



# The Janaagraha Centre for Citizenship and Democracy Bala Janaagraha Impact Assessment, 2014-2015

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# Executive Summary

In 2001, Janaagraha Center for Citizenship and Democracy (JCCD) started the Bala Janaagraha programme, a civic education programme, which aims to transform today's children into informed, responsible, and active citizens' with a focus on urban governance and planning issues. Bala Janaagraha programme is conducted for Grade 8 students across government, private-aided and private schools in 24 cities across India. The programme is also designed to enable critical thinking when it comes to addressing local civic problems.

In the academic year 2014-2015, the programme covered 24 cities across India, with 36,000 students in 485 schools. The programme witnessed 118 percent growth in the number of students from previous academic year (2013-2014). The city outreach of the Bala Janaagraha programme increased from 11 to 24 cities in 2014-2015. The number of schools participating in the programme, grew from 233 to 485 schools. Today, school administrators across the country have started to acknowledge the benefits of civic learning in preparing their students for citizenship, college and careers.

The central objective of the Bala Janaagraha programme is to improve civic knowledge among on the programme participants. In 2014-2015, the Bala Janaagraha programme has been successful

in achieving this objective. In 19 cities across pan-India, the Civic Literacy Test scores for the Bala Janaagraha students increased by 18 percent, post- programme delivery.

The programme is also successful in inculcating civic awareness and civic engagement, as students appear more knowledgeable of civic authorities and participate in civic activities after the completion of Bala Janaagraha programme. The findings from the Focus Group Discussions and the Photography Project provide further evidences of how post programme completion, a Bala Janaagrahi continues to see the value of the programme in enhancing civic values and engaging in different types of civic activities. In addition, the programme alumnus becomes an ambassador for the programme, spreading the programme learning among the members of his/her family and the larger community.



# Chapter 1: Introduction

## 1.1: OVERVIEW

"The success of our nation and state depends on educated, informed and active citizens and residents." (The California Task Force On K-12 Civic Learning Report, 2014, Executive Summary) However, India in the midst of public educational reforms is yet to incorporate a good civic education system. This is a major policy oversight since India is a young nation. 28 percent of the population are in the age group (0-14 years), as of 2014 (indexmundi.com). It is important for policymakers to realize and recognize the significance of providing quality civic education. The goal of civic education is to promote democratic values and encourage future citizens' to take part in governance beyond exercising voting rights.

In 2001, Janaagraha Center for Citizenship and Democracy (JCCD) started the Bala Janaagraha programme, a civic education programme, which aims to transform today's children into informed, responsible, and active citizens' with focus on addressing local civic issues. Bala Janaagraha programme is conducted for Grade 8 students across government, private-aided and private schools in 24 cities across India. The programme is also designed to enable critical thinking when it comes to addressing local civic problems. As an an-



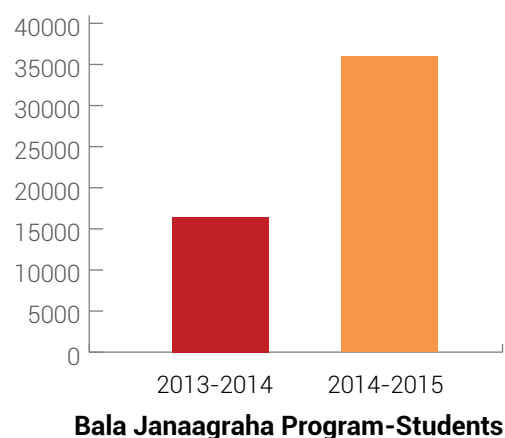
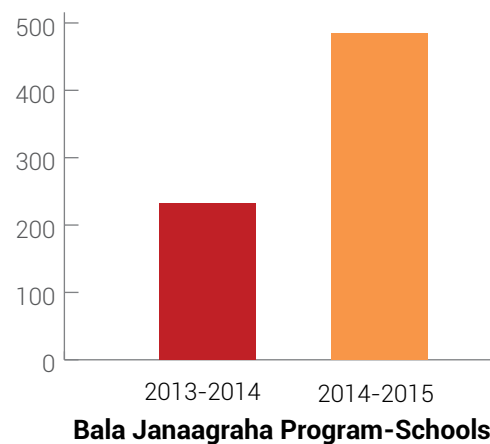
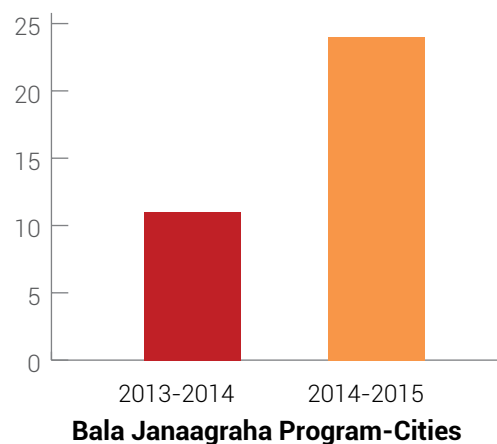


cillary outcome, it is expected that through this knowledge building initiative, the youth will be emboldened to take first step towards active citizenry. In the long run, a multiplier effect will lead to the creation of youth leaders, who will be agents of change in their homes and neighborhoods, by being catalysts for civic participation.

In academic year, 2014-2015, Bala Janaagraha programme covered 24 cities across India, with 36,000 students from 485 schools. From the last academic year (2013-2014), number of cities covered by the programme increased by 108 percent that is, from 11 to 24 cities. The number of schools (government, private-aided and private) taking part in the programme grew by 108 percent, as the number of Bala Janaagraha schools increased from 233 to 485 schools. Finally, the number of Bala Janaagrahis grew by 118 percent that is, from 16,439 to 36,000.

**Table 1: Bala Janaagraha Programme (By Cities, Schools, Students)**

Bala Janaagraha Programme	2013-2014	2014-2015
Total Number of Cities	11	24
Total Number of Schools	11	24
Total Number of Students	233	485
Total Number of Cities	16,439	36,000



The programme intends to reach 531 schools in 25 cities covering 39,000 students in FY 2015-2016 to inculcate democratic ideal of individual freedom and equality.

## 1.2 LITERATURE REVIEW:

Democracies across the world have acknowledged the significance of civic participation as a right and responsibility. But over the years, civic engagement, beyond voting, have been declining since the end of Second World War. In 2000, Putnam wrote, "Bowling Alone." The book talks about America's changing behavior, as individuals become more disconnected from one another and how the social structure is affected, following the disintegration of the PTA, church or political parties. While Putnam was referring to the changing social fabric of the American community, similar trends have been witnessed in countries such as India. In India, the last election held in 2014, recorded the highest voter turnout (66.4 percent) since Indian independence. But even if India seems to be voting, urban India is plagued by low-voter turnouts, low levels of civic engagement and poor quality of citizenship. In 2014, the Janaagraha-Brown Citizenship Index Study revealed that in urban India where population growth exceeded in-

JB-CI Report (2014) identified "practicing citizenship," as three things: First, basic knowledge of politics and how state functions. Second, full freedom of participation in public life and this implies not just voting, but exercising associational freedom to engage in activities of public relevance across social boundaries, including gender, religion, caste and class. Third, able to engage with the state and all its agencies as a bearer of rights, not as a client or subject (JB-CI Report, 2014, 9).

crease in rural India for the first time since independence; electoral forms of citizenship are more prevalent than the non-electoral forms of engagement with the state (JB-CI Report, 2014, 4). In Bangalore, interesting patterns emerge in the context of practicing citizenship. Overall, Bangaloreans do not participate in the other forms of civic engagement beyond elections.

