

# Effectiveness of SMC Radio intervention in Uttar Pradesh

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## PHASE 2 REPORT

### Phase 2

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## EXECUTIVE SUMMARY

One of the provision under the Right to Education (RTE) Act is to have School Management Committee. UNICEF have been taking several initiatives in collaboration with SSA, the most recent being SMC Radio program named Jan Pahal.

The 52 episodes radio program was broadcast from mid -August 2017 till March 2018. This was on air for 15 minutes every week on Monday and Wednesday at 11.30am. The plan was to make the SMC members listen to the episodes in schools through the radio set distributed to the schools and discuss the issue thereafter. UNICEF wanted to conduct two rounds of effectiveness study among the primary audience of this SMC Radio Series in UP - one, post launch & second immediately after the conclusion of the radio programme.

The purpose was to assess and examine the extent to which the programmes resonate with the primary audiences, the reach and recall of the messages, awareness on roles and responsibilities on improving school and learning environment.

### Respondents and sample

The respondents for the structured interview were the parent representatives of SMC and the Head Master of schools. Additionally focus group discussions with parent SMC members were held. Observation of radio listening session was conducted only in phase 1.

Data collection took place in 10 randomly selected districts of Uttar Pradesh the following districts: Rampur, Bareilly, Maharaiganj, Siddarthnagar, Banda, Chitrakoot, Sitapur, Hardoi, Jaunpur, and Chandauli; from 5 socio-cultural and geographic zones. In each district 3 blocks and five schools per block were randomly selected. A total of 379 respondents in P1 and 381 in P2 were interviewed. 75 FGDs were conducted in both the phases. A total of 150 schools were visited in both the phase. The proportion of mothers and fathers were almost 50:50.

### Profile of respondents

The profile of respondents in both the phases were more or less similar. Headmasters reported the highest level of education while parents reported an average of 7.46 years of schooling. The respondents had similar religious profile like the ones in Phase 1. The parent members were either homemakers or worked in the farms.

### SMC Implementation

Although most of the respondents are SMC members since 2016, majority of them reportedly did not receive training as an SMC member. They had no information on such a training. As members of SMC they reported attending 3-5 meetings in school. There were exceptions like Chitrakoot which reported 9-10 meetings till date. These indicate some gaps in implementation of SMC in schools, involving the members in order to understand their role, function, and purpose of the SMC.

## The listeners

The radio program was meant to provide all the information and activities of SMC in an entertaining way to the members. However, in spite of sending Sms's or calling the HM, the **listenership was low**. The awareness about the day and time of broadcast supports the finding.

The phase wise analysis indicates that **significantly lower number of respondents** listening to the program since August 2017. Attendance in sessions on an average was low and they reported that most of the SMC members do not turn up during the broadcast. The percentage listening to almost all episodes has also dropped. The HM's reasoned absence of SMC members and lack of teachers for not playing the radio program.

The reasons put forward for irregular listening was lack of time and work pressure. For the parent members it was their working hours in their respective field and homes. The HMs had pressure of teaching, organizing MDM and also taking care of other activities in school with or without support of other teachers. **In light of the responses reconsidering the time of broadcast to reach out more members is suggested.**

## Involvement with the radio program

Nonetheless, majority of the listeners find Jan Pahal to be **informative and** some felt it is their duty to listen to a program meant for them. The listeners could recall the segments of the program and Drama and Folksong was the most recalled and liked segments. The recall of main protagonists was high.

Majority of the listeners **finds the program relevant** as they get information on importance of education, on SDP, on Health and MHM and become aware about their responsibilities. More than half of the listeners were **highly involved** with the program.

Although a dip in the after session discussion was noticed, the discussion was on pertinent issues picked up in the story. The discussion that happened with other parents and out of session also decreased.

## Impact

Round 2 noticed an **increase in the average number** of messages recalled by the listeners and 36 different variety of messages were recalled from the show related to education, cleanliness and hygiene, and MDM. There was an **increase in percentage** of respondents reporting **learning something new** from the program.

**The knowledge of the exposed members in most of the indicators as compared to the non-exposed members was found to be high.** Phase wise analysis also shows increase in knowledge on most of the key issues. A dip was also noticed among the non-exposed members in phase 2 who reported 'don't know' to any of the indicators. The discussions on Jan Pahal Book may have resulted in this.

The listeners reported to have **taken some action after** listening to the Radio Program which are more or less in line with the messages given by the program. They reported realizing their responsibilities are participating regularly in school activities, and working towards enhancing enrolment. They also

reported that the Program has resulted in increase of enrolment and regularity of school attendance, improvement in quality of food served in MDM, and awareness about cleanliness.

While majority of the listeners did not ask for any change in the timing or the day of broadcast, there was a request of repeat telecast and also increasing the duration of the program.

### Conclusion

‘Janpahal’ radio program is informative and relevant to the SMC members. Regular exposure to the program has shown positive impact on the listeners. The listeners are not only aware about their roles and responsibilities, they have also become aware of variety of issues that they never knew about.

The reasons for not playing the radio program in spite of having the information on its broadcast time and day are logistic issues beyond the control of the radio program itself. The authority can review the gaps in implementation mechanism and try to mend them. This may include recruiting teachers, reviewing the status of radio in schools, reviewing the status of training of SMC members and also raising the ownership among the SMC members. It is suggested that the timing and day of broadcast is relooked into to reach out to more relevant audience.

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## Chapter 1: Introduction

### 1.1 BACKGROUND

The Right to Education (RTE) Act is a unique opportunity to ensure that all children in India enjoy their right to a quality, child friendly and child-centered education. One of the provision is to have School Management Committee under RTE Act. The Act also specifies duties and responsibilities of local authorities and parents. It specifies the formation of the SMC – with membership of parents of children (75%) enrolled in the same school and a socially active member of the society in addition to the principal of the school. Along with the role of planning and monitoring the school activities the additional responsibility entrusted upon the SMC member is to conduct Social Audit of the schools along with the community and PRI Members. UNICEF have been taking several initiatives in collaboration with SSA, the most recent being SMC Radio.

Around 52 episodes of radio program named Jan Pahal was created. The episodes on SMC formation, rules, norms, responsibilities, roles, social audit has been developed and being broadcast from Mid - August 2017. Currently this 15 minute programme is broadcast every week on a pre-decided day and time. This programme is essentially heard in schools by the SMC members through the radio set distributed to the schools as a part of Meena Radio Intervention. UNICEF wanted to conduct two rounds of effectiveness study among the primary audience of this SMC Radio Series in UP.

The assessment was conducted in two phases - first phase post launch & second phase immediately after the conclusion of the radio programme. This is the report for the second phase of the effectiveness study.

### 1.2 PURPOSE

The purpose is to assess and examine the extent to which the programmes resonate with the primary audiences. The study assessed the reach and recall of the messages communicated - awareness on roles and responsibilities, knowledge on improving school environment, attendance and development of SDPs with exposure to the radio programme.

### 1.3 OBJECTIVES

The specific objectives of the effectiveness study are:

- 1) To examine the extent to which listeners identify/connect with the characters, storyline, key messages, music, songs, and other programme elements and the settings in the radio programme.
- 2) To understand the effects of exposure to the radio programme on awareness, recall of the messages shared and knowledge on the SMC members towards-
  - Improving school environment
  - Improving attendance
  - Developing SDOs and
  - Conducting Social Audit
- 3) To understand the efficiency of the strategies adopted on implementation of the radio programme.

## 1.4 STUDY DESIGN AND METHODOLOGY

A mixed methods approach for data collection was applied. Before the qualitative & quantitative field survey, CMS did a content analysis of 52 Radio episodes on SMC. The respondents for the assessment are: 1) Parent representatives of SMC and 2) Head Master of schools. The respondents to be contacted in both the phases and the techniques to be applied during data collection are as follows:

- Content Analysis of SMC Radio Series & Review of training Module & Handbook (Phase1)
- Observation of live radio session in School (Phase 1)
- Structured Interviews with parent representatives of SMC (Phase 1 & 2)
- Structured Interviews with the Head Master of selected schools (Phase 1 & 2)
- Focus group discussions (FGD) with parent representatives of SMC (Phase 1 & 2)

### 1.4.1 Sampling Frame

The study was conducted in 10 selected districts of Uttar Pradesh from 5 regions excluding the six SMC engagement districts of *Badaun, Balrampur, Lucknow, Mirzapur, Shrawasti and Sonbhadra* from the sampling frame.

The sampling was customized purposively. First, from each of the five socio-cultural and geographic zones of the state two districts were randomly chosen from each SCR after excluding the SMC intensive districts from the frame. Random selection of 15 primary and upper primary government schools were done from the sample frame of schools. These 15 schools were spread over 2-3 blocks in each district.

At respondent level, purposive selection of parent representatives (For structured interview and FGD) and Head Master of the school were done. Among the SMC Parent representatives one male and one female were randomly selected for the structured interview after consent. From the rest 9 members of SMC, 6-7 were selected for FGD on the basis of their availability and consent to participate. In most of the cases the SMC members were recruited from the village after contacting them with the list of SMC members. After contacting and consent procedures, the head master and two SMC members were interviewed. FGD were conducted in alternate schools with SMC members who did not participate in IDI. Observation of sessions of Jan Pahal was only done in Phase 1. Table 2.1 shows a sample size comparison between the sample size that was desired for each respondent group and method versus the actual sample size achieved.

**Table 1.1: # of SMCs (Phase 1 & 2)**

Region	Number of		# of FGD with SMC		# of Observation			# of IDIs			
	Districts	Schools			Sample	Achieved		HM		SMC Members	
			P1	P2			P1	P2	P1	P2	P1
Bundelkhand	2	30	15	15	15	16		16	15	60	60
Central UP	2	30	15	15	15	15		16	15	61	60
Eastern	2	30	15	15	15	15		15	15	60	60
Terai	2	30	15	15	15	15		16	15	60	60
Western UP	2	30	15	15	15	16		15	15	60	60
Total	10	150	75	75	75	77		78	75	301	300

## 1.4.2 Process

### A. Tools

CMS used **Content Analysis Matrix** for analyzing the content of all episodes of SMC Radio. Content Analysis helped the researchers to identify the key themes in the series, the main characters (if any), the format of the show, and identify the underlying message. This informed the section on knowledge and the section on exposure and involvement of the SMC members. CMS developed an **observation checklist** with observation indicators for the first phase. One **structured survey instrument** was prepared for the **SMC members** and **HM** with a separate section just with the **HMs**. A free flowing **FGD guideline** was developed for conducting the FGD with the parent members of SMC. The tools were pretested in Hapur and finalized in consultation with UNICEF. The following tools were used.

