with the program	FGD with teachers
	Number of new practices/process that have been introduced in the school	FGD with teachers
	Proportion of teachers who have changed approach to teaching	Quantitative participatory appraisal
Enhanced involvement of stakeholders	Parents and the local community feel pride in their local school	FGD with stakeholders
	Parents suggest improvement in school environment	FGD with stakeholders FGD with teachers
	Parents and local community contributes towards development of school infrastructure	FGD with stakeholders

		IDI with HM
	Parents are enthusiastic about sending their daughters to school, and even higher education	FGD with stakeholders
	Proportion of parents satisfied about growth and safety of their children in school	Quantitative participatory appraisal
	Proportion of parents and local community feel that teachers and school management have become more responsive to the children's need than before	Quantitative participatory appraisal
	Teachers/Principals from neighboring schools taken up additional roles/responsibilities to engage their own students	FGD with stakeholders IDI with Principal
Improved infrastructure, facility and environment of schools	Students spend more time in the library than before	FGD with teachers IDI with HM
	Library becomes a proper room for recreation as compared to what it as before the upgrade	FGD with students FGD with teachers
	Students spend more quality time in the computer room than before	FGD with students FGD with teachers
	Proportion of students getting more quality time at computer lab	School records

	Proportion of students who are satisfied with computer lab facilities, including access and learning	FGD with students
	Proportion of students who contribute or manage display boards and activity room facilities	Quantitative participatory appraisal
	Proportion of students who read display boards and participate in activity room facilities regularly	Quantitative participatory appraisal

Sample Design

From each of these schools we covered:

1. A total of 45 students (19 female and 26 male) were chosen from lower grades, viz. 8th, 9th and 10th and some from Class 5, those who had been through QSP. Another 57 students (29 female and 28 male) were selected from 11th and 12th. These students from each segment (8th to 10th and 11th and 12th) were interviewed in a group discussion scenario – separate GDs with students from 8th to 10th and a separate one among senior secondary students – and quantitative rating data was also captured as a group exercise). We covered a total of 102 students from the five schools, collecting qualitative as well as quantifiable data from each.
2. Around 8 teachers, from each school from grade (VIII to XII) and the headmaster were interviewed from each school. A total of 39 teachers (20 female and 19 male) were engaged in a mini group discussion while 6 Head Master/Head Mistress/Senior Teachers were interviewed using an in-depth interview guide.
3. Against each school, we visited 2 villages/settlements within its catchment. These were purposively chosen on the basis of settlements from where the majority of the students came. Separate group discussions were held with men’s and women’s groups including community leaders, panchayat members and parents of the students going to these schools. However, for two schools in Kanina the community was same so only 3 FGDs were conducted, 1 with male and 2 with female to better understand the female viewpoint. No FGD with women could be conducted in Lorta as women of the village were in mourning and did not attend. Quantitative rating data was also captured as a group exercise.
4. Students were randomly selected from the school registers by the researchers. The identified students were asked if they had spent at least two or more years in the school, so that they could easily identify changes brought by QSP. A gender balance was maintained in all FGDs conducted with students and teachers.

Separate FGDs were conducted for men and women among the stakeholders (parents). This was done because of the existing norms and gender equations in these localities, where women preferred not to talk in presence of men.

Sample Summary

Activity held with	Numbers	No. of FGDs/IDI
Schools	5	
Students 8 th to 10 th	45	5
Students 11 th and 12 th	57	5
Teachers (8 th to 12 th)	39	5FGDs
Headmaster/Mistress/Senior Teacher	5 (Head Master/Mistress) + 1 (Senior Teacher)	6 IDIs
Parents of students	51	8 (4 with Men & 4 with Women)
Key village stakeholders @3 per village	15	

Following is the list of schools where the assessment was conducted:

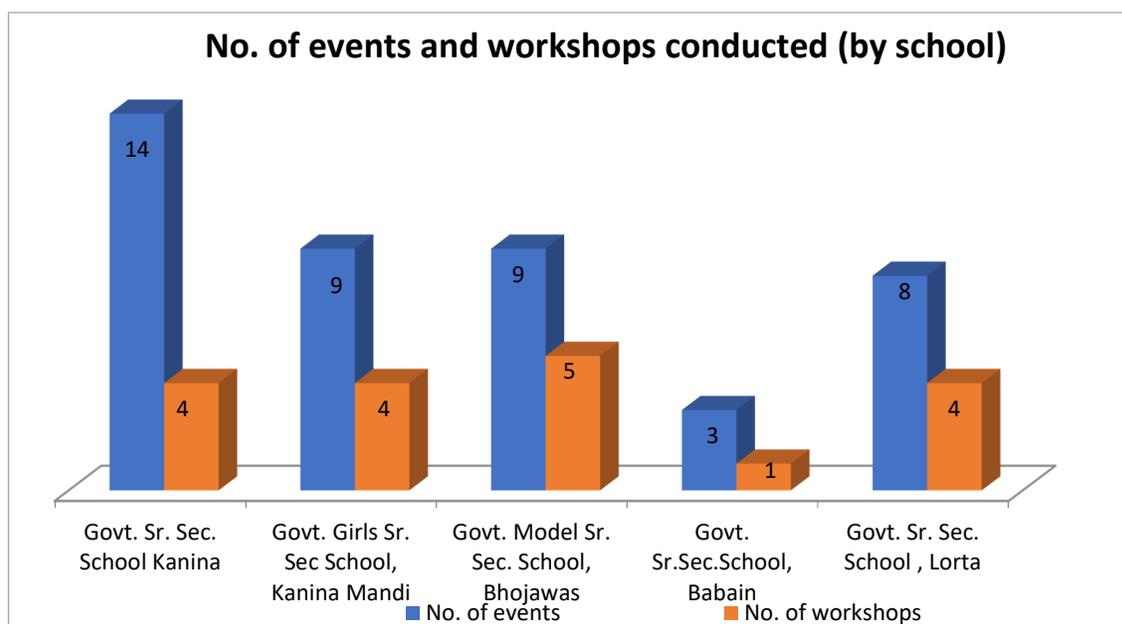
#	Name of School
1	Govt. Model Senior Secondary School, Bhojawas, Mahendragarh, Haryana
2	Govt. Boys Senior Secondary School, Kanina, Mahendragarh, Haryana
3	Govt. Girls Senior Secondary School Kanina Mandi, Mahendragarh, Haryana
4	Govt. Senior Secondary School, Babain, Kurukshetra, Haryana (Babain started a year later than the rest of the schools)
5	Govt. Senior Secondary School, Lorta, Jodhpur, Rajasthan

CHAPTER 3: FINDINGS & ANALYSIS

Outcome of QSP on Students: Holistic Development of Students

Various clubs have been formed by QSP with the students which include, literary club, quiz club sports club etc.

QSP conducted various events in all the five intervention schools including poster making, quizzes, celebration of events/important days, sports and cultural events. Various workshops on topics including life skills, exam writing, time management, goal setting, problem solving etc. were also organized for the students to increase their understanding on these issues. Career guidance workshops were also conducted by QSP.



(The above data has been collected from Bharti Foundation MIS)

Least number of events and workshops were conducted at Babain because QSP initiatives could be started here only a year later than other schools.

Following are the events and workshops conducted by QSP in the schools:

Events conducted by QSP	Workshops conducted by QSP
<ol style="list-style-type: none"> 1. Quiz competition 2. Essay competition 3. Debates 4. Speaking in assembly 5. Poster making 6. Painting competition 7. Dancing competition 8. Cultural programs 9. Celebrations of important days 10. Sports 	<ol style="list-style-type: none"> 1. Life skills 2. Goal setting 3. Problem solving 3. Leadership 4. Communication 5. Time management 6. Science model making 7. Note making 8. Use of library 9. Exam writing 10. Career guidance

The effect of activities conducted by QSP can be categorised into the following [Please refer to indicators of outcome I (on students) has been mentioned above]:

Learning from QSP

Students were affirmative of learning being affected by QSP conducted by Bharti Foundation, directly and indirectly in classrooms, computer labs, libraries, science labs, and in their interactions with the teachers and peers. The quotient of learning was reportedly further enhanced by initiatives like participation in various clubs, exposure trips to their own or other cities, identifying social issues and becoming emphatic towards them.

Change in their own attitude towards learning was mentioned by some students in Govt. Senior Secondary School, Lorta (Kanina Boys) and Govt. Senior Secondary School, Lorta as the beginning of learning. Monotony of studying from books and producing the same in exam sheets were mentioned as boring, but important. However, various competitions like chart making, essays, quiz etc. and excursion trips to historical cities or scientific locations (science museum in Jaipur, zoological park in Jodhpur) were a better way to understand the subject, they felt.

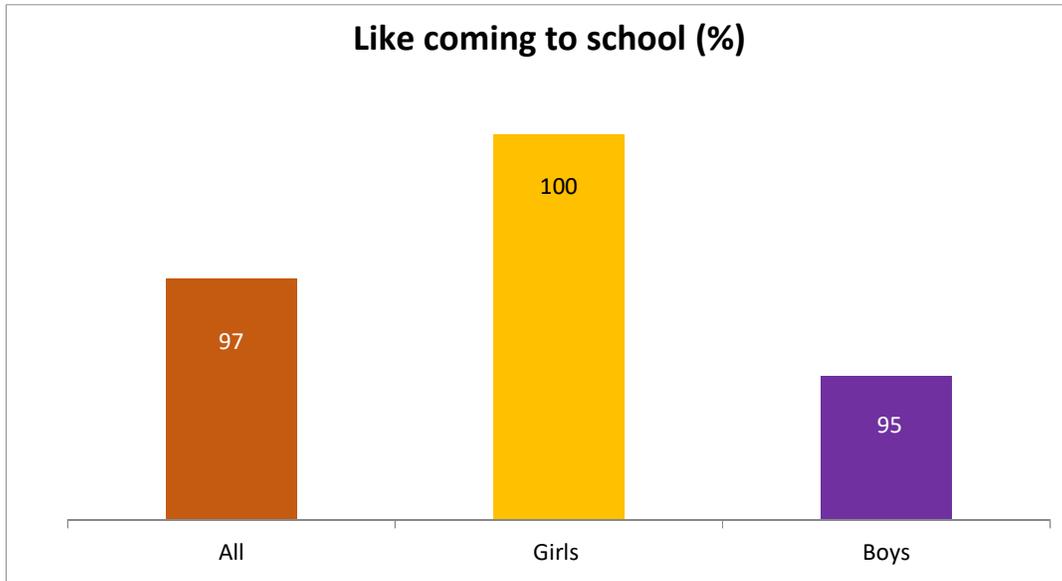
“We enjoy making charts and going for exposure visits....these also increase our knowledge and through these activities we learn more than wat we read in books....” Student from Senior Secondary School, Babain.

