Endline Survey Report

Bridging the Internet Literacy Gap and Promoting Life Skills Education among Rural School Children in Mewat District, Haryana

Supported by ORACLE and CAF India

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1. Introduction

The 'digital divide' has traditionally been understood as gaps in physical access to computers and the Internet among various identity groups. The 'divide' referring to difference in access rates between one or more groups (Gorski, 2003). In recent years, concerns over 'digital exclusions' are increasingly finding mention in debates about 'social exclusions' with 1990s witnessing the initiation of mainstream political discussion over 'information haves' and 'information have-nots', and 'information and communication poverty' (Selwyn, 2004). Internet is now seen as a powerful tool for addressing socio-economic marginalization. At the inauguration of 2nd phase of Kerela's total e-literacy program, Vice President of India mentioned Internet as "a means of overcoming social exclusion by providing a "digital bridge" out of poverty." Also adding, that "in rural areas, internet can provide a powerful equalizing tool allowing people to receive access to key information and to connect with each other, overcoming social and geographical boundaries"

In India, one of the earliest programs focusing on digitization and e-governance was the National e-Governance Plan (NeGP) formulated and approved by the government in 2006. India's economic agenda, as laid out by the present government, largely focuses on economic revival and inclusive growth aiming to carry these out by financially empowering citizens, focusing on industrial development and reducing subsidies through use of digital technologies. Technology being the key enabler here. To this end, the government has also initiated the Digital India program, centered on three key vision areas. One of the areas – digital empowerment of citizens - aims to provide universal digital literacy to empower citizens to use digital platform/ devices. Digital literacy is broadly understood to mean knowing how technology and media affect the ways in which we go about finding things out, communicating with one another, and gaining knowledge and understanding.

'Digital India' aims to empower citizens to avail services more easily and to conveniently interact with the government. India is seeing a dramatic growth in the number of online transactions involving citizens and the government. The number of such e-transactions has grown by more than 200% in 2 years: from 840 million in 2013 to 2580 million in 2015 (Deloitte, 2015). 'Digital India' program aims to target digitally dispossessed citizens whose entitlements are denied due to poor governance and opaque mechanisms of service delivery. It is argued that the greatest obstacles to rural development, large distances and inadequate infrastructure, might be obviated by instant access to virtual institutions that provide banking, education, health care, neonatal information, agricultural advice and so forth (Sood, 2001).

It has been simultaneously argued that the potentials of e-governance can be realized only if the programs are accompanied by essential capacity building; that the "program might end up as a one-sided endeavor offering better opportunity for e-commerce businesses to access rural markets rather than for the people to take tangible advantages of the internet revolution." As the new budget also allows manufacturers to sell their products directly through e-commerce platforms without extra approvals; they are unlikely to work in a vacuum without training the panchayats, elected representatives, lower level government functionaries and the ordinary users to use IT-enabled tools (Mudgal, 2014). As summarized succinctly in 'E-governance for Mewat' by Kapoor and Makhija, 2014 – "the potential is vast, challenges many, and the willingness of the community, many being first generation learners, to adopt technology is very forthcoming."

One of the strategies to reap benefits of digitization and e-governance initiatives that is currently gaining momentum is involving youth in the local governance processes. The scholars also have highlighted many

constraints other than information poverty that prevent such participation. For example, in the context of Nuh (earlier known as Mewat), a district of Haryana predominantly populated by '*Meos*' where agriculture and allied activities are the main occupations, it has been argued that '*Izzat*' (respect), a socio-cultural norm, is the most popular tagline that prevents youth from participating in the local decision making process. Due to respect towards elders, youth in the village do not speak during Gram Sabha. Their participation in the governance process is minimal. Such cultural practices hinder participation disallowing youth to raise their voice in front of elders." It has also been pointed out that mainstreaming of youth to a large extent involves gender mainstreaming within the governance processes (Bastola, 2013).

For any program aiming to increase social participation of a group by digitally empowering its members, in governance processes or otherwise, within local contexts or beyond, the fact that the same groups are historically and presently disenfranchised by the social, political, economic systems around them cannot be ignored (Gorski, 2003). Digital divide or any other forms of gaps in access to resources are merely symptoms of such disenfranchisement. In the same manner, providing rural youth with digital literacy, without addressing their concerns and needs as 'youth' or without building the necessary life-skills that enable them to reflect upon their positions in society and give them confidence to negotiate those positions, has limited potential to bring much change in behavior patterns of young people.

It is with these potentials and constraints of the landscape that Sehgal Foundation conducted this project to impart Internet literacy and life-skills education to rural youth with the broader objective of bridging the digital divide between rural and urban youth.

1.1 About the Project

The project, initiated by S M Sehgal Foundation with support from ORACLE and CAF India, targeted rural school children in Nuh (earlier known as Mewat) district, Haryana. The project aimed at bridging the awareness gap between rural and urban children by a) improving understanding of youth mechanism on governance and increasing their participation in governance issues, and b) building their confidence by promoting internet literacy and life-skills education.