Keeping in mind the challenges of engaging with the urban India, promoting civic learning among children can be effective strategy to inculcate the values of practicing citizenship. Civic learning done right can help to develop "critical thinking, problem solving, communication, collaboration, creativity, initiative and innovation" (Torney-Purta & Wilkenfeld, 2009). A Stanford University Report echoes similar views. The report stated students exposed to civic learning receive balanced knowledge, skills and values, allowing them to become effective members of the society (Youth Civic Development & Education Report, 2014). The works of Kahne and Middaugh (2008) found that civic learning opportunities effectively develop civic commitments and capacities. Accordingly, they would argue that "the education and preparation of students to be informed and engaged citizens is essential for their empowerment and for the overall health of our democracy. Any democracy, worthy of that designation, must provide these opportunities in an equitable way." In India, civic edu-

cation is delivered at the school level. However, the nature and scope of delivering civic education at the school level, leaves much to be desired. In the words of Professor Krishna Kumar, former director of NCERT, "getting small children accustomed to spiritedly copying the teacher's words, teachers undermine the democratic ideal of individual freedom and equality." (Kahne and Middaugh, 2008, 22)

Beyond the challenges of inequitable provisions of infrastructure, rapid urbanization poses challenges to sustainable development. In early 90s, only five Indian cities were occupied by over a million people and 17 per cent of India was urban. By the mid-2000s, Mumbai, Delhi and Kolkata were populated by more than ten million people and over a million were residing in 53 cities across India. There is nothing wrong with the dominant perspective of cities are viewed as the source of national economy. However, problems arise when there is improper coordination of the expenditures between the local and central government at city level. These issues affect the residents of the cities, including the younger generation.

An article by Ghosh and Mukherjee (2014), investigates, the causal effect of air pollution on children. Their results show that particulate matter caused from air pollution negatively affects the health of children, specifically respiratory issues. Improving the air quality in urban

cities can largely benefit the health of the younger population and promote good health for their future. The work of Lester and Russel (2010) focus on improving health outcomes of children through more green spaces and play area for the children.

The UN- Habitat (2013) has come up with a new perspective of urban prosperity. The first point mentions about the city growing economically by generating the income from employment to meet the adequate standards of living in the city. Secondly, a prosperous city is aligned according to infrastructure and basic needs that are required to sustain its population and economy, for example, proper sanitation, water and power supply, roads, and communications technology etc. The third point refers to social services such as education, recreation, health, safety and transportation for residents to excel in their individual lives. Fourth, a city where large amounts of the population live in poverty and unemployment cannot be called prosperous.

While taking into account all the criteria needed for a prosperous city defined by the UN- Habitat, it is important to note that these meet the criteria for a child-friendly city as well. Urban cities that can accommodate the needs of children are known as child-friendly cities (Gleeson and Sipe, 2006). Policing, planning, transport and housing, designs and policy implementation are necessary tasks that are required to

improve the quality of lives of children (Gleeson and Sipe, 2006). This view centers institutional structures, professional understandings and social practices on the wellbeing of children in the city (Gleeson and Sipe, 2006).

Chatterjee (2006) talks about incorporating youth's view on planning and designing of the cities. "India is known for its neglect of children in public policy as reflected through its abysmal allocation of 1.6% of the Union Budget for all child specific programs" (Chatterjee, 2006). The UN Child Friendly City global initiative (UN CFC), Agenda 21, and Habitat Agenda, work together with local governments to increase quality of life in children and make the globalizing landscapes of Indian cities child-friendly.

Taken together, the results and research indicate that there is an increasing need for cities to incorporate, engage, and support the rights of children and promote child-friendly initiatives for the betterment of the younger populations in urban India. Incorporating urban planning and development challenges as part of civic learning is an important intervention itself. Infact, the focus of civic learning is to improve participation in civic life, both in terms of more citizens participating through quality engagement (Gordon & Baldwin-Philippi, 2014).



### 1.3 BALA JANAAGRAHA PROGRAMME OVERVIEW:

Bala Janaagraha Programme is conducted between June/July and January/February. Using an interactive child focused pedagogy, the programme has four core components: a structured module of twelve classroom sessions, 4 sessions of e-module session ("I Change My City"), 4 sessions of civic project, and 2 sessions of civic fest. The civic fests are conducted as mini, zonal, regional and national, offer a platform to the students to showcase their civic projects and compete for the chance to be recognized for their outstanding work. The key objectives of the programme, include the following:

- **Educate:** A practical civic awareness / education programme for Grade 8 students of Urban India.
- **Active Citizenship:** Create Active Citizenship values in young people through the educational system
- **Empower:** With knowledge, skills and values necessary to develop a deep sense of ownership and responsibility towards their society.
- **Demystify Local Governance:** Introduce the political relevance of the ward and stress the need for citizen participation in local governance.
- **Groom "Champions of Change":** Identify the little "Champions of change" as future agents of change.

#### 1.3.1 BALA JANAAGRAHA CLASS ROOM SESSIONS:

The curriculum is delivered from the Resource Book, "I Change My City-A Guide to Active Citizenship." The book called "I Change My City-A Guide to Active Citizenship." The book is available in number of Indian languages (for e.g., English, Hindi, Kannada, Telugu, Malayalam, Marathi and Tamil). The book covers following topics such as, operations of local governance in cities, sustainable urban development, and role of active urban citizen. In addition, the book refers to the City-System framework and proposes viewing the challenges of urban India through the lens of the framework, with four defining aspects:

1. Urban Planning and Design
2. Urban Capacities and Resources
3. Transparency, Accountability and Participation
4. Empowered and Legitimate Political Representation

These four aspects also represent the building blocks for transforming the cities and creating more sustainable future of growth. JCCD that started Bala Janaagraha programme work with the citizens and government to transform the four aspects of India's City-Systems:

**With citizens:**

5. Cities acting as the grassroots base to develop “civic franchise” models
6. Online platforms (for e.g., I Change My City, I Paid Bribe) are built for scalable citizens reach and engagement.

**With the Government:**

1. Demonstrable pilots whenever possible to drive institutional change
2. Deep advocacy for policy reforms.

60 facilitators from JCCD and EduMedia to deliver the twelve classroom sessions for the academic year in schools and cities. On the first day of the classroom session, students complete the pre-civic literacy test. The post-civic literacy test is conducted on the last day of the classroom session.

Each classroom session is conducted for forty minutes. The facilitators draw extensively from the Resource Book. In addition, there are audio and visual resources allowing students to engage at an experiential level about the city and urban democracy. The students are encouraged to read from the Resource Book to understand about the city, challenges of urban development, urban governance, Constitu-

tion, Active Citizenship, sustainable development and disaster management.

**1.3.2 CIVIC PROJECT**

The Civic Project is a theme-based real time research project, which focusses on problem solving skills. The theme of the Civic Project is based on any one of the eight modules from the curriculum.

Under the guidance of the Facilitator/Bala Janaagraha Mitras, students choose one issue to investigate in depth. They conduct field work and devise data collection tools to understand the issue in their neighborhood, and then develop simple solutions that they can implement. Through this activity, they gain sensitivity to important civic issues that affect them on a daily basis.

**1.3.3 BALA JANAAGRAHA CIVIC FEST**

The programme culminates in the mini civic fests and civic fest finals, which are held in December and January. These serve as a platform for the students to showcase their work and solutions among their peers, civic agencies and community. Each partner school also commits to sending its students to compete in a mini-civic fest, held



in their area in December, followed by the civic fest finals held in January/February (if successful in reaching this stage). In 2013-14 the programme hosted the first national level Civic Fest, with 11 Indian cities in the month of February.

