JANAAGRAHA

JANAAGRAHA CENTRE FOR CITIZENSHIP & DEMOCRACY

Bala Janaagraha Impact Evaluation

2017-18

June 2018

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About Janaagraha Centre for Citizenship and Democracy

The Janaagraha Centre for Citizenship and Democracy is a non-profit organisation based in Bengaluru, India. We aim to improve quality of life in urban India, through systemic change. Janaagraha sees 'quality of life' as comprising two distinct, but inter-related aspects – 'quality of urban infrastructure and services' (the quality of urban of amenities such as roads, drains, traffic, transport, water supply etc.) and 'quality of citizenship' (the role that urban citizens play by participating in their local communities). We work with both citizens and government to catalyse civic participation from the grassroots up, as well as governance reforms from the top down. You can read more about Janaagraha at www.janaagraha.org

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EXECUTIVE SUMMARY

In 2002, the Janaagraha Centre for Citizenship and Democracy (Janaagraha) started the Bala Janaagraha programme in India, a civic education programme, which aims to transform today's children into informed, responsible, and active citizens of the future with a focus on addressing local civic issues. In the academic year of 2017-18, the Bala Janaagraha programme covered 24,566 students from 392 schools spread across 11 Indian cities. The programme was conducted with Grade 8 students across private, state government, municipal, aided and Kendriya Vidyalaya (KV) schools. As part of a series of evaluation mechanisms, a pre and post survey on civic literacy, behaviours and attitudes was done with a representative sample of 1318 Bala Janaagraha students across 198 schools in the 11 cities (95% confidence level, 2.6% confidence interval). At the same time, the same surveys were also conducted with a representative sample of 976 students across 39 schools across the 11 cities (95% confidence level, 3.1% confidence interval) who had not done the programme, acting as a control sample. The pre-surveys were administered in June-August 2017 while the post-surveys were administered in February 2018.

Civic Knowledge

- Overall civic knowledge increased by 18.1% from pre to post survey for Bala Janaagraha students, compared with an increase of 2.8% for control students. The difference in test scores, pre and post, between Bala Janaagraha and control students is statistically significant, $p<0.001$.
- Within the Bala Janaagraha schools, there are some nuances with regards to the civic knowledge scores[1] :
  » Government and aided schools recorded larger proportional increases (20%) as compared with other school types (16%).
  » The largest increase in scores were observed for Bala Janaagraha students in Kochi (31.6%) and the lowest in Nagpur (4.6%).
  » Coimbatore is the only city where knowledge scores decreased (-1.79%). As the only city run on a self-funded model, reasons for these results should be explored further.

1. These findings are indicative only however, since the sample is representative only for all schools and numbers of students in each of the cross-sections is low and sometimes from just one school

- » With regards to medium of instruction, the largest proportional increase in knowledge was seen for the Telugu medium (33.7%) followed by Malayalam (31.6%). Aside from Tamil (in the Coimbatore schools), the smallest increase was for Hindi medium schools (8.6%)
- Bala Janaagraha students scored significantly higher than control students in all topics (p<0.001). Bala Janaagraha students' knowledge on governance and constitutional rights increased to the largest degree compared with other topics (29% and 32% respectively) but also had the lowest scores at the pre-survey stage. The smallest knowledge increase was on sustainability (10%).
- The programme has armed students with the knowledge on how to contact their local corporator with 79% of Bala Janaagraha students knowing how to do this following completion of the programme, an increase of 29% from the pre-survey stage.

Civic attitudes

- In terms of self-reported attitudes, Bala Janaagraha students demonstrated a significant positive change from pre to post survey as compared with control students. For example, there was a 23% increase in those who felt children can have an effect on the way the government functions and an 11% increase on those who think it is 'very important' for people to vote in elections.
- The importance of participating in civic life is being transmitted clearly by the programme with an increase of 24% of Bala Janaagraha students who think that it is 'very important' for people to participate in civic life.

Civic Behaviours

- In terms of civic behaviours, Bala Janaagraha students self-reported a large positive shift in how they would respond to different situations as compared with control students. For example, there was a 24% increase in those who said they would try to work together with their RWA or corporator to fix a brokenfootpath. Furthermore, there was a 19% increase in those students who would pay a fine rather than a bribe when committing a parking offence and report the officer asking for a bribe.
- The programme teaches students about waste management and while it seems students have understood that there are different types of waste, the accurate disposal of biodegradable waste like banana peel has not been transmitted, with an increase of 19% of Bala Janaagraha students indicating they would throw banana peel into the forest.
- Out of a series of civic activities listed like campaigns on conserving energy and waste segregation awareness, across the board, Bala Janaagraha students were more likely to have participated in these following completion of the programme.
- Following completion of the programme there was a 28% increase (to 62%) of students who had communicated with a government official about a local programme, compared with a decrease in the proportion of control students having done this.

The objective of the Bala Janaagraha programme is to turn today's children into active citizens of tomorrow. From the results, it is possible to see that the programme contributes substantially towards achieving its intended objective of creating a pool of active citizenry who is informed, responsible and civically engaged.

1

INTRODUCTION

In 2002, the Janaagraha Centre for Citizenship and Democracy (Janaagraha) started the Bala Janaagraha programme in India. Bala Janaagraha a civic education programme, which aims to transform today's children into informed, responsible, and active citizens of the future with a focus on addressing local civic issues. The programme was introduced in schools in the light of Janaagraha's belief in a growing need to civically activate young people and to change their perspective towards civic issues. The vision is to transform these young children into the active and informed leaders of the future and be agents of change who will take charge of changing the civic landscape of their respective cities and can further motivate other citizens to play an active part in this cause.

While civics is a part of most Indian curricula, Janaagraha believes there are fundamental elements which are missing which would strengthen civic learning and fostering actual active citizenship. In particular this includes increased knowledge about tiers of governance and in particular how local governance works and how citizens can engage with this tier and participate in civic life. Experiential learning forms a significant part of this, with Janaagraha believing it is imperative for students to have practical experience of participating in civic life and trying to solve civic issues by engaging with the government. Janaagraha

believes that arming students with this knowledge and these skills that there will be greater participation in civic life across India leading to improved services and infrastructure and thereby improving quality of life.

A vibrant democracy in any state is largely a function of how active and civically informed the citizens of that state are. This points towards the crucial need for a force of active citizens in a state to support and sustain the ideals of democracy. To this end, Janaagraha believes that training has to be imparted at a young age so that children of today turn into active, responsible and involved citizens of tomorrow. The importance of civic education has been documented across the world. To quote from Haddleston & Garabagiu (2005), in the guidance for training teachers of civic education and human rights issued by the Council of Europe, "civic education is understood as an education, both formal and informal, for the development of active citizenship, improving the quality of life in a democratic society, and for the strengthening of democratic culture." Furthermore, as quoted by Bischoff (2016), civic education can help young people acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens through their lives. Galston (2004) emphasised the need of civic knowledge for the following reasons:

1. Civic knowledge promotes support for democratic values. The more knowledge citizens have of the working of government, the more likely the citizens are to support the core values of democratic self-government, starting with tolerance.
2. Civic Knowledge promotes political participation. All other things being equal, the more knowledge people have, the more likely they are to participate in civic and political affairs.
3. Civic knowledge helps citizens understand their interests as individuals and as members of groups. There is a rational relationship between one's interests and particular legislation. The more knowledge we have, the more readily and accurately we connect and defend our interests in the political process.
4. Civic knowledge helps citizens learn more about civic affairs. It is difficult to acquire more knowledge unless we have a certain basis of knowledge.
5. The more knowledge of civic affairs, the less we have a generalized mistrust and fear of public life.
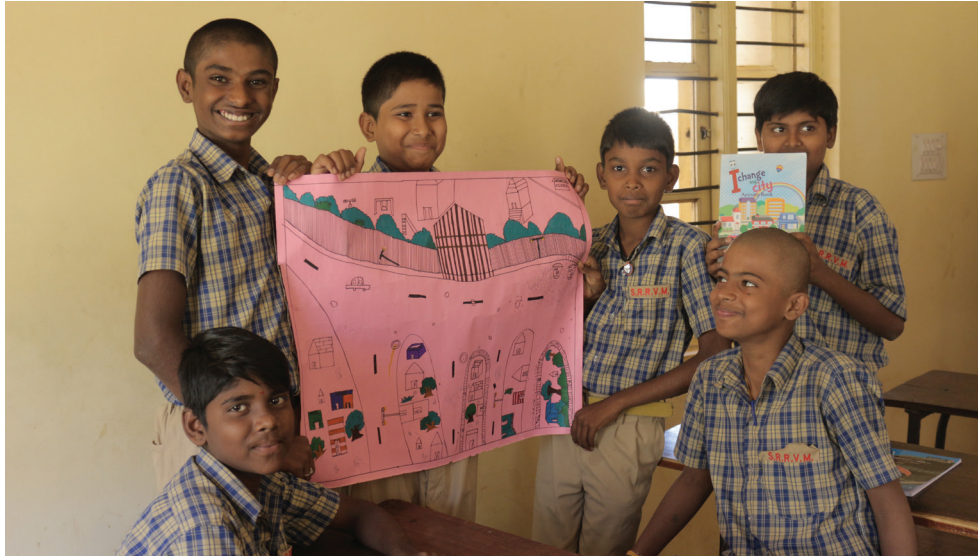
Banks (2008) argued that as citizens of the global community, students also must develop a deep understanding of the need to take action and make decisions to help solve the world's difficult problems. They need to participate in ways that will enhance democracy and promote equality and social justice in their cultural communities, nations, and regions, and in the world. To this end, it is essential that the younger generation is exposed to traditional classroom civic education (Galston, 2001).

There are plethora of studies, both national and international, which present a strong case of how introducing civic education as part of the curriculum of school students can yield remarkable results in terms of higher participation and engagement of youth in civic matters. A study by Andolina, Jenkins, Zukin and Keeter (2003) demonstrated how organizations and schools, along with families, play key roles in spurring the participation of today's 15-25 year olds. The study showed how lessons learnt at schools and opportunities offered by outside groups positively influence the civic engagement of youth.

Hahn (2010) studied and compared civic education in six different country contexts and found that in those contexts in which civic education includes political content and opportunities for students to explore and express opinions on public policy issues, and to engage in decision-making, young people (ages 15-19) appear to be more interested in the political arena than in those contexts in which they do not have such experiences.

Niemi and Junn's (1998) analysis of data from the National Assessment of Educational Progress, USA, revealed that some educational practices can increase students' civic and political knowledge, and Carpini and Keeter (1996) have shown that such knowledge improves the quantity and quality of civic participation. A study by Kahne and Sporte (2008) of 4,057 students from 52 high schools in Chicago finds that a set of specific kinds of civic learning opportunities like classroom based civic learning opportunities that emphasises civic and political issues and actions, hearing from civic role models or to work on service learning projects, fosters notable improvements in students' commitments to civic participation.