The duration of the project was one year and it targeted to provide training to 200 adolescents of Nuh from four¹ government schools² (roughly 50 students per school to be trained under the project). Each student received training for five months. The project was conducted in two phases. In the first phase of the project, training was provided to 125 students and the second phase of the project is ongoing. Given the socio cultural constraints in the region, young boys and girls were coached in separate classrooms that were held on alternate days with sessions taken by a male and a female teacher, respectively. Students were made aware of hardware and software basics of computers and were gradually moved to basics of Internet and Internet usage. Life skills education formed a crucial component of the program that focused on the development of social and emotional skills; knowledge on health and sanitation; and government programs, schemes and rights.

With an increase in the ability to access relevant information through technology accompanied with knowledge of self and of their rights and entitlements, it is expected that the participation of youth in community development and local governance will increase. The life-skills education component of the

¹ Students from two schools were enrolled in May, 2016 batch and from remaining two schools were

² Names of Schools: Government High School, Bhadas; Government High School, Mandikhera

program is also expected to bring increased health awareness among the enrolled youth along with an enhanced decision-making capacity.

1.2 Objectives of the Study

The endline study has been conducted with the objective of a) evaluating the change in the perceptions of participants about their decision making abilities and gender based roles and gender based violence, b) evaluating the change in their level of awareness about government schemes regarding health, nutrition and education and c) evaluating the change in their level of awareness about computers and internet after the training program.

The report is broadly divided into three sections. Section 1 provides an introduction to the study and the project along with discussing the broad study objectives. Section 2 provides a detailed description of the results garnered from data analysis that is further subdivided into four sections. Section 2.1 discusses the demographic profile and education status of the respondents, Section 2.2 discusses the findings of both baseline and endline survey about participants' perceptions with respect to gender based roles and gender based violence and perceptions about their decision making abilities after the training program Section 2.3 discusses the changes in the level of awareness regarding government schemes after the training program Section 3 summarizes the major findings of the study relevant to the future direction of Internet literacy and life skills education programs as well as discusses the limitations of the present study.

1.3 Area of Study

The study has been conducted in the two project implementation villages namely, Bhadas and Mandikhera of Nagina block of Nuh, Haryana. Haryana is a landlocked state in northern part of India surrounded by Punjab, Himachal Pradesh, Uttar Pradesh, Delhi, and Rajasthan. Within the state of Haryana lies Nuh district that came into existence in the year 2005 when it was carved out from Gurgaon and Faridabad as the 20th district of Haryana. The geographical location of the region is such that it falls at a distance of around 30 kilometers from Gurgaon (Saxena, 2013).

However, despite the proximity, Nuh is untouched by development and lags behind other districts in the state on almost all indicators of growth and development. In terms of several vital socio-economic parameters, Nuh district falls way behind other parts of the country. Majority of the district's population (95 percent) resides in rural areas. The education statistics reveal that merely 37.6% of the females are literate as against 73% of literacy among males (Census 2011). In Mandikhera, male literacy stands at 76.1 percent while female literacy rate was 49.6 percent. In Bhadas, Male literacy stands at 70.3 percent while female literacy rate was 28.9 percent (Census, 2011).

1.4 Study Methodology

The participants who enrolled themselves in the training program were interviewed before and after the completion of the program. Baseline survey of 125 participants was conducted before the training program as 125 participants enrolled themselves at the beginning of the course. However, at the time of the endline survey, select participants were not available. Therefore, the endline survey included 118 participants.

Quantitative data was collected using a structured questionnaire. The questionnaire was divided into four sections. The first section consisted of questions related to their current education status and questions

related to the completion of the course. The second section consisted of questions related to self-confidence and decision-making. The third section consisted of questions related to their knowledge about computers and Internet after the program and the last section was related to their knowledge about existing government schemes pertaining to health, nutrition and education. Both the baseline and endline survey questionnaire comprised of questions on similar variables. The only difference being that in the endline survey, the main question is followed by series of other questions which detail the extent of awareness and knowledge of respondents about the key intervention aspects in the project.

For the purpose of estimating project impact, endline data was matched with baseline data. Matching of 118 respondents in the endline survey was done with the respondents of the baseline survey. During matching, it was found that names of 11 respondents who participated in the endline survey didn't match with the names of respondents in the baseline survey. This was probably because these participants may have enrolled after the initiation of the project and therefore, were not included in the baseline survey. Resultantly, these respondents were eliminated from the matched dataset and the final dataset comprised of 107 respondents.

For the purpose of analyzing the impact of the project, the data set was further refined on the basis of who completed the training program and who did not. It was found that among 107 respondents, 10 participants (5 males and 5 females) did not complete the course as seen in table 1.1. Hence, the data analysis was done for 97 participants who completed the training program.

Table 1.1: Gender wise dropout from course										
Gender	Completed the course	Total								
		course								
Male	49	5	54							
Female	48	5	53							
Total	97	10	107							

The reasons for dropouts can be seen in table 1.2. Among all the reasons substantiating drop out, the most frequently cited reason was illness because of which three boys and four girls left the course mid way.

