

# **MID-TERM EVALUATION OF SRIJAN FOUNDATION'S INTERVENTION IN JHARKHAND**

Evaluation report – September 2019

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## **List of abbreviation**

AWC- All We Can

CAPI- Computer Assisted Personal Interview

FGD- Focused Group Discussion

FLW- Front Line Worker

GII-Gender Inequality Index

GRC- Gender Resource Centre

IDI- In-Depth Interview

IFA- Iron and Folic Acid

JATN- Jharkhand Anti-Trafficking Network

JSLPS- Jharkhand State Livelihoods Promotion Society

JSY- Janani Surakshya Yojana

MGNREGA- Mahamta Gandhi National Rural Employment Guarantee Act

NFSA-National Food Security Act

NGO-Non-Government Organisation

NSSO- National Sample Survey Organisation

OD- Organisation Development

RKVY- Rastriya Krishi Vikas Yojana

RSBY- Rastriya Swathya Bima Yojana

SF- Srijan Foundation

SHG- Self Help Group

ToC- Theory of Change

## 1. Introduction

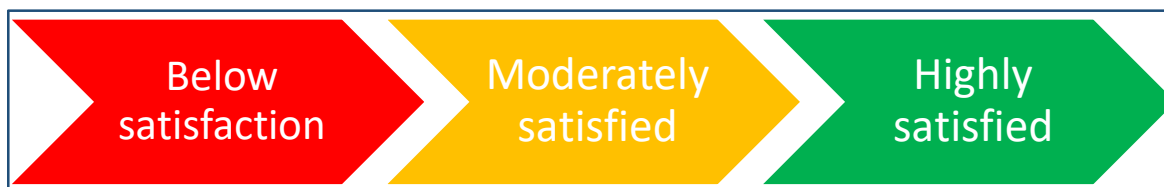
Srijan Foundation (SF) has been implementing a 5 year strategic plan implementation (2016-21) as developing through an Organisation Development (OD) and Strategic Planning Process conducted in the year 2015. In specific the process could help SF in knowing key strategic thrust areas that they envisaged to work for improving lives of their target groups in general and women and children in specific in the state of Jharkhand. The OD process not only came up with a strategic plan document focusing on four strategic thrusts to guide SF's implementation but also identified key indicators under each strategic area, which are then planned to be measured at different time periods to assess the progress, help SF in adjusting it's implementation and establish attribution to SF for any significant impact of the intervention at the endline.

The key objective of the evaluation is to inform the management of SF to halt back and think about the intervention so far, review the indicators set at the strategic planning stage and revise SF's strategic plan according to the findings of the evaluation. The evaluation also intend to inform the mid-term review of strategic plan about how far SF could able to achieve the intended targets by using the level of the indicators to advice SF how best to plan so that SF could able to achieveits objective within a time bound.

The evaluation used an exploratory study design when the evaluation used an intervention only arm for the evaluation. As there was no formal baseline conducted by SF, the evaluation didn't try to gauge and differentiate between two time periods on the indicators at the mid-term. The mid-term evaluation report has reported 'levels of the intended indicators' and not how far SF could able to reach on the intended indicators which could be methodologically appropriate in the absence of baseline benchmarks for each of the indicators.

The findings from the analysis show that several key indicators in the programme area are performing differently. The evaluation tried to gauge the levels of performance of the key indicators using the following three point traffic light scale.

**FIGURE 1: SCALE USED FOR ANALYSING INDICATORS**



### 1.1.1. Srijan Foundation's implementation framework and Theory of Change

Srijan Foundation planned its implementation as per the agreed strategic plan with All We Can (AWC) with an aim to improve living condition of women and girl in specific and family in the communities in general. To this end, SF has implemented different but time bound projects with support from different support agencies by corroborating different projects so as to achieve broader thematic goals to reach SF's overarching vision of ensuring an empowered, gender sensitive and just society. To achieve this vision SF has been implementing several outcome specific projects to influence key indicators which can thereby support overall vision of SF. Therefore, the strategy of SF is to intervene into key issues in the societal structure and systems so that it's constituents in general and women and girls in specific are empowered and living in a just society. Thus, the basic theory of

change model that SF works is to intervene at individual and community level and complementing at policy level so as to bring holistic solutions to the larger social issues like addressing injustices and promote equality in its operational area.

We start by explaining about a basic theory of change that SF's intervention intend to achieve. SF intends to influence the lives of women and girl with meaningful engagement to improve their social and economic condition so as to help them improve their status in the society in general and family and community in particular. For social intervention, SF's approach is to promote gender parity by bringing more and more women into the ambit of information about their rights and obligation coupled with economic activity, by which their status in general will be improved. Complementing the social intervention, economic activity involves women participation in farm and non-farm-based livelihood interventions with an aim to improve their individual as well as household's economic status. In this context, SF has kept 'gender' at the fore front of its implementation with an aim to inform and build capacity of women, adolescent girls, boys and men to bring a holistic change at household and community level.

Gender is a debatable topic in the development arena both in India and around the globe. Even with better economic status the gender inequality is wide spread around the globe. Therefore, only economic empowerment doesn't solve the problem rather than a combination of both economic and social empowerment is much needed. Gender Inequality Index (GII) shows that India stands at 130<sup>th</sup> position below countries like Tajikistan (127), Iraq (120), Indonesia (116), Libya(108) among a total of 189 countries. Therefore, there is an urgency to break the jinx in India.

The situation can be seen from sex ratio to male female ratio in outside work including any of the white- and blue-collar profession. 2011 census informed us that national **sex ratio** is 943 per each 1000 male. Similarly, **literacy rate** between male and female is 80.9% and 64.63% respectively. When it comes to marginalized groups, for SCs are 75.17% and 56.46% and for STs 68.51% and 49.36%. National Sample Survey of India (NSS<sup>1</sup>) data shows that **workforce participation** rate at all level was 25.51% for female and 53.26% for male indicating even lesser opportunities for rural women for economic and employability opportunities. When it comes to **participation in decision making**, the trend has not been promising.

A glance at the NSS data on social obstacles in Women Empowerment, it is evident from the fact that 7% of the total reported crimes are categorized as '**crime against women**'. Cruelty by husband and relatives are the leading factor (33%), assault on women with intent to outrage her modesty (25%). The conviction rate is adding to the woes of women which is meagerly 1.7%.

India performs poorly on various gender indicators when compared to other countries in the region and globally. Therefore, gender related issues are skewed in India although we notice a relative gender parity in urban areas where both male and female go out, work together and share certain level of equality. On the contrary, gender parity in rural settings and especially in remote and marginalised communities is visibly weak. This requires focused intervention so that gender parity can be enhanced and equality is ensured in the marginalised communities.

The broad goal of gender equality can only be achieved if required changes are happened at the following levels<sup>2</sup>**individual, relation, and structure**<sup>3</sup>. Changes need to occur in the lives

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<sup>1</sup>National Sample Survey reports accessed from <http://www.mospi.gov.in/publication/women-and-men-india-2017>

<sup>2</sup> Julian Gayfer, Marry Jennings, Mpala Nkonkomalimba , Cross Programme Gender Evaluation, 2012, IOD PARC

<sup>3</sup>[http://www.care.org/newsroom/publications/whitepapers/woman\\_and\\_empowerment.pdf](http://www.care.org/newsroom/publications/whitepapers/woman_and_empowerment.pdf)



of **individual** women and girls by improving their confidence, self-esteem, social and economic well-being. The **relations** between women/girls and men/boys should be guided by mutual respect, support, and improved equality in ensuring access to resources and facilities. Better position in different societal **structures** like family, community and traditional structures and professional structures would help in reducing the disparity.

Women in poverty trap become actors for change, able to analyse their own lives, make their own decisions and take their own actions. In other words, women and men gain ability to act by building capacities on **awareness, skills, knowledge, confidence, and experience**.

Women and men both develop new relations with other societal actors, form coalition, and develop mutual support, in order to negotiate, be agents for change, alter structures and so realise their **rights, dignity, and livelihood security**.

Women and men collectively challenge existing **traditional and patriarchal structures, routines, conventional laws, family structure, family and community level decision making process**, and taken for granted behaviour and treatment that shapes the lives of women.

Therefore, changes in these **three social structures** can help in narrowing gender disparity prevailing in the society from current level. An improved gender parity in society would improve conditions of women and girls in the families in particular and in societal structures in general. This can be done by implementing women centric programmes provisioning for improving their knowledge on their rights and entitlements and more importantly building their economic power so that their position in the family are valued with improved confidence among women. When coupled with community level interventions, it would definitely bring changes in lives of women in general and bring harmony in families and community.

Srijan Foundation's strategy therefore has been to implement women and young girl centric programmes where it tries to work with women and young girls by informing them about their rights and entitlement. Additionally, it has been also working on enhancing their economic status of household through women member of the household by helping them in livelihoods promotion and generating sustained economic opportunities. Thus improvement in knowledge and economic power are expected to help the women in the society in ensuring their rights and privileges. Community level intervention of working with male members would complement the intervention by bringing a coherent and supporting community to ensure that women rights are honoured and ensured, bringing long term impacts in lives of women in the target communities. In this regard, SF has been using various platforms like local community based organization, village level committees, Gender Resource Centre, women rights network, anti-trafficking networks, etc. to both intervene on cases and inform and influence policy structures. In addition, SF has also been implementing economic intervention which are sustaining using both farm based and non-farm based livelihoods interventions. When **Gender Resource Centre (GRC) and other networks** would be a platform to deal with women issues including catering to the needs and demands of the women through capacity building, knowledge sharing, exchange learning and mentoring of grassroots NGOs that are working issues of Gender Based Violence and discrimination. GRC Fellows are working with communities in building capacities at institutional, community and individual levels to sustain the intervention. At the same time, **the intervention** would also help the target women **in enhancing economic status** by helping them in ensuring **sustainable livelihoods** and **linking them to government supported projects and schemes** not only for the direct beneficiaries but also for their families.

### **1.1.2. Purpose of Mid Term Methodology**

Srijan Foundation after working with support from several partners on the above-mentioned thematic areas, felt the need of an assessment to know how far they have reached in terms

of helping improving lives of their target group. This is aimed at knowing the impact that SF could able to have on its target group but also to support it's future implementation approach by realigning their strategic plan keeping the donor environment and changing developmental demands in its operational area in specific and the state of Jharkhand in general. Hence, there is a need to halt and look at how far SF could able to achieve what it had decided to achieve during the OD exercise in 5 year time and how far it has reached at the end of 3rd year.

To this end, SF has planned to conduct two activities to support its vision and implementation process. First on the list is to conduct an evaluation of the finalised indicator using appropriate methodology. Secondly, conducting a review of the existing strategic plan to adjust the plan so as SF are able to reach its vision.

SF aspires to do this by thoroughly evaluating all the indicators that were finalised during the strategic planning phase. The current evaluation intends to monitor outcome and impact level indicator after 3 years of SF's intervention in its operational area to inform SF about progress made on those indicators and brainstorm the implementation plan. The key objective of the evaluation is to assess both in quantitative and qualitative terms about the progress that SF's intervention could able to make by measuring set indicators under different thematic areas.

The objective of the evaluation is to measure output and outcome level indicators after 3 years of intervention so that the next phase of work is aligned and the strategic plan is revisited to see the areas to be considered for revision. The mid-term evaluation will identify in quantitative and qualitative terms the progress of various indicators as set under different thematic areas.

The rest of the report is presented as follows. We present the methodology for the evaluation in section-2, findings from data analysis in section-3, summary findings in section 4, recommendation and conclusion in section-5.

## 2. Methodology

Keeping the complexity of the evaluation in view, we conducted a systematic review of secondary literature to understand and put forth a best fit methodology for the evaluation. Prior to the literature review, we had conducted a thorough review of all the relevant project document, programme progress and review reports shared by SF evaluation point person and discussion with key project staffs.

The evaluation is particularly complex as SF doesn't have a particular geographic limit where it has implemented a holistic programme to see if it's package of implementation does have impact on the lives of its target population with contribution from each of the set thematic areas.

Even with using exploratory study design, it would have been methodologically robust to report the progress over a specific time period. To have this analysis possible, the evaluation **was needed with baseline** benchmarking of indicators so as to report any detectable progress on the key indicators in the intervention area. To address this gap at midline and to measure indicators with statistical difference, which can be attributed to the programme, a comparison based study was highly recommended. However, comments on the inception report followed by subsequent meetings with the SF team and AWC team, it was suggested to use an intervention only study design<sup>4</sup> to report the indicators and so as to support the strategic review process.

A careful review of the programme document and information shared by SF shows that SF intervention involves several projects from multiple donors starting from government to regional, national and international agencies. Having said that it is pertinent to mention that the project intervention for each independent partner is not inviolable. In other words, the implementation of projects are overlapping. Therefore, it makes a very difficult situation to assess each of these individual interventions. Thus we propose to implement this evaluation irrespective of the intervention but focused on four strategic areas of SF. This would help the evaluation to attribute any effect in the indicators not to any specific individual project but to SF's intervention as a whole.

Therefore, the evaluation used an exploratory study design focusing on the intervention area. Under this approach, the districts with higher penetration of intervention was recommended by SF where the evaluation was conducted. Thus, it is pertinent to note that there was no baseline evaluation conducted at the inception of the intervention in 2016. In addition, there is no project specific baseline study that was conducted which could be used in the evaluation.

### 2.1.1. Limitations of the study

As per our interaction with SF team at Ranchi and review of project documents it is evident that the operations are spread across 10 districts in Jharkhand with multiple projects being implemented by SF. However, the intervention has been planned in small cohort of villages in the districts. With such spread of programmes and geographies it is not plausible to capture all aspects of the project with multi-dimensional interfaces under the current evaluation. In addition, during the inception, it was suggested by SF and team to limit the study to programme only instead of proposed evaluation at inception to using a comparison cohort, thus limiting the scope for a control based evaluation to inform SF about changes in output and outcome level indicators at medium term in programme villages with statistical robustness with greater confidence. Therefore, the study had the following limitations;

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<sup>4</sup>Further discussion with All We Can (AWC) and SF after the submission of the inception report, it was suggested to opt for an intervention only evaluation.

- The data collection – both qualitative and quantitative interviews were completed covering two project districts. The interpretations are limited to the two project districts and the ongoing programs in these two districts.
- The study team made best attempts to follow randomness and impartiality in selecting respondents from the purposively selected sample frame, however it was limited with the list of beneficiaries<sup>5</sup> for the sample villages which had less than the required sample for each cluster.
- Due to limited nature of the study, it did not cover the whole range of services and activities carried out by SF under the various programmes in different locations as for some of the projects the intervention area is different from the sample area. Moreover, including all the locations wouldn't be possible with the available resources.
- Considering overlap of various programmes both by SF as well as other development agencies (such as JSLPS or other NGOs) the attribution and findings of the study cannot be solely attributed to SF.
- In absence of any baseline data, the study presents the current stage as-is on the various parameters covered through the quantitative and qualitative tools.

### 2.1.2. Evaluation Framework

The following section states about evaluation framework where we mention output and outcome and corresponding indicators to measure those. The evaluation framework is focused on the four thematic areas and the corresponding indicators to measure the indicators and report progress. The following sub-sections present indicators and corresponding output or outcome to which the indicators would be used to measure.

### 2.1.3. Women Empowerment and Gender Justice

Impact level output	Indicators
To collectivize women actions and build the capacity of women so that they are able to understand, articulate and challenge factors of their deprivation	<ul style="list-style-type: none"> <li>• Community level awareness and mobilization</li> <li>• Women participation in collective action</li> <li>• Gender Sensitivity</li> <li>• Economic Independence and participation in SHG</li> <li>• Access to govt. services and economic enterprises</li> <li>• Emergence and effectiveness of women leaders</li> <li>• Political and Social participation</li> </ul>
Gender Resource Center	<ul style="list-style-type: none"> <li>• Level of awareness among community</li> <li>• Accessibility to Services</li> <li>• Effectiveness of training center – participation rate, types of training</li> </ul>
Safe mobility and counter trafficking	<ul style="list-style-type: none"> <li>• Community level awareness of rules and regulations</li> <li>• Accessibility and awareness about JATN</li> <li>• Awareness levels among migrant workers</li> <li>• Effectiveness of JATN in resolving migrant issues</li> </ul>
Engagement of elected women representatives	<ul style="list-style-type: none"> <li>• Participation in public meetings</li> <li>• Effective participation</li> <li>• Role in decision making and policy change</li> </ul>

<sup>5</sup>The list of beneficiary for the sample villages were prepared by SF and shared by SF's M&E officer.

Engagement of Men and Boys	<ul style="list-style-type: none"> <li>• Gender sensitivity</li> <li>• Perception level understanding on gender</li> <li>• Practice level changes</li> </ul>
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#### 2.1.4. Child Rights and Protection

Impact level output	Indicators
Child protection initiatives and prevention of child labour	<ul style="list-style-type: none"> <li>• Level of awareness among different sections of community</li> <li>• Stakeholder sensitivity on child labour issues</li> <li>• Ease and ability of redressal of child labour cases</li> </ul>
Alternative Child Care	<ul style="list-style-type: none"> <li>• Effectiveness and efficiency of alternative child care services</li> <li>• Access and availability of child care services in different geographies</li> <li>• Sensitivity and effectiveness of service providers and care givers</li> </ul>
Mainstreaming education	<ul style="list-style-type: none"> <li>• Quality and types of services available to children</li> <li>• Performance indicators for specific classes of students</li> </ul>

#### 2.1.5. Livelihood promotion and Sustainable Agriculture

Impact level output	Indicators
Alternative livelihood model	<ul style="list-style-type: none"> <li>• Performance indicators of Producers Groups <ul style="list-style-type: none"> <li>○ Governance structure and functioning</li> <li>○ Range of services and participation of members</li> <li>○ Financial viability and performance</li> <li>○ Forward and backward linkage</li> <li>○ Mainstreaming - Access to government services and financial institutions</li> </ul> </li> <li>• Members level access to services from the Producer Group</li> </ul>
Sustainable Agriculture	<ul style="list-style-type: none"> <li>• Knowledge level indicators</li> <li>• Skills acquired by members on sustainable agriculture practices</li> <li>• Adoption of sustainable agriculture in terms of Area coverage, types of practices and proportion of farmers adopted sustainable agriculture</li> <li>• Economic returns and viability – improved wellbeing, increased income, reduced vulnerability</li> </ul>
Women as Farmers	<ul style="list-style-type: none"> <li>• Asset and capital ownership among women farmers</li> <li>• Empowerment of individuals, particularly people marginalised within their communities (e.g. women, the poorest)</li> </ul>

### 2.1.6. Sexual Health and Rights

Impact level output	Indicators
Adolescent reproductive and sexual health rights	<ul style="list-style-type: none"> <li>Awareness level about sexual and reproductive health among target population</li> </ul>
HIV AIDS prevention and integration	<ul style="list-style-type: none"> <li>Awareness level about prevention practices among target population</li> </ul>

### 2.1.7. Sampling and study area

Srijan Foundation has been working in 10 districts in Jharkhand with a number of diverse projects for the past several years. As per list provided by SF, the operation covers 86000 households in 674 villages of 8 districts, presumably for which a list of beneficiaries made available for consideration as sample frame. Keeping the diverse nature of the SF's programme coverage and available resources for the study, we proposed a best fit sampling approach which optimises both relying on a sample size enough for measuring indicators with enough statistical power and cost effectiveness of the overall evaluation.

The evaluation adopted a multi stage stratified sampling strategy to maximise geographic coverage with an aim to include multiple projects. We propose to do so because SF's intervention is mixed meaning the implementation for one theme is not limited to one project location or all thematic interventions are limited to common clusters, GPs, blocks or districts. In other words, drawing a statistically significant sample for one programme intervention is technically possible whereas drawing a statistically significant sample for a mixed programme intervention is complicated and requires extensive sampling for each of the thematic intervention. With resource constraint, it would be difficult to draw separate samples for each of the thematic intervention. In addition, as the programme team advised to keep the evaluation a programme only exploratory design. Therefore, we propose to use a statistically drawn sample using 80% power for this exploratory study design. The sampling approach used a 15 percentage point improvement in key target indicators in the intervention area one-sample test of mean. The following parameter were used for the sampling procedure.

#### Revised sample size for SF mid-line evaluation

Parameters	Value
Alpha	0.05 (two-sided)
Test Ho: $\mu$ ( $\mu$ is the mean in the population)	0.3
Ha	0.45
SD	0.85
Sample size(n)	338
Rounding	340
Estimated power	90%
Total sample size	340
Cluster size	20
Number of cluster (Programme only)	17

The detail of multi-stage sampling process is explained in Table-1 below.

**TABLE 1: STAGES OF SAMPLING**

Stage I	Purposively select districts with multiple projects and higher number of project beneficiaries	Ramgarh and Hazaribagh selected as per SF's recommendation
Stage II	Selection of clusters (17 clusters are selected)	The programme village list are matched with Census (2011) village list. Only the matched programme villages are considered for finalising the sample frame for clusters. Sample clusters are selected using probability proportional to size approach.
Stage III	Selection of sample from sample frame within cluster	Sample households are selected randomly from a sample frame of beneficiary households in the sampled cluster. The list of beneficiaries for the sampled clusters were prepared and shared by SF. For some clusters, the number of beneficiaries are slightly same or lower than the required sample size (20) per cluster. In this case we interviewed all the units. For clusters with shortfall, we conducted replacement interviews from additional units in clusters with surplus samples.

After conducting the above stages (up to stage-II) of sampling procedure, the following sample are drawn.

**TABLE 2: STUDY SAMPLE**

Sl. No	District name	Code	Block name	Code	Village name	Code	Sample	Remark
1	Ramgarh	361	Mandu	167	Nawadihi	369076	21	
2	Ramgarh	361	Mandu	167	Kedla	369093	20	
3	Ramgarh	361	Mandu	167	Taping	369091	20	
4	Ramgarh	361	Mandu	167	Kimo	369023	26	
5	Ramgarh	361	Mandu	167	Digwar	369065	23	
6	Ramgarh	361	Mandu	167	Ratwe	369087	21	
7	Ramgarh	361	Mandu	167	Loiya	369071	20	
8	Ramgarh	361	Mandu	167	Ichakdihi	369070	20	
9	Hazaribagh	360	Tatijharia	159	Amnari	368523	20	
10	Hazaribagh	360	Ichak	153	Simra(Girhi)	368098	23	
11	Hazaribagh	360	Ichak	153	Alaunja Kalan	368101	17	
12	Hazaribagh	360	Daru	155	Jagra	368213	22	
13	Hazaribagh	360	Ichak	153	Lundru	368146	25	
14	Hazaribagh	360	Ichak	153	Barwa	368107	25	
15	Hazaribagh	360	Ichak	153	Sailikala	368132	17	Replaced for village

								Puranpania under Ichak block
16	Hazaribagh	360	Ichak	153	Jagda	369043	21	Replaced for village Bongahara under Mandu block

### 2.1.8. Data Collection

The following point mentions about our data collection strategy.

- A structured questionnaire with closed ended questions were developed for collecting data from households by administering household survey with the women beneficiaries as respondents. The questionnaire were translated into Hindi, for smooth interview process.
- To do away with the issue of data entry and enable real time data entry, electronic data collection method was used through Computer Assisted Personal Interview (CAPI). Questionnaire responses were collected through tablets.
- A team of 5 enumerators, with a Supervisor were engaged for the purpose of data collection. All the enumerators were conversant with the local context and fluent in local language and dialect.
- A 2 day's training program including field testing were organized for the enumerators to familiarise them with the questionnaire and CAPI.
- At each district, the enumerators was supported by a Supervisor to provide on field support and supervise data collection ensuring the quality of data collection.
- The qualitative interviews were carried out by the lead researcher.

### 2.1.9. Data Analysis

The data has been analysed using Microsoft Excel and Stata. Pivot tables and pivot chart features of Microsoft Excel were also used for analysis of data. In absence of baseline information, the evaluation tries to use comparable study findings with the mid-term indicators to gauge the progress towards achievement of the project goal and objectives. However, there has been limitation in terms of secondary data and figure which can exactly be used for the analysis.



### 3. Findings

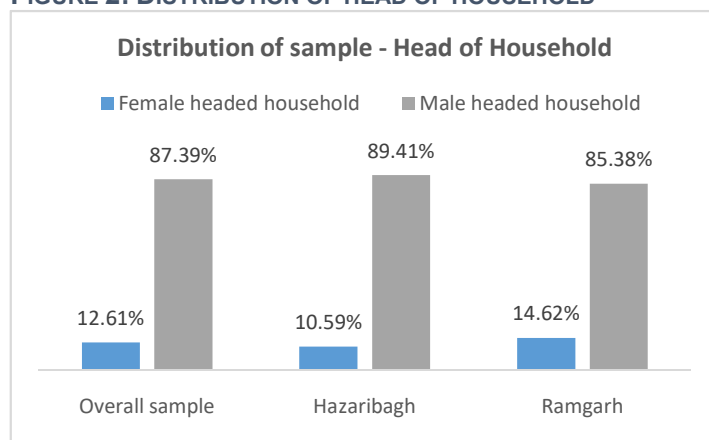
The following sections detail about findings from the data analysis. The section has used both quantitative and qualitative data to report different key indicators contributing to each of the strategic objective of Srijan Foundation.

#### 3.1.1. Demographic distribution

The following section presents key characteristics of the study area considered. Each of the sub-section has tried to present key characteristics of the sample to inform what kind of communities the report talks about.

#### 3.1.2. Demographic and social group profile

FIGURE 2: DISTRIBUTION OF HEAD OF HOUSEHOLD



As SF's primary beneficiaries are women and adolescent girls the study as a protocol tried to focus on the women member of the sample family who is a direct beneficiary of the SF's intervention. In addition, adolescent girl found in the sample household were also considered for this evaluation.

Figure-2 presents the percentage share of head of household in the overall and

district specific sample are female or male headed households. It is notable to mention that 12.61% of the households were women headed in the overall sample.

Average age of the respondents is 44 years where the average family size in the study area is around 5 person (Table-1 in Annexure-A).

