

Strategies Adopted for Enrolling Girls in Kasturba Gandhi Balika Vidyalayas Managed by Different Agencies in Gujarat

An Exploratory Study

GOURI SRIVASTAVA*

Abstract

The Kasturba Gandhi Balika Vidyalaya Scheme is a promising and successful initiative of the Government of India. It is an integral part of SSA programme. The scheme provides second chance of formal residential schooling facility to out-of-school girls belonging to the most marginalised and hard to reach groups. Located in the Educationally Backward Blocks of twenty-seven states of India, it attempts to fulfil the Constitutional mandate of providing elementary schooling to girls, thereby reducing gender gaps at this crucial stage of education. It is specially designed for SC, ST, OBC, Minorities, BPL and for girls facing different physical disabilities. The scheme is being implemented by SSA, NGO's and the Mahila Samakhya Society. In the present paper, an attempt has been made to examine the strategies adopted for enrolling girls by different agencies in Gujarat and to see whether the neediest and the deprived get enrolled in the scheme.

INTRODUCTION

The State of Gujarat came into being on 01 May 1960. The main produce of the state are tobacco, cotton and

groundnut. Rice and wheat are the major staples. About 3.665 million hectares of land area is under irrigation. It is also well known for

* Professor, Department of Gender Studies, NCERT, New Delhi 110016.

textiles, garments, gems and jewellery, oil, soap, food and agro-processing industries. It is a major salt producing state.

The demographic composition within the state highlights that STs and SCs account for more than one-fourth of the state population. Nearly 4 per cent of the country's Muslim population lives in Gujarat. In the context of sex ratio, Gujarat with 918 females per 1000 males is below the National Sex Ratio of 940 females per 1000 males in 2011. The Child Sex Ratio is 886 females per 1000 males which is below the overall National Sex Ratio i.e. 914 as per Census 2011. Recently, released data on Infant Mortality Rate (IMR) as mentioned in Times of India (dated 3rd February, 2014) states that in Gujarat's arid districts of Kachchh, Banaskantha and Surendernagar, IMR is high at 51. Average IMR in Gujarat is 45 slightly higher than the national average of 42. Some of the reasons cited in the newspaper are the absence of private doctors in Kachchh and inability of government centres to cope with this situation. Moreover, absence of health facilities in scattered and far flung habitations have also resulted in compounding this phenomenon.

The status of poverty in Gujarat as mentioned in India Human



Table 1
Select indicators of Gujarat

Total population	6.03 crore
% Urban population	42.6
% SC population	6.7
% ST population	14.8
% Muslim population	9.06

Source: Census 2001.

Development Report, 2011 is lower than that of India in both rural and urban areas. Rural poverty is higher than urban poverty for all social groups. Poverty among STs is higher than the State average, but still lower than the incidence of poverty among SCs and STs at the all India level.

The rank of the state in the context of female work force participation rate was 26.0 as per Census 1991 and 27.9 in 2001. The percentage of female workers and non workers in Gujarat is given in Table 4.2.

Table 2
Female workforce participation (%)

Region	Female workers	Main workers	Marginal workers	Non-workers
Rural	38.54	18.83	19.71	61.46
Urban	9.41	7.23	2.19	90.59
Total	27.91	14.60	13.32	72.09

Source: Statistical Profile on Women Labour, p.g.-13

From Table 4.2, it is seen that the percentage of female main workers in urban areas was more compared to rural areas. In the context of marginal workers, a similar trend was observed. The rural areas in Gujarat had more women marginal workers as compared to urban areas. The figure of non-workers shows a very interesting trend. The percentage of non-workers in urban areas was as high as 90 per cent whereas in rural, it was 61 per cent. It may be inferred from the above data that the female work force participation is more in rural areas as compared to urban areas. This phenomenon may be due to poverty of the household.

One programme that is implemented in Gujarat is the Mahatma Gandhi National Rural Employment Guarantee Act (2005).

This Act guarantees employment at a minimum wage for only 100 days in a year. Women account for 48 per cent of person days worked under the scheme nationwide, well above the 33 per cent guideline. MGNERGA provides social and economic security to women who are old, widowed and separated. Studies have highlighted that participation of SC and ST women has been generally high. This has been observed in States like Bihar and Jharkhand. The share of women's participation in MGNERGA in Gujarat and India are mentioned in Table 4.3.

Table 4.3 highlights that MGNERGS in Gujarat and in India are same. The rural workforce involved in the scheme is 24 in Gujarat and at the all India level it is 22. The worker population ratio of rural women aged

Table 3
Share of women's participation in MGNERGS: Rural workforce and worker population ratio in 2009-10 (per cent)

State	MGNERGS	Rural workforce	Worker population ratio of rural women aged 15 and above
Gujarat	48	31	19
India	48	22	22

Source: India Rural Development Report 2012-13, p.g. 276

15 and above for Gujarat is 19 and at the all India level it is 22.

During the freedom struggle, some of the significant events took place in different parts of the state and brought into prominence the city of Ahmedabad. Here, during the 1902 session of the Indian National Congress, Lady Vidyagauri Nilkanth and her sister Sharda Mehta, sang the National Anthem. The textile mill workers strike also began at this place in 1918. In this strike, Ansuya Behn, sister of Ambalal Sarabai, participated. The Civil Disobedience Movement of 1930 spearheaded by Gandhiji began from Sabarmati Ashram. This ashram is located in the Sabarmati suburb of Ahmedabad, on the banks of the river Sabarmati. From here the famous Dandi March was organized under the leadership of Gandhiji to break the salt law. This march began from Sabarmati Ashram near Ahmedabad, to the coastal village of Dandi, located at a small town called Navsari. After making salt at Dandi, Gandhi continued southward along the coast, producing salt and addressing meetings on the way.

Another place that has reminiscences of the freedom struggle is Kheda. Here, the poor peasants revolted against unjust tax levied due to famine in 1918. Borsad came into prominence in 1923-24, wherein a large number of women participated in the *satyagraha*. About five thousand women attended the meeting addressed by Gandhiji and in

another place, Auklao, four thousand women attended the meeting. They showed great courage in resisting police atrocities when their cows, buffaloes and other property were confiscated.

Bardoli rose into prominence in 1928. In the *satyagraha* movement that took place women out-numbered men in all political gatherings. They protested against the unjust tax that was levied by the government. Women supported their men folk in non-payment of their dues, even though they were evicted from their lands, their livestock were confiscated and their household goods auctioned. Some of the women intelligensia who supported the Bardoli *satyagraha* were Manibehn Patel, Mithuben Petit and Bhaktibehn Desai. These women stayed in a temporary tent on land declared to be sold by the government. Bardoli set a new example as this was the first time that simple, unsophisticated rural women participated in the freedom struggle, though they belonged to the well-off peasant section and were owner cultivators i.e. *the Khudakhasta*.

