

10.007 स. उ.
यहाँ पर सरकारी
स्कूल के 1-5 कक्षा
तक के बच्चों को
और जो बच्चे औरतें
कूड़ी पढ़ने नहीं जाती सभी
को नि:शुल्क पढ़ाया जावा

Helpline No. - 18004191019

RTE, Section - 12(1)(c)

संबंधित जानकारी

Education Weeker
Session

शिक्षा का अधिकार
शीघ्र सम्पर्क करें व
जानकारी लें

जी.आर. सी. कल्याणम C-1/4/008



Project Eklavya

Campaign 1.0 Report

Findings & Learnings of INDUS ACTION's project
for enrollment under Section 12(1)(c) of RTE

INDUS ACTION

INDUS ACTION seeks to mobilize public resources and empower communities to solve India's wide gap between policy framing and grassroots implementation, by working in deep-rooted problem areas such as education, public health, law enforcement and accountability.

India's complex social norms are oftentimes at odds with its collective development aspirations. Overcoming such norms requires projects of a nature that are outside the realm of a traditional legal or a policy framework's influence. INDUS ACTION intervenes through social campaigns to complement and strengthen the efforts of government and civil society organizations working on the chosen policy.

Section 12(1)(c) of the Right of Children to Free and Compulsory Education Act 2009 (RTE) guarantees 25% provision for children belonging to Economically Weaker Sections (EWS), socially disadvantaged groups, physically handicapped children and orphans in entering classes of private unaided schools. INDUS ACTION's first campaign, Project Eklavya, hopes to make this bold provision a reality.

Further details are available on the website – www.indusaction.org

Central Square Foundation

Central Square Foundation (CSF) is a venture philanthropy fund and policy think tank focused on improving learning outcomes for children from low-income communities, with focus on school education.

CSF is strictly a philanthropic funding and capacity-building organisation that operates by making early and growth stage grants in education-focused NGOs. In specific, CSF supports initiatives around the following themes –

- High quality affordable schools
- Human capital development
- Technology in education
- Accountability

Further details are available on the website - www.centalsquarefoundation.org



Diya



Gyaan



Behind the ritzy malls in South Delhi is one of the largest resettlement colonies in the capital. Cramped lanes, blaring sounds and the scurried steps of migrant workers, landless labourers greet you early in the morning. This is Sangam Vihar-where space is restricted but dreams are unbounded. In one of its many narrow lanes, a precarious building plays host to 4 families. In one of the 10x10 rooms resides a family of 4 with 'something' that sets them apart from the rest of the colony. They have 2 young children, like most other families; their father is a daily wage labourer and their mother is a homemaker, like most other families. What is it, you may ask? It's the determination to transcend all odds to enable an opportunity for excellent education.

Gyan and Diya, 6 and 4 years respectively, aspired to go to school like others their age. Mahesh, their father, on his way back from work once had seen a street play in his locality on Section 12(1)(C). He heard the group repeat "25% free seats in entering classes of private schools" several times over. A toll-free helpline number was also repeatedly recited. Hastily, he had pulled out a scrap of paper from his pocket and noted down the number. Recalling that day, Mahesh decided to call on the helpline and see if "free" seats were a myth. Minutes into the call, he couldn't believe his ears. There were free seats in every private unaided school for children belonging to economically weaker/socially-disadvantaged groups/physically handicapped children/orphans. Obtaining all the required information, Mahesh and his wife Rani ensured that they got all the required documents made and enrolled both their children in private schools free of cost.

Gyan and Diya, owing to their parents' motivation and determination, are studying in Class I and Nursery in popular private schools. Their education cost is being borne by the government.

If you are reading this story, you have a gift. For Gyan and Diya, reading and writing breaks many sociological, psychological barriers and most importantly- gives them an opportunity to free themselves from the shackles of precarious living.

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We are honoured to have received an opportunity to bring together our collective efforts and motivations to help enable access for an opportunity synonymous with Section 12(1)(c). This would not have been possible without

Chief Funder

Central Square Foundation (CSF) extended their undeterred support to our first Project and provided the requisite guidance to our core team.

Institutional Partners

Mission Convergence, Ministry of Women & Child Development showed conviction towards the aim of our project and readily offered us access to their institutional structures of Gender Resource Centres and Anganwadi Centres.

Delhi Directorate of Education (DoE) was supportive of our on ground campaign .

Media Partners

Hindustan Times, DEN & Hathway bolstered our outreach strategy by providing us with pro-bono support. Red Stone Films filmed a video which captured the key messages of the information campaign.

Civil Society Partners

Centre for Civil Society supported our crucial baseline study assessing the awareness levels of eligible families and end line for gauging the impact of our information campaign.

Teach For India and Young India Fellowships with their motivated volunteer support through the course of the campaign.

Manzil created and mentored Teach for India Fellows on Section 12(1)(c) based street play.

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Our helpline operations and communication collateral would not have been possible without the generous support of Mr. Venkat Yechuri, Mr. Raghuraman Ramakrishnan, Mr. Arvind Nair, Mr. Rohit Khushu, Ms. Divya Varma, Mr. Rishek Alag, Mr. Nick Bayard and Mr. Srihari Prabhu.

On-Ground Team

The execution of our project would not have been possible without our on-ground team who tirelessly and diligently lent us their support.

We would like to extend our heartfelt gratitude to

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Hindustan Times volunteers

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Campaign Mascots - Gyaan and Diya, ideation and design

Abhishek Agarwal

Photo Credits

Team INDUS ACTION

Executive Summary

A decade ago on 20th January 2004, a movement to make our classrooms sites of social integration started through a Public Interest Litigation (PIL) in Delhi High Court. Private schools, which received subsidized land as benefit from the government, in an act of reciprocity, and social responsibility, were asked to open up 20 % free-ship seats in all classes, for children from Economically Weaker Sections (EWS). This stroke of judicial activism opened the doors of opportunity for many underserved children into elite private schools in Delhi.

In a landmark legislation in 2009, the Indian Parliament passed the Right of Children to Free and Compulsory Education Act. Section 12(1)(c) within the Act mandated that 25 % of entering class seats be opened up for children from weak and disadvantaged groups in all private schools. This progressive policy has the potential to put roughly 10 million children across India on a different life path in the next 5 years, making it the single largest opportunity seat scheme in the world¹.

Despite the best efforts to spread awareness regarding this opportunity, eligible families seem to have limited knowledge about the policy across the country. In surveys done in Delhi itself², a state brimming with legal and social action, only 3 % families were found to be aware of Section 12(1)(c).

This report highlights the interventions made by INDUS ACTION for the admission cycle 2014-15, to create more awareness in the South district of Delhi. Partnering with Mission Convergence, Ministry of Women & Child Development, Hindustan Times, DEN & Hathway Cable network, the pilot project helped 1468 unique families submit close to 3500 admission forms. This report brings to light the findings and insights of our project and proposes the following cornerstones to streamline the admission process.

1. Clear orders from the State Government led by the Education Department on guidelines for admissions, specifically on documentation, lottery and grievance redressal processes.
2. An effective budgetary plan prepared by the administrators for sustainability of the law with timely reimbursement to schools.
3. Greater participation of schools for suggestions towards any change in the law under Section 12(1)(c).
4. Involvement of NGOs on the ground in communities for information dissemination and enrollment support.

Our information dissemination and enrollment efforts validated the need for multi-stakeholder efforts to enable effective implementation of this policy within RTE. Our impact and tracking data reveals significant progress that still needs to be made. For example, only about 30 percent made it through the lotteries according to our tracking system. We are convinced that more enrollment campaigns like these need to be organized across India; campaigns which are cost-effective and build collective networks of individuals, communities, civil society organisations and local government functionaries committed to inclusion within our schools.

Based on our campaign experience, we present a template for motivated individuals, civil society organizations, academic institutions to build on and replicate in their respective geographical areas across India.



Chapter 1

Background and Motivation for Section 12(1)(c)

As an independent nation, India resolved to ensure that each child in this country would get an equal right to a quality education. This chapter elucidates current state of the primary education system in India and establishes the context for opportunity for children from economically and socially disadvantaged sections of the society in private unaided schools, with the aim of making our schools sites of social inclusion.



Status of Indian Education System

Millions of Indian children fail to complete school. This fact persists despite notable gains that the Government of India (GOI) has made in enrolling children into primary school in the past decade.

Annual Status of Education Report (ASER) 2013 findings show that almost 96 % of our children are in schools. However, of those who start school, 25 % don't complete primary school, and 6 out of every 10 children in India do not move ahead 10th standard^{3,4}.

At the secondary school level, India's gross enrollment ratio lags behind regional neighbors Nepal and Bangladesh, despite India having a higher per-capita GDP. When compared to the other emerging Brazil, Russia, India and China (BRIC) countries, India is the only country whose secondary gross enrollment ratio lags behind the figure predicted given its per-capita GDP. Conversely, Brazil, Russia, and China all have rates that far surpass the amount predicted by their income⁵.

Further, despite a noted 96 % enrollment rate in schools, Annual Status of Education Report (ASER) indicates a decline in basic literacy and numeracy skills in students across the nation over the last three years⁶.

Indian states of Tamil Nadu and Himachal Pradesh ranked 72nd and 73rd out of 74 participating countries in PISA 2009+ international test for 15-year-olds⁷.

These reports suggest a crippled systemic pattern present across all years of primary schooling. Moreover, the achievement gap between public and private schools and across social groups is widening⁸. ASER 2013 found that private school students performed 20 % better on basic literacy and numeracy skills⁹. On the same basic skills, the nationally representative India Human Development Survey (IHDS) 2005 found the gap between richest and poorest quintiles to be almost 50%¹⁰.

In response to these challenges, the Indian Parliament passed the Right of Children to Free and Compulsory Education (RTE) Act in 2009.

RTE envisions that, “every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards”¹¹.

RTE also includes Section 12(1)(c) that mandates all private unaided schools (non-minority) in India reserve at least 25 % of seats in their entering class for children belonging to the weaker sections and disadvantaged groups in the neighbourhood and provide free and compulsory education till its completion¹². The state government will then reimburse these schools for students admitted under this provision, at a per-month amount determined by the state rules. Section 12(1)(c) of RTE acknowledges the need for inclusion and explicitly establishes the normative responsibility for everyone to contribute towards this goal.



The Why and How of Section 12(1)(c)

India is a diverse country and ideally our classrooms should be no exception. However, in the sixty years since independence, the schools for rich and poor have become different and segregated. Through the introduction of Section 12(1)(c) in the RTE, policy-makers challenged the Indian society to rise above social and economic biases, and make schools sites of academic and social inclusion. The Right of Children to Free and Compulsory Education Bill 2008, mentions the rationale behind the Act-

“The [RTE] is anchored in the belief that the values of equality, social justice and democracy and the creation of a just and humane society can be achieved only through provision of inclusive elementary education to all.

Provision of free and compulsory education of satisfactory quality to children from disadvantaged and weaker sections is, therefore, not merely the responsibility of schools run or supported by the appropriate Governments, but also of schools which are not dependent on government funds.”¹³

In this context, our schools can be called socially inclusive when “the children of all classes, rich and poor, partake as equally as possible in the privileges of the school.”¹⁴

Closely linked to Section 12(1)(c) is the Delhi experience with the provision of ‘freeship seats’ under Land Use Act. After independence, the drive for urban planning placed schools at the centre of all town-planning measures. Hence, the Master Plan of Delhi in 1969 included the availability of large portions of urban land to build school at extremely subsidized rates¹⁵. Under this plan, schools had the contractual and social responsibility to enrol and educate people from marginalized sections in form of free seats¹⁶.

Over the years, this responsibility of schools went ignored and there were no accountability measures in place to enforce it.

It was in 2004 that the issue was raised again and Mr. Ashok Agarwal filed a Public Interest Litigation (PIL) in Delhi to question this ineffectiveness, and since then the schools which have received land from Delhi Development Authority (DDA) have a mandate to reserve a quota for kids from economically weaker sections.

This history makes Delhi an ideal case study to understand the physical, technical and psychological barriers in implementation of Section 12(1)(c).