TABLE 3: RELIGION

Indicator	Overall sample	Hazaribagh	Ramgarh
Hindu	91.20%	95.29%	87.13%
Muslim	8.21%	4.71%	11.70%
Sikh	0.29%	-	0.58%
Sarana	0.29%	-	0.58%
n	341	170	171

Source: SF midline survey, July 2019

Table-3 presents religion composition of the study area. The data shows that the dominant religion of the respondents is Hindu (91.2%) while 8.21% were Muslims. The other religion followed by people in the project villages is Sikhism and Sarna (worship of Nature), though only respondents in Ramgarh were found to follow this faith.

TABLE 4: SOCIAL CATEGORY

Indicator	Overall sample	Hazaribagh	Ramgarh
General	6.16%	1.76%	10.53%
OBC	65.69%	80.59%	50.88%
SC	23.75%	15.88%	31.58%
ST	4.40%	1.76%	7.02%

n	341	170	171
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Source: SF midline survey, July 2019

In both the districts Hazaribagh and Ramgarh, SF is intervening with 4.4% STs, 23.75% SCs and 65.69% OBCs (Table-4). As per **SECC<sup>6</sup> 2011**, SC population in rural areas is 12.91% and ST population is 29.12% in Jharkhand. This signifies that the target population of SF is a bit skewed and not representative of general profile of the state as reflected by the survey data.

It's interesting to observe that a high proportion of sample respondents belong to OBC category which form majority of target population of SF interventions in the program area of the sample two districts.

### 3.1.3. Education, Occupation and Income profile

On average the head of the household in the sample is 43 years of age whereas around 66.47% are literate (Table-5). There is no prominent difference in terms of the age and literacy level between the sample districts.

**TABLE 5: AGE OF HOUSEHOLD HEAD AND LITERACY LEVEL**

Indicator	Overall sample	Hazaribagh	Ramgarh
Mean age of household head	43.07	44.9	42.05
Literate household head	66.47%	66.86%	66.08%
n	340	169	171

Source: SF midline survey, July 2019

When it comes to occupation of the household head in the sample, majority of household head in the sample families are working as construction labourer (22.26%) or working in their farm land (27.30%) as presented in Table-6 below.

**TABLE 6: HOUSEHOLD HEAD'S OCCUPATION**

Indicator	Overall sample	Hazaribagh	Ramgarh
Agricultural wage labour	5.64%	5.36%	5.92%
Factory worked	6.53%	4.76%	8.28%
Transport worker	5.93%	7.14%	4.73%
Construction labour	22.26%	19.05%	25.44%
Sweeper	0.59%	1.19%	-
Government employee	6.53%	2.98%	10.06%
Private enterprise	0.59%	-	1.18%
House maid	0.30%	-	0.59%
Teacher (govt. School)	0.30%	0.60%	-
Rickshawpuller	0.30%	-	0.59%
Driver	0.89%	-	1.78%
Skilled worker	5.34%	7.14%	3.55%
Handicrafts	0.30%	0.60%	-
Farmer (own farm)	27.30%	32.74%	21.89%
Housewife	2.08%	1.79%	2.37%

<sup>6</sup> Please refer <https://secc.gov.in/categorywiseDeprivationReport>

Unemployed	2.97%	3.57%	2.37%
Retired	1.19%	-	2.37%
Own business	7.72%	9.52%	5.92%
Other	3.26%	3.57%	2.96%
N	337	168	169
Source: SF midline survey, July 2019			

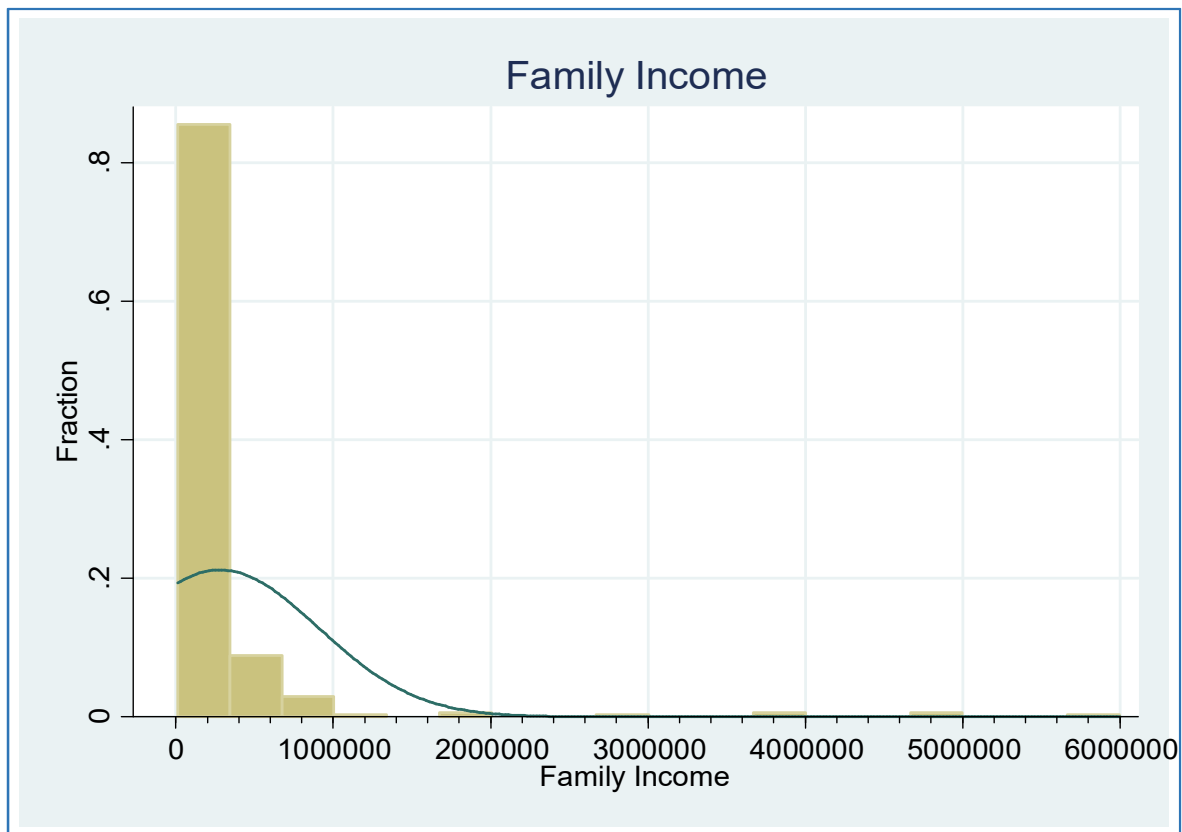
The following figure presents annual family income. The figure clearly shows that a substantially large proportion of sample families are alike as far as the income is concerned.

**TABLE 7: FAMILY INCOME BELOW AVERAGE INCOME IN THE SAMPLE**

Indicator	Overall sample	Hazaribagh	Ramgarh
Average family income above average income in the sample	84.41%	85.21%	83.63%
Average family income below average income in the sample	15.59%	14.79%	16.37%
N	340	169	171
Source: SF midline survey, July 2019			

Figure-3 clearly presents that as high as more than 85% of the sample respondent fall in the similar income category. Analysis of income data shows that in the overall sample 84.41% are above the average income whereas 15.59% are below the average income.

**FIGURE 3: FAMILY INCOME**



It is critical to understand household experience related to trend in income and expenditure. Self-reported responses on trend in household income were collected. 52.65% respondents reported that the family income has been increasing 14.12% said that it has been decreasing over the years and 32.94% stated that the income remain the same.

**TABLE 8: FAMILY INCOME TREND**

Indicator	Overall sample	Hazaribagh	Ramgarh
Family income increasing	52.65%	52.07%	53.22%
Family income remain the same	32.94%	37.28%	28.65%
Family income decreasing	14.12%	10.65%	17.54%
Can't say/unsure	0.29%	-	0.58%
N	340	169	171

Source: SF midline survey, July 2019

Table-9 presents income of families from some of the key sources. It reflects that there are still potential for SF to work on these sectors so that targeted families have a better flow of income from these key sources.

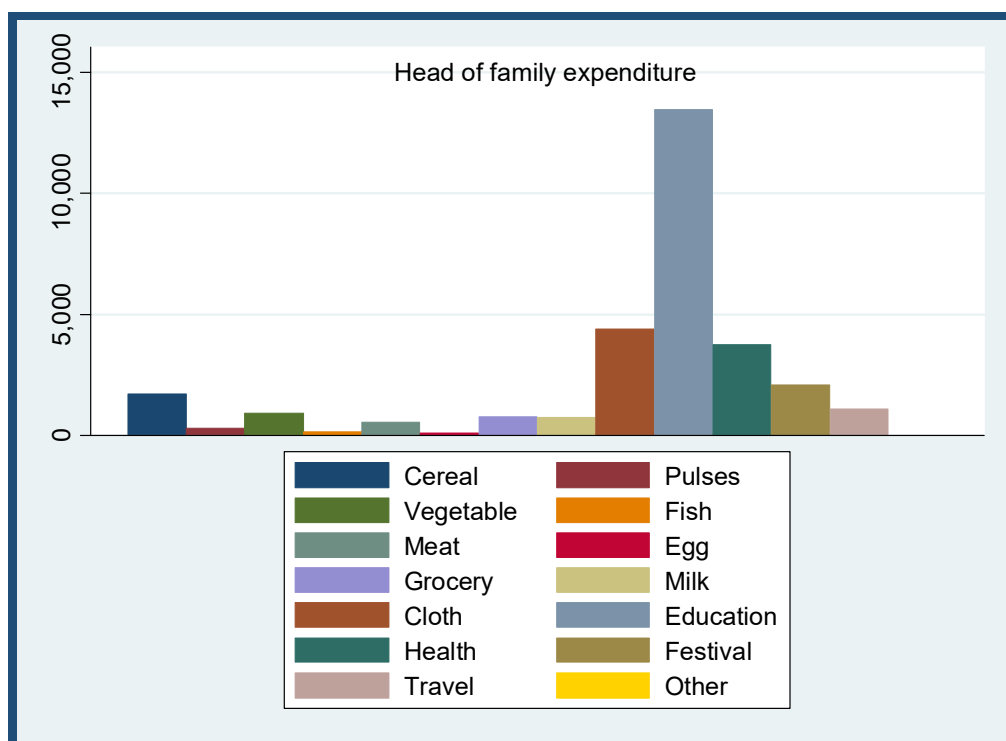
**TABLE 9: INCOME FROM FARM AND NON-FARM BASED LIVELIHOOD OPTIONS**

Indicator	Overall sample	Hazaribagh	Ramgarh
Labour employment (30 days)	8942.72	13029.59	4903.66
Agriculture (last season)	3145.35	5165.80	1148.54
Dairy (last 30 days)	362.15	108.29	613.04
Petty Business (last 30 days)	3648.53	4153.85	3149.12
Goat rearing (last month)	145.00	123.08	166.67
Poultry (last month)	5.59	5.92	5.27
N	340	169	171

Source: SF midline survey, July 2019

Expenditure and perception about trend in expenditure are some of the key indicators to understand the household consumption behaviour thereby understanding if the increase in household economic status has positively changing household expenditure behaviour. If so on what has been the core area that the family expenditure is primarily directed on. It is interesting to observe that average expenditure of family expenditure on education leads the way which clearly points that households are investing more in education of their children.

**FIGURE 4: HEAD OF FAMILY EXPENDITURE**



An overwhelming 81.18% of respondents felt that family expenditure has been increasing over the years while 12.06% responded that it has remained same. Where compared with percentage of response saying their income has increased versus that of expenditure increasing, the latter is higher than the former. Therefore, there is a clear stress on family in terms of financial pressure which is reflected when 55.29% of families reported that they have faced deficit in last 3-6 months.

**TABLE 10: PERCEPTION ABOUT TREND IN HOUSEHOLD EXPENDITURE**

Indicator	Overall sample	Hazaribagh	Ramgarh
Expenditure increasing	81.18%	85.21%	77.19%
Expenditure remain the same	12.06%	10.65%	13.45%
Expenditure decreasing	6.18%	2.96%	9.36%
Can't say/unsure	0.59%	1.18%	-
% families faced deficit in 3-6 months	55.29%	52.66%	57.89%
N	340	169	171

Source: SF midline survey, July 2019

### 3.1.4. Household asset ownership

The asset profile of sample households provides some interesting insights: over 50% of the households own a motorcycle which may be considered as a high value asset associated with prosperity level of the households. Whereas, the data shows that meagerly 17.30% of household has access to a tube well for water in their premises.

The sample households own other livelihood assets such as Cow (41.94%), Goat (47.80%) while the practice of rearing chicken is practiced by 25.81% households. This is corroborated by the qualitative data particularly in Ramgarh district where there is predominant reliance on mining related occupation and lower dependence on farm based livelihoods.

An interesting aspect revealed from the data is that there is wide household ownership of mobile phones (97.36%). While ownership of radio is negligible, almost 60% households own television sets.

**TABLE 11: ASSET OWNERSHIP**

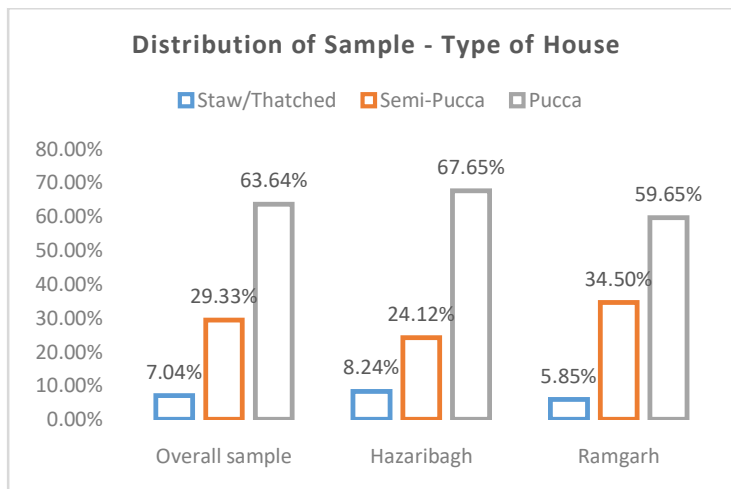
Indicator	Overall sample	Hazaribagh	Ramgarh
Cow	41.94%	54.12%	29.82%
Bull/bullock	33.71%	34.71%	32.16%
Buffalo	4.40%	4.71%	4.09%
Goat	47.80%	56.47%	39.18%
Sheep	-	-	-
Chicken	25.81%	17.06%	34.50%
Duck	2.05%	-	4.09%
Shallow/Bore well	6.16%	4.71%	7.60%
Tube well at home	17.30%	19.41%	15.20%
Power tiller	0.29%	0.59%	-
Tractor	1.76%	1.18%	2.34%
Thresher	-	-	-
Combined harvester/thresher	0.29%	0.59%	-
Sprayer	8.21%	9.41%	7.02%
Rice miller	0.29%	-	0.58%
Refrigerator	18.77%	11.76%	25.73%
Radio	0.88%	0.59%	1.17%
Television	59.53%	48.82%	70.18%
Electric fan	89.74%	90.00%	89.47%
Bed	97.95%	98.82%	97.08%
Chair	84.75%	85.88%	83.63%
Mobile phone	97.36%	97.65%	97.08%
Pedal/cycle rickshaw	39.59%	52.94%	26.32%
Auto rickshaw	0.29%	0.59%	-
Motorcycle	50.44%	44.71%	56.14%
Automobile	2.05%	0.59%	3.51%
Van	0.29%	-	0.58%
Fish pond	0.59%	0.59%	0.58%
N	341	170	171

*Source: SF midline survey, July 2019*

**FIGURE 5: TYPE OF HOUSE OWNERSHIP**

As we have observed above,

the socio-economic profile of the beneficiary group is predominantly for OBC (i.e., not SC or ST which is the predominant target group in the sample project districts) with over 50% households owning high value assets. The same trend is reflected in house type with over 63% households residing in pucca or semi-pucca houses.



This could be a reflection of the prevalence of Government sponsored housing schemes or income level of beneficiary households. However qualitative data reflected about high prevalence of inefficiency in the implementation of housing schemes of the Government. Only 19% of the respondents said that they have heard about Pradhan Mantri Awas Yojana to a knowledge question about government's housing scheme. (Table-2 in annexure A)

### 3.1.5. Household Ownership, Homestead land area, Landholding

In this section we examine the household ownership status and land holding patterns. It is notable to state that an overwhelming majority of the population 97.65% (13.49% with clear title and 84.19% with clear title through parental property) reside in houses with clear title or ownership status. A very small proportion of the respondents stay in rented house or shared house.

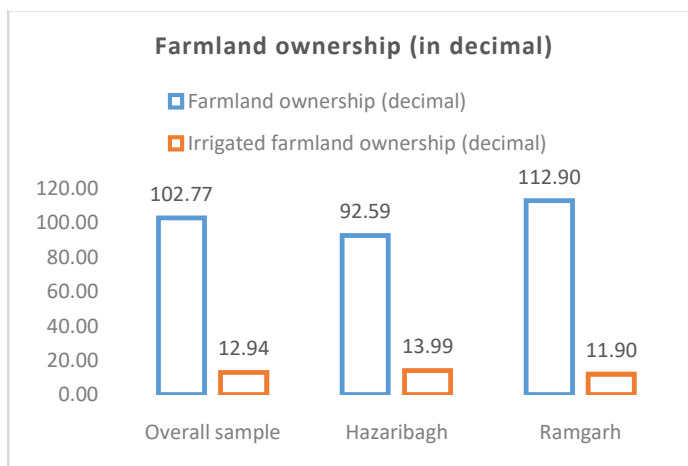
TABLE 12: HOMESTEAD LAND OWNERSHIP

Indicator	Overall sample	Hazaribagh	Ramgarh
Owned by HH with clear title	13.49%	11.76%	15.20%
Parental house with clear title	84.16%	85.88%	82.46%
Shared house with clear title	0.88%	1.18%	0.58%
Rented	1.17%	0.59%	1.75%
Other	0.29%	0.59%	-
Homestead land area (Decimal)	11.87	11.94	11.80
n	341	170	171

Source: SF midline survey, July 2019

FIGURE 6: FARM LAND OWNERSHIP

As was reflected in the earlier section, agriculture or farm-based livelihood is not the predominant livelihood of the target population since the average farmland ownership is just over an acre of land while on average only about 13% of the land out of the total household land holdings are with irrigation facility. In Ramgarh district especially, because of predominance of mining related activity and land acquisition by the mining companies, the resident population is left with little land suitable to take up farming activities. This came up during our interaction with women SHG members in Ramgarh.



### 3.1.6. Migration

Migrating to other places other than one's own village or town for work and livelihood is prevalent in the sample districts. Migration can be considered as anyone member or more from a household gone to a place other than his village for income generating work. 29.12% families responded that there has been one or more member in the family who have migrated for income generating work to places farther from their village. The trend is higher in Hagaribagh (43.79%) as against Ramgarh (14.62%).

**TABLE 13: MIGRATION**

Indicator	Overall sample	Hazaribagh	Ramgarh
% migrated for work for more than 15 days or more	29.12%	43.79%	14.62%
n	340	169	171
<i>Source: SF midline survey, July 2019</i>			

Understandably, cities outside the state and Metros were the prominent places for migrant workers. The table below presents that these two categories (metros and outside of the state) contributes to nearly 88% of outward migration while a handful 7.84% also went to nearby cities within the state to find work. Significantly, 3.92% also responded that people have gone outside the country for work.

**TABLE 14: MIGRATION (LOCATION)**

Indicator	Overall sample	Hazaribagh	Ramgarh
Nearby city	7.84%	5.41%	14.29%
Cities outside of the state	44.12%	39.19%	57.14%
Metros	44.12%	50.00%	28.57%
Outside country	3.92%	5.41%	-
Other	-	-	-
n	102	74	28
<i>Source: SF midline survey, July 2019</i>			

The table below presents findings about type of work that the migrant workers are primarily sates that they are employed with. Engagement in service sector like engagement in hotels and restaurants is 42.12% whereas in construction work, 33.33% were employed. These two sectors are most common type of engagement for the migrant workers. Other categories like office job and sales person contribute just 9.8% of jobs for migrating workers.

**TABLE 15: TYPES OF ENGAGEMENT FOR MIGRANT WORKERS**

Indicator	Overall sample	Hazaribagh	Ramgarh
Housemaid	0.98%	1.35%	-
Service sector	42.16%	44.59%	35.71%
Office job	5.88%	5.41%	7.14%
Construction work	33.33%	31.08%	39.29%
Sales person	3.92%	5.41%	-
Other	8.82%	6.76%	14.29%
Don't know	4.90%	5.41%	3.57%
n	102	74	28
<i>Source: SF midline survey, July 2019</i>			

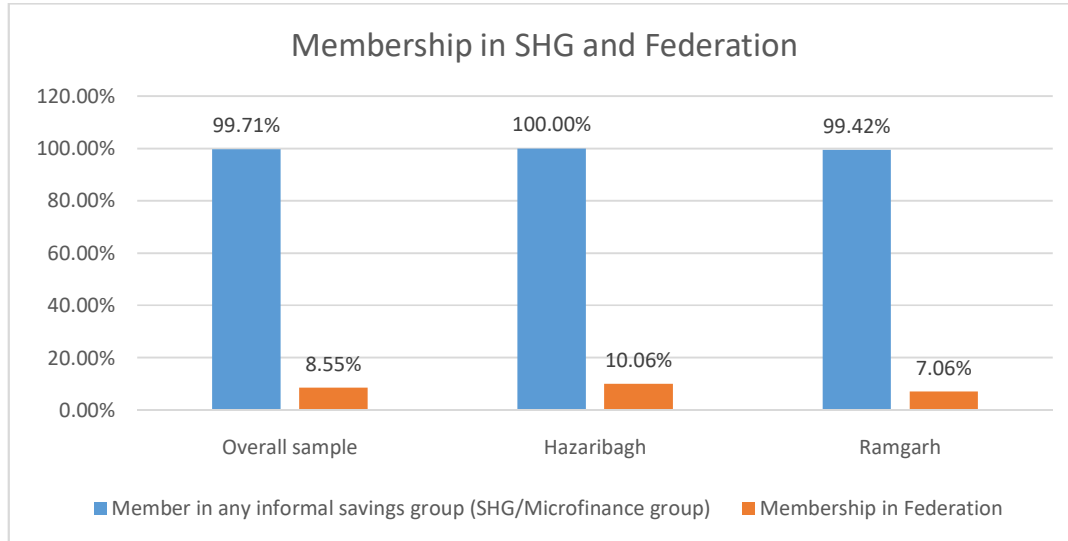


### 3.1.7. Women Empowerment and Gender Justice

#### 3.1.8. Institutional membership

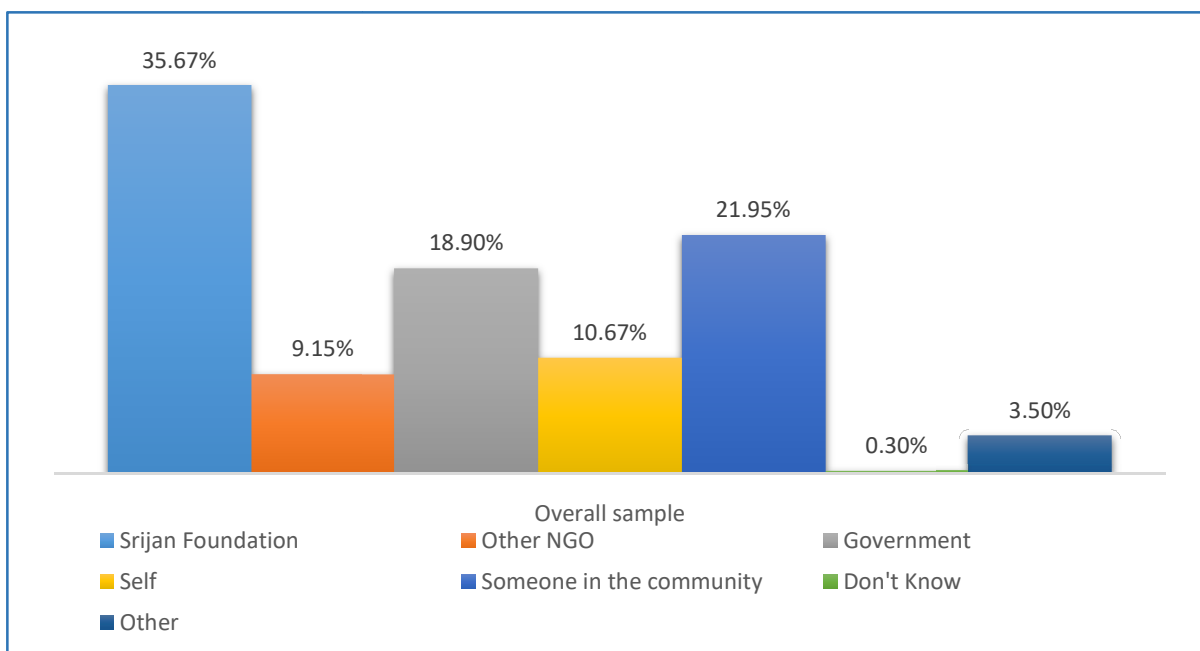
As the following table depicts, the survey covered members of SHGs, however only 8.55% reported that they have membership with cluster or higher-level federations. The qualitative data states that SF has initiated working with women SHGs in the process to form cluster level federations and Farmer Producer Organizations recently.

**FIGURE 7: MEMBERSHIP IN SHG AND FEDERATION**



While 35.67% informed that SF had facilitated their entry into SHG, there were several other motivating factors to join SHG such as Government or other NGOs. 21.95% respondent said that someone from the community had helped and guided them to join SHG. The chances that some portion out of the 21.95% may have been motivated by SF's local facilitator, however, it would be difficult to say an absolute portion. 10.67% said they joined SHGs on their own which reflects their awareness level and the wide prevalence of SHG movement that has been promoted by various agencies throughout the country for past several years.