In the context of education, as early as 1893, Maharaja of Baroda introduced Compulsory Education for boys in Amreli Taluk and, in 1906, it was extended to the rest of the state. In 1917, Vithalbai Patel got the Bill on Free and Compulsory Education, passed which became the first law on Compulsory Education, popularly known as Patel Act.

In the arena of women's education, the name of Vidya Gauri Nilkanth (1876-1958) and Sharada Behn Mehta (1882-1970) stand out. Both educated, they were the first two lady graduates of the state. Other women who contributed in the freedom struggle and in the overall development of women, were Maniben Patel, Anusuyabehn Sarabhai, Mridula Sarabhai, Sarladevi Sarabhai, Indumati Sheth, Gangabehn Vaidya and Hansa Jivraj Mehta, the noted educationist. These eminent women personalities made a significant mark in education in the post-independent India. Under the leadership of Hansa Mehta, a Committee (1962-64) was constituted by the National Council of Women's Education (NCWE). Among the significant recommendations of the committee that continue to influence education in India is the induction of women teachers in boys' schools to encourage girls to join these institutions. Same curriculum for boys' and girls at the elementary stage with home science as a common core subject for both boys and girls at the middle stage were recommended. It was envisioned that this focus would go a long way in addressing gender bias and stereotypes.

To continue the legacy of education and overall empowerment of girls and women in the state, several schemes and programmes have been initiated. They are -

- Enrolment drive campaign – “*Shala Praveshotsav*” and “*Kanya Kelwani Rath Yatra*”. These campaigns are organised at the beginning of every academic year.
- To encourage girl's education, a scheme of *Vidyalaxmi Bond* has been introduced. Under the scheme, a girl child enrolled in standard is given a bond of Rs. 1000. The amount of the bond with interest is handed over to the girl child after completion of the primary education cycle i.e. after passing standard VII. Total 11, 84,655 *Vidyalaxmi Bonds* worth Rs. 115.45 crore have been distributed.
- Separate toilets have been constructed in government primary schools to promote health and hygiene.
- Free uniforms, textbooks, school bags, notebooks, reference books, fee exemption, mid-day meals are some of the incentives given to strengthen access and retention of girls.
- Further, to reduce the drop-out rate of girls at upper primary level '*Meena Campaign*' has been introduced in 18,920 schools. Around 3.93 lakh girls are under *Meena Manch* (at upper primary level), 2.68 lakh girls under *Meena Cabinet* (Primary level), 2.75 lakh girls under *Sanghas* (Community members), formed in 2009-10. *Meena Manches* and *Meena Sanghas* were active in creating awareness among peers as well as community members.
- To address the phenomenon of declining sex ratio, *Sarpanches*

of some villages have taken initiatives like making couples and guests take a 'save the girl child' pledge at marriages and religious functions. 'Beti Bachao, Beti Vadhao' scheme is also being spread to villages.

- Special programmes under SSA have been implemented for marginalised girls i.e. National Programme for Education of Girls at Elementary Level (NPEGEL) and *Kasturba Gandhi Balika Vidyalaya (KGBV)*.

The above initiatives, along with the efforts of Non Governmental Organisations, have impacted the educational scenario. This phenomenon is reflected in the indicators given below:

Literacy rate in the state has shown an increasing trend over the years. In 1991, the percentage of literacy for men as well as women was higher than the national average. This phenomenon was also seen in 2001 and 2011.

As per the India's Human Development Report 2011, there is high degree of intra-state variation in educational level, with literacy rate being low in the tribal belt. The report mentions that the literacy rate among STs that constitute 17 per cent of the state population is the lowest among all social groups in the state.

The state's decadal differential growth rate in female literacy (12.10) is slightly higher than the national scenario rate (11.3).

Table 4
Literacy rates in Gujarat and India

Literacy rate	1991			2001			2011		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
National	64.13	39.29	52.21	75.85	54.16	65.38	82.14	65.46	74.04
Gujarat	73.39	48.92	61.57	80.5	58.6	69.97	87.20	70.70	79.31

Source: GOI Census, 1991, 2001 and 2011 and reflected in Initiatives on Girls Education under SSA-Gujarat 2010 to 2012

Table 5
Decadal differential rates in literacy

Literacy rate	1991-2001			2001-2011		
	Male	Female	Total	Male	Female	Total
National	11.72	14.87	13.17	6.29	11.3	8.66
Gujarat	17.11	9.68	8.40	6.75	12.10	9.34

Source: GOI Census, 1991, 2001 and 2011 and reflected in Initiatives on Girls Education under SSA-Gujarat 2010 to 2012

Table 6 highlights that the number of co-educational schools is more than single sex schools. At the lower primary level, the number of girls' schools is slightly higher than boys' schools. At the upper primary level, the number of girls' schools is comparatively more than boys.

The enrolment figure at the lower primary school denotes that boys' enrolment is slightly higher than girls'.

At the upper primary level, the same phenomenon has been observed. The gap in enrolment of boys and girls at the upper primary level is more than at the lower primary stage.

Table 8 depicts that the drop-out rate of girls at both the levels of education has been reducing. The drop-out rate, especially in 2005-06, had reduced to nearly half and, at the upper primary level, the drop-

Table 6
Total schools in the State

Number of lower primary schools			Number of higher primary schools		
Boys only LPS	Girls only LPS	Co- education LPS	Boys only HPS	Girls only HPS	Co- education HPS
52	67	10,986	1,202	1,349	2,551

Source: DISE and reflected in Initiatives on Girls Education under SSA-Gujarat 2010 to 2012

Table 7
Enrolment of girls

Lower primary schools only			Higher primary schools excluding Class VIII enrolment (Schools having Classes 1 to 7/8)		
Boys	Girls	Total	Boys	Girls	Total
21,42,574 (52%)	20,13,082 (48%)	41,55,656	38,74,223 (54%)	33,06,506 (46%)	71,80,729

Source: DISE and reflected in Initiatives on Girls Education under SSA-Gujarat 2010 to 2012

Table 8
Drop-out rate of girls

Details	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Drop-out primary	10.16	5.13	3.24	2.98	2.29	2.20	2.09	2.07
Drop-out upper primary	18.79	11.82	10.29	9.87	8.87	8.66	7.95	7.56

Source: DISE and reflected in Initiatives on Girls Education under SSA-Gujarat 2010 to 2012

out of girls had reduced by more than half.