### 1.3.4 PROGRAMME TIMELINE:

Table 2 outlines the different components of the Bala Janaagraha Programme. The Programme is conducted from June to February. The programme module is currently structured around three main elements – classrooms sessions (including curriculum and E-module), civic project and the civic fest.

**Table 2: Bala Janaagraha Programme Timeline**

Timelines	Programme Elements
June-December	Classroom Sessions and E-Module
August – November	Civic Projects
December – February	Civic Fests
February-May	Onboarding to onboard schools for the next programme year, recruit and train facilitators and put in place other logistical processes necessary for the programme year.

### 1.3.5 BALA JANAAGRAHA ORGANIZATION CHART

Under the facilitator model (See Figure 2), the Bala Janaagraha programme is headed by the Bala Janaagraha Manager and supported by the Bala Janaagraha Associates. The Bala Janaagraha Manager reports to the Programme Coordinator (Programme Head). On the ground, the programme is administered by programme facilitators who are responsible for a certain number of schools based on geographical location. The facilitators assume overall responsibility for the successful delivery of the programme in their respectively assigned schools

In this endeavor, the facilitators are supported by Bala Janaagraha Mitras (BJMs) - highly trained volunteers from the local school community, corporate world, or from partner schools themselves - who help deliver the programme modules. The BJMs undergo an orientation and training session prior to the start of the academic session, and attend regular meetings with their respective facilitators to keep abreast of civic news from the urban centers where they teach/facilitate.



Figure 2: Facilitator Model (direct administration by Janaagraha – based on current figures)

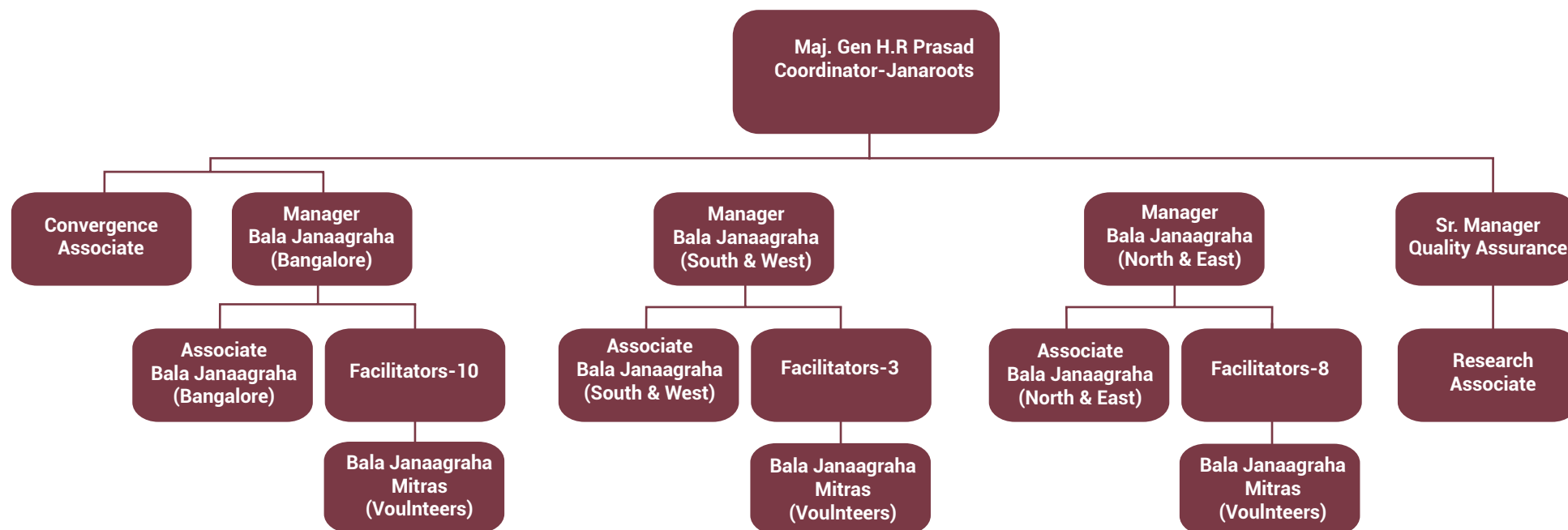
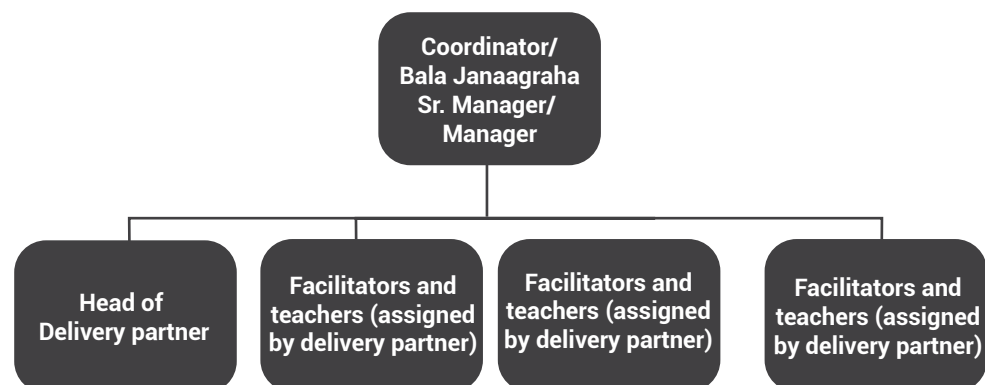


Figure 3: Partnership Model (programme administered by External Delivery partners)



Bala Janaagraha –one of the flagship Janaagraha’s programmes, and core grassroots initiatives – is now in its thirteenth year of operation. Since 2012, JCCD partnered with Edumedia, to deliver the Bala Janaagraha curriculum in 12 cities. Under the partnership model, programme designing is carried out by JCCD. Programme implementation and delivery is carried out by the partner in select schools and cities.

## Chapter 2: Methodology

Bala Janaagraha is a civic education programme aiming to transform today’s children into informed, responsible, and active citizens’. In order to evaluate: how the programme is performing? How effective the programme is in providing civic learning? We conduct both the Programme Theory Assessment and Impact Evaluation.

A Programme Theory models the theory behind the programme. In this case, the programme involves imparting civic education to today’s children into informed and responsible citizens. The methodology used in programme theory assessment is Theory of Change (J-PAL).

In addition to the Programme Theory Assessment, we conduct an Impact Evaluation. A properly designed impact evaluation can help to an-

swer questions, such as, programme performance and assist in decisions about scaling up. A well-designed impact evaluation can answer questions about programme design, the elements of the programme that is working and otherwise. Impact evaluation also provides policy-relevant information on redesigning the existing programme or designing future programme. The methodologies used for impact evaluation, include Baseline/Endline Survey, Focus Group Discussion and Bala Janaagraha Photography Project.

In addition to applying different techniques for evaluating the programme, for purposes of day-to-day monitoring of the programme, Bala Janaagraha follows the concept of Balanced Score Card (BSC). Each year the management team identifies and defines Key Performance Indicators (KPIs) for the coming year. Reviews are conducted quarterly to assess actual achievements against targets set. This rigorous system of internal review ensures that project activities are carried out not only to a pre-designated level of satisfaction, but also in a timely fashion. Where targets are not met, problems in the processes are identified and remedied for future years. In the coming year, the entire Balance Score Card (BSC) process will be moved online on Clear Point – a web-based, strategic planning and performance management software. The periodic BSC reviews are accompanied by weekly agenda meetings with the management team (including facilitators) to

report successes, failures and troubleshoot problems / challenges.