	Table 1.2: Gender disaggregated reasons for dropout from training program												
Gender	Lack	Refusal	Farm	Look	Didn't	Center	Felt	Due	Due to	Total			
	of	of	work	after	understand	was	bored	to	studies				
	time	parents		siblings	course	far		illness					
Male	0	1	0	0	0	0	0	3	1	5			
Female	1	0	0	0	0	0	0	4	0	5			
Total	1	1	0	0	0	0	0	7	1	10			

Data was analyzed using basic statistics to shed light on gender specific and region specific differentials in knowledge and perceptions of youth. Data analysis was carried out in the following manner:

- 1. Comparison between baseline and endline data on awareness and knowledge indicators.
- 2. Finding the first difference between the baseline and endline indicators.
- 3. Conducting the significance test for the first difference estimators using T-test at 95% level of significance.

2. Results and Discussion

Major findings of the study are detailed in the following sections. Section 2.1 captures the background information about the participants, section 2.2 discusses both the baseline and endline findings of confidence level and decision-making abilities of participants and their perceptions about gender roles and gender related violence. Section 2.3 discusses both baseline and endline survey findings about participants' awareness regarding various government schemes, right and entitlements and Section 2.4 discusses findings of both baseline and endline survey about participants' knowledge of computers and internet respectively.

2.1 Background Characteristics

2.1.1 Demographic Profile of Respondents

Basic demographic information of enrolled students including gender, religion and age was recorded to develop an understanding of their background that will help in interpretation of other results. This information was recorded during both baseline and endline survey. Demographic details from the baseline survey, endline survey and matched dataset are shown in table 2.1.

	Table 2.1: Distribution of Participants by Gender																	
Baseline Survey (n=125)							Endline Survey (n=118)						Matched Dataset (n=97)					
	Man	dikhera	B	hadas	Тс	otal	Mandikhera Bhadas Total Mandikhera		Bh	nadas Total		Fotal						
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Male	31	49.21	30	48.39	61	48.8	32	50.79	29	52.72	61	51.70	26	50.99	23	50	49	50.51
Female	32	50.79	32	51.61	64	51.2	31	49.21	26	47.28	57	48.30	25	49.01	23	50	48	49.48
Total	63	100	62	100	125	100	63	100	55	100	118	100	51	100	46	100	97	100

As can be seen in the table, there is a change in the gender profile of participants during the course of administration of the project. At the beginning of the training program, number of females enrolled in the course was slightly more than number of males in both the centers. After the completion of training program, the situation has reversed with number of males being slightly more than number of females in Mandikhera and males and females being in equal numbers in Bhadas center. This change in the profile can be attributed to the factors like respondent unavailability during endline survey, data matching and dropout from the course.

Religious composition of course participants is detailed in table 2.2 for baseline survey, endline survey and matched dataset. It can be seen that in all the three cases, number of Hindu participants are more than number of Muslim participants. However, an intra center analysis shows that in Mandikhera, number of Hindu participants is less than Muslim participants whereas in Bhadas, it is the other way round.

	Table 2.2: Religious Composition of Participants																	
Baseline Survey (n=125)							Endline Survey (n=118)						Matched dataset (n=97)					
	Man	dikhera	Bł	nadas	To	otal	Man	dikhera	Bl	hadas	To	otal	Mandikhera		Bl	hadas	Г	otal
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Hinduism	26	41.27	38	61.29	64	51.2	27	42.86	34	61.82	61	51.7	23	45.10	32	69.56	55	56.70
Islam	37	58.73	24	38.71	61	48.8	36	57.14	21	38.18	57	48.3	28	54.90	14	30.43	42	43.30
Total	63	100	62	100	125	100	63	100	55	100	118	100	51	100	46	100	97	100

The identified target population for the program is the youth of Mewat. Saxena et al (2012) define youth as the individuals falling within the age group of 15-35 years. There is a huge variation in terms of age group in both the centers as seen in figure 2.1. At the time of baseline survey, majority of the participants were falling in the age group of less than 16 years in both the centers (72.6% in Bhadas and 57.1% in

Mandikhera). In the endline survey, less than 16 continues to be the dominant age group in Bhadas. However, in Mandikhera more than 50% participants belong to the age group 16-20 years. This finding remains unchanged after matching the datasets. The percentage transition in age group of course participants from less than 16 year category to 16-20 year category in both centers is attributed to several course participants being 15 years of age at the time of baseline survey; transiting to the next category at the time of endline survey. Another feature worth noticing is that percentage of participants is higher in the lower age group and lower in the higher age group.



Effect of age on attending training programs to the likes of Internet literacy has also been studied by different researchers. The general perception is that older people not exposed to skills at earlier age face difficulty in attaining such skills with increase in age due to decrease in memory (Boyd & Bee, 2009). In a study done by Hargittai (2002), it was found that age is negatively associated with one's level of Internet skill. Thus, the lower percentage of participants in higher age group can be attributed to loss of interest in learning new skills or engagement in other domestic tasks.

2.1.2 Education Status of Respondents

One of the eligibility requirements for enrolling in the training program was completion of elementary education i.e. the student must be an eighth grade graduate. This was based on the understanding that to successfully impart Internet literacy, students should be familiar with reading and writing and possess working knowledge of English language.



Percentage distribution of female students by education status for baseline, endline and matched dataset is depicted in figure 2.2. As is evident, majority of the respondents from Bhadas are in the 8-10th class category. In case of Mandikhera, the representation is unevenly spread across various class categories with the majority being in the 8-10th class and 11-12th class category. Almost a quarter of respondents from Mandikhera are dropouts. The trend is found to be similar across all three types of datasets. An interesting pattern is that the number of dropouts in Bhadas has decreased over time. Even though, attribution to the project cannot be made, reduction in the number of dropouts is a positive sign.