**Table 1.2: Tools**

Tools	
1	Content Analysis matrix
2	Observation matrix
3	Structured Interviews- Parent Members of SMC & HM
4	Focus Group Discussion guideline - Parent Members of SMC
5	Informed Consent Form and Participant Information Sheet

### B. Team Training

A ‘three-day’ training was conducted for the field researchers, moderators, supervisors and CMS Communication Researchers in New Delhi. The training included detailed discussions on the selection of respondents. Each individual tool and the FGD guidelines were also discussed. Data collectors were given the opportunity to role-play individual questions. The team was exposed to the episodes of Jan Pahal Radio programme relevant to the knowledge questions set in the tool. A separate team of Moderators was formed to conduct the FGD. In-depth training was given to them on ‘How to conduct’ observations. Mock interviews were conducted to help the field team familiarize themselves with the process and to help identify the gaps in terms of administration.

In Phase 2 the same training structure was repeated. Since most of the investigators were involved in Phase 1 it was easier to discuss and resolve doubts on any problem that they came up with.

### C. Data Collection

Teams consisted of researchers, field supervisors, moderators, and field researchers. See Table 2.4 for a description of teams by region. For this 8 teams of 2 personnel each were deployed per SCR guided by 1 Supervisor. Additionally three researchers supported the work in three SCRs. The field team was drawn from individuals who had experience conducting similar studies.

**Table1.3: Team composition by region**

SCR	# of Researchers	# of Field Supervisors	# of Field Researchers
Bundelkhand	-	1	8
Central UP	1	1	8
Eastern	1	1	8
Terai	-	1	8
Western UP	1	1	8
<b>Total</b>		<b>5</b>	<b>40</b>

In Phase 2 since there was no observation of Jan Pahal session, there was no challenge of visiting schools on the day of broadcast. The teams went to randomly selected schools and conducted IDI's with Head master in school. IDI's with the parent members of SMC were also held in school and also in village at a convenient location. Focus group discussions were conducted in schools as that was the most convenient location for them. The team contacted and recruited SMC members from the village from the list shared by the school for FGD.

#### **D. Data coding, validation & analysis**

Data was collected by using structured questionnaires, FGD guideline and Observation checklists (only in Phase 1). All the FGDs were audio recorded for easy recall during data analysis. Observation checklist were filled up by one observer but reviewed and validated by the team members to avoid any bias. Data collection by the field team was monitored on a daily basis by the Supervisor and Researchers. Consent was be acquired from all the respondents before interviewing and before recording.

The IDI questions were mostly close-ended. However, a majority of the questions had 'any other, specify' as a coding option. These along with the open-ended questions in the paper were all post coded. CMS assigned variable names, variable labels and value labels for each variable, cleaned the data, and produced a codebook listing all of the study variables, their values and their labels. Questionnaires received from the field went through rigorous scrutiny checks and were entered using FoxPro Version 2.6. Basic significance tests, frequency calculations and bi-variate analysis were conducted using statistical software SPSS Version 13.0/20.0. For a few questions, new variables were computed. Aggregated data has been presented. In order to examine changes over time in the OVERALL sample 2 types of comparisons were conducted ~ Phase 1 and Phase 2, and exposed versus unexposed. The significant (*Significance at .05 Level*) differences were marked by using \*.

The FGDs in were assigned a unique number referencing them to the respective District, Block and school and documented for analysis. The cleaned data was be given to UNICEF.

#### **E. Report structure**

The report started with an introduction to the programme intervention and the overall methodology applied for this assessment. This chapter explains the sampling, respondents, tools used, field process, data gathering and analysis taken up.

The next chapter presents the demographic profile of the respondents. Chapter three examines exposure to the radio program, how effectively it is been implemented, the involvement of the members with the program, and the actions taken by the SMC members as a result of exposure.

The findings from the FGD has been used to supplement and complement the findings from the in-depth interview. The data is presented in percentages. N denotes the total number of respondents. Significant differences has been recorded by phase and has been denoted by a \* (*Significance at .05 Level between P1 and P2*).

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Chapter four documents the knowledge of the SMC members on the message areas of the program. The knowledge on SMC and its roles, responsibilities, RTE, MDM, hygiene, gender equality, nutrition, SDP, involvement etc. has been examined by phase.

In addition to indicator wise findings, a few measures of effectiveness like a) # of schools listening to radio program, b) reasons for irregular listenership, c) barriers for implementation and d) suggestions for better implementation has been added.

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## Chapter 2: Demographic Profile of Respondents

### 2.1 BACKGROUND

The target audience for the SMC Radio programme Jan Pahal are the School Management Committee members themselves. Before examining the findings from the first round of effectiveness, it is important to understand the background characteristics of the respondents included in the study. This chapter provides information on the socio-demographic characteristics of the sample including: residence, religion, caste and tribe, age, literacy and occupation.

### 2.2 DISTRICT OF RESIDENCE

Data collection took place in the following districts: Rampur, Bareilly, Maharajganj, Siddharthnagar, Banda, Chitrakoot, Sitapur, Hardoi, Jaunpur, and Chandauli. Table 2.1 provides a breakdown of how many participants (by respondent type) belonged to each district. In Phase 2, 81 HM's were interviewed. In phase 2, only 3 HMs could be interviewed in Rampur. There was some meeting of the HMs for which majority were unavailable during the week of survey.

**Table 2.1: District of residence**

SCRs	Districts	Head Master		SMC Parent Members	
		P1	P2	P1	P2
Western UP	Rampur	8	3	30	30
	Bareilly	7	14	30	30
Terai	Maharajganj	8	6	30	30
	Siddharthnagar	8	10	30	30
Bundelkhand	Banda	8	7	30	30
	Chitrakoot	8	9	30	30
Central UP	Sitapur	8	9	31	30
	Hardoi	8	7	30	30
Eastern	Jaunpur	8	8	30	30
	Chandauli	7	8	30	30
<b>Total</b>		<b>78</b>	<b>81</b>	<b>301</b>	<b>300</b>

### 2.2 TYPE OF SCHOOL

**Table 2.2: Type of Schools**

Districts	Primary		Upper Primary	
	P1	P2	P1	P2
Rampur	26	17	12	16
Bareilly	21	34	16	10
Maharajganj	23	26	15	10
Siddharthnagar	27	25	11	15
Banda	27	22	11	15
Chitrakoot	24	28	14	11
Sitapur	24	22	15	17
Hardoi	25	22	13	15
Jaunpur	21	24	17	14
Chandauli	26	26	11	12
<b>Total</b>	<b>244</b>	<b>246</b>	<b>135</b>	<b>135</b>

The Primary and Upper Primary government schools were visited during the survey. A total of 150 schools were visited in both the phase. In phase 2, 96 primary and 54 Upper Primary schools were visited.

A total of 381 SMC members were interviewed in phase 2 as against 379 in phase 1. The district wise breakup are tabulated. In phase 2, 144 mothers and 156 fathers were interviewed. This was 159 and 142 respectively in phase 1.

## 2.4 AGE, EDUCATION, CASTE, AND RELIGION

### a) Age and Education

Mean age in years was calculated based on the actual age recorded in the structured interviews. As the findings in Table 2.3 suggest the mean age of the SMC member respondents was 38 years and for HM it was 42 years. The mean age of the Mothers was 35.5 (P1- 37.1) and for the Fathers, 40 (both P1 &2). The survey not only attempted to determine whether respondents could read or write a letter, but also sought to gauge the highest level of education attained.

**Table 2.3 Mean Age, Education, Religion**

	SMC Member		HM		Total	
	P1	P2	P1	P2	P1	P2
N=	301	300	78	81	379	381
Mean Age in Years	38.82	37.69	42.94	41.72	39.67	38.55
N=	167	199	78	81	245	280
Education Completed (in yrs)	8.10	7.46	16.04	16.05	10.62	9.94

The responses were then computed as completed years of education. At the overall level, Headmasters reported the highest level of education with 16.05 years of completed

schooling. Parents on the other hand reported the education with an average of 7.46 years of schooling which was a little less than the parents in phase 1.

Unlike phase1 (44.5%) the proportion of parents who have never been to school is 32 percent in phase 2. Female SMC members completed 6.8 years of schooling, the male SMC members reported 7.8 years of schooling. Among the HMs at least 96.2 percent were graduates and above.

**Table 2.4 Caste and Religion**

	SMC Member		HM		Total	
	P1	P2	P1	P2	P1	P2
N=	301	300	78	81	379	381
General Caste	14.0	12.3	26.9	37.0	16.6	17.6
Scheduled Caste	32.2	28.0	205	23.5	29.8	27.0
Scheduled Tribe	2.7	1.3	5.1	1.2	3.2	1.3
OBC	46.2	53.7	41.0	34.6	45.1	49.6
Muslim	5.0	4.7	6.4	3.7	5.3	4.5

**b) Religion:** In phase 2 the respondents had similar religious profile like the phase 1 respondents. At the overall level, a majority of the respondents were Hindu. There were caste variations in the sample, with 49 percent of the respondents reported belonging to 'Other Backward Caste', 27 percent belonged to scheduled

caste and 17.6 percent to general caste across the board. There were 4.5 percent Muslim. These were more or less similar to phase 1.

## 2.5 OCCUPATION

The occupational status of all respondents was enquired. Similar to the respondents in the phase 1 the SMC members had more or less same occupation. Besides the headmasters, most SMC members were home makers (32.7%) or worked in the farms (31%). Agricultural and non-agricultural labour both comprised 10.7 percent each of the respondents.

**Table 2.5 Occupation**

Occupation Parents	P1	P2	Occupation Parents	P1	P2
N=	301	300	Share Cropping	3.0	2.3
Homemaker	38.5	32.7	Petty shop/small business	2.7	2.3
Farming	25.2	31.0	Medium Shop/ Business	1.3	0.7
Agricultural Labour	13.3	10.7	Teacher	0.3	0.3
Non Agricultural Labour	10.6	10.7	Asha	0.3	0.3
Artisan (Handicraft)Skilled worker	4.7	7.7	Supervisory level	-	0.3

## 2.6 SUMMARY

- The profile of respondents in both the phases were more or less similar.
- The mean age of the SMC member respondents was 38 years and for Headmasters it was 42 years.
- The mean age of the Mothers was 35 and for the Fathers, 40.
- Headmasters reported the highest level of education with 16.05 years of completed schooling. 96% of HMs were graduates. Parents on the other hand reported the education with an average of 7.46 years of schooling which was a little less than the parents in phase 1. In Phase 2, 32 percent parents never attended school. Female SMC members completed 6.8 years of schooling, the male SMC members reported 7.8 years of schooling.
- The respondents had similar religious profile like the ones in Phase 1.
- Around 32% of respondents reported being homemakers, 31% reported farm work as their occupation.

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## Chapter 3: SMC Implementation & Exposure to Jan Pahal

### 3.1 SMC IMPLEMENTATION

One of the provision under the Right to Education (RTE) Act is to have School Management Committee. The Act also specifies duties and responsibilities of local authorities and parents. It specifies the formation of the SMC – with membership of parents of children (75%) enrolled in the same school and a socially active member of the society in addition to the principal of the school. Along with the role of planning and monitoring the school activities the additional responsibility entrusted upon the SMC member is to conduct Social Audit of the schools along with the community and PRI Members.

