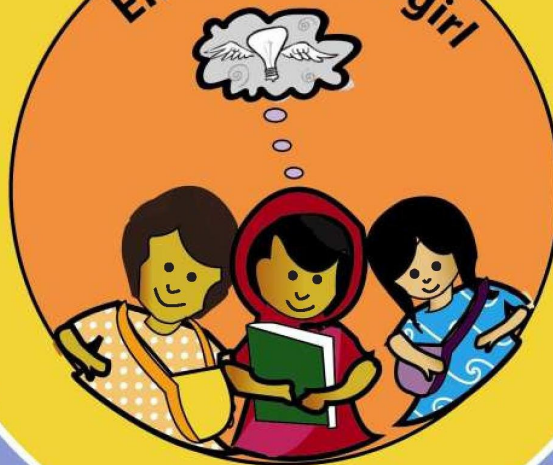


Effects of the Education on Girls, Families and Community

A Study

Effects on the community
Effects on the family
Effects on the girl



NALANDA

Resource Center for Education Innovation and Training

A Study

Effects of Education on Girls, Families and Community

Study Conducted By

NALANDA

Research Supported By

SDTT, Mumbai



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Acknowledgement

The culmination of this research study is the result of insights provided by various persons involved in the process and the community. Their inputs have been imperative for the completion of the research study and its analysis. In this regard salutation to Parents, Community and the lovely children for providing an unending support and enriching experience during the visits to their schools and home. A special mention to Mr. Prabhat Jha, Executive Director – NALANDA, under whose guidance the study has taken a final shape. The process of data collection would not have been possible without the support of teachers and supervisors of the IIMPACT-NALANDA Girls Education Program, Mahmoodabad, Sitapur and Mrs. Sameena Shaikh, from Lucknow for providing vital contribution in the report writing process. The coordination and facilitation provided by Mr. Sanjeev Srivastava has been instrumental in the development of the research document.

Finally we express our word of thanks to Sir Dorabji Tata Trust, Mumbai and IIMPACT for support such an initiative.

NALANDA

2011-12

Executive Summary

This is a study of a tangential aspect of intervention as we are not looking at any intervention directly. Here we are trying to understand the spread effect of a particular initiative, namely the girl's education program by Nalanda. Under this initiative Nalanda has been running about 100 education centers for the girls in the age group 8 – 16 yrs, in two Blocks of Sitapur district of Uttar Pradesh, namely Mahmoodabad and Rampur Mathura since 2006 with the support of IIMPACT. IIMPACT is a national level donor agency working with the objective - To deliver quality education (up to class 5), to out of school girls from poor and disadvantaged homes in villages where literacy levels are low.

Under this study we try to capture the effect of this intervention on the education of the girl child, but more importantly on its effect on her family, siblings, friends and finally, of course, on the entire community.

The study is a quantitative study based on primary data and sampling techniques of collecting data to arrive at ground realities. The units of information are the households of the girl child going to school from the past three years. Every school that was intercepted for sample collection was based on purposive selection and every fourth girl child's family, who has been studying from the past three years of the schools, was taken as units for sampling purpose.

The samples constitute of Hindu and Muslim households in more or less in equal measures. Though the sample size of the Hindu households is slightly more constituting approximately 54 percent of compared to 46 percent Muslim households. The study tabulates, the dominating OBC households (59.3%), size followed by General Category households (26.4%) and the least were from the households belonging to SC/ST category (14.4%).

The income of these households range from less than Rs. 1000-2999 per month constituting 56 percent of the respondents. Approximately 27 percent of the households also have income that ranges between Rs. 3000 – Rs. 4999 per month followed by income that ranges below Rs. 1000 per month is also low at 11 percent. Source of income was predominantly agriculture.

EFFECT ON VARIOUS ASPECTS OF THE CHILD'S LIFE

Data shows that in almost all ways there has been an increased enthusiasm and contribution of the child. It may be noted that this includes household chores and also improvement in areas like sanitation and hygiene, helping in family and in helping siblings with their studies.

The data reflects the practical conveniences experienced by the families. The maximum positive effect has been noticed for maintaining accounts of household expenditure. The linkage to school literacy has made it easier for 172 families or approximately 74 percent of the families to read news paper and letters. Another important impact was the ease in the ability to read legal papers. Even though only 2 of the families experienced this change but it marks a vital starting point

in the post education spread effect. Total 5 families experienced another turning point in an improvement in the ability to start using and understanding the mobile phones, though in small numbers. Only three of the families out of 236 still felt no conveniences in any of the above mentioned categories.

EFFECT ON FAMILIES

The outcome of future plans of the households for further education of the girl child illustrates 233 households responding out of which the major chunk of 39.06% want to educate till the daughter desires to study, followed by 16.31% aspiring to educate her up to Class 12th, closely followed by 15.45%, 14.16 % and 14.16% for Class 10th, Class 8th and Class 5th respectively. Thus the greater chunk shows receptivity towards education of the child.

EFFECTS PERCOLATING TO THE SIBLINGS

Our study also highlights the percolating effects of education to the girl child's siblings. It is very interesting to note that in approximately 67 percent households the child's going to school has encouraged other sibling(s) to go to school as well. In other words, the goodwill of quality education created in the family is such 159 of these households inspired and motivated more children for schooling. In 108 of the households, the children have started studying together at home. In 39 households, the girl child has started teaching sisters at home. In fact in some households, the elder sibling has started taking interest in teaching the child who attends Nalanda's centers.

EFFECT ON COMMUNITY

It is evident from the data that 86 percent of the households feel that neighbors have started sending the girl child(ren) to school as a result of the inspiration that these core group of girls who attend IIMPACT-Nalanda's centers have created. This clearly indicates a spread effect in the community where more and more families are realizing the importance of a girl child's education, and most importantly, positive effects of education initiated at one level spreading its wings to wider circumference by its own merit.

CONCLUSION

We have found that the intervention has given a new perspective to the families of the girls being educated as it has opened up their minds to newer horizons. It has given some families the privilege of having a member who is able to use mobile phones, read newspapers, tabulate accounts for the house, read legal papers etc.

It is expected that this assessment and documentation of the same will provide vital points to Nalanda and IIMPACT to strengthened the intervention in the future for more positive effects on the families and what can be done to improve the family's perspective to the education and intervention.

Chapter I: Study Background and Methodology

BACKGROUND

Nalanda, designed as a Resource Centre for Educational Innovation started way back in 1996 with the sole objective of providing quality primary education for all children; particularly children from poorer households who cannot afford expensive schools and hence often denied any kind of educational opportunity.