Distribution of male participants according to education status is displayed in figure 2.3. There appears to be a very negligible education difference. As can be seen in the figure, in Mandikhera, all the boys belong to class group 8th-10th. A similar pattern is observed in Bhadas where 96% boys are in the 8th-10th-class category. This pattern remains almost the same in baseline, endline and matched dataset. While the low enrolment of school going girls as compared to boys is a matter of concern, another crucial implication of this pattern of enrolment is the interest among non-school girls for continuing education or any kind of alternative education training. This can provide useful directions to the future of Internet literacy and life skills education programs.



2.2 Empowerment: Decision Making, Aspirations, and Perceptions about Self

'Empowerment', a much used, theorized, and re-theorized term, has been defined in its broadest sense as the "expansion of freedom of choice and action" (Narayan, 2002). Naila Kabeer defines empowerment as "the expansion in people's ability to make strategic life choices in a context where this ability was previously denied to them" (Kabeer, 1999). Karen Oppenheim adds that empowerment involves knowledge of their rights to exercise choice and capabilities (Mason, 2005). Appadurai defines empowerment in terms of developing a voice and a capacity to aspire (Appadurai, 2004). Jo Rowland's definition encompassing all of the above, adds two more critical dimensions – a belief in self-worth, self-respect and self-acceptance, and the ability to act with others to challenge discriminatory structures (Rowlands, 1997).

Young people are often stripped off their agency not only because they are frequently denied the right to take decisions concerning them but are also stereotypically portrayed as 'aggressive', 'irresponsible', 'prone to give in to peer pressure' and 'experimental' while at the same time expected to 'act responsibly, take initiative and take control'. (Life skills education, grade IX-X, CBSE). Due to their age, they operate within norms set by their elders, norms of 'how to act' and 'who to be'. Thus, they are restricted to functioning and forming identities within the frameworks of acceptance or rejection of these norms, either as 'good' boys and girls or 'rebels'. Appadurai sees this as the less privileged oscillating between 'loyalty' and 'exit' (Appadurai, 2004). Furthermore, for girls, norms of gender ensure that they only have one option available to them i.e. being a 'good' girl and fulfilling their roles and responsibilities as good wives and mothers. The level of empowerment of participants in the study was assessed by exploring their a) level of confidence and participation in household decision making, b) educational and life aspirations, and c) perceptions of gender roles and gender based violence.

Effects of such programs have also been studied across several countries in terms of its content and delivery, suitability to all learners and it's adaptability with social norms and changing circumstances. In Botswana, a study was conducted which emphasized the need for an age-appropriate curriculum for early childhood, primary and secondary levels whereas in countries like Armenia, Kenya and Myanmar, problems like insufficient teaching material, weakness in teachers' training, limited school resources, pressure on teacher's time, lack of parental involvement are highlighted as main constraints in teaching of life skills education. In Malawi, some parents also raised an objection on contents regarding sexual intercourse. The strength of such programs has also been appreciated. For example, in Malawi, girls and boys identified various strengths of the program in relation to their individual lives like understanding physical changes, thinking and seeking guidance on risky behaviors etc. In Barbados, students highlighted that such kind of training program helped them to manage peer pressure in relation to sensitive activities like engagement in sexual activity, drugs and alcohol and helped them in developing more confidence (UNICEF 2012).

While some life skills education programs contain topics of confidence and decision-making, other topics like job-readiness skills, family skills, money management, nutrition are also included. Results from the EDUFAM program conducted in Montana suggest that respondents found the money management aspect of the program very beneficial. Most of them indicated positive after effects of program like their bills have gone a lot easier, they are making payments on time and they don't have to worry about the food at the end of the month. In the job-readiness aspect, participants found themselves confident in seeking a job, resume and interview. In the nutrition aspect of the program, they learnt about doing more comparison based shopping like looking at different prices, choosing between junk and non-junk foods etc. (Christopher et. al, 2001).

2.2.1 Confidence level and decision making

The transition in confidence level and decision making skills among participating respondents is detailed in table 2.3. Results from the endline survey reveal that the training program has made a significant impact in building the confidence of participants in sharing their opinions. In both the intervention villages, all the students report being confident in voicing their opinions among their friends whereas at the time of the baseline study, this percentage was 32.6% and 50.98% in Bhadas and Mandikhera respectively. Specifically, among girls, prior to training program, 45.83% reported being confident about the same and among boys, about 19% reported being confident. After the training program, all boys and girls reported being confident in sharing their views among friends.