Many social problems existing in the local communities including cleanliness, water scarcity, dowry, domestic violence, foeticide, alcoholism etc. have been discussed by Bharti Foundation with the students. However, sensitive topic like child marriage (few students in Govt. Senior Secondary School, Lorta are married) have been discussed as social evil but accepted as a tradition.

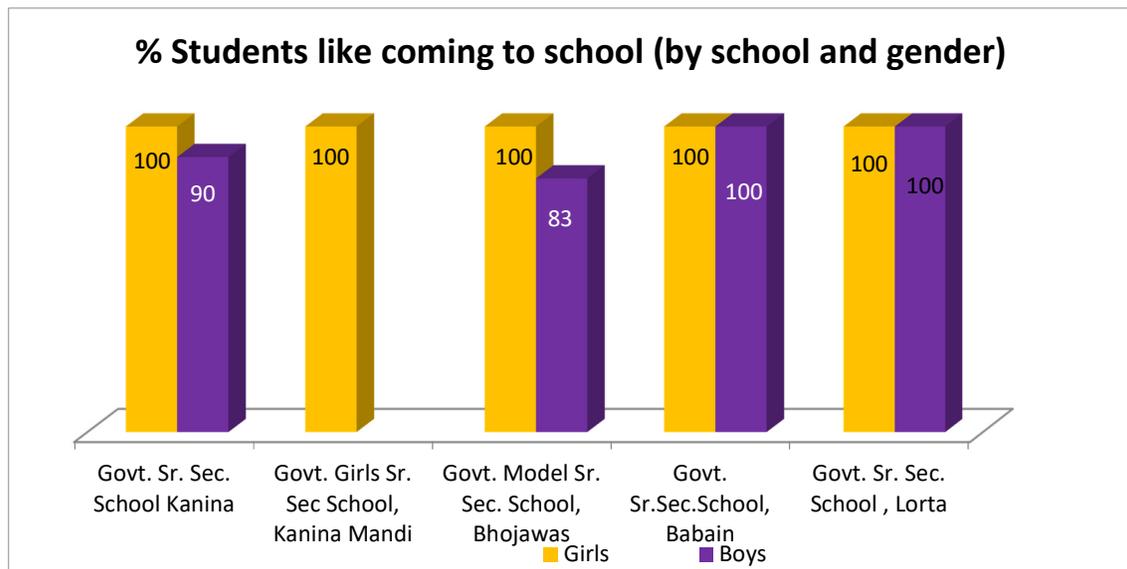
Students have also become more vigilant about utilization of their time in school. In case a teacher is late or absent for the class they immediately report it to the administrative office and arrange for substitution who can help them use the time in a more creative way.

For the students who need more support with their lessons, Bharti Foundation arranged remedial classes. However, there was some degree of embarrassment in acknowledging attendance of such classes in a group. Only one such student in Govt. Senior Secondary School, Govt. Senior Secondary School, Lorta who had attended such remedial classes and had benefitted from them, was more forthcoming and spoke of them in a prudent manner.

Schools have become a favourite place to be for nearly all students. Barring one boy in Bhojawas and two in Kanina (Boys), every participant in the FGDs conducted with the students mentioned how much they look forward to attend the school every day.



Reasons for attending school varied from serious ones like learning something new, getting a good job by regularly attending school, winning competitions to more earnest and honest ones like meeting friends, doing something new and having fun.



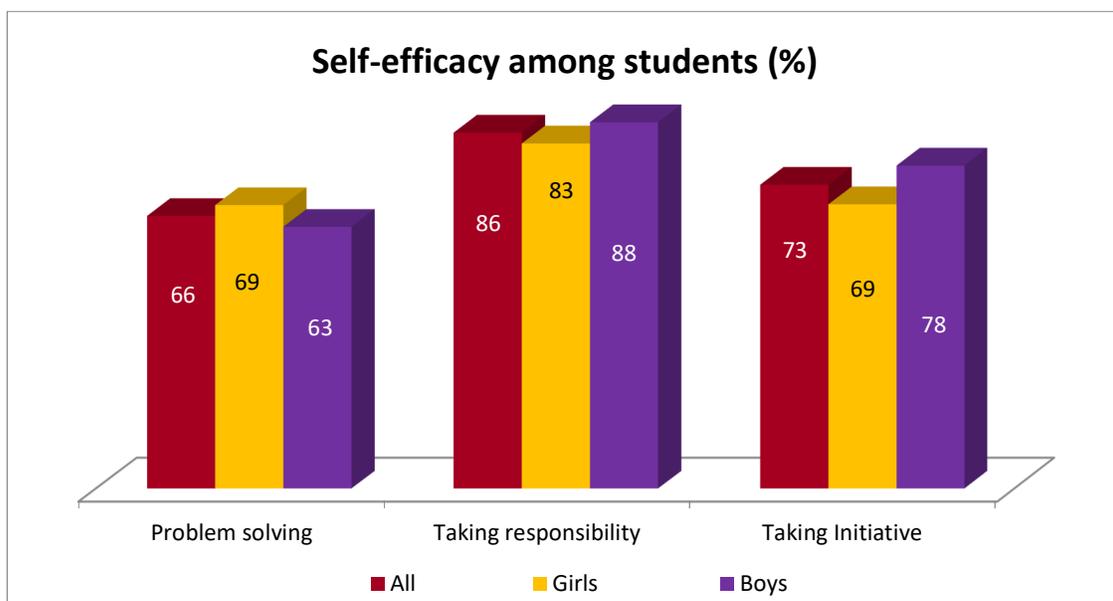
Self –efficacy among students

One of the indicators of empowerment of students is self-efficacy in them which is defined, for the purpose of this study, as one's ability to succeed in specific situations or accomplish a task. This attribute in adolescents is majorly responsible in their approach towards their goals, tasks, and challenges as it is their belief in their own capabilities to perform tasks successfully and achieve their goals.

Enhanced self-confidence and improved communication skills, both imperative for self-efficacy, were the most identified qualities gained by students after QSP. Regular opportunity in public speaking and managing the morning assembly were two activities mentioned by students responsible for increasing their confidence and communication skills. The events conducted by QSP have increased opportunities to speak in public, which has immensely risen the confidence of the students. The responsibility of conducting morning assembly has now shifted to students from the teachers. They decide on what would be shared in the assembly by whom. This has embellished their public speaking skills and confidence immensely.

“Today a student presented his own composition of song during the assembly. I am sure in a next few days there will be a many other boys who will certainly present some more songs.”.... Teacher at Babain, Kurukshetra

Students were asked questions related to taking initiatives, solving problems and shouldering responsibility which lead to their confidence being built to accomplish tasks by themselves. Nearly 86% students, both male and female, mentioned taking responsibility of work in school, about three out of four students (73%) took initiative in co-curricular group activities and two out of every three students (66%) considered problem solving as their asset.



Problem solving: Approaching parents, teachers and even friends were the initial reactions to solving a problem. Guidance from elders, especially parents, was preferred in case of serious problems.

Students identified good communication skills and confidence as essentials for problem solving. Many students could identify the steps needed to solve a problem by themselves. They mentioned diagnosis and dissecting a problem before gathering information on relevant issues to resolve a problem. Asking for help from others, particularly mentors, parents, teachers and friends in problem solving was mentioned by most. This was marginally high in girls. Gathering appropriate information was mentioned as the first step while reiterating the importance of informed decision making while solving a problem.

Taking responsibility: Maintaining discipline in school was the major responsibility mentioned by all students. Cleaning classes and school compound, clearing playgrounds of the shrubs etc., serving food to the junior students and then monitoring cleaning of dishes were a few responsibilities taken up by students in school. This was taken up not just by those who were members of the club but responsibility was shared by all students. Cleanliness of their surroundings was not limited to the schools but was extended to the home as well by both boys and girls. Leaving the school to wander to nearby shops/places or going home during the school hours was reportedly a problem in all schools. After this responsibility was taken up by the students and some infrastructural changes (building/repairing school boundary walls in Bhojawas and Govt. Senior Secondary School, Lorta) the problem of wandering off of the students has reduced substantially.

Prizes won in school competitions, however small, have given a great boost to the confidence of students. On asking if it is an internal or external motivation, the students mention 'a bit of both'. These rewards and motivating words have had a great effect on students' performance.

"We now study hard for the Saturday quizzes because we get prizes when we win"... Student from Kanina, Govt. Senior Secondary School

Presence of Balika Manch in school (Kanina Boys, Mahendragarh) where the girls could share their thoughts which they have in mind or those that are troubling them is a way to break the culture of silence which traditionally girls are pushed into. This was also a way for the teachers to bond with their girl students.

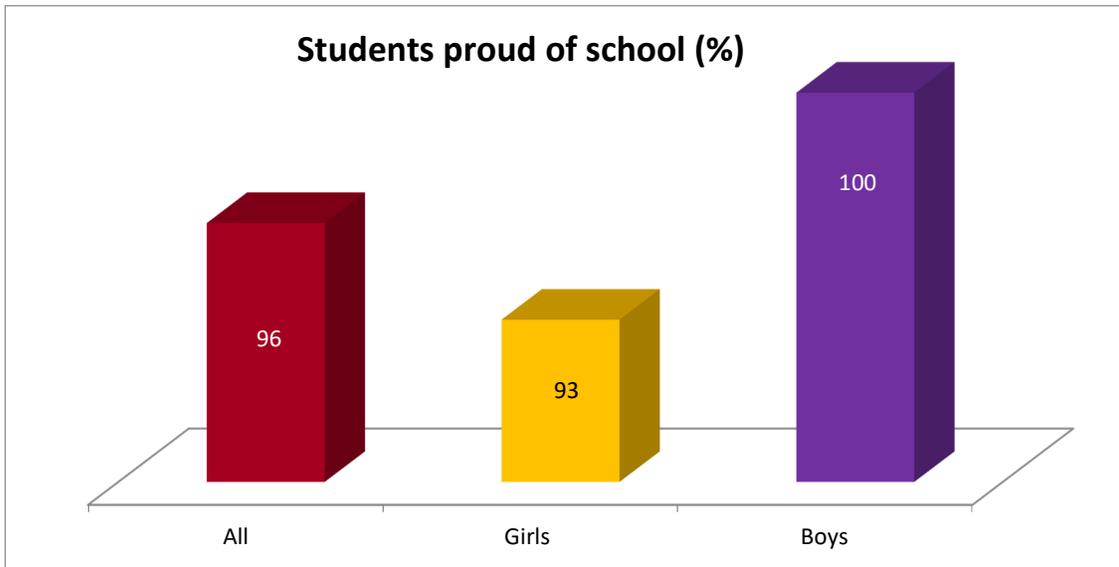
Taking Initiatives: Students and teachers alike mention that most students now take initiatives. In Kanina Boys and Lorta earlier teachers used to lead the assembly, but now students decide what will be done. Some of the other examples of taking initiatives are cleaning their classes and school premises, leading the assembly every morning, managing junior/new students in school, deciding, arranging and performing events on special days like Independence, Republic or Teachers' day was mentioned by all schools.