Within the field of primary education, education for the girl child assumes critical importance both from the perspective of women's empowerment and globalization of education. In states, such as Uttar Pradesh and Jharkhand, this is particularly so, not only because the overall literacy rates and percentage of school going children are low compared to national averages, but also there are strong biases within society about the role of women in general and the role of education in a girl child's life in particular. In view of the low rate of participation and completion by girls in the primary schooling cycle in rural area of Uttar Pradesh and Jharkhand in 2005-06 Nalanda with the funding support of IIMPACT has intervened to enhance the access and quality of primary education for the girls of age group 6-14 in Mahmoodabad, Rampur Mathura & Reusa blocks of district Sitapur and Bero block of Ranchi district, which scores very low in women literacy.

While Nalanda has various interventions and various types of training modules as well as material development activities, this document aims to capture something a little different. It is different in being tangential as we are not looking at any intervention directly. Rather we are trying to understand the spread effect of a particular initiative, namely the girl's education program.

To add more clarity to the above relatively obscure paragraph, Nalanda has been running some 100 education centers for girls with the support of IIMPACT, in the Sitapur district of Uttar Pradesh since 2006. Under this initiative Nalanda tried to select high need areas where there were either no schools or no quality schools in the vicinity and developed a platform where girls in the age group of 8 – 16 years could be exposed to primary education. These girls who attended the centre included those who had never been to school as well as those who had been enrolled or enrolled and dropped out.

The intervention created quite a stir in most of the education centre localities both because it often gave most parents a first time taste of their children returning from schools and then reciting poems, narrating stories or talking about the great mysteries of science and also because the intervention was community centric. So, gradually an expectation developed that the intervention might be having spill effects in that while children would be directly benefiting

from their attending study centers, there might be positive effects as also variety of associated parameters cropping up within the family.

This study here tries to capture this effect which is not related to quality education of the girl child alone who is attending IIMPACT - Nalanda's centers but may spread to her family, siblings, friends and in fact, of course, to the entire community.

STUDY OBJECTIVE

The study thus has a single and simple objective. It tries to assess and document the effect of girl's education program running since the last 3 years, on the family of the girl child attending the centre.

It is expected that this assessment and documentation of the same will provide decision points to Nalanda in how the intervention can be strengthened in the future to have that positive effect on the family and what can be done to improve the family's perspective to the education and intervention.



The study also highlights the spread effects of the implementation of the education program by Nalanda on the girl child, her aspirations for her future. It also studies the community effect of the same to document the emerging new horizons with a spark of thinking at par with the world.

GEOGRAPHICAL COVERAGE

The Mahmoodabad and Rampur Mathura blocks of Sitapur district were covered for the study. The area is some 55 kms from Lucknow, which is the state capital for Uttar Pradesh.

METHODOLOGY

The study is based on primary data and sampling techniques of collecting data to arrive at ground realities. Here households of the girl child going to school from the past three years are to be taken as units of information collection.

Every school that was intercepted for sample collection was based on purposive selection and every fourth girl child's family, who has been studying from the past three years of the schools were taken as units for sampling purpose.

- A quantitative questionnaire was designed to be administered to either the father, mother or guardian of the girl child.
- After data collection, the same was entered in excel and data synthesis and analysis done.
- Based on the findings of this data the report stating the findings of the study was developed.

SAMPLE SIZE

236 families of girl child studying from the past three years.

STUDY TYPE

This is essentially a quantitative study with structured tools being used for data collection. Unstructured qualitative data has not been separately collected although the structured schedule has left some scope through open ended choices for collecting qualitative nature of data where applicable.

CONCLUSION

Thus the quantitative study collects data from the 236 households at least one girl from each of which has been attending education centers consecutively since the last three years. Through data collected from these households, and an analysis of the same, we seek to understand whether the linkages to Nalanda's centers have benefited the girl's, their families and the community at large in any manner.

Chapter II – Demographic Details

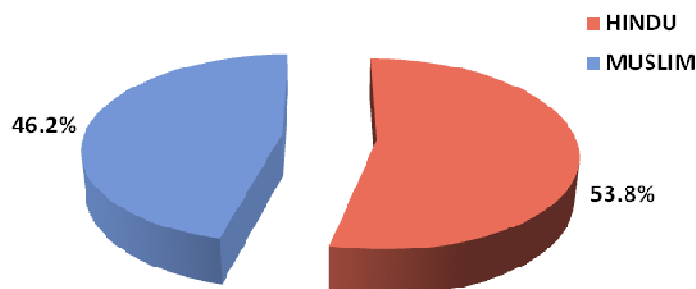
INTRODUCTION

We start off by presenting demographic details. The religious composition, caste composition, income levels and composition are all covered by this chapter. It is expected that these basic parameters will enable us to get a more holistic picture of the entire environment and living situations of the girl child who is under study. It will also be possible to see if these factors seem to have an effect on the girl child and the effect of her attending the education centre is having on her family.

RELIGIOUS COMPOSITION

The samples constitute of Hindu and Muslim households in more or less in equal measures. However, in sample size in of Hindu households is slightly more constituting approximately 54 percent of the sample. On the other hand, the Muslim households constitute around 46 percent of the sample. The Hindu Muslim break up in the sample is shown in pie diagram 2.1 below:

Diagram 2.1:

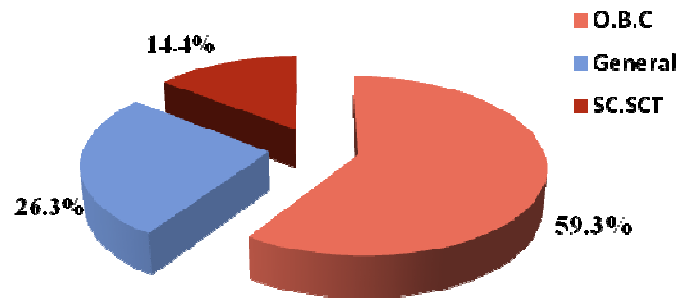


What is also notable is that the religious composition consists of either Hindus or Muslims with no representation from other religious composition.

