



# THE EVOLVING FACE OF THE GIRL'S EDUCATION PROGRAM

**A PROCESS DOCUMENT 2009-2011**

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## INTRODUCTION

The girl's education programme was initiated by Nalanda in the year 2006 in Sitapur district of Uttar Pradesh. Due to the consistent efforts of Nalanda team the programme has grown over the past six years. This document will highlight the growth and expansion of the programme in the past two years (2009-10 and current financial year i.e. 10-11); with the special focus on activities and inputs in the form of the process which contributed to the quality of the programme. Besides the process and case studies highlighting the growth and the efforts to strengthen the programme, the case studies will also deal with the grey shades of the programme narrating gaps identified so far and the areas which still require substantial degree of efforts to bring desired impact.

Some highlight on the process has already been made by the process document 'The light of learning.' In a way this document is a continuation of the document and strengthens narration for this year. This document covers some of the activities undertaken to cover some of the gaps mentioned in the last process document. Here is an excerpt in this context, of what the last process document had to say:

**'However, there are a few gaps that remain. While the attendance rate of girls is fairly high and the dropout rate is quite low, nevertheless there is scope of improvement for both these parameters. Besides, a good number of the girls from the alternative centers have been mainstreamed and one of the thrust areas for the future is to track the progress and comfort level of the students who are mainstreamed, with possibility of inputs as and when required. Then again processes like multi level and multi grade teaching that have been already introduced will be strengthened over the coming days as will be need based training packages for teachers.'**

**Thus future progress is likely to have a two-pronged thrust – firstly, to maintain the current standards and secondly, to identify the gaps, where they exist and address them. It is expected that this approach will enable the program to set and gradually attain high standards of intervention.'**

## **A PERSPECTIVE OVERVIEW**

The process of the intervention since its inception had been largely community based and also quality centric. It is community based in as much as the community plays a pivotal role from helping in infrastructure strengthening of the learning centers, taking ownership in daily activities like attendance of students and teachers and also about center betterment through center management committees. At the same time the committee strengthens the sustainability aspect of the program.

On the quality front the program is continuously strengthened on pedagogy and teaching learning issues through various training programs and onsite support. This includes almost 76 days of rigorous training for a teacher to get a better grip of teaching learning processes for the 5 classes that the learning centers cover. Besides, the program also tries to usher in changes to fill gaps from time to time and introduce newer practices and systems.

In the context of this broad perspective and specially keeping in mind the quality aspect of the program, the program has strengthened three core areas during the year. They include life skill education, development of gender perspective and multi level and multi grade teaching. While most of these processes had been initiated previously they were further strengthened through processes this year and merit mention.

## **LIFE SKILL EDUCATION**

Life Skill Education covers a wide range of activities. In context to adolescent girls we can say that it aims to make them aware of world around them, create awareness on growing up issues, enhance their mobility, empower them to express their opinion and to participate in decision affecting their lives and to promote egalitarian gender role attitudes.

Since Nalanda's Girls Education Program covers girls of different age groups including relatively younger children of six years to those at the start of reproductive phase of life, there is a clear indication of the varied needs of the target group. Also, Nalanda has strengthened gender

sensitivity over the years by working on the issue and has been a part of gender visioning workshop organized from time to time by the other organizations. So, it was in 2009 out of interest for a cause and quality that the organization finally decided to include life skill education in the curriculum. Once the decision was taken to do this, a need emerged for development of additional supportive material.

As developing reading materials requires expertise of people who have already worked on the particular issue hence Nalanda worked for the identification of resource person with SDTT, Eklavya, Nirantar & other reputed organizations that have credibility in the field of education. Finally, Ms. Kavita Suresh, a renowned and experienced Resource Person from Bhopal, was earmarked for the purpose.

The actual process of introducing life skill education started with need assessment. A field assessment to understand the psychology of children and various social dynamics of the intervention area like the prevalent culture, community's perspective etc. was carried out for this purpose. After this a framework was prepared focusing on four topics: interaction with the self (like who am I?), about family, society & topics concerning health and hygiene especially among adolescent girls. It was approved by Nalanda and a first draft in two parts was prepared.

The process for internalizing life skill education among girls in the centers was step based.