Students in Govt. Model Senior Secondary School in Bhojawas talked about 'participating' in activities that were held in school but not taking initiatives like students in any other govt. school

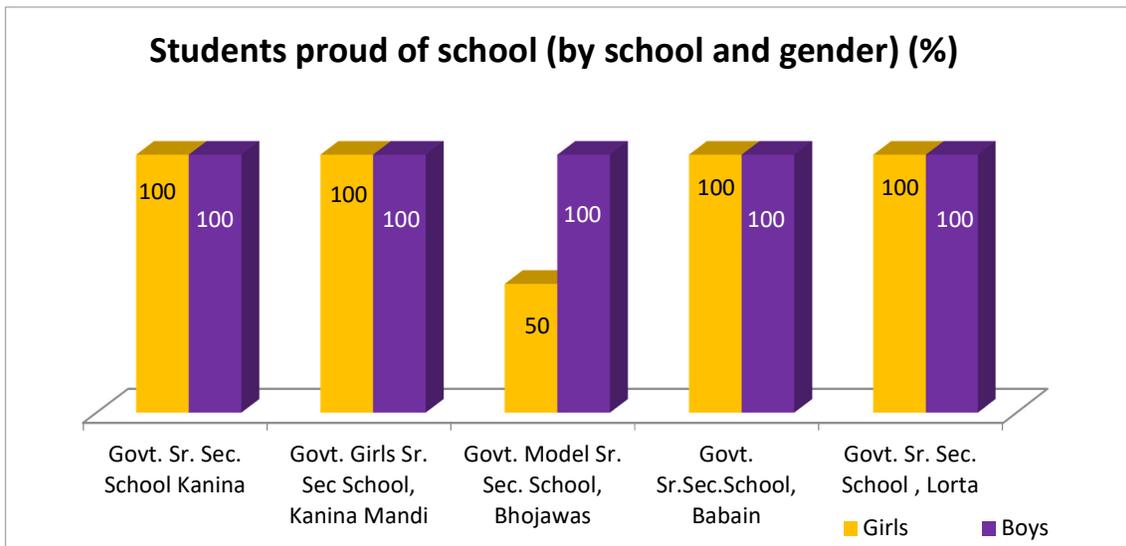
Relationship with school and teachers

The sense of belonging is of great importance for being successful in life. Among adolescents, this starts with school (outside their homes) as they start identifying themselves as a part of the school.

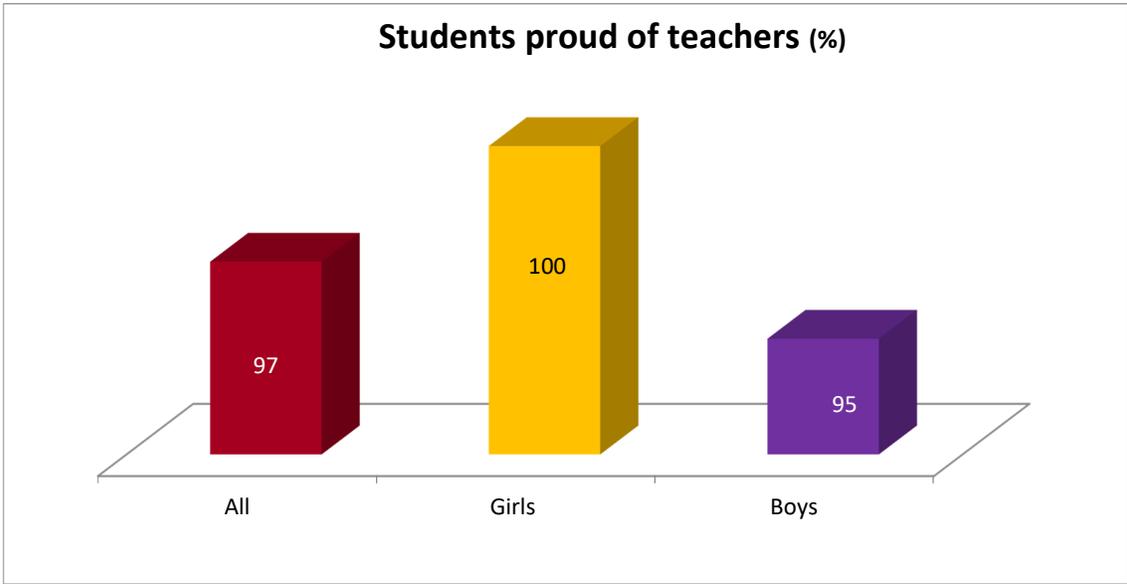
Nearly all students (except 2 girls in Bhojawas school) mentioned being proud of their school. Achievements of the school at district and state levels in various sports, quiz and other activities



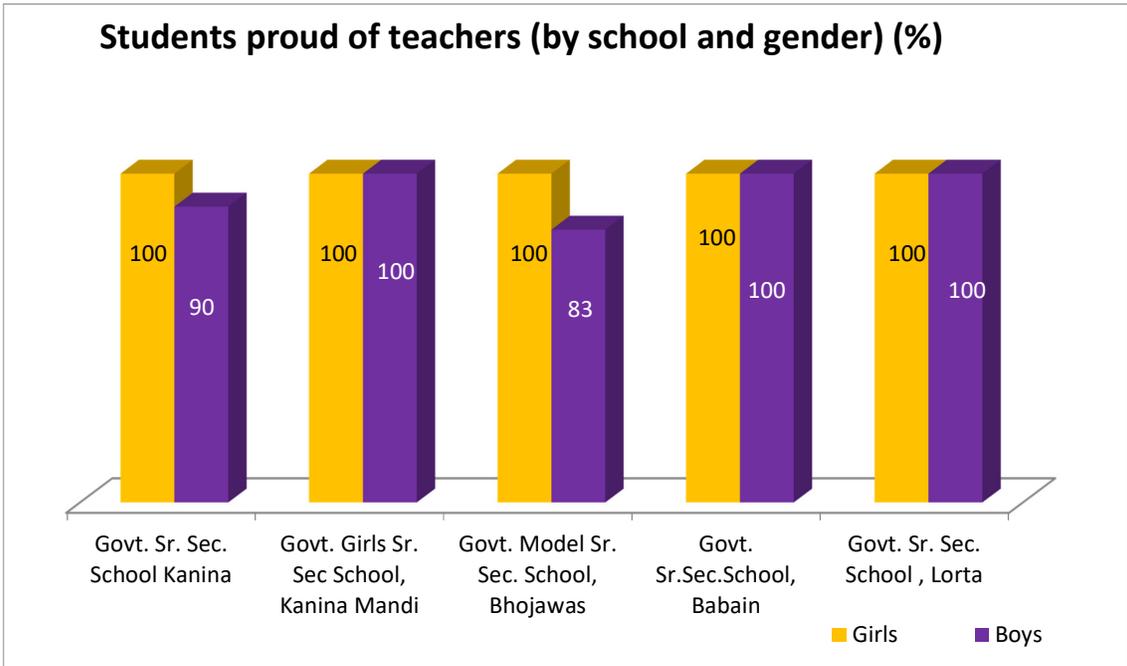
As per the students, though a government school, they are able to compete with the private schools of the area since Bharti Foundation started their program in their school. They feel that talent in students was never the issue, as were the resources. Therefore with some guidance from Bharti Foundation and a little financial support for buying equipment to practice and display (during events) the school could achieve marvels.



Students are proud of their teachers too, as their school. Except for one student in Bhojawas, every student participating in the study across schools, was proud of his/her teachers.



The reasons were primarily cultural as the Indian tradition expects all students to be respectful of teachers and refrain from challenging authority. There was also certain amount of hesitation to analyse situation in presence of peers and an outsider (researcher).



In keeping with the Indian tradition, classes are held in the open during winters where the teacher sits on a higher platform (mostly a chair) and the students are expected to sit on the ground in front of him/her. Corporal punishment by the teachers is probably an acceptable norm as many teachers in Bhojawas and Kanina Mandi were found practicing it.

Most of them mentioned going to teachers for help and guidance. They believe that many of their teachers have become friendlier after the QSP Mentors have stepped in and changed the teacher-student equation. The teachers are now more focussed on teaching and use stories and other incidences as new method of teaching. Their respect for teachers has also grown because teachers do not waste time anymore on their mobile during the class but interact with the students.

Bhojawas school runs two shifts of students therefore is not possible to hold club activities due to paucity of time which has probably resulted in lesser bonding with the teachers and the school.

Emphatic about social issues

Many events conducted by QSP in the schools have made students more emphatic towards social issues. Students reported some social issues for which they had made placards and took out rallies for generating awareness in their area:

- Health: Cleanliness (Swachch Bharat), Water conservation, Environment, Malaria eradication
- Social: Caste discrimination, Witch/dayan hunting (in Lorta)
- Gender: Discrimination, Dowry, Female feticide, Female illiteracy

However, in Rajasthan where child marriage is very common, many students (both boys and girls) are married and do not talk about the custom being evil. Gender stereotypes (cooking is girl's responsibility as earning is boy's) was also very evident in Lorta but not so much in Kanina, Bhojawas and Babain.

Social issues in Lorta

Some difficult decisions face us when we work in social field. Should we, with limited resources, pick the existing challenges or leave them because they do not fit in our structured logframe? Similar dilemma faces the QSP project in Lorta, where the student's bring their gender discriminatory thoughts and actions to school.

