

Civic Learning Impact Evaluation - Bengaluru

2018-19

Research & Insights Team

Katie Pyle
Head, Research & Insights

Tarun Arora
Senior Associate, Research & Insights

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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 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 a civic learning programme in India 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 has different strategies to meet this aim. One of these is a facilitator-led model where facilitators deliver specifically-created curriculum content through the IChangeMyCity resource book (on aspects of active citizenship) directly to students over an academic year. In the academic year of 2018-19, this facilitator-led delivery was conducted with Grade 8 students across 100 private, state government, municipal, aided and Kendriya Vidyalaya (KV) schools in Bengaluru. While in previous years this facilitator-led model was delivered over 22 sessions, including 6 sessions on a civic project, in 2018-19 this was truncated to 10 sessions with no specific sessions on the civic project. Facilitators however, did encourage students/schools to enter the civic challenge and supported students where they could.

To evaluate the facilitator-led model in Bengaluru, a pre and post survey on civic literacy, behaviours and attitudes was done with a representative sample of 957 treatment students across the 100 schools (95% confidence level, 2.9% confidence interval). At the same time, the same surveys were also conducted with a representative sample of 357 students across 15 matched schools in Bengaluru (95% confidence level, 5% confidence interval) who had not done the programme, acting as a control sample. The pre surveys were administered in June-August 2018 while the post surveys were administered in February 2019.

Key findings from the evaluation are as follows:

Civic Knowledge

- Overall civic knowledge increased by 26.20% from pre to post survey for civic learning students, compared with an increase of 1.77% for control students. The difference in post test scores between civic learning and control students is statistically significant, $p < 0.001$.
- Civic learning students scored proportionally higher than control students in all topics at the post survey stage. Civic learning students' knowledge on governance and constitutional rights increased to the largest degree compared with other topics (36% and 42% respectively) but these topics also had the lowest scores at the pre survey stage. The smallest knowledge increase was on Active Citizenship (14%).
- The programme has armed students with the knowledge on how to contact their local corporator with 71% of civic learning students knowing how to do this following completion of the programme, an increase of 19% from the pre survey stage.

Civic attitudes

- In terms of self-reported attitudes, civic learning students demonstrated a significant positive change from pre to post survey as compared with control students. For example, there was a 32.9% increase in civic learning students who felt children can have an effect on the way the government functions and an 19.2% 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 26.3% of civic learning students who think that it is very important for people to participate in civic life.

Civic Behaviours

- In terms of civic behaviours, civic learning 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 21.1% increase in those who said they would try to work together with their RWA or corporator to fix a broken footpath. Furthermore, there was a 25% increase in civic learning 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 26.7% of civic learning students indicating they would throw banana peel into the forest, after the programme.
- Out of a series of civic activities listed like campaigns on conserving energy and waste segregation awareness, except for save the trees campaigns and traffic police day celebrations, civic learning students were more likely to have participated in these following completion of the programme than control students.
- There was only a small increase in the proportion of civic learning students who said they have contacted a local government official about a local problem (6.4%) after completing the programme. Compared with students in 2017-18 when this increased by 27.8% from a similar baseline proportion. This smaller increase may be as a result of the removal of the civic project sessions guided by the facilitators in 2018-19.

The objective of the civic learning 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 a civic learning programme in India. The programme 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 foster actual active citizenship. In particular this includes increased knowledge about tiers of governance and 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 by 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 throughout 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 a 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 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.”*

Janaagraha’s civic learning 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. The programme has different strategies to meet this aim. One of these is a facilitator-led model where facilitators deliver specifically-created curriculum content (on aspects of active citizenship) directly to students over an academic year. In the academic year of 2018-19, this facilitator-led delivery was conducted with Grade 8 students across 100 private, state government, municipal, aided and Kendriya Vidyalaya (KV) schools in Bengaluru.

Table 1 below outlines the programme coverage in Bengaluru by school types in 2018-19 and Table 2 shows the breakdown of schools by medium of instruction.

Table 1: Distribution of schools by school type

S. No.	School type	No. of Schools	No. of Students
1	Private	18	1192
2	Municipal	12	487
3	Aided	21	1511
4	Government	49	3712
	TOTAL	100	6902

Table 2: Distribution of schools by medium of instruction

S. No.	Medium of instruction	No. of Schools	No. of Students
1	English	34	2214
2	Kannada	27	1482
3	English & other language (Kannada/Urdu)	37	3154
4	Telugu	2	52
	TOTAL	100	6902

This report is an evaluation of the impact of the civic learning programme on the students in the 100 schools in Bengaluru who underwent the facilitator-led model using the IChangeMyCity resource book.

2. Civic Learning Programme Overview

Janaagraha's civic learning programme aims to enable and empower students to become informed, responsible and active citizens. Janaagraha believes that there are certain specific behaviours and attributes that are essential to one becoming an engaged and active citizen.

The various strands of activities within the civic learning programme are delivered across the academic year from June to February and are based on the below behaviours and attributes.