- From 11<sup>th</sup> to 13<sup>th</sup> January 2010 a workshop was conducted to give them a preliminary notion of the topic. At this training Nalanda gave the teachers a basic idea of life skill education and about its importance. The teachers from all centers were involved in that workshop with the motive to develop their understanding of the perspective.
- During the workshop Nalanda worked with a dummy copy of the teaching materials and workbooks with the participant teachers so as to assess the efficacy of the materials.



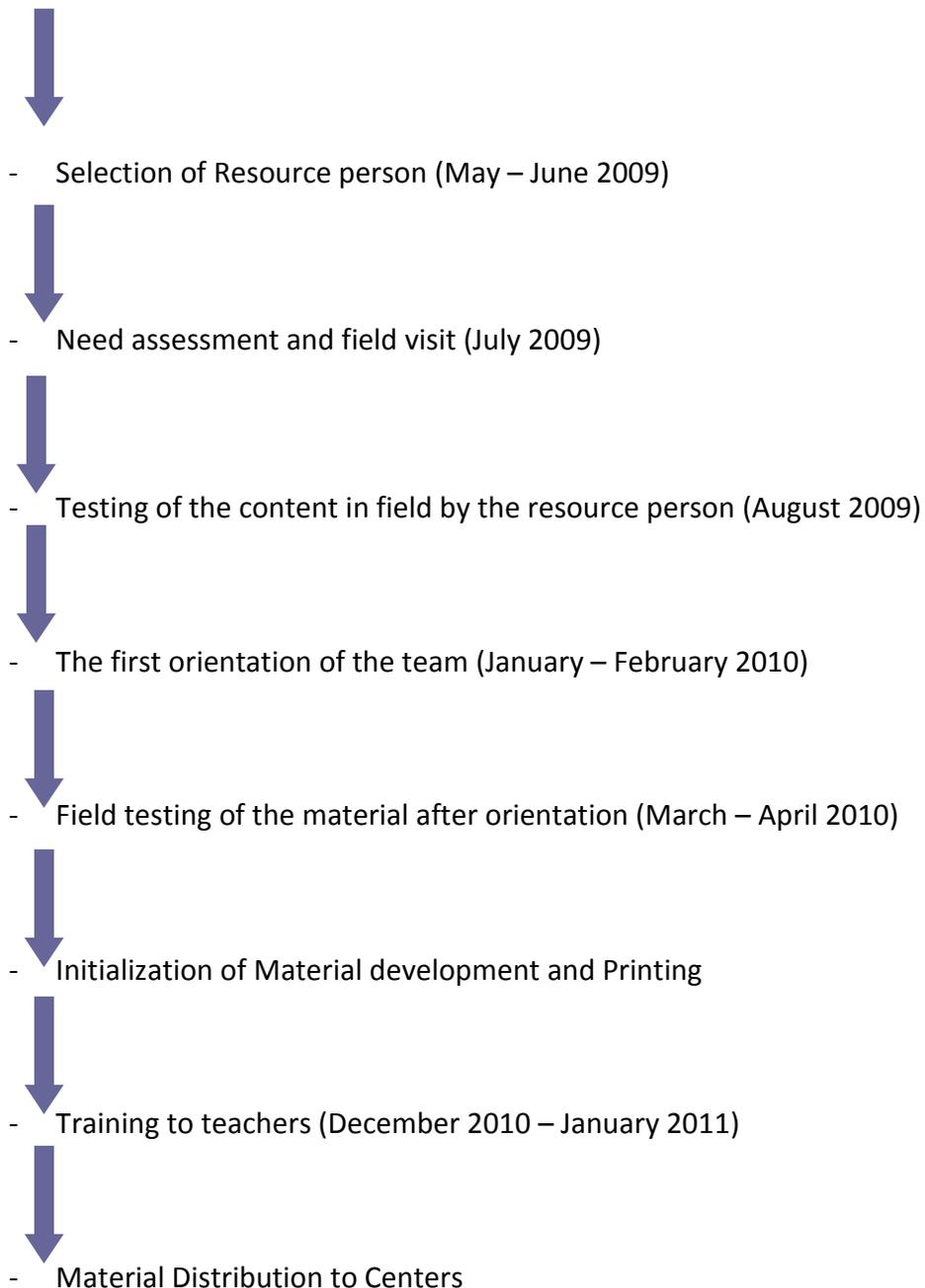


- After the workshop the next step was then to test the efficacy of the materials from the field. Consequently the dummy copy was retested in five centers and explored. Based on this further feedback was taken and any bottlenecks were noted.
- As a result of this feedback the materials were further refined by the resource person.
- Finally a second phase of training followed. Prior to this training the final materials were developed and delivered by the resource person. A training module was also developed for teachers expressly for the purpose. In order to maintain the quality of training, outside support was taken from technical experts in the field. This was in addition to internal resource.
- During this second phase of training from Dec'10 – Jan'11 the participants were equipped with the techniques of teaching and activities needed to support the teaching process for the newly introduced life skill education.
- After all the above steps were successfully completed the program nevertheless hit a veritable snag. Since a number of centers had male teachers, the issue of imparting knowledge on personal hygiene to young girls in a rural setting became a touchy matter.
- To overcome this snag first a system called 'prashna pitara' (bag of questions) was devised. Here a box was devised and kept in the school premises where girls could drop their questions. The class teacher could then read them in his leisure hours, write a correct answer and drop it back into the box.
- However this turned out to be a cumbersome process and was not met with much success. Finally it was decided that there would be exchange program between adjacent centers with male and female teachers so that the sensitive areas pertaining to life skill

education could be covered by a female teacher at each center. This process finally met with success.

- Students often tend to consider only physical changes not mental and psychological ones and thus have to gradually introduced to the holistic approach.

The entire process can be represented as:



## MULTI GRADE MULTI LEVEL TEACHING

Since Nalanda's education centers have girls from widely varying age groups and also of various levels of schooling (since some have attended schools earlier while many others have never attended schools) teachers often found it difficult to address needs of the entire students at a center simultaneously. This was compounded by the fact that they felt students must be divided into various classes to do justice to their wide range of receptivity and learning levels.