**FIGURE 8: AGENCY SUPPORTED TO JOIN SHG**



**TABLE 16: AGENCY SUPPORTED TO JOIN SHG**

Indicator	Overall sample	Hazaribagh	Ramgarh
Srijan Foundation	35.67%	28.74%	42.86%
Other NGO	9.15%	13.17%	4.97%
Government	18.90%	9.58%	28.57%
Self	10.67%	16.77%	4.35%
Someone in the community	21.95%	28.14%	15.53%
Don't Know	0.30%	2.99%	3.73%
Other	3.50%	0.60%	-
n	328	167	161

*Source: SF midline survey, July 2019*

### 3.1.9. Savings habit and use saving

The primary goal of SHG movement has been to promote small savings<sup>7</sup> among homogeneous group. The study found that savings habit among the sample respondent is high proportion (98.17%) who rely on Self-Help Groups for safekeeping their savings. This reflects that there is high level of mutual trust between the group members. Own house and bank are other preferred place for safekeeping of savings. Interestingly, a small proportion (1.52%) still rely on chit funds for safe keeping.

**TABLE 17: PREFERRED PLACE FOR SAFEKEEPING OF SAVINGS**

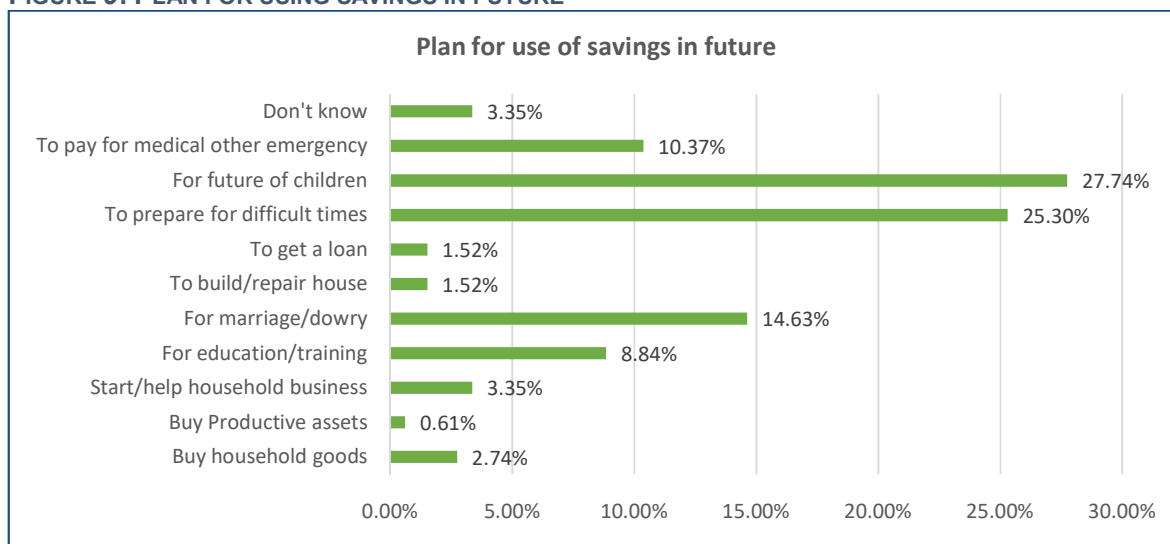
Indicator	Overall sample	Hazaribagh	Ramgarh
House	65.85%	73.05%	58.39%
Self-Help Group	98.17%	98.80%	97.52%
Cooperative	0.91%	1.20%	0.62%
Bank	64.02%	55.09%	73.29%
Head of Household	0.30%	0.60%	-
Chit Fund	1.52%	1.80%	1.24%
MFI	-	-	-
Other	0.30%	-	0.62%
N	328	167	161

*Source: SF midline survey, July 2019*

While the interview did not capture the amount of money saved or invested by the respondent households, we enquired about the future plans of the women which reflect that they save money to tide over difficult times (25.30%), future of children (27.74%), marriage or dowry (14.63%). Only a few households (less than 7%) responded that they are saving for household asset or to start any business enterprise.

<sup>7</sup>Kast, Felipe, Stephan Meier, Dina Pomeranz. 2018. "Savings More in Groups: Field Experimental Evidence from Chile." *Journal of Development Economics*, 133: 275-294.

**FIGURE 9: PLAN FOR USING SAVINGS IN FUTURE**



On the practice of dowry system, all the men were aligned that it is an integral part of their lives and there seem to be no way out of it. They all opined that **dowry breaks the backbone of a family** which has girls. *“A family with 3 to 4 daughters, it is like a death trap.”* Though there are few examples where people have denied to take any **“Tilak”**, the cases are rare and far between, they don't really create a movement or enough to change social norms (FGD in Amnari, Hazaribagh).

It seemed that the men have resigned to their fate, get along with life earning livelihood and if they have a daughter, she has to be married off with the best of bargain. The practice of exorbitant dowry during marriage is a predominant issue and affects all across caste and class and it so strong that they can't think of anything how it can change. This again got validated by qualitative data. A respondent quoted that *“Dena hai to dena hai...lena hai to lena hai”*. The men stated that there could be some hope if Government takes up some strong measures like awareness generation, strong public campaign along with some punitive measures for people seeking dowry in marriage (FGD with men in Amnari, Hazaribagh).

### 3.1.10. Household level decision making

The findings suggest that decision making by women reflects that women have very little say in either economic or social or personal decisions within the family.

Table-18 below reflects women have very little say on *which crops to grow, use of fertilizer* – meaning most agricultural activities and decisions are taken by men. Social decisions such as girls going to school or marriage is mostly by men in the house. Even decisions affecting women health (17.3% reported that they decide about their health) and use of contraceptives (9.97% reported they decide about use of contraceptives) is very limited for women. These are clear indications that gender perceptions and changes have not yet transformed in the project villages and therefore need continuous effort to improve these indicators.

**TABLE 18: DECISION MAKING BY WOMEN**

Indicator	Overall sample	Hazaribagh	Ramgarh
Girl child sent to school	18.77%	18.82%	18.71%
Male child sent to school	17.89%	19.41%	16.37%
Marriage of daughter	8.80%	6.47%	11.11%
Marriage of son	8.50%	8.24%	8.77%
Expenditure on Women's health	17.30%	15.88%	18.71%
Expenditure on men's health	12.02%	11.76%	12.28%

Expenditure on children's health	14.08%	14.71%	13.45%
Adoption of high yielding varieties	13.20%	12.94%	13.45%
Use of fertilisers	16.42%	17.06%	15.79%
Use of plant protection measures	12.02%	11.18%	12.87%
Changing of crops	13.49%	11.76%	15.20%
Contraceptive use	9.97%	8.24%	11.70%
Number of children to have	11.14%	10.00%	12.28%
n	340	169	171
Source: SF midline survey, July 2019			

### 3.1.11. Knowledge, opinion and perception about gender

The gender related perceptions expressed by women is in line with the prevailing practices observed in the earlier section. Even after 3 years of orientation and exposure to various gender interventions under the current strategic plan period surprisingly 68% women opined that men should take all important decisions and nearly 12% felt that domestic violence by husband is to be accepted.

While 63% were of the opinion that wife can express her opinion in case of disagreement with their husband, 86% felt that they can use the money as per their own desire.

**TABLE 19: PERCEPTION OF WOMEN ON GENDER DIMENSIONS**

Indicator	Overall sample	Hazaribagh	Ramgarh
Man should take the important decisions	68.04%	63.53%	72.51%
If wife works outside, partner should help her with household work	85.34%	86.47%	84.21%
A husband should not let his wife work outside, even if she likes to work	18.77%	12.94%	24.56%
Wife to express opinion in case of a disagreement	63.05%	63.53%	62.57%
Woman must accept if her husband beats her	11.73%	9.41%	14.04%
Better to send son to school than daughter	7.33%	2.35%	12.28%
Woman can use money that she owns for what she wants for	85.92%	84.71%	87.13%
N	341	170	171
Source: SF midline survey, July 2019			

### 3.1.12. Gender disparity

Cases of Gender disparity was clearly evident in the intervention districts both in terms of thinking of women, understanding about gender equity and practice. Nearly 8% women reported that they have been humiliated or tortured in domestic setting which is more prevalent in Ramgarh district. Starkly enough, only 16.72% women knew that differential behavior towards women and girls amounted to Gender Disparity.

In fact, this was clearly corroborated during interactions with the adolescent girls and women SHGs in both the districts.

While 42% women said they discuss about gender disparity in SHG meetings, 35.78% opined that they actually tried to work towards a solution or deal with such a situation.

**TABLE 20: GENDER DISPARITY (SELF-REPORTED RESPONSE BY WOMEN)**

Indicator	Overall sample	Hazaribagh	Ramgarh
Woman within the household have been humiliated or felt tortured for any reason	7.92%	2.94%	12.87%
Women know that the differential behaviour is Gender disparity	16.72%	13.53%	19.88%
Women felt low or losing dignity within household due to Gender disparity	70.40%	2.35%	11.70%
Women felt low or losing dignity within community due to Gender disparity	6.45%	1.18%	11.70%
Women should have independence for what they want to do, wear, the way they live	82.40%	74.71%	90.06%
Women are independent to decide what they want to do, wear or the way to live	58.06%	52.94%	63.16%
Women discuss about gender disparity in the women group (SHG)	41.94%	38.82%	45.03%
Women or the group try finding a solution for the issue	35.78%	34.12%	37.43%
Women feel confident to raise her voice against gender disparity in case it happens within family	58.06%	59.41%	56.73%
Women feel confident to raise her voice against gender disparity with community leaders	40.18%	35.88%	44.44%
Women feel confident to raise her voice against gender disparity in case it happens with neighbours	38.42%	32.35%	44.44%
Women report such cases	24.63%	23.53%	25.73%
Women reported intervention by SHG or community leaders	45.16%	42.35%	47.95%
n	341	170	171
<i>Source: SF midline survey, July 2019</i>			

### 3.1.13. Participation in public forums and election

Participation in public forums and elections where women participation is quite high as 90% women exercised their franchise while 50% have participated in Gram Sabha (village council meetings). 66.34% said they have raised a concern in the Gram Sabha, though the study didn't ponder on types of concern raised by women therefore we cannot accurately comment on topic of concern. Interestingly, 76% women said that they were not influenced by their husband or anyone else when they decide to vote. (Table-4in Annexure-A)

**TABLE 21: PARTICIPATION IN PUBLIC FORUMS AND GRAM SABHA**

Indicator	Overall sample	Hazaribagh	Ramgarh
Heard of GRC	6.74%	5.88%	7.60%
Voted in the last general election	90.03%	90.59%	89.47%
Ever participated in mahila gram sabha	59.24%	58.82%	59.65%
Attended last mahila gram sabha (n=202, n= Hazaribagh-100, n= Ramgarh-102)	50.00%	53.00%	47.06%
Raised a concern in the gram sabha	66.34%	71.00%	61.76%
n	341	170	171
<i>Source: SF midline survey, July 2019</i>			

The qualitative data reflects that both adolescent girls as well as women have raised issues affecting themselves and also general development concerns with Panchayati Raj members and Government officials, however they could not recount a positive outcome out of this. On education of girl children, there has been a shift in outlook and everyone in the village is sending their daughters to schools irrespective of caste or class. To a probe “If you have to pay high Tilak, do you still spend on daughter’s education as she is going to get married anyways and not likely to do any job once married? The respondent informed that “*Girl has to be literate, otherwise it will be difficult to get marriage proposals. So the girl child has to be educated as much as possible, though they do not expect their in-laws will allow her for further studies or to do any job*”. One person quipped that, if the girl is educated, then who knows in future she might get some opportunity.

On queries related to husband having information about what their wives are doing, the men were ill aware about the activities of the Mahila Mandal (SHGs) in which their wives are involved in. “*Usko jo karna hai karne do, hume usse koi matlab nahin.*” It seems, the men were unaware and indifferent to the activities the women do as part of the Mahila Mandal and agriculture promotion activities.

To a question about whether they would allow their wives to go outside to attend training or to Govt. offices, initial reaction was, *the women can go and participate in village meetings, but not venture outside*. However, when probed further, they opined that *there is no issue if the women go as a group to avail facilities in Bank or Block Office or for Agriculture Training*.

The men were however unaware about activities related to Women SHGs or livelihood interventions started by Srijan Foundation. They rarely have approached agriculture department for seeds or inputs. (FGD in village Amnari, Hazaribagh)

### 3.1.14. Differential treatment to women and girls within the family

When it comes to participation of men in household chore, the results are not encouraging. In terms of getting men’s help in household activities like cooking and fetching water, women hardly get any help from men. While only about 2.94% men help in cooking, fetching water for household needs is the domain of women and girls. Only in a few villages in Ramgarh from the sampled villages considered under the study, it was observed that the households had access to piped water supply facilities.

**TABLE 22: HOUSEHOLD CHORE MANAGEMENT**

Indicator	Overall sample	Hazaribagh	Ramgarh
Men in the family	0.29%	0.59%	-

Women in the family	96.76%	94.08%	99.42%
Both	2.94%	5.33%	0.58%
Not Applicable	-	-	-
n	340	169	171
Source: SF midline survey, July 2019			

**TABLE 23: HOUSEHOLD CHORE (FETCHING WATER) IN THE HOUSEHOLD**

Indicator	Overall sample	Hazaribagh	Ramgarh
Men in the family	0.29%	0.59%	-
Women in the family	94.12%	92.31%	95.91%
Both	2.94%	4.14%	1.75%
Not Applicable	2.65%	2.96%	2.34%
N	340	169	171
Source: SF midline survey, July 2019			

While bulk of the domestic work is shouldered by women, there is clear discrimination against women and girls in the households when it comes to sharing of household chore as the women in general are working in the farm field.

As reported in Table-24, around 14.41% of stated that girls are discouraged to study in the family. In other words, discrimination towards girl child is still persist in the society, paving ways for the implementer to find ways out to help these girls.

**TABLE 24: GENDER DISCRIMINATION WITHIN FAMILY**

Indicator	Overall sample	Hazaribagh	Ramgarh
Men get more or better portions of food than women	7.65%	6.51%	8.77%
No money is spent on the health of women in family	3.82%	3.55%	4.09%
Girls in the family are discouraged to study	14.41%	21.89%	7.02%
Women do more household work than men	9.41%	9.47%	9.36%
All major family decisions are taken by men	10.59%	16.57%	4.68%
n	340	169	171
Source: SF midline survey, July 2019			

Qualitative data threw a deeper light on the above findings. The data suggests that although all the girls in the villages were studying and were very vocal about early marriage, dowry, etc. they were feeling helpless at their condition and giving up to the reality that even with good education, ultimately they would end up getting married and following whatever their in-laws want them to do which in most cases taking up household work. This was substantiated by the following quote from a group discussion with adolescent group.

*“Apna maa baap samajh nahin payen, to doosra kya samjhega”*

*“Ladka he – padho. Hum ladki hein, hum thodi kama ke denge..”*

Our parents are unable to understand, so what to expect from others. Boys are to study whereas we are girls, so we won't be earning for them

Qualitative data further revealed that parents and community members would not allow girls to participate in outdoor games such as football, cricket or volley ball. All the girls were eager

to play and take part in sports, but were apprehensive of out lash from their parents. Though there was no such issue with boys taking part in outdoor games.

By their association with the Adolescents Group the girls have participated in various games and learnt about life skills, learnt about education and empowerment. Clearly awareness level among the girls was at a high and they were beginning to question prevalent norms and practices (such as not being allowed to work after marriage, meaning girls are being discriminated). (*FGD with adolescent girls in Ichakdih, Ramgarh*)

One of the major problem they face is related to the restrictions on their movement and attending classes in Ramgarh College. The group revealed that the prime reasons for dropout for girls in school are economic condition of the family, trend of early marriage, parents unwilling for girls education and girls' unwilling to study.

### 3.1.15. Knowledge about SF and its interventions

There seem to be a lack of acknowledgement or awareness about the various gender resource initiatives by Srijan Foundation among the community. Less than 7% respondents have ever heard about Gender Resource Center and less than 5% about the Surakshit Palayan<sup>8</sup> initiative.

In an earlier section (Institutional Membership) it was responded by 35.67% of respondents that Srijan Foundation had facilitated them to be part of SHGs. It seems **people in the villages may not relate to the brand of Srijan Foundation though they are very much familiar with the facilitators and field executives engaged by Srijan Foundation**. This may be partly due to the nature of interventions which are more in the form of meetings, capacity building exercises, confidential social and legal support undertaken as part of the projects. Moreover, it would be imperative from a programme perspective that SF should strive for means to let community know about these platforms to improve outreach of the programmes in the long run.

**TABLE 25: KNOWLEDGE ABOUT GENDER RESOURCE CENTRE**

Indicator	Overall sample	Hazaribagh	Ramgarh
Heard of GRC	6.74%	5.88%	7.60%
Aware of Gender Resource Centre	4.69%	2.94%	6.43%
Aware of Surakshit Palayan/JATN	4.69%	4.71%	4.68%
Has GRC/JATN helped	0.59%	0.59%	0.58%
N	341	170	171

Source: SF midline survey, July 2019

### 3.1.16. Child Rights and Protection

#### 3.1.17. Prevalence and reason of child labour

In the sample two districts 60% respondent informed that the children in the age group of 4-14 years of age are going to school. Around 5.29% reported that their children between the age group of 4-14 years of age support their family in their agricultural fields.

**TABLE 26: PREVALENCE OF CHILD LABOUR**

Indicator	Overall sample	Hazaribagh	Ramgarh
Children between 4 and 14 go to school	60.00%	59.76%	60.23%
Children between 4 and 14 support family in agricultural field	5.29%	3.55%	7.02%

<sup>8</sup> Surakshit Palayan is the local terminology used for Jharkhand Anti-Trafficking Network (JATN)



<b>Family sending children (4-14 years) to work outside</b>	0.59%	0.59%	0.58%
<b>n</b>	340	169	171
<i>Source: SF midline survey, July 2019</i>			

### 3.1.18. Remedial measures and alternate child care services

Knowledge about community based alternative child care was reported by 9.41% respondents. In few cases the respondents said children helped in agricultural fields and child labour does not seem to be a prevalent practice. This point however could not be confirmed during qualitative interactions in both the districts.

**TABLE 27: KNOWLEDGE ABOUT COMMUNITY BASED CHILD CARE**

Indicator	Overall sample	Hazaribagh	Ramgarh
<b>Knowledge about Community based alternative child care</b>	9.41%	8.88%	9.94%
<b>n</b>	340	169	171
<i>Source: SF midline survey, July 2019</i>			

When the respondent were asked about a knowledge questions about types of services available at Community Based Alternative Childcare, 31.25% responded that the centres to provide good care to children, 15.63% reported that the system helps children in distress. 68.75% responded that it mobilises communities on child issues.

**TABLE 28: KNOWLEDGE ON TYPES OF SERVICES AVAILABLE BY COMMUNITY BASED ALTERNATIVE CHILDCARE**

Indicator	Overall sample	Hazaribagh	Ramgarh
<b>Children get good care</b>	31.25%	-	58.82%
<b>Helps children in distress</b>	15.63%	6.67%	23.53%
<b>Mobilises community on child issues</b>	68.75%	93.33%	47.06%
<b>Other</b>	-	-	-
<b>Don't Know</b>	3.13%	-	5.88%
<b>n</b>	32	15	17
<i>Source: SF midline survey, July 2019</i>			

### 3.1.19. Adolescent girls and Sexual Health

#### 3.1.20. Education and reasons for dropping out

Of the 341 sample households that were interviewed, the survey could capture inputs from 88 adolescent girls available in the sampled households during the household survey. Among the sub-sample 86.36% adolescent are still in school.

**TABLE 29: ADOLESCENT GIRLS IN SCHOOL**

Indicator	Overall sample	Hazaribagh	Ramgarh
<b>Adolescent currently a student</b>	86.36%	84.62%	87.76%
<b>n</b>	88	39	49
<i>Source: SF midline survey, July 2019</i>			

### 3.1.21. Awareness and linkage with Govt. Schemes for adolescent girls

The evaluation tried to gauge about the knowledge base on some of the pertinent aspects which can directly or indirectly affect lives of adolescent girls today and in future. The data shows that there is comparatively low level of knowledge base among the target adolescent population of SF's intervention area.

Awareness about government programmes such as Sabla, Kastuba Gandhi Balika Vidyalaya Yojana and Programme for Education of girls at elementary level was at 10.23%, 11.36% and 7.95% respectively. Qualitative data also supplemented that the awareness level is low among the target audience about the programmes.

**TABLE 30: AWARENESS ABOUT GOVERNMENT PROGRAMMES FOR ADOLESCENT GIRLS**

Indicator	Overall sample	Hazaribagh	Ramgarh
Sabla	10.23%	12.82%	8.16%
Kasturba Gandhi Balika Vidyalaya Yojana	11.36%	7.69%	14.29%
National Programme for Education of Girls at Elementary Level	7.95%	2.56%	12.24%
n	88	39	49

Source: SF midline survey, July 2019

### 3.1.22. Health and Sanitation awareness

The study tried to gauge into knowledge base of the adolescent girls about some of the key issues affecting them and their health. The result shows that awareness about anemia among adolescent girls was 42.05% while only 14.77% had been tested for anemia and 35.23% had received iron folic acid tablets during the past 3 months.

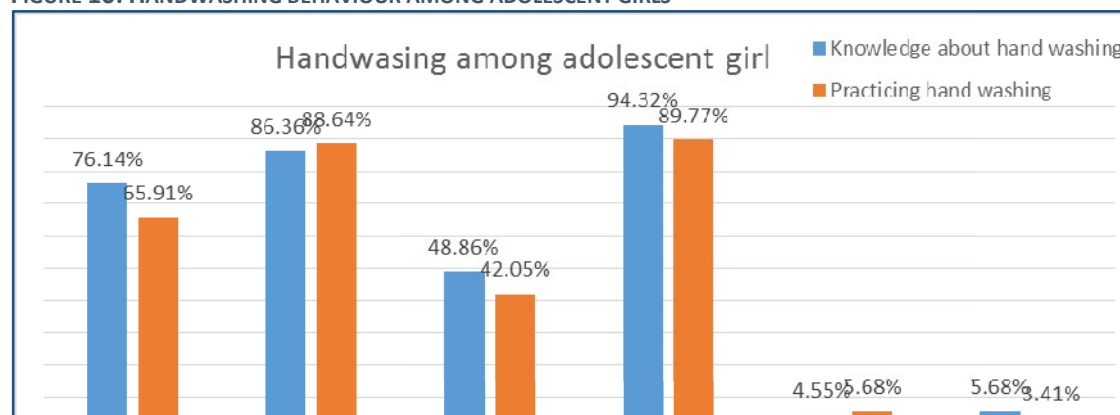
**TABLE 31: AWARENESS ABOUT ANEMIA AND ACCESS TO IFA**

Indicator	Overall sample	Hazaribagh	Ramgarh
Heard about anaemia	42.05%	46.15%	38.78%
Tested blood to check anaemia	14.77%	10.26%	18.37%
Received IFA from FLW	53.41%	46.15%	59.18%
Received IFA during last 3 month	35.23%	20.51%	46.94%
n	88	39	49

Source: SF midline survey, July 2019

As per recommended practices, hand wash should be practiced before cooking, after using toilet, after handling food, before eating, before feeding infants and after cleaning infants. Knowledge about best practices varied among the adolescent girls as reflected in the table below.

**FIGURE 10: HANDWASHING BEHAVIOUR AMONG ADOLESCENT GIRLS**



It was surprising to know that adolescent girls are informed about handwashing at critical times such as after using toilet (86.36%), before eating (94.32%), before cooking (76.14%), after handling food. Similarly practice of handwashing after using toilet and before eating is 88.64% and 89.77% respectively.

It is interesting that only 10.23% of girls said that they used soap while washing their hand with both districts responding with similar proportion in the sub-sample.

**TABLE 32: USE OF SOAP DURING HAND WASHING**

Indicator	Overall sample	Hazaribagh	Ramgarh
Use of soap while hand washing	10.23%	10.26%	10.20%
n	88	39	49

Source: SF midline survey, July 2019

### 3.1.23. Reproductive health awareness

With regard to awareness about reproductive and sexual health, a high proportion 93.18% had knowledge about menstruation while 86.36% knew about puberty. By their association with the Adolescents Group the girls have participated in various knowledge-based games and learnt about life skills, learnt about education and empowerment. Qualitative data informs that with awareness and training, the girls told that they became aware about child marriage, importance of education and personal hygiene. They have now consuming iron folic tablets since they understand that it can address anemia (FGD with Adolescent girls at Ratwe and Digwar in Ramgarh district).

**TABLE 33: KNOWLEDGE ABOUT PUBERTY AND MENSTRUATION AMONG ADOLESCENT GIRLS**

Indicator	Overall sample	Hazaribagh	Ramgarh
Heard of puberty	86.36%	79.49%	91.84%
Heard of menstruation	93.18%	92.31%	93.88%
n	88	39	49

Source: SF midline survey, July 2019

Though knowledge about menstruation is high among the adolescent girls there seem to be lack of adequate clarity and understanding about personal hygiene among the girls as reflected in following table. Only 15.85% reported that they are washing hands before and after changing sanitary napkins.

**TABLE 34: PERSONAL HYGIENE DURING MENSTRUATION**

Indicator	Overall sample	Hazaribagh	Ramgarh
Use of sanitary napkins	89.02%	97.22%	82.61%
Changing napkins at least twice a day	39.02%	38.89%	39.13%
Washing hands before and after changing napkins	15.85%	11.11%	19.57%
Daily bathing	34.15%	30.56%	36.96%
Keeping dry & powdered	12.20%	13.89%	10.87%
n	82	36	46

Source: SF midline survey, July 2019

### 3.1.24. Adolescent participation in family decision making

A reflection of the social conditioning of the region, adolescent girls are seldom given space in family decision making. While 21.59% mentioned that they can never express their opinion in family decision making, 59% said they could participate in the decision making process related to themselves whereas 48.86% reported that sometimes their opinion are respected in the family.

Clearly awareness level among the girls was at a high and they were beginning to question prevalent norms and practices (such as not being allowed to work after marriage, girls being discriminated) (Adolescent girls FGD in Ratwe, Ramgarh).