The percentage of schools in Gujarat where School Management Committees (SMCs) have been constituted is 97. It has been reported that the curriculum for school education has been revised and Continued Comprehensive Evaluation (CCE) has acquired universal coverage. The working hours as per RTE are 40 hours per week. In the year 2012-13, 97 per cent teachers were professionally qualified.

THE PRESENT STUDY

The study was undertaken with the following objectives to:

- examine different mobilisation strategies for enrolling girls from marginalised groups in KGBVs run by different managements,
- study whether there is any follow up procedure adopted after mobilisation of the community for enrolment of girls, and
- analyse whether the selection procedures adopted covers the most needy and educationally deprived girls as per the norms of RTE Act.

METHODOLOGY

The study is mainly qualitative in nature. It focuses on examining KGBVs run by different managements in the states of Gujarat, Andhra Pradesh and Bihar. In each state, two KGBVs run by different agencies were studied in depth to examine the strategies adopted for enrolling

girls from the marginalised sections of society. In each KGBV, focus group discussions were organised with parents, community members, teachers and the beneficiaries of the scheme. Interviews were conducted with senior level state officials to know the procedures adopted for enrolling girls. Structured interviews were also canvassed to teachers, wardens and girls to know in detail their perceptions about different mobilisation strategies and barriers for enrolment of girls. Efforts were also made to elicit from them whether the selection procedure adopted by the state covered the most needy and educationally deprived girls as per RTE Act, 2009.

The field visits were undertaken in two KGBVs that are managed by SSA and *Mahila Samakhya*, for examining the strategies adopted for enrolling girls from the most marginalised communities. Before visiting KGBV, discussions were held with senior officers at Ahmedabad to understand the functioning of KGBVs in the state. KGBVs managed by different agencies were identified by the state officials. Accordingly, field visits were undertaken to KGBVs located in Panchmahal, Halol Block and in districts Vadodara, Chhota Udepur Block. Discussions were held with wardens, teachers, girls and parents to ascertain strategies evolved for enrolling girls in KGBVs. In addition, interview schedules were circulated to girls, teachers and community members to know the strategies adopted for enrolling girls.

STATUS OF KGBV SCHEME

Table 4.9 highlights that the number of KGBVs in operation has expanded over the years. Presently, there are 89 KGBVs that are operational.

Gujarat has adopted all the three models of KGBVs. Model 1 has a wider coverage compared to Models II and III.

From Table 4.11, it appears that in Gujarat, majority of girls enrolled in KGBVs are from OBC background, followed by girls from ST and SC communities. The percentage of girls from BPL and Muslim backgrounds is less.

Table 9
Status of KGBV in Gujarat

State	2004-05	2005-06	2006-07	2008-09	2010-11	2011-12	2012-13	Total KGBV sanctioned up to 2013-14
Gujarat	30	14	8	11	23	0	3	89

Source: Data available from the field

Table 10
Models of KGBV operational in the state by SSA and MS

KGBV Model	Managed by SSA	Managed by Mahila Samakhya	Total
Model -I	36	7	43
Model-II	17	7	24
Model-III	21	1	22
Total	74	15	89

Source: Data available from the field

Table 11
Enrolments of girls in KGBVs up to 31.3.2011 in the state

Category	2011
SC	686(12.37%)
ST	2149 (38.75%)
OBC	2484 (44.79%)
Muslim	179 (3.23%)
BPL	48 (0.87%)
Total	5546

Source: Data available from EdCil

PERCEPTION OF OFFICER INCHARGE OF GIRLS' EDUCATION

The officer in-charge of girl's education informed that a multi-pronged approach was adopted for enrolling girls in KGBVs. This included organisation of community mobilisation, mass campaigns, rallies, drama, movies and door-to-door campaigns. Well known community campaigns organised at District and Block levels were *Mahila Sammelan* and *Ma-Beti Sammelan* for instilling among parents the importance of education and empowerment of girls and women. Detailed surveys were conducted in villages to identify drop-out and never-enrolled girls. Further, local newspapers of the states advertised about KGBVs. Sometimes important public places were used for disseminating information about KGBVs and the facilities it provided for overall development of marginalised girls.

Mention was made that since the KGBV had completed more than nine years of existence in the state, girls who had passed out and benefited from the scheme had now become popular agents of mobilisation. Many times, they would convince other parents in the neighbourhood to send their daughters to schools, particularly to KGBVs. Facilities,

along with academic and enriched curriculum in the KGBVs, were



mentioned by passed out girls, to motivate parents and community members.

The School Management Committees (SMCs), constituted under RTE, have also helped in identifying and enrolling girls from low socio-economic background. Further, local officials, Cluster Resource Coordinator (CRC) in their meetings also made participants and local teachers aware about the scheme. For ensuring proper functioning of KGBVs as model schools of girls, the government had constituted Kasturba Management Committees (KMCs) for each KGBV. This committee was formed simultaneously with the formation of School Management Committee in the school. It was mentioned that parents were actively involved in the management of KGBVs. Regular

monthly meetings of KMC members were held at KGBVs and decisions pertaining to many activities of girls' education were taken. Quarterly parents' meetings were being held in KGBVs for sharing of girls' progress and achievements (*Initiatives on girls' education under SSA-Gujarat 2010 to 2012*). The officer in-charge of girls' education stated that members of the KGBV management committee would be trained for proper functioning of the scheme with close interface with community members with the help of modules developed by the state.

Further, during the discussions, it emerged that enrolments in KGBVs are done before June, i.e. before the academic sessions. Enrolments are also done throughout the years in different classes, based on the available vacancies. The age of girls entering KGBVs varied from ten plus to eleven years. The upper age limit was 16 years. As has already been mentioned, that preference in enrolment was given to those girls who were never enrolled and drop-outs at different stages of Elementary Education. The criteria of the scheme were followed in giving preference only to girls from SC, ST, OBC, BPL and from minority backgrounds. In addition, KGBVs administered by different managements also evolved some additional criteria in the course of implementation of the scheme. Presently, the criteria followed include girls who are orphans, of single parents and girls with disabilities.

