



# Igniting Aspirations

Rural Education Program (Madhya Pradesh and Gujarat)

**Impact Assessment Report**  
2021-22





## 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, 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 runs its Rural Education Program in Bhind and Dhar districts in Madhya Pradesh and Bharuch district in Gujarat. Despite their geographical separation, Dhar, Bhind, and Bharuch share some interesting commonalities: 1) Scheduled tribes and castes constitute a significant part of the population, 2) These are largely agrarian economies with several socio-economic challenges, 3) Literacy rates are steadily rising, however urban-rural divide and gender disparities persist. I'm glad to share the challenges we overcame and the approach we took with a view to catalyze the transformation of education in these places.

### Building a foundation of trust

Chief among these challenges was the profound lack of trust within the communities, a deeply rooted scepticism stemming from the disappointments inflicted by numerous NGOs that had come and gone, leaving unfulfilled promises in their wake. Undeterred, the team, understanding the critical role of trust, diligently worked to bridge the gap, ensuring that promises made were promises kept. Over time, this commitment bore fruit, fostering a growing sense of community participation.

### Nurturing leadership amongst stakeholders

We collaborated with the education department for direct implementation in government schools. A hurdle in our path was the hesitation among teachers and local officials. To overcome this, leadership programs and training sessions for teachers, headmasters were organized from time to time. Additionally, leadership among the

students was nurtured via initiatives like Swachh Vidyalaya Committees.

### Transforming schools from within

Addressing the issue of absenteeism, a symptom of dilapidated infrastructure, the team embarked on a physical transformation journey. Identifying drawbacks such as leaking walls and the absence of proper seating, the team initiated a process that went beyond mere renovation. By adorning classrooms with vibrant paint, instilling a print-rich environment, introducing dual desks, and beautifying school buildings, the team not only attracted students but also motivated parents to actively engage in their children's education.

### Demonstrating results

The timely delivery and effective execution of this plan showcased its impact, demonstrating that change, when approached strategically, could indeed be realized. This transformative journey is just the beginning and testifies to the resilience of the SRF Foundation team and our unwavering commitment to effect positive change.

### Igniting Aspirations

Looking forward, the team envisions the creation of a model school that transcends the limitations of conventional educational institutions and strives for the highest standard of excellence in every aspect of its operation. This visionary school will not only focus on academic instruction but also provide a holistic and enriching experience for students. We hope to set in motion a revitalized educational landscape in Madhya Pradesh and Gujarat, promising a brighter future for the youth and the communities they represent.

## 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

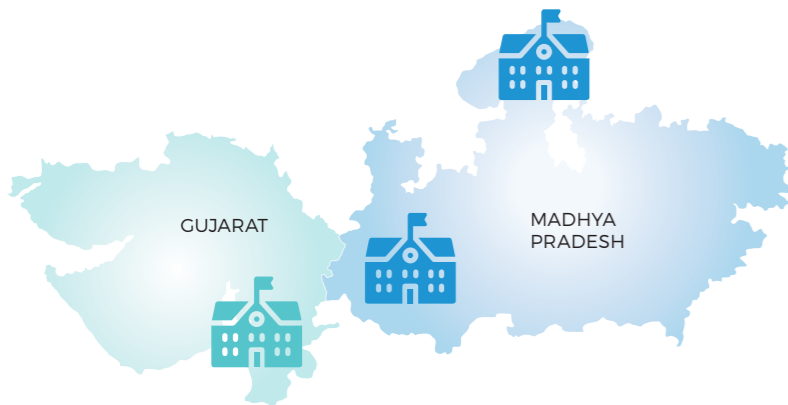
Aspire Impact has conducted an impact assessment of SRF Foundation's Rural Education Program and Vocational Training Program (Basic Electrician Training Program)

for the local communities in the districts of Bhind and Dhar in Madhya Pradesh and Bharuch in Gujarat. The assessment captures the end-to-end Project Impact along four dimensions of Aspire's proprietary 4P framework:



Aspire Impact followed a comprehensive primary and secondary approach for data collection. The stakeholders' (students, parents, principals, teachers, panchayats, education department) feedback were captured through in depth interviews and quantitative surveys. 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.

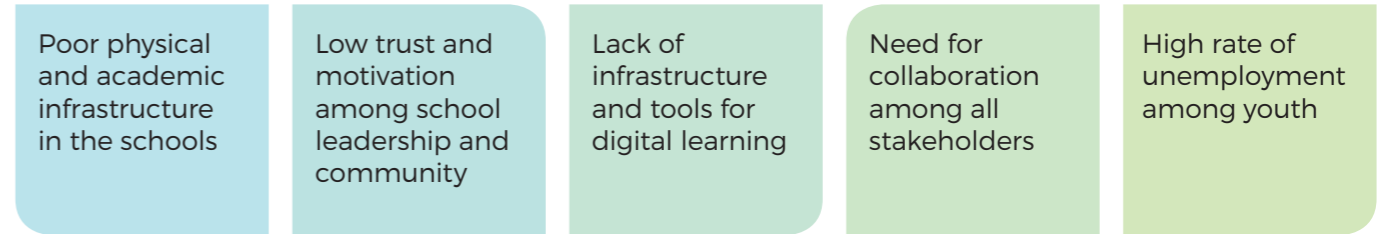
The scope of the assessment included SRF Foundation's interventions in **35 schools in Bharuch** district of Gujarat and **25 schools in Bhind and Dhar** districts of Madhya Pradesh for the year **2021-22**. We also assessed 2 schools with no SRF Foundation intervention as a Control Group.



In 2021-22, SRF Foundation's interventions were implemented in **35 schools in Bharuch district** of Gujarat.

In Madhya Pradesh, SRF Foundation worked with **25 schools in Bhind and Dhar districts** for the year 2021-22.

# Theory of Change



# Executive Summary

SRF Foundation has made transformational interventions across 60 schools in 57 villages in Bhind and Dhar district of Madhya Pradesh and Bharuch district in Gujarat. The primary intervention is the Rural Education Program which was born of the dire need to strengthen the existing government school system. 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

- The **physical infrastructure left much to be desired**. Schools were not safe, bright or well-equipped with even the basic facilities.
- **Low quality of education**: A culture lacking discipline, haphazard education practices, and a lack of seriousness about schooling was affecting the quality of education.
- **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, separate toilets for boys and girls, parks and playgrounds, classroom furniture to improve enrolment and attendance.