CASTE COMPOSITION

The study shows that the sample is dominated by OBC households, followed by General Category households. The households belonging to SC/ST category come in only a distant third. According to the data more than half of the households (59.3%) are OBC households. This is shown in diagram 2.2 below:

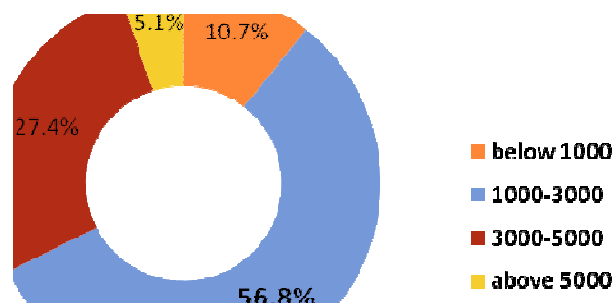
Diagram 2.2



MONTHLY SALARY OF THE FAMILIES OF THE SAMPLES

Data shows most income ranges in the Rs.1000-2999 per month category, with approximately 56 percent of the respondent households having a monthly income in that category. This shows that a huge chunk of households have an income that hovers around the BPL income category. Approximately 27 percent of the households also have income that ranges between Rs. 3000 – Rs. 4999 per month. It may be noted that the percentage of households taper off in the higher and lower income ranges with only 5 percent of the families have a monthly income that exceeds Rs. 5000. On the other hand, families that have a monthly income that ranges below Rs. 1000 per month is also low at 11 percent. This is shown in diagram 2.3 below:

Diagram 2.3



OCCUPATIONAL STATUS

Data shows that a whopping 86 percent of the samples are engaged in one form or the other of agricultural activities. Out of them 124 of the 236 families earn their income through agricultural activities in their own land. This is approximately 53 percent of our sample. On the other hand 79 households earn their income as agricultural labour on the land owned by others. In fact labour seems to be an income outlet for another 20 households, who work as labors in non agricultural activities. Business seems to be a source of income for 22 households, who thus constitute less than 10 percent of the sample.



CONCLUSION

The data does points to a typical rural economy, with agriculture being the predominant source of livelihood and household incomes being modest at best. The households are rather evenly split between Hindu and Muslim households, with a tilt towards greater number of Hindu households. Maximum households belong to the OBCs, while the remaining households are relatively evenly spread between General and SC/ST households.

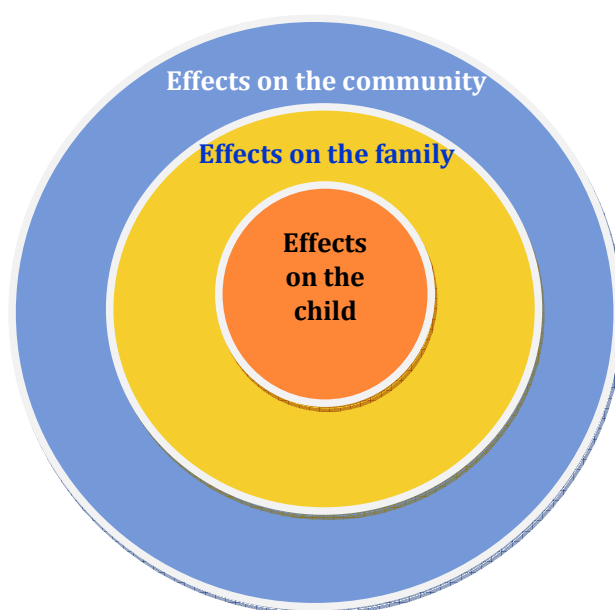
Chapter III – Effects of the linkage to education

Effect on Household Chores

INTRODUCTION

We have covered the study objectives in the first chapter. It is clear from the same that the primary objective of the study is to capture the effects of a child who has started attending an education centre not only on the child but also for the other members of the family. In fact if we look at it in a broader way, it is a three tier effect as shown in diagram 3.1 below:

Diagram 3.1:



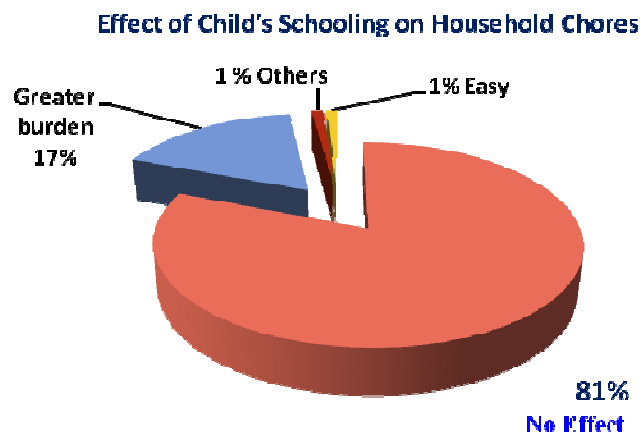
Thus we are in this chapter trying to understand the second and third tier of the three tier diagram exhibited above.

BURDEN ON HOUSEHOLD CHORES

An interesting analysis is the effect of the selected child's schooling on burden of household chores for the other family members. Various studies have often pointed out that a catalytic factor for girl children dropping out of schools is their lack or decrease of contribution in chores if they go to school, consequently, this is expected to affect the burden of household chores for the other members of the family.

However, our data points to varying results, with a whopping 81 percent of the households categorically stating that the girl child's regular attendance in school has had no effect on the burden for the other household members. However, it must be accepted that 17 percent have also pointed out that it does increase the burden for the other members of the family. Only 1 percent in contrast feels that this has decreased their burden of household chores. This is shown in Diagram 3.2 below.

Diagram 3.2:



There are two interesting dimensions to the above find:

- One, the above finding clashes with the common interpretation that a significant cause of restricting children home and not sending them to school could be their required contribution to household chores. In contrast, 81 percent in our survey show that sending the child to school has had no effect on household chores at all.
- Two, although only 1 percent families felt that sending the child to school has actually eased their household chores, the reasons they have given for the same is interesting. The reasons given for this change are that the families started to work harder than earlier and also sometimes siblings, who had been relatively dormant, have started to contribute as well towards the household chores.