In order to understand the background of the SMC in the schools that were visited, a few questions on SMC trainings, and membership were asked during the quantitative exercise as well as the discussions

**Table 3.1 Formation of SMC**

	SMC P		HM	
	P1	P2	P1	P2
<b>N=</b>	<b>301</b>	<b>300</b>	<b>78</b>	<b>81</b>
2008	-	0.3	-	1.2
2009	-	-	1.3	1.2
2010	-	-	-	1.2
2011	0.7	0.7	2.6	4.9
2012	0.3	1.0	1.3	4.9
2013	0.3	2.3	5.1	4.9
2014	1.3	2.3	-	1.2
2015	3.3	6.7	3.8	6.2
2016	44.5	50.3	39.7	37.0
2017	30.9	24.3	35.9	22.2
2018	-	1.3	-	8.6
<b>DK/CS</b>	<b>18.6</b>	<b>10.7</b>	<b>10.3</b>	<b>6.2</b>

**SMC Member since:** While majority SMC members said that they are members since 2016, in phase 2 lesser number of respondents could not recall since when they became SMC members.

**SMC Training:** Not receiving training as an SMC member still continues to be reported by 70 percent of the parent SMC members and 18.5 percent of HMs. The percentages of SMC members saying so in phase 1 was a bit higher.

Among those who reported receiving training, in this phase 49 percent parent SMC members recalled the name of the training as 'SMC Training'. This is a significant rise from phase 1 (18%).

Among the HMs, 72 percent as against 68 percent in phase 1 reportedly said that the training was on SMC and its role and functions. However, about 16 percent HMs could not recall the training name.

The **Training Centers** reported by them are NPRC (49.4%), School (28.8%) and BRC (18.6%). Majority, like the last phase, however preferred the school itself for any training related to SMC.

Those who did not attend any trainings, majority among them reportedly said that they did not have information (62%). In this round around 53 percent of the HMs said that they did not have information about the training while another 33.3 percent said that the training was not on SMC.

The **focus group discussions** with the SMC members conducted across 76 schools across 10 districts also reveal that although SMC was formed between July-August 2016. SMC parent members were somewhat aware that they are SMC parent members and on an average reported 2-5 meetings being conducted in between. Jaunpur reported 7-8 meetings while participants of Chitrakut recorded that there were more or less 10 meetings that were conducted. *'Jab bhi humein pahle se pata chalta hai baithak ke bare mein*

*tab hum sabhi school jatein hai aur baithak mein bhag bhi lete hai.'* **UPS Tiya, Block-Sahabganj, District-Jaunpur**

The SMC parent members were not completely aware of the correct composition of the SMC. In Siddharthnagar and Maharajganj most of the SMC members are not aware of the composition of SMC. The parent members also reported not being informed about the roles and responsibilities of SMC.

The learning from the training reported by the SMC parent members and the HM has been tabulated.

While the HMs could articulate that the trainings were on roles and responsibilities of SMC (40%), how to ensure quality MDM (24%) and how to ensure regular attendance of children (19%) in schools, around 36 percent of the parents reported that the training was also MDM, on health and hygiene, regular attendance (28%) and importance of education (22%).

**Table 3.2 Things learned in the training (MR)**

	SMC P		HM	
	P1	P2	P1	P2
<b>N=</b>	<b>76</b>	<b>90</b>	<b>55</b>	<b>66</b>
Health and Hygiene	22.4	21.1	7.3	16.7
Regular Attendance of children in Schools	18.4	27.8	30.9	19.7
Right to Education	15.8	6.7	16.4	4.5
MDM / Menu Choice / Quality check of meals	14.5	35.6	14.5	24.2
Roles and Responsibilities of SMC	11.8	11.1	40.0	39.4
How to make the children immune to diseases	10.5	7.8	10.9	1.5
No discrimination on the basis of gender	7.8	4.4	5.5	1.5
New Educational Techniques	6.6	6.7	7.3	12.1
Send children to school timely	3.9	3.3	-	6.1
Importance of education	5.3	22.2	7.3	15.2
<b>Don't remember</b>	<b>1.3</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>DK/CS</b>	<b>1.3</b>	<b>-</b>	<b>1.8</b>	<b>-</b>

Variation in terms of getting trainings were observed as reported by the participants of FGD. Almost half of the participants on an average reported not getting trained. The participants who attended reported receiving training at the BRC, NPRC and also in village schools. Trainings were conducted by the Block level Officers. In Bareilly and Rampur trainings were organized at the schools. Most Participants of Siddharthnagar and Maharajganj did not receive any training. The issues and topics discussed are SMC's roles and responsibilities, Hygiene related to MDM, MDM cleanliness, Checking the food, health, enrolment-dropout, scholarship. Discussions were also held on gender discrimination, caste discrimination, inequality in education between boys and girls, Right to education.

The discussion highlights that there is still some gap in terms of implementation of the SMC, its functioning and most importantly training the members to enhance their understanding and skills.

### 3.2 RADIO PROGRAM ON SMC- JAN PAHAL

UNICEF produced a 52 episode Radio Program called Jan Pahal. The broadcast begun in mid-August 2017 and this 15 min radio program was broadcast at 11.30 am on Monday and Wednesday. According to the intervention design Jan Pahal was supposed to be played in school in the presence of SMC members through the radio set distributed to the schools as a part of Meena Radio Intervention. The program contains episodes on SMC formation, rules, norms, responsibilities, roles, social audit etc. The number of episodes on important issues are tabulated as below.

#### FORMAT

- Title Song/Song
- Sutradhar & characters
- Introduction of the issue
- Story
- Song
- Prerak Sandesh
- Closing remark & PO box #

**Table 3.3 Topic wise episodes**

Topic	# of episodes	%
SMC formation, rules and norms	2	3.8
SMC members' roles and responsibilities	6	11.5
SMC members' role in enrolment, dropout	6	11.5
SMC members' role in entitlements	11	21.2
SMC and monitoring of MDM, TA & discrimination	13	25
SMC and Social audit	4	7.7
SMC and SDP	10	19.2
<b>Total</b>	<b>52</b>	

The format of the program is a mix of magazine and entertainment education. The title song is followed by Vidya (the anchor), kaki (aunt) and Chandu (a villager) introducing the program and the topic of the day. They discuss the topic in detail along with a story. A folk song which is played after the

story ends and a recorded message from the field 'Prerak Sandesh' documenting a few success stories across UP. The programme ends with reinforcing the message of the day and inviting SMC members to send their opinion about the program.

### 3.3 EXPOSURE

In phase 2, a total number of 381 respondents were contacted. Out of this 72 respondents reported listening to the program. This is significantly less than the number reporting listening to the program in phase 1. Among them, more than less than 50 percent of parents and 80 percent of the HMs could report the correct day of broadcast. This was even lower when it came to reporting correct time of broadcast which is also significantly low than those reporting correct time in phase 1. In phase 2 out of 150 schools visited, listenership was reported from 23 schools by parents, although the HMs from many more schools claimed playing the radio program. In phase 1 this was 34 and 38.

**Table 3.4 Listening to Program**

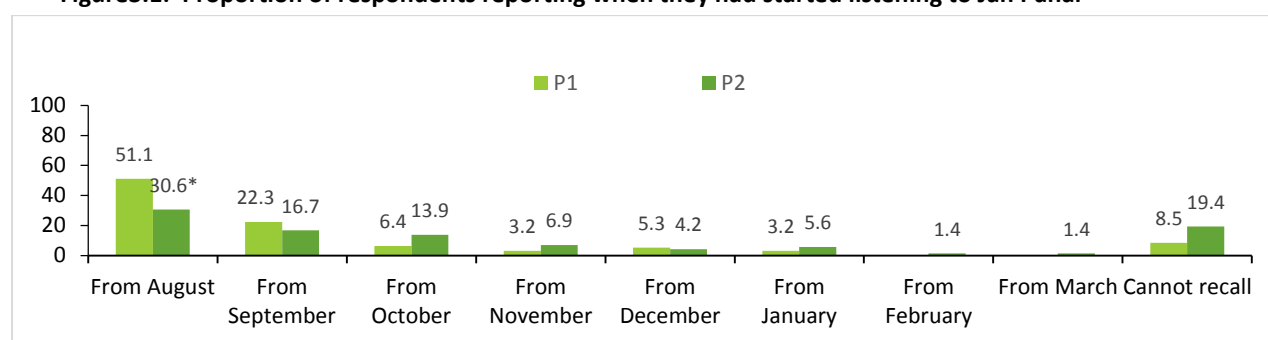
	SMC P		HM		Total	
	P1	P2	P1	P2	P1	P2
	(n=301)	(n=300)	(n=78)	(n=81)	(n=379)	(n=381)
Aware of Radio Program on SMC	25.9	21	73.1	81.5	35.6	33.9
<b>Actually heard the program</b>	<b>18.6</b>	<b>9.3</b>	<b>48.7</b>	<b>54.3</b>	<b>24.8</b>	<b>18.9*</b>
	(n=56)	(n=28)	(n=38)	(n=44)	(n=94)	(n=72)
% Reporting correct day of broadcast	73.2	46.4	86.8	79.5	78.7	66.7
% Reporting correct time of broadcast	76.8	25	86.8	65.9	81	50*

The findings from the FGD also corroborate the findings above. From the FGD participants of 76 schools, only 14 schools reported listening to Jan Pahal. Rampur (4) and Bareilly (3) reported highest numbers. In rest of the schools, the SMC members have never ever heard of the program or listened to it. Those who do not listen to the radio program also complained about not having a working radio set in the school. A few listeners reported that they sit either on mats or chairs during broadcast. Most schools however do not have any such arrangements.

To gain a more comprehensive understanding of exposure levels, respondents were asked whether they have been listening to Jan Pahal from the very beginning and whether they are regular listeners.

### 3.3.1 Listening Since

**Figure 3.1: Proportion of respondents reporting when they had started listening to Jan Pahal**



(P1: N=94, SMCP=56, HM=38; P2: N=72, SMCP=28, HM=44)

Among the listeners, 30 percent reported listening to the program since August 2017. This was also significantly low than the listeners saying so in phase 1. Around 32 percent of the SMC member parents and 11 percent of HM could not recall the time since when they started listening.

Majority (91.7%) of the listeners listen to the program in school. Majority of the SMC members reported having one radio set in the school. The mean attendance in these sessions was reported to be 10.13.