- **Academic support including digital interventions** to ensure that children have the necessary facilities required for learning such as print rich classrooms, well-appointed libraries, science labs, computer labs, digital classrooms.
- **Leadership development** to bring about sustainable changes in the way the school, the community and the panchayat approached education.
- **Offering the 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


- **100% Enrolment across** the 23 intervention villages in Madhya Pradesh and 34 intervention villages across Gujarat. **50%** of all students enrolled are girls.
- **Shift in student attitudes and perceptions**: **100%** enjoy learning new things. **100%** children feel safe in and outside school.
- **Students are supported in their learning journey** by parents, school management, community leaders. **98%** of the students in Gujarat and **86%** of the students in Madhya Pradesh their teachers encourage them to get good grades.
- **Students aspire for a better tomorrow** and understand that education is the way to get there. **100%** want to pursue further education.
- **Youth have been empowered** to earn a living and support their families - **73%** placement under the Basic Electrician Training Program in 2021-22.

# Impact Highlights


## 1 REACH




**2**  
districts in  
Madhya Pradesh  
(Dhar, Bhind)




**1**  
district in  
Gujarat  
(Bharuch)




**23**  
villages in  
MP




**34**  
villages in  
Gujarat



**25**  
schools  
in MP




**35**  
schools in  
Gujarat




**14000+**  
students in total

## 3 INCLUSION




**50%**  
female students  
benefitted




**100%**  
rural/ tribal  
population facing  
socio-economic  
challenges

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## 2 DEPTH



**97%**  
students have access to  
clean drinking water and  
clean toilets




**95%**  
students participate in  
co-curricular activities, sports,  
academic competitions




**92%**  
students feel  
supported by teachers


## 4 SUSTAINABILITY



**INR 76 lakhs**  
mobilized from  
local community  
for repairs and  
upgradation of  
schools



**100%**  
students aspire for  
higher education  
and understand the  
link between a good  
education and a  
bright future



**73%**  
youth obtained  
jobs under BETP



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

SRF Foundation's model ensures that schools have the physical and academic infrastructure in place to enable holistic learning. These interventions redefine academic excellence - none of which are found in the other government schools in the regions.

FACILITIES BEFORE INTERVENTION



FACILITIES AFTER SRF INTERVENTION





# 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.

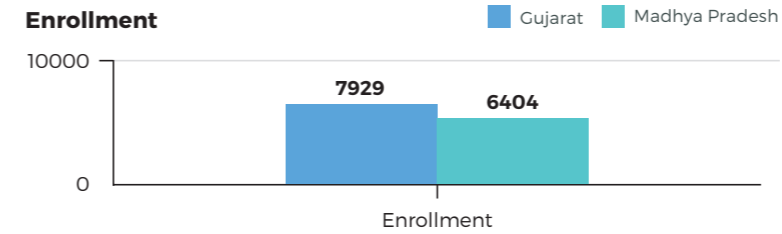


## 1 Program Reach

Making education accessible

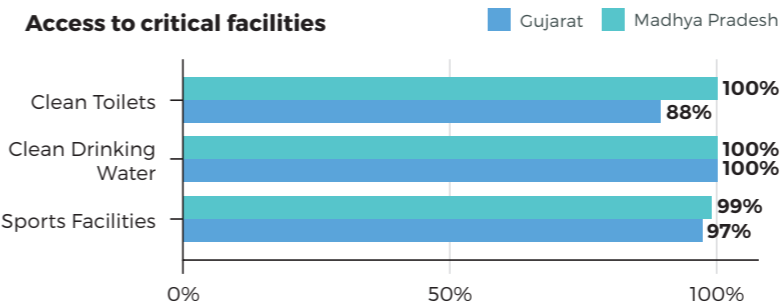
SRF foundation's interventions have led to a positive learning and teaching environment. Facilities that are available in most private schools have been made available in the SRF intervention government schools across Dhar and Bhind districts in MP and Bharuch district in Gujarat.

Primary research with students, parents, principals, teachers, panchayat leaders, revealed some of the important changes felt on the ground. **240 students** were interviewed via a quantitative survey to get first hand feedback on the impact of the interventions carried out by SRF Foundation in both states - Gujarat and Madhya Pradesh.



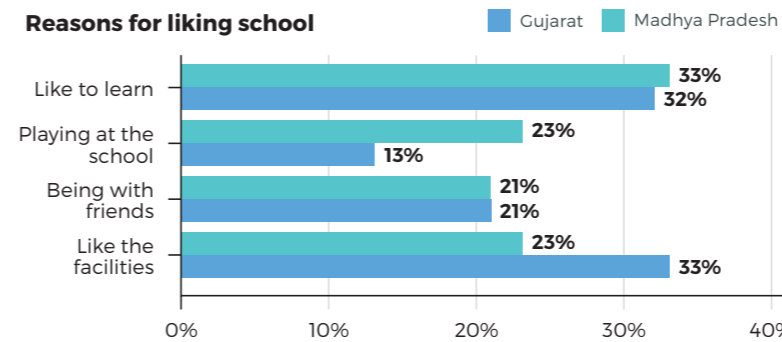
### 14000+ students accessed high quality affordable education

14333 students - 7929 in Gujarat and 6404 in MP - reaped the benefits of the various interventions being done by SRF Foundation across the 3 districts in 2 the states in the assessment year 2021-22.



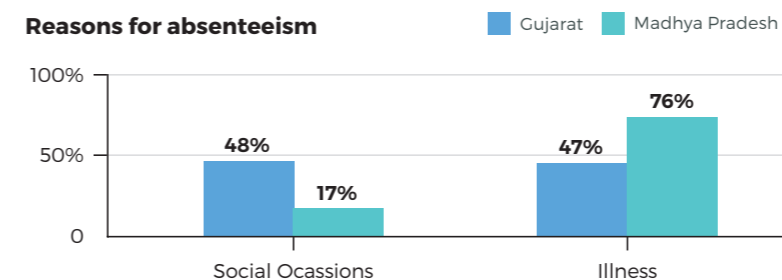
### Regular attendance owing to facilities provided

**100%** students have access to clean drinking water in Gujarat and MP. **88%** student have access to clean toilets in MP, compared to **100%** in Gujarat. Overall, **98%** have access to adequate sports facilities. The school walls are covered with BaLa (Building as a learning aid) paintings that lead to a positive learning environment. These factors are leading to regular attendance in schools.



### Motivation to learn in a positive environment

**33%** of the students cited 'like to learn' as a reason for liking school in both Gujarat and MP. **33%** children in Madhya Pradesh said they like the facilities available at school. **23%** children in Gujarat said they like playing at the school and the facilities.



### Reasons for absenteeism - illness or social

In Gujarat, having to attend social occasions (**48%**) or being ill (**47%**) were the 2 primary reasons for absence from school. In MP, illness (**76%**) is the major reason for students not being able to attend school.