Poor youth voter turnout during elections is commonplace in the Indian context. As argued by Kumar (2014), youth (18-25 years) participation in the 1996, 1998, 1999 and 2004 elections in India was always 2 to 3 percentage points lower than the national average which never crossed the 60 percent mark in these four elections. This phenomenon is not isolated to India only. As quoted by Torline (2012), according to the post European Electoral 2004 survey, more than two thirds of voters between 18 and 24 did not go to polls. However, there is evidence that civic learning programmes can lead to higher youth voter turnouts as they include specific teaching components on the importance of exercising the right to vote. The Torline (2012) study of 16 federated states in Germany concluded that European civic education plays a positive role in increasing German youth turnout during European Parliament elections. Hence, participation of youth in nation building activities such as voting gets a push through the introduction of civic education in schools.Morgan and Steb (2001) attempted to measure the impact of a service learning programme in which students apply what they learn in class

In the academic year of 2017-18, the Bala Janaagraha programme covered 24,566 students from 392 schools spread across 11 Indian cities. The programme is conducted with Grade 8 students across private, state government, municipal, aided and Kendriya Vidyalaya (KV) schools.Table 1 below outlinesthe programme coverage by city for the year 2017-18.

Table 1: Distribution of schools and students who took part in the Bala Janaagraha programme by city

S. No.	City	No. of Schools	No. of Students
1	Ahmedabad	10	302
2	Bengaluru	203	12141
3	Bhubaneswar	10	367
4	Chennai	20	1569
5	Coimbatore	5	144
6	Hyderabad	30	2010
7	Kochi	10	580
8	Mumbai	20	1558
9	Nagpur	20	1365
10	Pune	30	2480
11	Udaipur	30	1193
12	DPS/Self-Funded [2]	4	857
	TOTAL	392	24,566

to a real-world situation by performing needed community service, on student's self-concept, political engagement, and attitudes toward out-groups. The study found that the students involved in service-learning projects have relatively higher political engagement and are more tolerant towards out-groups.

The bottom-line is, there is an increasing evidence, both national and international, which supports the fact the civic learning in schools encourages active citizenship. Given India's significant issues in infrastructure and services and the common indifference towards civic matters and low engagement in civic issues in their neighbourhoods, Janaagraha believes that civic learning from a young age can kindle the required behavioural change in young minds. As said by Westheimer and Kahne, (2004), "The design of civic education involves making choices about the kind of citizens we hope young people become, and the instruction we think such citizens need."The Bala Janaagraha programme aims to further civics as taught in schools across India with aspects of knowledge on local governance and opportunities to participate in civic life and working towards solving civic issues.

2. 4 DPS which are self-funded schools are administered by Takshila Education Society (TES) and are located in Ludhiana, Patna, Coimbatore and Pune.

2

Bala Janaagraha
PROGRAMME
OVERVIEW

The Bala Janaagraha Programme is conducted annually between June and February. Using an interactive child focused pedagogy, the programme has four core components:

1. A structured module of twelve classroom curriculum sessions
2. Two e-module sessions ("I Change My City")
3. Six sessions on the civic project
4. Civic fests and the National Civic Challenge

The civic fests (cluster, city) and the National Civic Challenge offer a platform for the students to showcase their civic projects and compete for the chance to be recognized for their work.

The key objectives of the programme, include the following:

- Educate: A practical civic awareness/education programme for Grade 8 students of urban India
- Encourage Active Citizenship: Create active citizenship values in young people through the education system
- Empower: With the knowledge, skills and values necessary to develop a deep sense of ownership and responsibility towards 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.

To hone the pedagogical skills and deepen the content knowledge of the facilitators, a centralized training took place in Bangalore in the month of February 2017 for facilitators from all programme cities. Structured lesson plans were created by a third party for all curriculum modules and were shared with the facilitators to ensure standardized content delivery. Also, the resource book was redesigned keeping in mind the inputs received from the on-ground team and was made more child friendly with a smaller proportion of text and substantially more illustrations. Also, the illustrations were completely re-done to make it more pragmatic and resonating with the real time situations. In the light of these changes, the impact evaluation surveys were designed to cover questions from each topic in the resource book.

2.1 Bala Janaagraha Classroom Sessions

The team of Bala Janaagraha facilitators use the lesson plans as the base for each lesson. The lesson plans are based on the content available in the resource book. The curriculum book is published in multiple languages (English, Hindi, Tamil, Telugu, Kannada and Marathi) and so are the lesson plans to cater to the students studying in regional language medium schools and the facilitators delivering the programme. The book covers the following topics:

Table 2: Contents in the resource Book

S. No.	Topics
Unit 1	My City
Unit 2	Sustainability
Unit 3	Active Citizenship
Unit 4	Governance
Unit 5	My Constitutional Rights
Unit 6	Conservation of Resources
Unit 7	Disaster Management and Safety

Apart from the topics mentioned above, the resource book also touches upon Janaagraha's city-systems framework which proposes a comprehensive solution to governance problems faced by Indian cities.

CITY-SYSTEMS FRAMEWORK

Urban Planning & Design

Urban Capacities & Resources

Transparency, Accountability & Participation

Empowered & Legitimate Political Representation

Janaagraha believes the four components of the city-systems framework are the building blocks for transforming the cities and creating more sustainable future of growth. JCCD, who run the Bala Janaagraha programme, work with citizens and government to transform the four aspects of India's City-Systems.

Thirty eight facilitators from JCCD and Lxl (19 from JCCD and 19 from Lxl) delivered the curriculum across 11 cities in 2017-18.

2.2 Civic Project

The civic project activity provides an opportunity for the Bala Janaagraha students to practically experience real-time city problems and work to resolve them. In the civic project activity, which is titled 'I change my street', the Bala Janaagraha students are asked to adopt any street in their neighbourhood. Post that, they are asked to survey different stakeholders and ask them how civic issues in an around that street affect them. Finally, the students are expected to come up with a solution using their critical thinking and apply the same using the help of their local corporator or MLA or any other government administrator. The aim of the civic project activity is that students gain confidence and self-belief that despite being young they can have their voices heard and can make a real difference in the quality of their neighbourhood.

2.3 Bala Janaagraha Civic Fest

The civic fest is a platform where students get to present what they have accomplished in their respective civic project activities and also get recognized for their work. Each facilitators normally manages a cluster of 10 to 12 schools. The civic fest kicks off at the cluster level and where schools within individual facilitator's cluster present their civic project. The winner gets a chance to showcase the work at the city level fest and if selected, also at the National civic challenge. Other students, who are not part of the Bala Janaagraha programme, can also submit their projects and select students/teams are invited to present their work at the national civic challenge alongside Bala Janaagraha students in front of a large audience. The selection of the non-Bala Janaagraha students/schools for the national civic challenge is done after an evaluation of the entries submitted on the challenge online submission portal on the basis of the idea and the quality of work done. The national civic challenge this year was held on 24th January 2018 where 10 selected teams (both Bala Janaagraha and Non-Bala Janaagraha) presented their work.

2.4 Programme Timeline

The timeline of the different components of the Bala Janaagraha programme is as follows:

June-December
Classroom Sessions & E-module

August _ November
Civic Projects

December-February
Civic Fests

April-June
On boarding new schools are ensuring existing schools are retained for the next programme year, recruit and train facilitators and put in place other logistical processes neccessary for the programme year

3

Methodology

In order to assess whether the Bala Janaagraha programme is making the desired impact, a series of evaluations are undertaken. For this particular evaluation, a pre and post survey was done with a representative sample of Bala Janaagraha students, assessing their knowledge, attitudes and behaviours before and after the programme was administered. A sample of non-Bala Janaagraha students in the same standard (but from different schools who are not part of the Bala Janaagraha programme) also undertook the pre and post surveys, acting as a control group. Further details on the methodology is given below.

3.1 Sampling

A sample of Bala Janaagraha schools was taken from the population of Bala Janaagraha schools. A sample of control schools was also taken, matched to Bala Janaagraha schools. Details of the sampling of both these groups of schools is outlined below.

3.1.1 Bala Janaagraha schools and students

As not all schools were finalized for the 2017-18 running of the Bala Janaagraha programme in May 2017, the initial basis of sampling were the 394 schools across 12 cities who were at that time due to be part of the programme. Delhi Public Schools (n=4, self-administered) were not included in this 394. In order to obtain a representative sample at the 95% confidence level with a 5% confidence interval, from these schools a stratified random sample of 206 schools were selected to be part of the pre/post survey work. This sample was stratified by city and school type. The distribution of these schools by city and school type is provided in Table 3. The sample of 206 schools allowed for an attrition of up to 10 schools in the process of the evaluation which would not affect the confidence level and interval of the sample.

From each of the sampled schools, seven students were to be sampled from the Bala Janaagraha class. Students were to be sampled randomly from the class strength by facilitators who were instructed to follow the following procedure:

1. Each facilitator should prepare a set of paper slips with numbers 1-80 written on them, given the strength of students in a Bala Janaagraha classes in schools ranges up to 80 students.
2. On the day of assessment, the facilitator should reach the class at least 5 minutes early and each student should be asked to pick up one slip randomly as they enter the classroom.
3. The facilitator should ensure that each student is in possession of one slip. Once ensured, the facilitator can begin calling out numbers in an ascending order beginning with '1'. The student having the slip of the called number will be asked to stand separately.
4. They can keep calling the numbers until they achieve the quota of 7 students to take the survey. For example, when the first number, '1' is called, and no student has picked up that slip then they would move on to number '2'.
5. The facilitator should continue until they get the set of seven students to take the survey.

Allowing for attrition of 10 schools and up to 2 pupils from each school, this would result in a minimum of 980 students taking the pre and post surveys, which would constitute a representative sample of students at the 95% confidence level with a 3.07% confidence interval (assuming an approximate strength of 27,500 students in the Bala Janaagraha programme).

Table 3: Bala Janaagraha schools to be sampled by school type and city (vs. population of Bala Janaagraha schools)

City	Aided schools			Government schools			Municipal schools			Private schools			Total
	Population		Sample	Population		Sample	Population		Sample	Population		Sample	Sample
	N	%	N	N	%	N	N	%	N	N	%	N	N
Ahmedabad	0	0	0	0	0	0	0	0	0	10	2.5	5	5
Bengaluru	26	6.6	14	72	18.3	37	21	5.3	11	83	21.1	43	105
Bhubaneswar	0	0	0	0	0	0	0	0	0	9	2.3	5	5
Chennai	6	1.5	3	0	0	0	0	0	0	14	3.6	7	10
Coimbatore	0	0	0	0	0	0	5	1.3	3	0	0	0	3
Secunderabad/Hyderabad	2	0.5	1	10	2.6	6	0	0	0	18	4.6	9	16
Kochi	3	0.8	2	7	1.8	4	0	0	0	0	0	0	6
Mumbai	3	0.8	2	0	0	0	7	1.8	4	10	2.5	5	11
Nagpur	3	0.8	2	0	0	0	10	2.5	5	7	1.8	4	11
New Delhi	4	1.0	2	0	0	0	0	0	0	4	1.0	2	4
Pune	10	2.5	5	0	0	0	0	0	0	20	5.1	10	15
Udaipur	0	0	0	12	3.0	6	0	0	0	18	4.6	9	15
Total	57	14.5	31	101	25.6	53	43	10.9	23	193	49.0	99	206

3.1.2 Control schools and students

Due to resource constraints, forty control schools were to be sampled across the 12 cities who are part of the Bala Janaagraha programme. Facilitators had to recruit these control schools. In order to do so, these schools were matched against Bala Janaagraha schools in a random stratified manner by city and school type. To that end, first the number of schools by city and school type was established in proportion to the population of Bala Janaagraha schools. This distribution can be seen in Table 4.