To tackle the situation Multi Level Multi Grade teaching was introduced by Nalanda in a systematic manner through a training program for its staff members. Supervisors were motivated to strengthen the learning at the field level. However, it was found that teachers were having problem in grouping students and involving them in various activities. In other words MGML wasn't taking its desired course. To identify the problem in detail and to chalk out a strategy to deal with the situation an Action research study was conducted to serve the purpose.

There were various challenges. The MGML teaching methodology introduced in Nalanda in 2009 to meet the demands of pupils with different learning abilities which could be due to difference in age or other factors.



- in this setting the teachers were finding it difficult to group students not only because of their difference in age group but also due to their difference in learning pace



- Despite holding a rigorous workshop to capacitate the teachers in 2009 it soon became clear to Nalanda that multi level multi grade teaching cannot be fruitfully implemented based on the rudimentary capacitating. In this context Nalanda initiated a

small study to understand the bottlenecks. The study saw various aspects that could do with further inputs. For example, there was no systematic grouping and the sitting arrangements were still unscientific, class time was not suitably organized so as to do justice to the groups, there was no adequate planning as to how to manage the groups within the same class hours etc. Another bottleneck was the basis of group formation, for e.g. the parameters set for grouping students for Mathematics may not be suitable for Hindi. Also the number of subjects increased progressively. Three subjects in class three and 6 subjects for classes four and five. So a child could be high up in one subject and low in another and may be in different groups in different subjects. In this scenario where the base of grouping mechanism was itself dawdling, it was meaningless to expect desired outputs.

- Given the various bottlenecks the study put forth the suggestion that another workshop for further capacitating and also more persistent on field support would be needed. It also put forth some simpler suggestions regarding grouping mechanisms and tools, hands on training on MGML pedagogy, easier and more scientific planning and register maintenance etc.

## **GENDER PERSPECTIVE**

As the program is concerned with girls' education from underprivileged sections of society, hence addressing the issue of gender equity was imperative. These girls live in the frame of discriminatory behavior; they tolerate various patriarchal and pro masculine set of ideas and behavior in their community. This has a bearing on their psychology having internalized patriarchy altogether and have firmly considered themselves a perfect combo of vulnerable body and weak mind.

To break this mindset it was necessary to add gender issues in the programme to substantially change the attitude of not only the students but their parents too. The very important feature of selecting a teacher, preferably female from the community became the most important

stimuli for change in their mindset. It made the community as well as the students realize that the girl next door has the potential to take up responsibility of teaching 30 students, can easily attend trainings in Lucknow and arrange visits as and when required.