IMPACT STORY

### Exemplary leader, responsible peer, aspiring teacher



**Sumit Maheshbhai Vasava**  
Student, GPS Paguthan, Gujarat

“ I too dream of becoming a teacher. . . ”

Sumit Vasava, a bright-eyed eighth grader at GPS Paguthan, navigated the bustling school corridors with a quiet confidence. Joining GPS Paguthan in the fourth grade had been a turning point, a stark contrast to his earlier school. Here, science labs hummed with activity, libraries whispered with stories, and smart classrooms buzzed with technology. Math and science ignited his curiosity, but Sumit's true passion bloomed in the melodious verses of Gujarati. The sincerity and dedication of his teachers resonated deeply within him, lighting a spark that would guide him as head boy.

"It's with the same dedication that I lead," Sumit explained, "because I see in them the spirit that inspires me." His leadership extended beyond the classroom, ensuring that cleanliness and discipline became a collective responsibility.

But Sumit's impact wasn't confined to rules and routines. He understood the transformative power of education, when he encountered a classmate missing school for farm work. With his teacher by his side, he embarked on a mission of persuasion. The vivid picture they painted - of the opportunities within the school walls, the knowledge and skills that could break the cycle of poverty and build a brighter future - brought the boy back to school.

His own story, etched with the loss of his parents and the unwavering support of his uncle's family, added weight to his words. "Teachers play a pivotal role in my journey," Sumit admitted, his eyes gleaming with determination, "and I too dream of impacting lives, of becoming a teacher, just like them."

IMPACT STORY

### A kaleidoscope of opportunity awaits the young minds of tomorrow



**Manojbhai**  
Parent, Netrang, Bharuch

Manoj, a young farmer, stood proudly in the schoolyard, watching his son, animatedly discussing the solar system with his classmates. A smile crinkled his eyes as he recalled his childhood. Education, for him, had been a distant dream. "But for my son," he says, his chest swelling with pride, "the sky's the limit."

His son, a bright 11-year-old with an insatiable curiosity, thrives in the nurturing environment of the government school. Gone are the days of disintegrating classrooms and dusty textbooks.

Now, the school buzzed with activity, its corridors echoing with the excited chatter of children. Smart TVs displayed vibrant lessons, while well-equipped laboratories hummed with the energy of scientific discovery. "Why waste money on private schools? With SRF Foundation's support, our government school has the best facilities!" Manoj scoffs to his relatives, his voice laced with conviction.

“ A With SRF Foundation's support, our government school has the best facilities ”

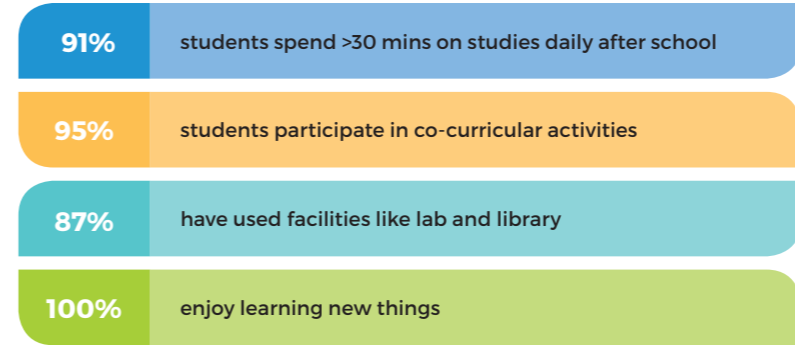
One afternoon, a WhatsApp notification on his phone brought a smile to his face. It was a video from the school teacher, showcasing the children conducting experiments in the science lab. There, amidst bubbling beakers and flickering flames, was his son, his face alight with concentration as he mixed chemicals and observed their reactions. Manoj watched the video, his heart swelling with a pride he had never known before. This wasn't just his son; this was a testament to the transformative power of education, a beacon of hope for a brighter future.

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## Program Depth

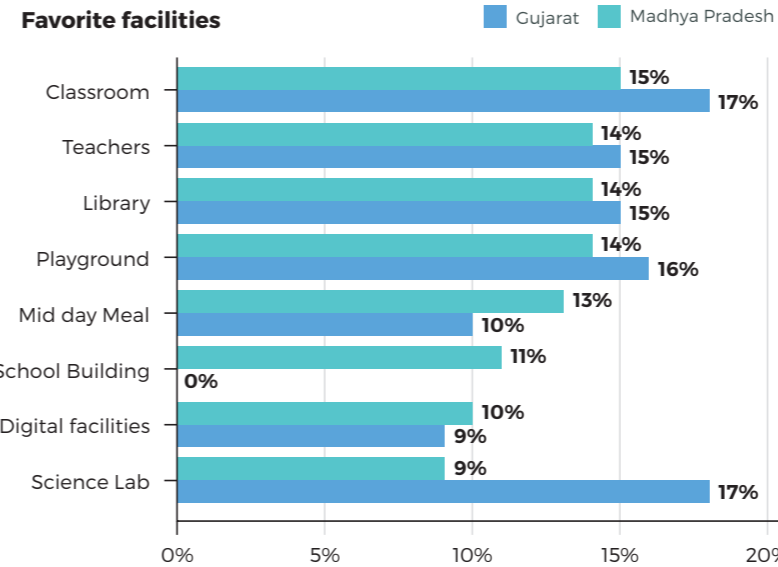
Curating opportunities for enriched learning

The depth of the Rural Education Program is reflected by the extent of the engagement of the students, teachers and parents in the process of learning.



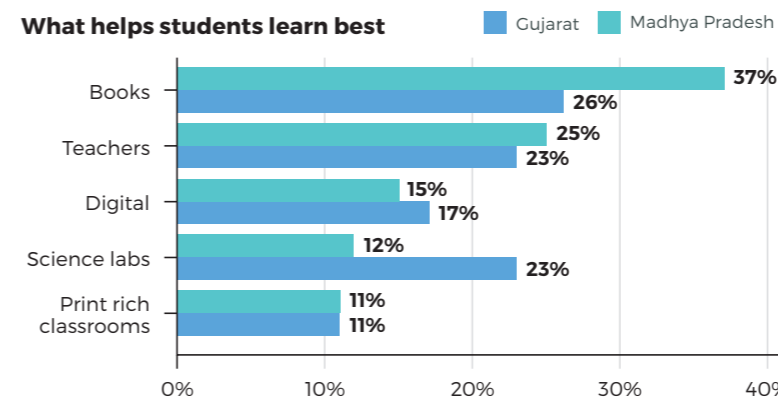
### Interventions have led to increased engagement

Depth interviews with students, teachers and parents revealed that children are eager to learn in interactive and experiential ways. The implementation of digital smart classes, science labs where students can engage with the concepts being taught in a more practical manner has resulted in a significant increase in student engagement. The effect of this is also being seen in behaviour changes like increased participation in quizzes, competitions, cultural and co-curricular activities.