There are no set guidelines for assessing the academic levels of girls entering KGBVs. The document "Initiatives on Girls Education under SSA-Gujarat 2010 to 2012" mentions that a pre-test is conducted. Bridge course is conducted for girls of age 10+ years and depending on the competencies, they are enrolled in sixth, seventh or eighth standards. The minimum duration of the bridge course is three months for drop-out girls. However, the girls who require individual attention are provided academic guidance. This matter was discussed by senior officials. During the discussions, it was revealed that senior girls also helped in addressing academic challenges of the new entrants. The state officer mentioned that in most of the KGBVs, oral and written assessments were conducted to identify the learning levels of girls and they were admitted to appropriate classes. In cases where the comprehension level of girls was not up to Class V, bridging was done for periods varying from three to nine months. The criteria adopted for assessing girls were based on writing, reading and numeracy skills. *In 2013-14, the Government of Gujarat plans to enroll girls in Class IX in KGBV if asharamshalas are not located near the habitation.* However, only residential facilities would be provided to girls transiting to Class IX. Transport facilities would also be provided to girls if schools were distantly located for ensuring safety and security.

Enrolments in KGBV at the entry point did not always ensure completion of elementary stage of education. During the discussion, it was reported that after joining a KGBV, few girls dropped out. The main reason cited was poverty of the household, migration of parents due to poverty and unemployment, marriage in the family and work related to agrarian operations. Every effort was made by the teachers and wardens to track the drop-out girls. Parents were contacted to ascertain the reasons. Confidence building measures are adopted to convince both the girls and their parents and regular follow up undertaken by KGBV staff members. Seats of the drop-out girls are kept vacant and filled up only after three months.

ACTIVITIES IN KGBVs FOR OVERALL PERSONALITY DEVELOPMENT OF GIRLS

- Training in self-defence, judo-karate, *lathi*, *lazim* and *tirandaji*.
- Organising sports like kabbadi, kho-kho, long-jump and swimming. Some girls had participated in sports competition- '*Khel Mahakumbh*' and won prizes and certificates.
- Promoting exposure visits to places like

banks, railway stations, libraries, and science city to make them aware of the functioning of public service undertakings.

- Organising educational tours for familiarise girls with developments taking place in Science and Technology.
- Providing vocational training in local crafts. Girls trained in crafts participated in '*Akhil Bhartiya Hastakala Pradarshan*' and won certificates.

DISCUSSION WITH DIRECTOR Mahila Samakhya

The Director, *Mahila Samakhya* stated that girls enrolled in KGBV belonged to the most marginalised groups. In-depth surveys of drop-outs and never-enrolled girls were undertaken by *Sangha Members* in the months of May and June in their respective villages. *Sarpanches* were contacted to identify girls who have not gone to school for three to four years. Based on the information



provided by grass roots workers, a detailed list was prepared of girls from different villages who had discontinued schooling at different levels. The identified girls were given preference in KGBVs. The *Gram Panchayat* and *Sarpanches* played a proactive role in motivating parents to send their daughters to schools. As stated earlier, since KGBV has now completed more than nine years of existence in the state, girls who had passed out from KGBV, had also become mobilising agents. Another strategy adopted for motivating parents to send the girls to KGBV was by organising exhibitions in different parts of the state. In these exhibitions, different craft items and dresses made by the girls were exhibited to give parents first-hand information about skill based activities in KGBVs. These exhibitions encouraged parents to have a positive image of the scheme and its overall benefits.

The *Mahila Samakhya* Director also mentioned that sometimes discussions were held with influential caste *Panchayat* members to encourage them to motivate parents to send their daughters to schools. They were also appraised about the KGBV scheme. In 2010-11, '*Anandi Yatra*' and '*Tanavana*' were organising for the purpose of enrolling girls in schools and in KGBVs. Religious leaders were at times contacted to convince them about the importance of girls' education.

Mention was also made about meetings with parents at different

villages during late evening, i.e from 8:30 to 9 p.m., to convince them about the importance of girls' education. This time was chosen to get greater representation of parents from agrarian backgrounds, petty vendors and different wage labourers. Sometimes, audio-video materials were used for creating awareness amongst poor parents about the intergenerational impact the scheme had on education and empowerment of girls. One of the films used for spreading awareness about KGBV was *Keri Sansodhan*. In addition, a document that was widely disseminated was 'Girl Star' that was shared with drop-out girls for mobilising them to get enrolled in KGBV. This document mentions girl role models from different fields.

Teachers in KGBV are also trained for mobilising the community on girls' education and empowerment. In *Mahila Samakhya* run KGBVs, girls of 10 years are also enrolled, particularly those who have no parents and guardians. These girls are looked after by a budget provided by MS. Thus, it appears from discussions with Director of MS that KGBVs managed by them do adopt the overall guidelines of the scheme but some modifications are done at the implementation stage. This has been done to cover the most needy and deprived girls and thereby attempting to fulfil the RTE mandate.

Thus, from the discussions with senior level functionaries of the states, it was observed that the most

marginalised girls got preference in enrolments in KGBVs run by both the managements, i.e. SSA and MS. This was well in accordance with the guidelines of the scheme. However, as the scheme had completed more than nine years of its existence in the state, the criteria of enrolment had acquired certain modifications. Presently, it included girls who were orphans and of single parents.

In KGBVs managed by *Mahila Samakhya*, there was flexibility in norms related to enrolment. The intake capacity in Model –II was more than 100 girls at the time of the field visit. This additionality in number of girls and the recurring cost incurred on them, as mentioned, was managed by MS. During the discussion with MS functionaries, it was mentioned that they procured commodities of daily utility for girls, for example, cloth, food items, etc., by negotiating with wholesale dealers. In this, the *Sangha* women played a proactive role in procuring food items for girls from the community.

There are no specific guidelines for enrolling girls with disabilities.

Multiple context specific strategies are evolved for mobilising community and parents for making them aware about the scheme. Follow-up of girls is undertaken by wardens and teachers, especially for girls who had dropped out. Parents and girls are counselled and confidence-building measures are adopted to bring back the girls into KGBVs. Seats are only filled when the girls fail to return within three months.

The process of assessing the learning levels of girls to be enrolled has not been documented.

PERCEPTION OF KGBV TEACHERS

The present KGBV was established after a lot of struggle. During discussions with the teachers, it emerged that they had to face a lot of challenges in bringing girls to KGBV and in gaining the confidence of parents and the community members. They added that for mobilising girls for the scheme they had to adopt

CASE STUDY 1

District	Vododara
Block	Chhota Udepur
KGBV	Zoz
Model	1
Location	Gamanfaliya Main Road, At. Gamanfaliya, Ta. Chhotaudepur, Vodadara
Management	<i>Sarva Shiksha Abhiyan</i>
Building	Own
Enrolments in 2013	100



multiple strategies. Initially, they had to personally visit villages, meet community members and convince them about KGBVs and their facilities. In the last few years, pass out girls from the scheme were used for motivating parents, girls and community members. Enrolment drive for identifying potential girls is generally done in the month of April. Admissions are done in KGBVs in the month of June. It was stated that for the last three years' parents themselves are coming personally to KGBVs to enroll their daughters.

