



Igniting Aspirations

Rural Education Program (Nuh, Haryana)

Impact Assessment Report
August 2023



ABOUT SRF FOUNDATION

SRF Foundation formerly known as the **Society for Education and Welfare Development**, was set up in the year 1982 as the Corporate Social Responsibility (CSR) arm of SRF Limited, a multi-business chemicals conglomerate engaged in the manufacturing of industrial and specialty intermediates. Drawing inspiration from its founders, Late Sir Shri Ram and Late Dr. Bharat Ram, who believed in contributing to society through education, SRF Foundation is dedicated to the transformation of education in India. Currently, the SRF Foundation champions the cause of quality education and runs one of the largest community programs in and around SRF's manufacturing plant locations as well as in other parts of the country in partnership with like-minded organizations, imparting education and vocational training programs to underprivileged children and youth by improving both hard and soft infrastructure facilities in Government schools promoting computer-aided learning, and through the digital inclusion of communities.

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Prologue

Dr Y. Suresh Reddy

Director, SRF Foundation



SRF Foundation has a vision for a better future – a future where every child has access to quality education, regardless of their background. I believe that education can transform society, and it is the key to unlocking the potential of every individual.

In 2009, when we embarked on implementing the Rural Education Program in Nuh district in Haryana, our reasons were four-pronged:

- **Priority district:** Nuh was glaringly underdeveloped and lagging in almost all socio-economic and human development indicators.
- **Marginalised community:** Nuh was the weakest district in Haryana in terms of low literacy and high poverty. 80% of the population in are traditional meo-muslims. We recognized the need to uplift the community through educational initiatives.
- **Potential for collaboration:** There was ample scope to work with government and panchayat to bring about systemic change.
- **Proximity to Gurgaon:** This allowed us to be present on the ground regularly and work closely with the local communities to make a lasting impact.

Implementing Systemic and Sustainable Changes

Our primary focus was to bring systemic and sustainable changes to the education system of Nuh. We believed that collaborative efforts among the school leadership, community, and government were critical to accomplishing this goal. We implemented a holistic intervention approach to achieve this.

While improving physical infrastructure was crucial, we also recognized the need to strengthen the curriculum and enhance the capabilities of teachers. However, our biggest achievement, particularly in the early years, was shifting the community's perception of education. We successfully instilled a sense of trust and belief in the transformative power of education, encouraging the community to

embrace it as an opportunity for prosperity and progress.

Building Trust and Collaboration

Building trust within the community was pivotal to our success. We engaged with locals and shared our vision for a better future for Nuh's children by bridging the gap between schools and the community. Collaboration was the key to our success, and we acted as a conduit to bring together people at micro and macro levels.

Most villages in Nuh had only primary schools. Children had to travel long distances to attend school, causing high dropout rates, particularly among girls. We addressed this by collaborating with the government to establish middle schools so that children could make a smooth transition from primary to middle school. enrollment rates have increased significantly, with almost 100% of children attending school, with 50% of them being girls.

Celebrating Our Successes

We have achieved notable success in three areas:

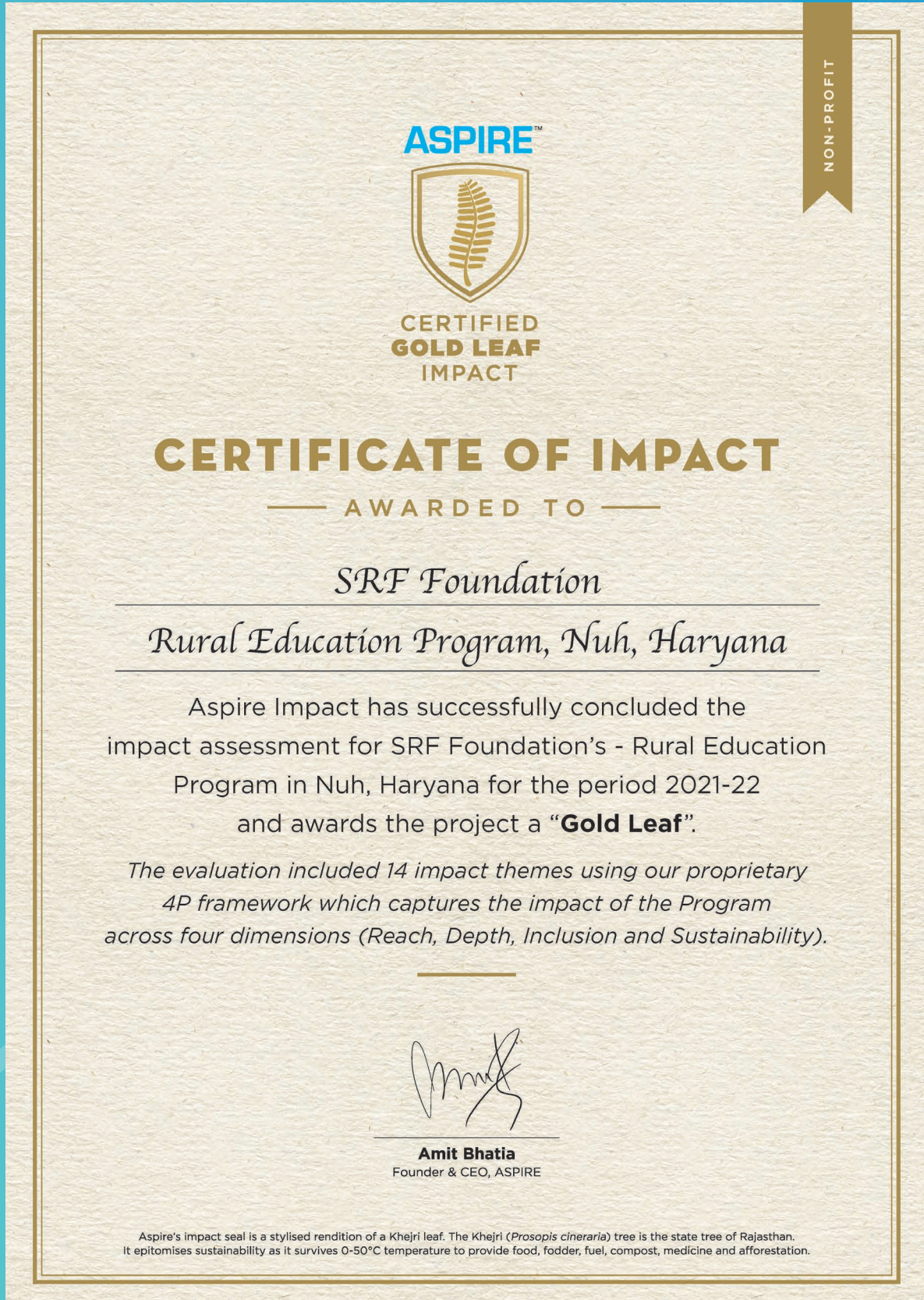
- 1 **Safe & Engaging Learning Environment:**
We provided children in Nuh with access to a safe and engaging learning environment.
- 2 **Girl Child Education:**
Girls have been empowered to pursue their dreams through quality education.
- 3 **Scalable Transformation Model:**
A successful model for transformation has been implemented and scaled across 24 locations in 12 states.

The Journey Continues

Our goal is to transform society through education. By focusing on systemic and sustainable changes, building trust and collaboration, expanding education opportunities, empowering school leadership, celebrating our successes, and constantly innovating, we continually strive to achieve this goal.

Impact Assessment Certification

We hereby certify that we have completed our independent impact assessment and the project is hereby awarded a "Gold Leaf" Certification.



Aspire's Impact Assessment Methodology

Aspire Impact has conducted an impact assessment of SRF Foundation's Rural Education Programme and the Basic

Electrician Training Programme for the local communities in Nuh. The assessment captures the end-to-end Project Impact along four dimensions of Aspire's proprietary 4P framework:



1 REACH
Assessing scale of the intervention, and coverage of lives touched.



2 DEPTH
Assessing effectiveness of intervention and the quality of Impact delivered.

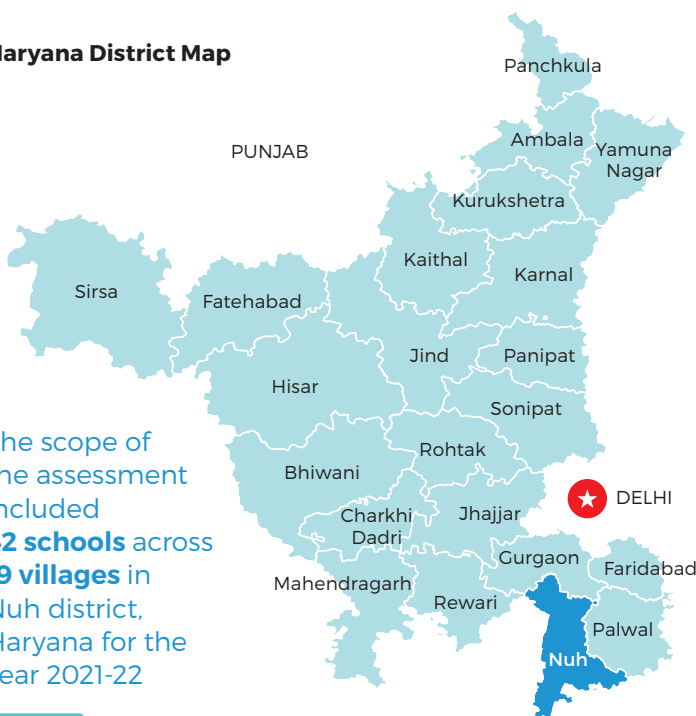


3 INCLUSION
Assessing equitable access providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those who have physical or intellectual disabilities and members of other minority groups.