**TABLE 35: PARTICIPATION OF ADOLESCENT GIRLS IN DECISION MAKING WITHIN FAMILY**

Indicator	Overall sample	Hazaribagh	Ramgarh
Participate in decisions making related to herself	59.09%	45.72%	67.35%
Can always express opinion in family	23.86%	20.51%	26.53%
Sometimes express opinion in family	48.86%	46.15%	51.02%
Can never express opinion in family	21.59%	25.64%	18.37%
Always respect my opinion	31.82%	33.33%	30.61%
Sometimes respect my opinion	44.32%	38.46%	48.98%
Can never respect my opinion	10.23%	10.26%	10.20%
n	88	39	49

Source: SF midline survey, July 2019

### 3.1.25. Mobility and civic engagement

With regard to mobility of girls, 36.36% said they could never walk around unescorted without fear. Only 18.18% reported that they can always walk around unescorted without any fear.

The Adolescent Club at Ratwe comprised of an active group of girls with 10 out of 12 pursuing their Graduation. Most of the girls are also engaged in tailoring as a part-time activity. The girls were quite vocal and spoke about various facets of life and challenges they face in day to day life (Adolescent girls FGD in Ratwe, Ramgarh). Overall, this reflects effect SF's intervention on adolescent girls in the communities that they are working with.

Parents and community members would not allow girls to participate in outdoor games such as football, cricket or volley ball. All the girls were eager to play and take part in sports, but were apprehensive of out lash from their parents. Though there was no such issue with boys taking part in outdoor games. (FGD with Adolescent girls in village Ichakdih, Ramgarh)

**TABLE 36: MOBILITY AMONG ADOLESCENT GIRLS**

Indicator	Overall sample	Hazaribagh	Ramgarh
Always walk around unescorted without any fear	18.18%	20.51%	16.33%
Sometimes walk around unescorted without any fear	44.32%	41.03%	46.94%
Can never walk around unescorted without any fear	36.36%	38.46%	34.69%
n	88	39	49

Source: SF midline survey, July 2019

An overwhelming 70.45% girls had never participated in village level sabha while 52.27 % had never participated in cultural programmes in the village in the sample as stated in the table below.

One of the major problems they face is related to the restrictions on their movement and attending classes in Ramgarh College. Some of the prime reasons for dropout for girls in school and colleges are economic condition of the family, early marriage and parents unwilling to send their girls for studies.

The adolescent girls of Tejaswini project area were eager to learn more and get training on Tailoring, Computer and Spoken English (FGD with adolescent girls in village Ichakdih, Ramgarh).

**TABLE 37: CIVIC ENGAGEMENT BY ADOLESCENT GIRLS**

Indicator	Overall sample	Hazaribagh	Ramgarh
Always participate in village/ward sabha	6.82%	5.13%	8.16%
Sometime participate in village/ward sabha	22.73%	25.64%	20.41%
Never participate in village/ward sabha	70.45%	69.23%	71.43%
Always participate in village/ward cultural programme	5.68%	2.56%	8.16%
Sometimes participate in village/ward cultural programme	40.91%	28.21%	51.02%
Never participate in village/ward cultural programme	52.27%	66.67%	40.82%
n	88	39	49

*Source: SF midline survey, July 2019*

### 3.1.26. Instance of violence/abuse

Among adolescent girls, 9.09% stated that they had experienced some sort of violence or rough treatment both within and outside of their family. Although, it couldn't be established if at all they did take some action about it or not.

**TABLE 38: INSTANCE OF VIOLENCE FACED BY ADOLESCENT GIRL**

Indicator	Overall sample	Hazaribagh	Ramgarh
Experience rough treatment	9.09%	5.13%	12.24%
N	88	39	49

*Source: SF midline survey, July 2019*

### 3.1.27. Intervention on Adolescent Girls and participation / experience

The work with adolescent groups (AG) is an important program by Srijan Foundation initiated since March 2018 to address various challenges and issues faced by girls, especially girls in adolescent age group such as:

- **Parental or social practices:** parents not allowing to study, marrying off girls at young age, school dropout, act of eve teasing and public ridicule
- **Personal challenges among Adolescent girls:** Unaware about self-hygiene during menstrual period, lack of self-confidence, malnourishment

The field counsellors and facilitators have been supporting the girls in terms of life skill training, career counselling, linking with skill training programmes (FGD with adolescent girls in village Ratwe)

Qualitative data states that the girls with awareness and training, they became informed and aware about child marriage, importance of education and personal hygiene. Thus bringing the girls to the programme coverage has definitely bring positive results for the adolescent girls.

From the following table, it appears that 63.64% of the girls in the sample villages were never part of the adolescent groups. Thus, **SF has a lot to accomplish in terms of working with adolescent girls in all of its operational area** so that their strategic objective of improving lives of women and adolescent come true.

Qualitative data also suggest that the adolescent girls are anticipating further support and handholding from the programme. Respondents in a FGD stated “the question within everyone was what next? What other benefits will they get out the adolescent girls club and whether they will be able to make any change in society and whether their parents will heed and support them for higher education or even allow them to take up jobs”.

**TABLE 39: MEMBERSHIP IN ADOLESCENT GROUP**

Indicator	Overall sample	Hazaribagh	Ramgarh
Still a member in the adolescent group	28.41%	25.64%	30.61%
Was a member in the past but discontinued now	7.95%	15.38%	2.04%
Was never a member	63.64%	58.97%	67.35%
n	88	39	49
<i>Source: SF midline survey, July 2019</i>			

While 23.86% girls said they were impressed with the training provided by SF, 13.64% mentioned they were motivated to join the groups because they could participate in outdoor activities and games organized by SF. 68.75% respondent stated that SF has motivated them to join the group while 81.25% respondents in Ramgarh against 56.25% in Hazaribagh, stated that SF has motivated them to join the adolescent group.

**TABLE 40: MOTIVATION TO JOINING ADOLESCENT GIRLS GROUP**

Indicator	Overall sample	Hazaribagh	Ramgarh
Srijan Foundation	68.75%	56.25%	81.25%
Training provided by SF	23.86%	10.26%	34.69%
Participation in outdoor activity	13.64%	2.56%	22.45%
n	88	39	49
<i>Source: SF midline survey, July 2019</i>			

### 3.1.28. Livelihood Promotion and Sustainable Agriculture

#### 3.1.29. Inputs and capacity building

Sustainable livelihood promotion is one of the key objective of SF. SF has been working with communities to improve their economic status as well as helping them in practicing organic farming with a view to reduce exposure of its target communities to chemicals and fertilizers. The data shows that only 33.24% of women interviewed stated that they had received any training on agriculture and organic farming practices, while 16.72% had received training related to vaccination of livestock. 34.41% stated that they received training on varietal change of seeds, whereas 35.29% received training on sowing and transplanting method.

**TABLE 41: CAPACITY BUILDING ON AGRICULTURE AND FARMING**

Indicator	Overall sample	Hazaribagh	Ramgarh
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Received training on agriculture and organic farming practices	33.24%	39.05%	27.49%
Training on varietal change of seeds	34.41%	42.01%	26.90%
Training on sowing/transplanting method	35.29%	42.60%	28.07%
Training on disease and pest management	32.94%	40.24%	25.73%
Training on intercultural operation & fertiliser application	26.18%	31.95%	20.47%
Training on de-worming and vaccination of livestock	16.76%	19.53%	14.04%
n	340	169	171
<i>Source: SF midline survey, July 2019</i>			

For promotion of improved agriculture practices, while training is one part, handholding support is equally important. 20.29% women responded that they received any support during agriculture/crop planning. Of course there were islands of excellence as observed in Imnari, Hazaribagh where several women farmers have been growing multiple vegetable and practicing organic farming.

**TABLE 42: SUPPORT AFTER CAPACITY BUILDING ON AGRICULTURE AND FARMING**

Indicator	Overall sample	Hazaribagh	Ramgarh
Received support or handholding on agri/crop planning	20.29%	26.04%	14.62%
Practiced sowing and transplanting method	22.65%	28.40%	16.96%
Practiced disease and pest management as per the training	17.65%	23.67%	11.70%
Practiced intercultural operation & fertiliser application	12.94%	16.57%	9.36%
n	340	169	171
<i>Source: SF midline survey, July 2019</i>			

The impact of SF is visible on some families. For example during qualitative interactions, a woman farmer mentioned that she does not apply chemical fertilizer in her vegetable garden and relies on organic manures and vermin-compost. Her vegetable garden spans over 4 decimal land in a well-structured layout. The main standing crop now is Karela (Bitter Gourd) of which she has already harvested about 3.5 quintals. Thus, SF should try to replicate such practice in rest of its operational communities.

As expected, 31.47% women said that the agriculture trainings were organized by SF. The women in Imnari mentioned that they had attended trainings at Bhajo, Krishi Pathsala Khaira, Hazaribagh (FGD with women in village Imnari).

**TABLE 43: WHO ORGANISED THE AGRICULTURAL TRAINING**

Indicator	Overall sample	Hazaribagh	Ramgarh
Local NGO	3.24%	2.37%	4.09%
Srijan Foundation	31.47%	38.46%	24.56%
Govt. agency	3.24%	1.18%	5.26%
Some private agency	1.18%	-	2.34%
Multiple agencies	-	-	-
Other	11.76%	8.28%	15.20%

Don't know	49.12%	49.70%	48.54%
n	340	169	171
Source: SF midline survey, July 2019			

### 3.1.30. Awareness about Govt. agencies and access to support

Awareness among women about government institutions and related departments was low. This maybe due to lack of understanding, interest to know or illiteracy among the women. As presented in the following table, 22% women had heard about Krishi Vigyan Kendra whereonly 6.76% had heard about NABARD. There could be several possible reasons for this like low level of awareness among target communities out of which SF acting as the last mile delivery agency for these agencies, therefore there is a disconnect between the community and the lead govt. agency.

**TABLE 44: ACCESS AND SUPPORT TO/BY GOVT. AGRICULTURAL SCHEMES**

Indicator	Overall sample	Hazaribagh	Ramgarh
Heard about KVK	22.06%	13.02%	30.99%
Received training from KVK	6.47%	2.96%	9.94%
Received any material support from KVK	4.71%	3.55%	5.85%
Heard about Block/District Agricultural Office	31.18%	27.22%	35.09%
Received training from Block/District Agricultural Office	14.12%	11.24%	16.96%
Received any material support from Block/District Agricultural Office	12.65%	11.24%	14.04%
Heard about Block/District Animal Husbandry Office	18.53%	13.02%	23.98%
Received training from Block/District Animal Husbandry Office	6.76%	4.73%	8.77%
Received any material support from Block/District Animal Husbandry Office	5.59%	3.55%	7.60%
Heard about NABARD	6.76%	2.37%	11.11%
Received training from NABARD	3.24%	1.18%	5.26%
Received any material support from NABARD	2.94%	1.78%	4.09%
n	340	169	171
Source: SF midline survey, July 2019			

### 3.1.31. Prevalence of improved crop production

The practice of proper sowing is prevalent by 77.92%, disease & pest management by 76.67% and intercropping operation and recommended fertilizer application by 70.45% of the respondents who responded to the question on improved crop production. Therefore, **the communities in the programme catchment area are relatively practicing important farming practices.**

**TABLE 45: PRACTICE OF IMPROVED CROP MANAGEMENT**



Indicator	Overall sample	Hazaribagh	Ramgarh
Practicing proper sowing and transplanting-less than one year	22.08%	18.75%	27.59%
Practicing proper sowing and transplanting-more than one year	77.92%	81.25%	72.41%
n	77	48	29
Practicing disease & pest management-less than one year	23.33%	15.00%	40.00%
Practicing disease & pest management-more than one year	76.67%	85.00%	60.00%
n	60	40	20
Practicing intercropping operation & fertiliser application-less than one year	29.55%	21.43%	43.75%
Practicing intercropping operation & fertiliser application-more than one year	70.45%	78.57%	56.25%
n	44	28	16
<i>Source: SF midline survey, July 2019</i>			

As is evident in the following table, the farmers practicing diversified cropping practices with pulses (85.88%), oilseed (85.59%) and vegetables (72.06%). As observed in Amnari, Ramgarh the women farmers grew a variety of vegetables - different mix of vegetables and greens such as GobarFalli (Cluster Bean), Bhendi(Lady Finger), Godi (Long beans), Dhania (Corriander), Chilli, Saag (leafy vegetable), Karela (Bitter Gourd), Jingha (Ridge Gourd), Adrak (Ginger), Maize, Tuber Crops, French Bean, etc. all grown in about 2 decimal land.

**TABLE 46: PREVALENCE OF IMPROVED CROP PRODUCTION**

Indicator	Overall sample	Hazaribagh	Ramgarh
Cultivated any cereal	55.00%	48.52%	61.40%
Cultivated any pulses	85.88%	79.88%	91.81%
Cultivated any oilseed	85.59%	81.07%	90.06%
Cultivated any vegetables	72.06%	63.31%	80.70%
Sell the surplus agriculture produce in the local market	82.94%	77.51%	88.30%
n	340	169	171
<i>Source: SF midline survey, July 2019</i>			

## 4. Summary Findings

The following sections presents our observation and findings from the study. We are presenting the findings using the scale presented in Figure-1. The findings is a mix of objective and subjective in nature which is purely in reference with the results that the data guide the evaluation team. In the absence of baseline benchmarking the comparison between midterm and baseline, the results can't be conclusive. Having said that the mid-term results would help SF to assess the impact of their intervention at endline with conclusive attribution of impact to SF.

### 4.1.1. Women Empowerment and Gender Justice

Impact level output	Indicators	Observation and Findings
To collectivize women actions and build the capacity of women so that they are able to understand, articulate and challenge factors of their deprivation	<ul style="list-style-type: none"> <li>Community level awareness and mobilization</li> <li>Women participation in collective action</li> <li>Gender Sensitivity</li> <li>Economic Independence and participation in SHG</li> <li>Access to govt. services and economic enterprises</li> <li>Emergence and effectiveness of women leaders</li> <li>Political and Social participation</li> </ul>	<ul style="list-style-type: none"> <li>SF has facilitated the entry of women into village level Self Help Groups in 35% cases, though formation of Federation and Farmer producer organization is just at the beginning stage. SF should be thinking about ways to federate these SHGs so that these can be made independent and SF to look and work for newer groups to help them out of distress.</li> <li>Low levels of awareness and sensitivity regarding gender disparity (16.72%)</li> <li>Women's involvement in household decision making quite low both for social (8.8% for marriage of daughter) or economic (13% for use of High Yield Variety seeds). It is highly recommended that SF should streamline these activities in their priority districts and thereby scale it up in phases. It is pertinent to understand behaviour change needs time and specific intervention</li> <li>Political participation of women though considerable with regard to exercising their franchise (90%)</li> </ul>
Gender Resource Center	<ul style="list-style-type: none"> <li>Level of awareness among community</li> <li>Accessibility to Services</li> <li>Effectiveness of training center – participation rate, types of training</li> </ul>	<ul style="list-style-type: none"> <li>Low levels of awareness about GRC (only 6.74%) and other networks. This needs further directed work to improve outreach of the brand of SF and its intervention</li> </ul>
Safe mobility and	<ul style="list-style-type: none"> <li>Community level</li> </ul>	<ul style="list-style-type: none"> <li>50% women had participated in Gram Sabha. SF could try to improve</li> </ul>

counter trafficking	<p>awareness of rules and regulations</p> <ul style="list-style-type: none"> <li>• Accessibility and awareness about JATN</li> <li>• Awareness levels among migrant workers</li> <li>• Effectiveness of JATN in resolving migrant issues</li> </ul>	<p>participation by focusing on approaches leading to change in behaviour among target population.</p> <ul style="list-style-type: none"> <li>• Though GRC was not prevalent in the surveyed districts, it is effective in the presence of GRC fellow in their nearby villages</li> </ul>
Engagement of elected women representatives	<ul style="list-style-type: none"> <li>• Participation in public meetings</li> <li>• Effective participation</li> <li>• Role in decision making and policy change</li> </ul>	<ul style="list-style-type: none"> <li>• 66% women have expressed concern in a Gram Sabha</li> <li>• Though women and girls have taken up gender issues have not come to a positive conclusion</li> </ul>
Engagement of Men and Boys	<ul style="list-style-type: none"> <li>• Gender sensitivity</li> <li>• Perception level understanding on gender</li> <li>• Practice level changes</li> </ul>	<ul style="list-style-type: none"> <li>• Men unaware or indifferent to activities by the women do as part of the Mahila Mandal and agriculture promotion activities</li> <li>• Girls are sent to school, but felt helpless to address social issues such as dowry</li> </ul>

#### 4.1.2. Child Rights and Protection

Impact level output	Indicators	Observation and Findings
Child protection initiatives and prevention of child labour	<ul style="list-style-type: none"> <li>• Level of awareness among different sections of community</li> <li>• Stakeholder sensitivity on child labour issues</li> <li>• Ease and ability of redressal of child labour cases</li> </ul>	<ul style="list-style-type: none"> <li>• Prevalent of child labour not evident in study districts. However, level of awareness about child's education is high. As the sample districts were not the focus districts for child centric activities, it couldn't able to assess stakeholder sensitivity and ability of redressal systems.</li> </ul>
Alternative Child Care	<ul style="list-style-type: none"> <li>• Effectiveness and efficiency of alternative child care services</li> <li>• Access and availability of child care services in different geographies</li> <li>• Sensitivity and effectiveness of service providers and care givers</li> </ul>	<ul style="list-style-type: none"> <li>• The study found that awareness about child care support system is available with the community even though the sample districts were not the study districts.</li> <li>• The study couldn't gauge the sensitivity and effectiveness of the service providers and care givers.</li> </ul>

Mainstreaming education	<ul style="list-style-type: none"> <li>Quality and types of services available to children</li> <li>Performance indicators for specific classes of students</li> </ul>	<ul style="list-style-type: none"> <li>The study couldn't able to observe the quality and types of services available to children. It requires a focused assessment of facilities and service centres to report about quality and types of services available to children.</li> </ul>
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#### 4.1.3. Livelihood promotion and Sustainable Agriculture

Impact output	level	Indicators	Observation and Findings
Alternative livelihood model		<ul style="list-style-type: none"> <li>Performance indicators of Producers Groups <ul style="list-style-type: none"> <li>Governance structure and functioning</li> <li>Range of services and participation of members</li> <li>Financial viability and performance</li> <li>Forward and backward linkage</li> <li>Mainstreaming - Access to government services and financial institutions</li> </ul> </li> <li>Members level access to services from the Producer Group</li> </ul>	<ul style="list-style-type: none"> <li>SHG has been functioning with internal credit and social support among members</li> </ul>
			<ul style="list-style-type: none"> <li>Farmer producer groups yet to be formed in the study area</li> <li>Most of the support in terms of capacity building, knowledge, handholding support provided by SF or CRP</li> </ul>
Sustainable Agriculture		<ul style="list-style-type: none"> <li>Knowledge level indicators</li> <li>Skills acquired by members on sustainable agriculture practices</li> <li>Adoption of sustainable agriculture in terms of Area coverage, types of practices and proportion of farmers adopted sustainable agriculture</li> <li>Economic returns and viability – improved wellbeing, increased income, reduced vulnerability</li> </ul>	<ul style="list-style-type: none"> <li>Prevalence of diversified cropping among women farmers</li> <li>Examples of multi-vegetable production with sustained economic returns leading to impact of the intervention.</li> </ul>

Women Farmers	as	<ul style="list-style-type: none"> <li>• Asset and capital ownership among women farmers</li> <li>• Empowerment of individuals, particularly people marginalized within their communities (e.g. women, the poorest)</li> </ul> <ul style="list-style-type: none"> <li>• Asset profile looks promising and clearly reflecting their economic improvement.</li> <li>• Observed changed as a result of the intervention. Agriculture and diversification has helped them positively in the target communities.</li> </ul>
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#### 4.1.4. Sexual Health and Rights

Impact output	level	Indicators	Observation and Findings
Adolescent reproductive and sexual health rights		<ul style="list-style-type: none"> <li>• Awareness level about sexual and reproductive health among target population</li> </ul>	<ul style="list-style-type: none"> <li>• Considerable awareness about puberty (86%) and menstruation (93%)</li> </ul>
Participation in decision making and public forum		<ul style="list-style-type: none"> <li>• Awareness about adolescent group</li> <li>• Social participation and mobility</li> </ul>	<ul style="list-style-type: none"> <li>• Personal hygiene practices not practiced to expected level during menstruation</li> <li>• 52% had never participated in any cultural programme</li> <li>• 63% were never part of the AD group programme</li> <li>• Participation in outdoor activities and games is major attraction to participate in AD Group</li> </ul>

## 5. Conclusion and Recommendations

SF has been undertaking a broad mix of interventions under the various strategic themes and has spread out in number of locations (over 800 villages as per list of intervention villages shared by SF) across Jharkhand state, which is quite commendable and noteworthy. It is recommended to strategize and differentiate between outreach through policy interventions, outreach through partnerships and direct intervention villages. For each of the strategic themes there is a need for in-depth strategic review and perspective planning to outline intervention and outreach plan for next 2-3 years.

- **Women Empowerment and Gender Justice:** SF has devised several interventions to address gender justice. The evaluation though tried to touch upon was limited and may not have covered the wide spectrum of interventions.
  - Formation of women's' SHG has fulfilled to a large extent the economic insecurity and helped the women members get attached to development programmes, however complex issues such as dowry, gender equality, decision making, etc. has not seemed to be adequately penetrated among communities as evident from the various gender indicators and response from women. The study recommends to initiate discussions around these issues among the women's groups and other forums and devise strategy and work plan to address the same by focusing male as a key stakeholder as the intervention areas more or less a men centred communities.
  - Still lot of gaps were visible in terms of understanding among women members on gender equality, gender relations. It is recommended to examine the gender differences and initiate appropriate interventions to address the same, for example engage a Gender Specialist to design interventions with women's groups both in terms of capacity building and social action.
  - Since opinion of men is vital in transforming social change, effective and more structured interface with men of the villages could be taken up, at first level to flag the issues which in turn could lead to a path towards transformation with harmony.
  - The programme of community level **Gender Resource Person to address domestic violence and gender issues among communities is a wonderful concept** and evidently benefiting wherever the GRC is proactive and developed community mechanisms. It is recommended to work out a strategy to rapidly and extensively expand this program to institutionalise it through high level

collaboration with other partners including Government programmes especially in the age of National Rural Livelihoods Mission (NRLM).

- **Adolescent Girls Programme:** The programme on bringing together adolescent girls in villages has been successful in improving awareness level among the girls and sensitivity towards issues such as girls' rights, knowledge, social issues, economic independence, gender equality, thinking way forward, etc. which are quite encouraging development.
  - Programme on adolescent girls should be continued with added involvement of other stakeholders, such as parents (in specific), government officials (for linkages and convergence).
  - It seems that the knowledge about health and sexual health pertinent to adolescent girls among the target beneficiaries are good. SF should strive for options to use the current knowledge base and improvise. In addition, SF may think of creating a skill pool which can then be used for helping the programme both at community and institutional level.
  - The adolescent girls' groups would benefit if there are efforts towards forming coalitions and networks among the groups of neighbouring villages – this will not only help in cross learning but also provide opportunity to raise issues at a higher level with higher degree of influence and take to appropriate stakeholders and decision makers.
  - While awareness levels among girls has been raised, there were few examples of linking the girls for vocational training and livelihood linkages. The intervention should think of using the skill programme of government to both train and linking them to jobs if that would be beneficial for both the beneficiaries and their families.
  - It is recommended to have a thorough analysis of the underlying core issues affecting adolescent girls and formulate long term strategy, implement the strategy in a pilot location and think of way forwards.
- **Livelihood promotion and Sustainable Agriculture:** Srijan Foundation has promoted agriculture interventions that is directed at usage of vermin-compost and manure-based pest control along with cultivation of mixed bag of variety of vegetables, tubers and greens. The model seems to be promising. If at all the model could be replicated in all of its directly intervened communities, it may come up as a revolution in itself. However, to see this happening SF needs to halt and think strategically about the ways and means.
  - Producer groups have not yet been formed and there was no evidence of market linkages or large-scale production or value addition. Other forms of farm-based livelihood interventions could be explored in the program areas. Once the

production goes up the beneficiaries would definitely look for options to sale their products, thereby role of both producer's group and linkages are pertinent to think about.

- Apart from interventions on vegetable cultivation with the women's groups, the livelihood promotion intervention is not full-fledged. The study recommends to include more blocks in the value chain such as collective marketing, grading and value addition, linkage with nearby markets, etc. This will potentially help these groups economically and improve visibility of SF's work.
- Though women's SHGs have been in existence for several years, they could ideally be linked to clusters and block level federations, financial institutions and marketing channels for greater vibrancy in the livelihood portfolio.
- **Child Rights and Protection:** Although the sample locations were not covered by the child interventions, there seems to be an average knowledge and understanding about the issue. The study found moderately satisfied response from the respondents on key child centric indicators.

While summing up, we shall say that SF's intervention has brought changes in some of the key indicators under four strategic head. While these indicators are measured at mid-term, in the absence of baseline benchmarks, it would be improper to say how SF's intervention has helped. Methodologically, the endline evaluation would be best placed to report changes on these indicators.

As a programmatic recommendation, it may be pertinent to note that SF should think of implementing its intervention as a single package to see if its intervention has impact which can then become a model package of implementation for SF and other likeminded agencies for larger replication where SF could play the role of guider. However, this would require adjustments into SF's intervention at least to a smaller cohort of clusters. The model although will have specific geographic limit but would be cost effective and condense in nature, thus would definitely bring changes on all the strategic areas of Srijan Foundation and would help SF to reach its vision.



## Annexure-A: Additional tables

Indicator	Overall sample	Hazaribagh	Ramgarh
Family size	5.06	4.9	5.22
Age of household head	44.04	45.27	42.82
n	341	170	171

Source: SF midline survey, July 2019

TABLE 1: FAMILY SIZE AND AGE OF HOUSEHOLD HEAD

TABLE 2: AWARENESS ABOUT SOCIAL SECURITY SERVICES

Indicator	Overall sample	Hazaribagh	Ramgarh
NFSA	77.42%	87.06%	67.84%
MGNREGA	50.15%	56.47%	43.86%
Old-age pension	10.56%	10.59%	10.53%
RKVY	7.33%	9.41%	5.26%
RSBY	58.65%	60.59%	56.73%
PMAY	19.35%	15.88%	22.81%
JSY	25.51%	30.59%	20.47%
n	341	170	171

Source: SF midline survey, July 2019

TABLE 3: PLAN TO USE SAVINGS IN FUTURE

Indicator	Overall sample	Hazaribagh	Ramgarh
Buy household goods	2.74%	1.80%	3.73%
Buy Productive assets	0.61%	-	1.24%
Start/help household business	3.35%	2.99%	3.73%
For education/training	8.84%	7.78%	9.94%
For marriage/dowry	14.63%	14.37%	14.91%
To build/repair house	1.52%	0.60%	2.48%
To get a loan	1.52%	0.60%	2.48%
To prepare for difficult times	25.30%	29.34%	21.12%
For future of children	27.74%	29.94%	25.47%
To pay for medical other emergency	10.37%	10.78%	9.94%
Don't know	3.35%	1.80%	4.97%
n	328	167	161

Source: SF midline survey, July 2019

TABLE 4: WHO INFLUENCES THEIR VOTING DECISION?