Table 4: Control schools to be sampled by school type and city (vs. population of Bala Janaagraha schools)

City	Aided schools Population N	Population %	Sample N	Government schools Population N	Population %	Sample N	Municipal schools Population N	Population %	Sample N	Private schools Population N	Population %	Sample N	Total Sample N
Ahmedabad	0	0	0	0	0	0	0	0	0	10	2.5	1	1
Bengaluru	26	6.6	3	72	18.3	7	21	5.3	2	83	21.1	7	19
Bhubaneswar	0	0	0	0	0	0	0	0	0	9	2.3	1	1
Chennai	6	1.5	1	0	0	0	0	0	0	14	3.6	1	2
Coimbatore	0	0	0	0	0	0	5	1.3	1	0	0	0	1
Secunderabad/Hyderabad	2	0.5	0	10	2.6	1	0	0	0	18	4.6	2	3
Kochi	3	0.8	0	7	1.8	1	0	0	0	0	0	0	1
Mumbai	3	0.8	0	0	0	0	7	1.8	1	10	2.5	1	2
Nagpur	3	0.8	0	0	0	0	10	2.5	1	7	1.8	2	3
New Delhi	4	1.0	1	0	0	0	0	0	0	4	1.0	0	1
Pune	10	2.5	1	0	0	0	0	0	0	20	5.1	2	3
Udaipur	0	0	0	12	3.0	1	0	0	0	18	4.6	2	3
Total	57	14.5	6	101	25.6	10	43	10.9	5	193	49.0	19	40

Following this, each desired school by type and city was randomly matched to one in the relevant city. Facilitators were then required to find a matching school in the same area as the matched Bala Janaagraha school which also matched by school type. If this was not possible, the facilitator could look for a similar school type in a wider area. Failing that, facilitators could deviate by school type also.

In each matched control school a whole grade 8 class would take the pre-survey up to a maximum of 35 students. If students had to be sampled (because there were more than 35 available), the facilitator would sample these in the same manner as the seven sampled in Bala Janaagraha schools (refer above). Assuming at least 20 students were sampled in each school, this would result in a representative sample of 800 students at the 95% confidence level and 3.41 confidence interval.

3.2 Survey Administration

3.2.1 Bala Janaagraha schools

In the sampled Bala Janaagraha schools, the pre-survey was administered by each respective school's facilitator in the first session at the school starting from June 2017. The facilitators were asked to strictly follow the sampling methodology to sample the set of seven students from each school so as to achieve an unbiased sample of students. For the post survey in February 2018, the same set of students were asked to take the survey. To facilitate correct matching of students, each post survey form had a pre-filled cover pageclearly detailing the name, student and school ID, address and other personal details of the student who was supposed to take the survey.

3.2.2 Control schools

In control schools, the facilitator whose school was matched, administered the pre-survey. All students in the 8th Standard class could take the survey unless there were more than 35 students in the class. In which case then the facilitator would apply the same sampling methodology as in the Bala Janaagraha schools. The same set of students wereagain surveyed for the post-survey. Pre-filled cover pages were also used for control students to facilitate the selection of the appropriate pupils and match the data.The administrations were done at the same time of year as those in Bala Janaagraha schools.

3.2.3 Entry and cleaning of data

All surveys (pre and post, and for the Bala Janaagraha schools as well as non Bala Janaagraha schools) were done on paper and mailed back to the Janaagraha office. All survey data was entered by a third party vendor who used data entry templates prepared by Janaagraha. Scoring of the knowledge questions was done by the Research and Insights (R&I) team at Janaagraha.

In order to match students' pre and post surveys, each student was assigned a unique identifier. The identifier was made up of four components; year of the programme, name of the city where the school was based, type of school (Bala J/ control) school number and a pupil number. The surveys also captured personal information of the students, including names, father's/mother's name, address and contact information.

3.3 Quality Assurance

The administration of the pre-survey comprised of various steps such as explaining the objective behind the surveys, sampling the students to take the survey, putting the school identifier codes on the surveys etc. In order to check whether the process was conducted by the facilitators along the expected lines, a member from the R&I team visited and observed the process in a sample of schools suggested by the Head Office team. The selected schools were either part of the cluster of schools of a new facilitator or were selected because there were some concerns around the facilitator. As part of the process, the member from the R&I team visited three schools in Bangalore (two Bala Janaagraha and one control school) and two outstation schools (one in Chennai and one in Bhubaneswar). In Chennai a control school was visited whereas, in Bhubaneswar, a Bala Janaagraha school was visited.

Overall across the five visits made, the administration was done satisfactorily. However, in one of the schools, the facilitator did not follow the prescribed sampling methodology to select seven students in a class who eventually would take the survey. The methodology was corrected on the spot and a meeting was immediately called for all Bangalore city facilitators in the Janaagraha office and the methodology was revisited. For other cities, a con-call was arranged and methodology was re-explained to negate any possibility of error in sampling the students by other facilitators. In a similar vein, some other minor points for correction were noted to the Head Office team who disseminated these to all facilitators, such as outlining the correct objective of the survey.

4

Results

4.1 Achieved Sample: Pre Survey

4.1.1. Bala Janaagraha schools and students

As a result of some schools not continuing with the programme and others joining the programme after the sampling was complete, some changes to the sample were made during the pre-survey administration period. To avoid a delayed start of the programme in schools that were continuing, a process was put in place to sample replacement schools for sampled ones discontinuing with the programme.

The 12 cities were randomly allocated to one of two conditions. In the first condition, sampled schools discontinuing from the programme were replaced by other 'existing/established' schools in that city and matched (where possible) by school type. In the second condition, sampled schools discontinuing from the programme were replaced by new schools on-boarded in that city (randomly though matched by school type where possible). Annex A breaks down which city was allocated to which condition.

As a result of some attrition, misplaced forms and difficulty in arranging sessions, a total of 199 schools were surveyed across 11 cities. In some categories an additional school was surveyed where not required. All schools in Delhi were off-boarded so no schools were sampled in Delhi. Table 5 shows the breakdown of the achieved pre survey sample, with the desired sample given in brackets. There was little deviation from the required sample. Most deviation was in the number of private schools required but this was still sufficient. Furthermore, as a result of the allowance of attrition of 10 schools, the resultant pre survey sample of schools remained representative at the 95% confidence level with a 5% confidence interval. 1,403 students were surveyed across the 199 Bala Janaagraha schools resulting in a representative student sample at the 95% confidence level with 2.55% confidence interval.

Table 5: Achieved Bala Janaagraha schools sample by school type and city (vs. desired sample and population of Bala Janaagraha schools) [3]

| City | Aided schools | | | Government schools | | | Municipal schools | | | Private schools | | | Total |
| | Population | | Sample | Population | | Sample | Population | | Sample | Population | | Sample | Sample |
	N	%	N	N	%	N	N	%	N	N	%	N	N
Ahmedabad	0	0	0 (0)	0	0	0 (0)	0	0	0 (0)	10	2.5	5 (5)	5 (5)
Bengaluru	26	6.6	14 (14)	72	18.3	36 (37)	21	5.3	11 (11)	83	21.1	42 (43)	103 (105)
Bhubaneswar	0	0	0 (0)	0	0	0 (0)	0	0	0 (0)	9	2.3	5 (5)	5 (5)
Chennai	6	1.5	3 (3)	0	0	1 (0)	0	0	0 (0)	14	3.6	6 (7)	10 (10)
Coimbatore	0	0	0 (0)	0	0	0 (0)	5	1.3	4 (3)	0	0	0 (0)	4 (3)
Secunderabad/Hyderabad	2	0.5	1 (1)	10	2.6	6 (6)	0	0	0 (0)	18	4.6	9 (9)	16 (16)
Kochi	3	0.8	4 (2)	7	1.8	3 (4)	0	0	0 (0)	0	0	0 (0)	7 (6)
Mumbai	3	0.8	2 (2)	0	0	0 (0)	7	1.8	4 (4)	10	2.5	5 (5)	11 (11)
Nagpur	3	0.8	2 (2)	0	0	0 (0)	10	2.5	5 (5)	7	1.8	4 (4)	11 (11)
New Delhi [4]	4	1.0	0 (2)	0	0	0 (0)	0	0	0 (0)	4	1.0	0 (2)	0 (4)
Pune	10	2.5	3 (5)	0	0	0 (0)	0	0	0 (0)	20	5.1	10 (10)	13 (15)
Udaipur	0	0	0 (0)	12	3.0	7 (6)	0	0	0 (0)	18	4.6	7 (9)	14 (15)
Total	57	14.5	29 (31)	101	25.6	53 (53)	43	10.9	24 (23)	193	49.0	93 (99)	199 (206)

4.1.2 Control schools and students

Aside from slightly fewer aided schools in the control school sample, the remaining schools were, overall, well matched by school type and city as per the required sample as shown in Table 6. There is one fewer control school than the 40 required but this is due to the programme ceasing activity in Delhi and hence, a control school there was not required. Table 6 outlines the achieved control school sample, with the desired sample given in brackets. Across the 39 schools, 1029 students sat for the pre-survey. This resulted in a representative sample at the 95% confidence level with a 3% confidence interval.

3. Desired sample figures given in brackets.
4. All schools were off-boarded in Delhi so no schools were sampled there.

Table 6: Achieved control schools sample by school type and city (vs. desired sample and population of Bala Janaagraha schools) [6]

City	Aided schools Population N	Aided schools Population %	Aided schools Sample N	Government schools Population N	Government schools Population %	Government schools Sample N	Municipal schools Population N	Municipal schools Population %	Municipal schools Sample N	Private schools Population N	Private schools Population %	Private schools Sample N	Total Sample N
Ahmedabad	0	0	0 (0)	0	0	0 (0)	0	0	0 (0)	10	2.5	1 (1)	1 (1)
Bengaluru	26	6.6	1 (3)	72	18.3	7 (7)	21	5.3	2 (2)	83	21.1	9 (7)	19 (19)
Bhubaneswar	0	0	0 (0)	0	0	0 (0)	0	0	0 (0)	9	2.3	1 (1)	1 (1)
Chennai	6	1.5	0 (1)	0	0	1 (0)	0	0	0 (0)	14	3.6	1 (1)	2 (2)
Coimbatore	0	0	0 (0)	0	0	0 (0)	5	1.3	1 (1)	0	0	0 (0)	1 (1)
Secunderabad/Hyderabad	2	0.5	0 (0)	10	2.6	1 (1)	0	0	0 (0)	18	4.6	2 (2)	3 (3)
Kochi	3	0.8	0 (0)	7	1.8	1 (1)	0	0	0 (0)	0	0	0 (0)	1 (1)
Mumbai	3	0.8	0 (0)	0	0	0 (0)	7	1.8	1 (1)	10	2.5	1 (1)	2 (2)
Nagpur	3	0.8	0 (0)	0	0	0 (0)	10	2.5	1 (1)	7	1.8	2 (2)	3 (3)
New Delhi [5]	4	1.0	0 (1)	0	0	0 (0)	0	0	0 (0)	4	1.0	0 (0)	0 (1)
Pune	10	2.5	1 (1)	0	0	0 (0)	0	0	0 (0)	20	5.1	2 (2)	3 (3)
Udaipur	0	0	1 (0)	12	3.0	1 (1)	0	0	0 (0)	18	4.6	1 (2)	3 (3)
Total	57	14.5	3 (6)	101	25.6	11 (10)	43	10.9	5 (5)	193	49.0	20 (19)	39(40)

5. All schools were off-boarded in Delhi so no schools were sampled there.

4.2 Achieved Sample: Post Survey

The post survey was conducted in the same set of schools and with same set of students who took the pre-survey.Table 7 displays the achieved number of schools in the post survey vis-à-vis the pre-survey set of schools. The team of facilitators was able to conduct the post survey in almost all Bala Janaagraha schools where the pre-survey was conducted except in one municipal school in Bangalore.For this reason, in Table 7 below, the number of achieved municipal schools is 1 less than the desired number of municipal schools in Bangalore. Additionally, the team conducted the post-survey in one additional aided school in Pune which was not part of the pre-survey set of schools. As a result of attrition of one municipal school and addition of one school which we did not want leaves us with 198 schools matched to the schools from the pre-survey.