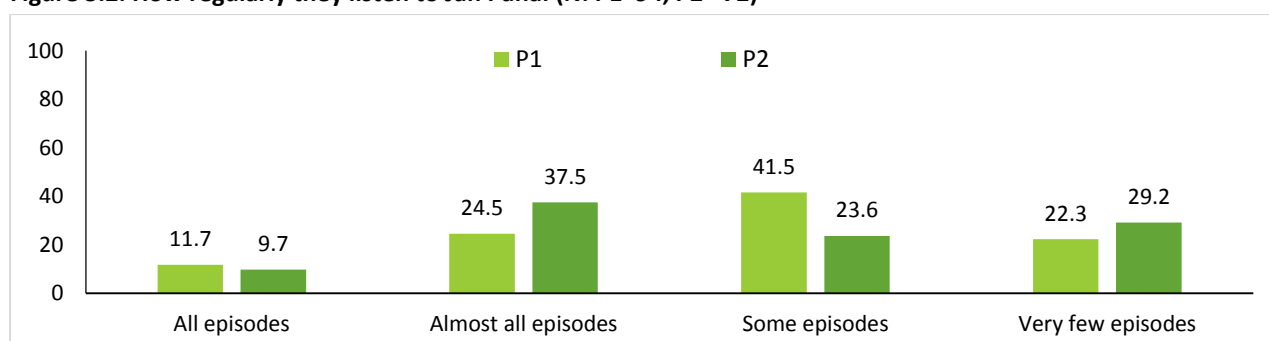
The FGD with the listeners of Jan Pahal mirror the responses documented above. They also said that they have started listening to the program since Aug –Sept 2017. *‘Jab bhi humein pata chalta hai program ke bare mein hum log humesha school jateyin hain program sunne ke liye kyunki wo humare SMC ki bhoomika aur zimmedariyon ke bare me batata hai.* UPS Dadiya, Block-Badlapur, District- Jaunpur

### 3.3.2 Regularity

The listeners were asked how regularly they listen to Jan Pahal. Figure 3.2 provides this information.

With regards to the number of episodes heard around 47 percent in phase 2 reported listening to all or almost all episode of Jan Pahal against 36.2 percent of the listeners in phase 1.

**Figure 3.2: How regularly they listen to Jan Pahal (N: P1=94, P2 =72)**



The FGD participants reported that the most of the SMC members do not turn up during the broadcast. Average attendance is around 5. Participants in Chitrakoot however reported that almost all attend the radio program unless someone has some urgent work.

### 3.3.3 Reasons for listening/not listening to Jan Pahal

**Table 3.5 Reasons for listening**

	SMC P		HM		Total	
	P1	P2	P1	P2	P1	P2
n=	(n=56)	(n=28)	(n=38)	(n=44)	(n=94)	(n=72)
Because it is informative/ learn new things	67.9	78.6	89.5	90.9	76.6	86.1
Because I am a member	33.9	42.2	39.5	34.1	35.1	37.5
Because it is compulsory	3.6	21.4	5.3	22.7	4.3	22.2*
DK/ CS	7.1	-	2.6	-	5.3	0.0

Majority of the listeners reported that they listen to Jan Pahal because it is informative. A little more than one third of the respondents however felt that as a member of SMC it is their duty to listen to a program meant for them. Significant increase was seen among the respondents saying that they listen to the radio program 'since it is compulsory' in phase 2.

The FGD participants and listeners said that they listen to this program as it is informative they come to the school to listen as the school rooms can accommodate the members. In their words, “*humlogo ko is karyakram sey bahut jankari milti hai, jaisey saf-safai k barey m siksha k barey m aur apney bachho k future k barey me*”—UPS Hariyal, Rampur.

**Table 3.6 Reasons for not listening regularly**

	P1	P2
n=	60	38
Because I have work	28.3	73.7
Because I don't have time due to work	66.7	
Teaching Children	3.3	21.1
Lack of staff in school so programme is not broadcasted	1.7	2.6
No regular broadcast of the programme	1.7	2.6
Radio not available/ not played in school	1.7	23.7
Cannot listen to it due to national/ official holiday	3.3	
Do not receive SMS	1.7	

Although all the listeners reported listening to Jan Pahal for one reason or the other, several indicated that they were not listening regularly. When asked about reasons for irregular listening the main reason put forth was lack of time due to work pressure. In this round around 42 percent of the HM reported that they were never made to listen to the program.

Participants of the FGD informed that most of them are either in the field or taking care of household chores during the broadcast. So cannot make it to the program regularly. *'Humlogo ko khet me kam hota hai to humlog hamesha nahi aa patey hai . Karyakram m aana chahtey hai lekin itta kam hota hai ghar me aur baher ki hum nahi aa patey hai'*-UPS Amedhiya, Hardoi.

In light of the responses by the members it will be important to reconsider the broadcast time in order to reach out to more members.

### 3.4 RECALL OF PROGRAM SEGMENTS/CHARACTERS

#### 3.4.1 Program Segments

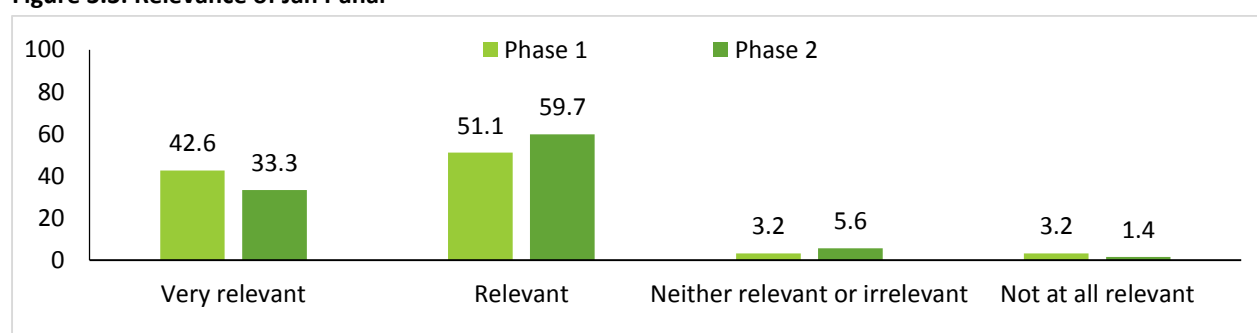
**Table 3.7 Different Segments**

	Total	
	P1 (n=94)	P2 (n=72)
Drama	62.8	65.3
Folk song	58.5	68.1
Chandu's jokes	55.3	44.4
Title song....	47.9	50.0
Anchor Segment	39.4	43.1
Prerak Sandesh	29.8	52.8
Messages by anchor	12.8	16.7
DK/ CS	5.3	4.2

The listeners could recall the segments of the program Jan Pahal. Drama and Folksong was the most recalled segment. In this round the listeners also recalled the segments of Prerak Sandesh, title song and Chandu's jokes.

Like the last phase, in this phase too the listeners reportedly liked the drama and the folk songs the most. However around 25 percent reportedly disliked the title song.

**Figure 3.3: Relevance of Jan Pahal**



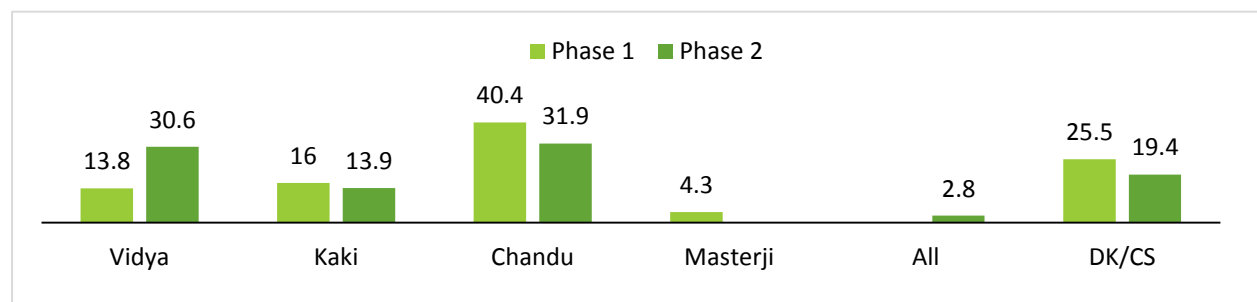
More than 93 percent of the listeners finds the program relevant. They said that they get information on importance of education, on SDP, on Health and MHM. More than 60 percent of the listeners also reported that the story plots are similar to their situation in school.

The FGD participants claimed that the programme is very relevant because it teaches them about right to education, how MDM should be prepared and maintaining cleanliness in the school. It also made them more aware about their responsibilities as parents.

### 3.4.2 Character recall

As can be seen from the figure, Chandu was the most recalled character of the program followed by Vidya and Kaki. In phase 2 percentage of listeners not being able to recall name of characters in less than in phase 2. Kaki and Chandu are the most liked characters of the SMC member participants of FGD. While some find the characters realistic, there were few participants who could not relate them with anyone in their community. Chandu was liked because of his 'Chutkule' or jokes, while Vidya for her stories related to education and Kaki as she talks about old traditions.

**Figure 3.4: Character recall (MR)**



In this round, more than 77 percent of the listeners could not identify a character whom they don't like. However there were a few who did not like Chandu because he teases Kaki, and Kaki because she uses difficult words.

### 3.5 INVOLVEMENT WITH JAN PAHAL

In order to understand the level of involvement of the respondents with the program a set of statements<sup>1</sup> were administered. The response categories for the statements ranged from strongly agree to strongly disagree. In order to gain a cohesive understanding of their involvement with the characters, the five items (involvement with serial) were re-coded to range from the most positive to most negative responses. Second, factor analysis with varimax rotation on the five items was performed and the analysis revealed that one of the statements did not fit within the converged scale. Third, an additive index was created by adding the remaining four statements. Reliability analysis using Chronbach's Alpha revealed that the four item scale was optimal (Chronbach's alpha = 0.778). Finally, a single composite three point involvement scale measure corresponding to high involvement (2), medium involvement (1) and low involvement (0) was formulated. The results along this converged scale are presented below. As can be noted, more than half of the listeners were highly involved with the program.

**Table 3.8 Level of Involvement**

	SMC P		HM		Total	
	P1	P2	P1	P2	P1	P2
Low	7.1	-	7.9	-	7.4	-
Medium	41.1	46.4	28.9	34.1	36.2	38.9
High	51.8	53.6	63.2	65.9	56.4	61.1

<sup>1</sup>**Involvement with Serial:** a) After Jan Pahal is over, I think about it, b) I look forward to listening Jan Pahal, c) I feel like I am a part of Jan Pahal, d) Jan Pahal understands the kind of things I want to know, e) Jan Pahal is pure fiction

### 3.6 RECALL OF MESSAGES

The study findings reveal that in phase 2 98.6 percent listeners could recall at least one message. On an average 3.5 messages were recalled in phase 2 (P1= 2.7) by each listener and about 36 different varieties of messages were recalled by them. The table below documents that messages related to education, cleanliness and hygiene, and MDM were mostly recalled.