Indicator	Overall sample	Hazaribagh	Ramgarh
Self	75.95%	81.18%	70.76%
Husband	9.68%	8.24%	11.11%
Elder family member	4.11%	2.94%	5.26%
Villager level influential person	5.28%	3.53%	7.02%

Other	3.23%	3.53%	2.92%
Don't Know	1.76%	0.59%	2.92%
n	341	170	171
<i>Source: SF midline survey, July 2019</i>			

**TABLE 5: KNOWLEDGE ABOUT HAND WASH**

Indicator	Overall sample	Hazaribagh	Ramgarh
Before cooking	76.14%	82.05%	71.43%
After using the toilet	86.36%	92.31%	81.63%
After handling food	48.86%	46.15%	51.02%
Before eating	94.32%	97.44%	91.84%
Before feeding infant	4.55%	7.69%	2.04%
After cleaning infant	5.68%	2.56%	8.16%
n	88	39	49
<i>Source: SF midline survey, July 2019</i>			

**TABLE 6: PRACTICING HAND WASH**

Indicator	Overall sample	Hazaribagh	Ramgarh
Before cooking	65.91%	61.54%	69.39%
After using the toilet	88.64%	92.31%	85.71%
After handling food	42.05%	43.59%	40.82%
Before eating	89.77%	94.87%	85.71%
Before feeding infant	5.68%	5.13%	6.12%
After cleaning infant	3.41%	2.56%	4.08%
n	88	39	49
<i>Source: SF midline survey, July 2019</i>			

## Annexure B: Survey questionnaires

### 1) Focus Group Discussion (Tentative sample)

Type of Focus Group Discussion	Sample Village
Women SHG members	2
Adolescent girls	1
Men group	1
<b>TOTAL (12)</b>	<b>4</b>

### 2) Key Informant Interviews (Tentative sample)

Key Informants	Sample Village
Women Leaders / Community Resource Persons / Woman PRI Representative	2
Gender Fellows	1
Women affected by Gender Based violence (case study)	2
Sustainable Agriculture and livelihood (case study)	2
SF Project Staff / JATN Executives / GRC Office Bearers	3
<b>TOTAL (15)</b>	<b>10</b>

### Focus Group Discussion

Name of the interviewer:

Name of the note taker:

Date of discussion:

Place of discussion:

Type of group (Women, Men, Adolescent, Mixed):

Village: \_\_\_\_\_ GP: \_\_\_\_\_

Block: \_\_\_\_\_ District: \_\_\_\_\_

Sl. No	Name of the participant	Name of Husband/father	Remark
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1

2

3

4

5

6

7

## **A. Checklist for FGD with Women SHG and Members of farmer producer group**

*(Note to the interviewer: Please arrange the sitting in a quieter place and request the participants to sit in a circle so that all can see each other.)*

Start the discussion by introducing you and asking the participants to introduce themselves. Following the introduction, please explain the objective of the study and answer any question that they may have about the study or the process. Before starting the discussion please ask for group's consent, record and progress with the discussion.

- a) Ask about basic information about their village like number of households, caste groups, livelihood profile, availability and access to services
- b) Start the discussion from their participation in SHG (and federation structure / Other groups in the village: why, when and how was it formed? What are the activities undertaken by your SHG / Producer group?
- c) **Productivity Outcome:**
  - i) What are the various types of economic activities undertaken by group members? If there is no economic activities undertaken by the group, why they have not initiated any activity?
    - (1) How has the group or federation or farmer group helpful in the efforts? If there is no support from group/federation then why is the case so? What was individual's and groups' expectation from federation?
    - (2) Is there any change in productivity level of various crops? What has been resulted from the increased productivity?
    - (3) What is the average productivity from the farm activity/enterprise that your group may have undertaken?
- d) What are the different trainings or events organised during the past year?
- e) Views on roles of women empowerment and gender issues:
  - i) Role of women and men in livelihood activities
  - ii) Participation in decision making
  - iii) Participation in governance and public forums
  - iv) Awareness about forums promoted by SF like JATN, Gender Resource Center, etc.

## **B. Checklist for FGD with Adolescent groups**

*(Note to the interviewer: Please arrange the sitting in a quiet place and request the participants to sit in a circle so that all can see each other.)*

Start the discussion by introducing you and asking the participants to introduce themselves. Following the introduction, please explain the objective of the study and answer any question that they may have about the study or the process. Before starting the discussion please ask for group's consent, record and progress with the discussion.

- a) Ask about basic information about their village like number of households, caste groups, profile of the group members, availability and access to services
- b) Start the discussion from their participation in various development issues in their villages related to education, sanitation, health, agriculture, livelihoods, outdoor activities, games, etc.
- c) Views on role of girls and boys regarding empowerment and gender issues:
  - i) Do you feel Girls and Boys are same? How are they different?
  - ii) Do all the Boys and Girls go to school, do both boys and girls go out of the village for employment?
  - iii) Do all the members in the adolescent groups participate in the outdoor activity?
  - iv) If yes, what are they? Why the game (response) is helping in bringing equality between girls and boys?
  - v) How your parents are feeling about your participation in the group activities including the outdoor activities? What about community perception?
  - vi) What changes have you seen in you or your friend's status/life by participating in the adolescent group activities?
  - vii) What do you think about the field staff of SF in supporting you and the group in adolescent activities?

### **C. Checklist for FGD with Men's group**

*(Note to the interviewer: Please arrange the sitting in a quiet place and request the participants to sit in a circle so that all can see each other.)*

Start the discussion by introducing you and asking the participants to introduce themselves. Following the introduction, please explain the objective of the study and answer any question that they may have about the study or the process. Before starting the discussion please ask for group's consent, record and progress with the discussion.

- a) Ask about basic information about their village like number of households, caste groups, livelihood profile, availability and access to services
- b) Start the discussion from their participation in groups and village development activities. How do the men feel about their wives /women being in SHG/ for Adolescent girl- being in the adolescent groups in the community?
- c) Views on roles of women empowerment and gender issues:
  - i) Role of women and men in livelihood activities

- ii) Participation in decision making
  - iii) Participation in governance and public forums
  - iv) Awareness about forums promoted by SF like JATN, Gender Resource Center, etc.
- d) Views on adolescent girl's' empowerment
- i) How do you feel when you see your daughter/girls from your community involved in outdoor activities?
  - ii) Did you see any humiliation in the community as your daughter involved in outdoor activities? If yes, how it affected you and how did you manage this?
  - iii) Do you feel that status of your daughter or girls from your community have improved? Why / why not?

Thank you

### **Key Informant Interview**

Name of the interviewer:

Name of the note taker:

Date of discussion:

Place of discussion:

Name of the informant:

Father's/Husband's name:

Village: \_\_\_\_\_

GP: \_\_\_\_\_

Block: \_\_\_\_\_ District: \_\_\_\_\_

**D. Checklist for Women Leaders / Community Resource Persons / Woman PRI Representative**

- a) Ask about their background: age, name, educational background, years of association with Srijan Foundation
- b) What's your story? Give scope to narrate personal anecdotes and journey so far – Identify the success, achievements, challenges, lessons learnt.
- c) What are the key issues in their village or society related to women, poverty and development related issues?
- d) Pick up one instance and collect specific details.
  - i) What is their specific role in women empowerment and helping women in their community?
  - ii) What is the role of GP level and higher institutions or forums such as JATN, GRC or SHG Federation?
  - iii) What was the impact of their contribution and their role in the case highlighted?
  - iv) Role of Srijan Foundation or project in terms of capacity building, financial support, exposure, forum, etc.

**E. Checklist for Gender Fellows**

- a) Ask about their background: age, name, educational background, years of association with Srijan Foundation
- b) What's your story? Give scope to narrate personal anecdotes and journey so far – Identify the success, achievements, challenges, lessons learnt.
- c) What are the key issues prevalent in Jharkhand related to women, gender, poverty and development related issues?
- d) Pick up one instance and collect specific details.
  - i) How have they got involved in GRC / JATN?
  - ii) What is their specific role in women empowerment and helping women in the community?
  - iii) What was the impact of their contribution and their role in the case highlighted?
  - iv) Role of Srijan Foundation or project in terms of capacity building, financial support, exposure, forum, etc.

**F. Checklist for Women affected by gender related violence**

- a) Ask about their background: age, name, educational background, years of association with Srijan Foundation

- b) What's your story? Give scope to narrate personal anecdotes and journey so far – Identify the success, achievements, challenges, lessons learnt.
- c) Pick up one instance and collect specific details.
  - i) Details of the instance of discrimination and violence, who were the perpetrators, how long did it continue? Was it an occasional affair or recurrent one? What do you think is the reason for such discrimination or violence?
  - ii) What is their specific role or support they received from community members, family members, women SHG and Federation, JATN, PRI members, Police, Govt. officials?
  - iii) What support they received from Srijan Foundation – in terms of legal guidance, capacity building, etc. and how has been the journey so far?
  - iv) What was the impact of their contribution and their role in the case highlighted?
  - v) What is the current status and future plans?

#### **G. Checklist for Women farmer practicing sustainable agriculture**

- a) Ask about their background: age, name, educational background, years of association with Srijan Foundation
- b) What's your story? Give scope to narrate personal anecdotes and journey so far – Identify the success, achievements, challenges, lessons learnt.
- c) Pick up one instance and collect specific details.
  - i) Details of agriculture production and livelihood practice – quantum of land, type of crop, cropping practice, innovations, production details, marketing practice, profits and benefits?
  - ii) What is their specific role or support they received from community members, Agriculture Department or other Govt. departments, women SHG and Federation, Producers group, etc.
  - iii) What is the role of Producers Group in this example?
  - iv) What support they received from Srijan Foundation – in terms of legal guidance, capacity building, etc. and how has been the journey so far?
  - v) What was the impact of their contribution and their role in the case highlighted?
  - vi) What is the current status and future plans?

#### **H. Checklist for SF Project Staff / JATN Executives / GRC Office Bearers**

- a) Ask about their background: age, name, educational background, years of association with Srijan Foundation
- b) What is their specific role in the organisation and details of projects they handle?



- c) Ask about impact of interventions by SF regarding women empowerment, gender, child protection, etc.
- d) What support is provided to women's groups / Federations / Adolescent girls?

What was the impact of their contribution in the project areas – both in quantitative and qualitative terms?

### Quantitative household survey questionnaire

<b>Household Questionnaire</b>
<b>परिवारप्रश्नावली</b>

#### COVER – basic information कवर - बुनियादीजानकारी

Interviewer  
साक्षात्कारकर्ता

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Enter Name & Code  
नाम और कोड दर्ज करें

Interview Date  
साक्षात्कार की तारीख

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Enter date  
(dd/mm/yy)  
दिनांक दर्ज करें

District Name  
जिले का नाम

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Enter District & Code  
जिले और कोड दर्ज करें

Block Name  
ब्लॉक का नाम

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Enter Block & Code  
ब्लॉक और कोड दर्ज करें

GP Name  
ग्राम पंचायत का नाम

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Enter GP & Code  
जीपी और कोड दर्ज करें

Village Name गाँवकानाम	<input type="text"/>	<input type="text"/>	Enter Village & Code गाँवकानाम और कोड दर्ज करें
Household No घरकानंबर	<input type="text"/>	<input type="text"/>	Enter the HH number घरकानंबर दर्ज करें
Interview Outcome साक्षात्कार परिणाम	<input type="text"/>	<input type="text"/>	Enter Code

1 = Complete पूर्ण; 2 = Incomplete अधूरी है; 3 = Absent अनुपस्थित;  
 4 = Refused मनाकर दिया; 5 = Moved away from the village गाँव से दूर चले गए

*To be filled by Supervisor upon receiving from enumerators*

Supervisor   Enter Name & Code

**Name of the Respondent** उत्तरदाताकानाम:  
**Name of the household head** घरके मुखियाकानाम:

**Consent सहमति**

Good morning/afternoon. I am \_\_\_\_\_ from NPRDA. Along with the Srijan Foundation, we are conducting a survey on agriculture, livelihood, women, adolescent and health related issues in this area. We want to talk with you about your household's agriculture, health, nutrition, and well-being.

सुप्रभात/ दोपहर मैं NPRDA से \_\_\_\_\_ आया था। श्रीजन फाउंडेशन के साथ, हम इस क्षेत्र में कृषि, आजीविका, महिलाओं, किशोरों और स्वास्थ्य संबंधी मुद्दों पर एक सर्वेक्षण कर रहे हैं। हम आपके साथ आपके घर के कृषि, पोषण और कल्याण के बारे में बात करना चाहते हैं।

We will be needing approximately 1 hour of your time for the interview process. There will be no risk to you as a result of your participation in the study, or if you refuse to participate in the study. However, your participation is very important for the study.

साक्षात्कार के लिए हमें आपके लगभग 1 घंटे की समय की आवश्यकता होगी। यदि आप अध्ययन में भाग लेते हैं या भाग लेने से इनकार करते हैं तो आपके लिए कोई समस्या नहीं होगी। हालाँकि, अध्ययन के लिए आपकी भागीदारी बहुत महत्वपूर्ण है।

Your participation in this research is completely voluntary. You are free to withdraw your consent and discontinue participation in this study at any time and/or to refuse to answer any question. You are also allowed to ask any questions concerning the study at any time. Any आनेवाले assign you a code number and the information we collect will be linked to that code number and not to your name or address. We may also come back to talk with you once more to follow up on changes in your family's and your situation. You are free to withdraw your consent to participate at any time or the following visit.

इस शोध में आपकी भागीदारी पूरी तरह से स्वैच्छिक है। आप किसी भी समय अपनी सहमति वापस ले सकते हैं और सवालों का जवाब देना बंद कर सकते हैं। आपको किसी भी समय अध्ययन से संबंधित कोई भी प्रश्न पूछने की अनुमति है। अनुसंधान के दौरान हम आपसे प्रसन्न जानकारी को गोपनीय रखा जाएगा। हम आपको एक कोड नंबर प्रदान करेंगे और हमारे द्वारा एक त्रितकी गई जानकारी को उसको डनंबर से जोड़ा जाएगा,

नकिआपकेनामयापतेपर।हमआपकेपरिवारकीस्थितिऔरआपकीस्थितिमेंहोनेवालेबदलावोंकाअनुसरणकरनेकेलिएआप सेएकबारफिरबातकरनेकेलिएभीआसकतेहैं।आपकिसीभीसमययामुलाक्रातपरअपनीसहमतिवापसलेनेकेलिएस्वतंत्रहैं।  
The answers you give will help provide better information to understand and plan our work for better services that will respond to community needs. Your participation will be highly appreciated. If you have questions related to respondents' rights, then kindly contact: Mr. Sibabrata Choudhury, Principal Researcher, NPRDA (Mobile: 9938234396) and/or Mr. Rajiv Sihna, Director-Programmes, Srijan Foundation, Ranchi, Jharkhand (Mobile:9523595081).  
आपके द्वारा दिए गए उत्तर, बेहतर सेवाओं के लिए हमारे काम को समझने और योजना बनाने में मदद करेंगे जो कि सामुदायिक आवश्यकताओं के लिए सहायक होंगे। आपकी भागीदारी की बहुत सराहना की जाएगी। यदि आपके पास और कोई प्रश्न हैं, तो कृपया संपर्क करें: श्री सिबब्रत चौधुरी, प्रमुख शोधकर्ता, एनपीआरडीए (मोबाइल: 9938234396) या श्री राजीव सिन्हा, निदेशक-कार्यक्रम, श्रीजन फाउंडेशन, रांची, झारखंड (मोबाइल: +९५२३५९५०८१)।

Do you have any questions related to the study, content or any other aspect?

क्या आपके पास अध्ययन या किसी अन्य पहलू से संबंधित कोई प्रश्न है?

Note to Interviewer: Please answer the questions and request for consent to proceed with the interview.

साक्षात्कारकर्ता को नोट: कृपया प्रश्नों के उत्तर दें और साक्षात्कार के लिए सहमति के लिए अनुरोध करें।  
Should we start the interview? 1= Yes 2= No, didn't consent (end of the interview)

इंटरव्यूशुरूकरनेकीअनुमतिदेने ? 1 = हाँ 2 = नहीं, सहमतिनहींहुई (साक्षात्कारकाअंत)

### Module 1. Demographic Information मॉड्यूल -1: जनसांख्यिकीयजानकारी

Sl.	Question प्रश्न	Code कोड	Answer उत्तर
1.	Location/nearest landmark of house घरघरकेपास/ निकटतमलैंडमार्क		
2.	Mobile number मोबाइलनंबर		
	(Do not enter country code or include hyphens. If the respondent does not own a mobile phone, please enter 0000000000) (देशकोडदर्जनकरेंयाहाइफनशामिलनकरें) यदिउत्तरदाताकेपासमोबाइलफोननहींहै, तोकृपया0000000000 दर्जकरें		
3.	How many individuals are in this household? इसघरमेंकितनेसदस्यहैं?		
4.	Household Religion परिवारकाधर्म		1 Hindu हिंदू 2 Muslim मुस्लिम 3 Sikh सिख 4 Christian ईसाई 5 Jain जैन 6 Buddhist बौद्ध 88 Other अन्य
5.	Household Caste परिवारकीजाति		1 General Caste सामान्यजाति 2 Other Backward Caste (OBC) अन्यपिछड़ावर्ग 3 Scheduled Caste (SC) अनुसूचितजाति 4 Scheduled Tribe (ST) अनुसूचितजनजाति
	<b>Please answer the following questions for the HOUSEHOLD HEAD</b>		

	कृपया परिवार के मुखिया के लिए निम्नलिखित प्रश्नों के उत्तर दें		
6.	Gender लिंग		1 Male पुरुष 2 Female महिला
7.	Age (completed years) आयु (पूर्णवर्ष)		
8.	What is the primary unit used by you for measuring land area? भूमिक्षेत्र को मापने के लिए आपके द्वारा उपयोग की जाने वाली प्राथमिक एकक क्या है?		1 Decimal दिसिमल 2 Acre एकड़ 3 Guntha गुंठा 4 Bigha बीघा 5 Katha कठा 6 Hectare हेक्टेयर 88 Other (specify) अन्य (निर्दिष्ट करें)
	How many primary unit in local parlance are in 1 acre?	For own reference – SF to provide information	
9.	What is the primary unit used by you to measure harvest quantity? फसल की मात्रा को मापने के लिए आपके द्वारा उपयोग की जाने वाली प्राथमिक एकक क्या है?		1 Bag बैग/थैला 2 Man मान 3 Quintal क्विंटल 88 Other अन्य (निर्दिष्ट करें)
	How many measures are in One Quintal?	For own reference – SF to provide information	
10.	Select all of the assets which your household owns? If yes, mention number units your family has उससभी संपत्ति का चयन करें जो आपके घर में है? यदि हाँ, तो आपके परिवार में कितनी संख्या में है?		1 Dairy cow गाय 2 Bull/bullock बैल 3 Buffalo भैंस 4 Goat बकरा 5 Sheep भेड़ 6 Chicken मुर्गी 7 Duck बतख 8 Shallow/borewell (in field) छिछले पानी की जगह/ बोरवेल (क्षेत्र में) 9 Tubewell (at home) ट्यूबवेल (घर में) 10 Power tiller (2 wheel tractor) पावर टिलर (2 पहिया ट्रैक्टर) 11 Large tractor (4 wheels) बड़ा ट्रैक्टर 12 Thresher (electric or manual) गाहने की मशीन 13 Combined harvester/thresher संयुक्त फसल काटने की मशीन/ गाहने की मशीन (थ्रेशर) 14 Sprayer छिड़कने वाला यंत्र 15 Rice miller राइस मिलर 16 Refrigerator फ्रिज 17 Radio रेडियो 18 Television टेलीविजन

			19 Electric fan बिजलीकापंखा 20 Bed खाट 21 Chair चेयर/कुरसी 22 Mobile phone मोबाइलफोन 23 Pedal/cycle rickshaw पेडल / साइकिलरिक्शा 24 Autorickshaw ऑटोरिक्शा 25 Motorcycle मोटरसाइकिल 26 Automobile ऑटोमोबाइल 27 Van वैन 28 Fish pond मछलीतालाब 29 Others (specify) अन्य (निर्दिष्टकरें) 30 Others (specify) अन्य (निर्दिष्टकरें)
11.	House ownership status घरकीमालिकी/स्वामित्वस्थिति		1 Owned by HH with clear title परिवारद्वारास्पष्टमालिकी/स्वामित्वकेसाथ 2 Parental with clear title पैतृकमालिकी/स्वामित्व 3 Shared with clear title साझाकेसाथमालिकी/स्वामित्व 4 Rented किराएपर 88 Other (specify) अन्य (निर्दिष्टकरें)
12.	Homestead land area in sq. ft. वर्गफुटमेंहोमस्टेड/रियासतभूमिक्षेत्र?		1 Decimal देसिमल 2 Acre एकड़ 3 Guntha गुंठा 4 Bigha बीघा 5 Katha कठा 6 Hectare हेक्टेयर 7 Square feet वर्गफुट 88 Other (specify) अन्य (निर्दिष्टकरें)
13.	Type of house		1 Straw / Thatched घासफूस 2 Semi- Pucca / Asbestos / Tiled अर्ध- पक्का / ऐस्बेटस / टाइलयुक्त 3 Pucca पक्का 4 Polythene पॉलिथीन
14.	No. of rooms कमरोंकीसंख्या		

	<b>Now I will ask you about your cultivated land, please mention in the local measurement unit</b> अब मैं आपसे आपकी खेती योग्य भूमिके बारे में पूछूंगा, कृपया स्थानीय माप इकाई में उल्लेख करें	
	1 Decimal देसिमाल	
	2 Acre एकड़	
	3 Guntha गुंठा	
	4 Bigha बीघा	
	5 Katha कठा	
	6 Hectare हेक्टेयर	
	7 Square feet वर्गफुट	
	88 Other (specify) अन्य (निर्दिष्ट करें)	
15.	Total cultivated land कुल खेती योग्य भूमि/जमीन	
16.	Total irrigated cultivated land कुल सिंचित खेती योग्य भूमि/जमीन	
17.	Agriculture land owned by the HH परिवार की कुल कृषि भूमि/जमीन का मालिकी/स्वामित्व	
18.	Land leased in (Tenancy) (किरायेदारी) में ली गई कुल भूमि/जमीन	
19.	Land leased out (reverse tenancy) कुल भूमि/जमीन लीज पर दी गई (रिवर्स टेनेंसी)	
20.	Pond तालाब-कुल भूमि/जमीन	
21.	Orchard बागान-कुल भूमि/जमीन	
22.	Land owned by women members महिला सदस्यों के स्वामित्व वाली भूमि (कुल भूमि/जमीन से)	
23.	Others property (specify) अन्य भूमि/जमीन (निर्दिष्ट करें)	
	<b>Do you have access to following social security measures?</b> क्या आपके पास निम्नलिखित सामाजिक सुरक्षा योजनाओं के लिये पहुँच है ?	
24.	PDS Card पीडीएस कार्ड	Yes = 1; No=2 हाँ = 1 ना = २
25.	MGNREGS Job Card नरेगा/मनरेगा जॉब कार्ड	Yes = 1; No=2 हाँ = 1 ना = २
26.	Old Age Pension (if applicable) वृद्धावस्था पेंशन (यदि लागू हो)	Yes = 1; No=2 हाँ = 1 ना = २
27.	Rashtriya Krishi Vikas Yojana (RKVY) राष्ट्रीय कृषि विकास योजना (RKVY)	Yes = 1; No=2 हाँ = 1 ना = २
28.	Rashtriya Swasthya Bima Yojana (RSBY) राष्ट्रीय स्वास्थ्य बीमा योजना (RSBY)	Yes = 1; No=2 हाँ = 1 ना = २
29.	Indira Awas Yojana - National Rural Housing Scheme इंदिरा आवास योजना - राष्ट्रीय ग्रामीण आवास योजना/प्रधानमंत्री आवास योजना	Yes = 1; No=2 हाँ = 1 ना = २
30.	Janani Surakhya Yojana (if applicable) जननी सुरक्षा योजना (यदि लागू हो)	Yes = 1; No=2 हाँ = 1 ना = २
31.	Are you or any one in your family member of any informal savings group (eg: SHGs, microfinance groups etc.) क्या आप या आपके परिवार का कोई सदस्य किसी अनौपचारिक बचत समूह के सदस्य है (जैसे: SHG, माइक्रोफाइनेंस समूह आदि)?	Yes = 1; No=2 हाँ = 1 ना = २

**Household Roster:**

Household Roster परिवाररोस्टर									
32.	33.	34.	35.	36.	37.	38.	39.	40.	
<b>Member ID</b>	<b>Name</b> नाम	<b>Relation to respondent/ woman</b> उत्तरदाता/महिलाकेसाथसंबंध	<b>Sex</b> लिंग	<b>Is _____ &lt;1 year old?</b> क्या _____ 1 वर्षसेकमउम्रकाहै?	<b>What is the age of _____?</b> कीउम्रक्याहै	<b>Marital status</b> वैवाहिकस्थिति	<b>Main Occupation</b> मुख्यजिबिका	<b>Where is the member employed?</b> सदस्यकहांकार्यरतहै?	
			Male =1 पुरुष						
		<b>(Codes B.03)</b>	Female=2 महिला	<b>Yes.....1 हों = 1</b>					
				<b>No.....2 ना = 2</b>					
1		1							
2									
3									
4									
5									
6									
7									