A girl in class X and her sister in class VIII were married off on the fourth day of their father's death, because the wedding feast could be clubbed with their father's funeral lunch or 'chautha'. This would probably not have happened if they were boys. She answers my question of 'do you feel restricted that you are married so young', very pragmatically that she had to get married one day.

"Do your wives go to school? Do you feel responsible for their education?" I asked the married boys of class VIII to X, when one of them said 'why should I be, she will do what she has to do'. Many young boys and girls (between the age of 12 to 15) in Government Senior Secondary School, Lorta were married and were nonchalant about early marriage and apathetic towards their spouses and their joint future. While the girls were tongue-tied the boys had a devil-may-care attitude about their spouses. Probably they were too young to understand the impact of this life-changing event.

There was a palpable difference between the boys and girls as they refuse to look or talk to each other or even sit on the same bench where the other gender is sitting. Very well defined gender stereotypes demark the line of responsibility between boys and girls. Though both can clean the school and classroom, back home interior and exterior are spaces for girls and boys respectively. Social evils like gender discrimination, early and forced marriage do not concern them much as they have not known any other way of life.

Is there any relation between joyful learning and gender discrimination, including CEFM? Can the Theory of Change for QSP be expanded to include these social evils? Will the confidence built by QSP mitigate the challenges faced by these young married boys and girls? These are a few questions that need to be answered by Bharti Foundation.

Outcome of QSP on Teachers: Empowerment of Teachers and School Leaders

Outcome II discusses the empowerment of teachers, the indicators of which are mentioned in previous pages.

CIDA's definition of empowerment, *"Empowerment is about people taking control over their lives: setting their own agenda, gaining skills, increasing self-confidence, solving problems, and developing self-reliance. It is both a process and an outcome"* corresponds well with the strategies and procedures adopted in the implementation of QSP. The program believes in empowering the teachers and students to make school a joyful learning experience for students.

Teachers in government schools are transferred every few years. Therefore, exposure and experience related to QSP varied at the time of evaluation for the teachers in all schools. QSP is not working directly with the teachers but empowering them build a new perspective towards successfully educating the students and engaging with them on a regular basis by using methods that motivate the students and help increase their knowledge and build confidence among them. One perceptible change across all schools has been that teachers have become more approachable and engaging. It could be the effect of the Mentors from QSP or the ripple effect of the new energy from QSP. Teachers have also been, in most cases, impacted positively by the activities of QSP.

Engagement of QSP with teachers

Discussion with teachers in some of the assessed schools brought forward the fact that they viewed academic performance of students separately from their involvement in other activities. However, in Government Boys Senior Secondary School, Kanina, many teachers were able to see the connection to be more direct. They mentioned the remedial classes held by the Bharti Foundation during summer vacations and felt that these "summer camps" made a difference to the academic performance of the "weak" students. They were appreciative of the efforts of the Foundation and felt that as regular teachers, they were unable to hold such "extra" classes.

Many teachers expressed their satisfaction with the efforts made by QSP through the mentors, who engage with teachers on a regular basis to find out what may be required by the students. They felt that working in collaboration with each other created a positive environment and eventually helped the students in particular and the school at large.

Some teachers readily admitted that they have learnt art of motivating students from Bharti Foundation. QSP encourages children's participation in different activities at school by a small gift of pen, pencil or colour. Children feel motivated and subsequent participation is higher and more enthusiastic. Similarly, teachers have started doing the same.

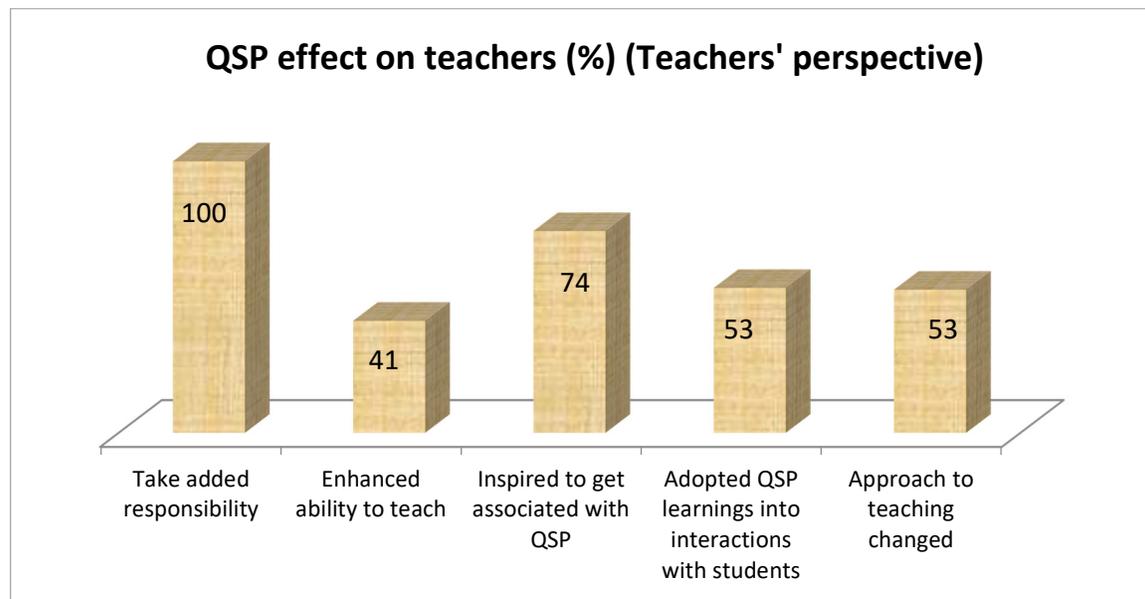
"We have made a group of 4-5 teachers who contribute voluntarily a small amount Rs.500-1000/- and use it to get pens for students and distribute them among the winners in the group. As a result, children feel rewarded for their efforts and put up an even better show, the next time....." Teacher, Government Boys Senior Secondary School, Kanina

Teachers participate in a lot of dance and sports-related outside activities in the school in Kanina Mandi, this also includes the morning assembly, which is just as popular with teachers as it is with the students.

Teachers in Govt. Senior Secondary School, Lorta shared that they demand new books for the library as and when required and Bharti Foundation provides them. If there is shortage of teachers then they provide the additional teachers as well for few months to tide over and arrange the payment for them as well.

Some teachers also expressed the view that QSP is largely for the students and not for the teachers. They felt that the program does not train them or provide any resources to the teachers for their increase in capacities, hence it cannot be construed as empowering the teachers. There is also some degree of arrogance among the senior teachers as they feel that their experience cannot be matched by Bharti Foundation in inculcating information to the students to achieve better results in Board.

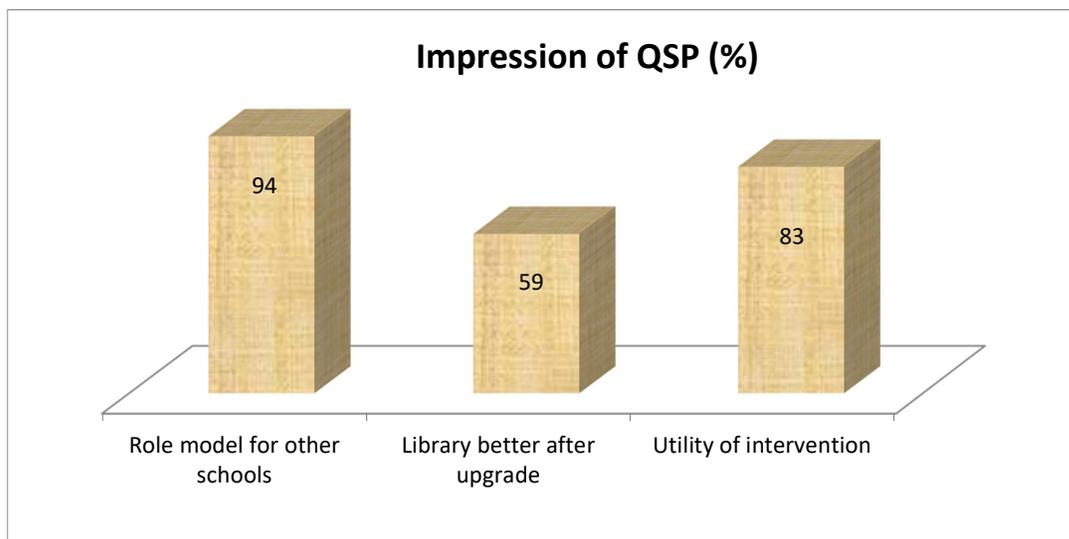
However on the utility of the intervention most teachers (83%) felt that it was useful, except for Bhojawas where nearly every second teacher (50%) was not very convinced about its utility.



The teachers new to the QSP schools and interventions felt that participation of students (especially girls) in events and leadership roles is more developed than their previous schools. They also mentioned that students in these schools are disciplined and praised them for keeping the class rooms and school premises clean and decorated. Many of such teachers reported to be influenced by the teachers (who worked with QSP) in taking greater interest in elevating students' desire for a better quality of life.

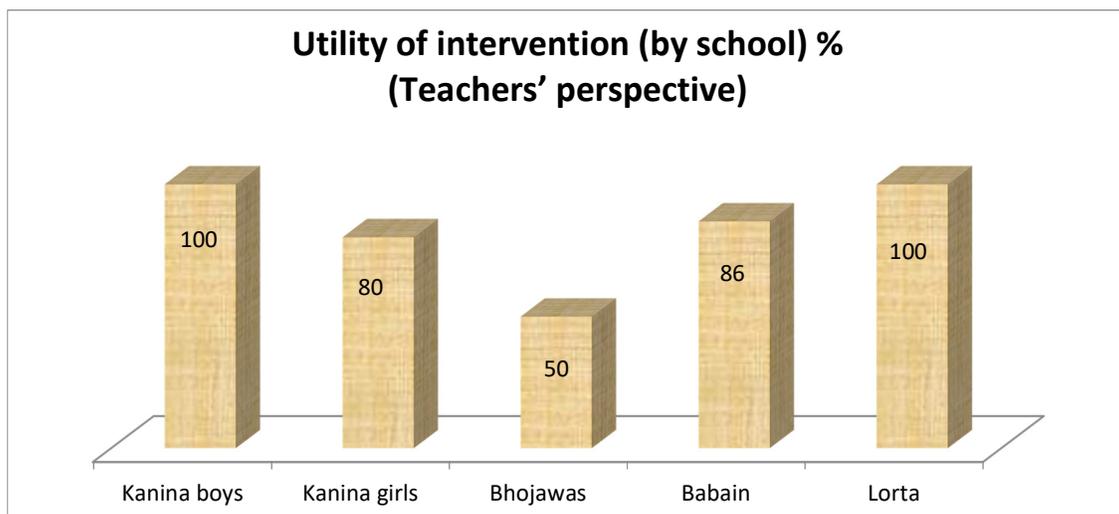
"It is better than any government school I have seen"..... New Principal (since 2016) at Government Secondary school, Lorta

Most teachers (94%) felt that their school had become a role model for the neighbouring schools and saw great (83%) utility in the intervention.