## 2.1 SURVEY SAMPLING AND EXECUTION:

In table 3 we present an overview of the sampling universe for pre/post civic literacy test. However, for the purposes of conducting impact evaluation, we consider students who were present for both the Baseline and Endline Surveys. Accordingly for the academic year (2014-2015), the total sampling universe for the pre/post civic literacy tests was 20,240 respondents.

**Table 3: Bala Janaagraha Program Sampling Universe**

Population Sample	Pre Civic Literacy Test	Post Civic Literacy Test
Total # of Respondents (English)	24,465	19,355
Total # of Respondents (Kannada)	1,133	238
Total # of Respondents	629	867
Total # of Respondents (Hindi)	26,227	20,460

The decline in number of respondents in the endline survey is attributed to school dropouts and absentee students, since the surveys are conducted towards the end of academic year. The Pre Civic Literacy test is administered in June/July. The Post Civic Literacy test is conducted at the end of the programme period during Feb/

March. These are standardized paper based surveys administered to students across all cities by the Facilitators. The survey measures student civic literacy using three categories: Civic Knowledge, Engagement and Awareness. Under these broad categories, series of questions are asked during the baseline and endline surveys. In designing the questions for civic literacy tests, efforts are made to ensure that questions do not get repeated.

Facilitators/BJM and teachers overseeing the survey execution for respondents, were provided detailed guidelines on how to conduct surveys. Absentee students are barred from taking the surveys on any other days, so as to reduce biases.

### 2.1.1 ENTRY AND CLEANING OF DATA:

The surveys are conducted on paper. Once the surveys are completed, they are mailed to the JCCD office. Data entry and coding are conducted by an external agency, HANSA Research Group Private Ltd. The surveys had open and close ended responses. Not all questions are scored, especially opinion questions. In order to track student progress between the pre/post civic literacy tests, each student is assigned unique ID. The student UID has four components: Year in which the school became part of the programme, name of the city,

school name, and student number. The surveys also capture student's personal information, including student names; students' father and mother names; student age; contact information (residential address, phone number, email ID); school name; and school address. The student level information is collected as part of organizational outreach to keep track of its alumni.

As part of data cleaning efforts, data entry template for the surveys are generated by the Research team of Janaagraha, and handed over to the data-entry team. All the data (close and open-ended) are entered in an excel spreadsheets. In the case of open-ended responses in Kannada and Hindi, the translation are entered in the next column, as-is in English. Moreover as part of the data-cleaning efforts, the Research team include spreadsheet that lists all of the data-cleaning rules based on responses that were considered acceptable/unacceptable. In case of coding errors, where respondents opted for multiple responses, the data coding team is instructed to choose one response using the randomization rule.

## 2.2 FOCUS GROUP DISCUSSIONS

In order to get deeper insight and detailed information on youth civic

engagement and civic thinking skills those are not easily discerned through quantitative data-collection methods (surveys), we conducted Focus Group Discussions (FGD). The FGD are designed to generate discussions on the following themes: nature of civic engagement before/after the Bala Janaagraha programme; conceptualizing the Ideal City, role of Active Citizenship, sustainable development; future engagement with the Bala Janaagraha programme as Alumni; specific of the Bala Janaagraha program, including themes, feedbacks, suggestions on the Resource Book, the Civic Project, and post programme engagement.

### 2.2.1 SAMPLING AND EXECUTION:

Two focus groups were conducted for an hour, comprising of twelve participants in each group. The students who participated in the FGDs were participants of the National Civic Fest, 2015. The FGDs were led by moderators from JCCD (Sayantani, Alia and Reema), guiding the discussion and keeping the group focused on the discussion. The entire session was recorded and transcribed as is in English.

## 2.3 BALA JANAAGRAHA PHOTOGRAPHY PROJECT

The first objective of the photography project was to understand how



a child's view Bangalore and urban infrastructure challenges affect their perspective on urban planning and quality of citizenship/ life. A second objective of the project was to provide insights on how the programme shapes students' understanding of urban challenges that Bangalore is facing and their role as citizens within the city. With respect to this objective, the project aimed to answer the following questions:

- Does Bala Janaagraha shape how students perceive urban infrastructure challenges? If so, how?
- How do Bala Janaagraha students, as compared to non-Bala Janaagraha students, understand issues related to urban infrastructure?
- Are there any key aspects of the Bala Janaagraha programme that the students do not seem to have integrated into their view of the city? If so, what are these?

### 2.3.1 SAMPLING AND EXECUTION:

The project was carried out in ten schools with five to ten students from each school. There were five schools that were already participating in the Bala Janaagraha programme, and five schools that were not part of the Bala Janaagraha programme. As the Bala Janaagraha programme focusses on providing civic literacy to Grade 8 students, all the students selected for the project (including the non



Bala Janaagraha schools) were from Grade 8.

Bala Janaagraha facilitators running the programme in Bangalore helped to select nine schools. A tenth school that did not participate in the Bala Janaagraha programme was identified with the help of Adobe Youth Voices, a non-profit that runs a digital video programme in poor schools around India. The final set of ten schools included a mix of government and private schools with students from a variety of socioeconomic backgrounds. The students who participated from each school were selected by a teacher. This could result in sampling bias, since as teachers may have selected students that they felt were particularly articulate and civically engaged.

Once the students have been selected by the teacher of 5 to 10 children would go on a walk in the area around their school guided by members of the research team and Bala Janaagraha facilitators. Each of the students were assigned a tablet for taking pictures that represented key positive and negative issues of the city. Afterwards, students participated in 10 minute interviews to discuss the significance of the photographs they have taken for the project.

### 2.3.2 ENTRY AND CLEANING OF DATA:

Once interviews and worksheets completed, respondent information was coded and analyzed using the qualitative software, NVivo-QSR. NVivo helped to identify different themes based on the open-ended interview responses and pictures taken by the students who took part in the project. Once the themes were identified and coded, it went about answering the research questions.

In future, while acknowledging the challenges of measuring civic learning among children, we will explore other methodologies for measuring civic knowledge, awareness and engagement. Redesigning the pre/post civic literacy test that encourages more students to take the survey and complete them. Using external agen-





# Chapter 3: Results

	Activity/Input	Output
Objectives	-Bala Janaagraha Resource Book. -12 Curriculum Sessions delivered by the Facilitators -4 E-module sessions -4 Sessions of Civic Projects -2 Sessions of Civic Literacy Test	Increase in Civic Literacy Score -Increase in Civic Awareness and Civic Engagement -Civic Fest
Indicators	# of Bala Janaagraha Resource books, translated into multiple languages, and provided (for free) to the students # of Facilitators delivering the curriculum sessions # of computer games delivered either through individually handled computers or as a classroom activity	-Percentage change in civic literacy scores between pre/post surveys -Photos taken by students in the Bala Janaagraha Photo Project -Interview excerpts from FGD -Civic Project
Data Source	Project MIS	- Pre/Post Survey (Civic Literacy Test ) -Focus Group Discussions -Bala Janaagraha Photography Project
Assumptions	-Schools allow Facilitators to hold the Bala Janaagraha Curriculum Sessions. -Schools have functional desktop/laptop to deliver the E-Module sessions.	