- Knowing and caring about rights and duties as citizens, both to the government and to each other.
- Treating all citizens as equal and not discriminating based on gender, race, language, caste, religion, ethnicity or other grounds.
- Participating actively in civic matters in the neighbourhood.
- Engaging constructively with local government officials, both elected and administrative, in addressing civic issues.
- Voting in all elections when eligible.
- Segregating waste, not littering.
- Respecting and obeying traffic rules.
- Conserving resources such as water and electricity in order to conserve and nurture the environment.
- Being responsible in consumption habits, again to conserve the environment.
- Taking care of and respecting public spaces, as common heritage.
- Not taking or offering any bribes.
- Knowing and following all other civic duties and obeying the rule of law.

Up until the end of 2017-18, the civic learning programme was delivered only through the IChangeMyCity Resource Book for 8th standard students across different kinds of schools by Janaagraha's on ground-facilitator team. Wanting to scale the programme in a way that is most sustainable on human and financial resources, in 2018-19, Janaagraha arrived at four strands of activities for civic learning. This was done after reaching out to 40 diverse external stakeholders (educators, academicians, and pedagogical experts, NCERT) to understand the different approaches Janaagraha could take on civic learning and its implementation to reach scale.

2.1 Civic Learning Programme Delivery Mechanisms

As well as continuing the route of delivery through the IChangeMyCity Resource book for 8th standard students, in 2018-19, the civic learning programme has been delivered through three other mediums. A summary of each is given below.

2.1.1 IChangeMyCity Resource Book: 8th standard

The IChangeMyCity Resource Book is delivered to 8th standard government, aided and private schools students through activity based lesson plans from June to November. While in previous years this facilitator-led model was delivered over 22 sessions, including 6 session on a civic project, in 2018-19 this was truncated to 10 sessions and no specific sessions on the civic project. Facilitators however, did encourage students/schools to enter the civic challenge and supported students where they could. The breakdown of the 10 sessions is given below with respect to the Chapters in the IChangeMyCity resource book. Activity based lesson plans were used to deliver the below topics. The delivery took place through Janaagraha's nine on-ground facilitators in Bengaluru.

Chapter	Parts of Chapter covered	No of sessions
My City	Understanding a city Planning a city Building a city of all	2
Sustainability	What is sustainability Smart cities	1
Active Citizenship	Entire chapter	1
Governance	Entire Chapter	2
My Constitutional right	Not covered	0
Conservation of Resources	Entire Chapter	2
Disaster Management and Safety	Fire safety Child abuse Safety tips for you	1
ICMYC Challenge	Launch	1
TOTAL		10

2.1.2 Curriculum-aligned Lesson Plans (6-8th standard)

These are comprehensive experiential and activity based (in class and out of class) lesson plans based on the curriculum textbooks which already exist for students. These lesson plans have the curriculum content within them and additionally have aspects related to active citizenship integrated. These aligned lesson plans are delivered by the school teachers during their regular social science and science periods.

2.1.3 Civic Learning Lite Module (6-8th standard)

The civic learning Lite Module comprises of four short experiential and activity based lesson plans of 45 minutes each. The module sensitises students to the need and importance of *Active Citizenship* and the different ways through which they can become informed, responsible and active citizens. The module is

generic and not aligned to any curriculum. The module is for grades 6th to 8th across different kinds of schools and is delivered by various stakeholders such as Janaagraha's on-ground facilitators, school teachers and college/corporate volunteers.

2.1.4 IChangeMyCity Challenge: (6-12th standard)

The IChangeMyCity Challenge is a pan-India, on-ground experiential practical activity for students of grades 6th to 12th across the country. The Challenge provides students an opportunity to engage with an issue that concerns them (civic, environment, social), interact with relevant stakeholders to understand the root cause and symptoms of the problem and come up with sustainable and practical model solutions for the same. This practical exposure not only helps catalyse *Active Citizenship* but also builds elements of 21st Century Skills such as critical thinking, problem solving, creativity, communication, collaboration, leadership and initiative-taking that are essential to 21st Century education and future jobs.

All students that participate in the Challenge submit their project work offline through hard copies or online by uploading it on the online portal- ichangemycity.com/challenge. Shortlisted students from the IChangeMyCity Challenge get an opportunity to talk about their work at a national Civic Fest event that is held in Bengaluru. The event aims at celebrating Citizenship by getting various stakeholders such as students, civic agencies, civic society organizations, RWAs and others to share their work, experiences and journey of *Active Citizenship*.

The focus of this evaluation are the students who underwent the IChangeMyCity Resource book (8th standard) delivery of the programme in Bengaluru. Students from all of these schools took part in the IChangeMyCity Challenge.

3. Methodology

In order to assess whether the civic learning 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 civic learning students from the facilitator-led model in Bengaluru, assessing their knowledge, attitudes and behaviours before and after the programme was administered. A sample of non-civic learning students in the same standard (but from different schools who are not part of the programme) also undertook the pre and post surveys, acting as a control group. Further details on the methodology are given below.