### Students appreciate the interventions

Books and teachers top the list of preferred ways to learn. Students cited both academic and physical facilities in their list of favorites. Their 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.



77% students have made use of the practical learning in the science lab in the intervention schools compared to 33% children in the control school.



IMPACT STORY

## Students are no longer bystanders; they are architects of knowledge



**Mahendr Kumar Awasthi**  
Teacher, High school  
Sadalpur, Dhar

Since joining the school in September 2021, Mr. Mahendr Kumar Awasthi has witnessed a remarkable transformation in the learning environment, largely attributed to the collaborative efforts of the school and the SRF Foundation.

"Having been closely associated with the district through the Bhind monitoring and planning committee even before joining the school," Mahendra elaborates, "I could readily observe the positive impact of the Foundation's initiatives." One of the most significant changes noted is the integration of smart classes.

"The engaging visuals and interactive lessons have demonstrably enhanced student understanding and participation," Mahendr observes. "Students have become adept at navigating the digital learning platform, even continuing their studies independently in the absence of a teacher." For the younger grades,

"I could readily observe the positive impact of the Foundation's initiatives."

the introduction of dual desks, designated reading corners, and readily available stationery has fostered a more conducive learning environment. "These seemingly small changes have significantly boosted engagement," he remarks.

SRF Foundation's encouragement of school-wide competitions has unearthed hidden talents and ignited a spirit of healthy competition. "These competitions have become more than just events. They're platforms for students to showcase their unique skills, build confidence, and motivate each other to excel."

IMPACT STORY

## A model of excellence, inspiring positive change across the district



**Narendra Singh Tomar**  
Block Education Officer,  
Gohad, Bhind

Narendra Singh Tomar, the Block Education Officer for Bhind, has seen firsthand the changes sweeping through the district's schools. "SRF Foundation's arrival has been a game-changer," he declared, enthusiasm echoing in his voice. "Their commitment to creating appealing and secure learning spaces has sparked a tangible shift, not just in academic metrics but also in the community's very perception of education." Before the SRF Foundation's intervention, dropout rates in Bhind schools were a major concern.

Mr. Singh shared, "Students were disengaged, the infrastructure was inadequate, and the

learning environment simply wasn't conducive to success. However, the foundation's dedication to creating inspiring educational spaces has yielded remarkable results. There has been a dramatic decline in dropout rates, a clear testament to the effectiveness of the Foundation's approach.

SRF Foundation's commitment extends beyond brick and mortar. "Their focus on teacher training and ongoing motivation has revitalized the teaching staff," Mr Singh observed. Importance has been given to community engagement. Frequent field trips have strengthened the bond between the school and the community.

Mr. Singh wholeheartedly endorses the expansion of SRF Foundation's initiatives. "By replicating their model in other schools, we can ensure that every child in our district has the opportunity to flourish and reach their full potential."

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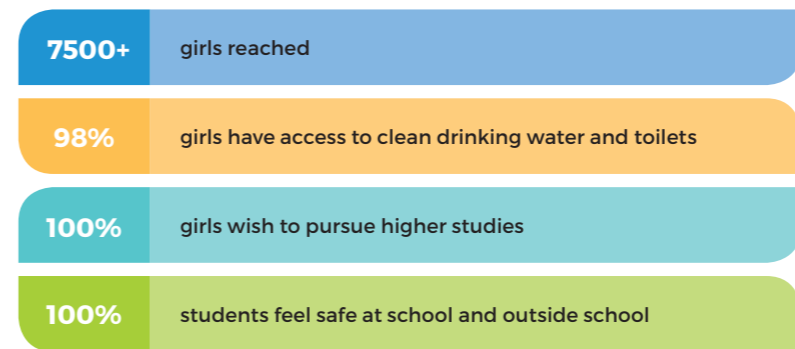
## 3 Program Inclusion

Serving the underserved



All three districts are experiencing improvements in literacy rates, though rural-urban and gender disparities persist. Empowering marginalized communities like Scheduled Castes and

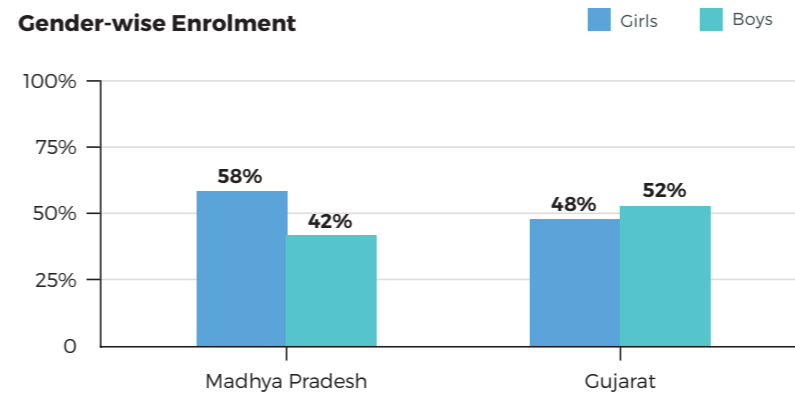
Scheduled Tribes to address social and economic inequalities is crucial in all three districts. SRF Foundation's programs and infrastructure development are aimed at enhancing access and quality, particularly for girls.



### Working for the betterment of rural, tribal populations

The SRF Foundation strongly values inclusion, which is reflected in its pre-evaluation process for selecting schools/districts to work in.

Dhar and Bhind districts in MP are predominantly tribal and have a major section of the population belonging to Scheduled Castes/ Scheduled Tribes. Almost one third of population in Bharuch, Gujarat belong to Scheduled Tribes.



### Ensuring girls are not left behind

As per 2011 census the female literacy rate in Dhar was 50%. By prioritizing schools that embrace diversity, SRF Foundation aims to create an inclusive and equitable educational environment for all.

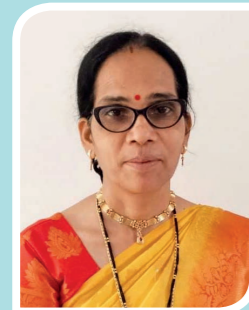
100% of female respondents express a strong desire to pursue higher studies. The top choices of profession among girls being - **doctor**, followed by **teacher**. Interestingly, 29% of the girls aspire to join the police force.

### Creating safe spaces for education for students from lower socio-economic backgrounds

Students belong primarily to families that earn their livelihoods as farmers, laborers. 100% percent of the students perceive the school as safe and as fulfilling their basic needs for sanitation as well as quality education.