4 SUSTAINABILITY
Assessing ability to maintain quality of Impact delivery and their environmental impact.

Haryana District Map



The scope of the assessment included **42 schools** across **19 villages** in Nuh district, Haryana for the year 2021-22

Aspire Impact followed a comprehensive primary and secondary approach for data collection. The stakeholders' (students, parents, principals, teachers, sarpanches, District Education Officer) feedback were captured through in-depth interviews, focused group discussions and quantitative surveys. 350 students (including 45 students for BETP) were surveyed through quantitative methods, and 115 stakeholders were interviewed through qualitative methods.

The methodology encompassed developing a set of research guidelines and survey questionnaires to draw evidence towards each impact area, which helped draw reasonable conclusions at the current stage of the program.

The scope of the assessment included SRF Foundation's interventions in 42 schools across 19 villages in Nuh district of Mewat, Haryana for the year 2021-22. We also assessed 3 schools with no intervention from SRF Foundation as a control group.

Executive Summary

With a budget of INR 1.96 Crores in 2021-22, SRF Foundation has made transformational interventions across 42 schools in 19 villages in Nuh district, Haryana. The primary intervention is the Rural Education Program which was born of the dire need to strengthen the existing government school system (anganwadis to grade 8) in Nuh. The foundation also offered the Basic Electrician Training Program to unemployed youth (18-35 years) in order to help them develop their skills and gain employment.

Primary problems addressed

- Lack of importance given to formal schooling leading to **low enrollment and attendance rates** amongst students – especially girls.
- The **physical infrastructure left much to be desired**. Schools were not safe, bright or well-equipped with even the basic facilities.
- Academic and co-curricular activities weren't streamlined.
- **Lack of ownership amongst various stakeholders** - parents, teachers, headmasters, village panchayat leaders etc.
- **Unemployment among youth** in the villages who lacked employable skills or had dropped out of school.

Holistic interventions deployed

- **Improvements in physical infrastructure** such as drinking water, toilets, parks and playgrounds, classroom furniture to improve enrollment and attendance.

- **Academic support including digital interventions** to ensure that children have the necessary facilities required for learning such as print rich classrooms, science labs, mobile computer labs.
- **Leadership development** to bring about sustainable changes in the way the school, the community and the panchayat approached education.
- **Offering a 3 month Basic Electrician Training Program** to youth in partnership with Schneider Electric on the theoretical and practical aspects of gaining private or self employment as an electrician.

Pivotal changes facilitated

- **Enrollment is near-universal** in the 19 intervention villages. **50%** of all students enrolled are girls.
- **Shift in student attitudes and perceptions: 94%** children feel safe in school. **100%** enjoy learning new things.
- **Students are supported in their learning journey** by parents, school management, community leaders. **92%** said their teachers encourage them and **98%** said their parents ask them about homework.
- **Students aspire for a better tomorrow** and understand that education is the way to get there. **99%** said they want to pursue further education.
- **Youth have been empowered** to earn a living and support their families – **81% placement** under the Basic Electrician Training Program in 2021-22.

A Glimpse of Nuh

So close, yet so far



56.1% is the total literacy rate, out of which 73% males and 37.6% females are literate

Nuh district (formerly known as Mewat) is one of the 22 districts in the northern Indian state of Haryana. It has a rich historical significance and unique socio-cultural landscape.

Yet, despite its proximity to Gurugram - the millennium city, Nuh is grappling with significant development challenges and has been identified as one of the 112 socio-economically underdeveloped districts under the Aspirational Districts Programme by NITI Ayog.

According to the 2011 census, Nuh district had a population of 10.89 Lakhs and the literacy rate stood at 56.1% (Males - 73%, Female - 37.6%).

Meo Muslims are the largest community, accounting for 79% of the population giving the district a distinct culture and way of life. Agriculture, dairy farming, animal husbandry are the primary sources of income. Lack of industrialisation has led to low economic development hindering the district's



Nuh is bordered by Gurugram District to the north, Palwal District of Haryana to the east and Alwar District of Rajasthan to the south and west.

progress and leaving it far behind when it comes to education, healthcare and employment opportunities.



Priorities of the Education Department



“

SRF Foundation's work started outside the classroom, but the impact has been felt inside the classrooms...

”

Anup Singh Jakhar

Former District Education Officer, Nuh



SRF Foundation has embraced a systematic and incremental approach to implementing its Rural Education Program. This strategy involves a step-by-step process that progresses from addressing infrastructural needs outside the classroom walls to focusing on academic transformation within the classroom walls. The chain of events of this transformation in Nuh went as below:

- **Infrastructural Transformation**

In the initial stages of the program, SRF Foundation prioritized addressing the infrastructural challenges. These challenges included inadequate or outdated facilities, lack of clean water and sanitation, insufficient classroom space, and other physical barriers that hinder effective learning environments. By addressing these infrastructural gaps, the foundation set the stage for improved educational experiences for students.

- **Community Engagement**

With government support and cooperation, SRF Foundation maintained active engagement with the local community. Collaboration with teachers, headmasters, parents, community leaders helped ensure that they understood the educational program aligns with the community's needs and values. It was very important to make them acknowledge the fact that the foundation is solely working for educational purposes and is not trying to influence their children in any way that is not acceptable for their community.

- **Academic Transformation Within Classrooms**

After establishing a solid infrastructural foundation and building community engagement, SRF Foundation shifted its focus to within the classroom walls. The aim here was to achieve academic transformation, where the quality of education provided is on par with or surpasses urban standards. This involved fostering critical thinking, problem-solving skills, and a passion for learning among students, which in turn prepares them for a brighter future.

The positive academic transformation achieved by SRF Foundation in Nuh stands as a compelling example of the program's success and potential. The evidence of improved learning outcomes, community support, replicable models, and scalability all indicate that expanding SRF Foundation's efforts to other schools within Nuh would be an impactful endeavor. We deeply feel that such expansion has the potential to create a wider ripple effect of positive change, ultimately contributing to the advancement of education and communities across the Mewat region.

The Genesis and the Journey

The magnitude of underdevelopment was glaringly apparent as the SRF Foundation team began exploring the region to create a plan for their interventions.



Rakesh A
Head,
Education Programs

When Rakesh A. (now Head - Education Program at SRF Foundation), joined the organization in 2009, he was tasked with transforming the education system in Mewat. On his first day, he reported directly in Nuh, and not their corporate headquarters!

As Rakesh traversed across the villages and striking casual conversations to assess the on-ground challenges, a young boy told him, *“what is the point of going to school? I don’t like going to school.”* Rakesh was aghast, but realized that for the region to progress, this thought-process had to change!

Challenging the Status Quo

The on-ground team set about understanding the people, their beliefs and way of life and saw that the locals’ lives were steeped in tradition and religion; most families including the women were engaged in hard labor at the fields or managing livestock. There was little to no attention being given to the children’s formal education. Yet, while all children would attend the local madrasas regularly, when it came to government schools, they either did not attend, or lacked discipline with respect to school timings and their attendance. Very often, even teachers would not be present in the classrooms.

Another major challenge, especially in the beginning was girl child education. Most girls would drop out after class 5; many of them

would be married off early. Even when they would attend school, they would often have the task of babysitting their younger siblings while at school! There were practical problems as well, such as availability of clean, separate toilets for adolescent girls. But the biggest problem was the mindset - why educate girls?

Changing Mindsets

Further probing revealed that lack of awareness, inadequate school facilities, poor teaching learning environment, mistrust between the community and the schools were the core reasons for this situation. Moreover, the SRF Foundation team were met with skepticism and the locals doubted their intention. The foremost thing was to win the trust and acceptance of the community.



The people of Mewat now believe that a brighter future is within their reach!





Nisha Juneja
Senior Program Officer

Nisha Juneja, (now a Senior Program Officer) who joined in 2010, recalls, “we made door-to-door visits to counsel parents and drive home the importance of educating their children. We explained to them that even a farmer needs to be educated so that he can understand latest technology, markets, earn more profits; protect himself and his family from exploitation. We made them think for themselves – ‘how will your children manage in the real world if you don’t give them basic education?’”