3.1 Sampling

A sample of students from the civic learning schools in Bengaluru was taken. A sample of control schools and students was also taken, matched to the civic learning schools. Details of the sampling of both of these groups of students is outlined below.

3.1.1 Civic Learning Schools and Students

To ensure a representative sample of students across the 100 schools in Bengaluru, with a 95% confidence level and 3% confidence interval, a sample of 924 needed to be achieved, assuming an approximate strength of 6,902 students in the civic learning programme undergoing this model. In order to allow for attrition of students without compromising the integrity of the sample, 10 students in each of the 100 schools were randomly sampled.

Students were 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 written on them up to the total class strength.
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 10 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 ten students to take the survey.

3.1.2 Control Schools and Students

Fifteen control schools were to be sampled across Bengaluru. In order to do so, 15 civic learning schools were sampled, against which matched control schools were to be recruited. These 15 civic learning schools were sampled using stratified random sampling by school type and medium of instruction. Table 3 shows the distribution of required control schools.

Table 3: Distribution of required control schools by school type and medium of instruction

Medium of instruction	English	Kannada	English & Kannada	TOTAL
School type				
Aided	1	1	0	2
Government	1	6	1	8
Municipal	0	1	1	2
Private	3	0	0	3
TOTAL	5	8	2	15

Facilitators were required to find a matching school in the same area as the sampled civic learning school which also matched by school type and medium of instruction. If this was not possible, the facilitator could look for a similar school type/medium of instruction in a wider area. Failing that, facilitators could deviate by school type/medium of instruction also.

In each matched control school a whole grade 8 class would take the pre survey. Assuming at least 25 students in each class in each school, this would result in a representative sample of 375 students at the 95% confidence level and 4.9% confidence interval.

3.2 Survey Administration

3.2.1 Civic Learning Schools

In the civic learning schools, the pre survey was administered by each respective school's facilitator in the first session at the school starting from June 2018. The facilitators were asked to strictly follow the sampling methodology to sample the set of ten students from each school so as to achieve an unbiased sample of students. For the post survey in February 2019, 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 page clearly 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. The same set of students were again 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 civic learning programme schools.

3.2.3 Entry and Cleaning of Data

All surveys (pre and post, and for the civic learning schools as well as control schools) were done on paper and brought 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. Ten percent of the data entry was checked the R&I team. Where issues were found, data was sent back to the vendor and re-checked post corrections.

In order to match students' pre and post surveys, each student was assigned a unique identifier. The identifier was made up of different components; year of the programme, city, type of school (civic learning/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.

If students ticked more responses than required for a question, these were recoded as 'not sure'. In the attitudinal, behavioural and general civic questions, if a question was left blank, these responses were not included in the analysis, i.e. only valid percentages were used.

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. All facilitators administering the surveys have been part of the civic learning team for several years and have administered such surveys several times before. Regardless, all facilitators were reminded of the process by a member of the R&I team.

As mentioned, ten percent of the data entry was checked. Where issues were found, data was sent back to the vendor and re-checked post corrections. The analyses were undertaken by the R&I team and checked by another team member in full.

4. Results

4.1 Achieved Sample

4.1.1. Civic Learning Schools and Students

Students across all the 100 civic learning schools undertook the survey. As shown in Table 4, there were 121 students who did not take the post survey, after taking the pre survey. This was due to absence on the day of the post survey or the student leaving the school. In total, 957 students took both the pre and post survey. These students are the focus of this evaluation and are the civic learning group of students.

Table 4: Achieved numbers of civic learning students taking the pre and post surveys

	Number of students
Pre survey	1078
Did not do post survey	121
Net (who did both surveys)	957

The resultant sample of 957 students from the population of approximately 6,902 civic learning students in Bengaluru, is representative with a 95% confidence level and 2.9% confidence interval.

4.1.2 Control Schools and Students

Table 5 shows the achieved control school sample versus the desired sample. Fifteen control schools were recruited as required. There was little deviation from what was desired as the composition of these fifteen schools except one municipal English medium school was recruited instead of an English medium government school. Additionally, one extra Kannada medium government school was recruited and no Kannada medium, municipal school was recruited. All except two control schools were within a 5km radius of the matches civic learning school.

Table 5: Achieved control school sample vs. desired sample composition

Medium of instruction	English		Kannada		English & Kannada		TOTAL	
School type	Required	Achieved	Required	Achieved	Required	Achieved	Required	Achieved
Aided	1	1	1	1	0	0	2	2
Government	1	0	6	7	1	1	8	8
Municipal	0	1	1	0	1	1	2	2
Private	3	3	0	0	0	0	3	3
TOTAL	5	4	8	8	2	2	15	15

Students across all the 15 control schools undertook the survey. As shown in Table 6, there were 59 students who did not take the post survey, after taking the pre survey. This was due to absence on the day of the post survey or the student leaving the school. In total, 357 took both the pre and post survey. These students are the focus of this evaluation and are the control group of students.