**Second, involving community women at other important forums like CMC (Center management committees) of the education centers & as panelists in any competition (like drawing or essay competitions) helped in boosting their self confidence. It is imperative to mention here that in formation of CMC a complete democratic method of election is adopted. The seven member committee includes four women; the designation of either president or vice president has to be occupied by a lady only. All such small but important steps helped in inculcating leadership quality among women of the field areas.**

It has helped them to develop perspective regarding importance of female education. Khairool, mother of Zeba, said that *“today, girls are not weighed by the dowry they carry rather their education is given importance. I know few families which are unable to find a match for their daughters as they are uneducated. I want my daughter to study in spite of various hassles.”*

Nalanda has also realized that little attention has been paid in educational research and teacher training to the implications of such negative aspects of girl’s upbringing on their psychological development. Educational policy basically endorses child centered pedagogic practices which essentially respond to the child’s own search for opportunities. Nurturing self esteem is another major value in the child centered philosophy of education, as it enhances the motivation and confidence to learn. In the case of girls, in such adverse conditions her self-esteem comes under stress and, in many cases, gets damaged at an early age by behavioral practices and beliefs entrenched in the culture of child-rearing.

To work in this direction, Nalanda has designed training modules which focus on developing an understanding on gender issues in daily life and its effects on growing minds.

## **REVISION OF BOOKS**

Texts forms a very important ingredient of the teaching learning process, it facilitates the teaching process and helps children to grasp the topics more easily. It was suggested by SDTT, Mumbai and Vidya Bhawan that we need to bring changes in the text books to make them more interesting and participative for the students.

In 2009 a review of materials developed by Nalanda was done by members from SDTT. Accordingly various suggestions were made for book review. They included:

- Incorporating gender perspectives in the books. This could be both in terms of changing pictures in books which show women essentially doing household chores, giving greater content coverage to women etc.
- Contextualizing the books many of whom had been developed close to a decade ago around 2002 to current times.
- Contextualize to regions in a manner so as to be well understood by persons even outside the state.
- Make illustrations more proportionate than they were. This would make the pictures more realistic and set correct notions about the objects and animals in the minds of the children.

Subsequent to this a workshop was held in February 2009 where there were further suggestions that included:

- In workbooks the right hand side page may be left blank for children to do exercises rather than the left hand side ones as the general tendency is to read from left to right.
- Leave a space for mentioning date on top
- Make the illustrations environment friendly etc.

Based on these and various other suggestions, changes, modifications and updating were done



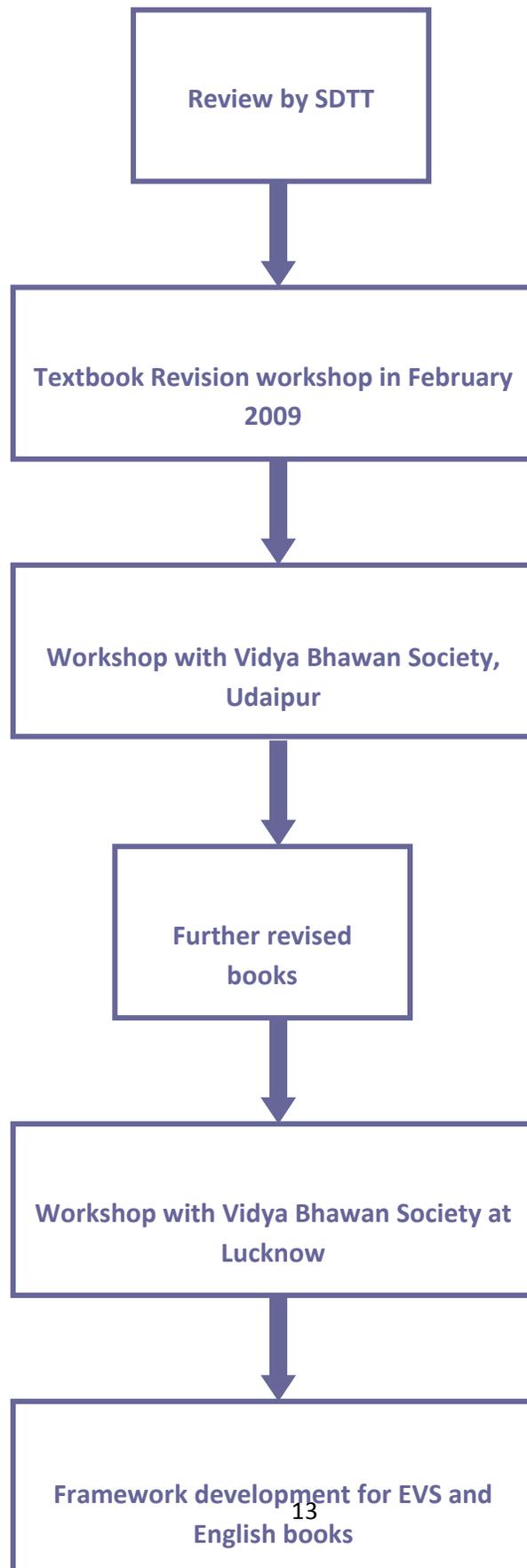
on the English books for classes I, II and III and for EVS books for class III. Once these changes were made the books were further subject to field testing. After this a third round of workshop was held to have a final round of discussion and freeze the materials for printing. Some important inputs before finalization included the necessity to publish the books in dual colors to make them catchy