As per the Delhi State Rules and notifications with regard to Section 12(1)(c), eligible families include families from economically weaker section having household income less than 1 lakh per annum, and disadvantaged groups include scheduled caste, scheduled tribes, non-creamy layer of other backward castes, orphans, and physically and mentally challenged children¹⁷. Each state has the autonomy to contextualize the model guidelines released by the central government and frame its own set of implementation processes. A lot of states like Maharashtra, West Bengal, and Uttarakhand have mentioned preference for girls under this quota and states like Tamil Nadu and Kerala have specifically stated transgenders and HIV positive children in the eligibility criteria. Some states like Kerala and Punjab have also conditioned admission under this quota to non-availability of seats in government or aided schools¹⁸.

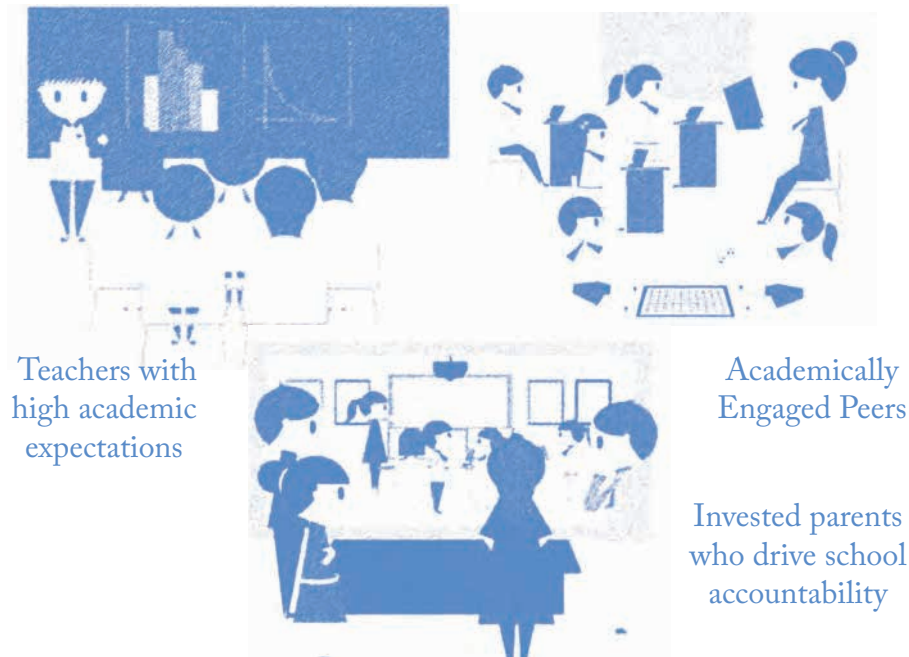
Despite the state legislations, there has been enormous social resistance towards mixed classrooms. A survey by the Centre for Civil Society in 2011 estimated that in Delhi, 43 % of the parents of fee paying students feared that their children might pick up bad habits such as abusing and fighting from the aided students¹⁹. Teachers also fear that the learning in the classroom may slow down as a consequence of this provision²⁰.

However, research shows that the process of integrating students from low-income backgrounds into middle and higher-income schools can lead to a number of positive outcomes for all the students being admitted.

Richard Kahlenberg, one of the leading advocates for socioeconomic school integration in the United States, has studied various successful school systems around the world, including Finland, and concludes that integration of children from various backgrounds leads to more robust and rigorous schools. His research shows that peer-environment remarkably impacts learning outcomes, and high-poverty schools fail to provide surroundings which are conducive to high academic growth²¹. He strongly advocates for integration of children from various racial and socio-economic backgrounds, and cites three important reasons for moving children from poverty struck areas to high-income schools²²:

1. In higher-income schools, peers who, on average, are more academically engaged, will serve as strong role models for other students.
2. Higher-income schools cater to a community of fee-paying parents who are more actively involved in their child's schooling and will be able to hold teachers and school staff accountable.
3. Higher-income schools employ stronger teachers who have high expectations for students.

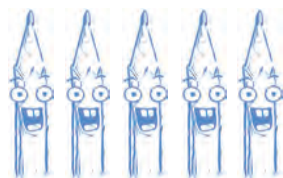
High Income School Attributes



Integrating low-income students into high-income private schools has a beneficial impact on middle and upper-class students in those schools also. One of the major oppositions to Section 12(1)(c) comes from the parents of students in elite private schools in India who fear that the inclusion of students from low-income communities will have a negative impact on the atmosphere of learning and discipline in schools. However, a number of research studies show little or no adverse effects on the academic and non-academic outcomes of existing students. Angrist and Lang studied the impact of the METCO²³ desegregation-busing program in Boston that sent students from inner-city Boston neighbourhoods to high-income schools in the suburbs and found no evidence of negative effects on the academic achievement of higher-income non-METCO students²⁴. Additionally, there is rigorous evidence from India, which suggests that integrating students from different socioeconomic backgrounds can actually lead to beneficial outcomes. Gautam Rao in a study of the impact of a land-lease policy in Delhi that required private schools to reserve 20 % of their seats for low-income students found that students from wealthier backgrounds in these schools were more likely to volunteer for a non-profit and also choose students from underprivileged backgrounds on their sports teams²⁵.

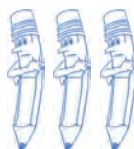
The Opportunity

ASER 2013 results project that by 2018, 50% of Indian children will be in private schools. While as a nation, we definitely need to focus on improving the quality of our government schools, we cannot turn away from this projected reality.



Section 12(1)(c), in the next 5 years, has the potential to put 2 lakh children in Delhi and 1 crore children across India on a different life path in the next 5 years, making it the single largest opportunity seat scheme in the world²⁷.

Only 3 % of the eligible families in Delhi are aware of this opportunity.



However, a study by Abdul Latif Jameel-Poverty Action Lab (J-PAL) has shown that only 3 % of the eligible families in Delhi are aware of this opportunity²⁸. To bridge the information gap and lack of documentation support which stand between this opportunity and eligible families, many organizations have worked assiduously through various campaigns over the last decade, to make RTE Section 12(1)(c) a reality. Despite the best efforts to spread awareness regarding this opportunity, eligible families seem to have limited knowledge about the policy across the country. In a survey conducted by INDUS ACTION in Delhi itself, a state brimming with legal and social action, only 4% families were found to be aware of Section 12(1)(c) and less than 1% were aware of the documentation required. Much needs to be done to truly foster diversity within all the classrooms across India and realise the benefits of this policy.

From slums to Japan- a Ray of Hope

Lalit, a student now studying in Asia Pacific University-Japan, was born and brought up in the slums behind Blue Bells school, New Delhi. His father, a rickshaw puller, never imagined that he will be able to send his son to an international school, while he could barely afford to feed Lalit and the family. However, driven by the ideals of social inclusion, Blue Bells international has, since a decade, admitted students like Lalit in their school. Treated equally and compassionately by his teachers and high-income peers, Lalit not only topped his classes at school, but also earned a scholarship to study at Asia Pacific University.

Project Eklavya is INDUS ACTION's first campaign in Delhi to break the social, psychological and technical barriers that impede the implementation of the bold provision under Section 12(1)(c) of RTE.

INDUS ACTION, through its groundwork, aimed to fill gaps in policy implementation, set up pilot support structures, showcase proof points, activate existing institutions and create dynamic feedback loops, with the cumulative aim of ensuring an opportunity for excellent education for every child.



Chapter 2

Previous Information Campaigns in Delhi

Delhi has been at the forefront of inclusion in schools through the Land Use Act and has set benchmarks for other states to follow. The first step in implementation of this progressive provision is to make the eligible families aware of their rights and empower them to avail what is lawfully theirs. In this chapter, we attempt to look at the work of other organizations with communities in Delhi, which have been trying to bridge the information gap pertaining to this law.

MEMBERS

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for Women

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RTE 2009 SECTION 12, प्राइवेट स्कूल
में भी शिक्षा अब अधिकार हमारा !

1800 419 1019

टोल फ्री Helpline पर सम्पर्क करें
सुबक 9 बजे से शाम 6 बजे तक

PRIVATE SCHOOL

दिया ज्ञान

RTE SECTION 12 से ज्ञान और दिया प्राइवेट स्कूल
में मुफ्त में पढ़ रहें हैं |
क्या आप अपने बच्चों को यह सुनहरा मौका
नहीं देना चाहेंगे?

INDUS ACTION

SAMAJIK SUVIDHA SANGAM
MISSION CONVERGENCE

INDUS ACTION

शिक्षा का अधिकार Section 12
यानी 25% फ्री सीट प्राइवेट स्कूल में आरक्षित है!

ये सीटें 4-6 साल के बच्चों के लिए गुरुजाती कक्षाओं
में उपलब्ध है।

यह आरक्षण निम्नलिखित लाभार्थियों के लिए है:

- Rs 1 लाख से कम सालाना आमदनी वाले परिवार
- अनुसूचित जाति, जन जाति और अन्य पिछड़े वर्ग
(कीमी लेयर को छोड़कर)
- विकलांग बच्चे

SAMAJIK SUVIDHA SANGAM
MISSION CONVERGENCE



Social Jurists

Social Jurists is an activist group in Delhi, formed by lawyers who work for equality and social justice through the medium of law. Ashok Agarwal, the founder of Social Jurists, filed the first PIL in relation to this cause in 2004 in Delhi High Court. This PIL inquired the status of implementation of Land's Act under which the private schools that received subsidized land as benefit from the Delhi Development Authority (DDA), should open up 20 % free-ship seats in all classes, for children from Economically Weaker Sections (EWS). This stroke of judicial activism opened the doors of opportunity for many underserved children into elite private schools in Delhi. Social Jurists continues to help beneficiaries through information dissemination and advocacy work for making the process of acquiring required documents easy for all beneficiaries, and lobbying for reforms in schools and processes for parents, based on learning from their intensive work with communities. They partake in grievance redressal and advocacy to make the Land's Act and Section 12(1)(c) of RTE fair and transparent.

Social Jurists, through their work, lay the legal groundwork for this progressive law and filled some of the implementation gaps. They established the need for legal action, advocacy and bringing all stakeholders on a common platform. It was through the channels activated by Social Jurists that INDUS ACTION routed the grievances and understood the macro perspective of Section 12(1)(c), especially in Delhi.

Paradarshita

Paradarshita, a Non-Government Organization (NGO) based in Delhi, has been one of the pioneers in admission of EWS children in private schools under the 2004 Land's Act and Section 12(1)(c) of RTE. Working to empower the community members directly, Paradarshita started with a humble number of 40 admissions in 2005 by Ms. Ritu Mehra and Mr. Rajiv Kumar. Since then they have been spreading information in different districts of Delhi. East and North East Delhi being the important areas where the Organization has worked a lot to the extent that there remains no vacant seat under the said quota in comparison to other districts of

Delhi. The process of awareness has been done through distribution of pamphlets on metro stations, outside government offices and in communities. Now, with community champions and volunteers, they help admit an annual 300-400 students directly and over 1000 students through their networks every year. Additionally, Paradarshita empowers parents by filing Right to Information (RTI) application to know about any suspicious practices by schools, helps parents in documentation required for admissions and also runs a helpline for beneficiaries.

Upon the enforcement of EWS quota, the private schools association wanted segregation of children studying under the said quota. Paradarshita, advocating for integration, represented the note books and the mark-sheets of the children studying under EWS quota. This was done to prove that, given an opportunity, children admitted under the EWS quota could perform at par with fee paying students. This submission challenged a lot of social dogmas prevalent in the ecosystem. Over the years, Paradarshita has also advocated for transparency in the system and filed cases and RTI queries which have now resulted in public disclosure of number of available EWS seats in each school, final admission list, information in public domain through DoE website, and penalty against segregated classrooms in many schools.

Paradarshita's work serves as a strong foundation and a model of decentralized advocacy and empowerment. INDUS ACTION tried to follow these footsteps and worked towards creating community champions and evidence based advocacy.



Centre for Civil Society (CCS)

CCS undertook an awareness campaign in collaboration with South Delhi Municipal Corporation (SDMC) called 'Sab School Chale Abhiyan' to bridge the relationship between the intended beneficiaries of Section 12(1)(c) and the government. CCS estimated that there are about 35,000 opportunity seats in the entering class across Delhi.