The never-enrolled girls are initially bridged for nineteen days in writing, numeracy and reading skills. Once they get familiar with these competencies, they are exposed to the curriculum of Classes I to V. Approximately, fifty-five days or more are required to bridge girls who had dropped out of Class IV. Efforts for bridging girls to Class VI varied from girl to girl. Normally, bridging takes place for one year in some cases. Thus, in limited cases, girls in KGBV stay for a period of four years. At the time of field visit, 90 per cent girls enrolled are from ST communities. They were from Rathava, Naika and Dhanka communities. Most of the girls had parents from low socio-economic backgrounds; they were daily wagers, construction workers and migrant labourers.

The curriculum in KGBV consists of subjects like Gujarati, Hindi, English, Sanskrit, Maths, Science and Social Sciences. Textbooks used in the primary schools of the state are adopted. Method of assessment is similar to those followed by government primary schools of the state. But the girls have difficulty in understanding Maths, Science and English language. The books used by girls are those of Gujarat State Board.

Issues of safety and security are given top priority. Girls are taught



the use of *lathi* for self-defence. Training in *Karate* is also imparted to girls for ensuring their security. During the field visit, demonstration of *Karate* was shown by using terms in Gujarati. Regular *Chowkidar* is appointed for providing secure environment to all girls. All important contact numbers of police personnel and administrative officials of the block and the district are painted on the walls of KGBV.

The enriched curriculum consists of folk dance, music and yoga etc. Sports and physical education are an integral part of the curriculum. Girls in the KGBV are trained in shotput, kabbadi and other athletics events. Teacher and wardens proudly state that some of the girls participate in state level competitions. A few girls have got certificates and medals. Many sports competitions are held by SCERT, *Khel Mahakumbh*, for all primary schools at the block, district and state levels. In these competitions, KGBV girls participate (For details, see publication on Initiatives on Girls' Education under SSA-Gujarat, 2010 to 2012).

Curriculum related activities and enriched curriculum in KGBVs had helped in building confidence among parents and the community. This has positively impacted the enrolment of girls. For the last two years, there has been a growing demand for enrolments of girls. However, as per the scheme guidelines,

only 100 girls are admitted. While the guidelines of the scheme are followed, sometime the teachers had to evolve new criteria for admission by giving preference to girls who had applied earlier.

In the context of enrolment, there was a consensus among senior functionaries and teachers that the most marginalised girls got admitted in KGBVs and that no separate criteria existed for girls with disabilities. This was also observed during the field visit.

DISCUSSIONS WITH TEACHERS, CRC AND BRC COORDINATORS FROM KGBV, NASWADI BLOCK, POCHAMBA

The teachers and BRC coordinators from Pochamba disseminated knowledge about KGBV in local weekly markets i.e. *haats*. There was mention of two *haats* i.e. Dhvand Ghat and Rangpur *haat*. This initiative was a success as poor parents came to know the details of the scheme. The coordinators mentioned that this scheme with all its provisions had



motivated parents from low socio-economic backgrounds to educate their daughters. The commonly cited attraction was that it addressed the direct and opportunity cost of educating their daughters. Further, the officials also mentioned that now parents want to educate their daughters as there is a feeling that educated girls would help in improving the quality of life of their families of origin, and also in procreation. According to them, the KGBV scheme has seeds of intergenerational impact on equity, equality and quality concerns in education.

Teachers from Pochamba unanimously stated that now there was no need for them to make extra efforts for convincing parents to send



their daughters to school. KGBV had now emerged as an elite institution in Educationally Backward Blocks (EBBs). The overall environment

comprising of educational facilities, food, and health check-up, life skills, training in self-defence and in traditional crafts motivated community members, parents and girls.

DISCUSSION WITH PARENTS

Parents were satisfied with the KGBV scheme. They mentioned that they got to know about KGBV through various sources. Some of commonly cited ones were:

- Local media
- Teachers and wardens
- Meeting with *Sarpanches*
- Local weekly *Haats*
- From KGBVs girls
- Community members

Parents are very enthusiastic about the scheme. They proudly mentioned that the KGBV environment had impacted the overall personality of their daughters. In their own words, they mentioned the following:

Parents did not mention the academic aspect of the scheme, as they were illiterate. They were more than happy to know that the scheme took full care of their daughters' academic needs and they had not incurred any direct expenditure on education.

They expressed their satisfaction on the overall performance of their daughters and gave full credit to the teachers for this.

अभिभावकों के विचार

सभी अभिभावकों ने कहा कि के.जी.बी.वी. में लगातार स्वास्थ्य की जाँच होती है और उनकी लड़कियों का स्वास्थ्य अब अच्छा रहने लगा है और हम इस व्यवस्था से संतुष्ट हैं। हमारे गाँव की लड़कियाँ अच्छा पढ़ रही हैं और हम चाहते हैं कि जो लड़कियाँ हमारे गाँव में शिक्षा से वंचित रह गई हैं उन्हें भी के.जी.बी. वी. में दाखिला मिले। उन्होंने स्पष्ट रूप से कहा कि जो लड़कियाँ के.जी.बी.वी में पढ़ रही हैं वे बाल-विवाह के खिलाफ हैं। वे आगे पढ़ना चाहती हैं और अपने परिवार और समाज की सेवा करना चाहती हैं। उनका सपना है कि वे आगे चलकर अध्यापिका, क्लेक्टर, डॉक्टर, इंजीनियर बनें। कुछ अभिभावकों ने कहा कि उनकी शिक्षित लड़कियों के कारण उनके जीवन में भी काफी परिवर्तन आया है। उनकी लड़कियाँ जब घर आती हैं तो साफ-सफाई के बारे में, स्वास्थ्य के बारे में और बातचीत के तौर-तरीके के बारे में जानकारी देती हैं। इससे उनका जीवन भी सुधरने लगा है। पढ़ाई की महत्ता के बारे में चर्चा करती है जिससे गाँव की और लड़कियाँ भी प्रोत्साहित होती हैं। अब उन्हें सिलाई, सुरक्षा, जूडो-कराटे, योगा और अपनी सभ्यता और संस्कृति के बारे में अच्छी जानकारी रहती है। नृत्य और संगीत तथा हस्तकला का अच्छा प्रशिक्षण दिया जाता है। अभिभावकों ने कहा कि वे के.एम.सी. की मीटिंग में शामिल होते हैं। वे चाहते हैं कि सरकार के.जी.बी.वी. को कक्षा बाहरवीं तक करे।

