

# IMPACT OF SCHOOL GUIDELINES ON POLICY COMMUNITY OF INDIA

BY : BRCG

FOR : GOVERNMENT POLICY



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# VISION - GROWTH OF POLICY .

- ◎ Signifying the value of public opinions.
- ◎ Raising awareness about the policies.
- ◎ Helping policy makers and implementers
- ◎ Proving the vision for future policy making.

# OBJECTIVE : EVALUATION OF POLICY

- ◎ Identify the polices during .....
- ◎ Measuring Impact.
- ◎ Measuring the positive aspects.
- ◎ Measuring the negative aspects.
- ◎ Concluding the impacts
- ◎ Prospective advising.

# SCOPE OF STUDY

- ◉ Will help to find actual condition of exiting policies.
- ◉ Look into the people's thought process with the changing times.
- ◉ Will help to understand the changing need of across the urban and rural public.
- ◉ Will help to review, modified, and remove the polices.
- ◉ Will help to understand the pros and cons of the implementation system.
- ◉ Will help to strengthen the implementation and monitoring of polices.

# PROSPECTIVE USERS

- ◉ The Central Government and its ministries.
- ◉ The state government and its ministers.
- ◉ Planners, policymaker and consultants.
- ◉ Implementing and monitoring agencies.
- ◉ Industrialists and Businessmen's.
- ◉ Academic & training institutions.
- ◉ Other government and non government agencies working in relations to the policy making, implementation and monitoring.



# METHODOLOGY

- ◎ Coverage : All state Capitals and Villages at 40-50 KM Distance from state capital.
- ◎ Sampling for household : Random based on Census 2011.
- ◎ Sampling for opinion leaders & other : Purposive Proportionate Selection.
- ◎ Target Audience people in the age band of 15 to 65 years.

# DATA COLLECTION PHASE ONE:

- ◎ Listing Questionnaire
- ◎ Method 1 : Pen & Paper based questionnaire.
- ◎ Method 2 : Mobile application Questionnaire (optional)
- ◎ Selection of respondents and policy for phase two.



# DATA COLLECTION PHASE TWO:

- ◎ Method 1 : Pen & Paper Questionnaire covering the 1/10 Sample of phase one.
  - ◎ OR
- ◎ Method 2 : Mobile application Questionnaire covering the 1/10 Sample of phase one.
- ◎ Method 3 : Focus groups with Opinion leaders at least 1/10 of method one or two phase one sample.
  - ◎ OR
- ◎ Method 4 : Depth interviews with Opinion leaders at least 1/10 of method one or two phase one sample.

# TEAM STRUCTURE

- ◉ National Team :
  - ◉ National project head.
  - ◉ Project Manager for each zone.
  
- ◉ State Coordination Team :
  - ◉ Project executive.
  - ◉ Team leaders / Interviewers.
  - ◉ Other Staff - data punch, quality, research teams etc.

# NATIONAL PROJECT HEAD

- ◉ To provide project material and training to zonal project manager.
- ◉ To provide consistent updates to the client.
- ◉ To do performance checks once in a week.
- ◉ To escort field visits by client.
- ◉ To address clients concerns.

# ZONAL PROJECT MANAGER

- ◉ To provide project material and training to state project executive.
- ◉ To do performance checks once in three days.
- ◉ To escort field visits by representatives of client.
- ◉ To provide consistent updates to the national zonal project head.
- ◉ To address state level concerns regarding project executives.

# STATE PROJECT EXECUTIVE

- ◉ To provide project material and training to teams.
- ◉ To do performance checks once in two days.
- ◉ To escort field visits by representatives of client.
- ◉ To provide consistent updates and completed tasks to the zonal project manager.
- ◉ To address all concerns regarding with his team leaders and teams.

# TEAM LEADERS

- ◉ To provide project material and training to each team member.
- ◉ To do performance checks every alternate day.
- ◉ To provide consistent updates and completed tasks to the state project executive.
- ◉ To escort filed visits of higher level, if asked for.
- ◉ To address all concerns regarding with his team members.

# INTERVIEWR & OTHERS

## Interviewer :

- ◉ To carry out given task consistently.
- ◉ To follow project manual and training, in all aspects.
- ◉ To escort filed visits of higher level, if asked for.
- ◉ To work with full respect and without indulging any disputes.

## ◉ Other Teams :

- ◉ To follow project manual and training, in all aspects.
- ◉ Keep updated and perform proactively.

# TOOL (QNR / FGD OR DI)

- ◉ LQ - Objective Q&A : Maximum 10 min and not more than 4 pages.
  - ◉ MQ - Objective Q&A plus maximum two open-end responses : Maximum 20 minutes and not more than 8 pages.
  - ◉ FGDs - covering 6 key topics or Q&A, allowing each participant to share view on each topic - maximum 60 minutes
- OR
- ◉ DIs - covering 6 key topics or Q&A maximum 20 minutes.



# CONTENTS OF LQ

- ◉ Questionnaire Details.
- ◉ Respondents Details.
- ◉ Family members information.
- ◉ Social Economic Classification.
- ◉ Unaided & aided awareness of policies.
- ◉ Sources of awareness about policies.
- ◉ Policies taken or taking benefits from.
- ◉ Respondent & Policy selection grid.