Through the awareness campaign conducted by CCS (in partnership with Feet On Ground/PRASAR), an official government letter from the South Delhi Municipal Corporation (SDMC), Education Committee Chairman was sent to all the 104 ward councillors in SDMC. Further, an on-ground awareness campaign was conducted in low-income habitations across South Delhi through public announcements using auto rickshaws with loudspeakers and through pamphlet distribution. This was supplemented with a print and electronic media campaign, which included the publishing of 10 articles in reputed Hindi and English newspapers²⁹. CCS created a helpline phone number to handle queries and around 1000 calls were received in a week. The queries received ranged from document support, age bracket and grievances to the availability of the common application form.

Through this campaign, CCS heightened the awareness among the beneficiary population, improved dialogue between councillors and citizens regarding RTE Act and its provisions. Sensitization of the various schools about Section 12(1)(c) and sensitization of government officials from Education department were also incidental outcomes. Going forward, CCS plans to pilot remedial learning programs in 3 high income schools, to bridge the academic gap and foster social inclusion. These activities are also aimed at deriving a policy based solution for inclusion and delivery of quality education for all children.

Through CCS's campaign, the need for penetration in communities, support structure and helpline for form filling and grievance redressal, and refinement of some bureaucratic processes was established. INDUS ACTION built on these ideas to structure the campaign, especially with government and communities.



Directorate of Education, Delhi

The Delhi government has taken various measures to ensure information dissemination through various traditional mediums like advertisements in regional and national newspapers. Since 2010, 12 district offices of the Department of Education (DoE) in Delhi have had a helpdesk for beneficiaries; to answer their queries regarding EWS admission process. In the admission cycle for 2014-15, the government set up a dedicated helpline number (011-27352525) to answer queries and resolve grievances. The helpline was flooded with calls from across city, showcasing a clear need for a support system for parents and other champions. In the same admission cycle, all schools had a mandate from the government to display respective Education officer's number and address outside schools for the convenience of parents. The number of EWS seats, lottery dates and admission process had to be made publically available in front of the schools premises³⁰.

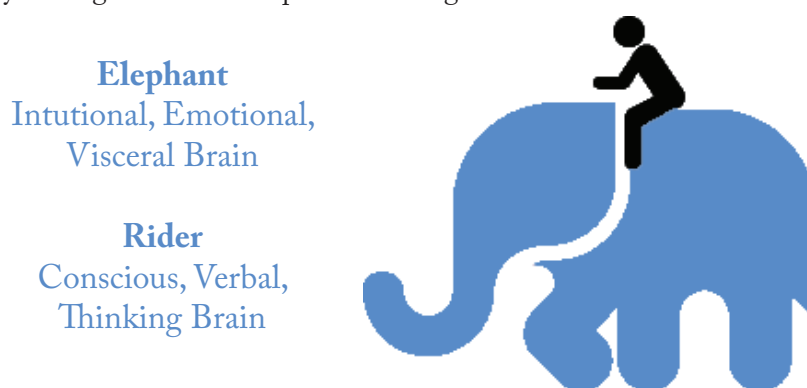
DoE uploads and updates circulars and guidelines for nursery admission on the website very regularly, publishing close to 40 circulars for the 2014-14 Admission cycle³¹. Through the website, DoE has also started a unique initiative to help parents find schools in their neighbourhood with details about EWS quota and seats in each school. This feature on the website facilitates the admission process and is a step towards transparency in the EWS admission process. (See Appendix)

Government initiatives are scalable and hence have the potential to penetrate communities. Though some of the above mentioned efforts reached the eligible families, much was left for civil society organizations to do. INDUS ACTION, through its work, tried to fill these gaps and supported the government bodies which were best placed to disseminate information in underserved localities.

INDUS ACTION's Campaign: Theory of Change

INDUS ACTION has attempted to build on the eminent work of these organizations to bridge the gap between government systems and beneficiaries. Through our work, we have aimed to empanel existing government bodies and activated communities in order to provide more choice to eligible families in Delhi and India, by taking them closer to schools, to impart inclusive and quality education.

Setting afoot in unfamiliar territory with a vision of bringing about a change demands critical thinking and strategic planning. Through the campaign, INDUS ACTION tried to overcome a knowledge barrier and also cause a shift in behaviour eventually leaving a sustained impact on the ingrained mind-set.



To achieve this behavioural change, IA followed the framework suggested by Heath brothers' authored "Switch"³². The extensive array of evidence portrayed in "Switch" concludes that lack of clarity, motivation, and environment are often the impediments to successful change. Their research shows that the rational mind wants change and the emotional mind wants comfort. Emotional side is referred to as the Elephant and our rational side is its Rider. The Rider holds the reins and seems to be the leader, but the Rider's control is risky because the Rider is so small compared to the Elephant. The 3 stages required to bring about any social change are:

1. **Direct the Rider** - Provide clarity of information to the citizens
2. **Motivate the Elephant** – Provide an emotional basis for social integration and Section 12(1)(c) to all the stakeholders, including the beneficiary
3. **Shape the Path** - Reducing the entry barriers, streamline processes to bring about sustainable change within the larger system

These guiding principles of change were contextualized for IA's work to help eligible families transcend the enrollment barriers and avail the opportunity of Section 12(1)(c). The following table reflects the thought process and IA's corresponding activities for Project Eklavya.

Stages of Change

Direct the Rider (Rational Side)

In order to provide concrete steps in form of a campaign, INDUS ACTION followed the bright spots who already went through the process, scripted the critical moves for families and pointed to the destination of private school choices, as prescribed by the authors of Switch.

INDUS ACTION scouted for effective information channels within communities to advantageously reach the eligible families. In addition to this, INDUS ACTION team scripted their critical moves in the form of providing them complete information about relevant documents and kept pointing to the goal of seeing their child enrolled in a school of their choice.

Motivate the Elephant (Emotional Side)

To evoke the emotional side of stake holders, process of change entailed finding the feeling, shrinking the change and growing the people. Motivating parents was done through multiple mediums – street plays, helpline support, door-to-door campaigning and helpdesk support.

Shape the Path (Changing the rules of the game)

In order to create sustainable and scalable change, INDUS ACTION had to tweak the environment, build habits and rally the herd. With constant advocacy efforts and liaison with the DoE, INDUS ACTION was able to “tweak the environment” for increased reliability on the system. Furthermore, at the end of the admission cycle, community champions were recruited to help build a volunteer base in the community.

The overarching goal of INDUS ACTION’s work was to empower the eligible families and motivated citizens, build a nexus between government systems and communities to truly foster inclusiveness.





Chapter 3

Campaign 1.0, INDUS ACTION

This chapter elucidates the framework of the information campaign, which INDUS ACTION ran from December through February. It underscores the key partnerships of our campaign and captures the insights vital for executing a citywide awareness drive in the next academic year.





Project Eklavya: Campaign Vision

Firmly believing in the transformative potential of Section 12(1)(c), INDUS ACTION aims to solve the entry barriers, to enable the eligible families to file successful applications. Previous campaigns led by CCS and Paradarshita were foundational to our information awareness campaign strategy. A pilot campaign was envisioned, in the district of South Delhi, in 25 wards, wherein relevant and concise information was made accessible to eligible families. INDUS ACTION, through its pilot information campaign, attempted to answer the following questions:

- a) What are the existing informational nodal centres that can enable efficient and cost-effective targeting of 12(1) (c) to the most eligible families?
- b) How can we leverage and build existing state capacity to deliver the function of information dissemination and enrollment support?
- c) How can we amplify the learnings of our experience to advocate for systemic change through DoE rules and notifications?
- d) How do we build a coalition for inclusion within the city which champions effective implementation of Section 12(1)(c)?

The vision of the campaign was to establish a sustainable model for enrollment support that can lead to 100% enrollment under Section 12(1)(c) seats in high-demand schools in Delhi, making it the first city in India to achieve the same.



Project Eklavya Campaign 1.0 Operations Design

Though we faced limitations of being a new organization, it was imperative to position the information drive campaign within existing community systems that beneficiaries were familiar with. We sought partnerships to circumvent our constraints and effectively reach the eligible families.

Key Partnerships

Project Eklavya had partnerships with two key government institutions- Mission Convergence and Integrated Child Development Services (ICDS), Ministry of Women & Child Development. INDUS ACTION's outreach campaign was supported by Hindustan Times, DEN cable network, Hathway cable network and other civil society partnerships.

Mission Convergence

A flagship programme of the Delhi Government that aims to make Delhi a more inclusive city by integrating all the existing social security schemes and delivering them through a unified structure in a decentralized manner. Mission Convergence operates Gender Resource Centres (GRCs) in vulnerable communities across the city and these acts as information hot spot for information about government-related schemes.



Conceived as a programme to help the government realize its goal of poverty alleviation and inclusive growth, Gender Resource Centres (GRC) act as the first point of contact in communities. Since their establishment in 2008, GRCs quickly emerged as the one-stop shop on social security schemes, functioning much nearer to the community. As a trusted source of correct and concise information in low-income clusters, a partnership with Mission Convergence placed us at the heart of the communities.



INDUS ACTION partnered with 10 GRCs in the South district of Delhi covering areas of Sangam Vihar, Ambedkar Nagar, Neb Sarai, Mehrauli, Chattarpur, Arjun Nagar and Khirki Extension.

How



The partnership entailed placing 1 or 2 Helpdesk Managers in each of these 10 GRCs. Initially, through *mohalla meetings* and door-to-door mobilization, IA's Helpdesk Managers sought to create awareness about Section 12(1)(c). Parents, after hearing about the opportunity, visited the GRC to gain more information. Helpdesk Managers explained Section 12(1)(c) in greater detail (eligibility criteria), provided the necessary forms, form filling support and a list of schools in the neighbourhood.

Ministry of Women and Child Development

The Integrated Child Development Services (ICDS) represents one of the world's largest and most unique programs for early childhood development. ICDS runs and manages the Anganwadis – government run mother and child care centres. These provide basic pre-school education and nutrition to both the child and the mother. ICDS, in its core structure, caters to children below the age of 6 years and aims to provide them with supplementary nutrition, immunization, health check-ups, referral services and pre-school education. In addition, ICDS operates an alternative Plan Scheme of “Model Anganwadi cum HUB centres” which acts as resource centres for 10 AWCs. Anganwadi Hubs (AwH) act as a catalyst in upgrading skills of Anganwadi workers thereby improving the quality of services.

Anganwadi Hubs (AwH), with roughly 10 Anganwadis each under its umbrella, act as the feeder groups for our targeted interventions with families earning less than a lakh an annum or belonging to socially disadvantaged groups with children between the 3-6 years of age.

Where



INDUS ACTION partnered with 2 AwH in Meethapur and Maidangarhi covering 19 AWCs.

How



Mapped to 10 families, volunteers were entrusted with the responsibility of finding the eligible families, recording their data and then helping identified eligible families:

- Have correct and concise information
- Supporting them in filing forms for relevant documents & ultimately submitting an admission form in a school of their choice.

Hindustan Times

Hindustan Times' initiative “You Read, They Learn” works towards making education more accessible. A year-round programme, Hindustan Times sets aside five paise for each one of the lakhs of copies of Hindustan Times they sold in Delhi-NCR. To ensure quality delivery, Hindustan Times partners with credible NGOs working in the field of primary education.

Why



To cover more ground, volunteers were required to be placed in areas of Meethapur and Maidangarhi. Hindustan Times, in its previous collaboration with CRY, had run a successful volunteer recruitment drive with active participation from college students. Our partnership with Hindustan Times bolstered our outreach and helped tap into a network of high engagement volunteers.

How



As a part of the collaboration, Hindustan Times ran advertisements calling volunteers to help create awareness about Section 12(1)(c) in their main dailies. Volunteers, recruited through the Hindustan Times advertisement were mapped to Anganwadi Hubs.

DEN & Hathway Cable Network

India's leading cable TV distributors reaching as many as 15 states.

Why



Though our partnerships with Mission Convergence and ICDS gave us access to residents of South Delhi, we were confined by the geographies of GRCs and AwH. The wide viewership of DEN & Hathway helped us cater to a wider audience base not just in South Delhi but the rest of the city as well.

How



INDUS ACTION's minute long film was aired on both the channels every hour during the admission cycle. The film captured the essence of social integration and disseminated the helpline number.