We brought the community closer to the school, and the school closer to the community. That was our biggest success.



Engaging with the Community

The team ventured into the community with various awareness programs using attractive mobile vans, posters, and radio programming. They invited the parents to participate in summer camps, and also made them compete with each other and identified role models. These led to a change in perception among parents. Deep dialogues were held with different stakeholders such as the maulvis (religious leaders), sarpanches, headmasters, teachers and parents so that any resistance could be worked through amicably.

Multiple academic interventions aimed at making teaching and learning interesting and fun were implemented. SRF invested time and effort in building capacity and a sense of ownership among the teachers and headmasters. The sarpanch and the maulvi who were the key influencers in the community were brought on board and they further helped in mobilizing the community.

Sustaining and Growing the Impact

Over time, the community trusted the efforts of the team and also began to accept the value of education. The changes began to reflect in key indicators such as enrollment and attendance numbers – especially that of girls – which has grown by 25% over the last five years. There was a palpable shift of ownership where all stakeholders started playing an active role.

Nisha fondly reminisces, “we brought the community closer to the school, and the school closer to the community. That was our biggest success.” Today, all the School Management Committees that had gradually developed, are self-sufficient – the community itself contributes monetary and non-monetary resources for the development of education in the region.

In sharp contrast with 2009, schools have good facilities and environment, teachers are working dedicatedly, the community is active, parents are empowered, and children attend school regularly.

Theory of Change



Impact Highlights

1 REACH



19
villages



42
schools



66
Anganwadis



14598
students



19%
increase in student
enrollment in last 6 years

3 INCLUSION



50%
female
students enrolled



100%
Marginalized
community, low
on Human
Development
parameters

2 DEPTH



98%
students have
access to clean
drinking water, print
rich classrooms,
& digital learning



90%
students participate
in co-curricular
activities, sports,
academic
competitions



92%
students feel
supported by
teachers

4 SUSTAINABILITY



INR **83** lakhs
mobilized from
local community
for repairs and
upgradation of
schools



99%
students aspire for
higher education
and understand the
link between a good
education and a
bright future



81%
youth obtained
jobs under BETP



93%
schools have solar
panels installed

Holistic Interventions

SRF Foundation's 4-pronged approach, aimed at achieving holistic transformation was the key to delivering long term sustainability of this program.

The solutions had to address:

- 1 The appalling physical conditions the schools were in

- 2 Lack of interest and motivation in children
- 3 Disconnect between the community and the school leadership
- 4 Weak linkages with the panchayat and government leading to neglect.

The problem was tackled at multi stakeholder level. The foundation undertook the work by focussing on the below aspects in every school.

SRF FOUNDATION'S 4-PRONGED APPROACH



Physical Transformation

In collaboration with the education department and the panchayat, the foundation facilitated repairs & beautification to create a positive learning environment. The transformation included:

- Repairs, construction, maintenance
- BaLA Painting on the walls
- Print rich classrooms, dual desks, green boards, dustbins, daris
- Separate toilets for girls and boys; clean drinking water supply; effective waste management systems
- Library, Playground and sports facilities
- Park development; kitchen garden



Digital Transformation

Digital resources were introduced so that the children get exposure to interactive, up-to-date content and teachers have the tools to facilitate better learning.

- Digital smart classrooms, internet access
- Practical learning in mobile digital labs with trained teacher
- Teacher training to ensure proper use of digital resources
- Involvement of teachers in digital content creation, sharing best practices
- Onsite visits to support the teachers in running of digital classrooms



Academic Transformation

Innovative academic interventions were introduced to pique interest and bring about desired change in learning behaviors.

- 21st-century pedagogy tools, child-friendly workbooks, activity based learning
- Avishkar mobile science van and mini science labs
- Competitions, camps, sports, cultural initiatives
- Mohalla classes, online summer camps
- Teacher training, library books distribution
- Whats app learning groups, Khan Academy content for math



Leadership Transformation

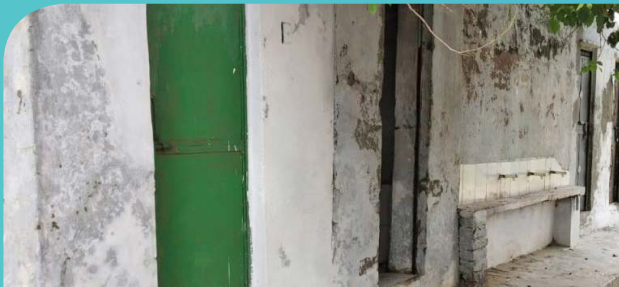
Much impetus was given to developing leadership capabilities of headmasters, teachers. School Management Committees (SMC) were nurtured, sarpanches and maulvis were taken into confidence

- Building leadership capacity of headmasters, School Management Committees, and village Sarpanches.
- Monthly SMC meetings
- Workshops and trainings
- Exposure visits
- Recognition & rewards

Visible Impact of Physical Transformation in Schools with SRF Foundation's Intervention

The improvements in the physical infrastructure of the intervention schools place them in stark contrast to the rest of the government schools.

GOVERNMENT SCHOOLS



GOVERNMENT SCHOOLS WITH SRF INTERVENTION



The model also ensures schools have additional infrastructure in place to enable holistic learning. These additional interventions redefine academic excellence - none of which are found in any of the other government schools in Nuh.





ANGANWADIS

The National Education policy 2020 recognises the role of anganwadis in child nutrition and early education. The foundation understood the importance of anganwadis early on and implemented the Kids Smart - Early Learning Program aimed at preparing preschool children for grade 1 in 2010.





Anganwadis

Foundation for a brighter tomorrow

Model Anganwadis

In collaboration with the government under the ICDS (Integrated Child Development Services), one anganwadi was selected in each of the 19 villages to demonstrate what a 'model anganwadi' could help achieve for the community. It was ensured that the model anganwadis centrally located and easily accessible by the villagers. The initiatives undertaken were training of anganwadi workers, beautification of the centres by whitewashing, painting interiors and exterior walls; undertaking necessary repairs; providing infrastructure like desks, cupboards, toys, fans, notice boards, and books.

Connecting Children with the School

The anganwadi intervention helped in augmenting the efforts of the government in tackling the issue of school enrollment at the primary level. Anganwadis inculcate discipline, hygiene habits, and early learning

for preschoolers, thereby easing the transition into primary school education. This also helps children overcome the fear of school and being away from home and their parents. Anganwadi workers interviewed said that a key role they play is bridging the gap between the primary schools and parents to ensure that children take up admission in grade 1 and do not drop out for any reason.

Building Hygiene and Healthy Living Awareness

Anganwadis are crucial for implementation of health and nutrition related initiatives for children & women in villages. They support health check-ups, immunizations, supplementary nutrition as well as non-formal preschool education for children from 3 to 6 years. They work with preschoolers to establish a morning routine which involves getting dressed and attending school, keeping themselves neat and clean, getting adequate nutrition, as well as learning through play.



Impact Highlights

PROGRAM REACH

19

villages

66

anganwadis

1980

children reached

PROGRAM DEPTH

Increased engagement of anganwadi workers in preparing children for primary school

Enabling higher enrollment in primary schools

PROGRAM INCLUSION

60%

of all children enrolled in 2021-22 were girls

1188

girl children enrolled

PROGRAM SUSTAINABILITY

Low touch | low cost | replicable model

IMPACT STORY

Anjuman

Anganwadi worker



I have been working at the Chandeni anganwadi since 2011.

Earlier when children used to start primary school, it would take them a year to settle in. But now with the exposure they get at the anganwadi, it is easier for them to settle down in primary school.

We provide informal education to children in the 3-6 years age group, and teach them through flashcards, story books and toys. Children come to play and learn a few things like identifying colors, recognizing numbers, counting from 1 to 10, and even learning the alphabet.

They love coloring activities which helps develop their fine and gross motor skills and also strengthens their muscles. We build curiosity and children ask us interesting questions too. In one of our sessions, children were keen to know how the moon looks.

We encourage children to speak, introduce themselves, to build confidence and ensure they overcome hesitation.

Before SRF Foundation's support, children did not like spending time here. Now my anganwadi has daris, tables, chairs, cupboards and even a pantry for proper storage of ration. The walls are brightly painted, there is drinking water and toilets are clean. Children get a nutritious meal every day.

We have also been trained to teach children in an engaging manner using educational kits and even natural resources like clay and nature. Before the training I would not spend much time with the children.

Now I know how to motivate them so that they get excited about learning and look forward to school.

The children attend the anganwadi very regularly now since they feel happy, safe and engaged here, but also because they learn something!

“

The experience of learning at an anganwadi is helping children overcome their fear of school

”





PRIMARY & MIDDLE SCHOOL TRANSFORMATION

SRF Foundation focused on transforming primary and middle schools by uplifting the physical environment, enriching the academic environment and strengthening the ecosystem of education.