**Table 3.9 Message Recall**

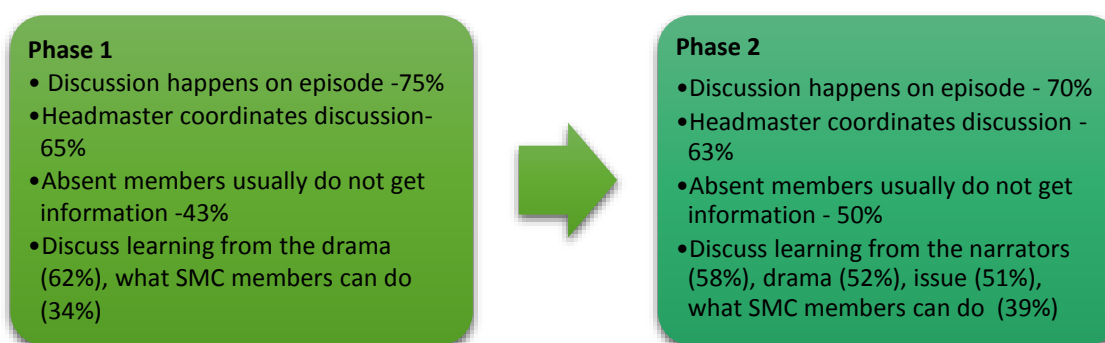
N=	94	72			
Phase	P1	P2		P1	P2
Education for all	31.9	37.5	Nutritious food in MDM	9.6	27.8
Cleanliness and Hygiene	26.6	40.3	Cleanliness during preparing MDM	9.6	6.9
Compulsory, free education for 6-14 yrs children	26.6	37.5	Separate toilets for boys and girls	8.5	2.8
Parents involvement in School related works	18.1	18.1	Hide under table in earthquake	7.4	2.8
Quality of mid-day meals	16.0	12.5	Attendance increased	7.4	22.2
Iron tablets to be given to both boys and girls	12.8	16.7	Make Toilets in individual houses	6.4	-
No discrimination between boys and girls	11.7	8.3	General Health related	6.4	2.8
Education to be given to Girls	10.6	18.1	Health issues of children	5.3	2.8
School Development	9.6	8.3	DKCS	3.2	1.4

### 3.7 INTERPERSONAL COMMUNICATION

Apart from promoting the main objectives of RTE and SMC, the episodes are also to improve interpersonal communication with the community and among parents. The format was meant to initiate discussion after the listening session of the day's episode. Further in order to understand whether the Jan Pahal episodes had motivated the audience to retain, recall, discuss and sustain the messages at individual and community level, they were asked three questions on interpersonal communication (IPC), topic of discussion and person with whom such discussions have taken place.

The findings from the after session discussion are documented in the box. The results are quite motivating.

#### AFTER SESSION DISCUSSION



Apart from discussion with SMC members present in the session only 44 percent of the respondents reported discussing Jan Pahal. Unlike phase 1 where they reported discussing Right to Education (RTE), hygiene and importance of education, in phase 2 the listeners reported discussing the issue picked up in the story followed by importance of education.

**Table 3.10 Discussed with**

	SMC P		HM		Total	
	P1	P2	P1	P2	P1	P2
	n=24	n=13	n=20	n=19	n=44	n=32
Members who were absent	50.0	23.1	25	36.8	38.6	31.3
Other parents	58.3	46.2	70	68.4	63.6	59.4
Friends	41.7	15.4	25	21.1	34.1	18.8
Neighbours	41.7	53.8	25	5.3	34.1	25.0
Community elder	12.5	30.8	15	26.3	13.6	28.1
Other teachers	12.5	7.7	60	42.1	34.1	28.1
Sarpanch	8.3	-	20	-	13.6	-*
Husband	-	7.7	-	5.3	-	3.1

As indicated in the table, majority of the listeners who reported discussing out of session said that they discuss issues with **other parents**. While the parents also discussed with other members who missed the session, the HM's reported discussing with other teachers as well.

**Table 3.11 Why did you discuss?**

	N=44	%	
		P1	P2
Because Education is important		34.1	40.6
Wanted to make villagers aware of Jan Pahal		20.5	28.1
To spread knowledge about education		13.1	12.5
For Health & Hygiene		9.1	-
To solve problems in school on daily basis		4.5	3.1
So that people send their daughters to school		2.3	3.1
To help in knowing about our Rights		4.5	-
DK/Can't say		4.5	4.5

They discussed, because they felt that education is important and that other villagers should also become aware about what they learn from Jan Pahal. They also wanted to spread the knowledge about education and that is why they discussed. **The findings are quite similar to phase 1.**

### 3.8 IMPACT

The impact of *Jan Pahal* was measured by asking the respondents on new information gained, intended action and actual action taken after listening to the program. The analysis of data on new learning is presented below followed by the results on intended and actual actions. In phase 2, **45.8 percent listeners reported learning something new from the radio program** (phase 1-39%).

#### 3.8.1 New Learning

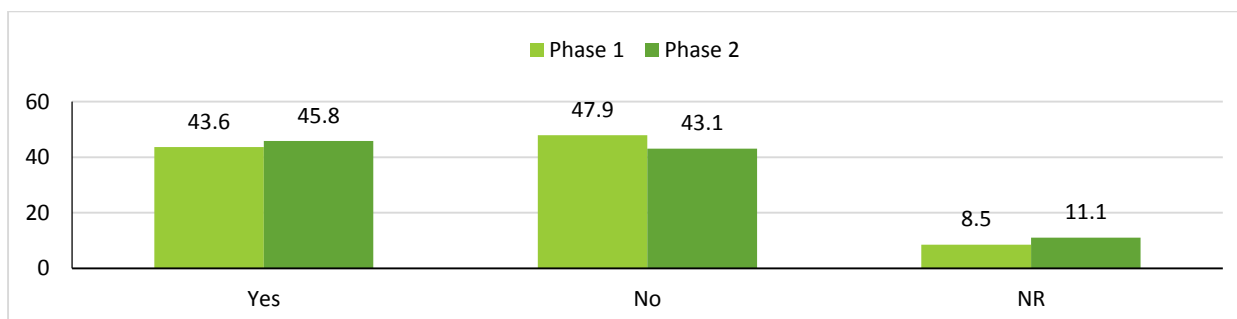
**Table 3.12 New Learning**

	n=	37	33		37	33
		P1	P2		P1	P2
Iron tablets to be given to both boys and girls	27.0	24.2	Going to safer places during floods	5.4	-	
Iron tablets to also be given to boys	13.5	9.1	Enrolment of children	5.4	12.1	
MDM has to be checked before serving	10.8	6.1	Give nutritious food to children	-	12.1	
Anemia	10.8	-	Align to the wall during earthquake	2.7	3.0	
Involvement in school activities with SMC members	8.1	6.1	SMC members rights and responsibilities	2.7	-	
Rights of children under RTE	8.1	18.2	Important documents to be kept safe	-	9.1	
Hide under table during earthquakes	5.4	3.0	No discrimination on the basis of gender	-	9.1	
How to give iron tablets to girls & intervals	5.4	-	Cleanliness	-	6.1	
School Development Plan	5.4	6.1	Talk to girls freely about periods	-	3.0	

As can be noted, **there were 14 different new learnings from the program**. **New learning was around anemia management, RTE, disaster preparedness, nutrition and MDM and involvement of SMC members in School activities**. In this round, learning on disaster preparedness, RTE, and enrolment of children was reported by more listeners.

### 3.8.2 Action taken

At an aggregate level 45 percent listeners of Jan Pahal reported to have taken some action after listening to the Radio Program. As indicated in figure below, in phase 2 a little higher percentage of listeners reported taking action.



**Table 3.13 Action taken**

	P1 (n=41)	P2 (n=33)
A Meeting in every month	12.2	
Children are given bath and send to schools	7.3	9.1
Cleanliness while preparing MDM	19.5	
Cleanliness rally for the community	2.4	9.1
Created cleanliness committee	2.4	
Discuss and motivate parents to enroll their child	17.1	42.4
Discuss with parents to enhance the quality of education	2.4	6.1
Environmental awareness	2.4	9.1
Involve of parents in every activity of the school	2.4	9.1
Check on the attendance of teachers	4.9	3.0
No discrimination on the basis of gender	2.4	6.1
School campus cleaned on a regular basis	12.2	21.2
Sending girls to school now after listening to the programme	2.4	3.0
Sweater distribution	2.4	
Take efforts to build infrastructure in schools	9.8	
Taste the food of MDM	14.6	3.0
Tell other teachers of the school about telling kids to come	2.4	
Uniforms to be given to children on a timely basis	7.3	
Villagers were told to maintain hygiene by SMC	7.3	6.1
Got Handpump made		9.1
Panchayat is contacted for any problem in schools		9.1
Plantation work in school		3.0

As can be noted the actions taken are more or less in line with the messages given by the program. In this phase, enrollment drives, cleanliness drives and efforts to build school infrastructure were reported.

Around 37 percent also reported on their intention to act in future. In both phase 1 & 2, 35 percent listeners reported that as a result of listening to Jan Pahal the current SMC has taken action. Actions were efforts to increase enrolment hygiene in schools, installing hand pumps and meeting the panchayat for school development among others.

Changes among SMC members were noticed by 57 percent of the listeners in this round. They said that SMC members have started sending their child to school timely, they have started realizing their responsibilities, participating regularly in school activities, and are working towards enhancing enrolment.

In Phase 2, 59 percent listeners reported running community campaign. This was significantly higher than phase 1.

In order to understand the manner of change and the reasons behind the changes adopted by the SMC members after exposure to the radio programme, a descriptive question was asked during the FGD.

The Members who reported listening to this program, reported that the programme brought many changes as the number of students coming to school has increased significantly. This was possible as parents have realized after listening to the broadcast about the importance of sending children to schools regularly.

While in most of the Schools SMC members have not done anything to manage the school dropout and attendance rate. In some of the districts like Chitrakoot and Banda, SMC members have tried to convince the parents to send their kids to school. In Siddharthnagar rallies have been organized to spread awareness in the communities.

The quality of food being served in the schools has improved. *‘Hum log school ja kar kabhi kabhi khane ki quality ko dekhte hai’* – UPS Khirka, Bareilly

After listening to this programme SMC members claimed that they maintain cleanliness in their houses and also try to make everybody aware about the importance of cleanliness. *‘Hum logo ko ghar aur school me saf safai rakhne ke baare me, aur khana pina saf bartan me banaye k bare me bataya gaya hai , to humlog hamesha is chiz ka dhyan rakhte hai’*. –PS Vahanpur.

Their regular listenership has resulted in increased involvement in SMC related activities. It has also helped in knowing the roles and responsibilities of SMC members.

### 3.9 HEADMASTERS PERSPECTIVE

From the Headmasters we attempted to understand the process of implementation, the challenges and the support they require for smooth implementation of the Radio Program.

- In this round, when asked about how they know about the day's broadcast, while 51 percent said that they get SMS and 32 percent getting phone calls.
- In Phase 2, 28 HMs out of 41 who reported listening to Jan Pahal played the radio program regularly (P1- 17 of 36 HMs played regularly).
- While in phase 1 reasons for not playing the radio program regularly were disturbance in class and having no time, in phase 2 it was absence of SMC members.