Most Principals and teachers feel that because of the facilities in their school, it is comparable with any public school of the area. Success in sports and other competitions at Block and District levels have catapulted the schools to a 'first among equal' status. Benefits of Govt. school and the facilities provided by QSP have increased capabilities of students, who have represented the school even at State level

However, not all schools were in agreement. Bhojawas School, being a Government model school was not very convinced with the utility like the schools in Kanina (Boys) and Lorta, where teachers unanimously understood the importance of learning by fun.



Discussing how the QSP has more benefits for students and nothing directly for them, they agree that their work load has increased, not only in developing science models and posters but also in keeping up with the pressure of new and interesting queries of the students. Though no formal training has been provided to teachers, still change in their attitude and methodology of teaching was mentioned

by the teachers. They report taking/consulting books from library to prepare students for teaching any new topic in class and in preparing students for competitions.

Teachers are impressed by QSP interventions. They agree that they would recommend the school (with QSP interventions) to any parent, friend or neighbor because students in these schools learn various topics easily. The students are able to attend workshops and participate in events which also help in learning creative things. Students are interested in such programs, get motivated when their efforts get rewarded, and this helps to keep the children in school. Besides, QSP helps the weak students (those who have not performed well in academics) with remedial classes/summer camps to improve learning. Teachers requested to build their capacities in managing QSP so that the program initiatives could be sustained even after the exit of Bharti Foundation from their school.

Engagement of QSP with students

The motivation to participate and win a contest has gone up tremendously in schools. Earlier the activities were restricted to schools or at the most the Block level. However now district is within their vision... and even State appears doable. Children from Government Boys Senior Secondary School, Kanina participated in a quiz contest and came second and won the award for Rs.21,000/- One child went to shoot at the State level. The morale of the students is high and they want to participate more and have the belief that they can do well.

“Earlier the school had no funds allocated to take them anywhere to participate in contests. Now we can hire a bus and be in appropriate dresses and students feel confident in the presence of the Public school children. They even won the first prize for circle kabaddi for the first time...” Government Boys Senior Secondary School, Kanina

Active participation gives rise to better engagement with the school which leads to motivated children and the sense of enthusiasm percolates to their academic performance and children give their best in education as well. During Teacher’s Day Children put up a show on their own and managed the show with great degree of self-confidence.

“Earlier we had to write a few lines and ask one child to read them out but not anymore. They decide on their own, do some research with the help of Mentor and surprise us with a performance...it is very heart-warming to see their enthusiasm...” Government Boys Senior Secondary School, Kanina

Bharti Foundation is helping the teachers in Kanina Mandi, Girls school by providing them support where needed, particularly financial support when it comes to supporting projects, science modelling etc., they help by taking classes and keeping the morale up.

“Teachers have been able to work better with help from the Mentors as part of QSP.” Kanina Mandi, Girls School

In fact, across all schools, the mentors were singled out for their support and engagement with the students and the school authorities.

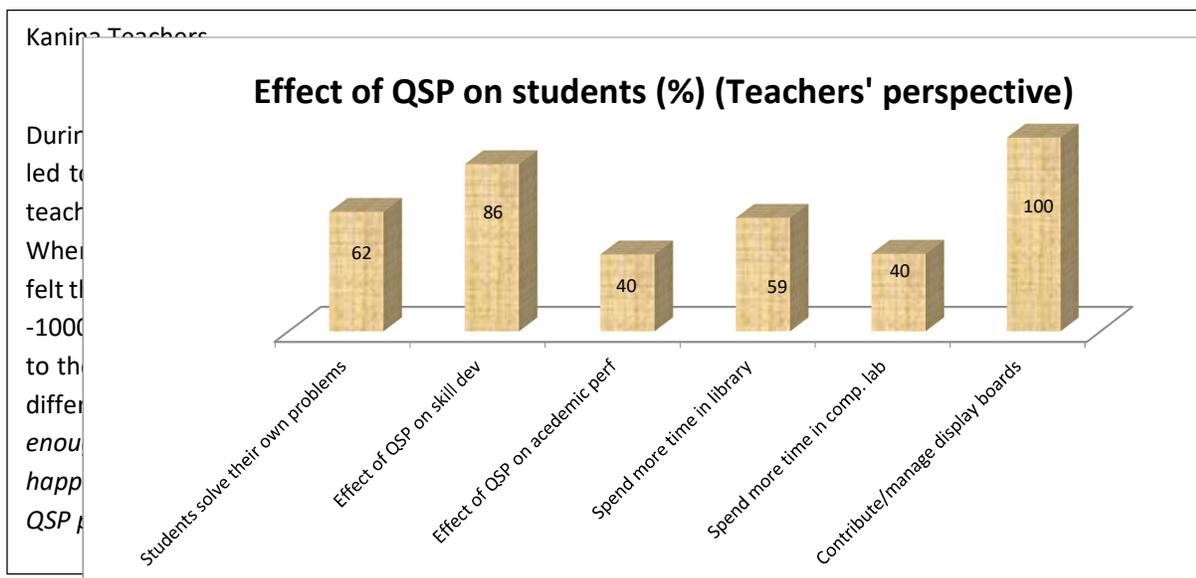
Another area where their participation has grown exponentially was mentioned as Sports. With cleaner surroundings, as part of the Swachchata Mission activities, a large number of children participate in sports compared to earlier when very few children came and some were forced to participate. Now the children come out in such large numbers that they need to hold rounds before the final selection can be made. Children know that if they do well then they get a chance to participate at inter-school competitions and therefore participation as well as preparation is high.

Library has also opened another exciting window for the students. With QSP a lot of effort appears to have been made for the students which they are enthusiastically lapping up. The teachers felt that the good habit of issuing books, holding a discussion on books has started in classes which was earlier not heard of. However in Kanina Mandi, Girls school the library period was not being followed as diligently as in Government Boys Senior Secondary School, Kanina. Even in Government Model Senior Secondary school, Bhojawas, the absence of a full time dedicated Librarian hampered the use of library by the students.

Similarly, in Babain school the Computer Labs were active and functional and integral to the school curriculum. When we visited the school there were two students on one computer and were actively participating in the exercises.

Govt. Senior Secondary School, Lorta has been working exceptionally well with computers and library. Children have a dedicated library and a functional computer lab. They spend a lot of time reading books and working on the computers.

“We have provided the students with a computer from class 6. We have also given them many small books to read that inculcates an interest and habit of reading...they take a lot of interest in these books and gain knowledge. Then we hold competitions and give them prizes which create a new zeal among them...” Govt. Senior Secondary School, Lorta



Summary Findings

Observed distinctions by new Teachers and Leaders

- Participation of students (especially girls) in events and leadership roles is more developed than in other schools
- Students are disciplined
- Teachers take greater interest in elevating students' desire for a better quality of life
- Augmentation of libraries to inculcate reading habit and enhance learning is credible
- Classrooms and school premises clean and decorated
- School features in news for achievements of students and in advertisements for any important event
- Cards printed by QSP (with school logo) to invite community leaders increases prominence of school in community

Utility of QSP interventions

- Teachers mention that there is nothing in the program directly for the teachers
- Most teachers feel that though with QSP there has been many benefits for students, their (teachers') workload has increased – science models, poster making
- Teachers report taking/consulting books from library to prepare students for competitions. Though no formal training has been provided to teachers still change in their attitude and methodology of teaching was mentioned by them
- Science laboratories have improved. Chemicals and equipment are now available, which help teachers and students in practicals
- Teachers request building their capacities in managing QSP for sustainability of the program

Reasons for teachers to include QSP in their recommendations

- Students learn various topics easily with QSP
- They have become more disciplined
- Remedial classes/summer camps have improved learning
- Dropouts have decreased after the program
 - Students are interested in this type of programs
 - They are able to learn creative things
 - They get motivated because their efforts are awarded

School is a role model for neighbouring schools

- Most Principals and teachers feel that because of the facilities in their school, it is comparable with any public school of the area
- Success in sports and other competitions at Block and District levels have catapulted the schools to a 'first among equal' status
- Benefits of Govt. school and the facilities provided by QSP have increased capabilities of students, who have represented the school even at State level

Outcome of QSP on Schools (On Facilities and Enrolment)

Spaces which provide inspiration and access to gather knowledge are important for empowering and engaging the students. Improved infrastructures of schools, like the library, computer rooms, playground etc. create a learning environment to support creative thinking and increase student engagement and achievement. The QSP assisted the schools to leverage existing resources to improve the infrastructure and facilities for better and joyful academic experience in school.

Effect of QSP on facilities for students in school

Library

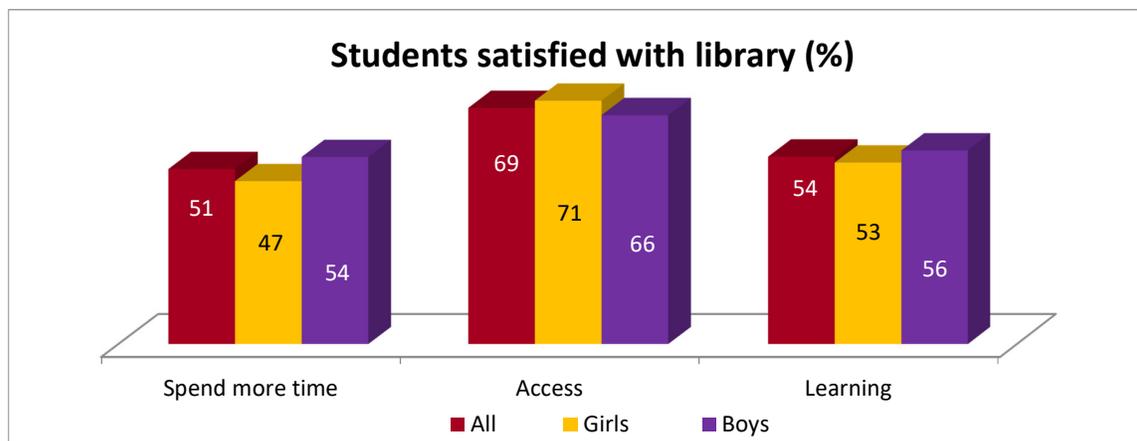
Books as tools to improve understanding of subjects and provide deeper information on topics are often said to be the best friends of students. QSP had assisted all schools to develop/improve their libraries and make them accessible to the students for them to:

- Get into the habit of reading
- Increase their knowledge

The libraries were reorganized and set open for the students. A teacher was designated for the upkeep of the library who monitored that books subscribed were returned by the students and general cleanliness of the space. Newspapers and periodicals were also made available in the library for increased information of current affairs.

