



Working Paper

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Calamities hit girl children harder: Evidence from rural India

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Abstract:

Using the second round of the India Human Development Survey (2011-12), I estimate the gaps in educational outcomes (namely reading ability, writing ability and arithmetic ability) between children residing in calamity hit villages and children residing in villages with no calamities. Here, calamities include village where calamities occurred in the past 6 years. I also study the gaps in educational outcomes by gender. Although the gaps in reading ability (dummy variable indicating the child is not able to read) is statistically insignificant, the results vary by gender. For male children, the reading ability gap is not statistically significant. However, for female children, the gaps are statistically significant. This indicates that regions affected by calamities affect children overall (when compared to children not hit by calamities). However, the reading abilities are lower for female children affected by calamities than female children not affected by calamities. On observing the arithmetic abilities (ability to recognise numbers) and writing abilities (ability to write), there exits significant gaps in educational outcomes, however, the results are statistically significant for female children, indicating the probability of not recognising numbers and probability of not writing are lower for female children hit by calamities than female children not hit by calamities.

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