	Ta	ble 2.3: Resul	ts of Sel	lf Confide	ence and Decis	ion Mak	ing		
Aspects of Self									
Confidence									
and Decision									
Making		Baseline(%)			Endline(%)			Difference(%)	
	Bhadas	Mandikhera	Total	Bhadas	Mandikhera	Total	Bhadas	Mandikhera	Total
Confident in voicing									
opinion among									
friends	32.60	50.98	42.30	100.00	100.00	100.00	67.40*	49.02*	57.74*
Confident in voicing									
opinion in front									
of parents	21.73	19.64	20.61	100.00	100.00	100.00	78.27*	80.36*	79.39*
Participation in									
Household									
Decision Making	19.56	31.37	25.80	91.30	78.00	84.53	71.74*	46.63*	58.76*
Confident to talk									
strangers	52.17	35.29	45.40	100.00	98.00	99.00	47.83*	62.71*	53.64*

*Significant at α =0.05%

Results from baseline survey revealed that only 21.73% participants in Bhadas and around 19.64% participants in Mandikhera were confident in sharing their views with their parents. The program intervention has brought about a significant difference in building the confidence of participants regarding the same. After the training program, all boys and girls report feeling confident about sharing views with their parents.

There is a significant increase in the number of participants who no longer feel shy in talking to strangers. Comparing data over time suggests that in Bhadas, all participants feel confident in talking to strangers. In Mandikhera, 98% respondents report the same.

A gender wise disaggregation as seen in table 2.4 reveals that percentage of girls (54.16%) who feel confident in talking to strangers is higher than percentage of boys (36.73%). Post training, 97.95% boys and 100% girls report feeling confident.

	Table 2.4: Gender Disaggregated Results of Self Confidence and Decision Making											
Perce co their o	Percentage of participants confident in voicing their opinion among friends			ntage of cipants t in talking rangers	Percentage of confident in v opinion in fr pare	participants voicing their ont of their ents	Percentage of participants taking part in household decision Making					
	Baseline	Endline	Baselin	Endline	Baseline(%)	Endline(%)	Baseline(%	Endline(%)				
Gender	(%)	(%)	e(%)	(%))					
Male	19.58	100	36.73	97.95	22.44	100	18.36	79.59				
Female	45.83	100	54.16	100	18.75	100	33.33	89.58				
Total	42.26	100	45.36	98.96	20.61	100	25.77	84.53				

Talking about respondent participation in household decision-making, the baseline survey results revealed that in total 25.8% participants take part in household decision-making. This has significantly increased to 84.5% after the training program. While in Bhadas, 91.3% participants report the same, in Mandikhera 78% participants report taking part in the household decision making process. Looking at it gender wise, the baseline survey suggests that 18.36% boys reported that they contribute in household decision making whereas among girls, 33.3% reported the same. The endline survey suggests that 79.6% boys and 89.6% girls contribute to decision making at household level.

2.2.2 Capacity to Aspire

Youth's 'capacity to aspire' was also explored by recording their perceptions about education, their aim for future and knowledge of legal age of marriage. In contexts like Nuh, marriage plays an equally important role as level of education does in determining life trajectories of people, with child marriage meaning the end of education for most girls. The capacity to aspire in this backdrop has been understood as a cultural capacity whose fortification may accelerate building of other capacities and has the potential of changing the terms of recognition (Appadurai, 2004), thus leading to empowerment.

Results from the baseline survey as seen in figure 2.4 suggest that maximum females agree that girls should study till whenever she desires whereas more than 50% boys indicate that girls should study only till eighth standard. The training program has made a significant impact in changing the perceptions of respondents, as evident from findings of endline survey. Results from the endline survey suggest that both males (63.26%) and females (88.58%) feel that girls should study till whenever they desire.



In the case of educational attainment for boys, both in the baseline and endline survey, as seen in figure 2.5, maximum boys and girls reported that boys should study till whenever they desire. In the endline survey, percentage of both boys and girls responding similarly has increased from 67.34% to 79.59% in case of boys and 66.66% to 95.83% in case of girls.



All the participants correctly reported the legal age of marriage of girls as 18 after the training program. In the baseline survey, 73.2% participants correctly knew the same. Interestingly, after the training program, all the boys and girls report the legal age of marriage of girls correctly. All the participants correctly reported the legal age of marriage of boys as 21 after the training program while in the baseline survey only 21.6% correctly reported this figure.

Regarding questions related to life ambitions, in the baseline survey, only five students reported that they don't want to become anything. Rest 92 students gave specific responses like they said they want to become doctor, engineer, lawyer, teacher etc. In the endline survey, there was no single participant who said that s/he does not aspire to become anything. All the participants gave specific responses to the question asked.

2.2.3 Perceptions about Gender Roles and Gender Based Violence

To understand participants' perception about gender roles and gender-based violence, participants were asked questions like, "whether males should help females in household work", "whether it's alright for a male to beat a female" and "whether husband-wife should have at least one son". Results suggest that there is a significant difference in percentage of respondents who agree that males should share the workload and help females. Before the training program, around 69% course participants from Bhadas and 76.47% course participants from Mandikhera indicated that men should share the workload of women. After the training program, all course participants in both centers agree that males should help females. Looking at it gender wise, the baseline survey suggests that 89.79% boys and 56.25% girls reported that males should help females in sharing their workload. In the endline survey, all boys and girls feel that males should share household workload with females.

Regarding preference for a male child, results from the baseline survey as seen in table 2.5 suggest that 72% participants feel that parents should at least have a son. This figure has significantly decreased to 50.51% after the training program. Interestingly, around 83% females said yes to at least one son and 61% males said yes to the same in the baseline survey. In the endline survey, as seen in Table 2.5, while the response of boys hasn't undergone a change, percentage of females who reported yes for at least one son has decreased to 39.58%. Looking at the trends center wise, in Bhadas, there is a significant decrease in the number of participants voting for at least one son. In Mandikhera however, this difference has came out to be insignificant.