1 Program Reach

Making education accessible



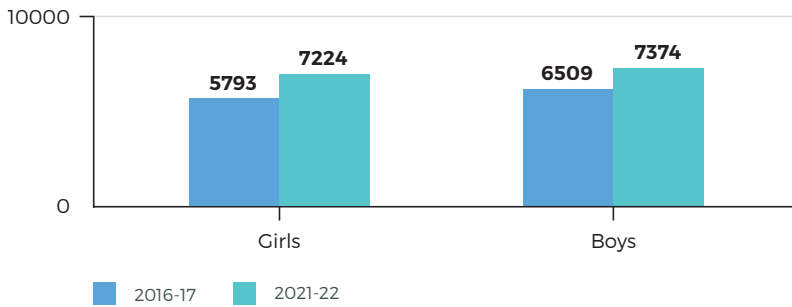
As per the National Education Policy 2020, one of the primary goals of the schooling system is to ensure that children are enrolled in and attending school.

In the recent years, India has been successful in attaining near-universal enrollment in elementary education owing to initiatives such as the Sarva Shiksha Abhiyan and the Right to Education Act. However, the data for higher grades indicates that a significant proportion

of enrolled students begin to drop out after Grade 5 and especially after Grade 8, thereby indicating that the issue of enrollment and attendance is not yet fully resolved through the entire lifecycle.

In 2009, when SRF Foundation started working in Nuh, its biggest challenge was to increase the awareness about education and encourage enrollment of children in schools - especially that of girls.

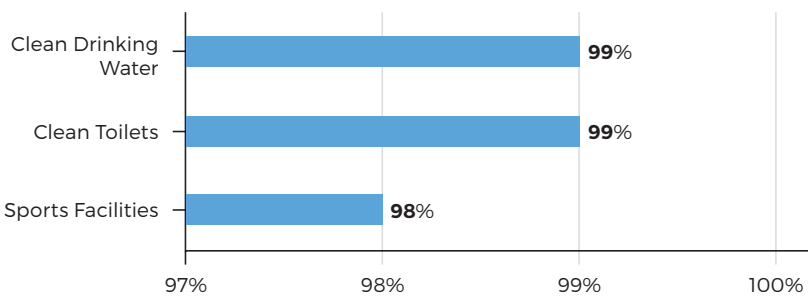
Enrollment across intervention schools



19% increase in enrollment in last 6 years and 1:1 gender ratio in 2021-2022

Access to and availability of decent facilities and the impetus given to learning, has led schools to see an **19%** increase in enrollment over 6 years. In 2021-22, the gender ratio of students enrolled in the schools was 1:1 across the 42 schools supported by the Foundation.

Reasons for enrollment growth



Grassroot level campaigns as well as school level initiatives have driven uptake in enrollment

Community awareness campaigns and enrollment drives have contributed to this steady rise in enrollment over the years.

From an availability of facilities standpoint, the schools are a desirable place to be for children.

99% of the students surveyed said their schools have clean drinking water and clean toilets. **98%** also said that their sports facilities were adequate.

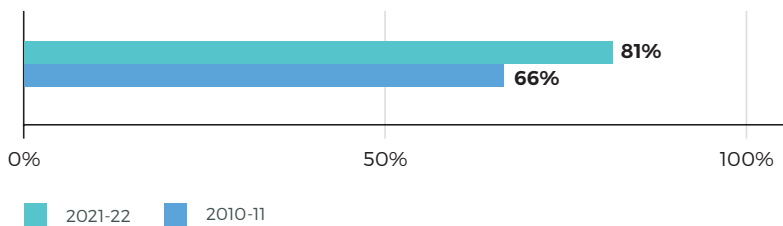
Program Reach

Making education accessible

Primary research with students, parents, principals, teachers, School Management

Committee members revealed some of the important changes felt on the ground.

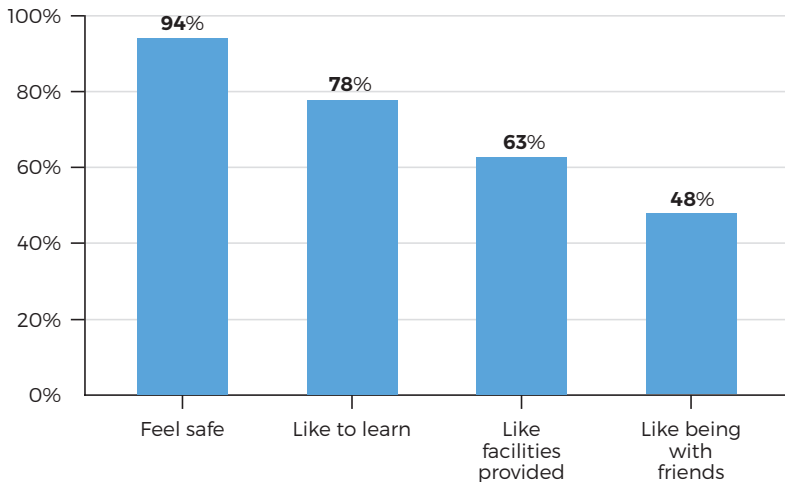
Attendance across schools



Children are attending school regularly

The focus on strengthening the physical, academic and digital facilities at the schools has resulted into improved attendance by majority children. Both boys and girls have a healthy rate of attendance in schools supported by SRF Foundation – over 81% in the year 2021-22 compared to 66% in 2010-11.

Reasons for attending school



School is a safe space

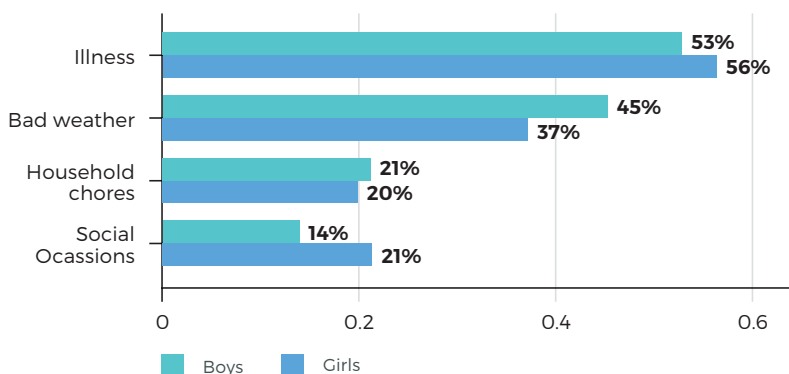
Amongst the students surveyed, **94%** students (both girls and boys) perceived their school as being a safe space for learning.

School is a place to learn, build social skills

63% students cited availability of facilities provided such as print rich classrooms, labs, libraries as their main reason for attending school. **78%** students said that they also like learning, and that was their key reason to attend school.

Students elaborated to say that they 'feel good' in the environment of the school compared to the village environment and this motivated them to attend school.

Main reasons for absenteeism



Reasons for absenteeism

Engaging in income generating activities, not getting parental permission, having to taking care of siblings together accounted for **under 10%** of the reasons for absenteeism. Interestingly, **21% girls** reported missing school due to social occasions compared to **14% boys**. 1 in 5 children said that participating in household chores is a reason to remain absent with not much difference between boys and girls.

IMPACT STORY

Sartaj Khan

Teacher at GMS Mewat



“

I feel utmost pride to say I have witnessed the impact of education

”

Back in 2008, we just had 12 children in the 6th standard, a complete contrast to the present, where we have 132 children in the 6th standard.

Our goal is to emphasize the importance of education. However, our goal is not limited to education. Our school's keenness on the awareness of cleanliness has perfectly blended with SRF Foundation's initiatives.

Every week there is a special session on cleanliness where we advocate the importance of keeping oneself and the surroundings clean.

We also have a monthly recognition award ceremony; students with the highest attendance are awarded and the teachers are acknowledged for their teaching efforts.

On the other hand, we are witnessing the power of education and how it can reverse the impact of generational illiteracy. One such example is, initially people used to leave their cattle to graze on school property.

We discussed with the children, made them understand that an educational institution is sacred and must be treated with dignity and respect.

The students themselves convinced their parents to stop the grazing activities. Education is opening up the minds of our students and therefore, they are themselves able to discern between right and wrong.


**IMPACT
STORY**

Rina Kumari

Sarpanch, Khor Basai village



“

You won't find a child out of school in our village

”

SRF foundation and the panchayat has done house to house visits making sure that all children are attending school and no child is left behind.

The improvements that foundation has made like paintings, providing proper equipment, maintaining cleanliness and hygiene makes our school look as fancy as an office building!

The SRF Foundation team is hardworking and is well engaged with the panchayat to make sure that the requirements of the school are given due importance. For example, recently we were involved in levelling out a playground for the school.

As sarpanch, my duties involve working on making improvements in the village like fixing roads, water, and solar panels, conducting health camps. We have opened a senior secondary girls school in our village where there are atleast 400 girls enrolled.