**Table 3.14 Source about day's broadcast**

	<b>P1</b>	<b>P2</b>
<b>n=</b>	<b>78</b>	<b>81</b>
Do not get to know	42.3	2.4
SMS	32.1	51.2
Phone calls	14.1	31.7
Information from the other teachers	3.8	-
What's App	5.1	-
During meeting	3.8	4.9
Other schools' teachers	3.8	-
BRC	1.3	4.9
Radio broadcasts	1.3	
Jan Peahal notebook	-	2.4
Prepared a chart with day & time	-	7.3

- Majority of the HM's reported that they have to invite the members, teachers, PRI members, Registrar and ANMs for listening sessions. Most of them also said that they send this information before every episode.

### Problems in implementation:

The implementation problems are listed in the table. As evident that in this round majority of them cited that they did not get working radio in spite of informing BRC.

- Another 26 percent reported lack of teachers to manage the listening session and regular classes simultaneously.
- Although more than two thirds of the HMS in phase 2 also reportedly have done nothing to solve the problems they face a few said that they have spoken to Block office or have arranged for the batteries.

**Table 3.15 Problems in implementation**

	<b>P1</b>	<b>P2</b>
<b>n=</b>	<b>78</b>	<b>81</b>
Radio waves do not give proper sound	14.1	
Battery gets over	10.3	4.9
SMC Members do not come timely, they have work	15.4	
BRC have not provide radio	15.4	55.6
Lack of teachers	5.1	25.9
Tough to call parents	3.8	13.6
Days and time broadcast are inconvenient	1.3	13.6
Noise made by school children	1.3	8.6
No information about programme	3.8	
Lack of space		1.2
<b>None</b>	<b>34.6</b>	<b>6.2</b>

- The HMs also reported that to generate awareness about SMC and the roles and responsibilities among the members, they inform the members in time to time meetings that are held. Further, to make the community aware about the roles and responsibilities of SMC, the HMs inform community, take out rallies, keep contact with the parents to follow the progress of child etc.
- The HM's were asked to express the support that they require from the District/Block/PRI/Administration for successful implementation of SMC. Their wish list is as follows.

**Table 3.16 Support required by HM**

	<b>P1</b>	<b>P2</b>
	<b>HM =78</b>	<b>HM =81</b>
SDF directly should come to school from state	21.8	14.8
Motivate parents to get training for SMC through the BRC	14.1	17.3
PRI should arrange for drinking water and Toilet construction	6.4	18.5
Regular monitoring of schools by BRC	6.4	1.2
No help	5.1	3.7
DM should tell parents about SMC and its responsibilities	3.8	4.9
Make arrangements for qualified teachers	3.8	1.2
Teachers should get remuneration for broadcasting	3.8	-
BRC should forward any information pertaining to the school	2.6	4.9
Get radio sets from BRC	2.6	2.5
BEO should check that teachers come regularly to school	1.3	4.9
Arrange medicine for malnutrition from BSA	1.3	-
Regular meetings	1.3	1.2
MDM should be supplied in schools timely from the PRI	1.3	-
DK/CS	33.3	7.4

The HM's were asked to specify the positions or institutes from where they want help from to implement the work of SMC. In phase 2 more than 50 percent specified that they want support from District Administration and Block Nyay Panchayat.

The parents in most schools, were not aware of the role of block and/or district authorities towards SMC. However, most schools wanted more radio sets and chairs so that more people can come and be able to listen this programme.

### 3.10 SUGGESTIONS

While the listeners were asked to give us opinion for better implementation of Jan Pahal program, the HMs were separately asked to provide suggestions about Jan Pahal in order to make SMC stronger in its role. Majority of the listeners did not ask for any change in the timing or the day of broadcast. However those who did, specified 2-5 pm. There was a request of repeat telecast and also increasing the duration of the program.

**Table 3.17 Suggestion by Listeners**

	<b>P1</b>	<b>P2</b>
<b>N=</b>	<b>94</b>	<b>72</b>
Initial timings/place is/are acceptable	67.8	67.8
Duration of the programme should be increased	13.8	15
Time should be between 10-5 pm	8.5	9.2
Broadcasted two times in a day	6.4	6.9
2 pm as I am free	2.3	
4 times in a day	2.3	
Should be organized in Panchayat	5.3	
<b>DK/ CS</b>	<b>5.3</b>	<b>5.7</b>

The FGD participants considers the programme to be educational as well as entertaining. They really enjoy this informative programme. While majority like the programme and do not want any change in the format, they want the time limit of the programme to be increased from 15 minutes to 30 minutes.

The SMC members of Bareilly and Rampur want more songs and story in the programme. ‘Agar programme mey aur gana aur kahani hota to humey aur maza aata.’ PS Aghawh, Block-Baberu, District-Banda

All SMC members would like the programme to be repeated. While an unanimous day and time did not emerge out of 75 discussions, the SMC members want to listen it on Sunday at 11:00 am. The topics suggested were more or less similar to what is being played in Jan Pahal like Cleanliness, poverty, employment, malnutrition, children’s education, agricultural development, discipline in school, girls’ education and empowerment of women, village development, health and hygiene, etc.

While most of them had no suggestions, some of them said that they should be informed before the broadcasting of programme.

**Table 3.18 Suggestion by HM**

	<b>P1 N=78</b>	<b>P2 N=81</b>
<b>HM’s perspective</b>	<b>%</b>	<b>%</b>
Generate awareness about Jan Pahal through wall painting	15.4	12.3
Increase frequency of Broadcast	10.3	7.4
Distribute diaries/calendar to SMC with time schedule	9.0	6.2
Education related episodes to be broadcasted	5.1	1.2
Duration of program to be increased	5.1	11.1
Radio should be repaired	2.6	2.5
Involve Kotedars (PDS) to popularize the program	2.6	1.2
Songs in the show should be removed from the broadcast	2.6	-
Repeat roles and responsibilities of SMC	1.3	9.9
No suggestion	14.1	16.0
<b>DK/CS</b>	<b>38.5</b>	<b>18.5</b>

Majority of the HMs did not have any suggestions. However to make SMC stronger, some wanted to raise the awareness about Jan Pahal among the parents through wall paintings. Suggestions about duration, frequency and content are also documented.

### 3.11 SUMMARY

#### SMC

- More number of SMC members in this phase could recall that they are SMC members since 2016.
- Although majority still have not received training, there was some increase from Phase 1. Among those who reported receiving training, significantly more members could recall the name of the training.
- The most common reason for not attending training put forward was having no information. In this round around 53 percent of the HMs said that they did not have information about the training while another 33.3 percent said that the training was not on SMC.
- The average number of SMC meetings held till date emerged as 3-4. While Jaunpur reported 7-8 meetings, Chitrakoot recorded that there were more or less 10 meetings that were conducted till date.

- The SMC parent members are still not aware of the correct composition of the SMC.
- The findings highlights that there is still some gap in terms of implementation of the SMC, its functioning and most importantly training the members to enhance their understanding and skills.

## EXPOSURE

- As against 94/301 in first round 72 SMC members out of 300 reported listening to the program.
- The FGD also corroborate the findings.
- Among them less than 50 percent of parents and 80 percent of the HMs could report the correct day of broadcast. This was even lower when it came to reporting correct time of broadcast.
- In phase 2 out of 150 schools visited, listenership was reported from 23 schools by parents, although the HMs from many more schools claimed playing the radio program. In phase 1 this was 34.
- Among the listeners, 30 percent reported listening to the program since August 2017.
- Similar to phase 1, listening to the broadcast happens in school and most of the schools have 1 radio set. The mean attendance in these sessions is 10.13. However, the FGD participants reported even lesser attendance during the broadcast.
- While there is an increase in regular listenership, the FGD participants reported that the most of the SMC members do not turn up. Reasons for irregular listening the main reason put forth was lack of time due to work in the field or home. In this round around 42 percent of the HM reported that they were never made to listen to the program.
- Similar to phase 1, majority of the members listen to Jan Pahal because it is informative.
- Folk Song and the story still remains the most recalled segment of Jan Pahal. This phase also saw a rise in listeners recalling segments like Prerak Sandesh, title song and anchors segment
- More than 93 percent of the listeners finds the program relevant as it gives them information on importance of education, on SDP, on Health and MHM.
- More than 60 percent of the listeners also reported that the story plots are similar to their situation in school.
- This phase saw an increase in percentage of respondents recalling character names. Chandu continues to be the most recalled character of the program followed by Vidya and Kaki.
- Kaki and Chandu are the most liked characters. While some find the characters realistic, there were few participants who could not relate them with anyone in their community.
- The involvement with the program was also higher in phase 2.
- Around 98.6 percent of the listeners could recall at least one message from the radio program. On an average 3.5 messages were recalled by each listener and about 36 different varieties of messages were recalled. All this was a little higher than first phase.
- There was a dip in members reporting after session discussion.
- Phase 2 saw a rise in listeners reporting getting some new information from the program. New learning was around anemia management, RTE, disaster preparedness, nutrition and MDM and involvement of SMC members in School activities.
- In phase 2 a little higher percentage of listeners reported taking than phase 1.
- Enrollment drives, cleanliness drives and efforts to build school infrastructure were reported.
- In both phase 1 & 2, 35 percent listeners reported that as a result of listening to Jan Pahal the current SMC has taken action like increased enrolment, improved hygiene in schools, installing hand pumps and meeting the panchayat for school development among others. 57 percent also reported

noticing change among the SMC members as they feel that they have started realizing their responsibilities, participating regularly in school activities, and are working towards enhancing enrolment.

- In Phase 2, 59 percent listeners reported running community campaign which is significantly higher than phase 1.

### **HEADMASTERS PERSPECTIVE**

- Significant increase was seen in HMs reporting that they somehow get information about the program day and time.
- There was also a rise in HMs of schools reporting regularity of playing the program.
- Although the HMs reported that they play their role of inviting the members, the reasons for not playing the radio program in this phase was noted as absence of SMC members. The rest cited non-working radio and lack of teacher as reasons for irregularity.
- The HMs reportedly do nothing about solving the problems they cite. Only a few have spoken to Block office or have arranged for the batteries.

### **SUGGESTIONS**

- While majority of the listeners did not ask for any change in the timing or the day of broadcast, there was a request of repeat telecast and also increasing the duration of the program. Some of the HMs wanted to raise the awareness about Jan Pahal among the parents through wall paintings.

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## Chapter 4 Knowledge

In order to get more insights into the impact of the Jan Pahal on their knowledge levels about 21 questions specific to the message areas related to SMC, its roles and functioning and other thematic areas were included. The findings have been presented under each of the themes below and has been presented by exposed and non-exposed respondents of the show to understand whether the show enhanced the knowledge levels.

### 4.1 KNOWLEDGE ON RTE

The respondents were asked about the entitlements under RTE. Majority of the respondents know about MDM and universal primary education. More exposed members could correctly identify the entitlements. There has been an significant overall increase in members recalling the entitlements like MDM, free compulsory education, and SMC in phase 2 and a dip in those who did not know about the entitlements.