EFFECT ON FAMILY INCOME

Effect on the family Income as a result of girl child's going to school

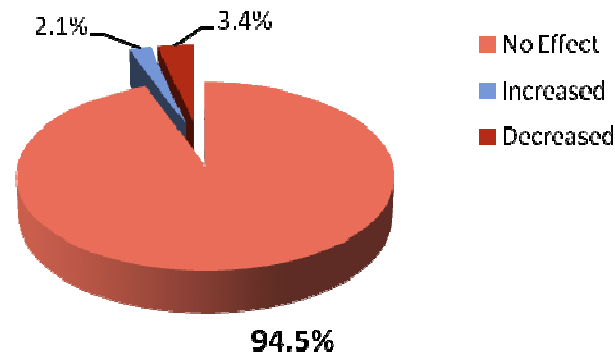


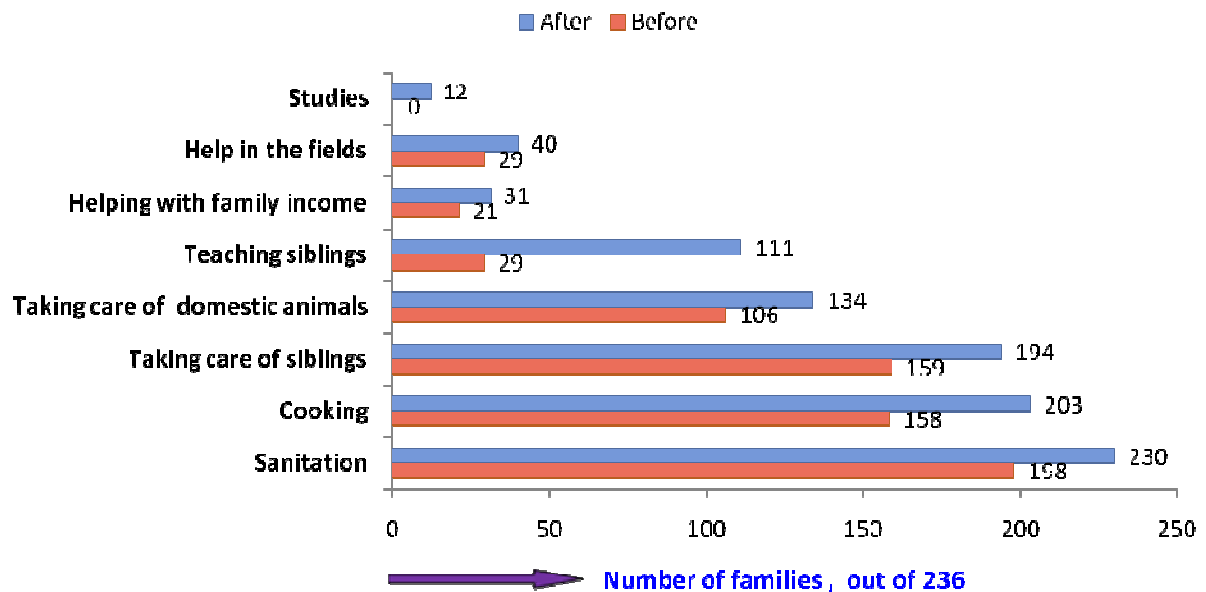
Diagram 3.3

The findings of the study show that there is generally no effect on family income as a result of the child going to school. In fact for as many as 94.5 percent families there have been no effect on income at all as a result of the child going to school. However 3.4 percent families feel that their family incomes have decreased. In 2.1 percent cases, the families have also conceded that there has actually been an increase in family income as a result of the selected child going to school. **This increase is interesting to note and it could be highlighted that the reasons given for the increase in income is that now the family is working harder and more to build a better income. This is shown in diagram 3.3.**

EFFECT ON VARIOUS ASPECTS OF THE CHILD'S LIFE

The study tried to assess how the linkage to school has affected other aspects of the girl child's life. Data shows that in almost all ways there has been an increased enthusiasm and contribution of the child. It may be noted that this includes household chores and also improvement in areas like sanitation and hygiene, helping in family and in helping siblings with their studies. This is shown in diagram 3.4.

Diagram 3.4:



A few salient features merit mention here:

Studies: The frequency has risen from scratch to 12, signifying the interest and motivation for education in general among the children.

Help in the fields: The jump from 29 families (12.3%) to 40 families (16.9%) indicates better helping hand in the fields and agriculture, increasing the household number by 11 i.e. 4.7%.

Teaching Siblings: The major highlight of the observation in the study is the soaring figures of the girl child teaching the siblings in the house, rising to more than three times. Before the intervention 12.3% girls were teaching the siblings, which now escalated to 47.0% amount to 34.7% increase.

This indicates an evolving mindset of the girl child as well as the family.

Taking Care of the Domestic Animals : The responsibilities of the house continue to be shouldered by the girl child as she did prior to when the education started . In fact the data indicates an increase in the number of families in which the girls help taking care of the domestic animals from 106 families i.e. 44.9% to 134 families i.e. 56.8% .

Taking Care of siblings: There is a sharp increase in the number of girls taking care of their siblings from 159 i.e. 67.4% to 194 i.e. 82.2% (an addition of 35 families , increasing by 14.8%)

Cooking: It is most interesting to note that the girls post education have started taking more interest in cooking than earlier. An impressive figure of 203 families among which the girls now help in cooking at home than an earlier 158, an increase by **19%**.

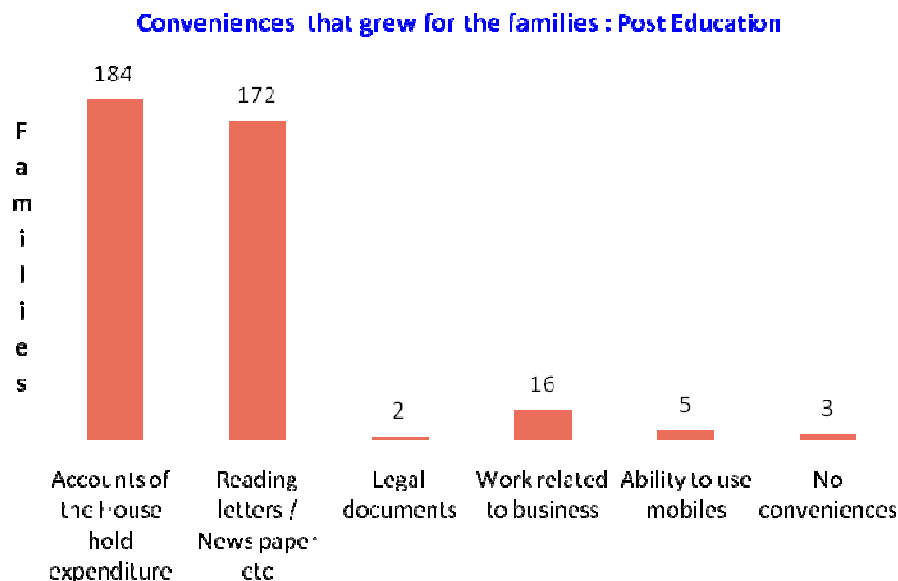
Sanitation of the house: education has resulted in healthier habits and practices and as compared to 198 households i.e. 83.9% now 230 households i.e. 97.5% are enjoying the benefits today. A significant increase of 13.6%.