Civil Society Partnerships

Centre for Civil Society

Partnering with the public policy think tank helped us administer a baseline survey in areas of South Delhi to assess the awareness levels among eligible families.

Teach For India

Collaborating with 4 schools in Sangam Vihar, Prahladpur, Malviya Nagar and Safdarjung Enclave, Teach For India fellows helped create awareness about Section 12(1)(c) in their schools. In addition to this, Teach For India also proved to be an effective channel of recruiting community representatives.

Young India Fellowship

As a part of their Experiential Learning Module, 3 driven Young India Fellows initiated contact with a gamut of private schools to understand the challenges they faced in the implementation of Section 12(1)(c).

Each of these partnerships placed us in the heart of low-income communities and helped us in creating community presence and motivation for gaining information about Section 12(1)(c) of the Right to Education.

Toll Free Helpline 1800-419-1019

One of the key channels of effective dissemination was INDUS ACTION's toll-free helpline. Easy-to-access, readily available information was the need of the hour and our preliminary surveys showed that a sizeable portion of our target audience had access to mobile phones. On events of families not being able to access the community hubs, a nodal point was required to be established within our wireframe. The toll-free helpline was engineered with the support of Gram Vaani to enable easy access to relevant information about Section 12(1)(c). Operational all week from 9am-6pm, the helpline was advertised through pamphlets, minute long film on DEN and Hathway cable networks and street plays.



नमस्कार ! हम इंडस एक्शन से बोल रहे हैं।
हम आपकी किस प्रकार से सहायता कर सकते हैं?

“Namashkar! Hum INDUS ACTION se bol rahe hain.
Hum Aapki kis prakar se sahayata kar sakte hain?”

Communication Collateral

Government, media and civil society partnerships warranted a robust communication collateral consisting of information posters, pamphlets, short video and animation films, and street plays for effective information dissemination. The aim of creating communication collateral was strengthening on-ground operations by generating traffic for the helpline and increasing footfall in GRCs. The communication collateral (see appendix) was disseminated through each of the partner organisation's dissemination channels – TV, print media and local community centres.

hindustantimes
Let's make news better

CAN THEY BE IN THE SAME CLASS?

Name: Sania
(Father: HR Head in MNC)
Age: 7 yrs
Ambition: Doctor

Name: Uma
(Father: Driver)
Age: 7 yrs
Ambition: Doctor

Why do our classrooms divide the classes?
Why doesn't a poor man's child go to a good private school – even though the law provides for it?

hindustantimes
YOU READ THEY LEARN

Hindustan Times is looking for volunteers. We need just a few hours of your time to help enroll Economically Weaker Section (EWS) children in private schools in Delhi-NCR.

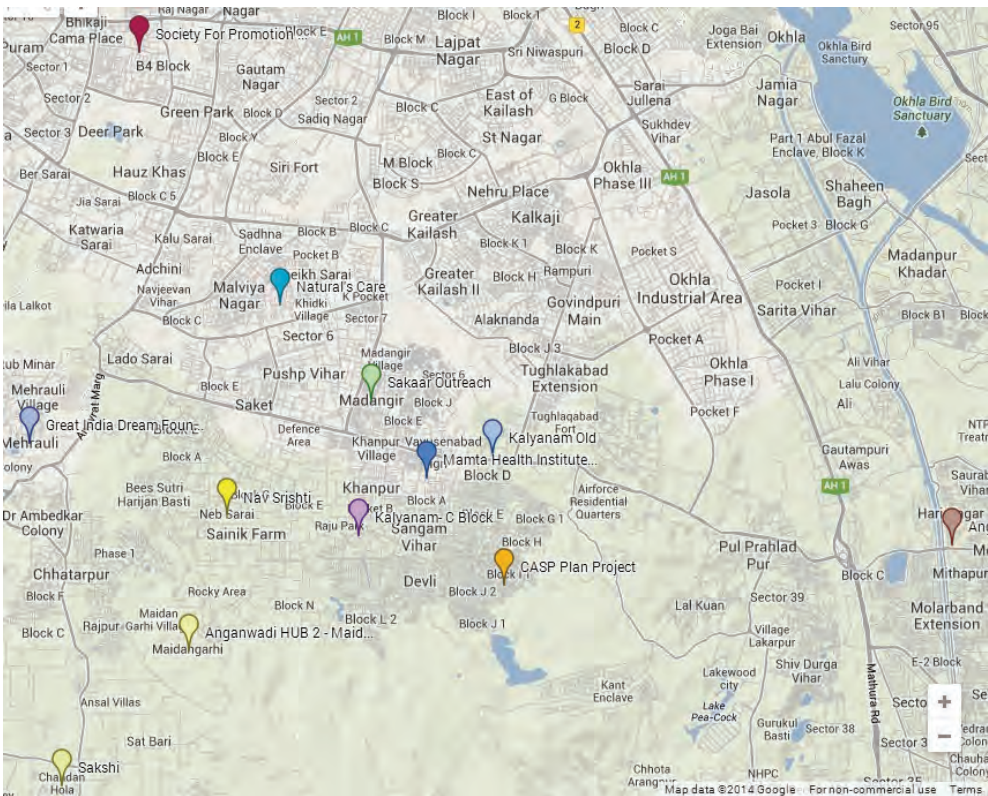
Partners
INDUS ACTION **FREE SHRI**

To Volunteer
SMS "YRTL" to 5424211 or visit www.YouReadTheyLearn.com

Join us for an orientation session with project mentors from Indus Action

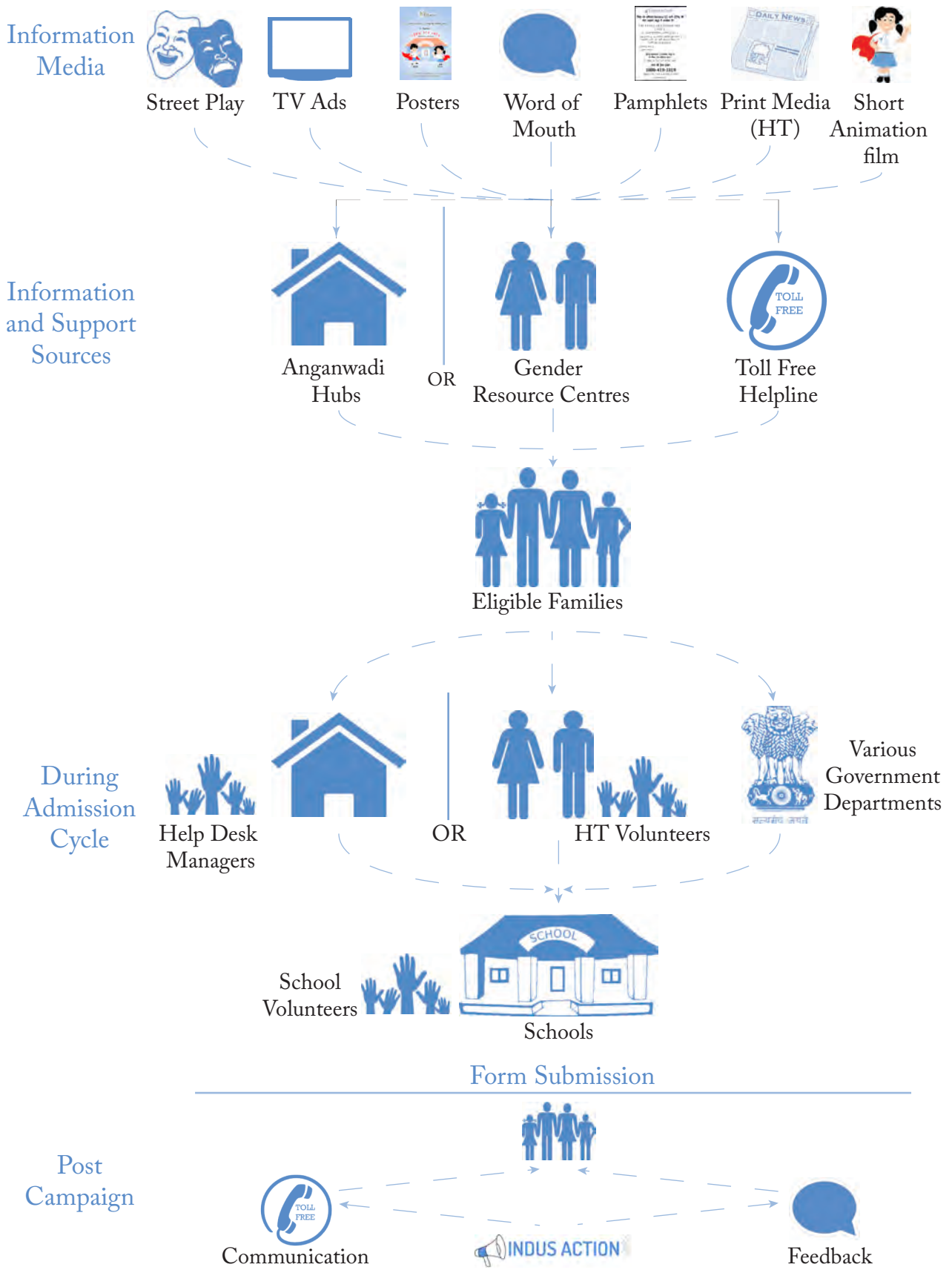
Campaign 1.0 Execution

Partnerships with the government placed us strategically in low-income clusters. Both the systemic institutions - Gender Resource Centres (GRC) and Anganwadi Hubs served a large number of women/mothers on a daily basis. INDUS ACTION Helpdesk Managers at each of the 10 GRCs mobilized communities around the GRC and answered in-person queries. In addition to this, 10 volunteers recruited through the Hindustan Times Volunteer Recruitment campaign were mapped to an AWC each in areas of Maidangarhi and Meethapur. Our toll-free helpline was advertised through the means of the 10 GRCs, 2 AwH in Delhi and television airings. As part of mobilization strategy, street plays were orchestrated in the catchment areas of each of the 10 GRCs and 2 AwH.



Location of 10 Gender Resource Centres and 2 AnganWadi Hubs from where INDUS ACTION mobilized the campaign and provided requisite support

INDUS ACTION's Helpdesk Managers provided full support in filing applications required for successful submission of admission form. In the event of a school not accepting completed admission forms, INDUS ACTION's private school volunteers intervened and accompanied parents to schools to understand any inconsistencies that may have been identified.



Project Eklavya Campaign 1.0 Design



Project Eklavya - Campaign Insights

The INDUS ACTION team conceptualized and executed a campaign on information awareness as a pilot in South Delhi for the academic year 2014-15. During the course of the campaign, we tested out many hypotheses, broke new ground and identified grey areas.

Parents

Awareness

Little or no knowledge of Section 12(1)(c) of the Right to Education Act. When informed, the general perception was that this opportunity was only for girls.

Inertia

For many, knowledge did not translate into action for instance: getting any of the certificates made up until the admission cycle began. Additionally, footfall in GRCs was lesser in the month of December in comparison to January when the admission cycle began. Parents feared schools may ask for inflated ancillary costs like Annual Day celebrations, excursions etc.

Choice

Parental choice was limited mostly to schools belonging to higher socio-economic strata. The provision was seen as an opportunity for upward social mobility.

Private Schools

Motivation for compliance

Albeit awareness was high among private schools, compliance of Section 12(1)(c) of the RTE was low in middle and low-income schools. No active advertising was done on part of schools to ensure that the seats earmarked for Section 12(1)(c) are filled. Schools, in our experience, began complying when parents took a copy of the RTE law and demanded their rights.

Schools were yet to be reimbursed by the government for the expenditure incurred by the school on account of Section 12(1)(c) seats. For middle and low-income schools, lack of timely reimbursements was a huge financial burden leading to such schools refusing admission.

Motivation for implementation

There is wide spread misinterpretation of the spirit of the policy among private schools, mostly interpreted as government top-down intrusion into private school regulation.

There is also wide spread 'deficit' orientation towards 'RTE children', that children under this provision will need to be corrected for bad habits, bad language and adjustment to new environment³³.