Table 7: Achieved Bala Janaagraha schools sample by school type and city for post survey (vs. desired sample and population of Bala Janaagraha schools)

City	Aided schools			Government schools			Municipal schools			Private schools			Total
	Population		Sample	Population		Sample	Population		Sample	Population		Sample	Sample
	N	%	N	N	%	N	N	%	N	N	%	N	N
Ahmedabad	0	0	0 (0)	0	0	0 (0)	0	0	0 (0)	10	2.5	5 (5)	5 (5)
Bengaluru	26	6.6	14 (14)	72	18.3	36 (36)	21	5.3	10 (11)	83	21.1	42 (42)	102 (103)
Bhubaneswar	0	0	0 (0)	0	0	0 (0)	0	0	0 (0)	9	2.3	5 (5)	5 (5)
Chennai	6	1.5	3 (3)	0	0	1 (1)	0	0	0 (0)	14	3.6	6 (6)	10 (10)
Coimbatore	0	0	0 (0)	0	0	0 (0)	5	1.3	4 (4)	0	0	0 (0)	4 (4)
Secunderabad/Hyderabad	2	0.5	1 (1)	10	2.6	6 (6)	0	0	0 (0)	18	4.6	9 (9)	16 (16)
Kochi	3	0.8	4 (4)	7	1.8	3 (3)	0	0	0 (0)	0	0	0 (0)	7 (7)
Mumbai	3	0.8	2 (2)	0	0	0 (0)	7	1.8	4 (4)	10	2.5	5 (5)	11 (11)
Nagpur	3	0.8	2 (2)	0	0	0 (0)	10	2.5	5 (5)	7	1.8	4 (4)	11 (11)
New Delhi	4	1.0	0 (0)	0	0	0 (0)	0	0	0 (0)	4	1.0	0 (0)	0 (0)
Pune	10	2.5	3 (3)	0	0	0 (0)	0	0	0 (0)	20	5.1	10 (10)	14 (13)
Udaipur	0	0	0 (0)	12	3.0	7 (7)	0	0	0 (0)	18	4.6	7 (7)	14 (14)
Total	57	14.5	29(29)	101	25.6	53 (53)	43	10.9	23 (24)	193	49.0	93 (93)	198 (199)

After cleaning out those students who did not do both the pre and post survey and any double entries etc.1318 Bala Janaagraha students remained who had done both the pre and post surveys (refer to Annex C for more details of the data cleaning). The resultant sample of 1318 studentswhich is considered for this report and analysis is a representative sample of the Bala Janaagraha population of students at the 95 percent confidence level with a 2.6 % confidence interval. Also, with the post survey being conducted in 198 out of 199 schools, the sample is representative of the Bala Janaagraha universe of schools (394) at the 95% percent confidence level with 5% confidence interval.

In terms of control schools, the Bala Janaagraha team was able to conduct post survey in each and every school where pre-survey was administered. The achieved control school sample distribution during post survey is displayed in Table 8 given below.

Table 8: Achieved control schools sample by school type and city for post survey (vs. desired sample and population of Bala Janaagraha schools)[6]

City	Aided schools			Government schools			Municipal schools			Private schools			Total
	Population		Sample	Population		Sample	Population		Sample	Population		Sample	Sample
	N	%	N	N	%	N	N	%	N	N	%	N	N
Ahmedabad	0	0	0 (0)	0	0	0 (0)	0	0	0 (0)	10	2.5	1 (1)	1 (1)
Bengaluru	26	6.6	1 (1)	72	18.3	7 (7)	21	5.3	2 (2)	83	21.1	9 (9)	19 (19)
Bhubaneswar	0	0	0 (0)	0	0	0 (0)	0	0	0 (0)	9	2.3	1 (1)	1 (1)
Chennai	6	1.5	0 (0)	0	0	1 (1)	0	0	0 (0)	14	3.6	1 (1)	2 (2)
Coimbatore	0	0	0 (0)	0	0	0 (0)	5	1.3	1 (1)	0	0	0 (0)	1 (1)
Secunderabad/Hyderabad	2	0.5	0 (0)	10	2.6	1 (1)	0	0	0 (0)	18	4.6	2 (2)	3 (3)
Kochi	3	0.8	0 (0)	7	1.8	1 (1)	0	0	0 (0)	0	0	0 (0)	1 (1)
Mumbai	3	0.8	0 (0)	0	0	0 (0)	7	1.8	1 (1)	10	2.5	1 (1)	2 (2)
Nagpur	3	0.8	0 (0)	0	0	0 (0)	10	2.5	1 (1)	7	1.8	2 (2)	3 (3)
New Delhi [7]	4	1.0	0 (0)	0	0	0 (0)	0	0	0 (0)	4	1.0	0 (0)	0 (0)
Pune	10	2.5	1 (1)	0	0	0 (0)	0	0	0 (0)	20	5.1	2 (2)	3 (3)
Udaipur	0	0	1 (1)	12	3.0	1 (1)	0	0	0 (0)	18	4.6	1 (1)	3 (3)
Total	57	14.5	3 (3)	101	25.6	11 (11)	43	10.9	5 (5)	193	49.0	20 (20)	39 (39)

After cleaning out those students who did not do both the pre and post survey and any double entries etc.976 control students across 39 schools remained who had done both the pre and post surveys (refer to Annex C for more details of the data cleaning). This resulted in a representative sample at the 95% confidence level with a 3.08% confidence interval.

6. Desired sample figures given in brackets.
7. All schools were off-boarded in Delhi so no schools were sampled there.
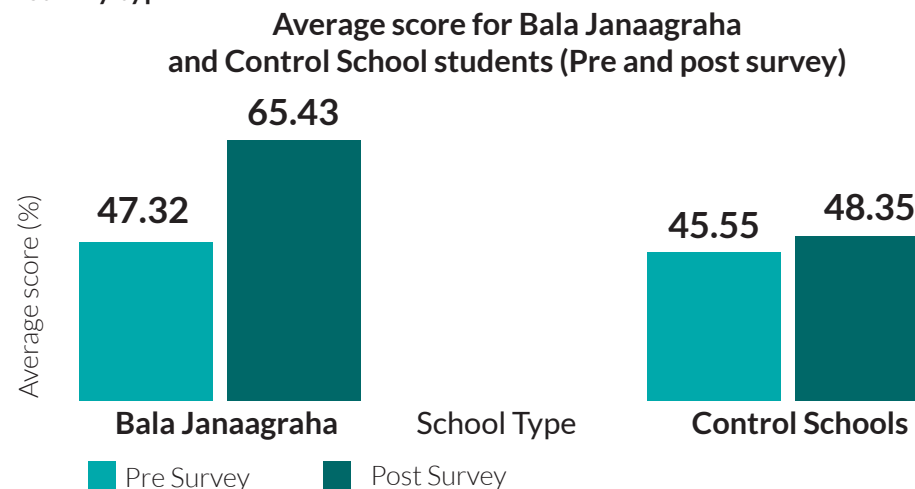
4.3 Overall Civic knowledge scores

The civic knowledge scores for both Bala Janaagraha and control school students are provided separately for the pre survey and post survey in Table 9 below. Figure 1 plots the results. Overall, the civic knowledge scores of the Bala Janaagraha students, across all cities and schools, has increased on an average from 47.3 percent for the pre-survey to 65.4 percent for the post survey. This indicates a marked improvement of 18.1 percent in the average civic knowledge scoresof the Bala Janaagraha students after the intervention.

Table 10: Civic Literacy scores for Bala Janaagraha and Control group students by survey type

	Average Score (%)			
	Pre Survey	Post Survey	N	Difference
Bala Janaagraha	47.32	65.43	1318	18.11
Control Schools	45.55	48.35	976	2.8

By comparison, for the control school students, the average civic literacy score has increased only slightly from 45.55 percent for the pre-survey to 48.35 percent for the post survey. The difference in the test scores, pre/post between Bala Janaagraha and control schools, is statistically significant at the 1 percent level (t (2292) = 19.17, p<0.001). This means that the increase in civic knowledge of Bala Janaagraha students was significantly greater than that for control students.

Figure1: Civic knowledge scores for Bala Janaagraha and control students by survey type

Average score for Bala Janaagraha and Control School students (Pre and post survey)

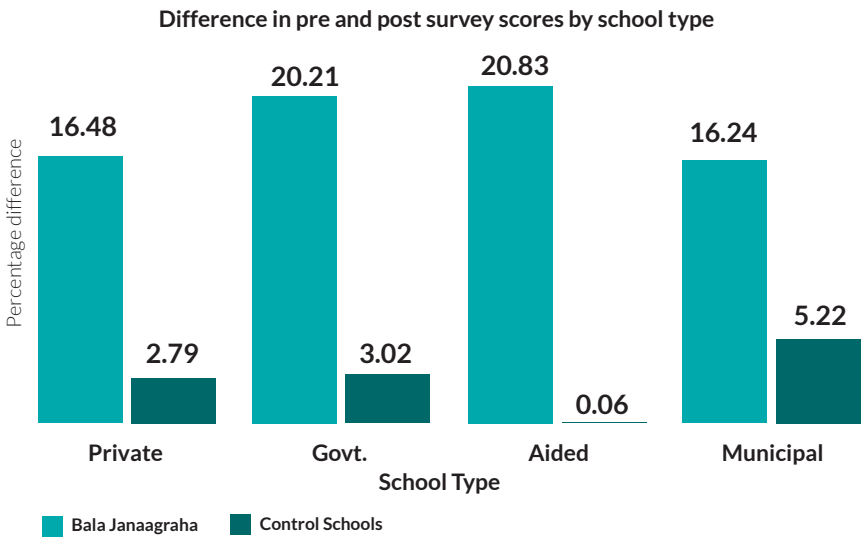## 4.4 Overall Civic knowledge Scores by school type

For the Bala Janaagraha students, the difference in the civic knowledge scores from pre to post survey is positive and more than 16 percent for all school categories (See Table 10). However, there is a slight difference in scores with students from government and aided schools showing an almost equal increase in the average percentage score of around 20 percent, whereas, the difference in the scores for students in private and municipal schools is around 16 percent. In control schools, there is a slight increase in civic knowledge across all school types but this is much smaller than in Bala Janaagraha schools, ranging from 0.06 per cent in aided schools to 5.22% in municipal schools. Also, with equal variances assumed, for the post survey, the scores for the Bala Janaagraha students for all school types are significantly higher than the control school students at one percent level[8]. The score differences are plotted by school type in Figure 2.