During discussions, the girls mentioned that they came to know about KGBV from senior girls studying in KGBV. The other sources of information were their own parents, community members. Sometimes, newspapers mentioned about KGBV. Before joining KGBV, their learning levels were assessed by appearing for written and oral tests. However, they were not very clear in their response. Mostly girls stated that they had to appear for oral test. To elicit in-depth perceptions of girls on procedure of enrolment and other provisions of the scheme, interview schedules were set up for ten girls. Out of them, four girls mentioned that they were studying in Class V before joining KGBV. Two girls mentioned that they were studying in Classes I and II and had dropped out after these classes. After

GROUP DISCUSSION WITH GIRLS

Table 12

Age of KGBV girls interviewed

Age	Number of girls
13-16	10

Source: Field Data



a period of three years, they joined KGBV. Four girls mentioned that they had passed Class III and had dropped out. The commonly cited reason for discontinuing education was poverty of the household, involvement in remunerative agrarian work and migration of parents.



In the context of curriculum, the girls mentioned that initially they had problems in understanding the content related to different subjects of Classes V and VI, but after bridging was done for a period varying from three to nine months, they were able to understand the syllabus of Class VI.



Girls were very happy with the facilities provided to them in KGBV. They were very appreciative of the food provided to them. In addition, they mentioned that the training provided to them in karate and using lathis for self-defence was very useful. They mentioned that the training they got in self-defence would be used by them in training other girls in their village and in the neighbourhood. Sessions on dance and music helped them to be connected with their culture and heritage. There was a unanimous agreement among them for up scaling KGBVs up to Class XII.

CASE STUDY 2

District	Panchmahal
Block	Halol
KGBV	Dhinkva
Model	II
Location	KGBV Building, At. and PO. Dhinkva, Ta. Halol
Management	<i>Sarva Shiksha Abhiyan</i>
Building	Own
Enrolments in 2013	102



During focus group discussions, girls reported that there was no girl among them who was specially challenged. None of their peers had any kind of disability— visual, hearing or orthopedic. They were also not very clear about the disabled girls in their families and in their own villages in terms of number or their educational status. Only one girl mentioned that her mother did not want to educate her disabled sister as she felt that education held out no future for her.

DISCUSSIONS WITH BRC/CRC COORDINATORS



The coordinators divulged that enrolments in KGBVs were conducted by organising surveys and enrolment drives in the months of March and April. Girls are enrolled in the month of June. The present scheme had positively impacted the overall status of girls. They added that in district Panchmahal, the incidence of child marriage had declined considerably. Also, reported cases of mis-match marriages of older girls with younger boys show a declining trend. The coordinators mentioned that one

of the reasons responsible for this phenomenon was the proactive role of *Mahila Samakhya* and *Sangha* members. There was also a mention of efforts of non-governmental organisations in preventing such customary practices; however the names of the organisations were not stated. The coordinators mentioned that KGBVs are now becoming agencies of social change, particularly among adolescent girls. According to them, the criteria of enrolment followed were multiple. Some of them are:

- Girls who dropped out of school during past two years.
- Never-enrolled girls belonging to age-group 12-13 years.
- Girls whose parents reside in difficult geographical terrain like hilly areas, scattered habitation and forest reserve areas. Girls in scattered habitation were given preference in KGBV, especially those who came from areas having no school.
- Girls with single parent.
- Orphans.
- BPL card holders.
- Girls whose parents are migratory.

Girls sometimes dropped out in between academic sessions; their seats are kept vacant for three months only.

The BRC and CRC coordinators stated that parents of enrolled girls migrated from Panchmahal district because of poverty, small holdings, and absence of source of income, debt due to borrowing for spending

on social and cultural functions. Alcoholism among male members of the family not only compounded poverty of the household but also impacted the overall wellbeing of girls and women. Parents generally migrated to Kathiwar, Rajkot, Sabarkantha and Saurashtra.

The Cluster Resource Coordinators (CRCs) stated that enrolments in KGBV adopted a few other strategies that were earlier stated by senior officials and parents. Some of them were door-to-door surveys, organisation of parents seminars and night meetings with them. Also, Right to Education (RTE) campaigns were conducted at *Gram Sabhas* and *Panchayats*, wherein enrolment and retention of girls in KGBVs were focused upon. Four days' campaign "Let's show

the dreams" was used to mobilise community members on issues related to education and empowerment of the girl child. Popularising KGBV scheme with details was also done through posters, rallies, etc. In these rallies, posters were used to disseminate details of the scheme.

The BRC and CRC coordinators stated that the girls were imparted the following skills in KGBV:

- Repairs of cycles.
- Use of potter wheel and instruments used by blacksmiths.
- Traditional printing '*pithore*' along with filling colours in different motifs and designs.
- Beauty parlor technique.
- Jewellery designing.
- Preparing bamboo items.
- Drawing.



- Painting.
- Using computer for designing and typing.
- Skills related to preparing nutritive food items.
- Communications and negotiation skills.
- Karate.
- Music and traditional folk dance.
- Stitching, knitting and sewing.
- Gardening.

DISCUSSION WITH PARENTS



Parents overwhelmingly mentioned that they wanted to educate their

daughters in KGBV. They were fully satisfied with the academic and other provisions given to girls for their overall development. They informed that in their villages, the *Sangha* members played a crucial role in mobilising girls for education and enrolments in KGBV. Now, KGBV girls have become role models for other girls in their village. As mentioned earlier, KGBV girls have now become important agencies of mobilising other drop-outs and never-enrolled girls in the villages. Parents reported that KGBV experiences had made their daughters assertive, knowledgeable and agents of social change. Their daughters have voiced their opinion against child marriage and were more aware about health and hygiene, particularly menstrual management. In the context of education, they have expressed their desire to pursue higher and professional education. They want to be gainfully employed and contribute to the finances of their family. They strongly felt that