Government

Dissemination gaps

Communication channels between schools and the government need to be streamlined. For example, the Directorate of Education, on their website, uploaded and subsequently updated Frequent Asked Questions (FAQs) on nursery admissions several times over but no formal communication was made to the schools regarding the updates. A handful of schools insisted on parents taking admission forms issued by the schools themselves as opposed to the centralized form available on DoE's website. Parents had to take a copy of the FAQs to convince schools that centralized forms were to be accepted by all schools.

Inconsistent de facto norms

Form submission hours, being different for each school, created a lot of chaos and confusion. A need for common form submission hours across the board was seen.

Benefits of political will

The Aam Aadmi Party led Delhi government appointed exclusive Section 12(1)(c) constituency representatives with a task of creating awareness about Section 12(1)(c) of the RTE. 70 representatives in 70 constituencies, trained by the IA team, lent support to parents in filling out forms, obtaining relevant documents and approaching schools.

Data Transparency

For the benefit of the eligible families, each school was asked to display total number of EWS seats along with the contact number of the Education Officer in-charge, outside school premises. One of the barriers for increasing civil society participation was the lack of readily available micro and macro data on fill rate across schools that qualify under Section 12(1) (c) in Delhi. Making this data transparent could drive immediate efficiency into the system.

In conclusion, our campaign experience validated the huge gap in existing information dissemination structures related to Section 12(1) (c) in Delhi across all stakeholders. Utilizing existing government structures, building civil society partnerships and an advocacy coalition is needed to bridge the above implementation gaps.



Chapter 4

Impact Assessment

Impact Assessment for INDUS ACTION was an essential means to understand effectiveness of the campaign and use evidence to replicate campaigns of scale. In last 8 months, IA made bouquet of efforts in an attempt to introduce beneficiaries to RTE Section 12(1)(c), and build motivation towards the law. The impact assessment that will be discussed in this chapter is an assessment of our campaign.



Impact Assessment Constructs

In the long term, the impact of INDUS ACTION's interventions would be gauged based on sustainable mindset-shift made in the communities. For measuring the immediate impact of our work, we broke down our impact assessment in the following steps.

We intended to measure the macro level impact and change at the societal level. The communities that IA worked with directly were envisioned to have had some shift in one or more of the following constructs in due course of time.

Knowledge

Do eligible families know about the opportunity available through Section 12(1)(c) ?

- a. Knowledge of free schooling in a private school
- b. Knowledge about when the application forms are released
- c. Knowledge of where to avail the application form
- d. Knowledge about the documents required

Behaviour

Do eligible families use the opportunity available through Section 12(1)(c)?

- a. Follow up on information received on Section12(1)(c)
- b. Follow up on information received on application form dates
- c. Follow up on information received on where to avail the application forms

Mindset

Do eligible families believe that the opportunity made available by Section 12 is beneficial for their child?

- a. Believe that good schooling is beneficial for their child's future
- b. Would like to utilize this opportunity to apply to a private school
- c. Would recommend the opportunity to other eligible families

Campaign 1.0 Intervention Progress

November, 2013

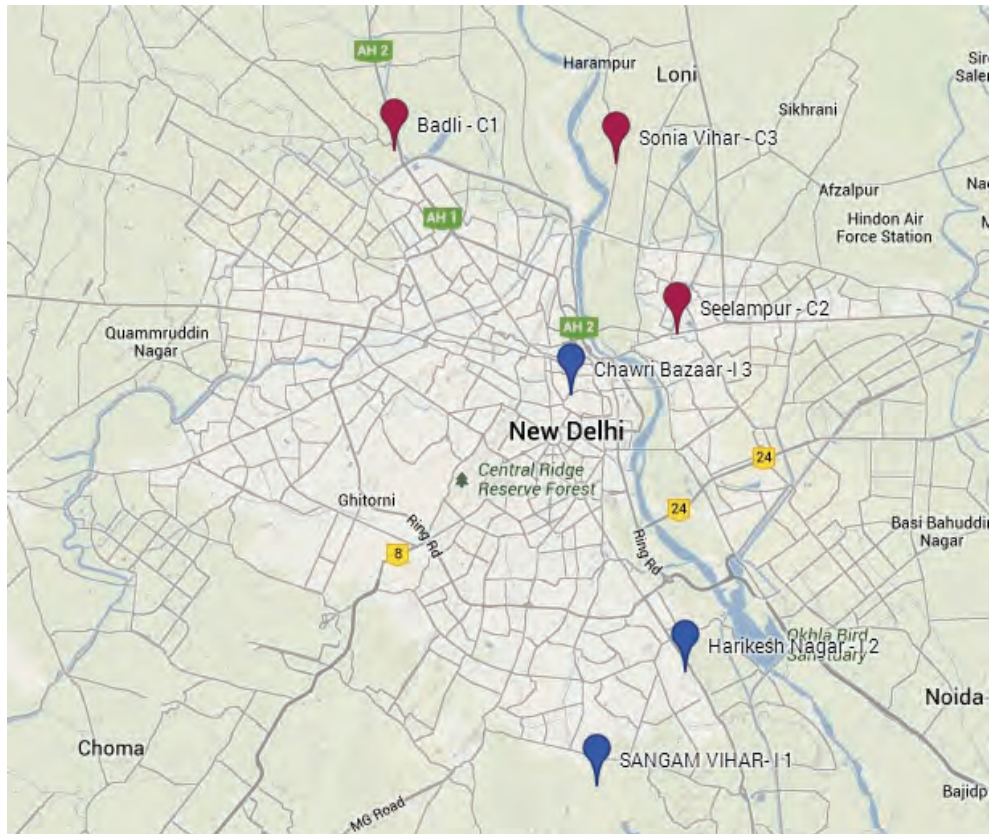


March, 2014

Shift in Knowledge, Behaviour, Mindset through information dissemination efforts, community mobilizing, application support and faith building efforts.

Impact Assessment Design

Based on these three macro parameters of Knowledge, Behaviour and Mindset, INDUS ACTION designed an impact assessment tool as a yardstick for Campaign 1.0. A Baseline and an endline study was conducted (before and after Campaign 1.0) on 3 groups of beneficiaries, differentiated by the level of engagement with the communities. They were thus categorized into high touch intervention areas, low touch intervention areas and control group areas.



Location of Areas for Baseline and Endline surveys

Intervention Areas

High Touch Intervention Areas

INDUS ACTION's work was focused on 26 wards in South district of Delhi; high touch intervention areas included wards only in south district, in areas where INDUS ACTION worked deeply with the eligible families. Area selected randomly for baseline study: Sangam Vihar (I1)

Low Touch Intervention Areas

In some areas, INDUS ACTION played a supportive role by sharing marketing material and other resources to empower motivated local partners to provide support in their areas, regarding efforts towards application for the opportunity seats. INDUS ACTION however did not actively participate in the course of events there. These areas included South-West, and South-East district of Delhi. Areas Selected randomly for baseline study: Harikesh Nagar (I2)

Control Group Areas

These are the areas where INDUS ACTION interventions did not have a conscious role in supporting the awareness or implementation of Section 12(1)(c). These include the North and North East Districts as per Mission Convergence mapping.

Areas selected randomly for baseline study were:

- a) North District- Badli (C1)
- b) North East District – Seelampur (C2)
- c) North East District – Sonia Vihar(C3)

The rationale for selecting two areas from the North East district was the geographic massiveness of the area as opposed to the North District.

Central Delhi was initially considered as an intervention area but was eventually treated as a control group cohort, after the scope of the project was revised. Areas selected randomly for baseline study: Chawri Bazaar (I3)

Targeting for Surveys

The target families had to fulfil both of the underlying criteria:

- a) The family had to qualify as EWS or DG as per Delhi state rules.
- b) The family should have a child in the age bracket of 3-6 years old.

The Baseline Study

The Baseline study was conducted to get a preliminary sense of the understanding and consequential behaviour patterns of the eligible and beneficiary populations towards Section 12(1)(c). It was tested within the measurable constructs previously defined as Knowledge, Behaviour and Mindset.

The study was conducted in the six areas mentioned above. For the purpose of this section, intervention areas are indicated as I1, I2 and I3 and Control Groups are treated as C1, C2 and C3. A total of 350 people were surveyed from 17th November to 23rd November 2013.

The Endline Study

The Endline study was conducted from the 1st-12th of April 2014, in the same areas as the baseline and on the very same families who were involved in the baseline study. Some new families were included in the study to compensate for the original households, who had shifted from their previous residence. But the number of such families were very small and thus did not affect the study³⁴.

Due to oversampling, the number of families covered in the endline were 352, as opposed to 350 of the baseline.



Demography of the Population Surveyed

- Majority of the respondents were SC (31%) followed by ST (25%) & OBC (25%)
- 13% of the families had Physically Handicapped (PH) children.
- Of the children representing the school going category (4-18 years), only 64% had the privilege of going to school, 57% of whom went to government schools.
- 94% of the children go to school within 1km from their home.
- 55% of the students attended schools which have a fee structure between Rs.101-300 per month. Only 3% of the students attended schools which have a fee structure of more than Rs.501 per month.

Knowledge

a. Most eligible families are unaware of the existence of a provision like Section 12(1)(c)

- 4% of the total population surveyed had knowledge about the existence of Section 12(1)(c), before November 2013. This number changed to 14.77% by April 2014. There was a noticeable increase in the awareness of the opportunity seats across all areas (see table 4.1) but still, absolute awareness remains low.

b. Community mobilisers have played a major role in information dissemination about the Act

- WOM (Word of mouth) from other EWS families (29%) and employers (29%) seemed pertinent sources of information for the families before November 2013. This changed in April 2014, where 44.1% of the beneficiaries received information from a community mobiliser. These mobilisers were region specific, and belonged to local NGOs or volunteers of the ruling party (Aam Aadmi Party) at the state level. In Sangam Vihar (I1), 91.67% of the people who were aware of the opportunity, had received the information from an INDUS ACTION community mobilisers.

- In some cases, teachers (government or private) were a source of information. After awareness, families reach out to community mobilisers and private schools notice boards for further information.

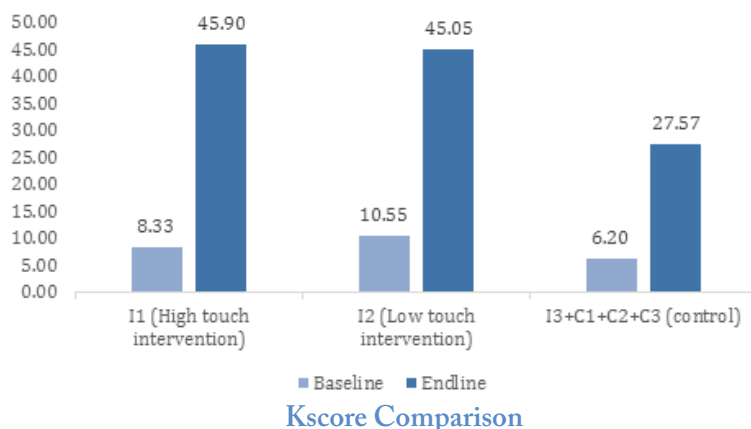
- More specific information about the application process was disbursed effectively by school notice boards. 6 out of 7 respondents who were aware of where to get the application forms, mentioned they went to the school to validate the information before November 2013.

- The mobilisers played a major role during the application cycle for 2014-15. With 63.63% of the people in the control areas and 33.33% of the people in the intervention areas reaching out to them for application specific information about the opportunity. The school notice boards were still the second most popular node for information.

c. A large number of people who know about the opportunity don't know enough

- 57% of the people, who knew about the law, revealed they were unaware of the necessary documents required for the application before November 2013. This number came down to 30.7% in April 2014.

The depth of knowledge about the act was also measured for the respondents and accordingly mapped to the consecutive areas by calculating a score for each region, called the Kscore. The following diagram shows the comparative change in the Kscores of the areas under study.



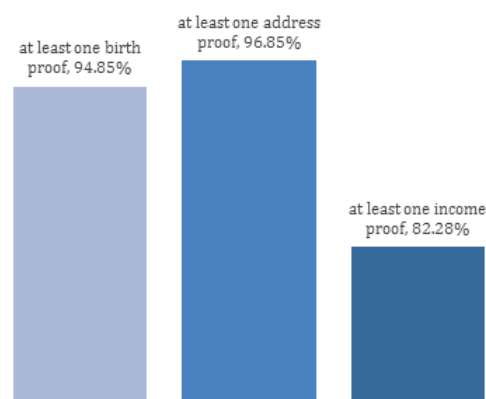
The Maximum Kscore possible for any region in an ideal scenario, where everybody has maximum information in the system, is 400. Thus although there is an increased degree of awareness regarding the opportunity, there is a long gap in information yet to be covered.