It may be mentioned here that in the earlier observation of the Post Education Changes on the help contributed by the girl for the domestic Chores was responded to as "No Effect" by 81% of the respondent families but when asked specifically about different categories of domestic as well as outdoor work the families responded differently and more positively.

In all the given aspects there has been an increase of number of households highlighting significantly the on ground increase in help shouldered by the girl child for the various house hold chores , family income , help in the fields , taking care as well as teaching siblings.

CONVENIENCES EXPERIENCED POST EDUCATION

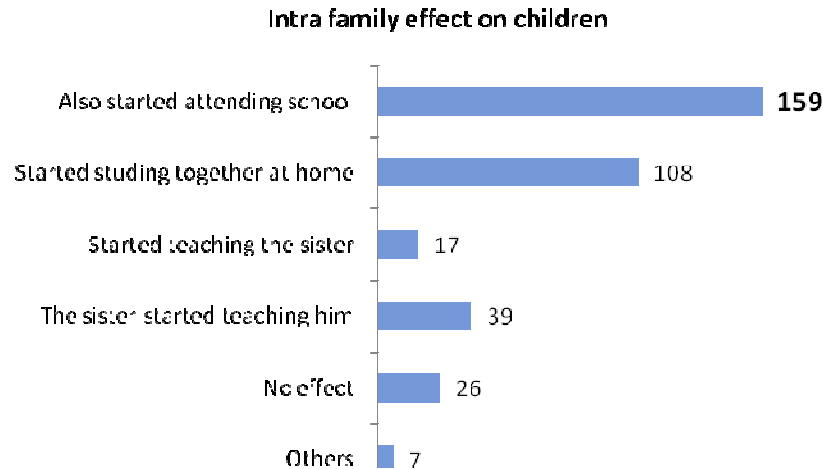
An assessment was made in the context of the study to see if the education has actually practical implications for the households. The finding was most definitely in the affirmative. The maximum positive effect has been noticed for maintaining accounts of household expenditure. Thus the families are now getting a better idea of income inflow and outflow and possibly this can be a valuable tool for financial planning at a micro level. In fact 184 of the 236 families or approximately **78 percent** of the families said that they are now finding it more convenient to maintain household accounts. The other salient features are given point wise below and the same is represented in diagram 3.5.



- The other important point is that the linkage to school literacy has also made it easier for 172 families out of 236 families or approximately **74 percent** of the families to read news paper and letters. Thus, their dependence on others for these basic tasks has declined and also their linkage to the greater world has gone up through easier proximity to newspapers.
- Another important impact was the ease in the ability to read legal papers. Even though only 2 of the families experienced this change but it marks a vital starting point in the post education spread effect, given the relatively cumbersome nature of these documents.
- Sixteen families responded to the ease in work related to their business with the help of the girl's education. Thus the education is strengthening income generation activities in some households.
- Total 5 families experienced another turning point in an improvement in the ability to start using and understanding the mobile phones, though in small numbers.
- However, it may also be pointed out that three of the families out of 236 still felt no conveniences in any of the above mentioned categories.

EFFECTS ON SIBLING'S EDUCATION

Diagram 3:6



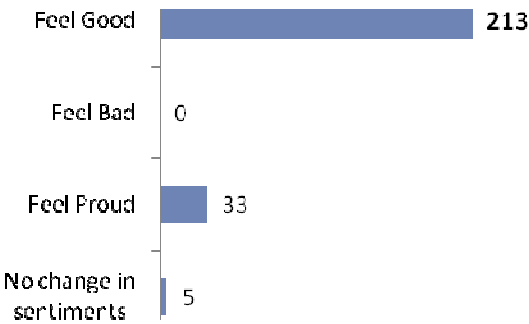
Our study also throws up another interesting finding. It shows that there are various linkages between the children's going to school and the studying or schooling of other siblings. In fact it is encouraging to note that in approximately 67 percent households the child's going to school has encouraged other sibling(s) to go to school as well. In other words, the goodwill of quality education created in the family is such 159 of these households , i.e. **67.37 %** to start sending more children to school. In 108 of the households i.e. **45.76% ,** the children have started studying together at home, thereby possibly taking more interest and enthusiasm in studies. In 39 households, the child in question has started teaching sisters at home. On the other hand, her sister has also started teaching her in 26 households, thus showing that the merit of her education has gone up in the eyes of the family. This is shown in diagram 3.6

PARENT’S ATTITUDE TOWARDS THE GIRL CHILD AND HER EDUCATION

ATTITUDE TOWARDS DAUGHTER’S EDUCATION

Diagram 3.7

Through an analysis of the collected data it has been found that the family has started taking their daughter’s education in a positive manner. In fact the vast majority (approximately 90 percent) of the households stated very clearly that they felt good while sharing with others that their daughter goes to school. In fact approximately 15 percent of the households said that they also feel proud to be able to say publicly that they send their daughter to school. Only 5 of the households said that they do not feel any particular sentiments in telling others that they send their daughters to school.



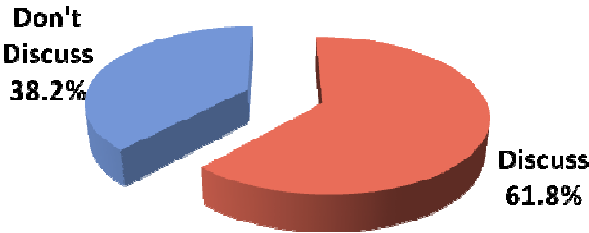
It must however be pointed out that none of the respondents interviewed expressed any negative sentiments about being expressive in public about their daughter’s going to school. Diagram 3.7 represents these things graphically.

DISCUSSIONS INITIATED ON DAUGHTER’S EDUCATION IN HOUSEHOLDS

The study shows that the girl child’s going to school is also strengthening discussions at home about her future education. While approximately 38 percent of the families still do not discuss about further studies with the girl child, as much as approximately 62 percent of the families have started initiating such discussions. This is shown in adjoining diagram 3.8.