Table 6: Achieved numbers of control students taking the pre and post surveys

	Number of students
Pre survey	416
Did not do post survey	59
Net (who did both surveys)	357

The resultant sample of 357 students, compared with a population of approximately 6,902 civic learning students in Bengaluru, is representative with a 95% confidence level and 5% confidence interval

4.2 Overall Civic Knowledge Scores

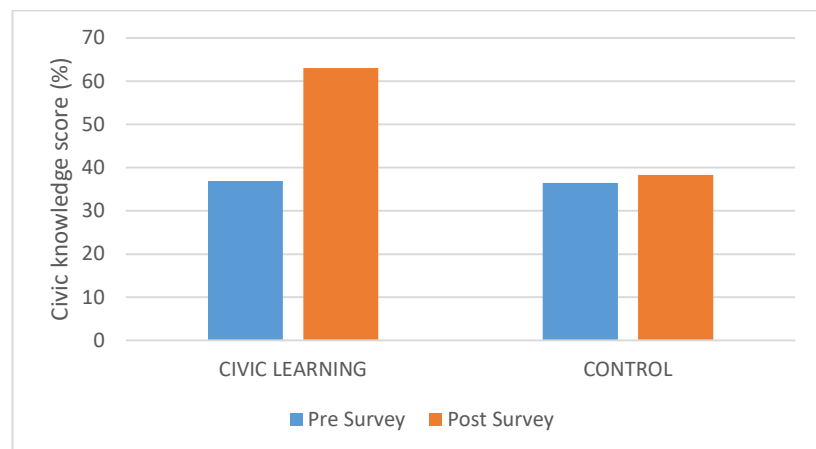
The civic knowledge scores for both civic learning and control school students are provided separately for the pre survey and post survey in Table 7 below. As would be expected, there was no significant difference in pre survey scores between the civic learning and control school students ($t(1312) = 0.359$, $p=0.72$). This means, before the intervention was run, students in civic learning schools and control schools had the same level of civic knowledge.

Table 7: Civic Literacy scores for civic learning and control group students by survey type

	Average Score (%)			
	Pre Survey	Post Survey	N	Difference
Civic Learning	36.87	63.07	957	26.20
Control Schools	36.48	38.25	357	1.77

Overall, the civic knowledge scores of the civic learning students, has increased from 37% for the pre survey to 63% for the post survey. This indicates a marked improvement of 26% in the average civic knowledge scores of the civic learning students after the intervention and a net impact¹ of 24.43%. However, there is little difference in knowledge scores in the control schools, increasing only by just under 2%. Figure 1 plots these results. The difference in the post survey scores between civic learning and control school students is significant ($t(1312) = 19.483, p < 0.001$). This means, civic knowledge is significantly higher for civic learning students than control students for the post survey. This year, the overall increase in the civic knowledge scores of the civic learning students is higher compared to the last impact assessment done in 2017-18 with the net impact this year being 9.13% higher².

Figure 1: Civic knowledge scores for civic learning and control students by survey type



¹ Net impact is calculated as a difference of a difference. The difference in the average score of the control school students, between pre survey and post survey, is deducted from the difference in the average score of civic learning students to arrive at the net impact.

² The impact assessments used in each of the years were different so comparisons are indicative only.

4.3 Overall Civic Knowledge Scores by School Type

For the civic learning students, the difference in the civic knowledge scores from pre to post survey is positive and more than 19% for all school categories (See Table 8). The largest proportional increase was in aided schools (33.6%). In control schools, there is a slight increase in civic knowledge across three school types but this is much smaller than in civic learning schools, ranging from -2.2 per cent in private schools to 1.4% in government schools. There is however, a 12.8% in municipal control schools though this increase is less than in civic learning schools (19.4%). Also, only 40 students from the control school sample are from municipal schools. Furthermore, it should be noted that overall, the differences seen by school type are only indicative as the sample is representative only as a whole, not of each school type individually.

Table 8: Civic Literacy scores for civic learning 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)
Civic Learning	45.6	170	35.9	491	36.9	191	27.1	105
Control Schools	49.1	80	34.3	180	29.9	57	30.5	40
	Post Survey (B)							
	Private		Govt.		Aided		Municipal	
	Score (%)	N (students)	Score (%)	N (students)	Score (%)	N (students)	Score (%)	N (students)
Civic Learning	74.0	170	59.9	491	70.5	191	46.5	105
Control Schools	46.9	80	35.7	180	30.7	57	43.3	40
	Difference (B-A)							
	Private		Govt.		Aided		Municipal	
	Score (%)		Score (%)		Score (%)		Score (%)	
Civic Learning	28.4		24.0		33.6		19.4	
Control Schools	-2.2		1.4		0.8		12.8	