People in the village are understanding, they are more aware now about the importance of educating their children. Some children are in the police force, some are teachers, some are in the army, some are working in Gurgaon. 30 -40 students are pursuing ITI, some are pursuing B.Tech. Education is compulsory which is good because it can uplift human beings. It brings about a positive change, education means positive change.

2 Program Depth

Curating opportunities for enriched learning

The foundation believes that education must facilitate all round development and ultimately offer learners the opportunity to become aware, productive and fulfilled citizens of the country.

Favorite academic interventions



Print rich classrooms



Exposure visits



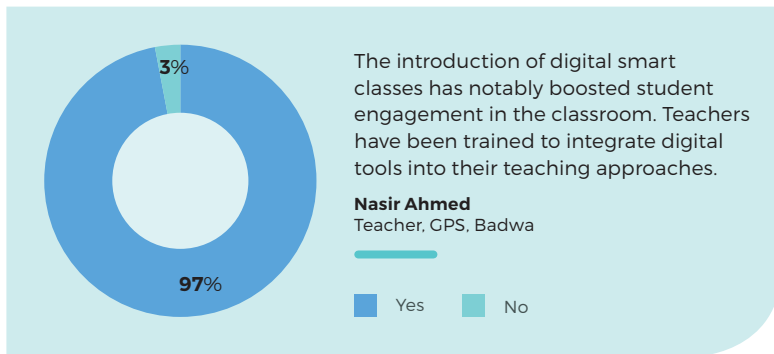
Digital learning

The desire to learn has been inculcated

Focus group discussions and depth interviews with students revealed that children are eager to learn in interactive and experiential ways.

This heightened interest in learning is supported by the facilities like print rich classrooms, digital classrooms, science labs and libraries that SRF Foundation has equipped the schools with.

Enjoying Smart Class



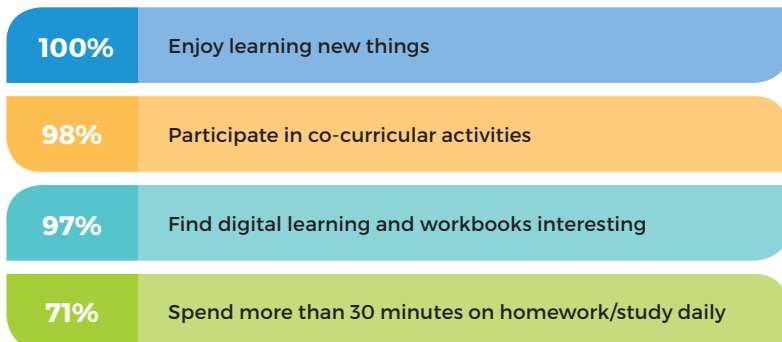
New ways of learning are being offered to cater to the increased appetite of students

The implementation of digital smart classes, where students can engage with the concepts being taught in a more practical manner has resulted in a significant increase in student engagement.

Initiatives taken to enhance depth of learning such as use of interesting workbooks or digital classrooms are appreciated by most children.

The effect of this is also being seen in behaviour changes like increased participation in quizzes, competitions, cultural and co-curricular activities.

Its heartening to find that children unanimously agreed that they enjoy learning new things.





IMPACT STORY

Aadil Hussain

Student at Government Middle School, B.A. Pur, Mewat



My dream is to become a manager in a bank, because I believe that education can enable me to live a good life.

My father is a driver and every day we live in fear because of the nature of his job. I find driving very risky. I want to have a different life.

I am extremely impressed by the new infrastructure of our school. It is built with great attention to detail and provides a conducive learning environment for students.

Previously, when I was in 1st grade, there were no plants or any greenery around the campus. However, now our school has undergone significant changes. The addition of plants throughout the premises has beautified the surroundings and also contributed to improving air quality and creating an eco-friendly atmosphere within our school.

Apart from infrastructure, there is a vast difference in the teaching pattern of this school and other schools in this village. Earlier I used to

“

I wish to become a bank manager to have a secure future

”

study in a private school where teachers taught us nothing then I rejoined this school and now I can read and write in English and Hindi.

In addition to conducting extracurricular activities such as kho-kho and kabaddi, the availability of a dedicated library allows us access to a wide range of books. The presence of a fully equipped science lab ensures that we have hands-on experiences with various scientific concepts taught during class time. Overall, our school is adequately furnished with all the tools required for learning, and I am grateful to be a student here.

3 Program Inclusion

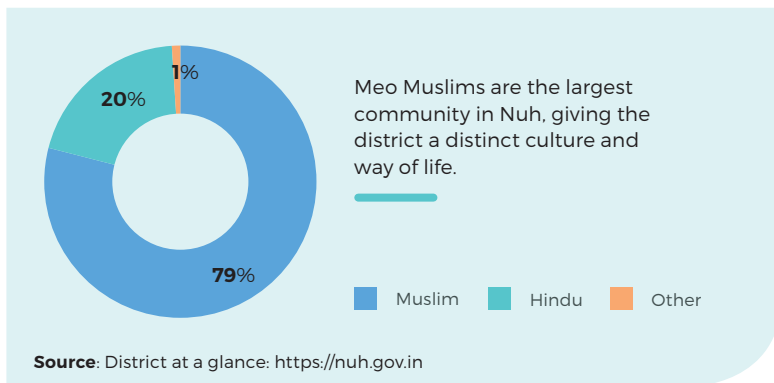
Serving the underserved

Nuh is one of the 112 districts under the Aspirational Districts Programme (ADP) of NITI Ayog, which aims to quickly and effectively transform the 112 most under-developed districts across the country. The region had been identified as lagging behind in several socio economic

indicators such as health and nutrition, education, agriculture and water resources, financial inclusion, skill development, infrastructure.

SRF Foundation chose to work in Nuh to help improve access to and quality of education. One of the primary reasons to chose the region was that the need was immense.

Population by religion



Working with a rural, minority population with low literacy rates

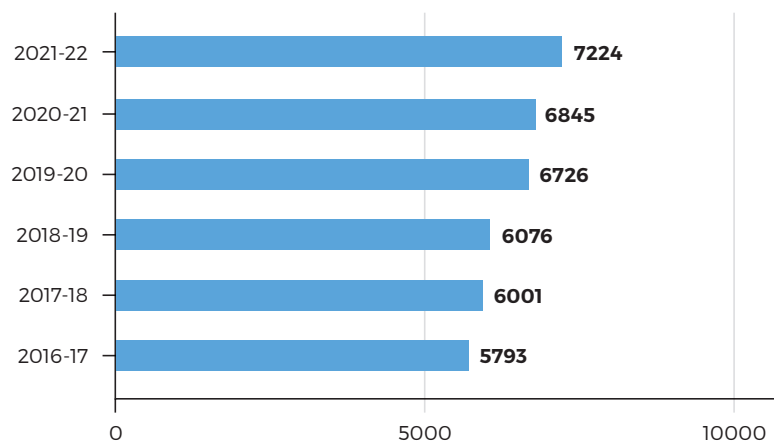
Nuh is among the only 33 districts in India where Muslims constitute more than half the population. 79% of the districts population are Meo Muslims. As per the 2011 census the literacy rate is 56.1%. The major occupation is agriculture and allied activities.

Emphasizing the importance of educating girls.

25% increase in girl child enrollment in last 6 years.

One of the foundation's central focus has been to include girls in the formal education system as way to bring about true societal change. Focused efforts to enroll female students into schools has paid off with a steady increase in the number of girl children enrolled.

Girls Enrolled



Empowering the poorest of the poor

Nuh has the lowest per capita income in Haryana

Haryana occupies the fifth position among Indian states and UTs regarding per capita income. However Nuh, is one of the poorest districts in Haryana.

IMPACT
STORY**Meherbano**

Parent



As a mother of six daughters and one son, I always felt the barrier in educating my daughters. There were no senior secondary schools near our home in Kanwersika. My eldest daughter had to travel to Sohna for further education.

I was initially very hesitant, just like any mother would be, and the other mothers in the village were no different. However, I realized that this thinking would have an adverse impact on my daughter's future.

But now, we have a school in Kanwersika until the 12th standard which is a great relief for both my kids - Zaib and Saniya. This is a great relief as Saniya can complete her education without any hindrance. The safety of daughters is a major concern for parents. We are always apprehensive when it comes to our daughters.

The improvement of infrastructure has significantly enhanced the safety quotient as well. With upgraded facilities, students are more inclined to explore and seek knowledge. Schools have proper gates and properly built walls this has enabled a sense of security among the parents.

“

A parent is always more concerned about their daughter's safety

”

IMPACT STORY

Saroj Rani

Head Teacher



Majority of children are required to mandatorily attend madrasas, hence timely attendance at school becomes an issue. However, over time, there has been a change, and students are now more focused on attending school. Nevertheless, 30 percent of the children still arrive late by 15- 20 minutes. Another important issue that hinders attendance is the safety of a girl student. Parents think schools are unsafe for their daughters.