IMPACT STORY

## From Shadows to Sunshine: A School Transformed, Girls Empowered



**Anita Chincholikar**  
Principal, High School Sadalpur, Dhar

Twelve years ago, Sadalpur wasn't much to write home about. The school lacked walls, a safe haven, and serious dedication to education, especially for girls. The staff, nearly all male, mirrored the community's hesitancy towards female students. But a young, bright teacher, driven by her own academic success, dreamed of change.

"There was no boundary," she recalled, "Miscreants loitered, girls feared travelling

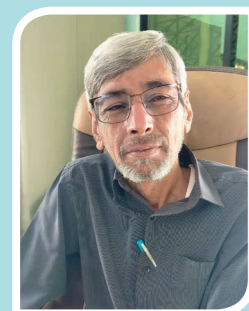
Today, Sadalpur is a picture of transformation. Girls lead clubs, classrooms buzz with activity, and ambition fills the air.

alone." Her first task was security. Walls sprang up, vigilance increased, and girls walked in confident groups.

Then came SRF Foundation. "A blessing," the teacher smiled, "They implemented what I always hoped for." Leadership training empowered both staff and students, while infrastructure improvements brightened the schoolhouse. "Their evaluation system?" she beamed, "Straightforward, equitable! They see our struggles, celebrate our victories." Today, Sadalpur is a picture of transformation. Girls lead clubs, classrooms buzz with activity, and ambition fills the air. The teacher's eyes well up, "With SRF's help, we're shaping the future of our village, one child at a time." In her twelve years, she had witnessed a revolution, and its heart was her unwavering belief in a brighter tomorrow.

IMPACT STORY

## A Village Leader Champions Education, Especially for Girls



**Idrishbhai Patel**  
Sarpanch, Paguthan, Bharuch

For three terms, the village Sarpanch, Idrishbhai, a man seasoned by experience rather than extensive schooling, has steered his community with a deep understanding of their needs.

"These are unpredictable times, but education can be the anchor that secures our children's future", he believes. Recognizing the transformative power of learning, the panchayat prioritizes education, channelling resources into schools and scholarships.

Inspired by the SRF Foundation's initiatives, the village council even organized competitions, rewarding academic excellence with high-value prizes like mobile phones – gateways to a digital world.

"Learning is the key to earning," the Sarpanch emphasizes during his frequent lectures in the community center. He speaks of their potential,

Our girls possess the talent to take our village to soaring heights!

urging youngsters to embrace education as the architect of their destinies. His keen eye observed a spark in the girls' eyes, their attentiveness and sharp minds hinting at immense potential. "Our girls," he declared, "possess the talent to take our village to soaring heights!"

Idrishbhai nurtures a dream – to see his village stand shoulder-to-shoulder with any city, its children equipped with knowledge and ambition. His unwavering belief in education, echoing in the hearts of his community, promises a brighter tomorrow, one cultivated seed at a time

## 4 Program Sustainability

### Nurturing a future-ready ecosystem

The SRF Foundation team works in close collaboration with the various stakeholders via organisations like the School Management Committees (SMC), to ensure active participation of the government, the schools as well as the community in

upholding the standards of education that the students need and deserve. This way of working together doesn't just make the learning environment more supportive and enriching; it also sets the foundation for long-lasting positive and sustainable change.

**Increased ownership among teachers, headmasters.** 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.

**Support from parents and teachers** 92% children across MP and Gujarat feel supported by their teachers, whereas in the control school in MP, only 63% students felt encouraged by teachers. >96% students in Gujarat and >83% students in MP felt that their parents support their education by encouraging them to go to school, checking in on their studies and attending PTM meetings.

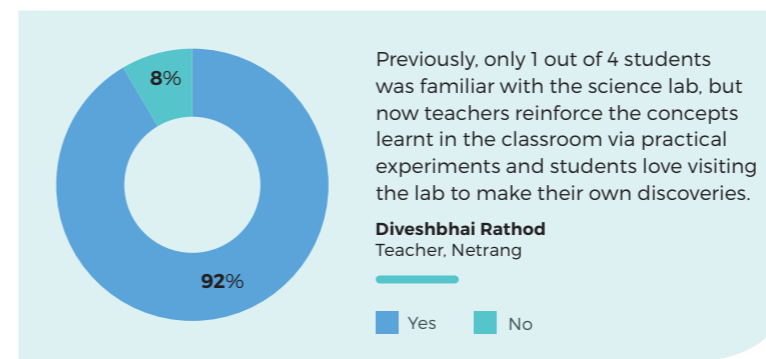
### Working towards a bright future

Most popular occupations the children want to pursue are in the field of service such as doctors, teacher, engineers, police officers.

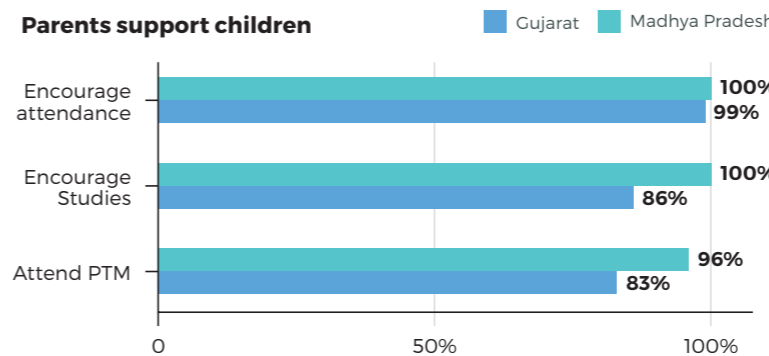
93% of students in both states agreed with statements like – I am proud of my achievements at school, I study hard at school it will help me get into a good college/ better job.

However, only 69% students of control group in Madhya Pradesh felt the same.

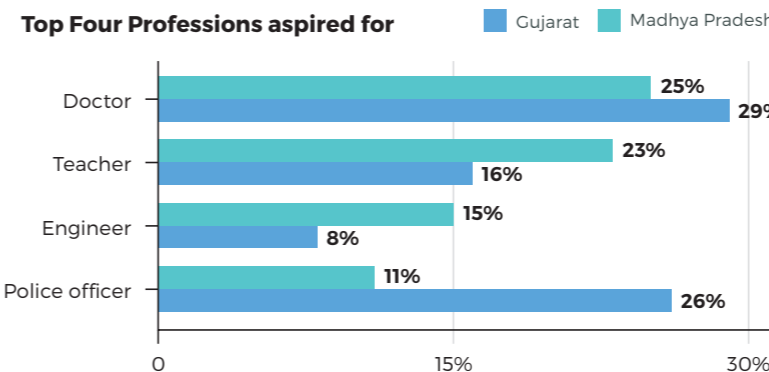
### Encouragement from teachers



### Parents support children



### Top Four Professions aspired for



IMPACT STORY

### Smart Classrooms, Soaring Results



**Diveshbhai Rathod**  
Teacher, GPS Mouza School, Gujarat

“Introducing digital classrooms at our school has been revolutionary.”