Preparedness to Apply

Most of the families at least have one of the accepted documents, in each of the categories of documents required for applying.

There are three main categories of documents required:

- 1) Proof of Birth
- 2) Proof of Address
- 3) Proof of disadvantage (EWS/ Disadvantage as defined by the state rules)



How prepared are eligible families to apply?

Although the awareness levels are very low, the eligible families seem to be prepared to apply, as they are almost adequately equipped with the required documents.

Proof of Birth

- 94.86% of the people had at least one of the birth proof documents required.
- Apart from Birth Certificate, Anganwadi records have high prevalence in the beneficiaries. Thus proving that most kids do go to ANWs and they are vital nodes of intervention.

Proof of Residence

- 96.85% of the people have at least one of the accepted documents for address proof.
- Unique Identification (UID) was possessed by a lot of people (71%)
- Electricity bills, though perceived as an accessible option, were not very feasible for people to acquire.

Proof of Income

- 82.28% of the people had at least one of the accepted documents for proof of income.
- Antyodaya Ann Yojana (AAY) card (35.7%) was more prevalent than Below Poverty Line (BPL) card (28 %).
- Income certificate prevalence is 21%, highlighting the presence of other government schemes requiring for the same.

Proof of Disadvantage

- 51.42% of the people who qualified as SC/ST/OBC had a caste certificate. However, as the state rules of Delhi require the applicant to have a certificate issued in Delhi to qualify for the seats under DG quota, their preparedness was probably incomplete.
- 13% of the families surveyed had a child with a physical disability, but only 2.17% of these families had a certificate to show for it.

Table 4.1 Baseline vs Endline estimation of Knowledge

	Nov'13 (I1)		Mar 14 (II)		Nov 13 (I2)		Mar 14 (I2)		Nov 13(C1+C2+C3)		Mar 14 (C1+C2+C3+I)	
	<i>High touch Intervention</i>				<i>Low touch Intervention</i>				<i>Control Group</i>			
	<i>Baseline</i> (N=60)		<i>Endline</i> (N=61)		<i>Baseline</i> (N=60)		<i>Endline</i> (N=61)		<i>Baseline</i> (N=230)		<i>Endline</i> (N=230)	
	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>n</i>	<i>%</i>
<i>Knowledge points</i>	2	3.33	12	19.67	3	5	10	16.4	9	3.91	30	13.04
<i>Free schooling in a private school</i>	1	1.67	5	8.19	1	1.67	7	11.47	2	0.87	22	9.56
<i>Date of release of application form</i>	1	1.67	8	13.11	2	3.34	6	9.83	5	2.17	13	5.65
<i>location of availability of application form</i>	1	1.67	6	9.84	2	3.34	7	11.47	3	1.3	23	10

n= ntotal number of families in the sample

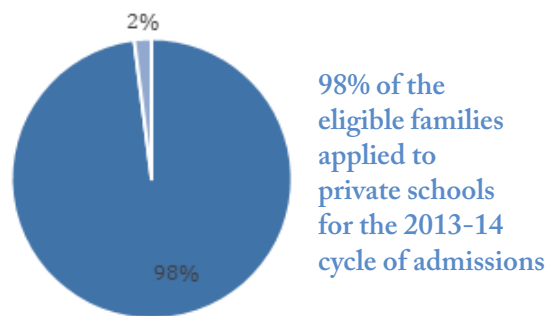
Behaviour

a. Most eligible families made the effort to find out more about the opportunity once they were aware

- In the previous admission cycle, 71.4% of the people followed up on the initial information regarding the opportunity under Section 12(1)(c). This changed to 98.04% in the 2014-15 application cycle.

b. Most eligible families do not apply to a private school

- 98% of the parents mentioned they did not apply for a private school for their child in the previous cycle (2013-14). Only 7 families had applied to a private school and 4 of these 7 had to approach the school 2 times and 3 respondents had to do the same 3 times before they could get an application form.

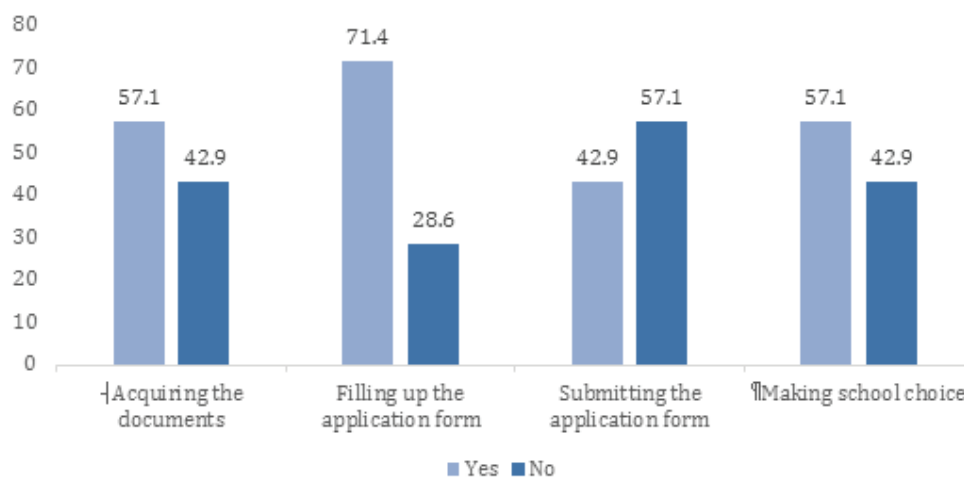


The situation remains almost unchanged in the 2014-15 cycle of applications. Only 12 families (3.4%) applied to a private school. Only 50% of these families applied through the EWS quota. (Reasons for not applying have been further discussed in the section on Mindset.)

c. Application forms are always collected from the schools

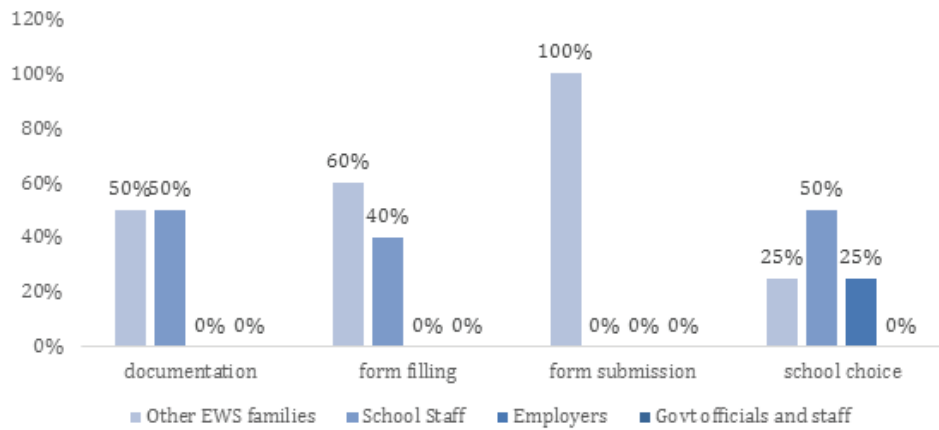
- Although the common application form has been made available on the internet, all the families who applied in the 2014-15 cycle of applications, collected the forms from the schools.

d. Eligible families reach out to different agencies for help in the admission process



- Other EWS families were the source of help throughout the process. Word of mouth marketing and sharing success stories proved vital.
- Parents often reached out to their employers, specifically for consultation regarding school choice decision making.

Help sought by EWS families in Application Process



- Government officials were never approached for help. The ruling party in power at the state had initiated a helpline specifically for grievances related with nursery admissions, but none of the respondents mentioned having called the government helpline.

The behaviour of translating the available knowledge Section 12(1)(c) into action, was also measured for the respondents and accordingly mapped to the consecutive areas by calculating a score for each region, called the Bscore. The following diagram shows the comparative change in the Bscores of the areas under study.

The Maximum Bscore possible for any region in an ideal scenario, where everybody has maximum behavioral commitment in the system, is 300. Thus although there is an increased degree of commitment³⁶ to claim the opportunity, there is still considerable inertia among eligible families

Bscore Comparison

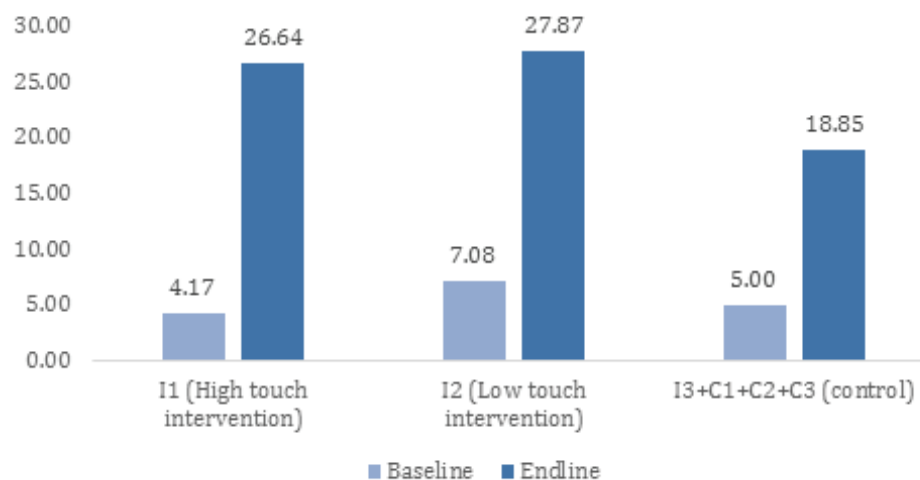


Table 4.2 Baseline vs Endline estimation of Behavior

<i>Behaviour points</i>	<i>Nov'13 (I1)</i>		<i>Mar 14 (I1)</i>		<i>Nov 13 (I2)</i>		<i>Mar 14 (I2)</i>		<i>Nov</i>		<i>Mar 14</i>	
	<i>High touch Intervention</i>		<i>Low touch Intervention</i>		<i>Low touch Intervention</i>		<i>Low touch Intervention</i>		<i>Control Group</i>		<i>Control Group</i>	
<i>Following up on information received</i>	<i>Baseline (N=60)</i>		<i>Endline (N=61)</i>		<i>Baseline (N=60)</i>		<i>Endline (N=61)</i>		<i>Baseline (N=230)</i>		<i>Endline (N=230)</i>	
	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>n</i>	<i>%</i>
<i>RTE Section 12 1(c)</i>	1	1.67	11	18.03	2	3.33	10	16.39	7	3.04	30	13.04
<i>application form dates</i>	1	1.67	3	4.91	2	3.33	4	6.56	2	0.87	11	4.78
<i>Location of application forms</i>	1	1.67	4	6.56	2	3.33	4	6.56	4	1.73	10	4.34

n= total number of families in the sample

Mindset

a. A large number of eligible families aspire for private school education

- 75% of the respondents felt that sending their ward to a private school would benefit his/her future. By April 2014, 70% of the respondents now felt that private school education would benefit their children.

b. Private schools preferred over government schools

- All the families shared that they would like to change the school of their wards if given an opportunity where in they are not required to pay the fees.
- Private schools are more coveted for, however, at the time of mentioning the schools, few (14.6%) families wanted their child to go to a government school, even when the fee is paid for in a private school. These numbers remain almost the same with a marginal bias towards private schools in April, when 13% of the parents still prefer government schools over private schools.

c. Information regarding school choice is sparse

- Information regarding school choice is low, as about 16.8% of the families were unable to mention which private school they wanted their children to go to .
- 22% of the families believed that a 3 year old child is too young to attend school, although the minimum age for admission in pre-school is 3 years according to Delhi state rules. This clearly shows that these families are unaware of the schools which invite admissions in pre school.

d. High fees is the major concern discouraging families from applying to private schools

- Huge gaps were found between the schools aspired by the parents as ideal for their child, and the schools that they finally applied to. High fees and lack of information about the free opportunity (till the survey was conducted) added to 71%.