The education sector in Nuh has witnessed a shift in parental perspective, leading to an increase in the enrollment of girl children. As someone who joined this school back in 2016, I have personally observed the positive change in the ratio of girls attending school over the years. This transformation can be attributed to both infrastructural improvements and increased emphasis on creating safe learning environments for girls. By enhancing infrastructure, the school has beautified its

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The prime issue with attendance is the safety of a girl student

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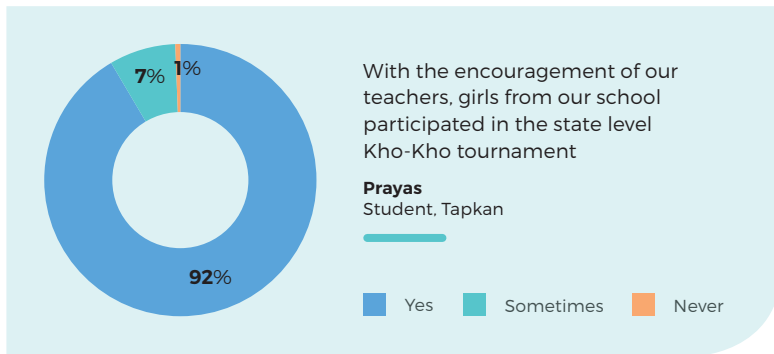
premises and also created safer spaces that are more appealing to female students.

These upgrades send a powerful message about inclusivity and equality within educational institutions. The resulting uptick in female attendance is indicative of how these changes have fostered a conducive environment for girls' education. This trend highlights how transformative academic efforts can yield tangible results by breaking down barriers to access and promoting gender equity within our society.

4 Program Sustainability

Nurturing a future-ready ecosystem

Encouragement from teachers



An interconnected ecosystem of parents, teachers & community has been cultivated to bring about lasting change.

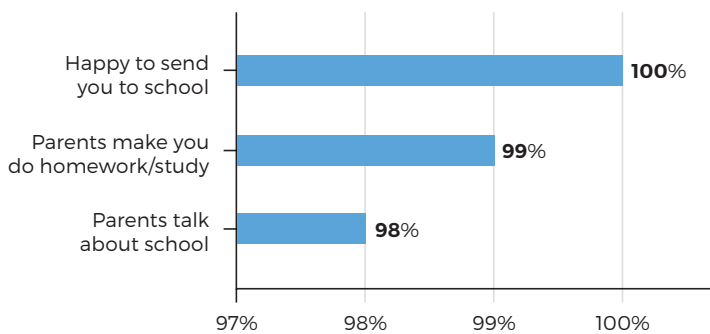
Increased ownership among teachers, headmasters, community leaders

Regular workshops and trainings to empower teachers and support them in facilitating the students' learning have been the highlight of SRF Foundation's engagement with teachers.

Headmasters and teachers are motivated through interschool competitions. Their efforts are recognised through rewards and recognition.

The village leaders are well engaged to ensure that the priorities of the school like fixing roads, water supply, electricity, solar panel etc. are taken up by the panchayat.

Support of parents



Increased accountability and pride among parents

Teachers play an important role in connecting the parents with the school. In case a child is not attending school for prolonged period of time, it is the teachers that reach out and inquire about it with the parents. They make house to house visits to ensure that children are being sent to school.

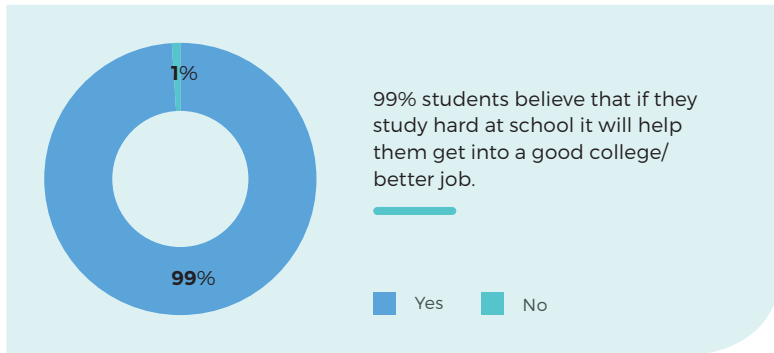
Educating their children is important to parents. They see that without education there can be not any socio-economic progress. They are proud of their children's achievement - being able to speak in English, winning awards and recognition for achievement in sports, participating in cultural activities, being neat and clean. Parents also encourage children to attend school by making them realise the long term consequences of not doing so. Earlier parents would not take interest in whether their child was attending school, however today due to the continued efforts over the years, parents are not only asking children about school/homework, but they are also attending the Parent Teacher Meetings.



4 Program Sustainability

Nurturing a future-ready ecosystem

Want to pursue higher education?

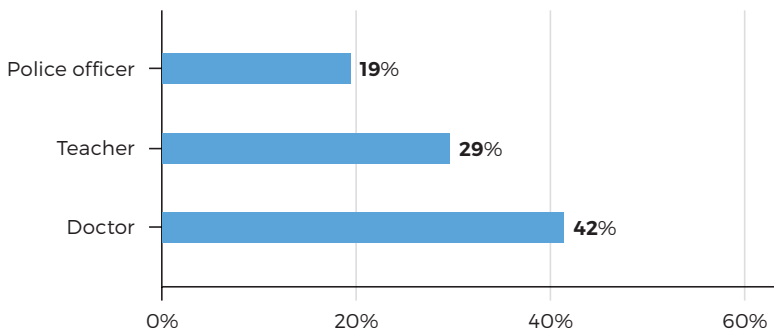


Higher education = brighter future

99% students surveyed wish to pursue higher education.

The pitfalls of illiteracy are painfully clear to the students. Having seen the limitations that it imposes on the family's economic and social progress first hand, they are quite determined to break the cycle. They do not wish to be dependent on others, since they have witnessed their parents being exploited.

Aspirational Youth



Aspirations have been ignited

Most popular occupations the children want to pursue are in the field of service such as Doctors, Teacher, Police officers.

The connection between a good education and a better tomorrow has been understood deeply by the students.

- 99% of them agreed with statements like - If I work hard now, I will lead a luxurious life later; If I study hard at school it will help me get into a good college/better job.
- 100% students said that they are proud of their achievements in school





IMPACT STORY

Arssad Hussain

Parent



“

I have witnessed a sea-change in mind-sets about education

”

I am incredibly appreciative of the efforts SRF Foundation has made for the youth of this village. I have an M.A., a B.Ed., and an LLB, and I firmly believe that everyone should have access to education. I offer free tuition classes to the children in my neighbourhood. Witnessing the work SRF Foundation has put into this school, I can say that there has been a drastic change in the atmosphere of this village.

I, too, have completed my education at this school - we used to carry mats to sit at the school, we had poor infrastructure-the school did have any gates, and there was no provision for clean drinking water, this was the story back in 2011. Today I am a regular attendee of SMC meetings and have seen that the foundation is motivated to impart quality education in Nuh.

Initiatives like building solar plates, providing dual desks, and setting up camps to distribute stationery are secondary, it is the core belief of the foundation that has inspired the youth to enrol themselves in the school.

The foundation organizes a monthly campaign to educate us on the value of education, and as a result, enrollment has increased exceptionally in the previous five years. Continued efforts of parents along with SRF Foundation will surely attain more achievements in the near future.



BASIC ELECTRICIAN TRAINING PROGRAM

In collaboration with Schneider Electric, SRF Foundation brought opportunities for self-reliance to rural youth by equipping them with both technical and soft skills.





1

Program Reach

Bringing opportunities for self-reliance to rural youth

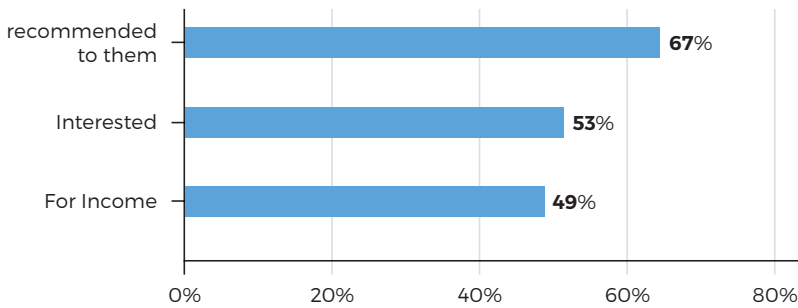
Economic and social growth of a society largely depend on its citizens' skills and knowledge. In turn, the knowledge and skill set of a person determines their employability. SRF Foundation established skilling programs to improve youth employability and self-reliance in Nuh.