Diagram 3:8

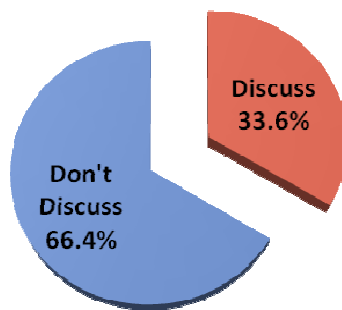
Families that discuss with the girl child about further studies and those that don’t



DISCUSSIONS INITIATED ON FUTURE PROFESSION

In fact findings show that families have now started linking education with further professions or activities in life and have started at least thinking of what their child would like to do post her education. In other words, education seems to have conferred on her a bigger scope of what she wants to do in life. In fact in approximately 33 percent families, family discussions have been initiated on what the child would like to do after she finishes her education. This is shown in [Diagram 3.9](#) below.

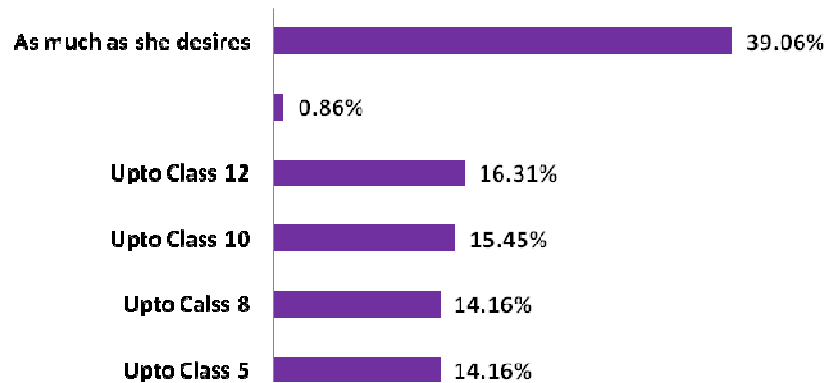
**Families that discuss with the girl child what she would like
be after her education**



FUTURE PLAN FOR EDUCATION

Diagram 3:10

Percentage Families out of 233 reflecting Future plans for the girl child education



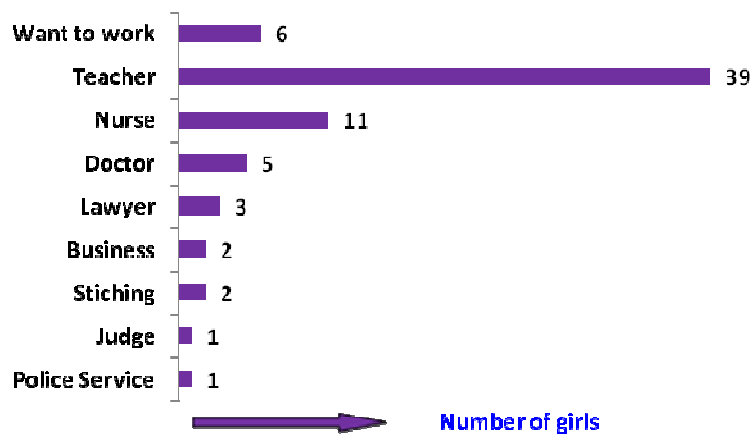
Out of 236 samples 233 households responded reflecting their future plans for educating the girl child. Of the 233 households the major chunk of 39.06% want to educate till the daughter desires to study, followed by 16.31% aspiring to educate her up to Class 12th, closely followed by 15.45% , 14.16 % and 14.16% for Class 10th , Class 8th and Class 5th respectively. This is shown in diagram 3.10 above.

GIRL'S ASPIRATIONS FOR HER FUTURE

Pivotal highlight of the graph shows 70 girls of a total of 236 have started to visualize themselves in a mainstream professional arena. This is approximately 30 percent of the total girls covered by this study.

Diagram 3:11

Professional aspirations of the girl child



More than fifty percent of these 70 girls, in fact 39 girls, want to become teachers. This is followed by 11 aspiring to be nurses, 6 wanting to work for sure but did not specify any career, 5

expressing their desire to be doctors, 3 wanting to go into business and 2 into

stitching. It is very interesting to note that 3 of the girls aim to be Lawyers and 1 wants to join the Police Services.

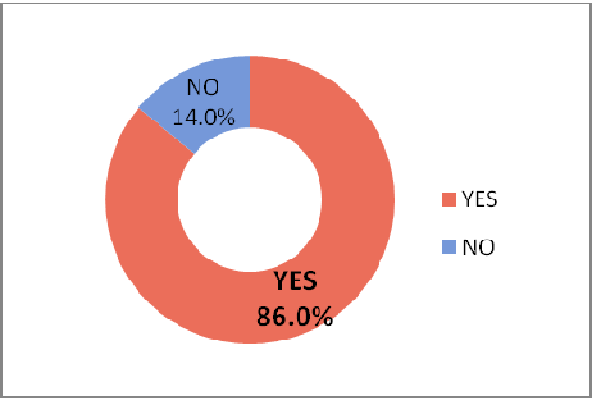
The results are interesting in that it shows that the girls have started linking their current education to their careers and contrary to popular systems, they are conceiving a professional future outside the confines of their households.

EFFECTS ON THE COMMUNITY

EFFECTS ON EDUCATION ON OTHER GIRLS IN THE NEIGHBOURHOOD

We have already mentioned at the beginning of this chapter that this study tries to assess the effect of the school linkage of the sample children on them, their families and also finally, the community. Accordingly, the selected households were asked whether there has been any effect of their child’s going to school on other children in the vicinity.

Diagram 3:12

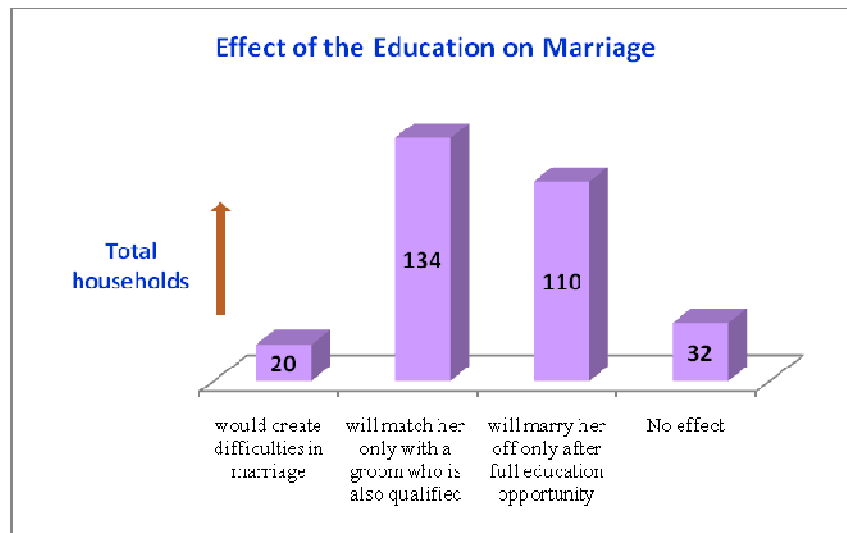


Findings show that 86 percent of the households feel that neighbors have been moved to the extent of sending the girl child(ren) to school. This clearly indicates a spread effect in the community where more and more families are realizing the importance of a girl child’s education, and most importantly, proactively working based on this realization.