”Diveshbhai, a veteran educator, passionately extols the transformative power of the SRF initiative at his school. Two and a half years in, he's witnessed a seismic shift: upgraded labs, vibrant digital classrooms, and soaring scholarship exam scores. He speaks with the weight of experience, having seen countless fads come and go, but this is different.

“As a teacher with 15 years under my belt, I've seen countless initiatives come and go. But introducing digital classrooms at our school

has been revolutionary. Not only has it sparked a vibrant energy in the classroom, but it's yielded tangible results, especially when it comes to the National Means-cum-Merit Scholarship exam.”

The results were undeniable. "Smart TVs improved subject comprehension," Diveshbhai observed, pointing to a significant increase in students passing the scholarship exam. The change was visible not just in numbers, but in the faces of his students. "Seeing the elation on their faces when they secure that scholarship - that's what makes it all worth it," he concluded.

Diveshbhai's story is a testament to the transformative power of SRF's initiative. It's a story of a school revitalized, students empowered, and a community's hope rekindled.

IMPACT STORY

### Beyond Bricks and Books: Smiling Students, Proud Parents



**Akash Jatav**  
Parent, Bhind, Madhya Pradesh

A father's pride shone from Akash's eyes as he spoke of his two children, a daughter and a son. His role as a social auditor for the town's panchayat committee brought him in close contact with the community, and his involvement in numerous parent-teacher meetings, both school-organized and facilitated by the SRF Foundation team, had opened a window into the remarkable transformations unfolding within the town's educational institutions. He took particular satisfaction in the environmental enhancements that accompanied the educational revitalization, citing the beautification efforts and the introduction of green spaces as beacons of progress.

“I asked my children if they wanted to shift to a private school but, they insisted on staying in this Government school. They said if we are getting all the facilities here, why would we want to shift to a private school? All the

”I asked my children if they wanted to shift to a private school but, they insisted on staying in this Government school.”

”kids in this neighborhood go to school daily with happy faces. The children who were not enrolled in this school saw the playground and the building and convinced their parents to enroll them in this school. That is the power of beautification.

As long as my children are content and happy, I am happy. Moving forward, I wish for my children to pursue their education wherever they choose, with sincerity and fulfillment in their academic pursuits.”



## 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

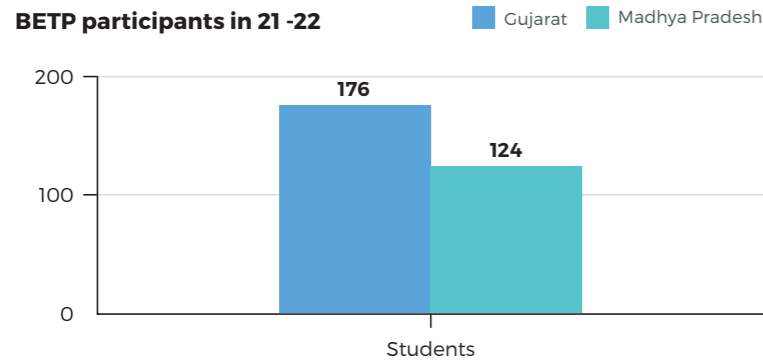
Bringing opportunities for self-reliance to rural youth

According to the Unified District Information System for Education report for the academic year 2016-2017, the dropout rate for standard 10th in Gujarat was alarmingly high at 40%, while in Madhya Pradesh, it stood at 29%. The dropout phenomenon significantly derails the career paths of students. Recognizing this issue, SRF

Foundation took the initiative to address it by launching a Basic Electrician Training Program (BETP) in collaboration with Schneider Electric.

This course comprehensively covers all aspects of becoming an electrician and provides training sessions accordingly. We surveyed 40 students who had successfully completed the course, to understand the impact on their lives and livelihoods.

BETP participants in 21-22



## 300 students trained vocationally in 2021-22

In the year 2021-2022, there were 300 students who joined the basic electrician course. 176 youth from Gujarat and 124 youth from Madhya Pradesh availed this free of cost training that opened up income generating opportunities for them.

## Reaching the unemployed

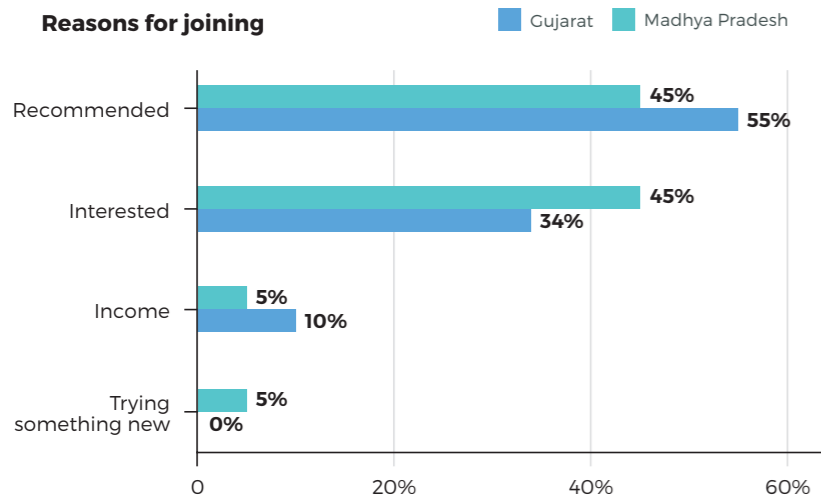
The course is specifically targeted at providing employment opportunities to unemployed youth.

>85% of youth surveyed had never worked before doing this course.

## What made them choose this course?

Recommendations from others and their own interest in training as an electrician were the prime reasons that made the youth sign up for the course. In Madhya Pradesh, 55% of the participants and in Gujarat, 45% of the participants said they decided to take the course because someone they know recommended it. 5% to 10% chose income generation as a reason to pursue the course.