	Table 2.5: Participant Responses about Son Preference												
	Endline Survey												
	Yes No Total Yes N									No	Total		
Gender	n	%	n	%	n	%	n	%	n	%	n	%	
Male	30	61.22	19	38.77	49	100	30	61.22	19	38.77	49	100	
Female	40	83.33	8	16.66	48	100	19	39.58	29	60.41	48	100	
Total	70	72.16	27	27.83	97	100	49	50.51	48	49.48	97	100	

Results about participants' perception around gender roles and gender related violence is detailed in table 2.6. The training program has made a significant impact in changing perceptions of participants about gender violence. There is a significant reduction in participants in both the centers who think it's all right for a male to beat a female. While in Bhadas, all the participants post training reported that it's not right to

beat a female. In Mandikhera, there is a considerable reduction in percentage of participants favoring gender violence from 39% to 3%. From a gender-disaggregated viewpoint, prior to the training program, more than half of the males said yes to wife beating and post training, this has come down to 4%. Prior to training program 35% females said yes to male beating a female but post the training program, all females indicate that it's not okay for a male to beat a female.

	Table 2.6	: Results of Pe	erceptio	ns around	d Gender Role	es and G	Gender Vi	olence	
Gender roles and gender violence		Baseline(%)	Γ		Endline(%)	Ι		Difference(%)	Γ
	Bhadas	Mandikhera	Total	Bhadas	Mandikhera	Total	Bhadas	Mandikhera	Total
Males sharing									
the workload	69.56	76.47	73.2	100	100	100	30.44*	23.53*	26.81*
Son preference	89.13	56.86	72.2	56.5	45	50.51	-32.63*	-11.86	- 21.69*
Alright for a male to beat a									
female	47.82	39.21	44.3	0	3.9	2.1	52.18*	-35.31*	-42.2*
Legal age of marriage									
of girl	65.21	80.39	73.2	100	100	100	34.79*	19.61*	26.81*
Legal age of marriage of									
boy	60.86	60.78	21.6	100	100	100	39.14*	39.22	78.36*

*Significant at α =0.05%

2.3 Rights and Entitlements: Awareness about Village Level Institutions and Government Schemes

For an inclusive governance process, one of the strategies that have gained momentum in recent times is involving youth as active partners in the development process. The involvement of youth in local governance is perceived to develop young people's leadership skills and confidence, thus empowering them (Bastola, 2013).

To understand the impact of the training program on awareness levels of participants about village level institutions and government schemes, participants were asked questions about the same in such a manner that displays participants' knowledge about the same.

2.3.1 Health and Nutrition

In the domain of health and nutrition, participants were asked questions related to Village Health, Sanitation and Nutrition Committee (VHSNC), Swachh Bharat Abhiyaan (SBA), Integrated Child Development Scheme (ICDS) and issues related to maternal health.

Results from the baseline survey as detailed in table 2.7 indicate that only 6.2% participants were aware about VHSNC, 20.6% were aware about SBA and 8.2% were aware about ICDS. While 71.1% participants were aware about Mid-day meal, awareness regarding other schemes was very low. The program

intervention has made a significant impact in increasing the awareness levels of participants about these schemes. Results from the endline survey suggest that 93.8% participants are aware about VSHNC, 98.9% are aware about ICDS and 98.9% are aware about mid day meal scheme.

T	able 2.7: F	Results of Awa	ireness a	bout Gove	ernment Sche	mes and	Other He	alth Issues			
Awareness on Rights and Entitlements		Baseline(%)			Endline(%)			Total(%)			
	Bhadas	Mandikhera	Total	Bhadas	Mandikhera	Total	Bhadas	Mandikhera	Total		
Village Health Sanitation and Nutrition											
Committee	8.69	3.92	6.18	93.47	94.11	93.81	84.78*	90.19*	87.63*		
Swachh Bharat											
Abhiyaan	8.69	31.37	20.6	97.82	100	98.96	89.13*	68.63*	78.35*		
ICDS	10.86	5.88	8.24	100	98.03	98.96	89.14*	92.15*	90.72*		
Mid-day Meal Scheme	65.21	76.78	71.1	97.82	100	98.96	32.61*	23.22*	27.86*		
Pentavalent Vaccination	0	0	0	43.47	64.7	54.63	43.47*	64.7*	54.63*		
Tetanus Injections during Pregnancy	15.21	9.8	12.4	100	96.07	97 93	84 79*	86.27*	85 56*		
Number of	13.21	7.8	12.4	100	50.07	71.75	04.79	00.27	85.50		
Iron tablets to be taken during											
Pregnancy	10.86	3.92	7.21	100	100	100	89.14*	96.08*	92.79*		
Causes of											
Diarrhoea	0	0	0	100	100	100	100*	100*	100*		

*Significant at α=0.05%

To understand whether participants possess detailed knowledge about schemes or not, various questions regarding each scheme were also asked. Among the participants who reported awareness about Village Health Sanitation and Nutrition Committee, 97% reported that it's functional in their villages and have done works like cleaning of drains, treating standing water using kerosene oil and cleaning of roads.