8. For Govt. schools: t (615) =12.2, p<0.001; Aided schools: t (269) = 8.29, p<0.001; Private schools: t (1209) = 12.3, p<0.001; Municipal schools: t (193) = 3.32, p<0.001

Table 11: Civic Literacy scores for Bala Janaagraha and Control group students by school type

	Average Score (%)							
	Pre Survey (A)							
	Private		Govt.		Aided		Municipal	
	Score (%)	N (students)	Score (%)	N (students)	Score (%)	N (students)	Score (%)	N (students)
Bala Janaagraha	51.86	633	41.92	354	45.96	198	42.11	133
Control Schools	48	578	42.24	263	42.47	73	40.36	62
	Post Survey (B)							
	Private		Govt.		Aided		Municipal	
	Score (%)	N (students)	Score (%)	N (students)	Score (%)	N (students)	Score (%)	N (students)
Bala Janaagraha	68.34	633	62.13	354	66.79	198	58.35	133
Control Schools	50.79	578	45.26	263	42.53	73	45.58	62
	Difference (B-A)							
	Private		Govt.		Aided		Municipal	
	Score (%)		Score (%)		Score (%)		Score (%)	
Bala Janaagraha	16.48		20.21		20.83		16.24	
Control Schools	2.79		3.02		0.06		5.22	

Figure 2: Difference in civic knowledge scores for Bala Janaagraha and control students by school type

Difference in pre and post survey scores by school type

- Private: Bala Janaagraha 16.48, Control Schools 2.79
- Govt.: Bala Janaagraha 20.21, Control Schools 3.02
- Aided: Bala Janaagraha 20.83, Control Schools 0.06
- Municipal: Bala Janaagraha 16.24, Control Schools 5.22

Percentage difference · School Type

Legend: Bala Janaagraha | Control Schools
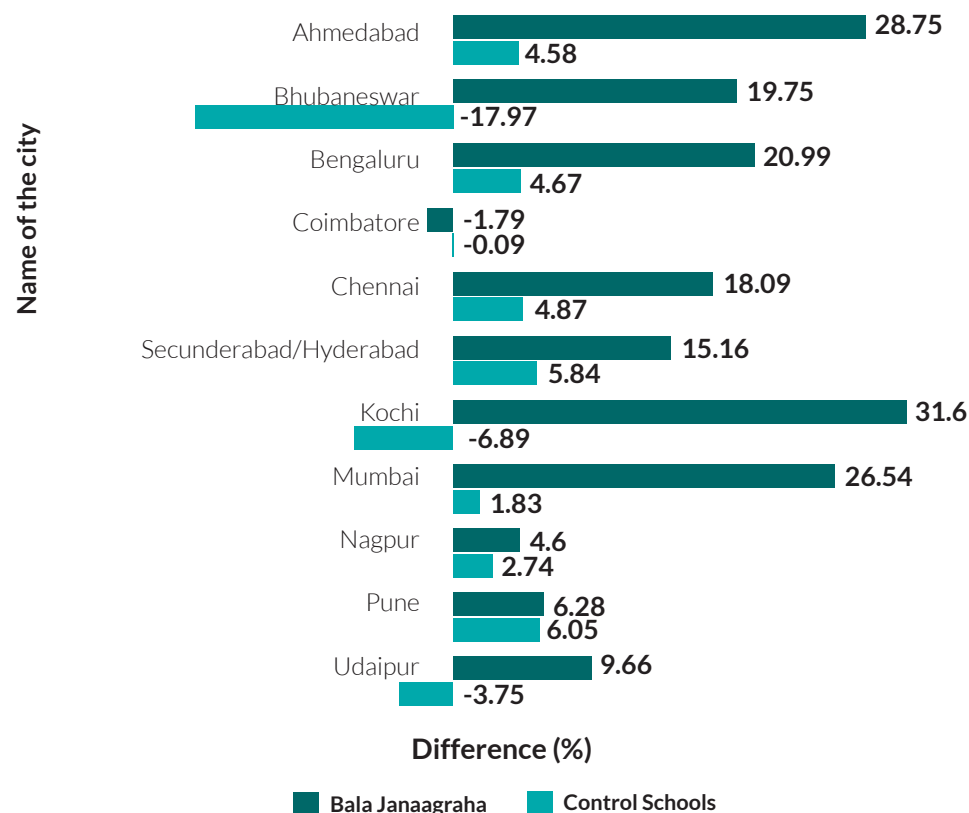
Overall Civic knowledge scores by city

In all of the cities, for Bala Janaagraha schools,the civic literacy scores witnessed an increase from the pre-survey to post survey except in Coimbatore (See Table 11). City-wise and intra-city comparisons should be treated with caution since sample representation is across cities for the entire Bala Janaagraha population. In addition in Coimbatore only 19 Bala Janaagraha students were part of survey and 10 control school students which requires further caution. It is useful to add that the programme in Coimbatore is not delivered by a Janaagraha facilitator on the ground. The programme is run on a self-funded model. On the other hand, the highest increase in the civic learning scores is witnessed for Kochi, where the average score increased by 31.6 percent followed by Ahmedabad and Mumbai, where the average score increased by 28.7 percent and 26.5 percent respectively. The lowest increase, among Bala Janaagraha schools, was in Nagpur where the average score increased by 4.6 percent in the post survey. With an average score of around 86 percent, Ahmedabad is the top city for the post survey for Bala Janaagraha schools followed by Kochi (82.4 percent). In terms of pre-survey, the highest score was observed in Ahmedabad (57.2 percent) followed by Pune (53.56 percent). However, in Pune, the score increased by only 6.3 percent compared to 28.7 percent in Ahmedabad for the post survey. Score differences have been plotted in Figure 3.

Table 12: Civic Literacy scores for Bala Janaagraha and control group students by city

	Average Score (%)								Difference (B-A)	
	Pre Survey (A)				Post Survey (B)					
	Bala Janaagraha		Control		Bala Janaagraha		Control		Bala Janaagraha	Control
CITY	Score (%)	N(students)	Score (%)	N (students)	Score (%)	N (students)	Score (%)	N (students)	Score (%)	Score (%)
Ahmedabad	57.21	35	44.9	21	85.96	35	49.48	21	28.75	4.58
Bhubaneswar	53.42	32	56.15	48	73.17	32	38.18	48	19.75	-17.97
Bengaluru	44.99	661	44.74	515	65.98	661	49.41	515	20.99	4.67
Coimbatore	53.51	19	58.57	10	51.72	19	58.48	10	-1.79	-0.09
Chennai	43.29	72	39.79	59	61.38	72	44.66	59	18.09	4.87
Secunderabad/Hyderabad	48.04	108	41.62	71	63.2	108	47.46	71	15.16	5.84
Kochi	50.83	49	57.82	7	82.43	49	50.93	7	31.6	-6.89
Mumbai	49.29	77	38.57	60	75.83	77	40.4	60	26.54	1.83
Nagpur	48.76	77	53.1	73	53.36	77	55.84	73	4.6	2.74
Pune	53.56	93	48.3	56	59.84	93	54.35	56	6.28	6.05
Udaipur	48.17	95	46.22	56	57.83	95	42.47	56	9.66	-3.75

Figure 3: Difference in civic knowledge scores for Bala Janaagraha and control students by city

In comparison, in the control schools, in 4 out of 11 cities there was a decline in civic literacy scores. In the seven remaining cities, the civic learning scores increased though in most cases this was a slight increase and in no cases more than in Bala Janaagraha schools. The highest increase recorded for control schools was in Pune (6.3%). In fact, the difference in scores, from pre to post, is similar for both control and Bala Janaagraha schools for Pune as Figure 3 shows. It would be worth exploring the potential reasons for this perhaps related to the facilitator or content taught in the control schools.

4.6 Overall Civic knowledge Scores by Chapter

The resource book comprises of 7 chapters which cover different aspects of civic learning[9] . From pre survey to post survey, there is a positive difference in average scores for all chapters for Bala Janaagraha students as shown in Table 12. Control school students also increased their knowledge in all but Sustainability and Conservation of Resources but to a much smaller degree than Bala Janaagraha students. The highest increase for both Bala Janaagraha and control group students was recorded for chapter 4, 'Governance' and chapter 5, 'My Constitutional Rights'. It is important to note that these chapters also scored the lowest at pre-survey for both Bala Janaagraha and control schools, suggesting these chapters had room for the largest growth. The lowest increase in the average score for Bala Janaagraha students, is witnessed for chapter 2, 'Sustainability' (9.6%). Furthermore, with equal variances assumed, the difference in the mean scores from pre to post survey, between Bala Janaagraha and control schools, is statistically significant for all chapters at 1 percent level[10] . Score differences are plotted in Figure 4.
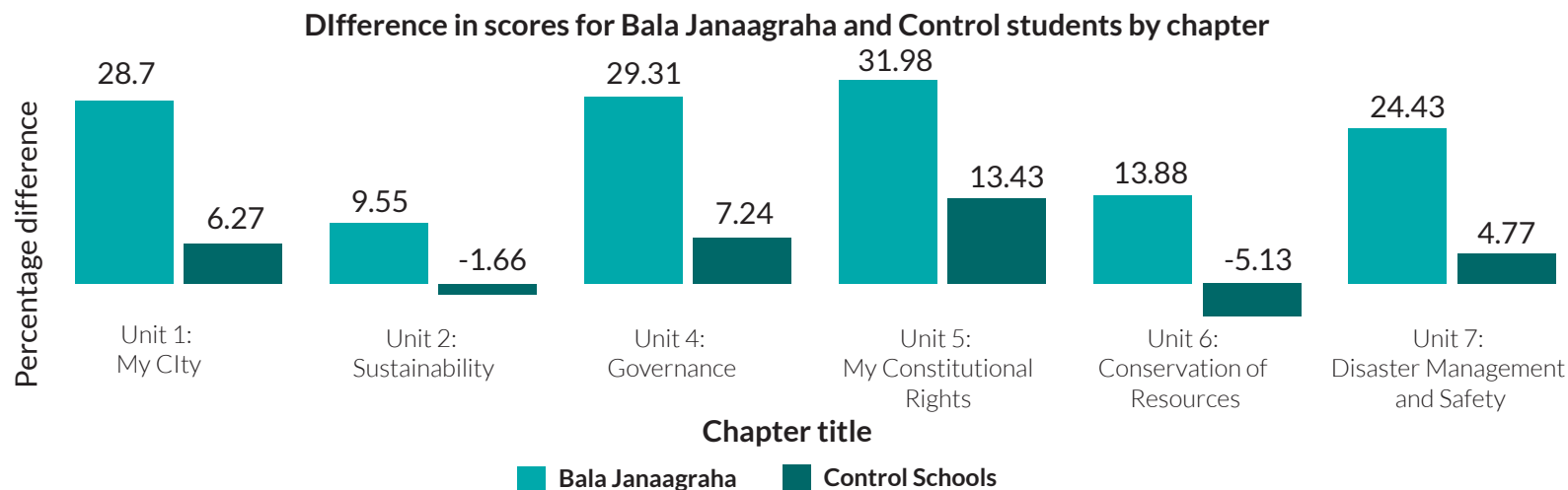
Table 12: Civic Literacy scores for Bala Janaagraha and control group students by city

| Chapter | Average Score (%) | | | | | |
| | Pre Survey (A) | | Post Survey (B) | | Difference (B-A) | |
	Bala Janaagraha Schools	Control Schools	Bala Janaagraha Schools	Control Schools	Bala Janaagraha Schools	Control Schools
Unit 1: My City	50.15	49.89	78.85	56.16	28.7	6.27
Unit 2: Sustainability	55.51	51.12	65.06	49.46	9.55	-1.66
Unit 4: Governance	35.86	34.32	65.17	41.56	29.31	7.24
Unit 5: My Constitutional Rights	35.37	36.16	67.35	49.59	31.98	13.43
Unit 6: Conservation of Resources	55.67	51.46	69.55	46.33	13.88	-5.13
Unit 7: Disaster Management and Safety	43.04	41.81	67.47	46.58	24.43	4.77
N (students)	1318	976	1318	976	1318	976

9.   Chapter 3 on Active Citizenship had no knowledge questions. This chapter is reflected on through the behavioural questions later.
10.   For Chapter 1: t (2292) = 13.9, p<0.001; Chapter 2: t (2292) = 7.56, p<0.001; Chapter 4: t (2292)= 15.5, p<0.001; Chapter 5: t (2292) = 12.3, p<0.001 ; Chapter 6: t (2292) = 12.9, p<0.001; Chapter 7: t (2292) = 14.7, p<0.001

Figure 4: Difference in scores for Bala Janaagraha and Control students by chapters in the resource book

DIfference in scores for Bala Janaagraha and Control students by chapter

Bar chart with vertical axis labeled "Percentage difference" and horizontal axis labeled "Chapter title".