Table 4: Theory of Change-Bala Janaagraha Programmegramme Timeline

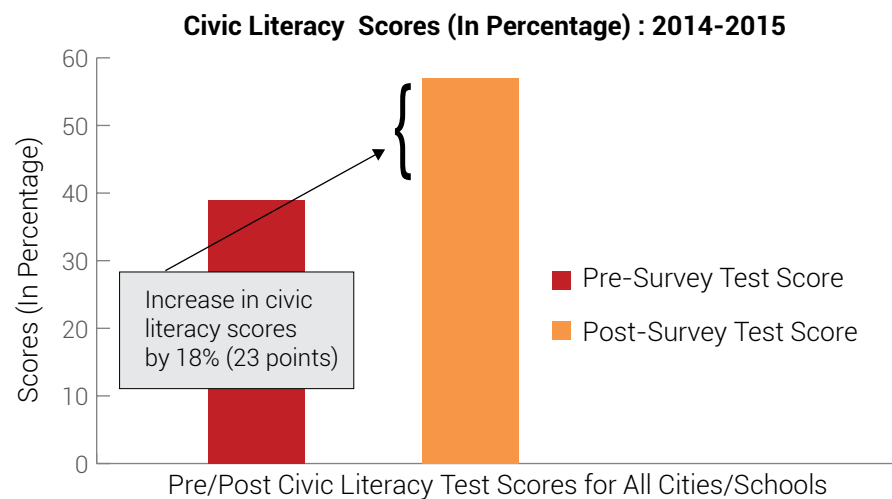


Intermediate Outcomes	Long-term Outcomes
<ul style="list-style-type: none"> <li>-Children actively take part in the development of the neighborhood/city. E.g. Cleanliness Drives, Planting Trees, Raising Awareness</li> <li>-Children have adequate knowledge of the urban governance that directly impacts the quality of lives. E.g., Going to Councilors to lodge complaints about public infrastructure failure/repairs</li> <li>-Children's own attitude towards the city, community and the Government is changed and they influence the attitude of their family members</li> </ul>	Active Citizenship
<ul style="list-style-type: none"> <li>-% increase in Civic Literacy Scores</li> <li>-Increased involvement of Bala Janaagraha students in civic campaigns</li> </ul>	Increase in citizens engagement beyond voting
<ul style="list-style-type: none"> <li>-# of Civic Campaigns.</li> <li>-I Change My Street/I Change My City</li> <li>-Future Civic Projects</li> <li>-Updated Student Information Database</li> </ul>	<ul style="list-style-type: none"> <li>-Updated Student Information Database</li> <li>-I Change My City website</li> <li>-Janaagraha-Brown Citizenship Index</li> </ul>
<ul style="list-style-type: none"> <li>- Monitoring whether students are taking the test without help from the friends/peers.</li> <li>-Students are supported by friends/families in raising awareness</li> <li>-Updated information on civic campaigns and volunteers involved in the campaign</li> </ul>	<p>Schools continue to take part in the Bala Janaagraha Programme and allow the Janaagraha Research Team to use quantitative and qualitative methods to conduct Impact Assessment.</p> <ul style="list-style-type: none"> <li>-Bala Janaagraha Resource Books become available in multiple languages.</li> </ul> <p>More Schools are encouraged to join the Bala Janaagraha programme.</p> <ul style="list-style-type: none"> <li>-Integration of Bala Janaagraha database with the institutional database that also is connected to I Change My City, allowing for longitudinal monitoring of existing Bala Janaagrahis/ alumnus of the programme.</li> </ul>

### 3.1 SURVEY

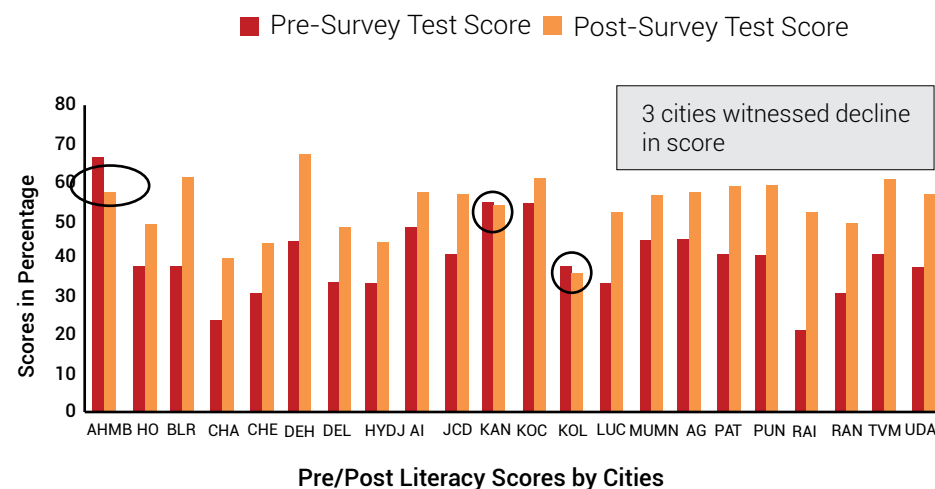
The table and figures lists the pre and post-survey civic literacy scores of all schools by cities. The overall pre civic literacy test score across all cities, schools and students was 39 percent and the post civic literacy score was 57 percent. An overall improvement of score by 18 percent between the pre and post surveys. The median score for the pre-test was 11 and the post-test score was 34, that is an improvement of 23 points.

Figure 4: Civic Literacy Scores



While the overall scores had increased in 19 out of 22 cities, there were three cities that witnessed decrease in the civic literacy scores between the baseline and endline surveys. The three cities include Ahmedabad, Kanpur and Kolkata. On further analyzing the civic literacy scores of these three cities. In Ahmedabad, we had an outlier problem. Out of the four schools, the school with the largest number of students scored the least bringing down overall city scores. In the remaining cities, incomplete surveys brought down the post Civic Literacy scores.

Figure 5: Civic Literacy Scores-By Cities



The long run goal of the programme is to educate future citizens and create youth leaders, who will be agents of change in their homes and neighborhoods, by being catalyst for civic participation. While measuring civic literacy, the survey also focused on civic awareness and engagement. To understand, civic engagement the students were asked during the baseline and endline surveys, have you participated in any of the civic activities? The findings indicated an improvement in the different types of civic engagement, post Bala Janaagraha programme.

The Bala Janaagraha programme actively promotes conserving natural resources, such as water, electricity and solid waste management. Post programme completion, we can see increases in the number of students taking part in conservation projects. The top three civic activities include save water campaign, creating awareness on segregation of dry and wet waste and save tree campaigns. 73 percent respondents had participated in "Save Tree Campaign" and cleaning their school campus; followed 61 percent participating in "Save Water Campaign" and 59 percent students mentioning "Save electricity

**Table 5: Civic Engagement (Activities)**

Civic Activities	Pre-Survey		Post-Survey	
	Yes, I have participated	No, I have not participated	Yes, I have participated	No, I have not participated
Save Water Campaign	38%	62%	61%	39%
Creating awareness on segregation of dry and wet waste	18%	82%	46%	54%
Save tree campaign	50%	50%	73%	27%
Cleaning the school campus	53%	47%	73%	27%
Safe and environment friendly festival (e.g., Diwali)	46%	55%	56%	44%
Traffic Police Day celebration	13%	87%	24%	76%
Demonstration of Rain Water Harvesting	25%	75%	43%	57%
Save electricity campaign/Switch off light campaign	41%	59%	59%	41%
Know your city campaign	24%	76%	50%	50%

campaign/Switch off light campaign.” However, there were noticeable increases in number of participants creating awareness on segregation of dry and wet waste (28 percent), from 18 percent to 46 percent.