4.4 Overall Civic Knowledge Scores by Chapter

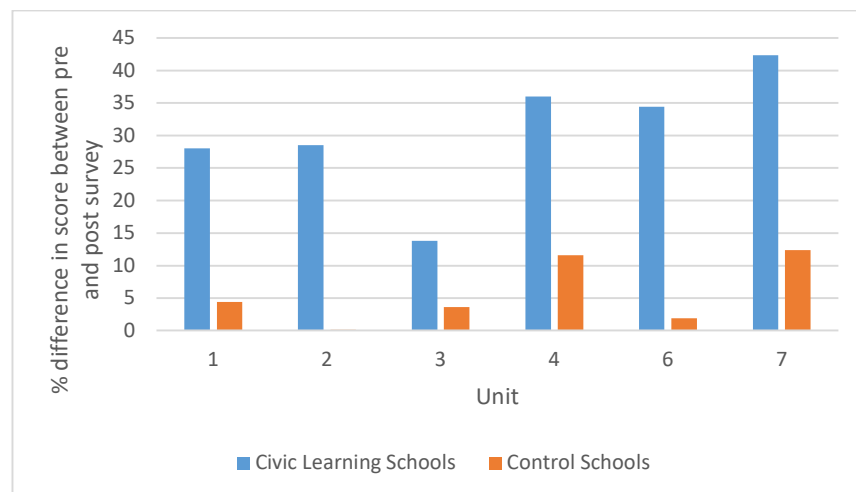
The resource book comprises of seven chapters which cover different aspects of civic learning. Aspects of six of these were covered under the civic learning programme this year as mentioned in the civic learning programme overview.

From pre survey to post survey, there is a positive difference in average scores for all chapters for civic learning students as shown in Table 9. Control school students also increased their knowledge in all, though only fractionally in Sustainability and to a much smaller degree than civic learning students. The highest increases for both civic learning and control students were recorded for chapter 4, 'Governance' and chapter 7, 'Disaster Management and Safety'. It is important to note that these chapters also scored the lowest at pre survey for both civic learning and control schools, suggesting these chapters had room for the largest growth. The lowest increase in the average score for civic learning students, is witnessed for chapter 3, 'Active Citizenship' (13.8%). Score differences are plotted in Figure 2.

Table 9: Civic Literacy scores for civic learning and control group students by chapters in the resource book

	Average Score (%)					
	Pre Survey (A)		Post Survey (B)		Difference (B-A)	
Chapter	Civic Learning Schools	Control Schools	Civic Learning Schools	Control Schools	Civic Learning Schools	Control Schools
Unit 1: My City	46.6	43.4	74.6	47.8	28.0	4.4
Unit 2: Sustainability	35.5	40.4	64.0	40.5	28.5	0.1
Unit 3: Active Citizenship	50.6	47.8	64.5	51.4	13.8	3.6
Unit 4: Governance	24.3	25.4	60.3	37.0	36.0	11.6
Unit 6: Conservation of Resources	31.9	31.0	66.4	32.8	34.4	1.9
Unit 7: Disaster Management and Safety	29.3	28.5	71.7	40.9	42.3	12.4
N (students)	957	357	957	357	957	357

Figure 2: Difference in scores for civic learning and control students by chapters in the resource book



4.5 Overall Civic Knowledge Scores by Language of Instruction

This year the curriculum was taught in English, Kannada, Telugu and a mix of English and another language (mostly Kannada but also Urdu). As Table 10 shows, the scores of the civic learning students for all languages increased. The increase in score for Telugu medium students was the lowest but it should be noted that only 13 students surveyed were taught in a Telugu medium school so these results should be treated with caution. Overall, the differences seen by language of instruction are only indicative as the sample is representative only as a whole, not by each medium of instruction individually. Control school students' scores varied very little between pre and post survey except in the case of those schools taught in English and another language. In the latter the difference is an increase of 17% but this stems from just 40 pupils in two schools so again, these results should be treated with caution.

Table 10: Civic Literacy scores for civic learning and control group students by language of instruction

	Average Score (%)									
	Pre Survey (A)				Post Survey (B)				Difference (B-A)	
	Civic Learning		Control		Civic Learning		Control		Civic Learning	Control
Language	Score (%)	N (students)	Score (%)	N (students)	Score (%)	N (students)	Score (%)	N (students)	Score (%)	Score (%)
English	40.6	317	40.8	127	70.1	317	40.7	127	29.5	-0.1
Kannada	37.3	237	35.0	190	65.6	237	34.7	190	28.3	-0.4
English & other language (Kannada/Urdu)	33.8	390	29.8	40	56.7	390	47.4	40	22.9	17.6
Telugu	31.1	13	NA	NA	35.2	13	NA	NA	4.1	N/A
	Total (N)= 957		Total (N) = 357		Total (N)= 957		Total (N) = 357			

4.6 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 those undergoing the civic learning programme and those not) were asked the same questions during the pre survey and post survey. This section presents the results of these questions.