Nearly two out of every three students (69%) were satisfied with accessibility of library. Well-equipped library has helped in improving learning standards among regular visitors to the library as well as those who have recently (since QSP started) spending more time in library. Boys spent slightly more time in the library than the girls. Out of the 5 schools visited, libraries of 2 schools, Kanina Mandi and Bhojawas (senior school) had limited accessibility for the students because of unavailability of designated teacher's time in Kanina Mandi and school timing in Bhojawas. Library in Bhojawas School did not match with the senior school's timing and opened only for the junior school.

"Earlier it was not arranged now it is well maintained. We can come in any time, sit here or borrow for home. We read at least 2-3 books every month...." Boy student of Class XI, Kanina Boys (Mahendergarh)



Computer laboratories

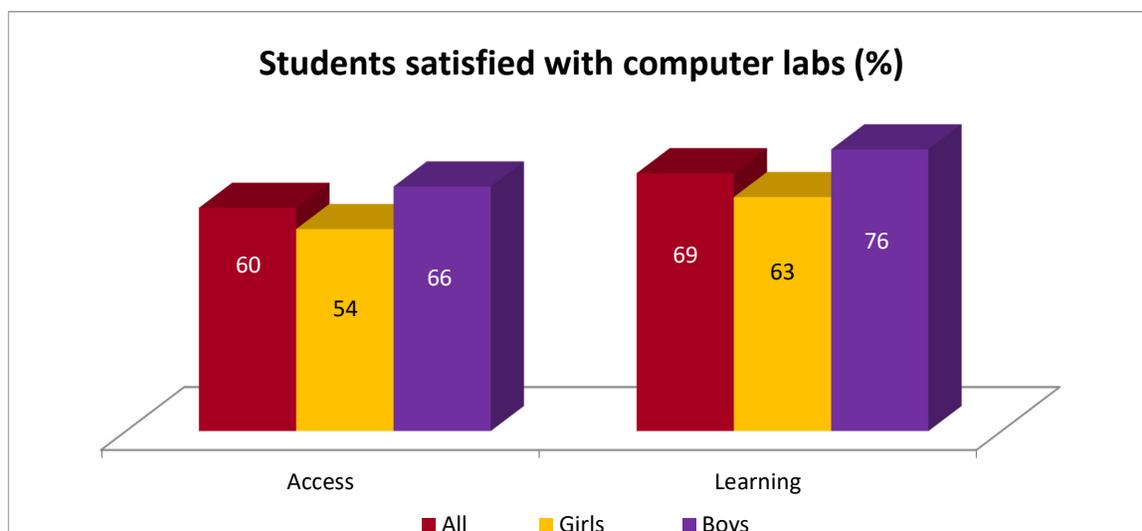
There is no doubt that with expansion of technology in our lives, learning use off computers in school has become essential. QSP started focussing on the computer laboratories (or labs as they are commonly called) in all its intervention schools because of two primary reasons:

- Knowledge of computer exposes the students to new ways of thinking and opens an ocean of information in front of them.
- Computer skill has become essential for jobs, whether basic typing or for graphic designs and HTML coding.

QSP facilitated the restoration of available computers in all intervention schools so as to improve the student-machine ratio. However, with the number of students to machines remaining higher every second girl was not satisfied with the access to computers. Many students mentioned that most of the computers are not in working condition, therefore they either managed without the machines or crowded on one machine. The boys (66%) were more satisfied with access to computers than the girls (54%) and probably for this reason the quotient of learning satisfaction was also high in boys (76%) as compared to the girls (63%). Gender bias in approaching technology may be explored further.

All students of Govt. senior secondary school in Lorta were satisfied with their learning in computer labs, followed by Kanina boys (90%) and Babain (75%); None of the students in Kanina Mandi and Bhojawas mentioned their satisfaction in the same. At Kanina Mandi and Bhojawas the computer labs are not in working condition so the students are taught theory of the topics with pictures, but they cannot practice the same on machines. A disgruntled child in Bhojawas lamented the fact:

*“Our computer lab is used for all other purposes but learning use of computers....”*Student of Govt. Model Senior Secondary School, Bhojawas

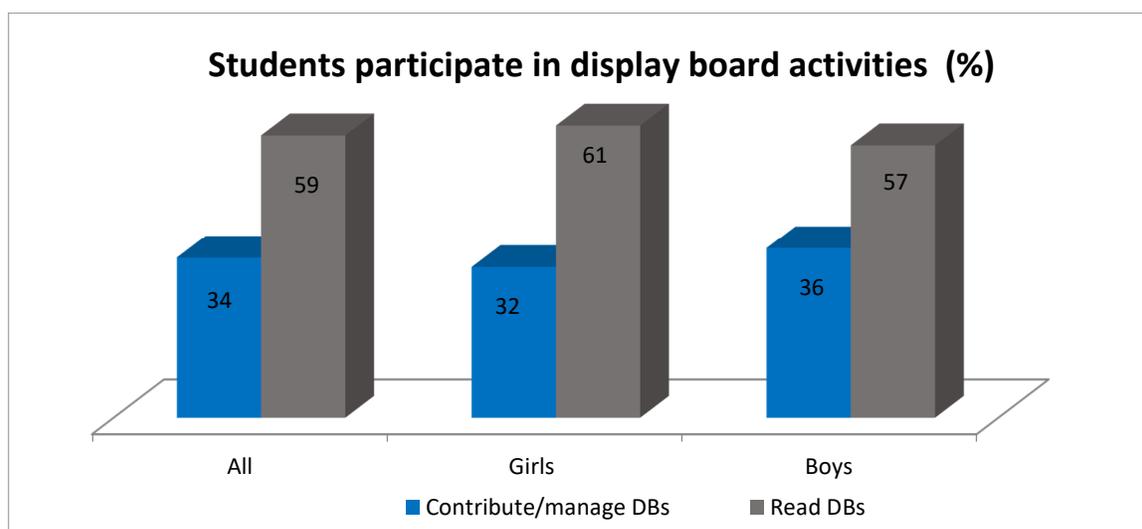


Display boards

This was an initiative introduced by QSP in all the intervention schools to create boards which are interactive and students can display their work or share any material that they find informative and interesting. It is expected that the students will understand the importance of the information shared and discuss the information to gather awareness about the topics.

These display boards (DB) were managed by Literature Club where they could display any important information from collected/written from a printed source like newspaper or magazine. The DBs also invited more creative exhibit like drawings or poems composed by the students themselves.

However, not all students are very keen on reading the DBs because the topics were of not always of their interest. Some of them could not even understand the information that was put up on the DBs. *“Initially I used to read everything on the DB but there are many that I don’t understand. So I don’t read now.....”* Student in Bhojawas School



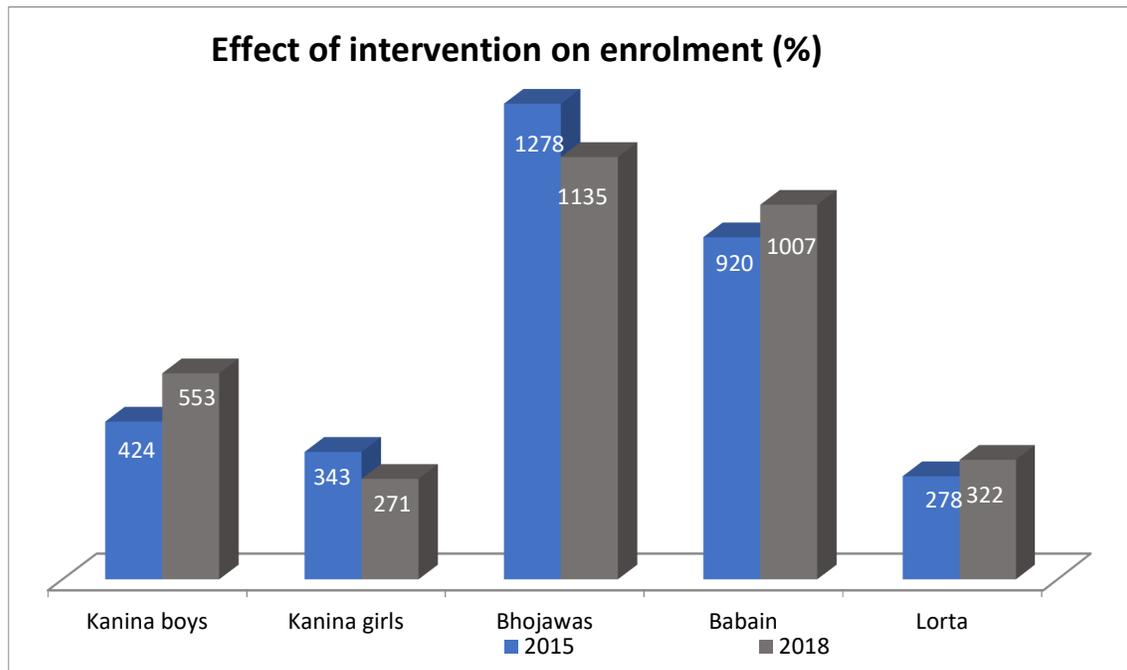
However, most (59%) of the students liked to read the material shared on the DBs and only about one in every three student contributed information to the DBs.

Effect of interventions on enrolment of students in school

Enrolment has increased in three schools - Govt. Senior Secondary School, Kanina, Govt. Senior Secondary School, Babain and Govt. Senior Secondary School, Lorta. There could be an effect of an improved library and functional computer lab on enrolment in these three schools. The access to library and computer labs is absent in Kanina mandi and at Bhojawas the student clubs are also not made, besides the non-functional library and computer lab. Whether this is the reason for lesser enrolment in these schools is a matter of further investigation.