# CONTENTS OF MQ

- ◉ Questionnaire Details.
- ◉ Respondents Details.
- ◉ Reconfirmation of awareness of policies.
- ◉ Reconfirmation of Policies taken or taking benefits.
- ◉ General Comparison pre and post used of policy benefit.
- ◉ Issues faced by respondent regarding the policy.
- ◉ Recommendations and Suggestion from respondent.
- ◉ Any specific issue faced by other family members regarding the policy.
- ◉ Recommendations and Suggestion form other family members.

# CONTENT OF FGD / DI - WITH OPINION LEADERS

- ◉ Respondents Details.
- ◉ Social Economic Classification.
- ◉ Unaided & Aided awareness of policies.
- ◉ Sources of awareness about policies.
- ◉ General Comparison pre and post used of policy benefit.
- ◉ Impact of policy on respondent, family and community.
- ◉ Any specific issue faced by respondent regarding the policy.
- ◉ Recommendations and Suggestion from respondents.

# PROGRESS REPORTING

- ◉ Net Output Reporting Daily 10.00 AM, by official from bottom to top.
- ◉ Concerned person at each stage need to randomly pick material for performance assurance checks.
- ◉ Material to be dispatch within two days post receiving at each level.
- ◉ At each stage all records need to be checked before sending dispatch to next level.

# PROGRESS CHECK

- ⦿ Train and pilot interviewing - one with each member.
- ⦿ Field accompaniments - at least one with each team member, each week.
- ⦿ Scrutiny and logical checks, 100%, with double checks.
- ⦿ Physical checks at least 20% and 30% telephonic additional validations across interviewer and locations.
- ⦿ Revisits and redoing for improvement, and still any interviewer unable to improve report to next level and go for a substitute.
- ⦿ Each next level to check 30% of previous level and equally fresh checks.
- ⦿ Records in hard copy for every step to be submitted for payout and other purpose.

# FGD OR DI - PERFORMANCE

- ⦿ Place of FGD/DI must be convenient and spacious enough and free of any kind of disturbances.
- ⦿ All concerned persons including respondent to be informed about the Place, date and time of FGD/DI, well in advance.
- ⦿ Only respondent must be allowed for FGD/DI, with his/her consent and no friends, relatives and family member etc; be allowed.
- ⦿ The arrangement of pick and drop only for respondent to be proactive arranged, if required.
- ⦿ There should be proper refreshment and incentive to appreciate respondent's time and opinions
- ⦿ FGD/DI, support staff must be well trained and well dressed.
- ⦿ There should proper arrangements to avoid disputes if any.

# DELIVERABLE :

- ◎ Pen Paper : Data in Excel sheets with segmentation and graphics
- ◎ Mobile Application : auto classification.
- ◎ FGDs : Recordings and written documents.
- ◎ IDs : Recordings and written documents.

# STUDY CONCLUSIONS

- ◉ General awareness of selected respondent about the selected policy.
- ◉ Expected expectations from the policy.
- ◉ Real impacts on individual, and community.
- ◉ The signification of the policy among the public.
- ◉ The role of common public in providing experience based feedback.
- ◉ The insights to central & state governments, industrialists & businessmen, option leaders for future prospective.











# ASSESSMENT VARIABLES

- ◉ **Population Characteristics** : mean present population and expected change, ethnic and racial diversity, outflows & inflows.
- ◉ **Individual and Family Changes** refer to factors which influence the daily life of the individuals attitudes toward the policy to the perceptions of point of views.
- ◉ **Community Resources** include family, neighborhood , and friendship network patterns and consider possible changes for indigenous people and cultures.
- ◉ **Institutional Structures** mean the size, structure, and level of organization of local government including historical and present patterns of employment and industrial diversification, the size and level of activity of voluntary associations, religious organizations and interests groups, and finally, how these institutions relate to each other, with linkages to the larger social, economical and political systems.
- ◉ **Political and Social Resources** refer to the governance and the authority, distribution and the uses of power, the leadership capability and competency, the government and non government institutions working for the overall betterment of the society or region.

# IMPACT EVOLUTION THEMES / QS.

- ◉ Was there a change in the outcomes and impacts of interest? □
- ◉ Did the policy contribute to a change in the outcomes and impacts of interest? □
- ◉ Were there any unintended consequences of the policy? □
- ◉ Did contextual factors influence the level of impact? □
- ◉ What was the economic impact of the policy (cost effectiveness or cost benefit)?

# IMPACTS OF DEVELOPMENT PROJECTS.

- ◉ The growing acceptance of sustainable development as an over-arching policy goal has stimulated interest in assessing the impact of particular interventions on sustainable development at aggregate, sectoral or project levels.
- ◉ Good environmental and social management practice is a well-established element of project preparation and implementation.
- ◉ Projects are usually situated within the ambit of specific policies and programmes.
- ◉ The impact of these projects can be economic, social and environmental

# IDENTIFYING THE SOCIAL IMPACT

- Social impact assessment variables point to measurable change in human population, communities, and social relationships resulting from a development project or policy change.
- After research on local community change, rural industrialization, reservoir and highway development, natural resource development, and social change in general.



# WHAT ARE IMPACT ASSESSMENTS

- ◉ Impact assessments help in understanding such impacts.
- ◉ Social impacts include changes in people's way of life, their culture, community, political systems, environment, health and wellbeing, their personal and property rights and their fears and aspirations.
- ◉ The development projects and policies provide social & economic benefits and better living environment by enhancing the livelihood.
- ◉ They can also affect adversely if not properly planned, implemented and if reviewed for performance on its uses and misuses .