**Table 4.1 Entitlements under RTE**

	Exposed		Non-Exposed		Total	
	P1	P2	P1	P2	P1	P2
<b>N=</b>	<b>94</b>	<b>72</b>	<b>285</b>	<b>309</b>	<b>379</b>	<b>381</b>
Each child should have MDM	58.5	79.2	62.8	67.3	61.7	69.6*
Free, compulsory, universal primary education	83.0	79.2	53.7	70.6	60.9	72.2*
Special emphasis on handicapped and girl children	47.9	48.6	27.0	25.9	32.2	30.2
School management Committee in all school	41.5	48.6	18.6	27.8	24.3	31.8*
Appropriate infrastructure	27.7	41.7	17.9	15.9	20.3	20.7
Uniforms	5.3	2.8	5.3	3.6	5.3	3.4
Wajifa/Scholarships	-	1.4	2.5	0.6	1.8	0.8
Separate toilets for boys and girls	2.1	-	-	-	0.5	-
Trained teachers should teach	1.0	-	0.4	-	0.3	-
Do not physically hit children	1.3	-	-	0.3	0.3	0.3
Holistic development of the child	1.1	-	-	0.6	0.3	0.5
Books	-	-	-	1.9	-	2.1
<b>DK/CS</b>	<b>4.3</b>	<b>4.2</b>	<b>22.8</b>	<b>9.4</b>	<b>18.2</b>	<b>8.4*</b>

### 4.2 KNOWLEDGE ON SMC COMPOSITION, ROLES & RESPONSIBILITIES

**Table 4.2 Composition of SMC**

	Exposed		Non-Exposed		Total	
	P1	P2	P1	P2	P1	P2
<b>N=</b>	<b>94</b>	<b>72</b>	<b>285</b>	<b>309</b>	<b>379</b>	<b>381</b>
11 parents	86.2	67.9	55.1	56.3	62.8	65.6
PRI members	57.4	28.6	25.3	25.4	33.2	36.7
HM/senior teacher	62.8	50.0	37.5	43.0	43.8	53.5
ANM nurse	61.7	28.6	31.9	24.6	39.3	39.4
Registrar	63.8	25.0	23.9	11.8	33.8	28.9
7 members	-	-	1.8	0.7	1.3	0.5
4 school teachers	-	-	0.4	-	0.3	-
<b>DK/CS</b>	<b>11.7</b>	<b>28.6</b>	<b>39.6</b>	<b>39.3</b>	<b>32.7</b>	<b>30.4</b>

Similar trends were noticed among in the responses on 'Composition of SMC'. Exposed members more knowledge than their counterparts. Although still around one third of the respondents did not know about the correct composition of the SMC, there was an increase in the proportion identifying right composition of SMC.

**Table 4.3 Roles and Responsibility of SMC**

	Exposed		Non-Exposed		Total	
	P1	P2	P1	P2	P1	P2
<b>N=</b>	<b>94</b>	<b>72</b>	<b>285</b>	<b>309</b>	<b>379</b>	<b>381</b>
Timely & non-discriminatory distribution of textbooks, uniform	54.3	66.7	51.6	49.5	52.2	52.8
Curb drop out	55.3	59.7	30.9	39.8	36.9	43.6
Improve quality of education	43.6	50.0	26.3	30.7	30.6	34.4
Ensure no discrimination based on caste, creed, religion	43.6	47.2	21.4	22.0	26.9	26.8
Increase enrolment	44.7	55.6	20.7	30.7	26.6	35.4
Equal participation of all SMC members	43.6	52.8	20.0	25.6	25.9	30.7
Convince parents about enrolment	1.1	-	1.4	2.	1.3	1.8
Check MDM	1.1	-	0.7	0.6	0.8	0.5
Check regular attendance of teachers		-	0.7	0.3	0.5	0.3
Cleanliness		-	0.7	1.0	0.5	0.8
Specific time for food distribution	1.1	-	0.4	-	0.5	-
Do not take away school property	1.1	-	-	-	0.3	-
<b>DK/ CS</b>	<b>7.4</b>	<b>2.8</b>	<b>32.6</b>	<b>17.2</b>	<b>26.4</b>	<b>14.4*</b>

The overall roles and responsibility of the SMC members as reported by the respondents are tabulated above. While a little more than half of the respondents reported that SMC members need to check whether textbooks and uniform are distributed timely and in a nondiscriminatory manner, another one third recalled that it is also their responsibility to curb drop outs and improve the quality of education. Significance decrease is noticed in respondents reporting ‘don’t know’ in phase 2. The exposed members in phase 2 continues to have more information.

#### 4.3 KNOWLEDGE ON SMC ‘S ROLE ON EDUCATION

To understand whether the SMC members understand their roles and responsibilities in different areas like ‘improving quality of education, ensuring all round development of the child, they were specifically asked to talk about it. This part has been very aptly described and explained in the radio programme. The responses are as below.

**Table 4.4 Role of SMC to improve quality of Education**

	Exposed		Non-Exposed		Total	
	P1	P2	P1	P2	P1	P2
<b>N=</b>	<b>94</b>	<b>72</b>	<b>285</b>	<b>309</b>	<b>379</b>	<b>381</b>
School Development Plan	56.4	60.7	34.7	40.4	40.1	48.0
Measure the learning capacity of children	48.9	35.7	34.4	40.8	38.0	44.6
Infrastructure development	28.7	14.3	24.2	21.0	25.3	24.1
Close coordination between PTA	27.7	21.4	13.0	22.4	16.6	25.7
Ensure adherence to allotted budget	16.0	25.0	11.6	8.1	12.7	14.4
Teachers are punctual		7.1	1.1	0.7	0.8	1.8
Teachers should be strict with children	1.1	-	0.4	0.4	0.5	0.3
Extra curricular activities	1.1	-	0.7	-	0.8	-
<b>DK/CS</b>	<b>13.8</b>	<b>14.3</b>	<b>40.7</b>	<b>27.2</b>	<b>34.0</b>	<b>21.3*</b>

The knowledge about role of SMC in improving quality of education is tabulated. There is a significant decrease in respondents reporting that they don’t know about it. The proportion of non-exposed members in phase 2 is significantly lower than phase 1 indicating that the source of information may be

the Jan Pahal book and discussions.

In response to role of SMCs in curbing drop outs and helping in re enrolment a little less than 60 percent said that they need to make arrangements to ensure that the children come to school regularly. However about 40 percent did not have any answer. **This remained the same in phase 2.**

To ensure all round development of the children a little more than one third of the respondents said that emphasis on extracurricular activities are essential. There has been a rise in the proportion of respondents who could not correctly articulate the steps towards ensuring all round development. **The exposed members were little more knowledgeable than their counterparts.**

**Table 4.5 How to ensure all round development**

	Exposed		Non-Exposed		Total	
	P1	P2	P1	P2	P1	P2
<b>N=</b>	<b>94</b>	<b>72</b>	<b>285</b>	<b>309</b>	<b>379</b>	<b>381</b>
Equal distribution of entitlements	34.0	27.8	17.9	16.5	21.9	18.6
Emphasis on extra-curricular activities	52.1	63.9	31.6	28.8	36.7	35.4
Time to time information to be given to parents	2.1	-	1.1	1.6	1.3	1.3
Nutritious food to be included in MDM	2.1	-	-	0.3	0.5	0.3
More involvement of SMC members in any work	1.1	-	0.4	-	0.5	-
Motivate the parent SMC members	1.1	-	1.4	0.3	0.3	0.5
Sports facilities	1.1	-	-	1.0	0.3	0.8
<b>DK/CS</b>	<b>25.5</b>	<b>27.8</b>	<b>53.7</b>	<b>56.0</b>	<b>46.7</b>	<b>50.7</b>

#### 4.4 KNOWLEDGE ON SMC'S ROLE IN MDM

MDM was an issue that was retained and recalled the most. The considerations about MDM that an SMC member should know have been listed down. Around 80 percent said that they need to keep in mind that a variety of clean, nutritious food needs to be served. While almost 71 percent of the respondents recalled about using new, clean and good quality utensils for preparing MDM, around 42 percent emphasized that food cooked and served should be fresh. **There was significant rise in respondents in phase one who could explain their role in MDM in phase 2.**

**Table 4.6**

MDM	Exposed		Non-Exposed		Total	
	P1	P2	P1	P2	P1	P2
<b>N=</b>	<b>94</b>	<b>72</b>	<b>285</b>	<b>309</b>	<b>379</b>	<b>381</b>
Variety clean and nutritious food to be served	85.1	94.4	70.2	77.7	73.9	80.0
New, clean and good quality utensils	67.0	83.3	57.2	68.0	59.6	70.9
Teacher has to taste the food	55.3	63.9	33.3	36.6	38.8	41.7
Fresh, cooked food to be served	45.7	59.7	43.5	37.5	44.1	41.7
Clean clothes to be worn during cooking of MDM	-	-	1.1	0.3	0.8	0.3
MDM inspection should be done from department	-	-	0.4	0.3	0.3	0.3
Infrastructure of kitchen to be made	-	-	0.7	-	0.5	-
Iodine salt	1.1	-	-	-	0.3	-
Food served should be according to the menu	-	1.4	0.4	1.0	0.3	1.0
The place where the food is cooked should be clean	1.1	-	-	0.3	0.3	-
Food should be cooked on the gas	1.1	-	-	-	0.3	-
<b>DK/CS</b>	<b>2.1</b>	<b>-</b>	<b>15.4</b>	<b>7.8</b>	<b>12.1</b>	<b>6.3*</b>

In this phase also, when asked about the person to be appointed to check the quality and quantity of MDM more than two-thirds of the respondents could not give a correct answer.

**Table 4.7 Three important points around MDM**

	Exposed		Non-Exposed		Total	
	P1	P2	P1	P2	P1	P2
N=	94	72	285	309	379	381
Cleanliness	92.6	94.4	75.4	90.0	79.7	90.8*
Nutrition	66.0	95.8	50.5	69.3	54.4	74.3*
Quantity	30.9	65.3	26.7	38.5	27.7	43.6*
DK/CS	3.2	1.4	20.7	6.1	16.4	5.2*

The radio program repeatedly spoke about three important points around MDM that the SMC members should remember. The responses are tabulated above. Significantly more respondents of phase 2 could correctly recall the points than their phase 1 counterparts. Exposed respondents of phase 2 were more informed than their counterparts in Phase 1.

#### 4.5 KNOWLEDGE ON ANAEMIA CONTROL

The radio program dealt with anaemia in great detail. A set of questions related to reasons of anaemia, prevention and problems were asked. The responses are tabulated below.

**Table 4.8 Reasons for anemia in children**

	Exposed		Non-Exposed		Total	
	P1	P2	P1	P2	P1	P2
N=	94	72	285	309	379	381
Not receiving sufficient food	54.3	83.3	49.1	59.2	50.4	63.8*
Not receiving nutritious food	63.8	80.6	45.3	54.0	49.9	59.1*
Cold	-	-	1.8	-	1.3	-
Lack of hemoglobin	2.1	4.2	0.4	1.9	0.8	2.4
DK/CS	14.9	1.4	33.3	23.3	28.8	19.2*

Around 60 percent of the respondents felt that children become anaemic because of lack of sufficient and nutritious food. This percentage is significantly more than phase 1.