<sup>99</sup> (Note: collect age in completed years; if <1 years, in completed months)

8							
9							
10							
<b>Marital Status (38)</b> वैवाहिकस्थिति		<b>Occupation (39) जीविका</b>		<b>Place of employment (40)</b> रोजगारकीजगह		<b>Response for 34</b>	
1 Unmarried (never married)	2 Married	3 Widow or widower	4 Divorced	5 Separated or deserted	१ अविवाहित (कभीशादीनहींकी)	२ विवाहित	३ विधवायाविधुर
4 तलाकशुदा	५ अलगयानिर्जन	1 Agricultural wage labor / sharecropper	2 Factory worker	3 Transport worker	4 Construction labor	5 Sweeper/Scavenger	6 Government employee
		7 Private enterprise	8 House maid	9 Teacher (government school)	10 Teacher (non-government school)	11 Teacher (college/university)	12 Rickshaw puller
		13 Driver of motorized vehicle (incl. autorickshaw)	14 Tailor/seamstress	15 Blacksmith	16 Skilled worker (Goldsmith, Carpenter, Mason, Plumber, Electrician, Mechanic)	17 Midwife	18 Food processing
		19 Handicrafts	20 Doctor	21 Engineer	22 Lawyer	1 This village	2 Other village in this block (rural)
						3 Other city in this block (urban)	4 Village in another block in this district (rural)
						5 City in another block in this district (urban)	6 Village in another district in Jharkhand (rural)
						7 City in another district in Jharkhand (urban)	8 Village in another state in India (rural)
						9 City in another state in India (urban)	10 Another country
						1 यहगाँव	2 इसब्लॉककेअन्यगाँव (ग्रामीण)
						3 इसब्लॉक / नगरपालिका (शहरी) मेंअन्यबाजार	1-Head 2-Wife/husband 3-Son/Daughter 4-Son-in-law/daughter in law 5- Grandson/daughter 6-Father/mother 7-Parent in law 8-Brother/sister 9-Other relative 10- adopted/foster/stepchild 11-Not related 99- Don't Know ----- Q38a- Education: ----- -- Class 1 completed.....1 Class 2 completed.....2 Class 3 completed.....3 Class 4 completed.....4 Class 5 completed.....5 Class 6 completed.....6 Class 7 completed.....7 Class 8 completed.....8



	<p>23 Farmer (working on own farm)  24 Livestock  25 Student  26 Housewife  27 Unemployed  28 Retired  29 Own business / shopkeeper  88 Other</p> <p>1 कृषिमजदूरी / शेयरक्रॉपर  2 फैक्टरीकर्मचारी  3 परिवहनकर्मचारी  4 निर्माणमजदूर  5 स्वीपर / स्केवेंजर  6 सरकारीकर्मचारी  7 निजीउद्यमी  8 घरकीनौकरानी  9 शिक्षक (सरकारीस्कूल)  10 शिक्षक (गैर-सरकारीस्कूल)  11 शिक्षक (कॉलेज / विश्वविद्यालय)  12 रिक्शाचालक  13 मोटरचालितवाहनकाचालक (incl।ऑटोरिक्शा)  14 दर्जी  15 लोहार  16 कुशलकार्यकर्ता (सुनार, बढई, मेसन, प्लम्बर, इलेक्ट्रीशियन, मैकेनिक)  17 मिडवाइफ  18 खाद्यप्रसंस्करण  19 हस्तशिल्प  20 डॉक्टर  21 इंजीनियर  22 वकील</p>		<p>4  इसजिलेकेएकअन्यब्लॉककेगांव (ग्रामीण)  5 इसजिलेकेदूसरेब्लॉकमेंबाजार (शहरी)  6 झारखंडमेंएकऔरजिलेकेगांव (ग्रामीण)  7 झारखंडमेंएकऔरजिलेकेशहर (शहरी)  8 भारतमेंएकऔरराज्यकेगाँव (ग्रामीण)  9 भारतमेंएकऔरराज्यकेशहर (शहरी)  10 विदेशमें</p>	<p>Class 9 completed.....9  Class 10 completed.....10  Class 11 completed.....11  Class 12 completed.....12  Bachelors.....13  Masters.....14  PhD.....15  Non-formal education....16  Techinal/ Vocational...17  Pre-Primary.....18  Don't know.....98  Never attended.....99  Other Specify.....88</p>
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	23 किसान (खुदकेखेतमेंकामकररहे) 24 पशूपालक 25 छात्र 26 गृहिणी 27 बेरोजगार 28 सेवानिवृत्त 29 खुदकाव्यवसाय / दुकानदार 88 अन्य				
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41.	What is your family's average annual income? आपके परिवार की औसत न वार्षिक आय क्या है?	Record in Rupees <input type="text"/> रुपए में लिखें
42.	Sources of income: (Last month/season) आमदनी का जरिया: (पिछले महीने / सीजन)	In Indian Rupees रुपए में
	A. Labour employment श्रम से रोजगार	
	B. Agriculture (mainly cash crop) कृषि (मुख्य रूप से नकदी फसल)	
	C. Dairy products दुग्ध उत्पाद से	
	D. Rent (including land rent) किराया (भूमि से मिल रहा किराए सहित)	
	E. Petty business छोटे व्यवसाय से	
	F. Remittance रुपिया कहीं से आना	
	G. Bee Keeping मधुमखी खेती से	
	H. Goat rearing बकरी पालन से	
	I. Poultry पक्षी पालन से	
	J. Salary (Govt. & private) वेतन (सरकारी और गैर सरकारी)	
	K. Others-1 (specify) अन्य -1 (निर्दिष्ट करें)	
	L. Others-2 (specify) अन्य -2 (निर्दिष्ट करें)	
43.	What is your opinion on the trend in household income over past year? पिछले एक साल में घरेलू आय में रुझान पर आपकी क्या राय है?	1-Increasing 2- Remain the same 3- Decreasing 4-Can't say 99- Don't know 1-बढ़ी है

		2- वहीबनेरहेहे 3- कमहुआहे 4- नहींकहसकते 99- पतानहीं	
44.	<b>Main heads of expenditure</b> <b>व्ययकामुख्यप्रमुख</b>	<b>Quantity परिमाण</b>	<b>Value (In Indian Rupees)</b> <b>मूल्य (भारतीयरुपएमें)</b>
	A. Cereals (last 30 days/month) अनाज (पिछले 30 दिन / एकमहीनेमें)		
	B. Pulses(last 30 days/month) दाल (पिछले 30 दिन / एकमहीनेमें)		
	C. Vegetables(last 30 days/month) सागसब्जी (पिछले 30 दिन / एकमहीनेमें)		
	D. Fish (last 30 days/month) मछली (पिछले 30 दिन / एकमहीनेमें)		
	E. Meat(last 30 days/month) मांस (पिछले 30 दिन / एकमहीनेमें)		
	F. Egg(last 30 days/month) अंडा (पिछले 30 दिन / एकमहीनेमें)		
	G. General grocery(last 30 days/month) ग्रेसरी (पिछले 30 दिन / एकमहीनेमें)		
	H. Milk (last 30 days/month) दूध (पिछले 30 दिन / एकमहीनेमें)		
	I. Cloth(last festive season) कपड़ा (पिछले 30 दिन / एकमहीनेमें)		
	J. Education (academic year) शिक्षा (पिछलेशिक्षावर्षमें)		
	K. Health (last 30 days/month) स्वास्थ्य (पिछले 30 दिन / एकमहीनेमें)		
	L. Festivals(last festival) त्यौहार		

	(पिछले एक त्योहार)		
	M. Travel/visiting (last 30 days/month) यात्रा / दौरा (पिछले 30 दिन / एक महीने में)		
	N. Others (specify) अन्य (निर्दिष्ट करें)		
45.	What is your opinion on the trend in household expenditure over past year? पिछले एक साल में घरेलू खर्च के रुझान पर आपकी क्या राय है?	1 – Increased 2- Remain the same 3- Decreasing 4- Can't say 99- Don't know 1- बढी हे 2- वही बने रहे हे 3- कम हुआ हे 4- नहीं कह सकते 99- पतानहीं	
46.	Have you or your household faced deficit (related to expenditure or any other aspect) in last 3-6 months? क्या आपने या आपके परिवार ने पिछले 3-6 महीनों में घाटे (व्यय या किसी अन्य पहलू से संबंधित) का सामना किया है?	1- Yes 2- No 1- हाँ 2- नहीं	

### Module 3. Women Empowerment and Gender महिला सशक्तिकरण और जेंडर

Sl.	Question	Code	Answer
47.	Are you or any one in your family member of any informal savings group (eg: SHGs, microfinance groups etc.)? क्या आप या आपके परिवार का कोई सदस्य किसी अनौपचारिक बचत समूह के सदस्य हैं (जैसे: SHG, माइक्रोफाइनेंस समूह आदि)?		1 Yes 2 No Skip to Q 51 98 Not aware Q 51 1- हाँ 2- नहीं 98- पतानहीं
48.	Name of such group ऐसे समूह का नाम		
49.	Is the group linked to any federation? क्या समूह किसी महासंघ से जुड़ा है?		Yes = 1 No = 2 1- हाँ 2- नहीं
50.	Name of Federation linked to the group समूह से जुड़े फेडरेशन का नाम		

51.	Do you or and other female members of the house save money? क्या आप या घर की अन्य महिला सदस्य पैसे बचत करते हैं?	1 Yes 2 No Skip to Q 55 98 Not aware Skip to Q 55 1- हाँ 2- नहीं 98- पतानहीं
52.	Where do you usually keep money for safekeeping? आप आमतौर पर पैसे सुरक्षित रखने के लिए कहाँ रखते हैं?	1 House 2 Self-Help Group 3 Cooperative 4 Bank 5 Head of Household (male) 6 Chit Fund 7 MFI 88 Other (specify) 1 घरमें 2 स्व-सहायता समूहमें 3 सहकारी समितिमें 4 बैंक 5 घर का मुखिया (पुरुष) 6 चिट फंड 7 एमएफआई 88 अन्य (निर्दिष्ट करें)
53.	Who/Which organization supports/supported to join this self-help group/Cooperative/Producer's Company? कौन से संगठन इस स्वयं सहायता समूह / सहकारी समिति / प्रोड्यूसर कंपनी से जुड़ने में मदद करते हैं?	1 Srijan Foundation 2 Other NGO 3 Government 4 Self 5 Someone in the community 98 Don't know. 88 Other (Specify) 1 श्रीजन फाउंडेशन 2 अन्य एन.जी.ओ. 3 सरकार 4 मैं / स्वयं 5 समुदाय में कोई 98 पतानहीं 88 अन्य (निर्दिष्ट करें)
54.	How do you plan to use your saving in future? आप भविष्य में अपनी बचत का उपयोग कैसे करेंगे?	1 To buy household goods 2 To buy productive assets (e.g., livestock, machinery, other inputs, etc.) 3 To start/help a household business 4 To buy land/structure 5 For education/training 6 For marriage / dowry 7 To build/repair house 8 To get a loan

			<p>9 To lend to others  10 To prepare for difficult times  11 To send someone abroad for a job  12 For the future of children  13 To pay for medical or other emergency  14 Don't know/no special reason  88 Other (specify)</p> <p>1 घरेलू सामान खरीदने के लिए  2 उत्पादक सामान खरीदने के लिए (जैसे पशुधन, मशीनरी, आदि)  3 घरेलू व्यवसाय शुरू करने / मदद करने के लिए  4 जमीन / घर खरीदने के लिए  5 शिक्षा / प्रशिक्षण के लिए  6 शादी / दहेज के लिए  7 घर का निर्माण / मरम्मत करना  8 ऋण प्राप्त करना  9 दूसरों को उधार देना  10 कठिन समय के लिए तैयार करना  11 किसी को नौकरी के लिए विदेश भेजना  12 बच्चों के भविष्य के लिए  13 चिकित्सा या अन्य आपातकाल के लिए  14 कोई विशेष कारण / जानकारी नहीं है  88 अन्य (निर्दिष्ट करें)</p>
<p><b>Now I have some specific questions about decision-making in your household. Please remember that we are asking about who has the very important/primary say and not just someone involved in discussions about that topic.</b></p> <p>अब आपके घर में निर्णय लेने के बारे में कुछ विशिष्ट प्रश्न हैं। कृपया याद रखें कि हम इस बारे में पूछ रहे हैं कि किसके पास बहुत महत्वपूर्ण / प्राथमिक अधिकार है, न कि केवल उस विषय के बारे में चर्चा में शामिल कोई व्यक्ति है।</p>			
<p><b>When decisions are made regarding _____, who normally takes the decision?</b></p> <p>जब _____ के बारे में निर्णय किया जाता है, सामान्य रूप से कौन निर्णय लेता है?</p>			
55.	Girl children are sent to school लड़कियों को स्कूल भेजने के लिए		1 Self 2 Spouse
56.	Male children are sent to school लड़कों को स्कूल भेजना		3 Self and Spouse 4 Other household members
57.	Marriage of the girl children लड़की की शादी		5 Other non-household members
58.	Marriage of the male children लड़कों की शादी		6 HH not engaged in activity 99 Not applicable
59.	Expenditure on women's health महिलाओं के स्वास्थ्य पर व्यय/ खर्च		1 खुद 2 पति
60.	Expenditure on men's health पुरुषों के स्वास्थ्य पर व्यय/ खर्च		3 खुद और पति 4 अन्य घर के सदस्य
61.	Expenditure on children's health बच्चों के स्वास्थ्य पर खर्च		5 अन्य गैर-घरेलू सदस्य 6 परिवार इस गतिविधि में नहीं लगे
62.	Adoption of high yielding varieties		99 लागू नहीं

	अधिकउपजदेनेवालीकिस्मोंकोअपनाना		
63.	Use of fertilizer रासायनिकखादकाउपयोग		
64.	Use of plant protection measures पौधोंकीसुरक्षाकेउपायों		
65.	Changing of crops फसलोंकाबदलना		
66.	Whether to use any of the contraceptive methods गर्भनिरोधकतरीकोंमेंकाउपयोगकरनाहैयानहीं?		
67.	Number of children you should have आपकेकितनेबच्चेहोनेचाहिए		
	<p><b>Now, I would like to have your opinion on some ideas regarding how people live within a household. Please tell me if you agree or not with each of the following declarations. There are people who say:</b></p> <p>अब, मैंकुछविचारोंकेबारेमेंआपकीरायलेनाचाहूंगीकिलोगकिसतरहसेघरकेभीतरव्यवहारकरतेहैं/ रहतेहैं।कृपयामुझेबताएंकिआपनिम्नलिखितघोषणाओंमेंसेप्रत्येककेसाथसहमतहैंयानहीं। लोगकहतेहैंकी:</p>		
68.	In a household, the man should take the important decisions. एकपरिवारमें, आदमीकोमहत्वपूर्णफैसलेलेनेचाहिए।		
69.	If the woman works outside home, her husband or partner should help her with the daily housework. यदिमहिलाघरसेबाहरकामकरतीहै, तोउसकेपतियासाथीकोदैनिकगृहकार्यमेंउसकीमददकरनीचाहिए		1 Yes, agree 2 No, don't agree 98 Don't know/Can't say
70.	A husband should not let his wife work outside home, even if she would like to do it एकपतिकोअपनीपत्नीकोघरसेबाहरकामनहींकरनेदेनाचाहिए, भलेहीवहऐसाकरनाचाहे		1 हाँ, सहमतहूँ 2 नहीं, सहमतनहींहैं 98 नहींजानते / कहनहींसकते
71.	A woman has the right to express her opinion if she does not agree with what the husband or partner says. एकमहिलाकोअपनीरायव्यक्तकरनेकाअधिकारहैयदिवहउसबातसेसहमतनहींहैजोपतियासाथीकहताहै।		
72.	A woman must accept that her husband or partner beats her in order to keep the family together. परिवारकोसाथरखनेकेलिएकिउसकापतियासाथीउसेपिटे, एकमहिलाकोयहस्वीकारकरनाचाहिए।		
73.	It is better to send a son to school than a daughter. एकबेटीकीतुलनामेंबेटेकोस्कूलभेजनाबेहतरहै		
74.	You can use the money that you own/have for what you want to use it for? आपउसधनकाउपयोगकरसकतेहैंजोआपकेपासहै / जिसकेलिएआपइसकाउपयोगकरनाचाहतेहैं?		1 Yes 2 No 98 Don't know/Can't say 1 हाँ



			2 नहीं 98 नहीं जानते / कह नहीं सकते
<b>Now I will ask you about you or any family member migrating for job</b> अब मैं आपसे आपके बारे में या परिवार के किसी सदस्य के बारे में जो नौकरी/काम के लिए बाहर गए हैं उनके बारे में पूछूंगा			
75.	Have you or anyone in your family gone outside your village for work (at least for 15 days or more)? क्या आप या आपके परिवार में कोई भी व्यक्ति काम के लिए अपने गाँव से बाहर गया है (कम से कम 15 दिन या उससे अधिक के लिए)?		1 Yes 2 No 1 हाँ 2 नहीं
76.	Have you or any member in your house ever travelled outside your village for work / long term employment? क्या आप या आपके घर के किसी सदस्य ने कभी अपने गाँव के बाहर काम / दीर्घकालिक रोजगार के लिए काम करने हेतु बाहर गए हैं?		1 Yes 2 No 1 हाँ 2 नहीं
77.	Where do you go for work? (in the past three years) आप काम के लिए कहाँ जाते हैं?		1 Nearby city 2 Cities outside state 3 Metros 4 Outside country 88 Other place 1 निकटवर्ती शहर 2 राज्य के बाहर शहर 3 महानगरों 4 बाहर का देश 88 अन्य स्थान
78.	What kind of work have you done when you went for work? (mention most recent) जब आप काम के लिए बाहर गए थे तो आपने किस तरह का काम किया था? (निकटम किये हुए काम के बारे में बताये)		Housemaid = 1 Service Sector (beauty parlour) = 2 Office Job = 3 Construction work = 4 Sales person = 5 Others = 88 (specify) Don't know = 98 1 घर की नौकरानी/नौकर 2 सेवा क्षेत्र (ब्यूटी पार्लर) 3 कार्यालय की नौकरी 4 निर्माण कार्य 5 बिक्री व्यक्ति 88 अन्य (निर्दिष्ट करें) 98 पता नहीं
79.	How did you manage to get this job engagement? आपको यह नौकरी कैसे मिली?		Job Contractor / Agent- 1 Relative connected- 2 Directly contacted by employer- 3 Searched from advertisement -4 Others (specify)- 88 1 नौकरी जो ठेकेदार / एजेंट प्रदान करता है 2 काम के स्रोत से जुड़े रिश्तेदार 3 नियोजन द्वारा सीधे संपर्क किया गया 4 विज्ञापन से खोजा गया 88 अन्य (निर्दिष्ट करें)

80.	What was your monthly net pay when you had gone out for work? जब आप काम के लिए बाहर गए थे तो आप का मासिक वेतन क्या था?	1 Less than 5000 2 5001 to 10,000 3 10,001 to 20,000 4 More than 20,000 1 5000 से कम 2 5001 से 10,000 3 10,001 से 20,000 तक 4 20,000 से अधिक
81.	Have you or any family member ever been duped by the placement agent when you went out for work? - did not get the promised <b>job and salary or work condition</b> ? जब आप काम के लिए बाहर गए थे तो क्या आपको या परिवार के किसी अन्य सदस्य को प्लेसमेंट एजेंट द्वारा धोखा दिया गया था? वादा किया गया नौकरी और वेतन या काम की हालत नहीं मिली?	1 Yes 2 No Skip to Q83 if Yes, Specify who, when, place 1 हाँ 2 नहीं यदि हाँ, तो निर्दिष्ट करें कि कौन, कब, किस स्थान पर है
82.	In such event what recourse did you adopt? ऐसी स्थिति में आपने क्या किया?	Approached agent = 1 Approached Police = 2 Took help from SHG = 3 Took help from village elders = 4 SURAKSHIT PALAYAN/JATN helped = 5 Others (specify) = 88 1 एजेंट से संपर्क किया 2 पुलिस से संपर्क किया 3 SHG की मदद ली 4 गांव के नेताओं से मदद ली 5 सुरक्षित पलायन / जतन ने मदद की 88 अन्य (निर्दिष्ट करें)
83.	Are you aware of anyone who has been duped by the placement agency/agent? क्या आप किसी ऐसे व्यक्ति के बारे में जानते हैं जिसे प्लेसमेंट एजेंसी / एजेंट ने ठगा है?	1 Yes 2 No 1 हाँ 2 नहीं
84.	Are you aware of a Gender Resource Center? क्या आप एक जेंडर रिसोर्स सेंटर (लिंग संसाधन केंद्र) के बारे में जानते हैं?	1 Yes 2 No 1 हाँ 2 नहीं
85.	Are you aware of a SURAKSHIT PALAYAN/JATN? क्या आप सुरक्षित पलायन/जतन के बारे में जानते हैं?	1 Yes 2 No 1 हाँ 2 नहीं
86.	Has the Gender Resources Center / SURAKSHIT PALAYAN/JATN helped you/them in any way? क्या जेंडर रिसोर्स सेंटर/ सुरक्षित पलायन/जतन ने आपकी किसी भी तरफ से मदद की है?	1 Yes 2 No Skip to Q88 1 हाँ 2 नहीं
87.	What services does the Gender Resources Center / SURAKSHIT PALAYAN/JATN deliver for	1 Training of women = 01 2 Helps women in distress = 02

	<p>women?  जेंडररिसोर्ससेंटर /  सुरक्षितपलायन/जतनमहिलाओंकेलिएक्यासेवाएंप्रदानकरताहै?</p>	<p>3 Mobilises women on social issues = 03  4 Center to address women in distress = 04  88 Others (specify)  98 Don't Know  1 महिलाओंकाप्रशिक्षण  2 महिलाओंकोसंकटमेंमददकरताहै  3 सामाजिकमुद्दोंपरमहिलाओंकोजुटाना  4 संकटमेंमहिलाओंकोसमर्थन/  मदददेनेकेलिएकेंद्र  88 अन्य (निर्दिष्टकरें)  98 पतानहीं</p>
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Now I will ask you some questions about your behaviour and engagement within your family?

अबमैंआपसेआपकेपरिवारमेंआपकेव्यवहारऔरकार्यकेबारेमेंकुछसवालपूछूंगा?