4.6.1 Attitudinal Questions

Students were asked whether or not they believe children can have any effect on the way government functions. Responses to this saw a substantial variance from pre survey to post survey (see Table 11). The percentage of civic learning students responding 'Yes' increased from 35.2% to 68.1%, thus increasing by 32.9%. The proportion of control school students who said 'yes' also increased but was much smaller than that for civic learning students at 5.9%. The percentage of civic learning students with 'not sure' as their response declined substantially (18.8% from pre to post survey). This was likewise the case for control students to a smaller degree (11.5%). 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 civic learning students, the overall shift was only towards thinking they can. This trend in the results is the same as in the year 2017-18, except that the proportional positive shifts were greater this year, though proportionally fewer students felt children can have any effect on the way the government functions before the programme was run.

Table 11: 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)	
	Civic Learning		Control		Civic Learning		Control		Civic Learning	Control
	(%)	N (students)	(%)	N (students)	(%)	N (students)	(%)	N (students)	(%)	(%)
Yes	35.2	318	38.7	128	68.1	642	44.6	154	32.9	5.9
No	30.2	273	27.5	91	16.1	152	33.0	114	-14.1	5.5
I'm not Sure	34.6	312	33.8	112	15.8	149	22.3	77	-18.8	-11.5

Another attitudinal question asked to students was how important they think it is for people to vote in elections. When comparing the views of civic learning and control students at the pre and post survey points, the differences are very stark. As table 12 shows, the proportion of civic learning students who felt this is very important increased by 19% from 70 to 89%. The overall shift for civic learning students was only towards finding this very important with a decrease in the proportion of those giving any other option. There was a similar shift for control students but this was proportionally smaller with just an increase of 5% of students thinking this was very important. The trend is similar to what was seen in 2017-18 for the civic learning students, while control students last year saw no positive shift in importance placed on voting.

Table 12: How important do you think it is for people to vote in elections?

	Response Percentage									
	Pre Survey (A)				Post Survey (B)				Difference (B-A)	
	Civic Learning		Control		Civic Learning		Control		Civic Learning	Control
	(%)	N (students)	(%)	N (students)	(%)	N (students)	(%)	N (students)	(%)	(%)
Not important	6.4	58	6.3	21	2.4	22	5.2	16	-4.0	-1.1
A little bit important	13.7	123	14.9	50	4.0	37	13.9	43	-9.7	-1.0
Very important	70.0	631	68.1	228	89.2	831	73.1	226	19.2	5.0
I'm not sure	9.9	89	10.7	36	4.5	42	7.8	24	-5.4	-2.9

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 13. The percentage of civic learning students who believe that it is very important for people to participate in civic life increased by 26.3%, whereas, for control students, by 9.8%. There was also a 10-11% decrease in both civic learning and control students being unsure. The trend is similar to what was seen in 2017-18 for the civic learning students, while control students last year saw no positive shift in importance they placed on participating in civic life.

Table 13: 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)	
	Civic Learning		Control		Civic Learning		Control		Civic Learning	Control
	(%)	N (students)	(%)	N (students)	(%)	N (students)	(%)	N (students)	(%)	(%)
Not important	7.6	62	7.6	23	2.1	20	5.2	18	-5.5	-2.4
A little bit important	16.3	134	15.9	48	7.1	66	19.3	67	-9.2	3.4
Very important	54.4	446	49.0	148	80.7	755	58.8	204	26.3	9.8
I'm not sure	21.7	178	27.5	83	10.1	94	16.7	58	-11.6	-10.8

4.6.2 Behavioural Questions

This section analyses the questions asked to understand the self-reported civic behaviours of students of the civic learning group vis-à-vis the control group, at the pre and post survey points. The civic learning 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 14 shows the percentage difference in response between the pre and post surveys, by civic learning and control students. For aluminum drink cans, plastic water bottles and used batteries, the general trend is that since doing the civic learning programme, these students are less likely to say they'll throw them into the forest. There is also a large proportional increase in students who were not sure at pre survey who at post survey indicated they would not throw these items in the forest. However, for control students there's either little change or an increased likelihood of throwing these into the forest except in the case of used batteries, where control students are also less likely to say they would throw these into the forest at post survey stage.

However, and very starkly, the reverse is the case for banana peel with an increase of 27% of civic learning 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 civic learning 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. Like the banana peel, students' responses with regards to used tissues are also conflicting. There is an increase in the proportion of civic learning students who said they would throw these into the forest at post survey stage, yet for control students there was a decrease of almost 8%. As tissues also bio-degrade more quickly than the other materials listed, students may be experiencing the same confusion as with the banana peel. Responses are very similar to those of students in 2017-18.

Table 14: 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	
	Civic Learning	Control Schools	Civic Learning	Control Schools	Civic Learning	Control Schools
1. Aluminum drink cans	-3.7	6.6	-14.2	-3.4	18.0	-3.2
2. Banana peel	26.7	1.0	-11.3	-6.3	-15.4	5.4
3. Plastic water bottle	-3.6	1.5	-9.9	-3.4	13.5	1.9
4. Used batteries	-4.4	-4.5	-11.9	7.4	16.4	-3.0
5. Used tissues	4.7	-7.6	-6.6	0	1.9	7.6
Average	3.9	-0.6	-10.8	-1.1	6.9	1.7

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 civic learning and control, indicated they would contact the Resident Welfare Association or local Corporator and work with them to fix the footpath (see Table 15). The proportion of civic learning students who said they would do this, following participation in the programme, increased by 21.1%, whereas this decreased for control students by 1.9%. The general trend for students who had participated in the programme was therefore to report being more civically active and get involved in fixing issues in their local communities. On the contrary, the overall trend for control students did not change much between the pre and post survey stage except a small, 5% increase in those who would tell the Resident Welfare Association President to take action and a very small, 3%, reduction in those who said they would do nothing. These results are similar to those from students in 2017-18 except this year there was less shift in the response of control students which previously was more negative.