Besides the above reasons, economic condition of the area needs deeper investigation. If the condition has improved, it needs to be examined if the students have shifted to private schools. If the

economic condition has declined it needs to be examined if students have dropped out from the school and are involved in any economic activity or out-migration. A comparative study of student facilities available in the govt. and private schools and their effect on joyful learning is also suggested.



Summary Findings

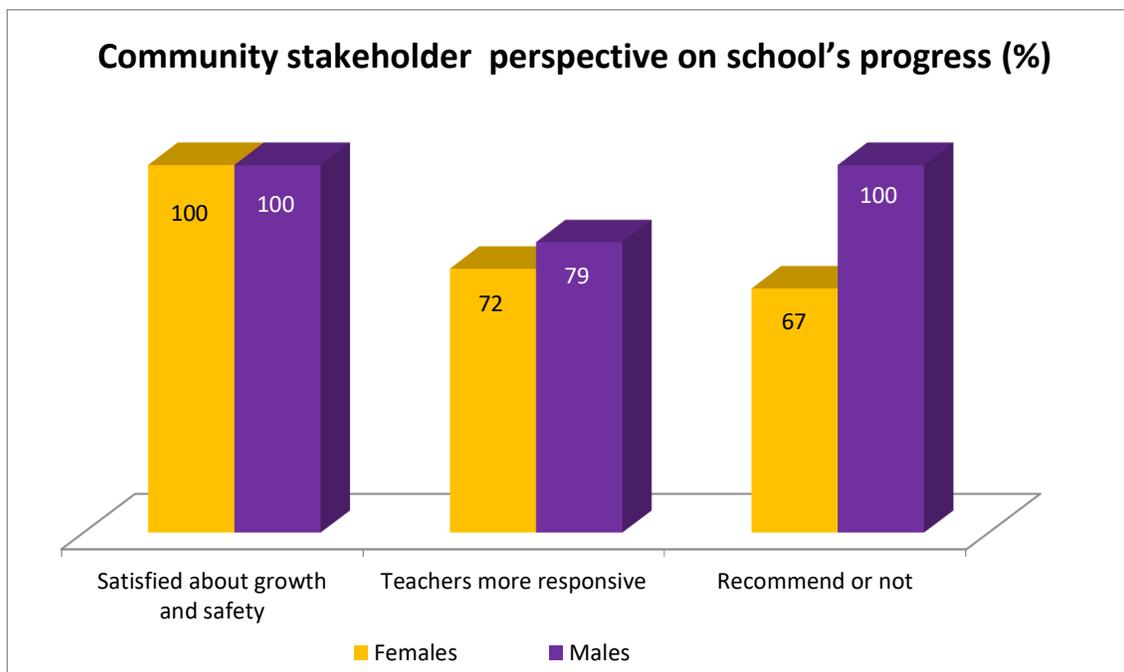
- Well maintained library has inculcated the habit of reading and issuing book on a regular basis among the students
- While it gives information, broadens the knowledge horizon and also makes them responsible by taking care of the books and returning them on time
- Everybody understands the significance of computers today. In Babain and Lorta schools where computer labs are functional one could see the enthusiastic participation of students and in other schools children complain of not being able to practice on the computers
- More students read the information displayed on the display boards and less numbers contribute or manage the boards.
- Enrolment has increased in three out of five schools after QSP intervention.

Outcome of QSP on Stakeholders (Stakeholders' Perspective)

The program has also been successful in creating communities where parents, community leaders started representing their interests in a responsible and self-determined way to the school authorities. Legacy of parents have continued in the school such as Bhojawas and Govt. Senior Secondary School, Lorta. The parents who have also been students of these schools mention the difference that they observe in the present times.

“The school administration has improved a lot. It has become more competitive in many aspects and is comparable with any public school in the area....” Father in Bhojawas

Parents and other stakeholders acknowledge that the teachers now are more educated and bright because they are identified by the government using a rigorous procedure. Information about the teachers being more knowledgeable, approachable and helpful reaches them via students and selected few community leaders who frequent the schools. Interestingly more mothers than fathers mentioned about the teachers and school administration being more responsive to children’s needs.



Many stakeholders shared that learning had becomes fun, educative, attractive for the students after the introduction of QSP in schools and were certain to mention the program while recommending the school to friends and relatives.

All stakeholders, except the women in catchment area of Kanina (Boys) in Govt. Senior Secondary School, Lorta rated the schools in their respective areas as the best. The women in Govt. Senior

Secondary School, Kanina had never gone to the school, but reportedly satisfied with the growth of and safety of their children in the school from what they had heard from their sons and daughters.

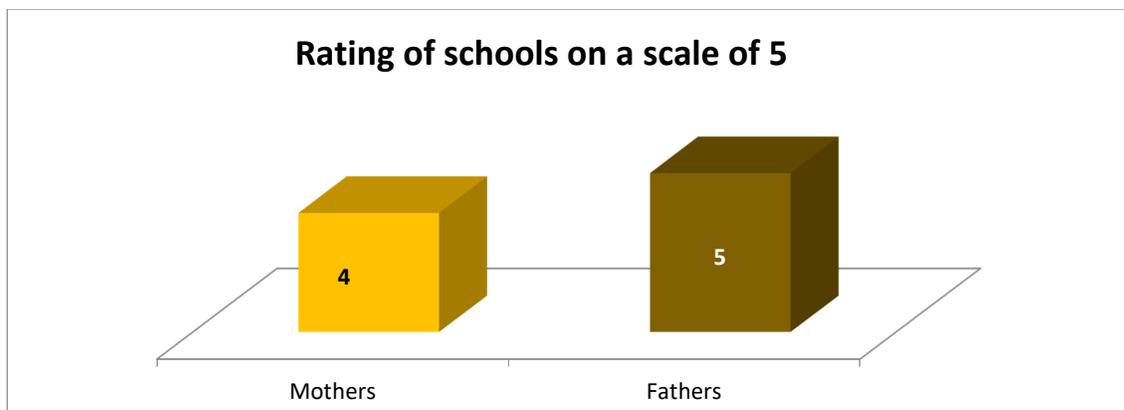
"My daughter always tells me how exciting her school life is, and always makes an effort to attend and be on time. There are new activities, new things to do, and they feel happy taking part in them with their friends. They run to school nowadays...." Mother of student, Govt. Senior Secondary School, Kanina Mandi.

Parents and other stakeholders in the community were of the opinion that after QSP interventions in the school, teachers had become more responsive. They mentioned that teachers' engagement with students had improved after QSP and they see their children actively participating in various activities like sports, quiz etc. and that the children had become more disciplined and conscious about personal hygiene.

They felt that the neighbouring schools have started taking more responsibility towards interactions with and empowerment of students to remain relevant in the area. This statement of stakeholders in the community corroborates the 'role model' statement of the teachers.

Most mothers had never gone to their children's school as it was not their custom for women to involve themselves in things not related to running of household. However, they reported that their children were happier and looked forward to attending school every morning. Gates and boundary wall have been constructed for students' safety. With new initiatives being put in place by QSP and school management, no child was allowed to leave the school premises, by themselves or with anyone. Parents mentioned that they were happy that they had either to write an application or fill in their details in a register if they wanted to take their children away when the school was running. Parents are satisfied with safety of children in school.

However, the women rated the schools depending on what they had heard from their children because they did not know much about this school. For the same reason they would stay away from recommending any school to friend or relative.



“The school administration has improved a lot. It has become more competitive in many aspects and is comparable with any public school in the area”..... Father of student in Bhojawas school

Participation in school activities

Attending Parent-Teacher Meeting (PTM) in schools is a new concept for most of the parents. Parents are divided on the role and responsibility of the school in academic progress of the child. Some parents and community leaders agree that unless they take responsibility of their children (both daughters and sons) it will be difficult for only the school teachers to push them towards success. However, some of them do not understand their role in child’s progress in school because that is considered solely the responsibility of school and teachers. Many appreciated the interest and positive thrust of QSP’s Mentors in school who discuss various possible careers and competitive exams to achieve them.

There also exists some degree of gender and economic bias, related to education, in all the villages/blocks served by the schools. A large number of parents, especially mothers mentioned not attending PTM as they feel that they will not understand whatever is discussed there. Few fathers (lower economic strata), also acknowledge not attending PTMs mainly because they feel that their immediate economic needs are more compelling than the long term future of their children; therefore they cannot skip their work (as labourers) to attend PTM. Barring a few families in in all the villages, education of their children is not high on priority list.

Teachers of all schools feel that the parents, howsoever poor should at least participate in the PTMs and contribute towards the students’ future.

Contribution towards school infrastructure

Educated and financially stable community leaders, including the Sarpanch, ex-sarpanch, retired teachers etc. readily donate money to the school for better facilities in the school for the children of their area. Principals of these schools look forward to such donations on important days like Independence day or Republic day, when the rich and important of the village donate to the school.

The community, including the Sarpanch, Ex-teachers and some local leaders arrange funds and donate to the schools to develop infrastructures. A wing of classrooms at Kanina Mandi, boundary wall in Babain, water tanks and fans in Govt. Senior Secondary School, Lorta are some examples of infrastructural support by the community.

Encouragement at home

As discussed above, there is a clear division of parents who support and encourage the students at home and those who think that progress of his child as a student is the responsibility of school. However, all parents understand the value of education in today’s society and aspire for better life for their children after education.

Most students in the schools are from financially weaker section of the society and a large number of them are first-time school goers. Most parents from this section of the society though wish for a

brighter future of their children, often do not get enough time or information to motivate the students at home.

“Many-a-time children of our families have to miss their school to help us out financially. We expect that the school will understand and help them with their lessons later.....” Parent, Bhojawas, Govt. Senior Secondary School, Lorta

Examples of parents and community leaders, who go out of their way to encourage and motivate children to do well, were also noticed. They stayed in close communication with the QSP Mentor and discussed various career options for their wards. Identifying numerous resources with the assistance of QSP Mentor and procuring them to prepare for various competitive entrance exams was also observed in Govt. Senior Secondary School, Lorta.