Reasons for joining



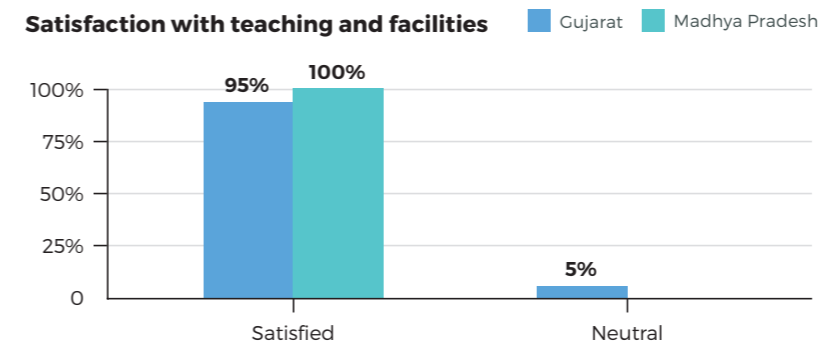
# 2 Program Depth

Making youth employment ready

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

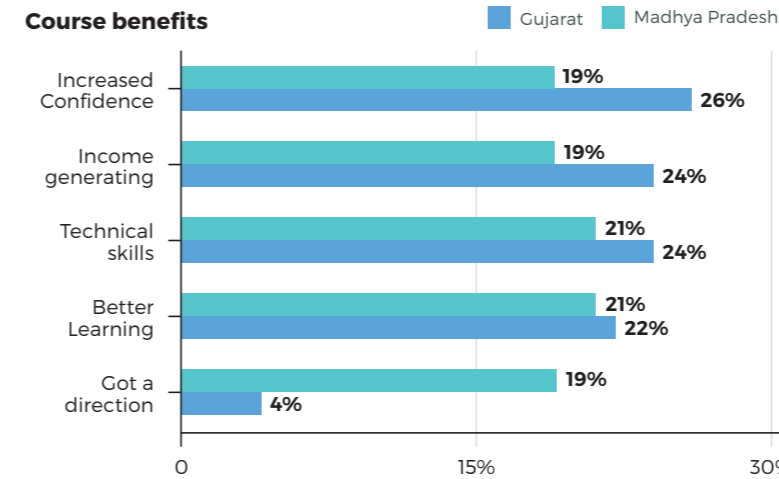
Satisfaction with teaching and facilities



## 100% participants in MP and 95% in Gujarat are either satisfied or very satisfied

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

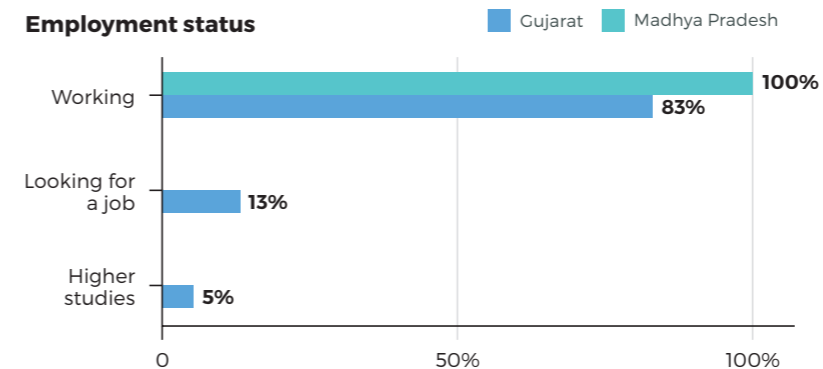


## Facilitating technical and soft skill development

Increased confidence (26%), Income generation and technical skills (24%) and improved learning (22%) were the main benefits of the course as shared by participants in MP.

Students in Gujarat expressed that the course has been beneficial to them in not only increasing their knowledge (21%) and in gaining technical skills (21%) but also in increasing their confidence, giving them clarity on steps to be taken to start earning a steady income.

Employment status

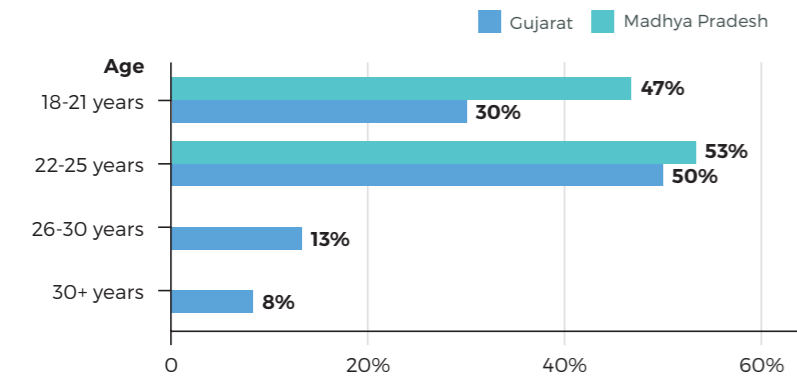


## Strong employment prospects

Of the students surveyed, >100% in Gujarat and 83% in MP were currently employed; 68% were working in the private sector. 53% found jobs through personal references and 37% were placed by the course trainers.

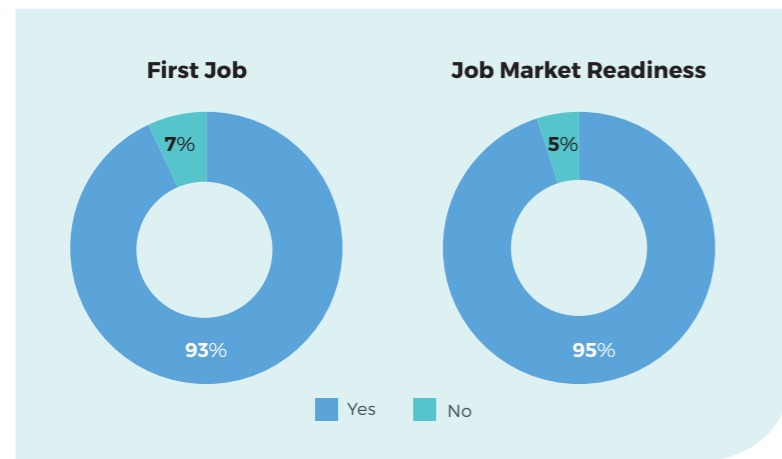
### 3 Program Inclusion

Including youth in economic growth



#### Age, gender and educational qualification no bar

The basic electrician course stands out as a viable option for employment training due to its minimal qualification requirements and the absence of any financial burden on the students. This training program offers a practical and cost-effective solution for individuals seeking to enhance their employability without the need for extensive qualifications.



#### 42% of participants were women in Dhar, MP

While electrician courses traditionally draw more interest from men. In the academic year 2021-22, out of a total 21 students, there were nine women who trained in the electrician course from Dhar district, Madhya Pradesh.

#### Offering freshers a respectable entry into employment

Of those who found employment post the course, 93% of the participants 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.

95% students said that the course prepared them to be ready for gainful employment.