and to make the books not only informative but also interactive in their approach.

The finalized books have immense room for involvement of children with various practice and activity sort of exercises given at the end of each chapter, it provides one of the best instant assessment tool for teachers while learning by doing sort of exercise for students.



The process of book revision as mentioned above can be represented diagrammatically below:



## **ALTERNATIVE LEARNING CENTRE (IIMPACT INTERVENTION)**

In the financial year 2008-09, during a meeting of IIMPACT it was decided to phase out low performing centers not at par with the investment incurred on them. It was to be done on certain set criterions including like attendance of girls, performance of teachers, achievement level of the students, high community participation and feedback, supervisor's and coordinator's feedback etc.

At this point of time there were 120 centers that were functioning. Post the grading and cut off exercise it was decided that 22 centers would be closed down. The report was shared with IIMPACT followed by the field visit of their representatives. Consequently these 22 were closed and now the intervention had a total strength of 98 centres. Then in the year 2009-10, 2 more centers were added taking the total number to 100 centers.

It may here be pointed out that the actual process of closing the centers was not an easy task. There were various degrees of social and political pressure from various quarters against the closure of the centers. However, after the fair round bedlam, which representatives from Nalanda tackled at various levels it was finally possible to close the centers smoothly.

## **THE MILESTONE**

Nalanda succeeded in setting a milestone in Girl's Education Programme when in the year 2010 total 163 girls appeared in the government's primary exam and qualified the exam with the average marks of 76% and the topper, Tanzeem Fatima attained 94.4% marks.

Though they have passed out from ALC yet they are being tracked in order to follow up the course of their education. Last tracking of students was conducted in December 2010, wherein it was found out that 124 girls are still in schools and getting further education while 39 have dropped out due to various social and cultural dynamics prevalent in society pertaining to girl's education and degree of freedom.

The process of tracking the girls is two fold. First the schools where they are going to is visited and the names and attendance checked in the registers. Second, the homes are also visited to find out whether the children are going to school.

### **CAPACITY BUILDING ACTIVITIES**

Supervisors have an important role to play in the entire intervention as they have the responsibility of providing academic support to the teachers, monitor the execution of training module and report it to the senior officials of the programme.

The programme till three years of its start kept the capacity building of teachers at its priority giving little attention to the supervisors on academic support.

The training programme of supervisors was designed to be delivered in two phases. First phase of three days was scheduled in July'09 while the second phase of four days was in December'09.

The topics covered in these two phases included child psychology, pedagogy, group behavior, learning process and its principles, identifying child's problem and to boost up teacher's confidence.

Besides capacity building of the supervisors, various strengthening and capacity building activities also revolved around Center Management Committees. These activities essentially revolved around the formation, orientation and involvement/support to the program.

In November and December 2009, four orientation programs were held to orient members from the various CMCs. Approximately 4 members from each participating CMC participated in the program. This included the teacher of each center also. At the same time Nalanda has gradually been developing into practice the procedure of honoring CMC members on Independence Day and Republic day. All this has



resulted in huge motivation among the CMC and the community in general.

### **LIBRARY FACILITY**

With the objective of developing creative reading and writing abilities library facility has been provided at all the learning centres with a set of 43 books. These primarily included two categories of books, one informative books like that on science, eating habits, animal kingdom etc. and two attractive and catchy books, often with stories and poems.