88. Did you have experienced a situation within your household where you have been humiliated/or felt tortured for any reason?  
क्याआपनेआपकेपरिवारमेंऐसीस्थिति काअनुभवकियाहैजहाँआपकोकिसीभी कारणसेअपमानितकियागयाहोयाया तनादीगईहो?
89. Do you know that this is known as **gender disparity**?  
क्याआपजानतेहैंकिइसेलैंगिकअसमानता/  
जेंडरडिस्पैरिटीकेरूपमेंजानाजाताहै?
90. Did you feel low or felt like losing your dignity within household due to gender disparity?  
क्याआपकोलैंगिकअसमानताकेकारण आपकेपरिवारमेंअपनीगरिमाखोनेका अहसासयामहसूसहुआ?
91. Did you feel low or felt like losing your dignity within community due to gender disparity?  
क्याआपकोलैंगिकअसमानताकेकारण आपकेसमुदाय /  
गांवमेंअपनीगरिमाखोनेकाअहसासया

1. Yes  
2. No  
1 हाँ  
2 नहीं  
1 हाँ  
2 नहीं  
1 हाँ  
2 नहीं  
1 हाँ  
2 नहीं

- महसूसहुआ?
92. Do you think that women should have independence in what they want to do, what they want to wear, the way they want to live? 1. Yes 2. No  
1 हाँ 2 नहीं
- क्याआपकोलगताहैकिमहिलाओंकोवे  
क्याकरनाचाहतीहैं,  
क्यापहननाचाहतीहैं,  
किसतरहजीनाचाहतीहैंमेंआज़ादीमि  
लनीचाहिए ?
93. Do you think women in your community are independent to decide what they want to do, what they want to wear, or live in their preferred way? 1. Yes 2. No  
1 हाँ 2 नहीं
- क्याआपकोलगताहैकिआपकेसमुदाय  
कीमहिलाएंक्याकरनाचाहतीहैं,  
क्यापहननाचाहतीहैं,  
याअपनेपसंदीदातरीकेसेजीनाचाहती  
हैं, यहतयकरनेकेलिएस्वतंत्रहैं?
94. Do you discuss about this within women group including SHG? 1. Yes 2. No  
क्याआपमहिलासमूह / 1 हाँ  
एसएचजीकेभीतरइसबारेमेंचर्चाकरते 2 नहीं  
हैं?
95. Do you and the group member try finding a solution for this issue? 1. Yes 2. No  
1 हाँ  
क्याआपऔरसमूहकेसदस्यइससमस्या 2 नहीं  
काहलखोजनेकाप्रयासकरतेहैं?
96. Do you feel confident to raise your voice against gender disparity if this happens to you within your family? 1. Yes 2. No  
1 हाँ 2 नहीं
- अगरआपकेपरिवारमेंआपकेसाथआप  
लिंगगतअसमानताघटतीहैं,  
आपउसकेखिलाफअपनीआवाजउठाने  
केलिएआश्वस्तमहसूसकरतेहैं ?
97. Do you feel confident to raise your voice against gender 1. Yes 2. No

- disparity if this happens to you with your community leaders or village leaders? 1 हाँ  
2 नहीं  
अगर आपके साथ आपलिंगगत असमानता घटती हैं,  
आप उसके खिलाफ आपके समुदाय के नेता या गाँव के नेता सामने अपनी आवाज उठाने के लिए आश्वस्त महसूस करते हैं?
98. Do you feel confident to raise your voice against gender disparity if this happens to your neighbor or friends in your community? 1. Yes  
2. No  
1 हाँ  
2 नहीं  
अगर आपके पड़ोसी या दोस्तों के साथ लिंगगत असमानता की घटना घटती हैं,  
आप उसके खिलाफ आपके समुदाय के सामने अपनी आवाज उठाने के लिए आत्मविश्वासी हैं?
99. Do you report such cases to any one? 1. Yes  
2. No  
1 हाँ  
2 नहीं  
क्या आप ऐसे मामलों की रिपोर्ट किसी को करते हैं?
100. Does community leaders or SHG leaders intervene in cases of such incidences in your community or nearby community? 1. Yes  
2. No  
1 हाँ  
2 नहीं  
क्या समुदाय के नेता या SHG आपके समुदाय या आस-पास के समुदाय में ऐसी घटनाओं के मामलों में हस्तक्षेप करते हैं?
101. Have you heard about GRC? 1. Yes  
2. No  
1 हाँ  
2 नहीं  
क्या आपने जीआरसी के बारे में सुना है?
102. Did you vote in the last general election? 1. Yes  
2. No  
1 हाँ  
2 नहीं  
क्या आपने पिछले आम चुनाव में वोट दिया था?
103. In your house, who decides whether you vote? Self..... 1  
Husband ..... 2  
आपके घर में, Elder family member ..... 3

	कौन तय करता है कि आप वोट दें?	Village level influential ..... 4 Other (specify) _____ 88 Don't know/can't say .....98
		1 खुद 2 पति 3 परिवार का बुजुर्ग सदस्य 4 ग्राम स्तर का प्रभावशाली व्यक्ति 88 अन्य (निर्दिष्ट करें) 98 नहीं जानते / कह नहीं सकते
104.	Have you ever participated in a mahila gram sabha meeting? क्या आपने कभी महिला ग्राम सभा की बैठक में भाग लिया है?	1. Yes 2. No Skip to Q108 1 हाँ 2 नहीं
105.	Did you attend the last mahila gram sabha meeting? क्या आपने अंतिम महिला ग्राम सभा की बैठक में भाग लिया था?	1. Yes 2. No 1 हाँ 2 नहीं
106.	Have you ever raised any concern or given your opinion in any mahila gram sabha meeting? क्या आपने कभी किसी महिला ग्राम सभा की बैठक में कोई परेशानी व्यक्त की है या अपनी राय दी है?	1. Yes 2. No 1 हाँ 2 नहीं
107.	Does gram Panchayat take action to address a complaint or suggestion raised collectively by women/SHGs? क्या ग्राम पंचायत महिलाओं / एसएचजी द्वारा सामूहिक रूप से उठाए गए शिकायत या सुझाव को कासमाधान करने के लिए कार्रवाई करती है?	Yes, always ..... 1 Yes, sometimes ..... 2 Never ..... 3 Don't Know ..... 98 1 हाँ, हमेशा 2 हाँ, कभी कभी 3 कभी नहीं 98 पता नहीं

**Module 4. Child Rights and Protection बालअधिकारऔरसुरक्षा**

Sl.	Question	Answer
	<p><b>Now I am going to ask you about the children in your house and they may be engaged in manual work to help the family earn extra income</b>  <b>अबमैंआपसेआपकेघरकेबच्चोंकेबारेमेंपूछनेजारहाहूँ,</b>  <b>जोपरिवारकोअतिरिक्तकमाईअर्जितकरनेमेंमददकरनेकेलिएमैनुअलकाममेंकामकरतेहोंगे</b></p>	
108.	<p>Do all the children between 4 and 14 go to school in your house?  क्याआपकेघरमें 4 से 14 केबीचकेसभीबच्चेस्कूलजातेहैं?</p>	<p>Yes 1  No 2  1 हाँ  2 नहीं</p>
109.	<p>Do children (4 to 14 years) work with you in agricultural fields, or shop or any manual labour?  क्या 4 से 14 वर्षकेबच्चेआपकेसाथखेती, दुकानयाकिसीशारीरिकश्रमकाममेंकामकरतेहैं?</p>	<p>Yes 1  No 2 skip to 112 if No-2  1 हाँ  2 नहीं</p>
110.	<p>How many children in your family do help you in your agricultural fields, orchard, or shop?  आपकेपरिवारकेकितनेबच्चेआपकेसाथखेती, बागान, यादुकानमेंआपकीमददकरतेहैं?</p>	<p>Record in number  कृपयासंख्यामेंरिकॉर्डकरें</p>
111.	<p>For how many months do the children work?  बच्चेकितनेमहीनेकामकरतेहैं?</p>	<p>Record in number  कृपयासंख्यामेंरिकॉर्डकरें</p>
112.	<p>Do you send your children (4 to 14 years) to work in anyone's else's agricultural fields, orchard, or shop?  क्याआपअपनेबच्चोंको (4 से 14 साल) किसीऔरकेखेती, बागान, यादुकानमेंकामकरनेकेलिएभेजतेहैं?</p>	<p>Yes 1  No 2 skip to 116 if No-2  1 हाँ  2 नहीं</p>
113.	<p>For how many months do the children work?  बच्चेवहांकितनेमहीनेकामकरतेहैं?</p>	<p>Record in number if less than one month record 0  कृपयासंख्यामेंरिकॉर्डकरें, यदिएकमहीनेसेकमहोतोरिकॉर्ड 0</p>
114.	<p>How much wage do they earn when they go for work?  जबबच्चेकामपरजातेहैंतोबेकितनीमजदूरीकमातेहैं?</p>	<p>Record in Rupee  1- Day  2- Weekly  3- Fortnightly  4- Monthly  5- Lumpsum  88- Other (specify)  कृपयारुपएमेंरिकॉर्डकरें  एकदिन  2- साप्ताहिक  3- पाक्षिक  4- मासिक  5- एकराशि/लम्पसम  88- अन्य (निर्दिष्टकरें)</p>
115.	<p>What are your views regarding children working?  जोबच्चेकामकर रहेहैं, उनपरआपकेक्याविचारहैं/आपउनकेबारेमेंक्यासोचतेहैं??</p>	<p>1 They will learn about work (get skilled) = 1</p>

		<p>2 It is a necessity, so they work = 2</p> <p>3 There is work available, so children go to work = 3</p> <p>4 We have no option, so we send children to work = 4</p> <p>88 Other (specify)</p> <p>1 बेकामकेबारेमेंजानेंगे (कुशलबनेंगे)</p> <p>2 यहएकआवश्यकताहै, इसलिएबेकामकरतेहैं</p> <p>3 वहाँकामउपलब्धहै, इसलिएबच्चेकामपरजातेहैं</p> <p>4 हमारेपासकोईविकल्पनहींहै, इसलिएहमबच्चोंकोकामकरनेकेलिएभेजतेहैं</p> <p>88- अन्य (निर्दिष्टकरें)</p>
116.	<p>Are you aware of any other children in your community who are engaged for working in the fields, orchards or shops from your community?</p> <p>क्याआपअपनेसमुदायकेकिसीअन्यबच्चेकेबारेमेंजानतेहैंजोआपकेसमुदायकेखेतों, बागोंयादुकानोंमेंकामकररहेहैं?</p>	<p>Yes 1</p> <p>No 2 skip to 119 if No</p> <p>1 हाँ</p> <p>2 नहीं</p>
117.	<p>Specify how many households?</p> <p>कितनेघरकेबच्चेकामकररहेहैं, निर्दिष्टकरेंकि?</p>	
118.	<p>When you came to know of such instance, what did you do?</p> <p>जबआपकोइसतरहकीघटनाकेबारेमेंपताचला, तोआपनेक्याकिया?</p>	<p>1 Informed Sarpanch</p> <p>2 Informed Anganwadi Worker</p> <p>3 Informed other Govt. official</p> <p>4 Informed Women SHG for help</p> <p>5 Counselling the family to send children to school</p> <p>6 Did nothing</p> <p>7- Inform Srijan Foundation</p> <p>88- Other</p> <p>1 सरपंचकोसूचितकिया</p> <p>2 आंगनवाड़ीकार्यकर्तासूचितकिया</p> <p>3 अन्यसरकारीअधिकारीकोसूचितकिया</p> <p>4 मददकेलिएमहिलाएसएचजीकोसूचित किया</p> <p>5 बच्चोंकोस्कूलभेजनेकेलिएपरिवारकीकाउंसलिंगकी</p>



		6 कुछनहींकिया 7 श्रीजानफाउंडेशनकोसूचितकिया 88 अन्य
119.	Are you aware of Community based alternate child care for children? क्याआपबच्चोंकेलिएसमुदायआधारितवैकल्पिकबालदेखभालकेबारेमेंजानतेहैं?	Yes 1 No 2 skip to 121 if No 1 हाँ 2 नहीं
120.	What services are provided under the Community based alternate child care for children? समुदायआधारितवैकल्पिकबालदेखभालकार्यक्रमकेतहतबच्चोंकेलिएक्यासेवाएंप्रदानकीजातीहैं?	1 Children get good care there 2 Helps children in distress 3 Mobilises community on child issues 88 Others (specify) 98 Don't Know 1 बच्चोंकोवहांअच्छीदेखभालमिलतीहै 2 उनबच्चोंकीमददकरताहैजोसंकटमेंहैं 3 बच्चेकेमुद्दोंपरसमुदायकोजागरूककरना औरजुटाना 88 अन्य (निर्दिष्टकरें) 98 पतानहीं

## Module 5. Adolescent girls and Sexual Health किशोरियों और यौन संबंधी स्वास्थ्य

Note: The questions need to be asked to either an eligible adolescent girl in the Household or mother/primary care giver if the adolescent girl is absent.

नोट: प्रश्न एक योग्य किशोर लड़की से पूछे जाने हैं। यदि किशोर लड़की अनुपस्थित है, तो मां या प्राथमिक देखभाल दाता से प्रश्न पूछें।

Please select the name (ID) of the adolescent girl from the household roster.

कृपया परिवार रoster से किशोर लड़की का नाम (आईडी) चुनें

Q No	Questions	Answers	Note for skip
121	How many siblings do you have? आपके कितने भाई - बहन हैं?	Record in number संख्या में रिकॉर्ड	
122	Is the name currently a student? क्या किशोरी वर्तमान में छात्र है?	1-Yes 2- No 1 हाँ 2 नहीं	If 2- No Skip to Q. 125
123	What class she is in? वह किस क्लास में है?		
124	If currently not in school, what was the last standard completed in school? यदि वर्तमान स्कूल में नहीं है, तो स्कूल में पूरा किया गया अंतिम कक्षा क्या थी?	Record the standard (Please record only for completed class) पूरा किया गया कक्षा रिकॉर्ड करें (कृपया केवल पूर्ण कक्षा के लिए रिकॉर्ड करें)	
125	Why did you leave school? वह/आपने स्कूल क्यों छोड़ा?	1-Household work 2-Caring other sibling 3-Outside work 4-Got married 5-Failed in school 6-School is far 7-No money 8-Migration 9-Not interested in going to school 10-Fear of being harassed on the way to school (including any such incidence) 88-Other (specify) 1- घरेलू काम 2- अन्य भाई-बहन की देखभाल करना 3- बाहर का काम 4- शादी होगई 5- अध्ययन में असफल 6- स्कूल दूर है 7- कोई पैसा नहीं 8- पलायन 9- स्कूल जाने में कोई दिलचस्पी नहीं	

		10- स्कूलजानेकेरास्तेमेंपरेशानहोनेकाडर (ऐसीकिसीभीघटना) 88- अन्य (निर्दिष्टकरें)	
126	Were you ever involved in any form of employment outside of your household? क्याआपनेकभीअपनेघरकेबाहररोजगारकेकिसीभीरूपकेलिएकाम कियाहै?	1-Yes 2-No 1 हाँ 2 नहीं	If 2- No Skip to Q 130
127	If Yes, what was your age in years when you started working? यदिहाँ, तोजबआपनेकामकरनाशुरूकियातोआपकीउम्रक्याथी?	Record age in years उम्र/ आयुपूर्णवर्षोंमेंरिकॉर्ड	
128	Do you still work? क्याआपअभीभीकामकरतेहो?	1-Yes 2-No 1 हाँ 2 नहीं	
129	Have you ever gone out of the village/ward for employment? क्याआपकभीकाम /रोजगारकेलिएगाँवसेबाहरगएहैं?	1-Yes 2-No 1 हाँ 2 नहीं	
<p><b>Govt. Schemes for Adolescent girls</b>  <b>The government has various beneficiary schemes running at various levels. There are some schemes for adolescent girls too. In the following section I will be discussing with you a few questions related to these schemes.</b>  <b>किशोरियोंकेलिएसरकारीयोजनाएं</b>  <b>सरकारकीविभिन्नलाभकारीयोजनाएंविभिन्नस्तरोंपरचलरहीहैं।किशोरियोंकेलिएभीकुछयोजनाएँहैं।मैंआपकेसाथइनयोजनाओंसेसंबंधितकुछप्रश्नोंपरनिम्नलिखितअनुभागमेंचर्चाकरूंगा।</b></p>			
130	Are you aware of any government schemes for adolescents? क्याआपकिशोरीकेलिएकिसीभीसरकारीयोजनाओंकेबारेमेंजानते हैं?	1-Yes 2-No 1 हाँ 2 नहीं	
<p><b>Have you heard about the following schemes?</b>  <b>क्याआपनेनिम्नलिखितयोजनाओंकेबारेमेंसुनाहै?</b></p>			
131	Sabla (To empower Adolescent Girls by improving their nutritional and health status, upgradation of home skills, life skills and vocational skills. ) सबला (किशोरियोंकेपोषणऔरस्वास्थ्यकीस्थितिमेंसुधार, कौशल, जीवनकौशलऔरव्यावसायिककौशलकाउन्नयन)	1-Yes 2-No 1 हाँ 2 नहीं	
132	Kasturba Gandhi Balika Vidyalaya Yojana (To provide educational facilities for girls belonging to SC, ST, OBC, minority communities and BPL families in Educationally Backward Blocks. ) कस्तूरबागांधीबालिकाविद्यालययोजना (शैक्षिकरूपसेपिछड़ेब्लॉकमेंअनुसूचितजाति, अनुसूचितजनजाति, अन्यपिछड़ावर्ग,	1-Yes 2-No 1 हाँ 2 नहीं	

	अल्पसंख्यकसमुदायोंऔरबीपीएलपरिवारोंकीलड़कियोंकेलिएशैक्षिकसुविधाएं(प्रदानकरना।)		
133	National Programme for Education of Girls at Elementary Level To reach the "Hardest to Reach" girls, especially those not in school to provide additional support for enhancing girl's education. प्राथमिकस्तरपरलड़कियोंकीशिक्षाकेलिएराष्ट्रीयकार्यक्रम (लड़कियोंकीशिक्षाकोबढ़ानेकेलिएअतिरिक्तसहायताप्रदानकरनेके लिए, "सबसेकठिनक्षेत्रमेंरहनेवालीलड़कियांकेलिए" जोलड़कियांअपनीशिक्षामेंसुधारकेलिएस्कूलमेंनहींहैंउनकेलिए।	1-Yes 2-No 1 हाँ 2 नहीं	
134	Other government schemes for adolescents (specify the name if known) Other government schemes for adolescents (specify the name if known)	1-Yes 2-No 1 हाँ 2 नहीं	
135	Are you availing any benefit from the scheme? क्याआपकिसीभीयोजनाकालाभउठारहेहैं?	1-Sabla 2-Kasturba Gandhi 3- national Programme for Education of Girls at Elementary Level 4- Other1 (specify) 5-Other2 (specify) 6-Other3 (specify) 1-सबला 2-कस्तूरबागांधीस्कूल 3- प्राथमिकस्तरपरलड़कियोंकीशिक्षाकेलिएराष्ट्रीयकार्यक्रम 4- अन्य 1 (निर्दिष्टकरें) 5-Other2 (निर्दिष्टकरें) 6-Other3 (निर्दिष्टकरें)	
<p><b>General Health and Sanitation level awareness</b> In the following section, we will discuss what you know about health, nutrition, and hygiene practices. First I would like to know about all the practices that you are aware are. I will also ask you questions about which of these practices you follow in your life.</p> <p>स्वास्थ्यऔरस्वच्छतापरजागरूकता निम्नलिखितअनुभागमें, <span style="float: right;">आइएचर्चकरेंकिआपस्वास्थ्य,</span> पोषणऔरस्वच्छताकेबारेमेंक्याजानतेहैं।पहलेमेंउनसभीविषयकेबारेमेंजाननाचाहूंगाजोआपजानतेहैं।मैंआपसेउनप्रश्नकेबारेमेंभीपूछूंगा, जिनकाआपअपनेजीवनमेंपालनकरतेहैं।</p>			
136	Were you unwell in the last 3 months? क्याआपपिछले 3 महीनोंमेंअस्वस्थथे?	1-Yes 2-No 1 हाँ	If 2- No Skip

		2 नहीं	to Q 138
137	If yes were you taken to see a health provider? यदिहाँतोक्याआपकोडॉक्टरयास्वास्थ्यप्रदातासेसलाहलीगईथी?	1-Yes 2-No 1 हाँ 2 नहीं	
138	Have you heard of 'anemia'? Probe: Deficiency of hemoglobin in blood क्याआपने 'एनीमिया' केबारेमेंसुनाहै? फिरसेपुछो: रक्तमेंहीमोग्लोबिनकीकमी	1-Yes 2-No 1 हाँ 2 नहीं	If 2- No Skip to Q 142
139	If yes, what are the symptoms of anemia? <b>Multiple response possible (please don't prompt)</b> यदिहाँ, तोएनीमियाकेलक्षणक्याहैं? एकसेअधिकउत्तरसम्भव (प्राप्तनकरे)	1-Getting tired easily/ weakness/ 2- Dizziness / fatigued 3- Palpitation 4- Pale skin 5- Breathlessness 6- Loss of concentration 88-Others 98- Don't Know 1-आसानीसेथकजाना / कमजोरी 2- चक्करआना / थकानहोना ३- पालपिटेशन 4- पीलीत्वचा 5- सांसफूलना 6- एकाग्रतामेंकमी 88 अन्य 98- पतानहीं	
140	Why one becomes anemic? <b>Multiple response possible (please don't prompt)</b> एकव्यक्तिएनीमिकक्योंबनजाताहै? एकसेअधिकउत्तरसम्भव (प्राप्तनकरे)	1-Low HB level 2-Vitamin deficiency 3-Blood loss 4-Not eating vitamin / iron rich food 5-Worm infestation 6- Deficiency in iron 88-Other _____ 98-Don't know 1-कमहीमोग्लोबिनस्तर 2-विटामिनकीकमी 3-खूनकीकमी 4-विटामिन / आयरनयुक्तभोजननकरना 5-कृमिसंक्रमण 6- लोहेमेंकमी 88-अन्य _____ 98-पतानहीं	
141	How can anemia be prevented?	1-Eating iron rich food	

	<p><b>Multiple response possible (please don't prompt)</b>  <b>एनीमियाकोकैसेरोकाजासकताहै?</b>  <b>एकसेअधिकउत्तरसम्भव (प्रांटनकरे)</b></p>	<p>2-Controlling blood flow  3-Getting de-worming done  88-Other _____  98-Don't know  1- आयरनयुक्तभोजनखाना  2- रक्तकेप्रवाहकोनियंत्रितकरना  3- डी-वर्मिंगकरना  88- अन्य _____  98- पतानहीं</p>	
142	<p>What foods are rich in iron?  <b>Multiple response possible (please don't prompt)</b>  <b>कौनसेखाद्यपदार्थआयरनसेभरपूरहैं?</b>  <b>एकसेअधिकउत्तरसम्भव (प्रांटनकरे)</b></p>	<p>1-Green leafy vegetables  2-Wheat, ragi, jowar, bajra,  3-Pulses  4-Jaggery  5-Meat, liver, fish  6-Iron supplement / IFA tablets  88-Other _____  98-Don't know  1-हरीपत्तेदारसब्जियां  2-गेहूं, रागी, ज्वार, बाजरा,  3-दलहन  4-गुड  5-मांस, जिगर, मछली  6-आयरनसप्लीमेंट / IFA टैबलेट  88-अन्य _____  98-पतानहीं</p>	
143	<p>Have you ever had your blood test done to check the hemoglobin level?  क्याआपनेकभीअपनाहीमोग्लोबिनस्तरजांचनेकेलिएरक्तपरीक्षण करवायाथा?</p>	<p>1-Yes  2-No  98- Don't Know  1 हाँ  2 नहीं</p>	
144	<p>Have you ever received IFA from an FLW (ANM/AWW/ASHA)?  क्याआपनेकभी ANM / AWW / ASHA से IFA प्राप्तकियाहै?</p>	<p>1-Yes  2-No  1 हाँ  2 नहीं</p>	
145	<p>Did you receive IFA tablets in last three months?  क्याआपकोपिछलेतीनमहीनोंमें IFA टैबलेटप्राप्तहुएहैं?</p>	<p>1-Yes  2-No  1 हाँ  2 नहीं</p>	
146	<p>Did you consume IFA tablets in last three months?  क्याआपनेपिछलेतीनमहीनोंमें IFA गोलियोंकासेवनकियाहै?</p>	<p>1-Yes  2-No  1 हाँ</p>	

		2 नहीं	
147	<p>What are the signs of malnutrition?  <b>Multiple response possible (please don't prompt)</b>  कुपोषणकेलक्षणक्याहैं?  एकसेअधिकउत्तरसम्भव (प्राप्तनकरे)</p>	<p>1- Weight loss  2-Feeling tired all the time and lacking energy  3-Poor concentration  4-Persistent diarrhea  5-Dizziness  88-Others (Specify)  98-Don't know  1- वजनकमहोना  2-  हरसमयथकानमहसूसकरनाऔरऊर्जाकीकमीहोना  3- एकाग्रतामेंकमी  4- लगातारदस्तहोना  5- चक्करआना  88- दूसरों (निर्दिष्टकरें)  98- पतानहीं</p>	
148	<p>When all should one wash hands?  <b>Multiple response possible (please don't prompt)</b>  कबकबहाथधोनाचाहिए?  एकसेअधिकउत्तरसम्भव (प्राप्तनकरे)</p>	<p>1-Before cooking  2-After using the toilet  3-After handling food  4-Before eating  5-Before feeding the infant  6-After cleaning infant feces  88-Others (Specify)  98-Don't know  1-खानापकानेसेपहले  2-शौचालयकाउपयोगकरनेकेबाद  3- भोजनतैयारकरनेसेपहले  4-खानेसेपहले  5-शिशुकोभोजनकरानेसेपहले  6-शिशुकेमलकोसाफकरनेकेबाद  88- अन्य (निर्दिष्टकरें)  98-पतानहीं</p>	
149	<p>When all do you wash your hands?  <b>Multiple response possible (please don't prompt)</b>  आपअपनेहाथकबकबधोतेहैं?  एकसेअधिकउत्तरसम्भव (प्राप्तनकरे)</p>	<p>1-Before cooking  2-After using the toilet  3-After handling food  4-Before eating  5- Before feeding the infant  6- After cleaning infant feces  88-Others (Specify)  98-Don't know  1-खानापकानेसेपहले</p>	

		2-शौचालयकाउपयोगकरनेकेबाद 3- भोजनतैयारकरनेसेपहले 4-खानेसेपहले 5-शिशुकोभोजनकरानेसेपहले 6-शिशुकेमलकोसाफकरनेकेबाद 88- अन्य (निर्दिष्टकरें) 98-पतानहीं	
150	Do you use soap while hand washing क्याआपहाथधोनेकेलिएसाबुनकाइस्तेमालकरतेहैं	1-Yes 2-No 1 हाँ 2 नहीं	
<p><b>Now I will ask you some questions on the changes that a girl experiences while growing up. Please feel free to ask me to repeat the question if you did not understand in the first time.</b></p> <p>अबमैंआपसेउनपरिवर्तनोंपरकुछप्रश्नपूछूंगाजोएकलड़कीकोबड़ेहोनेपरअनुभवहोतेहैं।यदिआपपहलीबारमेंप्रश्नकोनहींसमझ पाएहैं, कृपयामुझेप्रश्नपूछनेकेलिएकहें।</p>			
151	Have you heard of puberty? क्याआपनेपुबर्टी/तारुण्यकेबारेमेंसुनाहै?	1-Yes 2-No 1 हाँ 2 नहीं	
152	Have you heard of menstruation? क्याआपनेमासिकऋतुचक्रकेबारेमेंसुनाहै?	1-Yes 2-No 1 हाँ 2 नहीं	If 2- No skip to Q 156
153	If yes, please describe what it is? <b>Multiple response possible (please don't prompt)</b> <b>यदिहाँ, तोकृपयाबताएंकियहक्याहै?</b> <b>एकसेअधिकउत्तरसम्भव (प्राप्तनकरे)</b>	1-Blood flow 2-Continues for about 3 to 5 days 3-Cycle of about 28 days 4-Signals onset of puberty 88-Other _____ 95-No response 1- रक्तप्रवाह 2- निरंतर 3 से 5 दिनोंकेलिएरक्तप्रवाह 3- लगभग 28 दिनोंकाचक्र 4- यौवनकीशुरुआतकेसंकेत 88- अन्य _____ 95- कोईप्रतिक्रियानहीं	
154	Is special care required during menstruation? क्यामासिकऋतुचक्रकेदौरानविशेषदेखभालकीआवश्यकताहोतीहै?	1-Yes 2-No 1 हाँ 2 नहीं	
155	How can hygiene be maintained during menstruation?	1-Use of sanitary napkins or clean	