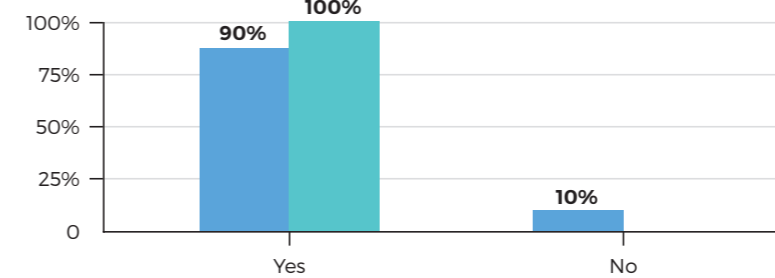
### 4 Program Sustainability

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.

#### Working in the electrician field

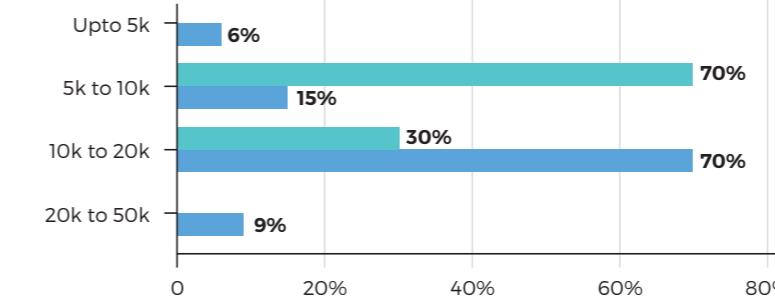


#### 73% found employment in 2021-22

During the academic year 2021-2022, out of a total cohort of 300 students, 218 were successfully placed.

Among those employed, 100% in Gujarat and 90% in MP were employed as electricians.

#### Current Income

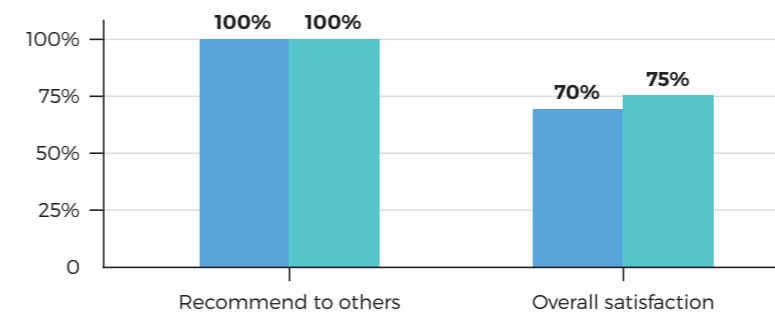


#### Fostering economic independence

In Gujarat, 70% of the participants earn between INR 5,000 and 10,000, whereas in Madhya Pradesh, 70% earn between INR 10,000 and 20,000.

On an average across both states, 50% people surveyed individuals earn an average monthly income between INR 10,000 and INR 20,000.

#### Satisfaction and recommendation



#### A scalable course - Highly recommended

All participants unanimously expressed their willingness to recommend the course to others. The education and training offered by this program have clearly played a pivotal role in improving their skills and knowledge, empowering them to enter the job market with confidence.



## A pathway to a brighter future



**Prasad Satish**  
BETP Student, Gujarat

Life dealt Prasad a harsh hand – orphaned at a young age, his education ended after 10th grade. Securing a decent job or college admission seemed like a distant dream. However, Prasad refused to let circumstances dictate his future. He found a beacon of hope in the BETP course offered by the SRF Foundation.

"It wasn't just technical training," Prasad shared a hint of gratitude in his voice. "They equipped us with life skills, taught us how to navigate interviews, and instilled confidence in us."

“  
The income is consistent.  
”

The comprehensive course covered the electrician field in its entirety, preparing Prasad for the real world. But the SRF Foundation's support didn't end there.

"They even facilitated contract jobs for us,"

Prasad said, his eyes glinting with appreciation. "That practical experience was invaluable. It helped me hone my skills and build a strong portfolio."

Prasad wasn't the only one who thrived under BETP's guidance. "All my friends from the course are working somewhere now," Prasad proudly declared. "A couple of them even started their businesses."

While Prasad dabbled in a side fruit shop business, he found true stability in his electrician position at a pharmaceutical company.

"The income is consistent," he explained a sense of relief in his tone. "It's not dependent on weather or fluctuating demand like my shop. This job provides me with security and the ability to plan for the future."



## Hope Beyond Jobs: Building Brighter Futures One Life at a Time



**Himanshu Upadhyay**  
Community Mobilizer,  
Madhya Pradesh

For years, Himanshu has dedicated his life to non-profit organizations, his primary motivation being the voices of disenfranchised youth in underprivileged communities. Witnessing their struggles to find career anchors, he became a lighthouse, offering encouragement and guidance.

"Their stories fuelled my own purpose," he reflected. "And when I came across the BETP course, it felt like a beacon of hope." Recognizing its potential to empower the community, he became its ardent champion.

"It's not just about training," he clarified, voice brimming with conviction. "It's about

“  
They come from families burdened by poverty, but this course gives them stable jobs, a chance to breathe.  
”

a pathway to financial independence, a respectable way to build a future." He tirelessly provides information to the youth about the course duration, the valuable skills imparted, and the doors it could open to lucrative livelihood opportunities.

Working on the ground, witnessing the transformations first-hand, solidified his belief. "They come from families burdened by poverty," he acknowledged, "but this course gives them stable jobs, a chance to breathe". And the proof lay not just in statistics, but in the silent language of gratitude. "The students," he recounted with a smile, "they return after completing the course, faces radiating pride, hands laden with sweets and gifts – their way of saying 'thank you for believing in us!'. In those moments, Himanshu tastes the true essence of his life's work, the knowledge that he has helped weave a brighter tapestry for these young lives.

### ACKNOWLEDGEMENTS

SRF Foundation is deeply grateful to the Education Departments of the Government of Madhya Pradesh and Gujarat for their continued support in promoting the Rural Education Program in Bhind, Dhar and Bharuch district.

The foundation extends its gratitude to the headmasters and the faculty members of the 60 intervention schools and the 2 control schools for their support in helping put this report together and for their commitment towards building a better future for children through education. Their continuous contribution towards a common goal is much appreciated.

SRF Foundation thanks its implementation team on the ground for their tireless effort in providing uninterrupted learning to the students. Special mention goes to Nisha Juneja, Akram Siddiqui, Jignesh Christi, Sunil Gamit, Chain Singh, Avinash Verma, Ujjwal Rakesh and many others in the field team in Madhya Pradesh and Gujarat.

SRF Foundation also thanks Arvind Sridharan, Jyoti Chadha, Shivangini Piplani from Aspire Impact, for their support and contribution in putting together this report.



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