Table 15: 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)	
	Civic Learning		Control		Civic Learning		Control		Civic Learning	Control
	(%)	N (students)	(%)	N (students)	(%)	N (students)	(%)	N (students)	(%)	Score (%)
Tell your friends or parents about it	23.6	197	17.3	53	8.3	77	18.3	55	-15.3	1.0
Do nothing. Someone else will take care of it.	7.8	65	9.1	28	5.7	53	6.0	18	-2.1	-3.1
Tell the Resident Welfare Association President to take action.	16.2	135	21.8	67	14.0	130	27.0	81	-2.2	5.2
Contact the Resident Welfare Association or local Corporator and work with them to fix the footpath	49.3	412	49.2	151	70.4	655	47.3	142	21.1	-1.9
I'm not sure	23.6	26	17.3	8	8.3	16	18.3	4	-15.3	1.0

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 civic learning and control) at the pre survey stage indicated they would report the officer (74.1% of civic learning students and 71.9% of control students), 28% of civic learning students and 38.5% of control students would first pay the bribe, rather than the full fine, before reporting the officer as Table 16 shows. However, after completing the civic learning programme, the proportion of students who would first pay the fine and then report the officer increased by 25%. Interestingly, this similarly increased by 18% for control students, however, the overall proportion of control students (51.6%) who would do this was less than civic learning students (71.3%). Last year, the control students did not show much behavior shift between pre and post survey with regards to corrupt behaviours.

Table 16: 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)	
	Civic Learning		Control		Civic Learning		Control		Civic Learning	Control
	(%)	N (students)	(%)	N (students)	(%)	N (students)	(%)	N (students)	(%)	(%)
Pay the full fine of Rs.1000 and report the officer	46.1	380	33.4	100	71.3	652	51.6	157	25.2	18.2
Pay Rs.500 and report the officer	28.0	231	38.5	115	15.1	138	23.4	71	-12.9	-15.1
Pay the full fine of Rs.1000 and not report the officer	13.1	108	15.1	45	7.8	71	14.1	43	-5.3	-1.0
Pay Rs.500 and not report the officer	8.4	69	9.4	28	5.2	48	9.5	29	-3.2	0.1
I’m not sure	4.5	37	3.7	11	0.7	6	1.3	4	-3.8	-2.4

4.6.3 General Questions

This section deals with general questions pertaining to self-reported day-to-day interactions with 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 17 and 18 show the responses at pre and post survey, and the resultant net differences, for both groups of students. As Table 17 shows, approximately half of students indicated they knew 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 and only out of the civic learning students. 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 civic learning students than control students (19.7% compared with 2.3%) suggesting the programme has armed students with the knowledge of how to do this for those who did not know before. The results mirror those found with students undertaking the programme in 2017-18 though to a smaller degree, where last year there was a larger increase (28.9%) in the proportion of civic learning students who knew how to contact their local corporator following the programme (with a similar proportion at baseline of 50.5%).

Table 17: Do you know how to contact your local corporator?

	Response Percentage									
	Pre Survey (A)				Post Survey (B)				Difference (B-A)	
	Civic Learning		Control		Civic Learning		Control		Civic Learning	Control
	(%)	N (students)	(%)	N (students)	(%)	N (students)	(%)	N (students)	(%)	(%)
Yes	51.6	403	57.7	165	71.3	661	60.0	177	19.7	2.3
No	47.8	373	42.3	121	28.7	266	40.0	118	-19.1	-2.3
I'm not sure	0.6	5	0.0	0	0.0	0	0.0	0	-0.6	0.0

There is also a slight increase (6.4%) in the proportion of civic learning students who have contacted a local government official about a local problem, after taking part in the civic learning programme (see Table 18), compared with a decrease of 16.8% of control students. This is quite a substantial reduction for the control school students and it would be interesting to explore why their reports differed from the civic learning students' responses considerably at the pre survey phase. The same was true in 2017-18. It would be interesting to explore if there is a year-on-year focus on engagement with government in some of these schools.

It is interesting to note that the increase shown for civic learning students was far smaller than in 2017-18 when following the programme there was an increase of 27.8% of civic learning students who said they had done this. This was also from a not too dissimilar baseline proportion of 34.5% as compared with 40.8% of this year's students who said they had done this before the programme. This disparity may likely be due to the dedicated, facilitator-led, civic project sessions not happening this year, as these sessions have previously encouraged and supported contact with local officials.