As part of increasing civic awareness, the Bala Janaagraha programme encourages students to engage with local authorities and agencies. Accordingly, students are asked whether/not they visited civic authorities both during the baseline and endline surveys. The post-survey findings indicate more Bala Janaagrahis would visit the

civic authorities. For example, 40 percent respondents had visited local ward office, compared to 25 percent respondents in the pre-survey, 22 percent growth witnessed between baseline and endline surveys. 57 percent students had visited the electricity board, followed by 50 percent visiting the corporator of their ward.

**Table 6: Civic Engagement (Visiting Civic Authorities)**

Visiting Civic Authorities	Pre-Survey		Post-Survey	
	Yes, I have visited	No, I have not visited	Yes, I have visited	No, I have not visited
Corporator of your ward	19%	81%	50%	50%
Police Station	32%	68%	40%	60%
Local Ward Office	17%	83%	39%	61%
Local Water Supply Office	25%	75%	40%	60%
Electricity Board	37%	66%	57%	43%

\*All responses that were left blank were captured with the “no” category of responses.



Finally, the programme attempts to increase civic awareness that directly impacts the quality of our lives. The students were asked during the baseline/endline surveys, among the following civic issues, circle the one issue that affects your school locality the most. Some students identified multiple issues. In the pre-survey, 26 percent identified garbage accumulation as a problem that affects their school neighborhood, In the post-survey, 43 percent students percent identified garbage accumulation as the topmost problem affecting the school locality. This two other problems identified by the students were bad roads (32 percent) and pollution (29 percent). Interestingly, roads are the main theme for civic projects. Hence, it is not surprising the students identified bad roads as an important problem for the school locality.

**Table 7: Civic Awareness**

Civic Issues	Pre-Survey	Post-Survey
Garbage Accumulation	26%	50%
Bad Roads	13%	60%
Frequent Power Cuts	6%	61%
Lack of Continuous Water Supply	5%	60%
Pollution	22%	43%

\*Respondents were circle to issue one issue, but they identified more than one issue



### 3.2 FOCUS GROUP DISCUSSION

The discussions commenced with an introduction of the Participants and us; the Moderators. Some of the aspects covered in the discussion are: Resource book, civic project, programme learning, post programme engagement, and suggestions for improving the programme etc.

The discussion started with students being asked to provide feedback on the resource book "I Change my City". Students across all the three cities professed that the resource book needs to be revamped; should be visually engaging and not be laden with heavy text.

*Bangalore: "Less of written part and more pictures. There should be some humor but with a serious impact."*

*Mumbai: "It could be made more pictorial and you could have questions at the end. It just has written matter and hardly the photographs. And, to have some cartoons or images to have the idea more clear. Like we have cartoonist characters in the newspapers; we could have something like that. It would make the book really good. Book can be converted into a comic strip."*

*Mumbai: "That only what she said that it the written matter is too much. Actually, I have not read the full book because I felt bored. Not even half of the book I have read."*

*Some students felt that the language used in the resource book was difficult for children to comprehend; especially for those who are not fluent in the language.*

*Mumbai: "People who did not have good English, they thought it was difficult because some words were there which were difficult to understand and Ma'am used to come just once in a week."*

One of the participants suggested bringing in real life examples and/or having subject matter speakers/practical exposure would make the learning process much easier and more interesting.

*Bangalore: "We can have real life experiences of how these people did urban planning and how it improved the city so that they get a realistic view that this is not impossible and this can be done."*

*Pune: "Give more examples; like this year the 9th grades gave us some examples and we got some idea. So you can also give some examples in the book. Like if they don't understand a topic they can explain it by a real life example. Like "women discrimination", at night men drink and come to house and hit their wives. That's a practical example. We can*

*show it like this also."*

When asked, if screening of movies/short stories would also be an added advantage to the learning process; they all concurred in unison. Urban planning, sustainability and child abuse were some of the topics they believe could be taught by screening videos.

The students of 'Sadhu Vaswani International School' really enjoyed the E-Module component of the Bala Janaagraha Programme. Other groups had not completed the E Module sessions so failed to add to the discussions.

*Mumbai: "It's very interesting. The book could be as interesting as the E-Module."*

The second theme covered by the FGD was the Civic Project, Students were asked about project introductions, the level of support they received from the school, programme alumni, teachers and family.

Students unanimously agreed that they received support from the schools; their teachers, the classmates or other students in the school.

*Bangalore: "They are a part of the Project. Without them we couldn't have reached till this level. From the beginning; from the Mini Civic Fest,*

*they have started helping us, they are encouraging us, they are coming out with us doing campaigns, they are giving us ideas, they are helping us. So, they are a part of our Project. We got support from our school: our teammates, our classmates, our parents. Everyone supported us in this project."*

*Pune: "We got to know about this Project through our teacher. We actually came to know first through our BJ Alumni; who automatically were our mentors. They told us about the project and said you must get serious about this right from now onwards. Try doing it from now and after this project we become a permanent active citizen. We are forever going to work on it. We will be in contact with the Corporator and everything. And, so we will continue doing our duties."*

*Mumbai: "We came up with this project from the school itself. Our parents were sometimes very supportive and sometimes they said leave it because we had a fight with 2-3 common people who did not support what we were doing but we still continued because we had our principal and the local bodies whom we approached with us. We got personal contacts because of the fight. We got the personal number of the Corporator and the crime inspector because we had a fight with the common people."*

With the support extended by the School; teams also received support from their respective Corporators. However, procuring support and cooperation was much easier in Pune than compared to Bangalore and Mumbai. In the city of Mumbai; the support was extended in parts because of upcoming elections and in Bangalore; the Corporator would work only due to unprecedented pressure created by the Students.

Bangalore: *"You only have the right for education. Why are you bothering about this?"*

*"And, if we wanted some work to be done, so we used to pressurize him like anything. So he used to get it done."*

*"And, that too he is not doing with his complete mind. He is doing for the sake of doing it."*

*"We used to meet him whenever necessary. But, he used to say "Come tomorrow, Come tomorrow! Or Don't Come! Why are you bothering? Go take another road."*

Pune: *"Actually, during this project, we were 3 girls on the roads and some notorious youngsters had teased us and it was really embarrassing on the road and so we contacted our Corporator on the spot and she came in with police and everyone and by evening 76 notorious youngsters*

*were caught. Our parents did not support us for this as our pictures had come in the newspaper."*

*"These days, they themselves are contacting us and asking for new ideas and one of the massive changes we have brought is that we have bought the organic waste composer for our area and now all the waste garbage is being composted and the manure that is produced is being used for the trees on the footpath. We have also got 2 panels of vermi composting installed in our areas. This was just like you can say a mini practice for it and now there is a new footpath that is being made and the plan is to be like more vermin-compost panels will be made and we have also started a zero garbage plan which will state that there won't be any garbage bin in that area as such and garbage will be collected door to door and still if someone throws garbage on the road or the footpath, they will be fined."*

Mumbai: *"But as you know, it's a governmental body, they do not do anything. So to put pressure, we had a lot of campaigns in between and for everything we called him so we had many meets with him and everytime, we called to our school, we never went to him because he is responsible for changing our city. Work of ours is just to create the weekend and then we saw that he was doing just the small part and now we have the elections, so to put more pressure on him, whenever*

*he used to come, he used to do only small part and the work would only be there so then we thought of approaching the mayor and once he got to know that we approached the mayor, the work automatically started."*

Students were asked to discuss about programme learning and how they sought to disseminate the programme learning among family and the community.