Our findings show that the selected households have mostly started considering the marriage of their daughters in context of the education that they are getting. 134 households i.e. 56.8% pointed out that they would now be searching for grooms who are at least as educated as their daughter. 110 households , i.e. 46.6% said that first they would allow the child to study to her maximum capacity, and only then consider marriage.

However, 32 households i.e. 13.6% pointed out that the schooling would not affect their marriage in any way and 20 households i.e. 8.5% actually said that it will now be more difficult to marry off their daughters.

Diagram 3:13



Thus sending their daughter to school seems to elicit a mixed response for the future of their daughter's marriage. One crucial point however, is that this mixed response has not deterred these households from sending their daughters to school.

Finally the households were asked whom they considered more necessary to receive education between boys and girls. 234 of the 236 households from whom data was collected responded to the question. It was found that 191 of the 234 households feel that it is equally important for both boys and girls to study. What came as a surprise is the slight gender balance in favour of men in that 32 households pointed out that it was more important for girls to be strengthened through education. In contrast 11 households said that it is more important for boys to be so.

CONCLUSION

The above findings show that the education centers for girls run by Nalanda are making a splash at various levels. This includes at the level of the girl child herself, who is now taking more interest not only in studies, but also in associated value additions like sanitation and hygiene and also in value additions regarding practicalities of life like reading letters or newspapers. There is also greater studying linkage among the siblings as they are teaching and learning more from each other.

At a family level, generally, parents are now more concerned about their daughter's education and assign it a greater value than they would have before. They also feel more conducive about sending their daughters to school and are more concerned about her future education and profession. Finally at the community level, neighbors are getting induced to send the children to school after seeing the girls who attend Nalanda's education centers. In other words, the education centers are definitely ringing in some change and positive changes at that, on all fronts.

Chapter IV: Findings

FINDINGS

While going through the study results we find a three tiered effect of the intervention. The first tier of course is on the direct beneficiary, namely the girl child. At the second level is the immediate periphery like her parents and siblings and at the final level is the community. We find that at each of these levels the intervention has made effects, which are given tier wise below:

Effects on the girl child

An increased enthusiasm of the child in:

- In chipping in for increased family income
- Giving holistic and focused attention to aspects like sanitation
- Taking care of the siblings and helping them with their studies.

In fact besides the above, some notable positive effect has also been noted in areas like household chores such as cooking and maintaining cleanliness and also in areas like the fields and with the domestic animals.

Vital highlight of the research indicates in 70 of the 236 families i.e. approximately 30 percent girls aspire to visualize themselves working in mainstream professions. More than fifty percent of these 70 girls, in fact 39 girls, want to become teachers, 11 aspiring to be nurses, 6 wanting to work for sure though not specific of the career, 5 expressing their desire to be doctors, 3 wanting to go into business and 2 into stitching. It is very interesting to note that 3 of the girls aim to be Lawyers and 1 wants to join the Police Services.

Effects on the family

The research projects the practical conveniences experienced by the families as a result of the intervention. At the household level the maximum positive effect of the selected girl child attending Nalanda's education has been noticed in case of maintaining accounts of household expenditure followed by 172 families or approximately 74 percent of the families to read news paper and letters.

Also, a breakthrough was that a convenience experienced in the ability to read legal papers as a result of the education has been noted on a very micro scale. Even though only 2 of the families experienced this change but it marks a vital starting point in the post education spread effect.

Total 5 families experienced another turning point in an improvement in the ability to start using and understanding the mobile phones, though in small numbers.

Three of the families out of 236 still felt no conveniences in any of the above mentioned categories.

Vast majority (approximately 90 percent) of the households expressed that they felt good while sharing with others that their daughter goes to school. In fact approximately 15 percent of the households said that they also feel proud to be able to say publicly that they send their daughter to school. Only 5 of the households said that they do not feel any particular sentiments in telling others that they send their daughters to school.

It must however be pointed out that none of the respondents interviewed expressed any negative sentiments about being expressive in public about their daughter's going to school. Diagram 3.7 (Chapter 3) represents these things graphically.

In fact it is encouraging to note that in approximately 67 percent households the child's going to school has encouraged other sibling(s) to go to school as well. Among 236 families 159 families, i.e. **67.37 %** started sending more children to school. In 108 of the households i.e. **45.76% ,** the children have started studying together at home, thereby possibly taking more interest and enthusiasm in studies. In 39 households, the child in question has started teaching sisters at home. On the other hand, her sister has also started teaching her in 26 households, thus showing that the merit of her education has gone up in the eyes of the family.

Another notable point is that the importance of the child's education prospects have increased among the families in general and there is now greater discussion and also acceptance of having the child to study till a higher level of education. In fact approximately 68 percent of the families are now discussing the future prospects and scope of their daughter's education at home.

Effects on the community

The spread effects of the education centers reaches out to the girl child, to her family and finally, across to her community. Now 86 percent of the households feel that neighbors have been moved to the extent of sending the girl child(ren) in their respective families to school. This indicates that more and more families are realizing the importance of a girl child's education, and most importantly, proactively working based on this realization.