अभिभावकों के विचार

हम लोग इस स्कीम से बहुत संतुष्ट हैं। हमारे समय में अगर यह होता तो हम सब पुरुष एवं महिलाएं भी पढ़-लिख जाते। जीने के अच्छे तौर-तरीके सीख जाते, जिससे अपने परिवार और समुदाय को बेहतर योगदान प्रदान करते। एक अभिभावक ने कहा कि उसकी लड़की तथा वे लड़कियाँ जो के.जी.बी.वी. में पढ़ रहीं हैं वे सभी गाँव की शोभा बन गई हैं। पढ़ाई के अलावा ये लड़कियाँ अपनी और गाँव की हर लड़कियों की सुरक्षा कैसे की जाए उसके बारे में अच्छी जानकारी रखती हैं। सुरक्षा से संबंधित लाठी और कराटे की जानकारी सभी को देती हैं। हमारी लड़कियाँ तथा गाँव की हर लड़की अब अच्छा पढ़-लिख जाती है। साफ-सफाई के तौर-तरीके के बारे में भी के.जी.बी.वी. की लड़कियाँ प्रचार व अच्छी जानकारी रखती हैं। हम सभी चाहते हैं कि के.जी.बी.वी. को बाहरवीं तक किया जाए और अन्य ब्लॉकों में भी इस स्कीम को स्थापित किया जाए ताकि गाँव की कोई भी लड़की स्कूली शिक्षा से वंचित न रहे।

education would improve the quality of their family and would have an intergenerational impact on girls, education and empowerment. Some of the parents also stated that the educated daughters helped in preventing domestic and community based violence against girls and women.

DISCUSSIONS WITH TEACHERS



Teachers revealed that when the scheme began in the state they had to face problems in enrolment of girls.

It was a big challenge for them to convince parents to send their daughters to residential schools like KGBV. In addition, bridging girls was a trying experience for them. Girls seeking admission not only came from different socio-economic backgrounds but also from varying levels of education. Grouping them according to learning level was not an easy task. They were administered both oral and written tests. In this regard, textbooks of government primary schools were used. The period of bridging for drop-out girls varied from three to nine months. Girls requiring individual attention to reach up to the sixth standard were given special attention during extra hours after their enrolment in the scheme.

All the teachers are graduates in particular subjects. Most of them have both pre-service and in-service training experience. In the context of RTE Act, since 2011, teachers recruited in KGBV were TET passed. Part-time teachers appointed were qualified in subjects like Arts, Drawing, Yoga and Computers. They were provided training in content areas related to Mathematics, Science and English by DIET faculty members. Teachers in KGBVs managed by *Mahila Samakhya* were also trained by NGOs. Teachers also stated that the themes that are covered, specially during the induction training programme, related to background of KGBV scheme, socio-economic profile of KGBVs girls and strategies that need to be adopted for inclusion.

There was unanimous agreement among the teachers that since the scheme had completed more than nine years of existence, the initial challenges and bottlenecks faced by them no longer existed. The situation had gradually changed. The environments in KGBV along with facilities provided to girls are now motivating parents from marginalised communities to send their daughters to schools, preferably KGBV. Most of them wanted their daughters to continue their education up to the higher secondary stage. In fact, there was more demand than seats available in the scheme. Further, girls were also convinced when they saw their seniors doing well in KGBV. The teachers highlighted enrolment strategies that were referred by other stakeholders. Some of the ones practised were:

- Door-to-door survey.
- Organisation of rallies and night meetings with parents.
- Holding exhibitions by KGBV girls to convince community members and parents about the scheme and available facilities.
- Dissemination of the scheme by the *Sangha* Members for convincing parents and community members.

Bridge course is provided to girls to bridge them to Class VI. Bridge courses were provided in language and Mathematics. These courses are developed by teachers. Bridging of drop-out girls varies from 30, 45 to 60 days.

DISCUSSIONS WITH *SANGHA* MEMBERS



The *Sangha* women stated that they were already working for education and empowerment of rural girls and women in the district. KGBV initiative had further motivated them to bring the most marginalised girls into the portal of education. They observed that education had both intrinsic and extrinsic value. According to them, educated girls would help in bringing about qualitative change in their own lives and their families of origin, and in procreation. For enrolling girls in KGBV, they conducted door-to-door survey in rural areas for mapping drop-out and never-enrolled girls. Once a detailed data base was prepared, they would contact parents individually and motivate them about benefits of education and its intergenerational impact on status of girls and women.

The *Sangha* women said that during discussions with parents they disseminated the entire nitty-gritty of the scheme. Sometime, they had to physically get girls to KGBV. *Sangha* women also conducted “*Anand Yatras*”

for sensitizing community members on the importance of girls' education. Two *Sangha* women mentioned that in their own villages they encouraged women construction workers to send their daughters to KGBV. They said that the construction workers had earlier sent their daughters to *Mahila Shikshan Kendras* run by them and they later send their daughters to KGBV for pursuing elementary education. Members of the *Nari Adalat* (Women's Court) particularly propagated the importance of girls' education to male members of the village so that they would send their daughters to school or KGBV. It was also stated that in the regular *Sangha* meeting organised by MS, one important agenda is promotion of girls' education.

The *Sangha* women added that during awareness campaign conducted by them all efforts were made to mobilise the communities from scattered habitations in sending their daughters to KGBV.

DISCUSSION WITH GIRLS

Table 13

Age of KGBV girls interviewed

Age	Number of girls
11-16	10



There was mixed response of girls regarding strategies adopted for enrolling them. Perceptions elicited from interview schedules canvassed to ten girls were varied. Out of ten girls, only three mentioned that some kind of oral test was administered to them for knowing their educational level. After the test they were admitted to Class VI. The girls are happy with the facilities provided to them in KGBV.

Most of them mentioned that they were studying before joining KGBV. Only four girls were studying in Class V before joining KGBV. The remaining six had dropped out from Classes III or IV before joining KGBV. The following reasons were cited by them for discontinuing their education:

- Poverty of the household.
- Care of siblings.
- Frequent migration of parents.
- Difficulty in understanding subjects related to Maths and English.

Girls mentioned that after joining KGBV they were motivated to pursue higher and professional education. They stated that the pedagogical approach followed in teaching different subjects encouraged them to pursue higher and professional education.

SOME SUCCESS STORIES



Name : Rathva Sheela Mage
Community : ST
Age : 17
Class : XII

Rathva is a former student from KGBV, Kwant, Vododara. She did commerce in Class XII. She wants to pursue BBA, B.Com., M.Com. and later become a Chartered Accountant. She does not want to marry.