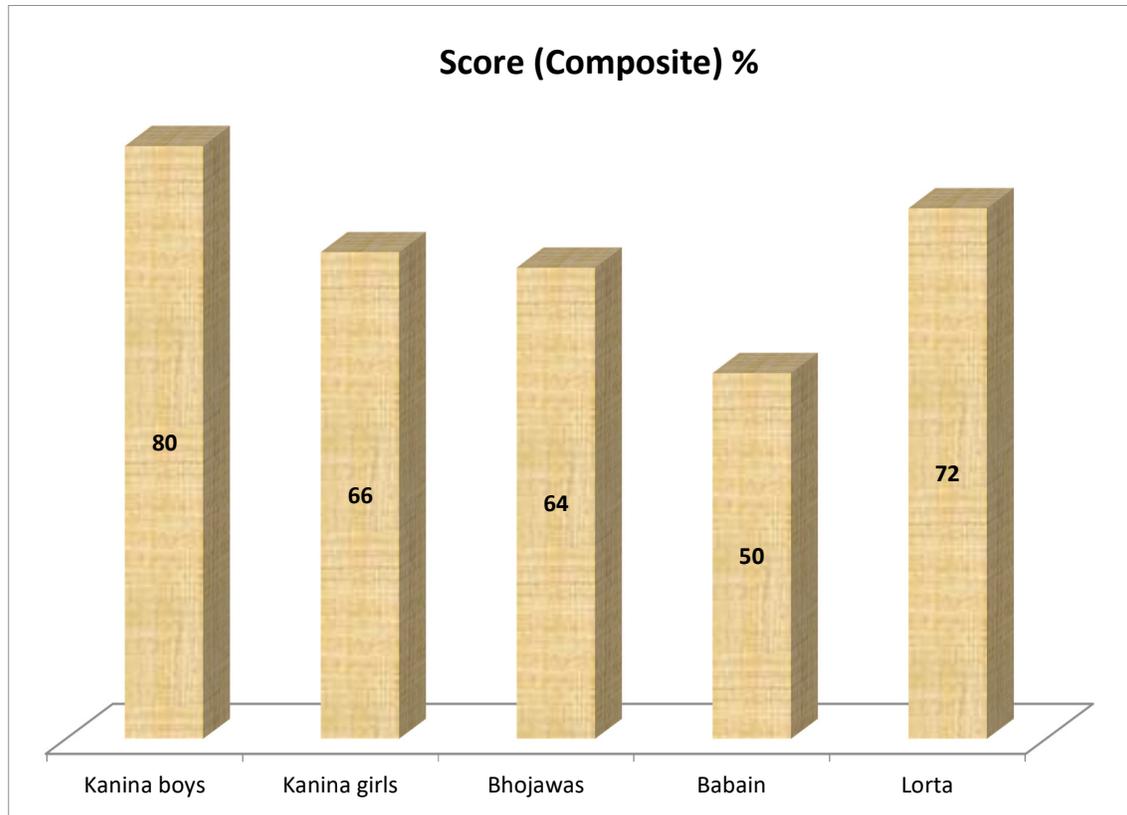
Summary Findings

School improved over the years

- Parents were of the opinion that after QSP teachers had become more responsive
- Community felt that the neighbouring schools have started taking more responsibility towards interactions with and empowerment of students
- Mothers reported children happier and looking forward to attending school regularly
- Parents are satisfied with safety of children in school
- Gates and boundary wall have been constructed for students’ safety
- Teachers’ engagement with students has improved with QSP and they see their children actively participating in various activities like sports, quiz etc.
- Children are more disciplined and conscious about personal hygiene

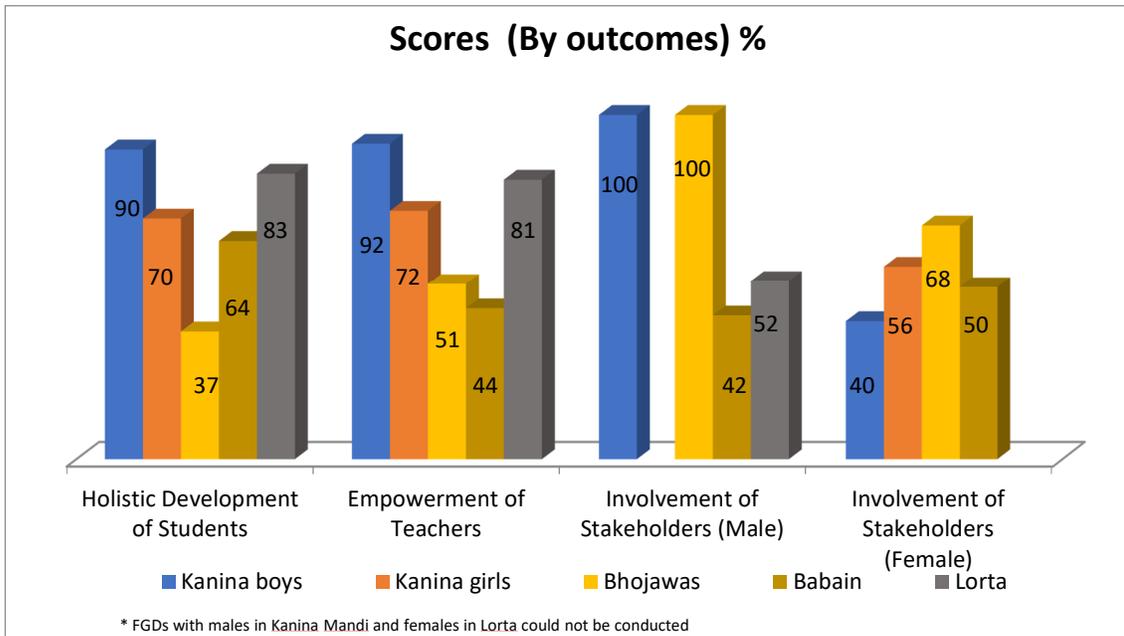
Score of Schools

Scores of the schools is based on quantitative findings by combining the scores from four pillars (outcomes) of QSP. These are aggregate of all the scores mentioned above. Kanina Boys scored 80% followed by Lorta 72%.



Govt. Senior Secondary School at Kanina had scored high on all outcomes of the program except the fourth (Involvement of stakeholders) primarily because the women in the community traditionally did not get involved in any issue which did not concern the running of their kitchen/household.

As mentioned earlier, the program was delayed by a year in Govt. Senior Secondary School at Babain. Therefore the initiatives could not accomplish the outcome results within the available time. With limited events (3) and workshop (1) conducted in the school, outcome I (holistic development of students) was the best (64%) among all other outcomes for this school.



Holistic development of students was lowest in Bhojawas because the program could not be implemented in full capacity – student clubs could not be created here because the school runs in shifts, so limited time available for the students. Focus of the teachers in the school remains completing the academic syllabus within the available time.

CHAPTER FOUR: RECOMMENDATION AND WAY FORWARD

This is just the very beginning. Bharti Foundation has to continue QSP in order to make a long term impact. It would also be good to continue to engage with the teachers who have moved out of QSP schools, in order to track if QSP practices are being followed in new schools and therefore working towards a broader impact. Similarly, continuing relationship with transferred Head Masters/ Mistresses to expand the influence of QSP in more schools, without a structured program in those schools.

The changes that have been mentioned in the report are sometimes not visible to visitors in the school. For visibility of QSP outputs, a display board or a report card specifying QSP interventions and changes in critical school indicators may be put up at a place frequented by visitors within the school.

The QSP has achieved its outcome results to a large extent. All stakeholders including teachers, parents and people in the community have mentioned noticing that changes are beginning to show among students. eg.

- They want to go to school every morning and enthusiastically participate in different activities
- They have become more disciplined
- Multi fold increase in the engagement of teachers
- Increased sense of ownership of community towards development of school infrastructure
- Improved infrastructure has increased confidence in accessing better opportunities

Therefore the way forward needs to be carefully deliberated and implemented. In the following pages we discuss the way forward by outcomes:

Students

QSP is working with both boys and girls. However, deep rooted discrimination in the society affects attitude of students and teachers. Therefore, special focus needs to be put on topics like gender discrimination in day-to-day life, which should be conducted with both boys and girls alike in the schools

Students have started taking initiatives and shouldering responsibilities and have mentioned that they like to be rewarded for the activities they conduct. This increases their motivation to work further. However, for QSP interventions to be sustainable there is a need to focus on developing intrinsic motivation of students, who will still work with the same enthusiasm if there is no reward at the end of the activity.

Teachers

Positive effect of QSP on teachers' engagement and motivation is fairly visible and has been acknowledged by the parents and community members. Teachers have also agreed to have changed their approach to teaching. They now feel the need to increase their own capacities to carry forward the initiatives. Teachers' capacity building is therefore needed for their ownership of QSP and for sustenance of "joyful learning". Teachers from Govt. Boys Senior Secondary School, Kanina felt that even they should be provided funds to attend workshops outside the State and nationally in order to further enhance their capacity and for them to be in a position to undertake courses in "joyful learning" so that they can bring those inputs into their regular teaching.

QSP has worked towards attaining joyful learning in the schools where it has been implemented. But the deep traditions followed by the teachers have not yet changed, including violent disciplinary methods. The QSP requires to take a strong position prohibiting corporal punishment in schools so that harmful effects on the mental and physical health of students can be checked.

There is also a need to focus on intrinsic motivation of teachers for them continue to use the fundamentals of QSP in other schools, as principals and teachers move to other schools. Continued engagement with such teachers will help the program understand the cascading effect in whichever schools they get posted after being in QSP intervened schools.

Community

Parents, particularly mothers have shown satisfaction with safety and security of their children in school after QSP. However, greater involvement of mothers is needed including their active participation and more attendance in PTM. Therefore there is a need to strengthen engagement with community (especially women).

Exit strategy

Teachers from Govt. Senior Secondary School, Lorta were of the opinion that Bharti Foundation has made some very useful arrangements and if the school continues to manage them well, then things can move on well. They have given the computers and even if they leave, things will keep going. Their presence will be missed by the students, teachers and school administration but with passage of time the teachers were confident that they will be able to fill the gaps.

“It might take a year or two. Things will move forward and improvements will be done...” Teachers, Govt. Senior Secondary School, Lorta

While the above sounds very positive there is a need to discuss an **exit strategy** with the Principal and Teachers at the time of initiation of project. This would allow the program to evaluate and provide feedback on school’s ability to implement QSP by themselves. The school management will also be aware and therefore during the exit of Bharti Foundation, they should be made comfortable in implementing QSP. The Foundation with its experience of implementing the QSP in various schools should consider handholding during the exit phase. It would be a good idea to continue financial assistance for adequate period before exiting completely from the school. The heads of financial assistance can be discussed with the Principals and teachers after the evaluation.