Among the participants who indicated being aware about Swachh Bharat Abhiyaan, 100% reported that under this scheme, funds are provided for construction of domestic toilets, 93.8% reported community toilets and 79% reported construction of school toilets. Around 95% participants also correctly reported the financial aid provided under the scheme for facilitating toilet construction. Among the participants who mentioned being aware about ICDS, 98.9% reported that it's functional in their villages and its main provisions are to provide nutritious food to pregnant women and children (97.9%), provide vaccination to pregnant women (96.9%) and provide education to children (88.5%).

Participants' knowledge about maternity and other health issues was also explored. Results from the baseline survey revealed that none of the participants were aware about Pentavalent Vaccination and the causes of diarrhea. Less than 15% participants were aware about maternity related facts. There is a significant difference in awareness levels of participants regarding same. The findings obtained from the endline survey reveal that in Bhadas, 43.5% participants are now aware about Pentavalent Vaccination, in Mandikhera, 64.7% participants are aware about the same. Regarding tetanus vaccination during pregnancy, 96.1% respondents from Mandikhera are aware and in Bhadas, all the participants are aware about the same. In both Bhadas and Mandikhera, all the course participants are aware about the number of iron tablets to be taken during pregnancy and the causes of diarrhea.

2.3.2 Education

Awareness about the Right to Education (RTE) Act and related aspects is essential in the wake of conservative cultural norms preventing many from accessing the very fundamental right to education. As can be understood from table 2.8, results from the baseline survey suggest that only 7.2% participants were aware about the concept of School Management Committee (SMC) and 10.3% were aware about the Right to Education before the training program. The training program appears to have made a significant impact on increasing the awareness levels of participants regarding the same. Results from the endline survey suggest that 96.9% respondents are now aware about School Management Committee and all the participants are aware about the Right to Education Act. To understand whether participants know about scheme details or not, several other questions were also asked.

Table 2.8: Awareness about SMC and RTE									
Awareness on									
Rights and									
Entitlements	Baseline(%)			Endline(%)			Difference(%)		
	Bhadas	Mandikhera	Total	Bhadas	Mandikhera	Total	Bhadas	Mandikhera	Total
School									
Management									
Committee	2.17	11.76	7.21	95.62	98.03	96.9	93.45*	86.27*	89.69*
Right to									
Education	10.86	9.8	10.3	100	100	100	89.14*	90.2*	89.7*

*Significant at α=0.05%

Among the participants who reported being aware about the School Management Committee, 98.9% reported that it's functional in their villages and its main responsibility is to spread awareness about education (90.4%), supervise and monitor mid-day meal activities (96.8%), look after drinking water and toilet facilities in school (85.1%), ensure the availability of teachers in school (41.5%) and implement government schemes in school (27.7%). Upon asking what work this committee has done in their respective villages, the response cited maximum number of times was that it has got toilets constructed in school, made arrangements for drinking water and has done other activities like tree plantation and re-admission of students who have dropped out from school. 97.9% course participants also reported that the committee also gets financial assistance from the government. Regarding the Right to Education Act, participants reported that its main provision is to provide free education (100%), free uniform (98.9%), free books, bags and other items (100%) and facilitate money transfer in student's bank accounts (74.2%).

2.3.3 Governance

Awareness of participants was tested on questions related to village governance. As can be seen in table 2.9, in Mandikhera 68.6% participants were aware about female reservations in Panchayat while in Bhadas it was lower at 34.8% at the time of initiation of the training program. Post the training program, more than 95% participants are aware about female reservations in Panchayat. About 96% participants are aware that women have 50% reservation in panchayats.

Results of participants' awareness about governance mechanisms, institutions and processes indicate positive impact of the program. Awareness about gram sabha was much lower at the time of the initiation of the project. Only 4.3% participants in Bhadas and only 9.8% participants in Mandikhera knew about gram sabha. The training program has made a significant impact on increasing the level of awareness among participants about the same. Endline survey findings suggest that 95.7% participants in Bhadas and 98.0% participants in Mandikhera are aware about gram sabha. Participants were also asked about the membership pattern of gram sabhas. Respondents reported that government officials (61.8%), panch and sarpanch (95.9%), village people (2.1%), village voters (96.9%), government officials related to village works (23.7%) and village secretary (56.7%) are all members of gram sabha. Apart from this, 95.9% respondents correctly reported that gram sabha should hold two meetings.

Table 2.9: Results of Awareness about Governance									
	Baseline (%)			Endline (%)			Difference (%)		
Governance	Bhadas	Mandikhera	Total	Bhadas	Mandikhera	Total	Bhadas	Mandikhera	Total
Female									
Reservation									
in Panchayat	34.78	68.62	52.57	97.82	98.03	97.93	63.04*	29.41*	45.36*
Awareness									
about									
Gram Sabha	4.34	9.8	13.72	95.65	98.03	96.9	91.31*	88.23*	83.18*

*Significant at α =0.05%

2.4. Knowledge about Computer and Internet

To understand how much the participants have gained from the training program about the usage of computer and Internet, questions regarding basics of computer and Internet applications were asked to understand the current knowledge level of participants. On similar lines, ASER's practicum team in Delhi, Himachal Pradesh and Rajasthan did a qualitative study with the objective to obtain an in-depth observation regarding digital literacy. The results suggest that there is a wide variation in course content and it's delivery across different schools. While in some schools, the emphasis is given on advanced tools like Microsoft Word and Excel, in other schools, the use of computer is limited and only restricted to MS Paint. Also, there is limited access to Internet in general and some students reported using mobile Internet and that too for non-educational purposes.