The Basic Electrician Training Program (BETP)

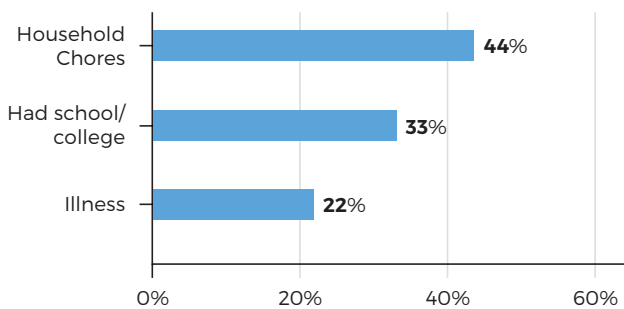
course was piloted by the SRF Foundation in collaboration with Schneider Electric, to open up opportunities for employment for out of school youth/ drop outs between the ages of 18 – 35.

A primary survey was conducted amongst the students of current and previous batches to get a better understanding of the students' experience during and after the course.

Reasons for joining



Reasons for not attending



90 students enrolled in 2021-22;

Students and youth from 40 villages were mobilised and 90 participants enrolled for the BETP course. Total 3 batches were conducted in the year.

What made them choose this course?

67% of the students mentioned that the course was recommended to them by a teacher or relative or they had heard others talking about it. Being interested in the subject and earning a livelihood were important reasons as well.

80% attended regularly despite travel involved

For some students joining the course meant travelling atleast 15 kilometers. The students who could not attend the classes regularly stated household chores as the primary reason for doing so. Being enrolled in another course or having to attend school/college was another reason.



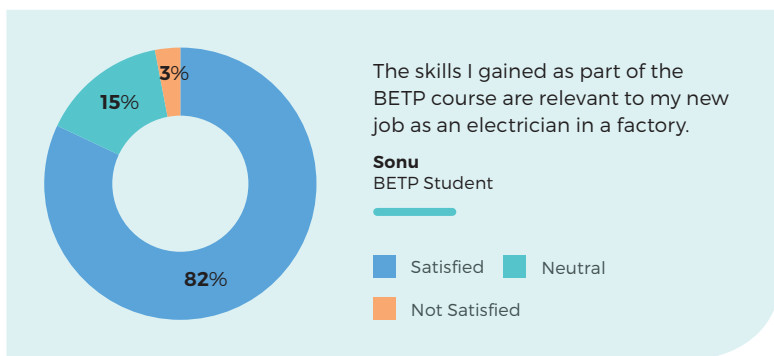
Program Depth

Making youth employment ready

Through the 3 month course duration, students were trained in electrical work through a well-structured curriculum imparted via online and offline lectures, intense practical sessions, exposure visits, guest

lectures. In addition to this the students were trained in necessary soft skills to significantly improve employability prospects. Those interested in starting their independent electrical businesses were given support and guidance.

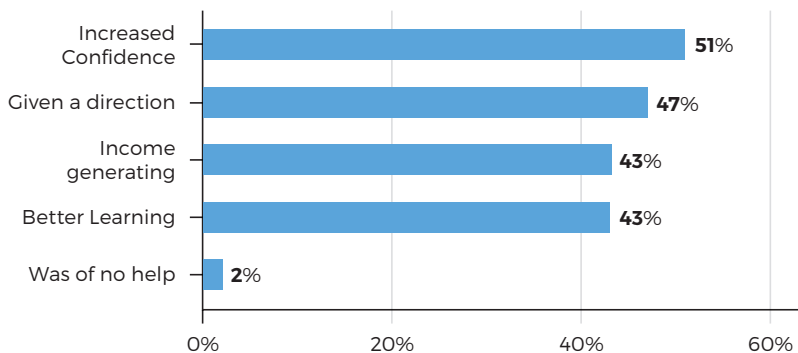
Satisfaction with teaching and facilities



82% are satisfied with teaching and facilities

Students said that the course had given them the necessary wherewithal to gain employment. The course design, teaching and practical learning facilities helped them build strong technical skills as well as strong interpersonal skills.

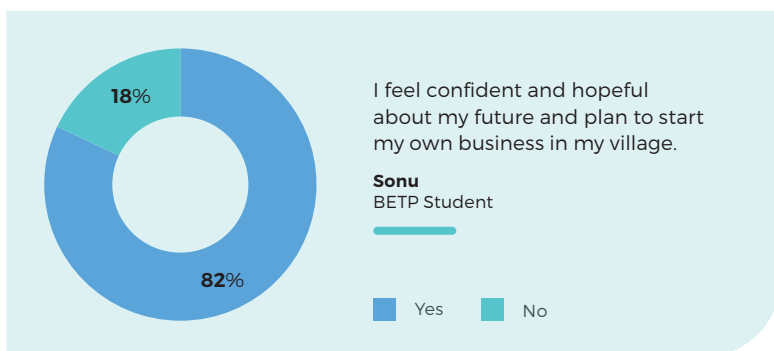
Course benefits



Increase in confidence and geared towards income generation

Students expressed that the course has been beneficial to them in not only increasing their knowledge - **43%**, and confidence - **51%**, but also in giving them clarity on what steps can be taken to start earning a steady income by applying the skills learned.

Job Market Readiness



Course is designed from industry perspective

82% students felt equipped to perform in a job or to begin their own business owing to the fact that the course is largely based on what the industry/market requires.

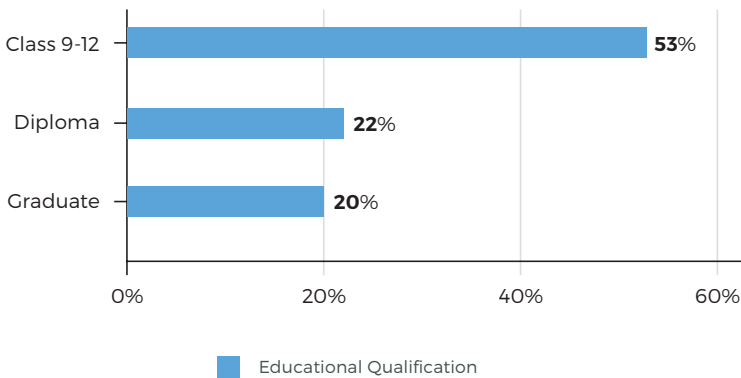


3

Program Inclusion

Including youth in economic growth

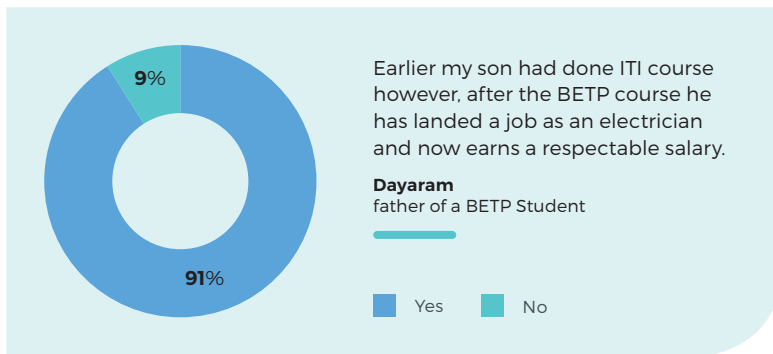
Educational Qualification



A feasible option for employment training with minimum qualifications required and at no cost to the student

The course is open to those who have not completed schooling. 53% of the students surveyed have completed schooling up to the 12th standard, followed by 22.4% who have pursued ITI or computer diploma courses. They joined the course to enhance their career prospects. Students we interviewed mentioned that they were not doing anything prior to the course and were delighted to join the course as it was a well structured with good instructors and without any fees.

First Job



11% of the course participants were women

The inclusive nature of the course has provided these participants, including female students, with an opportunity to acquire the necessary knowledge and skills to advance in their careers.

Offering a start to freshers to take up a job or begin their own small business

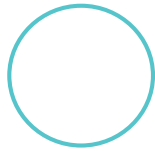
Of those who found employment post the course, a staggering **91%** of the participants unequivocally expressed that this opportunity has landed them with their first work experience. Along with the primary job, there is also an opportunity to service the households in the village thereby generating additional income.



4

Program Sustainability

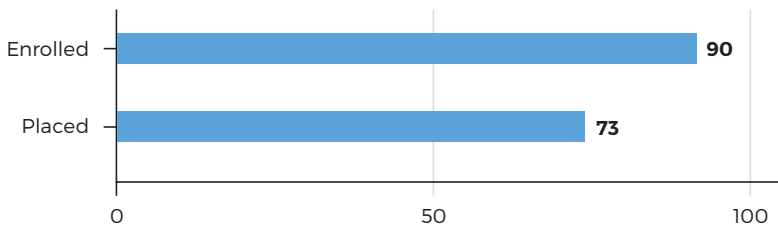
Changing lives through employment



One of the most crucial aspects of the BETP course is its dedication to enhancing the skills of young individuals and preparing them for

employment opportunities. This focus on skill development benefits the participants themselves and also contributes significantly to the overall economy by improving their employability.