Chapter	Bala Janaagraha	Control Schools
Unit 1: My CIty	28.7	6.27
Unit 2: Sustainability	9.55	-1.66
Unit 4: Governance	29.31	7.24
Unit 5: My Constitutional Rights	31.98	13.43
Unit 6: Conservation of Resources	13.88	-5.13
Unit 7: Disaster Management and Safety	24.43	4.77

Legend: ■ Bala Janaagraha ■ Control Schools

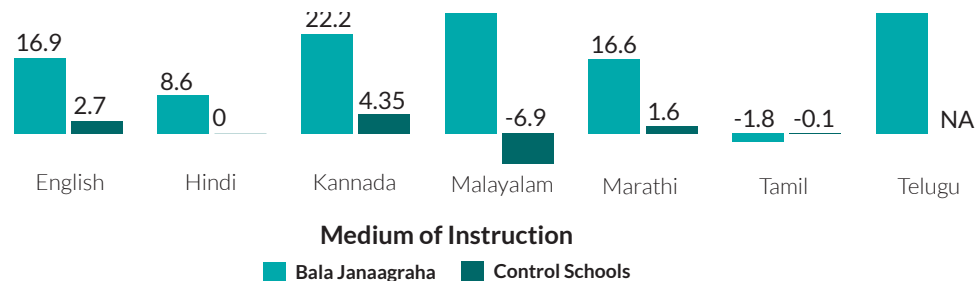## 4.7 Overall Civic knowledge Scores by language of instruction

The Bala Janaagraha curriculum is taught in seven different languages with English being the predominant language across allcities. As Table 13 shows, the scores of the Bala Janaagraha students for all languages increased except those who were taught in Tamil where scores saw a decline of 1.8 percent.However, it should be noted that only 19 students surveyed were taught in Tamil so these results should be treated with caution. Likewise, only very few students surveyed were taught inTelugu (21) and Marathi (7),so similar caution should be exercised. Overall, the differences seen by language of instruction are only indicative as the sample is representative only as a whole. Also, a point worthy of mentioning here is that the curriculum is taught in Tamil only in the city of Coimbatore. As mentioned before, Coimbatore is the only city where the programme is run without the support of a Janaagraha facilitator. Control school students'scores varied less between pre and post survey than the Bala Janaagraha students' scores, with the largest increase for those taught in Kannada (4.35%) There was a decrease in score in Malayalam for the control students of almost 7 percent but this is based on only a very small sample (n=7). Figure 5 shows the score differences by medium of instruction.

10.   Chapter 3 on Active Citizenship had no knowledge questions. This chapter is reflected on through the behavioural questions later.

Table 12: Civic Literacy scores for Bala Janaagraha and control group students by language of instruction

	Average Score (%)									
	Pre Survey (A)				Post Survey (B)				Difference (B-A)	
	Bala Janaagraha		Control		Bala Janaagraha		Control		Bala Janaagraha	Control
Language	Score (%)	N(students)	Score (%)	N(students)	Score (%)	N(students)	Score (%)	N(students)	Score (%)	Score (%)
English	50.5	815	46.6	676	67.4	815	49.3	676	16.9	2.7
Hindi	41.6	97	45.1	48	50.2	97	45.1	48	8.6	0
Kannada	40.5	310	41.65	217	62.7	310	46.0	217	22.2	4.35
Malayalam	50.8	49	57.8	7	82.4	49	50.9	7	31.6	-6.9
Marathi	37.8	7	40.6	18	54.4	7	42.2	18	16.6	1.6
Tamil	53.5	19	58.5	10	51.7	19	58.4	10	-1.8	-0.1
Telugu [11]	39.6	21	NA	0	73.3	21	NA	0	33.7	NA
	Total (N)=1318		Total (N) =976		Total (N) =1318		Total (N) =976			

Figure 5: Difference in scores for Bala Janaagraha and Control students by medium of instruction

Note: Since there is no matching control school in case of Telugu medium schools, the figure does not include this language

The highest increase for Bala Janaagraha students is seen for schools with Telugu as their medium of instruction followed by Malayalam medium schools. The score difference is of 33.7 percent and 31.6 percent respectively for these schools.Apart from Coimbatore, the smallest increase (8.6 percent) for Bala Janaagraha students is for schools with Hindi as their language of instruction.

11. There is no matching control school for Telugu medium Bala Janaagraha schools.

4.8 Civic Behaviours, Attitudes and General Civic Activities

As well as being asked a range of knowledge questions, students were also asked a set of questions related to their civic behaviours and attitudes along with a set of general questions about civic activities. Students(both Bala Janaagraha and control) were asked the same questions during the pre-survey and post survey. This section presents the results of these questions.

4.8.1 Attitudinal Questions

Students were asked whether or not they believe children can have any effect on the way government functions. Responses to this sawa substantial variance from pre survey to post survey (see Table 14). The percentage of Bala Janaagraha students responding 'Yes' increased from 41.7 percent to 64.5 percent, thus increasing by 22.8 percent. The proportion of control school students who said 'yes' also increased but was much smaller than that for Bala Janaagraha students at 4.6%. The percentage of Bala Janaagraha students with 'not sure' as their response declined substantially (14.3%). This was likewise the case for control students to a smaller degree (6.4%). However, a proportion of the shift for control students went to those saying they did not think children can have an impact on the way government functions. On the contrary for Bala Janaagraha students, the overall shift was only towards thinking they can. The difference in the responses of the Bala Janaagraha and control school students at the post survey stage for this question is statistically significant at 1 percent level ($X^2 (2)= 150.9$, $p<0.001$).

Table 15: Do you think children can have any effect on the way the government functions?

	Response Percentage									
	Pre Survey (A)				Post Survey (B)				Difference (B-A)	
	Bala Janaagraha		Control		Bala Janaagraha		Control		Bala Janaagraha	Control
	(%)	N(students)	(%)	N(students)	(%)	N(students)	(%)	N(students)	(%)	(%)
Yes	41.7	542	33.9	324	64.5	834	38.5	370	22.8	4.6
No	24.4	317	27.9	267	15.9	206	29.7	285	-8.5	1.8
I'm not Sure	33.9	441	38.2	365	19.6	253	31.8	306	-14.3	-6.4

Another attitudinal question asked to students was how important they think it is for the people to vote in elections. When comparing the views of Bala Janaagraha and control students at the pre and post survey points, the differences are very stark. As table 16 shows, the proportion of Bala Janaagraha students who felt this is very important increased by 11% from 74 percent to 85 percent. The overall shift for Bala Janaagraha was only towards finding this very important with a decrease in proportion of those giving any other option. On the contrary, the overall shift for control students was away from thinking this was very important (a reduction of 13.5 percent) and an increase in all other categories, namely an 8.5 percent increase in those who were not sure and a four percent increase in those who did not think it was important. The difference in responses for this question at the post survey stage, for Bala J and control school students, is statistically significant at 1 percent level ($X^2 (3)= 251.4$, $p<0.001$).

Table 15: How important do you think it is for people to vote in elections?

	Response Percentage									
	Pre Survey (A)				Post Survey (B)				Difference (B-A)	
	Bala Janaagraha		Control		Bala Janaagraha		Control		Bala Janaagraha	Control
	(%)	N (students)	(%)	N (students)	(%)	N (students)	(%)	N (students)	(%)	(%)
Not important	5.1	66	6.9	67	3.1	40	10.9	103	-2	4
A little bit important	12.1	158	18.8	182	6.8	87	19.6	185	-5.3	0.8
Very important	74.4	968	68.5	664	85.4	1096	55	519	11	-13.5
I'm not sure	8.4	109	5.9	57	4.8	61	14.4	136	-3.6	8.5

*where multiple responses were ticked by a student, they were re-coded as 'I'm not sure'.

Similar trends were observed when students were asked how important they think it is for people to participate in civic life as shown in Table 16. The percentage of Bala Janaagraha students who believe that it is 'very important' for people to participate in civic life increased by 23.7 percent, whereas, for control students, the proportion declined by 0.1 percent. Though in this case, the overall trend for control students was towards believing it was a little important, though the magnitude was just 5.8 percent. The difference in the responses to this question at the post survey stage, for Bala J and control school students, is statistically significant at 1 percent level (X^2 (3)= 257.3, p<0.001).

Table 16: How important do you think it is for people to participate in civic life, for example, helping to resolve local issues and looking out for other people?

	Response Percentage									
	Pre Survey (A)				Post Survey (B)				Difference (B-A)	
	Bala Janaagraha		Control		Bala Janaagraha		Control		Bala Janaagraha	Control
	(%)	N (students)	(%)	N (students)	(%)	N (students)	(%)	N (students)	(%)	(%)
Not important	4.6	59	7.9	75	2.1	27	7.6	74	-2.5	-0.3
A little bit important	18.7	239	18.7	178	10.4	135	24.5	237	-8.3	5.8
Very important	57.1	729	49.2	468	80.8	1047	49.1	475	23.7	-0.1
I'm not sure	19.5	249	24.3	231	6.6	86	18.8	182	-12.9	-5.5

*where multiple responses were ticked by a student, they were re-coded as 'I'm not sure'.

4.8.2 Behavioural Questions

This section analyses the questions asked to understand the self-reported civic behaviours of students of the Bala Janaagraha group vis-à-vis the control group, at the pre and post survey points. The Bala Janaagraha programme promotes the holistic civic development of students of which civic behaviour is an important aspect.

Students were shown a list of items of rubbish and asked whether or not they would throw these into the forest while on a trek. Table 17 shows the percentage difference in response between the pre and post surveys, by Bala Janaagraha and control students. For aluminum drink cans, plastic water bottles and used batteries, the general trend is that since doing Bala Janaagraha, these students are less likely to say they'll throw them into the forest. While in control students there's either little change or an increased likelihood of throwing these into the forest. However, and very starkly, the reverse is the case for banana peel with an increase of 19% of Bala Janaagraha students saying they would throw this into the forest following participation in the programme. The same is not true for control students with little change in what they say they would do with banana peel. This suggests that the Bala Janaagraha programme has most likely successfully taught students that banana peel is biodegradable. However, and very importantly, the students therefore feel it is ok to throw this into the forest when in reality, even biodegradable waste should be disposed of responsibly in a manner where it can be composted etc. and not attract vermin or cause other problems. The difference in responses for the post survey, between Bala Janaagraha and control students, are statistically significant for all five options[12].