Majority of the students discussed some of the themes covered by the programme with their families or friends. Few students mentioned about how they sought to apply the programme learnings to their daily lives.

*Mumbai:* *"I made compost bin at home, mainly of the kitchen waste. I put vegetable peels in that and all. Only little amount of kitchen waste as the garbage van takes about 75% of the kitchen waste so it would be an easy option to reduce that waste."*

*Bangalore:* *"We started segregating the waste and then whenever we go out, we do not buy plastic water bottles, we take water from home, we also don't take plastic bags. We take cloth bag or paper bag which I made at home. It's helping us a lot in reducing plastic. Even my neighborhood follows it."*

*Mumbai:* *"Nowadays, we actually celebrate ecofriendly festivals for example; Ganesh Chaturthi, Diwali and all. And car parking; we follow the rules. I explain to my parents and we follow the rules."*

With respect to spreading awareness among the community, they mentioned the following:

*Pune:* *"Many groups had participated in this. There were many people who had done the cleanliness drive. Everyone, had different names for them. For instance, here was Swatch Bharat Abhiyaan where 140 people participated along with the corporators. We had spread awareness and now all the society people know us because we did "dengue fogging". They now know our faces. So it's really a good thing for us now."*

*Mumbai:* *"To spread awareness mainly in our school, we have some stores near our school so we made paper bags and supplied to those shops and they know our faces really well. They also know the other students because we have the same dress when we come out of our school. So if they get paper bags, they know these school students have only supplied so others should also take paper bags. So, if they see us, they never give plastic bags to the customers. They always tried to give paper bags. So we thought this was an intelligent idea. And, cleanliness drive, we thought it should not be done alone and that only our school students are participating. We should always take help of the govern-*





*ment because many a times they do not do anything so through this way children will clean. We cannot ask them to clean. So by this they would come and clean for us. So when we go for a cleanliness drive, there is nothing to clean as everything has already been cleaned before. So we told our principal, we should have it once a month so at least one a month the NMMC people would clean it."*

*Pune: "We started this campaign in our school. We had to plant 500 trees. In a particular area we had asked everyone to participate and from our school many students had participated. Not just the 8th graders but also the 7th and the 6th graders. The 7th graders are the upcoming Bala Janaagrahis. So they came to know about this project and they are learning about it and we are now the mentors and we are explaining them every day. So, surely they will turn out to be really great mentors."*

One of the central themes covered by the programme relates to the challenges faced by cities and the probable solutions for addressing challenges of urban development. The primary challenge of urban development identified by the students was garbage. Sanitation related problems, slums, stray dogs were other concerns shared by them. Educating the citizens, spreading awareness through campaigns, interacting with civic authorities were some of the solutions stated by them for the urban problems they had previously identified.

Bangalore: “I am from East west school, Bangalore. I think the challenge we have to face is the garbage problem everywhere and the smell that comes. The mosquitos and other animals that created diseases. We need to educate the citizens and citizens must be very responsible about that. They should know that their child may get diseases and may be attacked to death one day. We need to be careful and we need to train the government people to keep more pesticides. CM should take care of it”

Mumbai: “The areas around our city which are still not developed. Those places still face many problems like social issues and civil awareness should also be there. We can Conduct more civic awareness and interact with civic authorities.”

Pune: I also think that the problem we are facing is garbage. As the people living in the huts where the garbage is thrown around can cause many diseases which can cause many bad things. We can spread awareness to throw garbage in the bins and not here and there and doing swatch bharat abhiyaan.”

Bangalore: “the main problem is the garbage. Garbage can cause diseases and people can die. So we can spread awareness through campaigns and we can educate citizens to not throw garbage.”

The students from Bangalore also stated that government officials must be pressurized continuously to work and this must be done especially by the youngsters.

Bangalore: “The government officials work only because they want to win the next elections. If we continuously pressurize them, they will have a change in their mind. It’s a bit continuous. After one project it should not stop. We should pressurize them time and again so that the change happens in their mind. Children, if elderly people go, they will not they won’t care. If children go, they will feel ashamed.”

As teams have worked on roads and some of these schools have been working on this theme for the past 2 years. The moderators wanted to understand from them, whether they prefer newer theme being introduced for the Civic Project. A few participants mentioned that the focus needed to shift to improving an area. This would allow future Janaagrahis to initiate holistic development to challenges of urban development.

Bangalore: “Like a small area where you educate the entire area, stop the wastage. Instead of taking up road, we can take up 2-3 roads in one area.”

Mumbai: “Like with road, if you could have the slums. Because, when we

*approached the corporator and complained about slums, he said “that just focus on your project. Your project is roads! So, I am going to solve problems only related to the roads. You need not worry about slums or any other nearby areas.”*

Emanating from the above conversations on civic issues; learnings and support of school and government officials; with the group; they were asked to share their thoughts on the importance of being an active citizen. They spoke on prevention of future problems of citizens and sustainable development as a response. They also spoke about being a responsible citizen and improving/contributing to the society to make it a better place to live.

*Mumbai: “It’s project which motivates someone to contribute something very good to the society and make it a better place to live in for the present and the future generations.”*

They also mentioned different things they could do to improve the city; which were concerned with “educating the citizens/spreading awareness about the Programme.” *Bangalore: “We can create awareness through street plays.”*

*Bangalore: “To educate the citizens and have a conversation with them on what all problems you had with the road and that we are solving them.”*

*Pune: “People should not be afraid of the corporator and the police. The corporator did not know the problems in our area and he was also not able to notice as no one told him about the problems. Due to the project only he came to know about the problems otherwise.”*

*Mumbai: “If we find something wrong in our city we must find the solution rather than going to the government and all.”*

*Mumbai: “It’s very important. It’s the role of a common man also, Sustainable Development-as we have learnt-like today we do something, whatever, it’s given to us. It’s not given by our ancestors. We are using what is for the future generation. We need to think before using everything completely. Water is theirs also not just ours. It’s not the ancestor that is given that we can use it completely and the future generation also gets it. It’s what both of us are going to share. So, if we use their part also, it’s not correct. So if we become active citizens, we will not use their part and there will be a point when we will all become active citizens and there will not be any programmes where children will have to go on the road.”*

*Bangalore: “People have started adapting to the problematic areas. If this continues, we will have to face lot of problems in the future. So if we make people understand that they are going to face these problems in the future, because of their adaption, they will become active citizens.*

*Instead of facing the problems and then realizing, this is prevention, not a cure. Prevention is better than cure so we have to educate citizens to become active citizens. We as kids, they will feel ashamed if we educate them so we have to start and educate them so that they all become active citizen to prevent the future problems."*

*Mumbai: "It's the mentality of the common man to always blame the government. What we say is that the government is not doing anything at all but actually we should look to ourselves. If we talk about garbage, we do not segregate it and then we blame the government that the road is littered and all. But it's starting from us. So we should also take minor steps so that it's easier to work, so government and citizens can join hand in hand. The government is for the people, off the people and by the people. So it should be followed."*

The discussion ended with respondents providing general feedbacks on the programme and suggesting the incorporation of the Bala Janaagraha programme into the National Curriculum.