BETP 2021-22



80% found employment

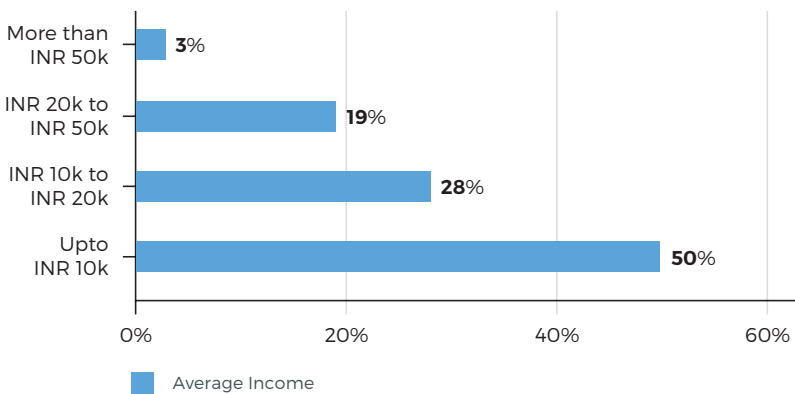
During the academic year 2021-2022, out of a total cohort of 90 students, 73 were successfully placed.

Contributing to the family

Amongst the students and parents who were interviewed there was a great sense of relief at the additional income that the family was generating.

28% of individuals receive an average monthly income ranging between INR.10000 to 20000. 50% earn upto INR 10,000 per month.

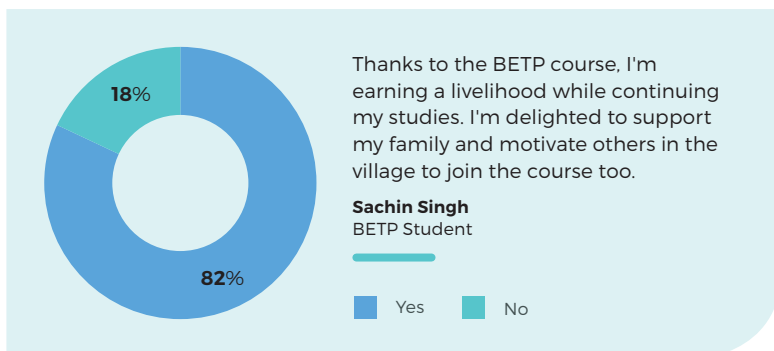
Average Income



A scalable course

82% participants said they would recommend the course to others as well. The education and training provided through this program have evidently contributed to enhancing their skills and knowledge, enabling them to confidently enter the job market.

Recommend the course to others





IMPACT STORY

Sachin Singh

BETP Student



My cousin was working as an electrician and when I started helping him in his work, I realized that I really liked it and wanted to work as an electrician too.

When I came to know about the BETP course being offered by SRF Foundation, I signed up for it happily. I used to travel around 15 km in a tempo and I attended my classes regularly. I really enjoyed the course and whatever skills I learned I am able to use at the shop where I am employed.

My ultimate goal is to have my own electrical shop. My father used to work as a mason, but he cannot work now due to his health issues.

Thanks to the BETP course I am earning INR 10000 per month while pursuing further studies...it makes me very happy that I am able to provide for my family. I encourage my friends and other children in the village to do this course as well.

“

My family is not hand to mouth anymore, we are able to save money as well as have a better lifestyle

”

Jeet Singh, Sachin's proud father shared, "Now that both my sons are earning we are able to live comfortably and also save money. Recently my sons bought a bike with their own hard-earned money. They have also bought household items like a fridge and TV for the house. Once Sachin finishes his studies, we will have our own shop and the income that comes from the shop would all come to our family and we will be even more comfortable".

IMPACT STORY

Nitu Singhania

27 years old



I come from a village in Sohna, Nuh, where, at times, girls are not allowed to even step out of their homes. Yet I pursued the Basic Electrician Training course with a fire in my heart to become self-reliant. I did this course so that I could take care of small electrical issues in the home like fixing the washing machine without having to rely on a repairman.

I used to travel 25 kilometers to attend the course. There were 5 - 6 girls and 25 boys in the same batch. It was a fantastic experience and

we felt a sense of pride and accomplishment that we were learning a trade traditionally dominated by men. I also did this course because it could open up job opportunities for me.

I am the sole earning member in my family after the untimely passing of my brother. I have decided that I will get married only if I find a suitable match who will allow me to continue supporting my family. I earn approximately INR 18000 per month teaching for an NGO and tutoring children. I wish to open my own electrical shop, but the investment needed is high. I believe more support should be given to women so that they are able to work and flourish in this industry.

Jagwati, Nitu's mother shares, "Nitu is both my daughter and my son. She takes care of the education of her brother's children and the health of the family. Everyone comes to her for help, she is no.1 in the whole village."

“

I encouraged my female friends to join the BETP course so that they could expand their horizons and gain confidence

”

Epilogue



SRF Foundation is committed to UN Sustainable Development Goal #4 – to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

It recognizes that education is the key to empowerment and social progress, which is why its focus lies in advocating for educational access, particularly for marginalized communities and underserved populations. With the interventions in the Rural Education Program in Nuh, the foundation has successfully developed an approach that,

- provides holistic education to underprivileged children - especially girls,
- by supporting existing government system and thereby
- creating an educational model that can be easily replicated across other regions in the country.



Vision 2030

The foundation's vision for 2030 focuses on the holistic development of children through innovative educational approaches and digital connectivity.

Here's a breakdown of the key elements of the vision:

Rural Education Program in Collaboration with Partners

SRF Foundation will work in collaboration with partners and continue its commitment to transform education in Nuh through its four pronged approach: physical, academic, digital, leadership interventions.

Digital Innovation Hub in Collaboration with SCERT

The foundation has set up a digital innovation hub and wishes to collaborate with the State Council of Educational Research and Training

(SCERT), Haryana, to enhance the capacity of teachers in Nuh. This collaboration will create a centralized resource for curriculum training aimed at improving teaching skills and in turn significantly impacting the quality of education.

Digital Connectivity for Learning Beyond Physical Boundaries

The foundation is working towards enabling 100% digital connectivity for schools and students enabling inclusive and continuous learning. This approach will ensure that education is not limited by physical constraints and can continue even if students are unable to attend school in person.

The foundation believes that creativity knows no boundaries and that a great idea could come from anywhere. It is on a quest to uncover innovative ideas that can bring about transformational social change.

Alignment with SDGs



AWARDS



Mahatma Award for social good & Impact in quality education	Mahatma Award	October 2022	Rural Education Program
Rotary CSR Awards 2021	Rotary Club Gurgaon	September 2021	Basic Education & Literacy
8th National CSR Times Awards	CSR Times	December 2021	Rural Education Program
National CSR Award in Challenging Circumstances	Indian Institute of Corporate Affairs, Govt. of India	October 2019	Rural Education Program - Mewat
ICC Social Impact Award	Indian Chamber of Commerce	January 2019	Rural Education Program
FICCI CSR Award	FICCI	December 2017	CSR in Education & Skill Development/Mewat
Child Rights Champion Award	CRY – Child Rights and You	February 2015	CSR in Education/Mewat
1st Pt. Madan Mohan Malaviya Award	CSR Times	June 2014	CSR in Education
CSR impact Award	NGOBOX	2014	CSR in Education & skills
Shiksha – Deeksha Yojna Appreciation	Government of Haryana	February 2014	CSR in Education/ Mewat
Aaj Tak Care Award	India Today Group	August 2013	CSR in Education/ Mewat

ACKNOWLEDGEMENTS

SRF Foundation is deeply grateful to the Education Department of the Government of Haryana for their continued support in promoting the Rural Education Program in Nuh district.

SRF Foundation extends its gratitude to the headmasters and the faculty members of the 42 intervention schools and the 3 control schools in Nuh for their support in helping put this report together, and for their commitment towards building a better future for Nuh's students through education. Their continuous contribution towards a common goal is much appreciated.

SRF Foundation is grateful for the opportunity to collaborate with partners - Care India, Coca Cola India,

Enrich Argo, GE Capital, Haryana Government, Mewat Development Agency, NDTV, IBM India Ltd., Roop Automotive Ltd., Samagra Shiksha Abhiyan, Schneider Electric, Signify, Sunrise Sports India Pvt Ltd, Times of India, Tetra Pak India Private Limited.

SRF Foundation thanks its implementation team on the ground for their tireless effort in providing uninterrupted learning to the students. Special mention goes to Rakesh A, Nisha Juneja, Kamleshwar Mishra, Om Prakash, and many others in the field team in Nuh.

The foundation also thanks Arvind Sridharan, Jyoti Chadha, Shivangini Piplani and Ravi Kumar from Aspire Impact, for their support and contribution in putting together this report.



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