Owing to budget constraints it was not possible to provide the entire set of 43 books to each center. However, to overcome the financial handicap, it was decided that 21 story books would be provided to one center and the remaining 22 books of the set would be provided to an adjacent center. At the end of six months the halves of each set were exchanged between the centers so that in a year students of each center could be exposed to all the 43 books.

### **THE MOBILE SCIENCE VAN PROGRAM**

Nalanda has relentlessly tried to improve the quality of the intervention by imbibing ways to maintain the interest of the students and involve them as active learners. The mobile van program for science subjects was one such initiative. In a nutshell, its basic aim was to develop the 'scientific temperament' of the students. The van covers a number of science and geography topics in the most interesting way. A few important topics covered by the van models are the concept of day and night, solar and lunar eclipse, human digestive system, climate change and concept of air.



The concept of the mobile van was introduced by IIMPACT, which felt that the children in the education centers would benefit immensely by practical exposure to certain topics. The van was developed with the help of Agastya Foundation, Bangalore, who has expertise in designing such vans. The syllabus and thrust need areas were earmarked and send to Agasthya foundation by Nalanda. The foundation not only developed the van and its models but also provided a rigorous 15 days training to the three staff deputed by Nalanda for the purpose of fitting in with the van and exposing the models to the students in the centers.

Since August 2010, the Mobile Science Van Programme is under execution phase in field. It is implemented as per the pre designed monthly plan of covering two centers a day, with average spending of four hours per centre. The staff with the van has interactive sessions with class specific students. Most of the topics covered by the van are actually for children of classes four and five. Post the sessions they also set certain tasks for the children of each center.

Teachers are pre informed about the arrival of van at their centre so that a learning conducive environment can be built for children helping them to better understand the science models. In this way they are able to put up their queries and get the answers on the day the van arrives.

### **COVERING OTHER REMOTE AREAS**

IIMPACT initiated opening of 30 new learning centers in Reusa block of Sitapur in March 2010. The facts that the poor female literacy rate here is 12 percent and that it is a flood prone area due to which the schools remain defunct for a fair span of academic year were sufficient causes to start work in the area. Apart from these secondary data, primary data were collected by the first hand survey of 70 villages out of which 30 were identified to be critical in terms of girl's education.

The process of starting a learning centre was same as for the other previous centers. After the first step of conducting survey, a meeting with the community was held at each place to apprise them about the need of this intervention and the advantages of it to the community. In a nutshell in these meetings the purpose of this programme are delivered for their support and involvement in it. The next important step was selection of teachers from the same community.

Selection of teachers for 30 centers in Reusa block became a tough task for the reason of poor literacy rate being not able to fulfill the minimum desired qualifications by most of the candidates. The exam for 170 candidates was conducted thrice to ultimately select thirty teachers.

The criterion of giving priority to the female candidate was not upheld and at the end 27 candidates qualified for the post. Out of this number 7 withdrew for the reason of geographical inaccessibility from their place of residence. As a result, only 20 centres were opened till April '09. The teacher selection process was again repeated for the remaining 10 centers and ultimately 10 more centers were added in June'10 taking the total to 30 centers with 15 male and other 15 female teachers.

They underwent rigorous training and orientation through a 10 days foundation course (from 22<sup>nd</sup> June – 10<sup>th</sup> July' 10).

## **GAPS**

This section would highlight the bottlenecks and gaps still persisting in the programme even after introduction of many interventions and the steps taken to close these gaps by Nalanda. These gaps have been highlighted with respect to different interventions.

### **1. LIFE SKILL EDUCATION**

In the present scenario education is not just confined to a certain degree of qualification but also includes the understanding about the world around us. Teachers are generally trained to impart subject knowledge and that is what they mainly do, without worrying about the socially constructed structure of their student's mind which has a long lasting impact on the psychology of these girls.

Hence, Nalanda made an effort to help these girls hailing from underprivileged section of society to understand their identity as a human being both physically and socially through various life skill education initiatives.