Table 17: Raghav is taking a trek in the forest. Raghav has some things he'd like to throw away but there are no bins in the forest. He would rather not carry his rubbish with him. What would you do? Look at each of the items in the list and decide whether you would throw it away into the forest or not.

| | Percentage Difference between Pre and Post Surveys | | | | | |
| | I would throw into forest | | I'm not sure | | I would not throw into the forest | |
	Bala Janaagraha Schools	Control Schools	Bala Janaagraha Schools	Control Schools	Bala Janaagraha Schools	Control Schools
1.Aluminum drink cans	-1.8	6.49	-7.0	0.73	8.8	-7.21
2. Banana peel	19.2	-0.23	-4.2	4.98	-15.0	-4.75
3. Plastic water bottle	-1.3	0.71	-6.8	0.68	8.1	-1.38
4. Used batteries	-4.3	5.4	-7.8	-3.34	12.1	-2.07
5. Used tissues	6.0	1.69	-0.5	5.17	-5.4	-6.85
Average	3.56	2.81	-5.26	1.64	1.72	-4.45

*where multiple responses were ticked by a student, they were re-coded as 'I'm not sure'.

12.   For option 1: (X^2 (3)= 110.9, p<0.001); option 2: (X^2 (2)= 91.9, p<0.001); option 3: (X^2 (2)= 85.7, p<0.001)); option 4: (X^2 (2)= 103.8, p<0.001)); option 5:   (X^2 (2)= 44.8, p<0.001)

Students were also asked to indicate what they would do if they see the footpath inside their own colony breaking off at the edges. During the pre-survey, just over half of students, both Bala Janaagraha and control, indicated they would contact the Resident Welfare Association or local Corporator and work with them to fix the footpath (see Table 18). The proportion of Bala Janaagraha students who said they would do this, following participation in the programme, increased by 23.7 percent, whereas this decreased for control students by 15 percent. The general trend for students who had participated in the programme was therefore to be more civically active and get involved in fixing issues in their local communities. On the contrary, the overall trend for control students was to become less civically active and instead do nothing or tell a friend or parent about it. Furthermore, for the post survey, the difference in the response for this question, between Bala Janaagraha and control school students, is statistically significant (X^2 (4)= 358.1, p<0.001).

Table 18: You notice the footpath inside your colony breaking off at the edges. What would you do?

	Response Percentage									
	Pre Survey (A)				Post Survey (B)				Difference (B-A)	
	Bala Janaagraha		Control		Bala Janaagraha		Control		Bala Janaagraha	Control
	(%)	N (students)	(%)	N (students)	(%)	N (students)	(%)	N (students)	(%)	(%)
Tell your friends or parents about it	18.7	242	17.0	164	7.4	95	25.1	237	-11.3	8.1
Do nothing. Someone else will take care of it.	6.7	87	7.0	68	3.9	50	17.2	163	-2.8	10.2
Tell the Resident Welfare Association President to take action.	21.4	277	21.3	206	12.0	154	18.4	174	-9.4	-2.9
Contact the Resident Welfare Association or local Corporator and work with them to fix the footpath	51.0	662	52.3	505	74.7	957	37.4	254	23.7	-14.9
I'm not sure	2.2	29	2.3	22	2.0	29	1.9	18	-0.2	-0.4

*where multiple responses were ticked by a student, they were re-coded as 'I'm not sure'.

One final behavioural question asked students how they would respond to an opportunity to pay a bribe to get out of paying a larger fine as a result of parking in a 'no parking' area. While the majority of students (both Bala Janaagraha and control) at the pre survey stage indicated they would report the officer (79% of Bala Janaagraha students and 76% of control students), about 30% of students in both groups would first pay the bribe, rather than the full fine, before reporting the officer as Table 29 shows. However, after completing the Bala Janaagraha programme, the proportion of students would first pay the fine and then report the officer increased by almost 19% but just by 1% for the control students. This suggests the programme has played a strong role in educating students about not undertaking in corruption. Furthermore, for the post survey, the difference in the responses for this question between Bala Janaagraha and control school students, is statistically significant (X^2 (4)= 111.07, p<0.001).

Table 19: Shikha missed the "No Parking" sign on the curb of the road and got her vehicle towed. Now the traffic policeman is levying a fine of Rs. 1000 on her. Shikha only has exactly Rs.1000 with her. The traffic policeman says he will let her off the fine if she gives him Rs.500 directly. What would you do if you were in Shikha's place?

	Response Percentage									
	Pre Survey (A)				Post Survey (B)				Difference (B-A)	
	Bala Janaagraha		Control		Bala Janaagraha		Control		Bala Janaagraha	Control
	(%)	N (students)	(%)	N (students)	(%)	N (students)	(%)	N (students)	(%)	(%)
Pay the full fine of Rs.1000 and report the officer	49.5	635	45.6	436	68.1	870	46.7	440	18.6	1.1
Pay Rs.500 and report the officer	29.4	378	30	287	17.9	228	34.1	321	-11.5	4.1
Pay the full fine of Rs.1000 and not report the officer	10.5	135	12.1	116	8.9	114	10.8	102	-1.6	-1.3
Pay Rs.500 and not report the officer	7.9	101	8.2	78	4.4	56	7.4	70	-3.5	-0.8
I'm not sure	2.7	35	4.2	40	0.7	9	1	9	-2	-3.2

*where multiple responses were ticked by a student, they were re-coded as 'I'm not sure'.

4.8.3 General Questions

This section deals with general questions pertaining to self-reported day-to-day interactions with the civic authorities and participation in a diverse range of civic activities. Students were asked if they know how to contact their local corporator and whether or not they had ever contacted a government official about a local problem. Tables 20 and 21 show the responses at pre and post survey, and the resultant net differences, for both groups of students. As Table 20 shows, approximately 45-50 percent of students indicated they know how to contact their corporator when asked during the pre-survey, while the rest said they did not. There were only a handful who were not sure. While there was an increase in the proportion of students who indicated they did know at the post survey point, this was much larger for Bala Janaagraha students than control students (29% compared with 6%) suggesting the programme has armed students with the knowledge of how to do this for those who did not know before. The difference in the responses for this question at the post survey stage, between Bala Janaagraha and control school students, is statistically significant (X^2 (2)= 195.7, p<0.001).

Table 20: Do you know how to contact your local corporator?

	Response Percentage									
	Pre Survey (A)				Post Survey (B)				Difference (B-A)	
	Bala Janaagraha		Control		Bala Janaagraha		Control		Bala Janaagraha	Control
	(%)	N (students)	(%)	N (students)	(%)	N (students)	(%)	N (students)	(%)	(%)
Yes	50.5	637	45.8	436	79.4	1009	51.4	483	28.9	5.6
No	49.4	623	53.9	513	20.3	258	48.5	455	-29.1	-5.4
I'm not sure	0.2	2	0.3	3	0.2	3	0.1	1	0	-0.2

*where multiple responses were ticked by a student, they were re-coded as 'I'm not sure'.

Not only has the programme armed students with the knowledge of how to contact their local corporator, as Table 20 shows, it appears it has also given students the confidence and/or drive to actually be active citizens and contact a local government official about a local problem (see Table 21). While it was the case that prior to the programme starting, proportionally more control students had done this (58% compared with 35% of Bala Janaagraha students), the reverse was the case at the post survey stage. Following completion of the programme, those who reported to have interacted with a government official increased by 28 percent while for control students this proportion decreased by 20 percent. This is quite a substantial reduction for the control school students and it would be interesting to explore why their reports differed from the Bala Janaagraha students' responses considerably at the pre-test phase. Perhaps there had been a focus on engagement with government in some of these schools earlier as the difference at pre-test is unexpected.Additionally, for the post survey, the difference in the responses for this question, between Bala Janaagraha and control school students, is statistically significant (X^2 (2)= 136.3, p<0.001).

Table 21: Have you ever communicated with a government official about a local problem?

	Response Percentage									
	Pre Survey (A)				Post Survey (B)				Difference (B-A)	
	Bala Janaagraha		Control		Bala Janaagraha		Control		Bala Janaagraha	Control
	(%)	N (students)	(%)	N (students)	(%)	N (students)	(%)	N (students)	(%)	(%)
Yes	34.5	433	57.6	540	62.3	787	37.2	347	27.8	-20.4
No	65.4	822	41.9	393	37.6	475	62.8	585	-27.8	20.9
I'm not sure	0.1	1	0.4	4	0.1	1	0	0	0	-0.4

*where multiple responses were ticked by a student, they were re-coded as 'I'm not sure'.

To understand whether the Bala Janaagraha programme facilitates knowledge and awareness of civic activities as well as participation in the same, students were asked to indicate their knowledge/participation in a range of civic activities at the pre and post survey stage. The percentage difference in responses between pre and post survey are shown in Table 22, by student type. It is possible to see that overall, across both groups of students there are proportionally fewer students who have not heard about each of the activities at post survey compared with at pre survey (except in the case of Swachh Bharat for control students). However, for Bala Janaagraha students, the shift overall is towards participation in these activities whereas for control students, the shift overall appears to be towards knowledge of these activities. While there is also a proportional increase in control students' participation in all the activities except cleaning drives (2.2% on average across the different activities), these proportions are not as large as for Bala Janaagraha students (11.5% across the activities) and their larger increases are in awareness. For Bala Janaagraha students, the largest increases in participation were for creating awareness on segregation of dry and wet waste (16%) and cleaning drives like cleaning the school campus or local park etc. (15%).There is a strong suggestion therefore that the Bala Janaagraha programme has encouraged active citizenship in the form of participation in civic activities.Furthermore, for the post survey, the difference in responses for this particular question between Bala Janaagraha and control students, is statistically significant at 1 percent level for all the options except for traffic day celebration, for which the difference is statistically different at 5 percent level.[13]

13. For option A: (X^2 (3)= 26.2, p<0.001); option B: (X^2 (3)= 110.06, p<0.001); option C: (X^2 (3)= 53.52, p<0.001)); option D: (X^2 (3)= 72.15, p<0.001)); option E: (X^2 (3)= 52.63, p<0.001); option F: (X^2 (3)= 8.69, p<0.05); option G: (X^2 (3)= 30.41, p<0.001); option H: (X^2 (3)= 42.16, p<0.001)); option I: (X^2 (3)= 32.62, p<0.001)); option J: (X^2 (3)= 105.84, p<0.001)

Table 22: Which of these activities are you aware of/ have you participated in?

	Yes, I know about such an activity but I have not participated in this		No, I don't know about such an activity and I have not participated in this		Yes, I have participated in such an activity		I'm not Sure	
	Bala Janaagraha Schools	Control Schools	Bala Janaagraha Schools	Control Schools	Bala Janaagraha Schools	Control Schools	Bala Janaagraha Schools	Control Schools
A. Save water campaign	-5.3	7.5	-6.0	-7.8	13.1	0.2	-1.8	0.0
B. Creating awareness on segregation of dry and wet waste	-1.7	-5.4	-13.1	-3.2	15.6	6.6	-0.8	2.0
C. Save trees campaign	-5.4	-1.2	-5.8	-1.4	12.1	2.5	-0.9	0.1
D. Cleaning drives like cleaning the school campus or local park etc.	-7.4	0.9	-6.3	-2.7	15.1	-0.3	-1.4	2.2
E. Promoting safe and environmentally friendly ways of celebrating festivals (e.g. Diwali)	5.0	4.9	-9.9	-6.1	6.3	0.1	-1.4	1.0
F. Traffic police day celebration	1.7	7.6	-4.6	-12.3	4.1	3.4	-1.3	1.3
G. Demonstrations of rain water harvesting	-1.5	8.0	-8.2	-9.9	10.1	1.1	-0.4	0.8
H. Save electricity campaign/Switch off light campaign	-0.5	-2.7	-8.9	-2.6	10.6	5.6	-1.2	-0.3
I. Know your city campaign	-5.6	1.5	-8.3	-3.7	14.4	2.0	-0.4	0.2
J. Swachh Bharat Abhiyaan	-7.5	-6.4	-5.8	4.2	14.0	1.2	-0.6	1.0
Average	-2.82	1.47	-7.69	-4.55	11.54	2.24	-1.02	0.83

*where multiple responses were ticked by a student, they were re-coded as 'I'm not sure'.