The mindset that the people have towards Section 12(1)(c), was also measured for the respondents and accordingly mapped to the consecutive areas by calculating a score for each region, called the Mscore. The following diagram shows the comparative change in the Mscores of the areas under study.

The maximum Mscore possible for any region in an ideal scenario, where everybody has maximum belief in the system is 300³⁷. The current trends in the Mscore show a decline in belief of the eligible families in the Section 12(1)(c) and its promise.

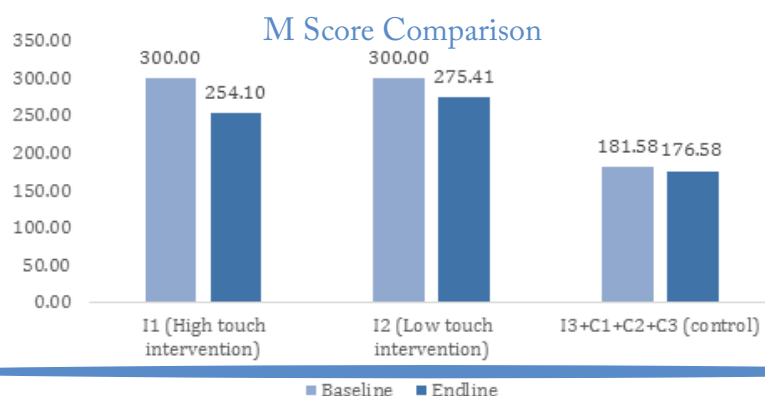


Table 4.3 Baseline vs Endline estimation of Mindset

Mindset points	Nov'13 (II)		Mar 14 (II)		Nov 13 (I2)		Mar 14 (I2)		Nov		Mar 14	
	High touch Intervention				Low touch Intervention				Control Group			
	Baseline (N=60)		Endline (N=61)		Baseline (N=60)		Endline (N=61)		Baseline (N=230)		Endline (N=230)	
	n	%	n	%	n	%	n	%	N	%	n	%
<i>Believe that private schooling is beneficial for their child's future.</i>	60	100	55	90.16	60	100	56	91.8	144	62.6	136	59.13
<i>Would like to utilize this opportunity to apply to a private school.</i>	60	100	50	81.97	60	100	56	91.8	136	59.13	134	58.26
<i>Would recommend the opportunity to other eligible families.</i>	60	100	50	81.97	60	100	56	91.8	141	61.3	134	58.26

n= ntotal number of families in the sample

Intervention Based Outcomes

The four main interventions of INDUS ACTION to provide direct support to the families in the application process, were the Helpline, the Helpdesks, the family volunteers (for families with children listed in target Anganwadis) and the volunteers liaising with private schools for submission of forms.

Intervention	Nature	Outcome	Insights
Helpline	Information dissemination, establishing contact and trust	3 operators 2852 calls 1042 families 64 admissions*	<ul style="list-style-type: none"> • 3.5 times more calls in January (average of 68 calls per day) than December (average of 19 calls per day) • Weekdays more popular than weekends. Call numbers least on Sundays • Peak time for calls 12 PM-3 PM• Number marketed best through cable TV ad (30% calls) and pamphlets (16% calls)
Help desks	Information dissemination, establishing contact and trust, Community Mobilization,	10+2 centers** 3000 queries 426 families 102 admissions* (80 exclusive helpdesk support + 22 helpdesk +	<ul style="list-style-type: none"> • Face time was essential to build trust within community. Helpdesks were the most trust worthy channel of support for families • Communication structures with helpdesk volunteers essential for relaying dynamic information on DoE notifications and capturing grievances on ground
Eligible family volunteers	Information dissemination, establishing contact and trust, Community Mobilization	10 volunteers 19 Anganwadis 100 families	<ul style="list-style-type: none"> • Champions are more likely to be mothers
Private school liaison volunteers	Community Mobilization	7 volunteers 115 families supported	<ul style="list-style-type: none"> • Schools felt more accountable for processing applications when a volunteer clarified the notification rules to them • Private schools requested support with reimbursement processes under Section 12(1)(c)

*All admission data is after the first round of lotteries conducted on or before 28th of Feb 2014

**10 Helpdesks in GRCs, 2 in Anganwadi Hubs

Disclaimer: All the data that has been gathered on successful applications and admissions is from the number of families that were complaint towards sharing their data, when contacted for that information. Out of the 1468 unique families (1042 helpline + 426 helpdesk) that came in contact with INDUS ACTION interventions during the course of the campaign, only 828 families (with 951 children), were ready to co-operate with the required information. Thus, it does not represent true conversion from families who were beneficiaries of INDUS ACTION interventions to families who could submit successful applications, and consequently to families who finally got admission after the lottery.



Tracking System

The tracking system is an IT interface system which is being developed to curate the events that happen in the life of child who, through the support of INDUS ACTION, have found admission into a private school of choice. The system will capture data centered on the child, and the immediate stakeholders in the system—the parents, the teachers, and the headmaster of the school, over a period of 10 years. The data is envisioned to show trends in academic and social progress of the child, and the social evolution of the other stakeholders as well. Inputs from the data gathered, would be critical in designing programs aimed at social integration of the children in their schools.

The first phase of the tracking involved locating the families who could successfully acquire admission for their child in a private school. In this first phase, all the beneficiaries of INDUS ACTION (families who, during Campaign 1.0 have come in contact with any of the above mentioned INDUS ACTION interventions) were contacted again, for collecting data on the status of their application, post INDUS ACTION support. A total of 1468 unique families (1042 helpline + 426 helpdesk) were listed for re-establishing contact, of which only 828 families (with 951 children), could be successfully engaged with. The attrition in data points was mainly due to many families not having access to a telephone, or families not complying to share data regarding their efforts.

The calls were made to the families till the 9th of April, by which time only the first round of school lotteries had been conducted and the data presented is thus as of April 9th, 2014.

<i>Total Families interviewed</i>	951
<i>Total Families who applied successfully</i>	484
<i>Total Children who applied successfully</i>	558
<i>Total school applications made (one child applied to more than 1 school)</i>	3523
<i>Total Children successfully admitted</i>	166
<i>Total families which had at least one successful admission</i>	151

These 166 children, who successfully found their way to private schools, now become the first group to be included in the tracking system study. The 392 children who did apply, but unfortunately were filtered out by the lottery process, would also form a separate group to be tracked as a control group for the opportunity. A comparative study of the two groups would help develop valuable queries into the very fundamental concepts that conceived the act in the first place.

The campaign attempted to make shifts in Knowledge, Behavior and Mindset among eligible families within intervention areas. Our impact data revealed that Knowledge and Behavior improvement among eligible families was marginally higher than control, but was still low on the overall. There was a decrease in belief with regards to Section 12(1)(c). Outcomes across various channels of intervention in the campaign revealed interesting insights for similar campaigns to learn and replicate. Our tracking system data revealed that a low conversion rate from application to lottery phase. All of this analysis indicates a persisting inertia and the implementation gaps in making this opportunity accessible to eligible families.



Chapter 5

Learnings from Campaign 1.0 and way forward

This chapter highlights INDUS ACTION's learnings and challenges faced in Campaign 1.0. It discusses solutions and advocacy points for the government going forward. It also tries to talk about future plans for INDUS ACTION and proposes a template for other NGOs, organizations or individuals to take up a similar campaign for the next admission cycle.



Campaign 1.0, Challenges and Solutions

Information to parents and schools about Section 12(1)(c)

Challenges ☹️ Parents unaware about the law and the rules under the state guidelines.
☹️ Lack of clarity for schools in terms of neighbourhood criteria, reimbursements and changes in guidelines based on the government or court orders.

Solutions 😊 An awareness budget can be allocated by the government for Section 12(1)(c) with a special focus on vulnerable communities across Delhi
😊 NGOs and civil society can spread information about the rules in their communities of intervention especially during the admission cycle.
😊 Regular and updated notifications from the government and courts should be made available to the schools through education officers and notifications. Schools to put them up outside on the notice boards in local language

Address proof – Domicile Certificate

Challenges ☹️ While the DoE in Delhi has waived off the 3-year resident proof for admission under Section 12(1)(c), the income certificate still requires the applicant to present a domicile certificate showing that he/she was a resident in Delhi for the last 3 years.
☹️ Obtaining the domicile certificate takes up to 60 days.
☹️ The form asks for additional residence proof apart from the UID-AADHAAR card, such as electricity or water bill, etc.

Solutions 😊 Revenue and DoE departments need to align their domicile certificate criteria.
😊 The period to obtain the income certificate needs to be reduced to give a reasonable chance to the eligible families to apply within the application window.
😊 Single address proof must be made permissible

Reimbursements for schools-delay and non-payment

Challenges ☹️ The financial viability for low and middle-income schools becomes a concern without timely reimbursement.
☹️ Majority of schools have not been paid in the last 3 years under Section 12(1) (c) by the Delhi education department.

Solutions 😊 The reimbursements can be made in advance at the beginning of the academic year with audits happening at the end of the year.
😊 Mandatory filing of data for seats with requisite reimbursement forms need to be directed through a government order with reimbursement incentives to schools which adhere to it.

Certificates for Orphans and Disabled kids

Challenges ☹️ Awareness about the opportunity for disabled and orphan kids is negligible in the communities.
☹️ Information about offices for obtaining certificates is also not available to the families.

- Solutions**
- ☺ DoE needs to clarify provision for kids with special needs under the disability quota instead of making them part of lottery procedures
 - ☺ The Social Justice and Empowerment Ministry in collaboration with Health and WCD Ministries can have officers on the field and in the communities to identify such kids and support them with certification

Caste certificates – SC, ST and OBC

- Challenges**
- ☹ The caste certificates from other states, outside Delhi are not accepted under Section 12(1)(c). As a lot of families have migrated from other states to Delhi, this is major obstacle for them in applying to private schools.
 - ☹ A fresh certificate takes up to 60 days to be released by the concerned department.

- Solutions**
- ☺ A notification clarifying that validation of caste certificates can be done post admission, will alleviate the time pressure around certificates.

Income certificate – affidavit and documents required, domicile certificate

- Challenges**
- ☹ To obtain an income certificate, an attested affidavit needs to be produced. This attestation has to be by a gazetted officer even though the government released a notification allowing for self-attestation.
 - ☹ Documents such as letter by employer, salary slips, bills, etc. are extremely difficult for the families to produce since most of them are daily wage earners.

- Solutions**
- ☺ There needs to be an official release order by the government before the next cycle, to make the schools and parents aware of the self-attestation.
 - ☺ To make the process easier for the parents, the address proof pertaining to previous year should be accepted for the income certificate.
 - ☺ There needs to be an option for self-declaration during application phase and validation post admission.

Grievance mechanism for Parents

- Challenges**
- ☹ The DoE helpline was not reachable on some occasions and neither were the education officers in charge of each ward.
 - ☹ A lot of schools did not put up notice boards and information as directed by the DoE.

- Solutions**
- ☺ A dedicated helpline should be operational throughout the year with a strong monitoring structure for timely action on grievances.
 - ☺ Special officials (rank of principal and vice principal) can be asked to monitor the boards outside schools with strict consequence on schools reported.
 - ☺ Notices must be presented in Hindi to make them accessible to parents

Supervision and fair play in lottery – Centralized lottery system

Challenges ☹️ A lot of grievances were received from parents with regards to the lottery system around fair play and monitoring.

Solutions 😊 A centralized lottery system needs to be put in place for 2014-15. INDUS ACTION team has developed and shared a prototype for it with the Delhi government. Similar online admission process is being tried this year in Maharashtra, the learning of which can be used for Delhi next year.

Co-ordination and communication between DoE and MCD run schools

Challenges ☹️ In Delhi, the administration is divided between the state and the municipal bodies. While all schools come under DoE in terms of notifications and rulings, a few schools come under the various municipal corporations for monitoring.
☹️ No clear accountability systems, lack of proper demarcation of roles and responsibilities between DoE and MCD officials.

Solutions 😊 Municipal Corporation officers need to actively act as monitors and evaluators of the law with due diligence in reporting the loopholes in the system.
😊 Roles and responsibilities for various officials and government bodies need to be properly laid out to avoid confusion during the admission process.