Table 18: Have you ever communicated with a government official about a local problem?

	Response Percentage									
	Pre Survey (A)				Post Survey (B)				Difference (B-A)	
	Civic Learning		Control		Civic Learning		Control		Civic Learning	Control
	(%)	N (students)	(%)	N (students)	(%)	N (students)	(%)	N (students)	(%)	(%)
Yes	40.8	319	48.0	135	47.2	421	31.2	89	6.4	-16.8
No	58.1	454	52.0	146	52.8	471	68.8	196	-5.3	16.8
I'm not sure	1.2	9	0.0	0	0.0	0	0.0	0	-1.2	0.0

To understand whether the civic learning programme facilitates knowledge and awareness of civic activities as well as participation in these, 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 19, by student type. Civic learning students reported increased participation in all the activities listed except Traffic Police Day celebrations, and mostly a decrease in not knowing about the activity/known about the activity but not participating. Students in control schools showed no particular self-reported increase in participation in the activities except for a 12.4% increase in participating in a save the trees campaign. This may have been as some government schools celebrated Earth Day in 2018-19 but more research would need to be done to be sure. For control students the trend was for larger proportions to indicate they did not know at all about these activities at the post survey stage. The results for civic learning students mirror those in 2017-18. Control students in 2017-18 however, saw a more positive shift to at least knowing about the activities at the post survey stage.

Table 19: 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	
	Civic Learning	Control Schools	Civic Learning	Control Schools	Civic Learning	Control Schools	Civic Learning	Control Schools
A. Save water campaign	-1.6	9.4	-7.8	0.3	14.0	-2.5	-4.7	-7.1
B. Creating awareness on segregation of dry and wet waste	-1.7	-7.8	-14.2	13.0	20.6	-2.5	-4.8	-2.7
C. Save trees campaign	-3.8	-10.3	-3.3	1.6	10.8	12.4	-3.5	-3.8
D. Cleaning drives like cleaning the school campus or local park etc.	-5.1	-6.2	-1.8	18.7	12.8	-5.9	-5.9	-6.6
E. Promoting safe and environmentally friendly ways of celebrating festivals (e.g. Diwali)	-2.9	-11.1	-1.1	20.4	9.9	-4.3	-5.9	-5.1
F. Traffic police day celebration	1.7	-2.9	2.5	5.4	-0.8	0.1	-3.5	-2.6
G. Demonstrations of rain water harvesting	5.0	2.0	-9.4	-4.9	8.9	6.3	-4.5	-3.3
H. Save electricity campaign/Switch off light campaign	-3.8	1.6	-2.3	10.1	12.4	-7.0	-6.3	-4.7
I. Know your city campaign	-3.8	-3.7	1.4	7.7	6.8	0.6	-4.5	-4.6
J. Swachh Bharat Abhiyaan	-6.2	-6.8	1.3	10.1	8.7	0.8	-3.8	-4.1
Average	-2.2	-3.6	-3.5	8.2	10.4	-0.2	-4.7	-4.5

5 Discussion

The objective of the civic learning programme is to turn today's children into active citizens of tomorrow. Along with improving the civic literacy of the young students, the civic learning 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 civic learning programme in all aspects of civic learning (knowledge, attitude and behaviour) for those students who underwent the facilitator-led model using the IChangeMyCity resource book in Bengaluru. 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 civic learning 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 impact³ of 24.43% in civic knowledge for civic learning students. This year, the overall increase in the civic knowledge scores of the civic learning students is higher compared to the last impact assessment done in 2017-18. This year, the net impact was 9.13% higher than in 2017-18⁴. Self-reported attitudes and behaviours showed broadly similar trends to last year for civic learning students though there was some deviation for control students.

Specifically, In terms of self-reported civic behaviours and attitudes of civic learning students, there are clear positive changes after completion of the programme. There is an increase in the proportion of civic learning 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 civic learning students who believe we should not indulge in corruption and are also aware of the right person/authority to approach in case of a local problem. Although there is a spike in the understanding of the civic learning students about what kind of rubbish is biodegradable and what is not, still more nuanced understanding is required of how such waste should be disposed.

The programme has armed students with the knowledge on how to contact their local corporator with 71% of civic learning students knowing how to do this following completion of the programme, an increase of 19% from the pre survey stage. There was however, only a small increase in the proportion of civic learning students who said they have contacted a local government official about a local problem (6.4%), compared with students in 2017-18 when this increased by 27.8% from a similar baseline proportion. This may be as a result of the removal of the civic project sessions guided by the facilitators.

In terms of participation in different civic activities, especially saving water campaigns (14% increase) and segregation of waste (20.6% increase), the programme has brought about a marked improvement in students who were part of the civic learning programme.

³ Net impact is calculated as a difference of a difference. The difference in the average score of the control school students, between pre survey and post survey, is deducted from the difference in the average score of civic learning students to arrive at the net impact.

⁴ The impact assessments used in each of the years were different so comparisons are indicative only.

On the whole, the civic learning 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.

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