It was observed during the field visits that despite rigorous training on this topic teachers are still not able to accept it as a mainstream subject at par with other subjects like language and Mathematics, few of the teachers said that *"we deliver a part of the topic which we feel is necessary to be told in this context."*

The discussion on the issue of 'context' is applicable during the delivery of topics concerned with the reproductive growth during adolescent phase of a girl's life. According to the teachers, *"due to the reactions received by the students in the class we feel a bit hesitant in discussing those issues"*. One of the teachers further added that *in Life skill Education I take up only those chapters which are easy to be delivered leaving those which have some sort of difficulty.*

The teacher at Indaura, Mehmoodabad Centre said that it would be highly appreciable if an external teacher is provided for taking up topics concerned with reproductive health, *"it would add to the value of topic and the children would consider it more seriously as compared to now."*

Currently Nalanda is in the process of developing an assessment format which would help in assessment of a child's understanding about the topic and at the same time would be an indicator of the efficiency of teachers in facilitating this topic.

## **2. MULTI GRADE MULTI LEVEL**

Though majority of teachers have worked hard together with Nalanda team on this aspect of teaching still a handful of teachers reported a few petty technical hassles in overcoming the handling of group. At Induara centre of Mehmoodabad, the teacher told that *"I feel the requirement of one more teacher to deal with the classroom activities."*

Further training for practical implementation may be beneficial in this context.

## **3. LIBRARY FACILITY**

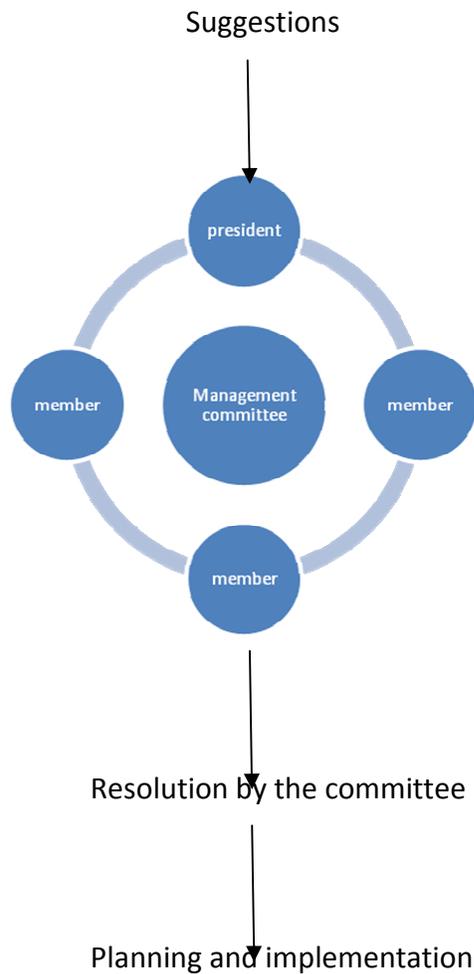
Though a set of books has been made available for the library of each learning center the actual improvement in children's reading and writing abilities, imagination, knowledge and language skills is yet to be assessed.

## **4. ROLE OF CENTER MANAGEMENT COMMITTEES**

The interventions aimed to bring a positive change in the life of people is actually never possible without the active involvement of the people themselves, they should actually feel the need of the particular program to relish its delightful advantages.

Working on this aspect Nalanda decided to form a core committee of community members who meet once in a month to discuss various issues concerned with the program.

The learning centre concerned proposal in the form of a suggestion is put forth by Nalanda personnel to be discussed by the committee. After long deliberation members arrive at a common decision followed by the chalking up of the strategy for its implementation. In this way, Nalanda ensures community stake right from planning to implementation of issues concerned with the smooth running of school. It can be represented as follows:



Two such decisions taken so far are worthy of mention.

First, the decision of putting up thatched roof for the centers being so far run in open.

Second, in few centers a dress code has been introduced, which was financed by community itself.

A few suggestions in the pipeline include installing doors in the classroom to maintain privacy of the learning centers and including deen-e-taleem in the curriculum.

## WE LEARNT

Though the community has given an overwhelming response to this initiative of Nalanda, yet they feel that few additions in the existing programme are required to make it more beneficial for the girls and community on the whole.