The problems caused due to anaemia were identified by the respondents. They identified that a child who is suffering from anaemia will have low energy levels, weak body, will have energy level and their development will be affected.

**Table 4.9 Prevention of anemia**

	Exposed		Non-Exposed		Total	
	P1	P2	P1	P2	P1	P2
N=	94	72	285	309	379	381
Provide iron tablet	61.7	84.7	36.1	52.4	42.5	58.5*
Provide deworming medicine	39.4	38.9	18.9	27.2	24.0	29.4
Going to doctor	3.2	4.2	9.5	4.2	7.9	4.2
Green vegetables / nutritious food	9.6	22.2	9.8	22.7	9.8	22.6*
Intake of fruits	-	1.4	6.3	1.3	4.7	1.3
Provide milk products	2.1	-	2.5	1.0	2.4	0.8
DK/CS	16.0		40.4	25.9	34.3	21.3*

While 58.5 percent of the respondent correctly identified that providing iron tablets would prevent anaemia, only 29 percent said that providing deworming tablets also helps prevent anaemia among children. Around one

fifth did not know about ways to prevent anaemia. Similar to the responses on other issues, exposed respondents in phase 2 had more knowledge than the non-exposed and phase 1 counterparts.

## 4.6 KNOWLEDGE ON SMC'S OTHER ROLES

There were knowledge questions around school development plan, grievance redressal, panchayat's role towards the school and Menstruation. The findings are documented below.

### • School Development Plan & Grievance Redressal

**Table 4.10 Tenure of SDP**

	Exposed		Non-Exposed		Total	
	P1	P2	P1	P2	P1	P2
<b>N=</b>	<b>94</b>	<b>72</b>	<b>285</b>	<b>309</b>	<b>379</b>	<b>381</b>
3 years	53.2	48.6	14.4	19.1	24.0	24.7
Wrong answer	46.8	51.4	85.6	80.9	76.0	75.3

On this issue there is no change in knowledge in this phase. Only 24 percent of the respondents could give this answer correctly.

**Table 4.11 Responsibility of SDP & Grievance redressal**

	Exposed		Non-Exposed		Total	
	P1	P2	P1	P2	P1	P2
<b>N=</b>	<b>94</b>	<b>72</b>	<b>285</b>	<b>309</b>	<b>379</b>	<b>381</b>
Village panchayat	60.6	55.6	47.7	50.8	50.9	51.7
Wrong answer	25.5	25.0	22.8	26.2	23.5	26.0
<b>DK/CS</b>	<b>13.8</b>	<b>19.4</b>	<b>29.5</b>	<b>23.0</b>	<b>25.6</b>	<b>22.3</b>

While only 51 percent felt that besides SMC, Village Panchayat is responsible for developing the SDP and grievance, the rest either did not know or gave a wrong answer.

As seen from the above there is no change in the knowledge of SMC members about SDP.

### • Panchayat and Grievance

The respondents had moderate knowledge on the Panchayat's role in grievance redressal. Around one third of the respondents did not know the role. This continued in phase 2 also.

**Table 4.12 Role of Panchayat to address grievance**

	Exposed		Non-Exposed		Total	
	P1	P2	P1	P2	P1	P2
<b>N=</b>	<b>94</b>	<b>94</b>	<b>285</b>	<b>309</b>	<b>379</b>	<b>381</b>
Call the party complaining or affected by the complaint	58.5	58.5	47.4	47.4	50.1	50.1
Oversee how SMC moderates the redressal	40.4	40.4	25.6	25.6	29.3	29.3
Inform community about the outcome of redressal	28.7	28.7	14.4	14.4	17.9	17.9
No Role of Panchayat	-	-	1.4	1.4	1.1	1.1
Complain to BRC	-	-	0.4	0.4	0.3	0.3
<b>DK/CS</b>	<b>13.8</b>	<b>13.8</b>	<b>40.0</b>	<b>40.0</b>	<b>33.5</b>	<b>33.5</b>

**Table 4.13 Who else can be approached for Grievance Redressal**

	Exposed		Non-Exposed		Total	
	P1	P2	P1	P2	P1	P2
N=	94	72	285	309	379	381
Village Panchayat	63.8	58.3	55.1	63.4	57.3	62.5
Block education Officer	46.8	62.5	31.2	34.0	35.1	39.4
District Basic Education Officer	35.1	55.6	22.8	25.2	25.9	31.0
Director of Basic Education (Officer)	16.0	20.8	10.5	10.0	11.9	12.1
District child protection committee	9.6	15.3	2.5	6.5	4.2	8.1
State child protection committee	7.4	4.2	1.8	3.6	3.2	3.7
National child protection committee	2.1	1.4	1.4	1.3	1.6	1.3
District Magistrate	-	-	0.7	-	0.5	-
<b>DK/CS</b>	<b>10.6</b>	<b>4.2</b>	<b>32.6</b>	<b>21.7</b>	<b>27.2</b>	<b>18.4*</b>

However, when enquired about the people whom parents can approach for Grievance Redressal other than the SMC around two thirds of the respondents name Village panchayat. The responses varied from District Magistrate to BEO, from SCPCR to NCPCR. There is significant decrease in

respondents saying that they don't know about it in phase 2.

### • Role of Village Panchayat towards school

The key responsibilities of the Village panchayat towards school are tabulated below. While 56 percent reported about helping SMC in MDM distribution and quality check and distribution of free uniform and text books, near about one third respondents said that the Village Panchayat helps SMC deliver all its duties and helped in financial needs. Exposed and phase 2 respondents were more informed about the responsibilities of village Panchayat than their non- exposed and phase 1 counterparts. Significant increase in percentage of respondents in phase 2 were seen those who knew about key responsibilities.

**Table 4.14 Key Responsibilities of Village Panchayat**

	Exposed		Non-Exposed		Total	
	P1	P2	P1	P2	P1	P2
N=	94	72	285	309	379	381
Help SMC in MDM distribution, quality checks	51.1	68.1	43.9	53.7	45.6	56.4*
Ensure free distribution of textbooks, uniforms	52.1	55.6	36.8	47.9	40.6	49.3
Help SMC in its duties	39.4	47.2	24.9	32.0	28.5	34.9
Help SMC in its financial needs	36.2	43.1	20.7	22.7	24.5	26.5
Establish SMC	34.0	43.1	15.8	20.1	20.3	24.4
Make children aware on importance of education	24.5	40.3	15.8	26.9	17.9	29.4*
Special Focus on facilities for girls	25.5	38.9	15.1	19.7	17.7	23.4
Community awareness	14.9	20.8	13.0	12.0	13.5	13.6
To see if children are studying properly in schools and teacher	-	-	-	-	-	-
Solutions of problems related to schools	-	-	-	-	-	-
Construction of toilets and other infrastructure development	-	-	-	-	-	-
Take care of cleanliness around the school too	-	-	-	-	-	-
<b>DK/ CS</b>	<b>11.7</b>	<b>2.8</b>	<b>29.1</b>	<b>13.9</b>	<b>24.8</b>	<b>11.8*</b>

As can be noted from the table below, the role of panchayat in school development is only seen in ensuring that the SDP is implemented by the SMC and disbursement of funds. Around 38 percent did not know about role of Panchayat in this regard. Not much difference is noticed exposure wise or phase wise.

**Table 4.15 Role of Panchayat in school development**

	Exposed		Non-Exposed		Total	
	P1	P2	P1	P2	P1	P2
N=	94	72	285	309	379	381
Ensure SMC implements SDP	67.0	66.7	34.4	34.0	42.5	40.2
Proper disbursement of funds	36.2	38.9	28.4	29.8	30.3	31.5
Toilets and boundary of school to be constructed	1.1	-	0.4	1.6	0.5	1.3
No Role of Panchayat	-	-	0.4	-	0.3	-
School campus to be kept clean	-	-	0.4	-	0.3	-
Check for teachers attendance	-	-		1.0		0.8
Plant tree	-	-		0.3		0.3
<b>DK/ CS</b>	<b>19.1</b>	<b>19.4</b>	<b>48.4</b>	<b>42.7</b>	<b>41.2</b>	<b>38.3</b>

- Disaster preparedness and MHM**

The SMC members were asked about the arrangements that the SMC need to make for disaster management and risk reduction. The response is tabulated below. As can be noted, the Head masters and the exposed SMC respondents were more aware about the things to be done. However, 36 percent did not know anything about managing disaster.

**Table 4.16 Disaster preparedness**

	Exposed		Non-Exposed		Total	
	P1	P2	P1	P2	P1	P2
N=	94	72	285	309	379	381
Have a list of all emergency services (police, fire)	67.0	58.3	36.5	37.5	44.1	41.5
Campaigns or trainings to children and authorities	41.5	17.2	24.9	34.3	29.0	36.7
Make sure of availability of disaster Tool kits	16.0	43.1	11.6	19.7	12.7	24.1
Important documents to be kept safely	1.1	-	1.1	-	1.1	-
Govt. should make arrangement for medicines	-	1.4	1.1	0.3	0.8	0.5
Clean the drainage system of the village	-	-	0.4	-	0.3	-
School building to be developed	-	-	0.4	0.3	0.3	0.3
<b>DK/CS</b>	<b>20.2</b>	<b>19.4</b>	<b>49.8</b>	<b>39.8</b>	<b>42.5</b>	<b>36</b>

The SMC members were asked about the information that should be given on **menstruation**. While around 26 percent does not know anything about this issue, and around 33 percent has no discussion around 29 percent said that it is normal to talk about menstruation. No difference by exposure or phase was noticed.

**Table 4.17 Menstruation management**

	Exposed		Non-Exposed		Total	
	P1	P2	P1	P2	P1	P2
N=	94	72	285	309	379	381
It is normal to talk about it	41.5	44.4	24.9	25.6	29.0	29.1
Remove any misconceptions	24.5	38.9	17.2	16.2	19.0	20.5
It is indicative of future motherhood	21.3	23.6	16.5	17.5	17.7	18.6
Appoint Nurses & Doctors to provide info	-	1.4	0.7	1.0	0.5	1.0
Maintain Hygiene and cleanliness in schools	-	1.4	0.7	0.6	0.5	0.8
Physical development of girls should be considered	1.1	-	0.4	-	0.5	-
No discussion	26.6	27.8	23.2	34.3	24.0	33.1
<b>DK/CS</b>	<b>14.9</b>	<b>9.7</b>	<b>41.4</b>	<b>29.8</b>	<b>34.8</b>	<b>26.0*</b>

## 4.7 SUMMARY

The exposed members possessed more knowledge in almost all indicators as compared to the non-exposed members. Phase wise analysis also shows increase in knowledge on most of the key issues. Significant decrease was seen among respondents in phase 2 who reported that they don't know about the topics asked. This was also noticed among the non-exposed respondents. The Jan Pahal book and the discussions may have resulted in this. On certain issues like the SDP, role of village & panchayat in SDP, grievance redressal, menstruation and disaster preparedness, the knowledge remains the same.

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