In conclusion, our experience on the ground points to multiple challenges for effective implementation of Section 12(1)(c) and requirement for concerted efforts from Government, schools and civil society organisations to improve clarity on notifications, seat allocation, fee reimbursement and regulatory processes.

Principles of Scale: Delhi and Beyond

Section 12(1)(c) being a constitutional provision, has a mandate across India. INDUS ACTION team believes in taking the learning of this project for replication in other cities.

As INDUS ACTION moves into its second year, the external validity of the model will be tested. IA will work as a volunteer based, open source resource centre for training modules, communication collateral, helpline operations, monitoring and evaluation. Advocacy efforts will be done for schools, government and other NGOs for replicating it on scale. Through the project, year on year, our aim will be to identify maximum eligible families and provide complete information about Section 12(1)(c) to them. Our goal is to ensure that the eligible families have an opportunity to apply to all private schools of their choice, measured through fill rates in high-demand schools and retention rates at the end of the year.

Principles of Scale

Frugality: volunteer run, effective communication collateral, training and coaching

Advocacy: On ground partnerships - government, media, corporate partnerships in each city. Partnerships with NGOs, institutions for effective implementation.

Sustainability: Ensure sustainability of efforts by involving and empowering the local community and permanent stakeholders

Collaborating With INDUS ACTION

IA is looking for partners for various implementation needs to externally replicate and validate the model. Collaboration scope with different stakeholders will involve the following

- a) Partnerships with government ministries like Health, Women and Child development, Education etc. to target the most eligible families.
- b) Getting on ground support from established and volunteer based NGOs in Delhi and across India. NGOs will get the space and know how to convene conferences of various stakeholders on the provision.
- c) Volunteer drive with students from various colleges and schools. These volunteers will mobilize the communities to achieve last mile connectivity.
- d) Schools as partners for documentation and dissemination of best practices, as well as implementation of inclusive practices
- e) Corporate organizations and motivated business individuals can collaborate both in terms of funding opportunities as well as volunteering options for their employees. Under the new CSR mandate through companies Act, Section 12(1)(c) provides an opportunity for corporates and businesses to deliver systemic and sustainable impact through their contributions.



Template - Implementation Design For Section 12(1)(c) in Campaign form; NGOs, Organizations and the Government

Based on our experience, we hope that motivated individuals, organizations and institutions can replicate a similar campaign in other geographies. To this end, we have tried to abstract the learnings of our campaign and present an implementation template. INDUS ACTION with its other partners can serve as a support centre by providing all the resources in terms of communication collateral, movies, training videos and networks necessary for effective implementation.

Research

Campaign Checklist

- Have you defined the area of operation and outcomes and goals for the Campaign?
- Have you defined the timelines as per the outcomes for the project?
- What is the admission window in your area?
- Do you know the state government notification with regard to Section 12(1)(c)?
- Do you know of any other organizations working in this space in your area? Can you work together?



IA efforts

- The project initially started as a pilot project to be executed in 104 wards in Delhi. The scope was revised with the final number as 26 wards in South Delhi district.
- The project started with research and focus on partnerships. In the next phase the training and communication collateral were finalized. In the final phase the helpline and on ground operations were planned and executed. In the end we managed to help 500 unique families apply under the law to private schools in South Delhi.
- The State rules guidelines were followed and the updated versions regularly shared with all partner organizations
- We identified & partnered with organizations who had done work on Section 12(1)(c) in Delhi before, such as CCS, Paradarshita, 25percent.in

Funding

Campaign Checklist

- What are the funding sources for the project?
- Is the funding in place before the project kicks off as per the timelines?



IA efforts

- Central Square Foundation covered the cost for project operations.
- Raising funds from individual donors throughout the campaign covered ancillary funding for the project.

Team

Campaign Checklist

- Is the core team full time paid or volunteer based?
- What are the timelines for the team to be in place on ground?



IA efforts

- A full time team of 4 people was recruited before the campaign planning and design began in August 2013.
- Through the year volunteers were recruited and placed in different verticals of the project. A total of 45 people worked on the project on ground and on the helpline through the campaign.

Partnerships

Campaign Checklist

- What are the nodal entry points into the community?



IA efforts

- Partnerships with Ministry of Women & Child Development & Mission Convergence were secured. Media partnerships with Hindustan times, DEN & HATHWAY cable networks were also put in place.
- NGOs such Paradarshita, 25percent.in and activists like Mr. Ashok Agarwal supported us through the campaign.
- NGO partners such as Pratham, Katha, Save the Children, CRY, etc. were kept in mind to design partnerships for future possibilities for campaign implementation.
- Partners such as Aam Aadmi Party, Mantra4Change and IIM Ahmedabad came on board when the campaign was in full flow

Communication Collateral

Campaign Checklist

- Is the communication collateral frugal, in requisite numbers and local easy to understand language?
- Is the collateral ready in time to be shared with all partners and stakeholders to ensure maximum participation in the campaign?



IA efforts

- The communication collaterals (posters, pamphlets and stickers) were the most effective form of spreading awareness on ground.
- Street plays formed another important part of communication and ground activities for the project.
- The one minute film on inclusion and the animation video helped spread the helpline number all across Delhi
- The entire communication collateral was freely shared with partners and stakeholders before the campaign began on ground.

Helpline

Campaign Checklist

- Is there a need for a helpline model in your area of intervention?
- If yes, what kind of model are you going to operate on and what scale?



IA efforts

- Project Eklavya team decided on a toll-free helpline, which ran on all 7 days of the week -9AM to 6PM.
- The families who got the number through the pamphlets, street play and the 1-minute films on cable networks made the calls.

Training

Campaign Checklist

- Are training videos/ material prepared for all stakeholders in time?
- Is the training material aligned with the latest guidelines and rules?



IA efforts

- Training packets were made and executed with all government, media partners and volunteers before the campaign started.
- Through the camping, the training packet was shared with organizations like AAP and IIM Ahmedabad.
- Constant iterations were made on the packet based on the notifications issued by the DoE.

Impact evaluation

Campaign Checklist

- Have you prepared and conducted a baseline survey to analyse the need and intensity of the campaign?
- Have you considered set up of an endline survey to be done at the end of campaign to evaluate impact?



IA efforts

- A baseline survey was conducted in November before the admission cycle kicked off. The intervention area was South Delhi whereas the control group was North East Delhi.
- The awareness among eligible families was just around 3%, which helped shape the vision for the project.
- Most parents had caste certificates, but there was a lack of awareness about income certificate application process.
- An end line survey was conducted in April 2014 to see the impact the campaign had in South Delhi versus the control area of Northeast Delhi.

Private Schools

Campaign Checklist

- What is the fill-rate under Section 12 (1)(c) in schools in your city of operations?
- Have you mapped all private schools that come under Section 12(1)(c) in your area?
- With private schools being the other key stakeholder apart from the parents, have you ensured requisite mechanisms and support to work with them from the beginning of the campaign?
- Are the schools under the Section getting reimbursed during the academic year?



IA efforts

- The fill-rate data was obtained by filing RTI queries and from the open government sources available.
- A list of private schools was obtained from the DoE and the South Delhi Municipal Corporation. District Information System for Education (DISE) data was extremely useful in identifying the above.
- Private school volunteers were placed to establish contact with schools and spread awareness about the rules and notification under Section 12(1)(c)
- Handholding of parents during the application process in schools was possible through these volunteers.
- The process for reimbursement for schools was researched and explored with a few private schools

Advocacy

Campaign Checklist

- Is there enough scope and networking capability to advocate the cause with the media and government channels through the campaign?



IA efforts

- IA team tried advocacy efforts with the DoE and other government departments including the District Collector's office of South Delhi. Advocacy efforts were also made with the education minister during the admission cycle 2013-14.
- Through these efforts, the team, along with the efforts of other organizations and individuals, managed to push for self-attestation of affidavits

The costs involved in such a campaign would depend on the scale and intensity of the project along with the strength of the team involved in the various aspects of the campaign. Keeping the core team on voluntary basis, the main costs of communication and training can be raised through various platforms like crowd sourcing, government funding grants and Corporate Social Responsibility contribution.

The persisting challenges identified during the campaign and our recommended solutions have been discussed. However, multiple challenges exist in many stages of implementation across multiple stakeholders, validating the need for a concerted effort. Motivated groups who would like to replicate the campaign in other geographical areas can be guided by the principles of scale, collaboration opportunities and design template to ensure that opportunity seats across India are made accessible to many more under-served children.

Conclusion

INDUS ACTION is committed to developing a strong policy implementation model on Section 12(1)(c) for inclusive classrooms in Delhi and across India. This report tried to represent the ground experience within the last seven months – operations, impact, challenges, insights and design template. While the internal validity of the information model needs refinement, there is an urgent need to resolve some of the gaps in implementation across the system.

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 35. Maximum information as mentioned in our method of calculation = Awareness of the opportunity+ Accurate information of when the application forms are available+ Accurate information on where the application forms are available+ Accurate information regarding the supporting documents required/accepted for application
 36. Maximum Behavioural Commitment in our method = Self follow up and validation of first information received on the Act+ Self follow up and validation of information received on application form release dates + Self follow up and validation of information received on application form collection centre
 37. Maximum faith in our method = Belief that the opportunity would be beneficial to their child+ Willingness to utilize the opportunity + Willingness to recommend it to other eligible families.

Appendix A: List of Abbreviations

ASER: Annual Status Education Report

AwC: Anganwadi Centres

AwH: Anganwadi Hubs

BRIC: Brazil, Russia, India and China

CCS: Centre for Civil Society

CPD: Calls Per Day

DDA: Delhi Development Authority

DG: Disadvantaged Groups

DISE: District Information System for Education

DoE: Directorate of Education

EWS: Economically Weaker Section

FAQ: Frequently Asked Questions

GDP: Gross Domestic Product

GOI: Government of India

GRC: Gender Resource Centre

IA: INDUS ACTION

IHDS: India Human Development Survey

J-PAL: Abdul Latif Jameel-Poverty Action Lab

NGO: Non-Governmental Organization

PH: Physically Handicapped

PIL: Public Interest Litigation

RTE: Right of Children to Free and Compulsory Education Act, 2009

SC/ST/OBC: Scheduled Caste/Scheduled Tribe/Other Backward Class

SDMC: South Delhi Municipal Corporation

TFI: Teach For India

UID: Unique Identification

WOM: Word of Mouth

YIF: Young India Fellowship

Appendix B: Communication Collateral


INDUS ACTION
Project
Eklavya

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ज्ञान दिया

RTE Section 12, ने ज्ञान और दिया को प्राइवेट स्कूल में मुफ्त में पढ़ने का मौका मिला |
क्या आप आपने बच्चों को यह मौका देना नहीं चाहेंगे?

 INDUS ACTION


RTE 2009 Section 12, शिक्षा अब अधिकार हमारा!

SCHOOL

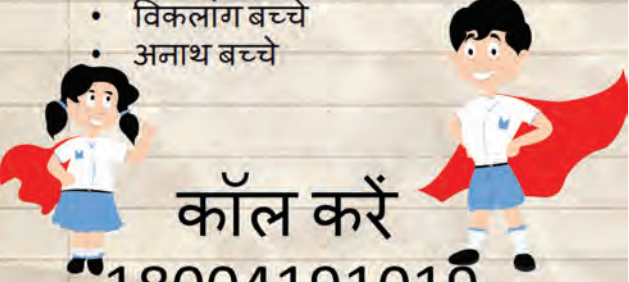


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शिक्षा सौभाग्य की जननी है | सौभाग्य शिक्षा की नहीं!

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- ✓ शिक्षा का अधिकार सेक्शन 12 यानी 25% फ्री सीट प्राइवेट स्कूल में आरक्षित है
- ✓ ये सीटें 4-6 साल के बच्चों के लिए शुरुआती कक्षाओं में उपलब्ध हैं।
- ✓ यह आरक्षण निम्नलिखित लाभार्थियों के लिए है
 - Rs 1 लाख से कम वार्षिक आमदनी वाले परिवार.
 - अनुसूचित जाति, जन जाति और अन्य पिछड़े वर्ग (क्रीमी लेयर को छोड़कर)
 - विकलांग बच्चे
 - अनाथ बच्चे



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