शिक्षा का बालिकाओं, उनके परिवारों व समुदाय पर प्रभाव

लघु-शोध हेतु प्रश्नावली

1. केन्द्र का नाम -
2. बालिका का नाम -
3. बालिका की आयु -
4. माता का नाम -
5. पिता का नाम -
6. जाति -
7. वर्ग -
8. साक्षात्कार देने वाले का नाम -
9. बालिका से सम्बन्ध -
10. परिवार में कुल सदस्यों की संख्या (बालिका सहित) -
11. परिवार की मासिक आय -

1. रु 1000.00 से कम	2. रु 1000.00 से 3000.00
3. रु 3000.00 से 5000.00	4. रु 5000.00 से अधिक
12. आय के स्रोत -

1. कृषि मजदूर	2. अन्य कार्य करने वाले दैनिक मजदूर
3. कृषि कार्य	4. घरेलू व्यवसाय
5. व्यवसाय	6. नौकरी
7. कुछ नहीं	8. अन्य
13. इस बच्ची के स्कूल जाने से घर के दैनिक कामों पर क्या असर पड़ा है -

अ. कुछ भी नहीं

ब. परिवार के अन्य सदस्यों पर काम का बोझ बढ़ गया।

स. दूसरे सदस्यों का काम आसान हुआ

ड. अन्य.....
14. इस बच्ची के स्कूल जाने से आपकी आमदनी पर क्या प्रभाव पड़ा -

अ. कुछ नहीं

ब. बढ़ी

स. कम हुई

ड. अन्य

यदि कम हुई तो कैसे -

यदि बढ़ी तो कैसे -

15. अपनी बेटी को आप क्यों पढ़ा रहे हैं? कारण बताइये -

1. समझदार बने - सही गलत का निर्णय कर सकने में सक्षम हो
2. आत्मनिर्भर बने
3. परिवार की आमदनी बढ़ाने में मदद कर सके
4. घर के दूसरे बच्चों को पढ़ा सके
5. शादी में आसानी हो
6. सब अपने बच्चों को पढ़ाते हैं इसलिये
7. अन्य, विवरण दें -

16. क्या आपकी बेटी के पढ़ने/सीखने से प्रभावित होने के कारण आपने अपने दूसरे बच्चों को स्कूल भेजना शुरू किया -

1. हां
2. नहीं
3. सभी पहले से ही स्कूल जाते हैं।

17. क्या अपनी इस बेटी को पढ़ाने के लिये किसी दूसरे बच्चे की पढ़ाई छुड़वाई गई -

1. हां
2. नहीं

18. पहले जब आपकी बेटी स्कूल नहीं जाती थी तब वह घर के क्या क्या काम करती थी और अभी क्या क्या काम करती है-

क्रम	काम	पहले	अभी
1	घर की साफ-सफाई		
2	खाना बनाना		
3	भाई बहनों की देखभाल		
4	जानवरों की देखभाल		
5	भाई बहनों को पढ़ाना		
6	आमदनी वाले कामों में मदद करना		
7	आमदनी वाला काम करना		
8	खेती का काम		
9			
10			
11			
12			

19. बेटी के पढ़ने से आपको क्या-क्या काम करने में आसानी हुई है -

1. घर के खर्च का हिसाब किताब करने में
2. चिट्ठी/अखबार आदि पढ़ने में
3. पंचायत/कचहरी के लिखा पढ़ी आदि का काम करने में
4. अपने व्यवसाय से सम्बन्धित कामों को करने में।
5. अन्य, विवरण दें -

20. क्या आप कभी अपनी बेटी से उसकी आगे की पढ़ाई के बारे में बात करते हैं कि वो कितना पढ़ना चाहती है -

1. हां
2. नहीं

यदि हां तो क्या कहती है -

21. क्या आप अपनी बेटी से बात करते हैं कि वो पढ़ लिखकर अपने जीवन में क्या करना चाहती है-

1. हां
2. नहीं

यदि हां तो क्या कहती है -

22. आप अपनी बेटी को कितना पढायेगें -

1. कक्षा 5 तक
2. कक्षा 8 तक
3. 10 तक
4. कक्षा 12 तक
5. स्नातक तक
6. जहां तक वो पढ़ना चाहे

23. प्रश्न संख्या 22 के उत्तर के अनुसार आप अपनी बेटी को जितना पढ़ाना चाहते हैं उसके लिये आप के गांव/आसपास में स्कूल है -

- 1- हां
2. नहीं
3. है किन्तु अच्छा नहीं है

24. यदि नहीं है या अच्छा नहीं है तो इसके लिये आपने या आपके परिवार के किसी सदस्य ने अकेले या गांव के लोगों के साथ मिलकर कभी कोई प्रयास किया -

- 1- हां थोड़ा बहुत
- 2- हां बहुत ज्यादा
- 3- बिल्कुल नहीं

25. क्या आपकी बेटी घर-परिवार की व अपनी व्यक्तिगत साफ-सफाई पर पहले की अपेक्षा अधिक ध्यान देती है -

1. हां
2. नहीं
3. थोड़ा बहुत

26. क्या आप अपनी बेटी से पारिवारिक मामलों/फैसलों के बारे में राय लेते हैं -

1. हां
2. नहीं

यदि हां, तो किन किन मामलों में -

- 1.
- 2.
- 3.
- 4.
- 5.

27. आपकी बेटी को नियमित स्कूल/केन्द्र जाता और नियमित रूप से सीखते हुये देख कर आपके बेटे/बेटों (यदि हैं तो) पर क्या प्रभाव पड़ा -

1. वह भी नियमित स्कूल जाने लगे
2. घर पर साथ मिलकर पढ़ने लगे
3. वह अपनी बहन को पढ़ाने लगा
4. बहन उसे पढ़ाने लगी
5. कोई प्रभाव नहीं पड़ा
6. अन्य

28. जब आप किसी को बताते हैं कि आपकी बेटी पढ़ती है तो आपको कैसा लगता है -

1. अच्छा लगता है
2. खराब लगता है/ :भिन्दगी होती है
3. गर्व महसूस होता है
4. कुछ नहीं

29. क्या आपकी बेटी को पढ़ता हुआ देखकर आस-पास के लोगो ने अपनी लड़कियों को स्कूल भेजना शुरू किया है -

1. हां
2. नहीं

30. आपकी इस बेटी को पढ़ता लिखता देखकर क्या कभी आपने अपने आस-पास के स्कूल न जाने वाली लड़कियों को पढ़ने के लिये स्कूल भेजने हेतु कोशिश की -

1. हां
2. नहीं

31. आपकी बेटी के पढ़ने से आपके अनुसार इसकी शादी पर क्या प्रभाव पड़ेगा -

- 1- शादी करने में दिक्कत-परेशानी होगी
- 2- इसकी तरह पढ़े-लिखे लड़के से ही शादी करेंगे
- 3- पहले इसे पढ़ने का पूरा मौका देंगे तब शादी करेंगे
- 4- कोई प्रभाव नहीं पड़ेगा

32. लड़के और लड़कियों में से किसे पढ़ाना ज्यादा जरूरी है -

- 1- लड़के को
- 2- लड़की को
- 3- दोनों को

33. लड़कियों को पढ़ाना क्यों जरूरी है -

साक्षात्कारकर्ता का नाम -

दिनांक