Results about participants' knowledge about computer and Internet are detailed in table 2.10. At the beginning of the training program, only 19.6% participants knew how to use computer and 13.4% were aware about Internet. Endline survey post the training program reveals that the program has made a significant difference in participants' knowledge about the same in both the centers. While in Bhadas, 98% participants now report being familiar with computers, in Mandikhera this percentage has turned out to be

100 percent. Regarding Internet, in Bhadas 92.0% report being familiar with Internet and in Mandikhera, this percentage emerges to be 91.2%.

Table 2.10 : Results of Knowledge about Computer and Internet									
		Baseline (%)		Endline (%)			Difference (%)		
Internet									
literacy	Bhadas	Mandikhera	Total	Bhadas	Mandikhera	Total	Bhadas	Mandikhera	Total
Used									80.42
computer	19.56	19.6	19.6	98	100	100	78.44*	80.4*	*
Awareness									
about									
Internet	10.86	15.68	13.4	92	91.22	96.9	81.14*	75.54*	83.5*

*Significant at α=0.05%

Participants' knowledge about computers and Internet was further explored by asking questions regarding applications of computers and Internet. Upon asking what can they do with computers, participants answered that computers can be used for various things like working on MS excel, MS power point, MS word, creating a folder (100% participants), saving a file (100% participants) and copying a file (100% participants). Regarding internet applications, 89.7% participants reported that they know about internet banking, 92.8% reported that they know about e-ticketing, 90.7% reported knowing about e-commerce and 89.7% and 93.8% reported about knowing about social media and e-mail id respectively.

Participants were also asked questions regarding access to computers and Internet. Results from the endline survey suggest that 7.2% participants have access to computers at home, 84.5% participants have access to computers in school and 10.3% reported that they have access to computers neither at home nor at school. Regarding Internet, 14.4% reported that they have access to Internet at home, 72.2% reported that they have access to Internet at home, 72.2% reported that they have access to Internet in school whereas 20.6% reported that they do not have access to Internet anywhere. Limited access to computers and Internet facility however raises doubts in the retainability of the skills and knowledge acquired through the course.

By imparting knowledge about computer and internet, the program not only bridges the knowledge gap between urban and rural youth but also empowers the participants with new skills which can be helpful for them in applying for a job and do everyday activities like browsing, banking and other activities with ease.

3. Conclusion

The current report summates the findings of the endline survey conducted after the completion of first batch of training program on life skills education and digital literacy among select adolescents in Nuh district, Haryana. The objective of the training program was to bridge the gap among rural and urban youth that exists because of lack of life skills and lack of access to digital education. The content of life skills education and internet literacy curriculum was designed to impart life skills regarding confidence and decision making, awareness about governance/rights and entitlements, and knowledge about computers and internet. The survey utilized baseline survey data collected at the time of initiation of the project to compare findings from endline survey and assess immediate project outcomes in terms of awareness levels and perceptions on key project indicators.

The results reveal that there is a significant increase in awareness levels of participants on dimensions of governance, education, schemes, entitlements, computers and Internet. The course participants are aware of the legal age of marriage for boys and girls. Perceptions about domestic violence have undergone a positive change and egalitarianism in gender-stereotyped roles is now stepping in. The students who completed the course appear to be more confident and in a better hold of their opinions, which they can now, comfortably articulate in the household, among friends and to strangers. They have set aspirations and have clear goals they wish to achieve in the near future and in the long run. Awareness on key government schemes and entitlements has gone tremendously up. Statistical tests establish project training as a causal factor for the increase in awareness levels. Course participants are now aware of village level institutions, their functioning and key responsibilities. Thus, the course has helped empower adolescents and young adults to make local governance more accountable and functional. In terms of knowhow about computers and Internet literacy, all course participants are well versed with using basic computers and utilizing their knowledge of Internet to perform basic functions. Digital education appears to have opened a world of opportunities for them.

The increase in awareness and applicability aspects related to computers and Internet however has a caveat related to the sustainability of retention of concepts that require frequent practice and therefore, is dependent on access to computers and Internet. For the knowledge about Internet literacy and awareness about rights and schemes to be sustainable it's important for the participants to apply the lessons of the training program in their day-to-day lives. This also requires monitoring and evaluation on a continuous basis to evaluate the long-term benefits of training program. Since continuation of Internet usage is dependent on ease of access and level of interest among students, attempts should be made to connect students from different geographies to each other in order to sustain the motivation levels.

Although, the small sample of the study is not adequately representative of young population of Mewat as a whole, limited data clearly illuminates the stronghold of patriarchal norms on young people's perceptions of self and others. The roles, responsibilities, and aspirations of each gender are overarchingly shaped by these norms. In this regard, the idea of a separate curriculum for boys and girls is worth exploring. This would need an evaluation of various life-skills programs currently operational in similar contexts.

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