	<p><b>Multiple response possible (please don't prompt)</b>  <b>मासिक ऋतुचक्र के दौरान स्वच्छता कैसे रखी जा सकती है?</b>  <b>एक से अधिक उत्तर सम्भव (प्राप्तन करे)</b></p>	<p>cloth  2-Changing napkins at least twice a day depending on flow and perspiration  3-Washing hands before and after changing napkins  4-Daily bathing  5-Keeping dry &amp; powdered  88-Other _____  95-No response</p> <p>1-सेनेटरी नैपकिन या साफ कपड़े का उपयोग  2- दिन में कम से कम दो बार नैपकिन बदलना (प्रवाह और पसीने के आधार पर)  3- नैपकिन बदलने से पहले और बाद में हाथ धोना  4- रोज स्नान करना  5- सूखारखें और पाउडर के साथ प्रयोग करें  88-अन्य _____  95-कोई प्रतिक्रिया नहीं</p>	
<b>REPRODUCTIVE HEALTH AWARENESS प्रजनन स्वास्थ्य के बारे में जानकारी</b>			
156	<p>What is the legal age of marriage for girls in our country?  हमारे देश में लड़कियों की शादी की कानूनी उम्र क्या है?</p>	<p>Record in Years  98-Don't Know  वर्षों में रिकॉर्ड  98-पतानहीं</p>	
157	<p>According to you, at what age a girl should get married?  आपके अनुसार, किसी लड़की की शादी किस उम्र में होनी चाहिए?</p>	<p>Record in Years  98-Don't Know  वर्षों में रिकॉर्ड  98-पतानहीं</p>	
158	<p>What is the legal age of marriage for boys in our country?  हमारे देश में लड़कों की शादी की कानूनी उम्र क्या है?</p>	<p>Record in Years  98-Don't Know  वर्षों में रिकॉर्ड  98-पतानहीं</p>	
159	<p>According to you, at what age a boy should get married?  आपके अनुसार, किसी लड़के की शादी किस उम्र में होनी चाहिए?</p>	<p>Record in Years  98-Don't Know  वर्षों में रिकॉर्ड  98-पतानहीं</p>	
<b>Decision making within family परिवार में निर्णय लेने के बारे में</b>			
160	<p>In your family, do you participate in any decision-making pertaining to yourself?  आपके परिवार में,  क्या आप अपने आप से संबंधित किसी भी पहलू पर निर्णय लेते हैं?</p>	<p>1-Yes  2-No  1 हाँ  2 नहीं</p>	

163	Can you express your opinion in your family? क्या आप आपके परिवार में अपनी राय व्यक्त कर सकते हैं?	1-Yes, always 2- Yes, Sometimes 3- Never 98- Don't Know/Can't Say 1-हाँ, हमेशा 2- हाँ, कभी-कभी 3- कभी नहीं 98- पतानहीं / कहनहींसकते	
164	If yes, does your family respect your opinion? यदि हाँ, क्या आपका परिवार आपकी राय का सम्मान करता है?	1-Yes, always 2- Yes, Sometimes 3- Never 98- Don't Know/Can't Say 1-हाँ, हमेशा 2- हाँ, कभी-कभी 3- कभी नहीं 98- पतानहीं / कहनहींसकते	
165	Can you express your opinion with your peers? क्या आप अपने साथी/ साथियों के साथ अपनी राय व्यक्त कर सकते हैं?	1-Yes, always 2- Yes, Sometimes 3- Never 98- Don't Know/Can't Say 1-हाँ, हमेशा 2- हाँ, कभी-कभी 3- कभी नहीं 98- पतानहीं / कहनहींसकते	
164	Do your peers respect your opinion? क्या आपके साथी/ साथियों आपकी राय का सम्मान करते हैं?	1-Yes, always 2- Yes, Sometimes 3- Never 98- Don't Know/Can't Say 1-हाँ, हमेशा 2- हाँ, कभी-कभी 3- कभी नहीं 98- पतानहीं / कहनहींसकते	
165	When in a discussion, do you feel you can convince others of what you believe in? जब आप एक समूह चर्चा में होते हैं, तो क्या आप को लगता है कि आप दूसरों को समझा सकते हैं कि आप क्या कह/राय रहे हैं?	1-Yes, always 2- Yes, Sometimes 3- Never 98- Don't Know/Can't Say 1-हाँ, हमेशा 2- हाँ, कभी-कभी 3- कभी नहीं 98- पतानहीं / कहनहींसकते	
166	Do you feel comfortable to speak in public? क्या आप सार्वजनिक स्थानों पर बोलने में सहज महसूस करते हैं?	1-Yes, always 2- Yes, Sometimes 3- Never 98- Don't Know/Can't Say 1-हाँ, हमेशा 2- हाँ, कभी-कभी	

		3- कभीनहीं 98- पतानहीं / कहनहींसकते	
	<b>Mobility मोबिलिटी</b>		
167	Do you think you can walk unescorted comfortably (without any fear) to public places in the village/ward? क्याआपकोलगताहैकिआपसार्वजनिकस्थानोंपर, गाँव / बाजारमेंआरामसेघूमसकतेहैं? (बिनाकिसीडरके)	1-Yes, always 2- Yes, Sometimes 3- Never 98- Don't Know/Can't Say 1-हाँ, हमेशा 2- हाँ, कभी-कभी 3- कभीनहीं 98- पतानहीं / कहनहींसकते	
	<b>Civic Engagement नागरिककाम</b>		
168	Do you participate in the village/ward level gram sabha? क्याआपगाँव / वार्डस्तरकीग्रामसभामेंभागलेतेहैं?	1-Yes, always 2- Yes, Sometimes 3- Never 1-हाँ, हमेशा 2- हाँ, कभी-कभी 3- कभीनहीं	
169	Do you participate in village/ward-level cultural programmes? क्याआपगाँव / वार्डस्तरकेसांस्कृतिककार्यक्रमोंमेंभागलेतेहैं?	1-Yes, always 2- Yes, Sometimes 3- Never 1-हाँ, हमेशा 2- हाँ, कभी-कभी 3- कभीनहीं	
	<b>Attitude towards Violence हिंसाकेप्रतिदृष्टिकोण</b>		
170	It is all right for a parent/teacher to hit a child when he/she does something bad to teach the child a good lesson. जबकोईबच्चाकुछगलतकरताहै, तोमाता-पितायाशिक्षककोउसबच्चेकोसहीकरनेयाएकअच्छासबकसिखानेके लिएमारनासहीहै	1-Agree 2-Disagree 98-Can't say/Don't Know 1-सहमत 2-असहमत 98-पतानहीं/ कहनहींसकते	
171	It is all right for the husband to beat his wife. पतिकेलिएअपनीपत्नीकोपीटनाठीकहै।	1-Agree 2-Disagree 98-Can't say/Don't Know 1-सहमत 2-असहमत 98-पतानहीं/ कहनहींसकते	
172	It is all right if a parent/ husband abuses, insults or ridicules his child/wife in front of others? माता-पिता / पतिदूसरोंकेसामनेअपनेबच्चे / पत्नीकाअपमानयाउपहासकरतेहैंतोयहठीकहै?	1-Agree 2-Disagree 98-Can't say/Don't Know 1-सहमत 2-असहमत	

		98-पतानहीं/ कहनहींसकते	
173	Has anyone treated you roughly - grabbed, pushed, pinched, shoved or hit you? क्याकिसीनेआपकेसाथबुराव्यवहारकियाहै - पकड़ा, धकेलदिया, चुटकीबजाया, हिलायायामारा?	1-Yes 2-No 1 हाँ 2 नहीं	
<b>Practice about programme intervention-Adolescent</b> किशोरकार्यक्रममेंशाामिलहोनेकेबारेमें			
174	Were you a part of any Adolescent Girls Group? क्याआपकिसीभीकिशोरलड़कियोंकेसमूहकाहिस्साथे/ है?	1-Yes, still a member 2-Was a member in the past but discontinued now 3-No  1-हां, अभीभीसदस्यहैं 2-पूर्वमेंसदस्यथालेकिनअबबंदकरदियाहै 3-नहीं	If 3- No Skip to Q. 179
175	How long had you been a member of AGG? आपकितनेसमयसेकिशोरलड़कियोंकेसमूहकेसदस्यथे/ है?	Record in Year and month वर्षऔरमहीनेमेंरिकॉर्ड	
176	How did you come to participate in this program? आपकोइसकार्यक्रममेंभागलेनेकेबारेमेंकैसेपताचला?	1-Told by parents to join 2-Approached by SF official 3-Approached by PRI/ ward members, AWW, ANM etc. 88- Others 1- माता-पितासेजुड़नेकेलिएकहा 2- श्रीजनफाउंडेशनकेअधिकारीनेबताया 3-पीआरआई / वार्डसदस्यों, AWW, ANM आदि 88- अन्य	
177	Are meetings still conducted as a part of your group? आपकेसमूहमेंक्याबैठकेअभीभीआयोजितकीजातीहैं?	1-Yes 2-No 98-Can't say/Don't Know 1 हाँ 2 नहीं 98-पतानहीं/ कहनहींसकते	
178	If yes, at what intervals are they conducted? यदिहाँ, तोकिनअंतरालोंपरबैठकेआयोजितकीजातीहैं?	1-Daily 2-Once in a week 3-Twice in a week 4-Monthly 88-Others 98-Don't know/Can't say 1-रोज़ 2-सप्ताहमेंएकबार 3-हफ्तेमेंदोबार	

		4-मासिक 88- अन्य 98-पतानहीं / नहींकहसकते	
179	Have you ever attended any training sessions /classes given by the SF official? क्याआपनेकभीश्रीजनफाउंडेशनकेअधिकारीद्वारादिगएकिसीप्रशिक्षणसत्रमेंभागलियाहै?	1-Yes 2-No, Skip to 181 98-Can't say/Don't Know Skip to 181 1 हाँ 2 नहीं 98-पतानहीं / नहींकहसकते	
180	Why weren't you able to attend the training programme? आपप्रशिक्षणकार्यक्रममेंशामिलक्योंनहींहोपाए?	1-Lack of time/time not suitable 2-Housework responsibilities 3-Parents refused to givepermission to attend 4- Moved out of the village/ward 5-Did not like the topics discussed in the sessions 6-The Facilitator could not explain well 88-Other 1-समयकीकमी / समयउपयुक्तनहीं 2-गृहकार्यकीजिम्मेदारी 3-माता-पितानेउपस्थितहोनेकीअनुमतिदेनेसेइन्कार करदिया 5- गाँव / वार्डसेबाहरचलेगए 6-सत्रोंमेंचर्चाकिगएविषयोंकोपसंदनहींकिया 7-प्रशिक्षक/फैसिलिटेटरअच्छीतरहसेसमझानहींसकता था 88 अन्य	
181	Did you participate in any of the outdoor activity promoted by SF officials? क्याआपनेश्रीजनफाउंडेशनकेअधिकारियोंद्वाराआयोजितकिसीभी बाहरीकार्य / गतिविधिमेंभागलियाथा?	1-Yes 2-No 98-Can't say/Don't Know 1 हाँ 2 नहीं 98-पतानहीं / नहींकहसकते	If 1- Yes or 98-DK skip to Next section Q187
182	If no, Why didn't you participate?	1-Lack of time/time not suitable	

	<p><b>Multiple response possible (please don't prompt)</b>  यदि नहीं, तो आपने भाग क्यों नहीं लिया?  एक से अधिक उत्तर सम्भव (प्राप्त न करें)</p>	<p>2-Housework responsibilities  3-Parents refused to give permission to attend  4- Moved out of the village/ward  5-Did not like the topics/outdoor activity discussed in the sessions  6-Not interested to join the activity  88-Other  1-समय की कमी / समय उपयुक्त नहीं  2-गृहकार्य की जिम्मेदारी  3-माता-पिता ने उपस्थित होने की अनुमति देने से इनकार कर दिया  5- गाँव / वार्ड से बाहर चले गए  6-सत्रों में चर्चा किए गए विषयों को पसंद नहीं किया  7-प्रशिक्षक/फैसिलिटेटर अच्छी तरह से समझाने नहीं सकता था  88 अन्य</p>	
183	<p>How did your parents feel about you participating in the outdoor activity?  जब आप आउटडोर गतिविधि में भाग लेते हैं, तो आपके माता-पिता उसके बारे में क्या सोचते थे?</p>	<p>1-Feel Okay  2-Feel great  3-Neither feel good or bad about my participation  98-Can't say/Don't Know  1-ठीक लग रहा है  2-बहुत अच्छा लग रहा है  3-मेरी भागीदारी के बारे में अच्छा या बुरा महसूस नहीं सोचे  98-पता नहीं/ कह नहीं सकते</p>	
184	<p>Have your parents ever motivated you to participate in the outdoor activity including in schools?  क्या आपके माता-पिता ने कभी आपको स्कूलों में या बाहरी गतिविधियों में भाग लेने के लिए उस्तहित किया है?</p>	<p>1-Yes  2-No  1 हाँ  2 नहीं</p>	
185	<p>Do you feel that your parents will be okay if you are to travel far to participate in an outdoor activity  क्या आप को लगता है कि अगर आप किसी बाहरी गतिविधि में भाग लेने के लिए दूर की यात्रा करते हैं तो आपके माता-पिता परेशान होंगे?</p>	<p>1-Yes  2-No  98-Can't say/Don't Know  1 हाँ</p>	<p>If no ask the next</p>

		<p>2 नहीं 98-पतानहीं/ कहनहींसकते</p>	<p>ques tion If 2- No or 98 Don't Kno w, Skip to 187</p>
186	<p>If yes, why is the case so? यदिहाँ, तोऐसाक्योंहै?</p>	<p>1-They are concerned about my security and safety 2- Don't like my out door activity 3- Family pressure 4- Neighbour pressure 88- Other 98-Can't say/Don't Know 1-वेमेरीसुरक्षाऔरसुरक्षाकेबारेमेंचिंतितहैं 2- बेबाहरीगतिविधिमेंमेरीभागीदारी कासमर्थननहींकरतेहैं 3- पारिवारिकदबाव 4- पड़ोसीकादबाव 88- अन्य 98-पतानहीं/ कहनहींसकते</p>	

## Module 6. Livelihood Promotion and Sustainable Agriculture

### आजीविकाविकासऔरनिरंतरकृषि

Sl.	Question	Answer
187.	Have you received any training on agriculture & organic farming practices? क्याआपनेकृषिऔरजैविककृषिप्रथाओंपरकोईप्रशिक्षणप्राप्तकियाहै?	Yes= 1; No= 2 1 हाँ 2 नहीं
188.	Have you attended training on Varietal change of seeds क्याआपनेबीजकेपरिवर्तनपरप्रशिक्षणमेंभागलियाहै?	Yes= 1; No= 2 1 हाँ 2 नहीं
189.	Have you attended training on Sowing/transplanting method क्याआपनेबुआई/ रोपाईविधिपरप्रशिक्षणमेंभागलियाहै?	Yes= 1; No= 2 1 हाँ 2 नहीं
190.	Have you attended training on Disease & Pest Management क्याआपनेरोगऔरकीटप्रबंधनपरप्रशिक्षणमेंभागलियाहै	Yes= 1; No= 2 1 हाँ 2 नहीं
191.	Have you attended training on intercultural operation & Fertilizer application क्याआपनेइंटरकल्चरलऑपरेशनऔरफर्टिलाइज़रएप्लिकेशनपरप्रशिक्षणमेंभागलियाहै	Yes= 1; No= 2 1 हाँ 2 नहीं
192.	Have you attended training on De-worming and Vaccination for livestock क्याआपनेपशुधनडी-वर्मिंगऔरटीकाकरणकेलिएप्रशिक्षणमेंभागलियाहै?	Yes= 1; No= 2 1 हाँ 2 नहीं
193.	Have you received any support or handholding on agriculture and crop planning after the training? क्याआपकोप्रशिक्षणकेबादकृषिऔरफसलयोजनापरकोईमददमिलीहै?	Yes= 1; No= 2 1 हाँ 2 नहीं
194.	Have you done Sowing/transplanting method as per the training received? क्याआपनेप्राप्तप्रशिक्षणकेअनुसारबुआई / रोपाईविधिकापालनकियाहै?	Yes= 1; No= 2 1 हाँ 2 नहीं
195.	For how long you have been practicing proper sowing and transplanting? आपकबसेउचितबुआईऔररोपाईकाअभ्यासकर रहेहैं?	less than 1 year = 1, more than 1 year = 2 1 वर्षसेकम = 1, 1 वर्षसेअधिक = 2
196.	Have you done Disease & Pest Management as per the training received? क्याआपनेप्राप्तप्रशिक्षणकेअनुसाररोगऔरकीटप्रबंधनकियाहै?	Yes= 1; No= 2 1 हाँ 2 नहीं
197.	For how long you have been practicing Disease & Pest Management कबसेआप रोगऔरकीटप्रबंधनकाअभ्यासकर रहेहैं?	less than 1 year = 1, more than 1 year = 2 1 वर्षसेकम = 1, 1 वर्षसेअधिक = 2



198.	Have you done intercultural operation & Fertilizer application for your crop as per the training? क्या आपने प्रशिक्षण के अनुसार अपनी फसल के लिए इंटरकल्चरल ऑपरेशन और फर्टिलाइजर एप्लिकेशन किया है?	Yes= 1; No= 2 1 हाँ 2 नहीं			
199.	For how long you have been practicing intercultural operation & Fertilizer application? कबसे आप इंटरकल्चरल ऑपरेशन और फर्टिलाइजर एप्लिकेशन का अभ्यास कर रहे हैं?	less than 1 year = 1, more than 1 year = 2 1 वर्ष से कम = 1, 1 वर्ष से अधिक = 2			
200.	Who organised these trainings इन प्रशिक्षणों का आयोजन किसने किया?	1-Local NGO 2- Srijan Foundation 3-Govt. agency/ATMA 4-Some private agency/company 5- Multiple agencies (Ask the next question) 88-Other 98-Don't Know 1- स्थानीय एन.जी.ओ. 2- श्रीजन फाउंडेशन 3-सरकार। एजेसी / आत्मा 4-कुछ निजी एजेसी / कंपनी 5- एकाधिक एजेसियां (अगला प्रश्न पूछें) 88 अन्य 98-पतानहीं			
201.	Knowledge and Access of Inputs and Support Services इनपुट्स और सहयोग सेवा पर ज्ञान और पहुंच				
	Institution संस्था	KVK केवीके- कृषिविज्ञान केंद्र	Block Agriculture Office/District Agriculture Office ब्लॉक कृषि कार्यालय / जिला कृषि कार्यालय	District Animal Husbandry Office/Block Animal Husbandry Office जिला पशु पालन कार्यालय / ब्लॉक पशु पालन कार्यालय	NABA RD नाबार्ड
	Have you heard about these institutions? Yes=1 ; No=2 क्या आपने इन संस्थानों के बारे में सुना है? हाँ = 1 = 2 नहीं				

	Have you got any training from these institutions? Yes=1, No=2 क्या आपने इन संस्थानों से कोई प्रशिक्षण प्राप्त किया है? हाँ = 1 = 2 नहीं				
	Have you got any material benefit from these institutions? Yes=1, No=2 क्या आपको इन संस्थानों से कोई सामग्री / उत्पाद लाभमिला है? हाँ = 1 = 2 नहीं				
	If Yes, mention the benefit (Implements/seed= 1, fertilizer=2, Insurance= 3, Vaccine= 4, Deworming services= 5, Others= 88) यदि हाँ, तो लाभ का उल्लेख करें (औजार / बीज = 1, उर्वरक = 2, बीमा = 3, टीका = 4, डी-वर्मिंग सेवाएं = 5, अन्य: 88)				
	<b>Diversified crop production</b> <b>विविध फसल उत्पादन</b>				
202.	Have you cultivated any of the cereals (Paddy, Wheat, Maize) with support from project in last one year? क्या आपने पिछले एक साल में परियोजना से समर्थन के साथ किसी भी अनाज (धान, गेहूं, मक्का) की खेती की है?	Yes= 1; No= 2 1 हाँ 2 नहीं			
203.	Have you cultivated any of the pulses (Pigeon Pea, Horse gram, Lentil, Chick Pea) with support from project in last one year? क्या आपने पिछले एक साल में परियोजना से समर्थन के साथ किसी भी दालें (मटर, घोड़ा चना, दाल, काबुली चना) की खेती की है?	Yes= 1; No= 2 1 हाँ 2 नहीं			
204.	Have you cultivated any of the Oilseeds (Mustard, Linseed) with support from project in last one year? क्या आपने पिछले एक साल में परियोजना से समर्थन के साथ किसी भी तिलहन (सरसों, अलसी) की खेती की है?	Yes= 1; No= 2 1 हाँ 2 नहीं			
205.	H Have you cultivated any of the Vegetables (Tomato, Chilly, Brinjal, Cow pea) with support from project in last one year? क्या आपने पिछले एक साल में परियोजना से समर्थन के साथ किसी भी सब्जियाँ (टमाटर, मिर्च, बैंगन, लोबिया / भिनगा) की खेती की है?	Yes= 1; No= 21 हाँ 2 नहीं			
206.	Do you sell the surplus agriculture produce in the local market?	Yes= 1; No= 21 हाँ 2 नहीं			

	क्या आप स्थानीय बाजार में अतिरिक्त/ अधिशेष कृषि उपज बेचते हैं?			
207.	Are you a member (shareholder) of the Farmer Producer Organisation? क्या आप फार्मर प्रोड्यूसर आर्गेनाइजेशन/संगठन के सदस्य (शेयरधारक) हैं?	Yes= 1; No= 2 हाँ 2 नहीं		
208.	If YES, since when you have been a member of the Farmer Producer Organisation? यदि हाँ, जबसे आप फार्मर प्रोड्यूसर आर्गेनाइजेशन/संगठन के सदस्य हैं?	Mention Month and Year माह और वर्ष उल्लेख क रे		
209.	Do you know that there is a cluster level grading and sorting center to sell the surplus agri-produce? क्या आप जानते हैं कि अतिरिक्त कृषि उपज बेचने के लिए एक क्लस्टर स्तर की ग्रेडिंग और सॉर्टिंग केंद्र है?	Yes= 1; No= 2 1 हाँ 2 नहीं		
210.	Do you bring the surplus to the grading and sorting center by the Farmer Producer Organisation? क्या आप फार्मर प्रोड्यूसर आर्गेनाइजेशन/संगठन द्वारा अति रिक्त कृषि उपज को ग्रेडिंग और सॉर्टिंग केंद्र में लाते हैं?	Yes= 1; No= 2 1 हाँ 2 नहीं		
211.	Have you done grading and sorting of your produce at the centre? क्या आपने केंद्र में अपनी उपज की ग्रेडिंग और सॉर्टिंग की है?	Yes= 1; No= 2 1 हाँ 2 नहीं		
212.	Have you received better price due to grading and sorting of your produce at the centre? क्या आप को केंद्र में अपनी उपज की ग्रेडिंग और सॉर्टिंग के कार ण बेहतर कीमत मिली है?	Yes= 1; No= 2 1 हाँ 2 नहीं		
213.	In last one year how many times you brought your surplus agri produce and sold it through the farmer collection center? पिछले एक साल में आपने कितनी बार अपने अतिरिक्त कृषि उ पज को किसान संग्रह केंद्र के माध्यम से बेचा?	Directly punch the number संख्या लिखे		
	<b>Decision Making in families around agriculture and farming</b> कृषि और खेती के बारे में परिवारिक निर्णय			
214.	<b>Who usually makes the following decisions in your family?</b> आमतौर पर आपके परिवार में निम्नलिखित निर्णय कौन कर ता है?			
	A. The type of crops to be grown उगाई जाने वाली फसलों का प्रकार	Men in the family= 1 ; Women		
	B. Timing of agricultural activities कृषि गतिविधियों का समय			
	C. Type of seeds to buy			

	किस प्रकार के बीज खरीदा जाये	in the			
	D. Type of seeds to save किस प्रकार के बीज बचाया जाये	family=			
	E. Type of fertilizers and pesticides to use कौन सी प्रकार की उर्वरकों और कीटनाशकों के उपयोग करे	2 : Both together = 3 ;			
	F. Markets where the produce will be sold किन बाजारों में उपज बेची जाएगी	Not applicable= 99			
	G. Borrowing money पैसा उधार लेना	परिवार में पुरुष = 1;			
	H. Use of agricultural income कृषि आय का उपयोग	परिवार में महिलाएं = 2;			
	I. Kind of food and groceries to be purchased किस तरह का खाद्य पदार्थ और किराने का सामान खरीदा जाए	दोनों एक साथ = 3;			
	J. Type of food to be cooked किस प्रकार का भोजन पकाया जाए	लागू नहीं = 99			
215.	<b>Who in the family does the following job</b> <b>परिवार में कौन निम्न कार्य करता है</b>				
	A. Cooking food खाना पकाना	Men in the			
	B. Fetching water पानी लाना	family=			
	C. Fetching firewood जलाने के लिए लकड़ी लाना	1 ;			
	D. Cleaning the toilet शौचालय का सफाई	Women in the			
	E. Disposing waste water ब्यबहृत हुआ गन्दा पानी फेंकना	family=			
		2 : Both together = 3 ;			
		Not applicable= 99			
		परिवार में पुरुष = 1;			
		परिवार में महिलाएं = 2;			
		दोनों एक साथ = 3;			
		लागू नहीं = 99			
216.	<b>Have you ever experienced the following in your family?</b> <b>क्या आपने कभी अपने परिवार में निम्न लिखित का अनुभव किया</b>				

	या है?				
	A. Men get more or better portions of food than women पुरुषोंको महिलाओंकी तुलनामें भोजनके अधिक या बेहतर हिस्से मिलते हैं	Yes= 1; No= 2 1 हाँ 2 नहीं			
	B. No money is spent on the health of women in the family परिवारमें महिलाओंके स्वास्थ्यपर कोई/कमसेकम पैसा खर्च नहीं किया जाता है				
	C. Girls in the family are discouraged to study परिवारकी लड़कियोंको पढ़ाईके लिए हतोत्साहित किया जाता है				
	D. Women do more household work than men महिलाएं पुरुषोंकी तुलनामें अधिक घरेलू काम करती हैं				
	E. All major family decisions are taken by men सभी प्रमुख पारिवारिक निर्णय पुरुषोंद्वारा लिए जाते हैं				
217.	Do you think that any of the above acts which you have seen before are discriminatory against women? क्या आपको लगता है कि उपरोक्त कोई भी कार्य, महिलाओंके साथ भेदभावपूर्ण है?	Yes= 1; No= 2 1 हाँ 2 नहीं			
218.	Have you ever challenged any of these acts? क्या आपने कभी इनमें से किसी भी कृत्यके खिलाफ चुनौती दी है?	Yes= 1; No= 2 1 हाँ 2 नहीं			
219.	How did you challenge it? (Multiple responses possible) आपने इसे कैसे चुनौती दी है? (एकसे अधिक उत्तर सम्भव हो सकता है )	Spoke strongly against it= 1 ; Demanded better food or money= 2 ; Reached out to others for help= 3 ; Refused to do househ			

		old work= 4 ; Others= 88 इसकेखि लाफजोर सेबोलना = 1; बेहतरभो जनयाधन कीमांगकी = 2; मददकेलि एदूसरोंत कपहुंघें = 3 घरेलूकाम करनेसेम नाकरना = 4; अन्य = 88			
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