Given the large increase in participation of the Bala Janaagraha students compared to control school students indicate that the civic learning programme has given the students a much required motivation to actively take part in all these civic activities. It is surely the impact of the Bala Janaagraha programme which led to this behavioural change in the students because in the programme, there is a strong emphasis on creating awareness about these civic activities. Even though awareness is spread across student in non-Bala Janaagraha schools as well but, in the Bala Janaagraha programme, it is ensured that these activities are practiced by the students in their day to day life and they don't just remain part of their text books.

5

Discussion

The objective of the Bala Janaagraha programme is to turn today's children into active citizens of tomorrow. Along with improving the civic literacy of the young students, the Bala Janaagraha programme intends to inculcate behavioural and attitudinal change as well, so as to make students more sensitive towards civic issues in their own neighbourhood and more civically active. The purpose of this research was to measure the impact of the Bala Janaagraha programme in all aspects of civic learning (knowledge, attitude and behaviour). From the results, it is possible to see that the programme contributes substantially towards achieving its intended objective of creating a pool of active citizenry who is informed, responsible and civically engaged.

The comparison of scores of the Bala Janaagraha students, before and after the intervention (using the control students as a benchmark), indicates a stark improvement in students' civic knowledge. The programme has been able to create a net impact[14] of 15.3 percent in civic knowledge for Bala Janaagraha students. This year, the overall increase in the civic knowledge scores of the Bala Janaagraha students is slightly higher compared to the last impact assessment done in 2015-16. This year, the net impact was 3.3 percent higher than in 2015-16[15]. Self-reported attitudes and behaviours were measured for the first time this year so no comparison can be made to earlier years.

Additionally, In terms of self-reported civic behaviours and attitudes of Bala Janaagraha students, there are clear positive changes after completion of the programme. There is an increase in the proportion of Bala Janaagraha students who feel children of their age can have an effect on the way government functions and those who believe participation in voting is important. Similarly, there is a marked increase in the proportion of Bala Janaagraha students who believe we should not indulge in corruption and are also aware of the rightperson/authority to approach in case of a local problem.Although there is a spike in the understanding of the Bala Janaagraha students about what kind of rubbishis biodegradable and what is not, still more nuanced understanding is required of how such waste should be disposed.

In terms of participation in different civic activities, especially cleanliness drives (15.1% increase) and segregation of waste (15.6% increase), the programme has brought about a marked improvement instudents who were part of the Bala Janaagraha programme. Additionally, the understanding of Bala Janaagraha students, part of the programme, in terms of how to get a civic issue resolved has increased substantively compared with those who did not complete the programme. Thus, on the whole, the Bala Janaagraha programme has contributed positively towards shaping the young students into civically engaged and informed citizens and hence has taken a step towards making a difference in the quality of citizenship through improved civic education.

14. Net impact is calculated as a difference of a difference. The difference in the average score of the control school students, between post survey and post survey, is deducted from the difference in the average score of Bala Janaagraha students to arrive at the net impact.
15. The impact assessments used in each of the years were different and no anchor survey was used so comparisons are indicative only.

6

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7
Appendices

Annex A: Allocation to condition for replacement of schools sampled who discontinued the programme.

Condition 1:sampled schools discontinuing from the programme were replaced by other 'existing/established' schools in that city and matched (where possible) by school type

Condition 2:sampled schools discontinuing from the programme were replaced by new schools on-boarded in that city (randomly though matched by school type where possible)

City	Condition
Pune	1
New Delhi	1
Secundrabad/Hyderabad	1
Nagpur	1
Bengaluru	1
Mumbai	2
Coimbatore	2
Udaipur	2
Kochi	2
Chennai	2
Bhubaneswar	2

Annex B: Number of students who did not attempt a particular question by survey type (Bala Janaagraha and control schools)

S. No.	Question Number	Pre Survey		Post Survey	
		Bala Janaagraha	Control Group	Bala Janaagraha	Control Group
1	Q_1	22	13	31	25
2	Q_2	18	20	37	20
3	Q_3	17	6	25	15
4	Q_4	46	28	30	21
5	Q_5	30	16	33	26
6	Q_6	21	12	23	8
7	Q_7	60	23	26	10
8	Q_8	20	20	35	18
9	Q_9	53	26	29	16
10	Q_10	21	11	30	20
11	Q_11	60	33	30	24
12	Q_12	34	16	33	27
13	Q_13	34	19	34	21
14	Q_14	35	18	34	22
15	Q_15	32	14	32	24
16	Q_16	42	24	33	24
17	Q_17	46	35	36	26
18	Q_18	49	30	34	33
19	Q_19	56	27	37	30
20	Q_20	56	24	41	34
21	Q_21	62	39	48	37
22	Q_22	59	24	55	44
23	Q_23	NA	NA	43	35

Annex C1: Data cleaning

City		Bala Janaagraha	Control
A.	No of students who took the pre-survey	1403	1029
B.	Number of Absentees during post survey	61	53
C.	Number of double entries found in the data	5	0
D.	Number of new entries (who did not take the pre-survey)	10	0
E.	Number of Different entries (different student in the post survey with the same student code as pre survey)	9	0
F.	Number of respondents remained after clean up (A - (B+C+D+E)	1318	976

Annex C2: Details of Recodes by Question

	Pre Survey			Post Survey	
	Type of Question	Clean-up	Type of question	Clean-up	
Q_1	Knowledge	26 respondents ticked more than two boxes. These respondents were scored zero for this question.	Knowledge	41 respondents ticked more than one box. These respondents were scored zero for this question.	
Q_2	Attitudinal	27 respondents ticked more than one box. These responses were recoded into category 'I'm not sure'	Knowledge	46 respondents in Part A, 18 respondents in Part B, 22 respondents in Part C and 8 respondents in Part D, ticked more than one box. These respondents were marked zero for respective parts of the question.	
Q_3	Attitudinal	26 respondents ticked more than one box. These responses were recoded into category 'I'm not sure'	Attitudinal	15 respondents ticked more than one box. These responses were recoded into category 'I'm not sure'	
Q_4	Knowledge	24 respondents ticked more than one box. These respondents were marked zero for this question.	Knowledge	15 respondents ticked more than two boxes. These respondents were marked zero for this question.	
Q_5	Knowledge	29 respondents ticked more than one box. These respondents were marked zero for this question.	Knowledge	28 respondents ticked more than two boxes. These respondents were marked zero for this question.	
Q_6	Knowledge	22 respondents ticked more than one box. These respondents were marked zero for this question.	Attitudinal	21 respondents ticked more than one box. These responses were recoded into category 'I'm not sure'	
Q_7	Behavioural	40 respondents in Part A, 54 respondents in Part B, 38 respondents in Part C, 20 respondents in Part D, and 15 respondents in Part E ticked more than one box. These responses were recoded into category 'I'm not sure'.	Knowledge	11 respondents ticked more than two boxes. These respondents were marked zero for this question.	
Q_8	Knowledge	18 respondents ticked more than two boxes. These respondents were marked zero for this question.	Knowledge	10 respondents ticked more than two boxes. These respondents were marked zero for this question.	
Q_9	Knowledge	84 respondents ticked more than one box. These respondents were marked zero for this question.	Knowledge	73 respondents ticked more than one box. These respondents were marked zero for this question.	
Q_10	Behavioural	51 respondents ticked more than one box. These responses were recoded into a new category 'I'm not sure'	Knowledge	6 respondents ticked more than one box. These respondents were marked zero for this question.	
Q_11	Knowledge	7 respondents ticked more than two boxes. These respondents were marked zero for this question.	Knowledge	32 respondents ticked more than one box. These respondents were marked zero for this question.	
Q_12	Knowledge	1 respondents ticked more than two boxes. This respondent was marked zero for this question.	Knowledge	4 respondents in Part A, 3 respondents in Part B, 4 respondents in Part C and 2 respondents in Part D, ticked more than one box. These respondents were marked zero for respective parts of the question.	

	Pre Survey			Post Survey	
	Type of Question	Clean-up	Type of question	Clean-up	
Q_13	Behavioural	75 respondents ticked more than one box. These responses were recoded into a new category 'I'm not sure'	Behavioural	25 respondents in Part A, 49 respondents in Part B, 33 respondents in Part C, 10 respondents in Part D, and 16 respondents in Part E ticked more than one box. These responses were recoded into category 'I'm not sure'.	
Q_14	Knowledge	39 respondents ticked more than one box. These respondents were marked zero for this question.	Knowledge	11 respondents ticked more than two boxes. These respondents were marked zero for this question.	
Q_15	Knowledge	5 respondents ticked more than two boxes. These respondents were marked zero for this question.	Knowledge	3 respondents ticked more than two boxes. These respondents were marked zero for this question.	
Q_16	Attitudinal	44 respondents ticked more than one box. These responses were recoded into category 'I'm not sure'.	Knowledge	5 respondents in Part A and 4 respondents in Part B ticked more than one box. These respondents were marked zero for respective parts of the question.	
Q_17	Knowledge	3 respondents in Part A and 2 respondents in Part B ticked more than one box. These respondents were marked zero for respective parts of the question.	Knowledge	2 respondents in Part A, 10 respondents in Part B, 22 respondents in Part C and 2 respondents in Part D, ticked more than one box. These respondents were marked zero for respective parts of the question.	
Q_18	Knowledge	8 respondents in Part A, 6 respondents in Part B, 6 respondents in Part C and 8 respondents in Part D, ticked more than one box. These respondents were marked zero for respective parts of the question.	Attitudinal	21 respondents ticked more than one box. These responses were recoded into category 'I'm not sure'	
Q_19	Knowledge	4 respondents ticked more than two boxes. These respondents were marked zero for this question.	Behavioural	43 respondents ticked more than one box. These responses were recoded into a new category 'I'm not sure'	
Q_20	General	5 respondents ticked more than one box. These responses were recoded into a new category 'I'm not sure'	Behavioural	18 respondents ticked more than one box. These responses were recoded into a new category 'I'm not sure'	
Q_21	General	5 respondents ticked more than one box. These responses were recoded into a new category 'I'm not sure'	General	4 respondents ticked more than one box. These responses were recoded into a new category 'I'm not sure'	
Q_22	General	57 respondents in Part A, 18 respondents in Part B, 44 respondents in Part C, 38 respondents in Part D, 30 respondents in Part E, 29 respondents in part F, 27 respondents in Part G, 38 participants in Part H, 20 respondents in Part I, 29 respondents in Part J, ticked more than one Box. These responses were recoded into a new category 'I'm not sure'.	General	1 respondent ticked more than one box. This response was recoded into a new category 'I'm not sure'	
Q_23		Not Applicable	General	36 respondents in Part A, 27 respondents in Part B, 36 respondents in Part C, 42 respondents in Part D, 25 respondents in Part E, 27 respondents in part F, 32 respondents in Part G, 24 participants in Part H, 18 respondents in Part I, 32 respondents in Part J, ticked more than one Box. These responses were recoded into a new category 'I'm not sure'.	

Bala Janaagraha
Impact Evaluation: 2017-18