*Mumbai: "If we could have more schools like Ryan International which is well known because they have more connections because they more rich than us. Since, they have further connections; I think they could spread more awareness beyond what we can do because they have many branches in more than one area. Their father's would know politi-*

*cians, businessmen who can help bring cloth bags to them. They know higher officials whom they can approach; not just the local government. The work could be done faster. We need to take lots of appointments then once it's fixed we go to that person. And, if it's a friendly relation, then it's very easy."*

*Bangalore: "Civics is just through textbook. This is a practical exposure and change would occur. Just by reading change will not happen. We will feel that we have to change and we will be the change."*

*Pune: "I liked everything about Bala Janaagraha and one thing I would like to change is that launch this project in other schools also."*

*Bangalore: "Bala Janaagraha is a very good programme and kids take initiative at this age and Bala Janaagraha programme should be there in all schools in every city. "*

*Bangalore: "You can change the topic. Instead of roads you can have something else. Like have the Locality."*

*Mumbai: "Social issues like child labor, discrimination against women."*

*Bangalore: "I would like if the programme could last for a longer time."*

*Mumbai: "The English Medium schools and the Hindi Medium schools should have competitions separately otherwise the Hindi Medium*

*schools do not get opportunities for winning the competition."*

*Pune: "I think the Bala Janaagraha Project should be in the villages. Villages need more development."*

### 3.3 THE BALA JANAAGRAHA PHOTOGRAPHY PROJECT:

In February and March 2015, 63 eighth standard students from schools around Bangalore explored the neighborhoods near their schools with cameras in their hands. They walked far and wide, past parks and through narrow streets to take pictures of things affecting their quality of life. They clicked pictures of broken footpaths, animals, beautiful trees, piles of garbage, traffic and all sorts of other things that affect their daily life. Later they sat down with researchers from the Janaagraha to talk about what they liked and didn't like about Bangalore. The project showcases the good and bad things affecting childrens' lives and shaping their quality of life in urban India, specifically Bangalore.

The main concerns of children include how the following issues affect children's quality of life and experience of citizens in Bangalore-Garbage, Road safety, water quality, and hazards affecting pedestrians and play areas, green space, pollution/air quality, social issues such as, poverty, elderly, and child labour. The themes are identified from

the photos and interviews taken by the students.

Green Space/Parks: Majority of children felt that they liked the parks in Bangalore. Some mentioned they enjoyed iconic green spaces in Bangalore, including Lal Bagh and Cubbon Park. Bala Janaagrahis were worried about green spaces that had been destroyed or dirtied with garbage, and said they needed more parks.

*"The parks are clean good place for children to play." – Hajira*

*"Dust bins are a positive aspect in parks as it helps in keeping the park and its surroundings clean."- Yeshas*

Hazards affecting pedestrians/Electricity: One of the main challenges identified by the students was electrical hazards. They worried that loose electrical wires and open transformers in parks where they played, as well as on the roads, could harm them or other children. Some also worried about power shortages and how they affect families and the economy.

*"In our Bangalore many people are dying of electric shock. Because people stand near electrical pole and build their houses. People are dying by touching the wires which are hanging very low."*

*"If somebody touches the power box, they will be in big trouble or die." –Shashank S.*





*"The government should introduce long-term plans to improve things like unmaintained electricity, wires, and dangerous things. " – Harshith*

Garbage: Every single child participating in the project was concerned about the garbage in Bangalore and the impact it would have on the health of other children and Bangaloreans in general, as well as how it was damaging the environment.

*"This is garbage on the road and this looks very ugly. Plastic does not decompose." – Abhishek*

*"Garbage bins must be placed in each and every area. People must be responsible and educated enough to put the waste products to the bin."- Priya*

*"Due to this garbage our Bangalore has got a bad name as the 'Garbage City' which was earlier known as the 'Garden City.'" – Sharanya*

*"Burning garbage leads to less oxygen. Thus, this should be stopped." - Ahmad Pasha*

Social problems: While walking around their school the students saw, met and interacted with many people, including street vendors, shopkeepers, police officers and auto drivers. They worried about social problems, such as poverty and children like themselves who were selling things on the street instead of going to school.

Traffic: Students noted that roads need to be planned better with more safety measures. Others criticized rash driving and said traffic issues create problems for pedestrians, including children and the elderly.

Streets, Roads and Footpaths: Major concern for children was the condition of roads and footpaths in the city. They worried about pot-holes, uneven roads and other things that could cause car crashes.

They also worried about broken footpaths, open drainage and other things that made it hard for people to walk around and could injure pedestrians.

*"Due to the pits, there may be chances of us falling or tripping and getting injured. " - Stuthi*

*"The people get diseases because of the bad drainage systems and it causes bad odor."- MD Tohid*

*"Children may fall into open drainages." – Priyanka*

*"If the shops are at the footpath it is difficult for the public to walk on the footpath. They cannot walk."- Pavan Kumar BN*

*"My advice to this is there should be proper footpaths for the people to walk. Footpath is meant for the walking of peoples but they'll park their vehicles and pedestrian walk on the road and this causes accident."*

Other observations: In spite of the challenges, many of the students were optimistic about how they could help create a change in Bangalore. They spoke about the ways that they could help to improve







things today and the ways in which they hoped to do so in the future..

"Change should begin at home. Everyone should change. We need to change our attitudes towards scarce resources like water and electricity." Harshitha

*"We can take an initiative to clean up garbage with the help of authorities. We can involve the corporator about the problem. We can promote renewable energy in house."*

*"I think by joining BBMP I can do something. Like if I could be a mayor, I could put a police in each of the streets and help with cleaning and put a pressure on the cleaning people so that they clean every street and reduce the garbage and put fine on the polluting vehicles."*

*"If I become an MLA, I will change the city à segregate different waste,*





*make road clean, close manholes. At night without street, people and animals also may fall in."*

When we analyzed the write up and interviews of the students from Bala Janaagraha participant schools and non Bala Janaagraha participant schools. We noted that overall the solutions offered by the Bala Janaagraha students are policy oriented than non Bala Janaagraha students. Secondly, Bala Janaagrahis are more willing to participants of civic activities than non-Bala Janaagraha students.

## 4. Discussion and Conclusion:

The essence of civic learning has been best captured by the US Congressman Lee Hamilton (1965-1999), "citizenship requires both knowledge about government and the ability to be involved in governance. It means knowing how to identify and inform oneself about issues, explore and evaluate possible solutions, and then act to resolve problems. It demands that you know how to interact respectfully with others. And it asks that you accept responsibility for meeting your community's and the nation's challenges." However, measuring civic learning is not an easy task, since one is not just talking about increase in civic knowledge and awareness, but civic engagement beyond elections.

While the programme has been in place for the last thirteen years, this was the first year when the Research team conducted comprehensive Impact Evaluation for the first time. As stated there were three components, including Surveys, Focus Group Discussions and Photography Project. In the pre/post civic literacy test, we found an overall improvement in civic literacy scores by 18 percent across 19 cities. In the survey, we attempted to measure the respondent for their civic knowledge, civic awareness and civic engagement. The pre/post survey responses increase in civic awareness and engagement, post Bala Janaagraha programme. The findings of the survey were corroborated by the findings of the Focus Group Discussions, where students spoke at length about nature and scope of engagement with multiple civic campaigns. The increase in civic awareness as evident in the survey is evident in the interviews conducted during the photography project.

As we start thinking about the future of the Bala Janaagraha Programme, one of JCCD's core grassroots initiatives; we will need to develop creative ways of thinking how the programme can continue playing an important role in increasing civic literacy. This becomes even more critical in the context of Janaagraha's plans to deliver the programme across Pan-India by 2020, and incorporation into various State Syllabus and Union Syllabus.



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