- Parents of most of the girls were of the opinion that religious teaching i.e. Dini Taleem is imperative and should go hand in hand with the formal education for the students. Saeed Ahmad, father of Kismatul, a student of Alternative Learning Centre at Sitapur, said that a judicious balance of religious and formal teaching ensures proper and right development of these young minds; also they need to get familiar with their religion, culture and society at large.
- The second prominent suggestion was that the ALC should be upgraded to at least Junior High School level. The reasons cited were that these centres are located in their close proximity; the quality of education imparted is better than other government and private institutions. Also, they said that *some sort of arrangement should be made on the part of the organization for these girls so that they may continue their education even after primary level. One of the parents said, "I am happy that Nalanda is thinking seriously about girl's education, but support for merely primary education wouldn't provide expected outcome; the centres should be upgraded and we are there to support this move at every stage."*

## **WE SCORED**

Tanzeem Fatima, a girl from a lower class family of Sahjani village, block Mehmoodabad of Sitapur district was enrolled in a nearby private school, but due to financial crisis her parents were unable to deposit her school fees this ultimately led in striking out her name from the school. On coming through this incidence from other villagers Meeta Singh, teacher in IIMPACT Nalanda learning centre went to speak to her family. They reacted negatively saying that *where will you teach students, you even don't have a single room*. But Meeta was determined to help the child get her right to education, she again made an effort but this time together with the supervisor who made them understand that *learning is not restricted to a school building or other facilities; we provide quality education in even very meager infrastructure*. He assured them of good quality education for their daughter which insisted them to get her enrolled in the IIMPACT center. Due to her inner drive towards learning she was quiet regular in her classes and learned things with utmost concentration which always paid her by getting the topmost rank in each class and the biggest achievement being the attainment of topmost position in the exam conducted by government with 94.4% marks.

Today her parents, who were once reluctant to get her enrolled, are very happy; now they say that *we want her to get higher education even if we have to earn hard for it*.

She with her parents is living in Delhi and studying there in sixth standard. It is an achievement for the entire Nalanda team.

## **TEACHERS GREW WITH THE GROWTH OF PROGRAMME**

The programme has contributed to women empowerment not just by getting the young girls educated rather it has provided a rare opportunity for other women to teach these girls and just not contribute to their growth but also to their own development. Interacting with the teachers we learnt that teachers are now able to recognize their strengths after coming in the purview of this programme as a teacher. Meeta Singh, a teacher at one of the ALC since 2006, said that initially I felt really scared of this new responsibility; with the support provided by the Nalanda team in the form of regular training sessions, I was able to cope up with my

weaknesses. With the intensive sessions on methods of interactive teaching and subject based knowledge I found myself in a better position to face the children in class successfully.

My involvement with this programme has also helped me to gain a respectable position in the family and society.

### **COMMUNITY'S PERSPECTIVE**

It is really appreciable that people at such micro level now think differently about girl's education; now they give value to programmes on this issue and participate with utmost enthusiasm and commitment.

But it is not be mistaken that things at the start were as easy as of now; it was the consistent effort of the teachers from Nalanda who motivated them to participate in this programme. There were few reasons for reluctance like how will the children study in absence of a proper infrastructure, thinking that girls should remain confined to the four walls of house and other social stigmas associated with the freedom of girls.

Here it is necessary to mention that things do not change all of a sudden, it requires a set of events in a series to change the attitude from discouraging to supportive mode.

Initially, it was the support of few parents which helped to initiate the programme, the advantages of the intervention and the support of parents helped to motivate others in the community. The enrollment ratio kept on increasing with time and today the centers are in demand by the community. Now people are of the opinion and regularly demand that the school should be up scaled to high school or even upper level.

The activities of singing and dancing is not in consonance with the traditional values of the society, in the initial years few elder people of the community raised objection on extracurricular activities conducted in the learning centre, but with the support from others in the community such small issues were sorted out peacefully.

When parents were asked to recall some small changes which this programme has brought in their day to day life, they provided numerous examples, like

- ✓ Now they read and tell us the name of medicines
- ✓ They help us to dial any number on mobile
- ✓ They can read out important official documents for us

The change in attitude is much understood from their plan to marry their daughters at the age of 22 years as compared to previous trend of 15 or 16 years; also they want these girls to get higher education even at a distant place and want them to earn in future.

The parents are also very happy to notice positive changes in their wards after joining this centre. They say that “it is due to this centre that our children have imbibed good practices and have become more well-mannered.” The important changes as noticed and mentioned by the parents are

- Their dialect has improved substantially, now they do not abuse whereas it was not so in past. Also they give respect to elders now
- They are cautious about hygiene & sanitation and follow the guidance given by teacher like trimming of nails, washing hands before meals, brushing teeth and taking bath daily etc.
- They have grown quite confident and do not hesitate to express themselves at any platform