She belongs to village Namacosta in Kwant Taluk. In her village, there was only one primary school and therefore she studied up to Class V. Her school teacher informed her about KGBV. The teacher spoke to her parents about KGBV and all facilities provided in the formal residential school and helped her to get enrolled. Her parents were very happy with KGBV and decided that they would

provide all support to her so that she would complete her school education. Rathva Sheela was highly motivated when she joined KGBV by the existing enabling environment that provided all opportunities to her for pursuing her dreams. She mentioned that a lot of activities were conducted in KGBV for concept clarification in different subjects. She was particularly happy with the project work that was conducted during the teaching of science and social science. Both the subjects were taught with the help of teaching aids and organisation of exposure visits to places of historical and cultural importance. The teachers in KGBV made all efforts to address difficulties encountered in subjects. She also mentioned that human values related to learning to live together was emphasised. Focus of activities in KGBV was on physical fitness, cleanliness, hygiene. A lot of emphasis was on promoting skills of communication and negotiation. She was a member of Bal Sabha and propagated among peers about the ill effects of child marriage.

According to her, peer group interactions were one of the positive aspects of KGBV. Here, they had a chance to discuss issues that impacted their overall growing up. They discussed about menstrual management and also about addressing difference forms of violence encountered by them and their family members.

Sheela added that after studying in KGBV, her individual identity

had been recognised by her parents. Now they value what she says and encourage her to pursue higher and professional education. Her father said that though his earning was limited as a driver, he would save money for sending her for higher education. She added that after successfully passing out from KGBV she enrolled herself in Classes IX and X in the nearby *Ashramshala*. However, the facilities in *Ashramshala* were limited.

Recalling her experience in KGBV, she mentioned that they were now model schools for girls, as they provide every opportunity to marginalised girls to bring out their best. Parents and the community members had positive opinion about KGBV. The entire community felt proud of her achievements and hoped that she would work for upliftment of women of her village.

Summing up her experiences in KGBV, she said that it had a multiplier and cascading impact on her, her family and the community. It led to her personal growth, improvement in quality of life of her family and she became a role model for the entire village. Now parents in her village want to educate their daughters.

Name : Rathva Sangita
 Community : ST
 Age : 18
 Place : Chotanagar,
 Taluk, Pavi, Jetpur

Rathva is a former student of KGBV, Vododara. She has passed Class XII. She had done Arts and

the subjects she liked most were Psychology, Philosophy, Sanskrit and Computer. She is from BPL family and wants to become a nurse. Due to poverty and community pressures, her parents got her married. Recalling her schooling experiences she states that her early education at the primary level was in her own village. Here, the teaching and learning process focused on rote learning. After school hours, she would spend time grazing cattle and doing household chores. Her mother was informed by *Sangha* members about KGBV and she was highly motivated. She decided to send her to KGBV so that she could complete elementary education. She stated that she was successful in getting enrolled in KGBV, but initially found the environment very restrictive. Many times, she wanted to run away because of strict rules and regulations. However, slowly teachers and students made her feel comfortable and she decided to pursue her education in this residential school. She happily stated that she enjoyed all the activity-based teaching learning methods adopted by different teachers in the teaching of Science and Maths. Even though the enriched curriculum stressed on stereotyping, it was liked by her as she saw great utility in it. She felt that stitching and sewing her own dresses saves money of the household. She would also pursue it as a profession later. She proudly stated that she succeeded in getting four more girls to KGBV from her village.

Name : Salat Pushpa
 Community : OBC
 Age : 16
 Village : Hirapur,
 Jambughoba

Name : Salat Sharmistha
 Community : OBC
 Age : 17
 Class : IV

Salat Pushpa has passed Class X with 68 per cent marks. She was a student of KGBV, Dhinkva. She liked English as a subject as well as a medium of education. Presently, she has joined stitching classes in Vadodara. She aspires to start her own business in stitching and tailoring later in life.

She mentioned that she had got her initial education in her own village. She studied up to Class III and had dropped out because of poverty, household chores and sibling care. Her mother was motivated by *Sangha* women to make her pursue her education in KGBV. According to her, this scheme took care of all expenses related to education and overall development of girl from marginalised groups. She narrates the positive impact being enrolled in KGBV had on her overall personality. In KGBV, she liked the different pedagogical approaches followed in teaching different subjects. She liked the food and skill-related activities such as sewing, stitching, karate, athletics and exposure visits. In KGBV, social issues were discussed with girls', for instance, related to child marriage. Most of her friends were against it and they mentioned that when they would go to their own villages, they would influence their friends not to succumb to such practices.

Sharmistha begun her education in her own village and studied up to Class IV. Later, she enrolled in *Mahila Shikshan Kendra* and joined KGBV, Dhinkva to complete her elementary education. After passing out from KGBV, she studied at higher secondary school at Jambughoda which was government-aided. She had successfully passed Class X examination with 86 per cent marks. The subjects taken by her were Gujarati, Hindi, English, Maths, Sanskrit, Social Studies and Science. She wants to become a professional tailor.

She recalls her stay in KGBV as a stepping stone for pursuing her ambition of being an independent professional. In KGBV, she was satisfied with the methodology of teaching and the food provided to the girls. She said that time management in KGBV was realistic and the day was fruitfully spent in academic and co-curricular activities. She specially liked physical activities, sports and karate taught to girls for self-defence. She mentioned that KGBV gave her confidence in speaking English and voicing her opinion without any fear. Her mother can also speak some English words taught by her. Village women also seek help from her in speaking English.

MAJOR FINDINGS

- Since KGBVs have been in existence in Gujarat for more than nine years, the scheme has acquired confidence among parents and community. Therefore, canvassing for the scheme is not always necessary. Sometimes there is more demand of enrolment than the existing provisions.
- The pass-out girls of the scheme have now become agents of mobilisation.
- There is no specific provision for admitting girls with disabilities.
- Multiple strategies are adopted by both agencies managing KGBVs.
- Follow-up mechanism of drop-out girls once they had enrolled in KGBV was done for a period of three months.
- The percentage of never-enrolled girls in KGBVs was minimal.
- Criteria for enrolling girls are based on the guidelines of the scheme; however additional criteria like orphan girls and of single parent are also preferred for admission.
- There are no fixed criteria for assessing learning levels of girls.
- There was varied response by stakeholders about bridging mechanism in assessing learning levels of girls entering KGBV. Responses were related to both oral and written assessment tests.
- Bridging was done with the help of state textbooks.
- Girls from KGBV had transited to higher education. It appeared that there was a positive linkage between KGBV and secondary education.
- Stakeholders reported that, in future, KGBV girls would have an inter-generational impact on overall education and empowerment of girls from the marginalised groups.
- Selection procedure covered the most needy and marginalised girls as per RTE norms.
- KGBV scheme had the potential of changing the nomenclature of Educationally Backward Blocks (EBBs) to Educationally Forward Looking Blocks (EFLBs).
- In Gujarat, the government has started a Gujarat KGBV programme and has opened KGBV in Non-EBB blocks. This initiative is fully funded by the state government.
- Gujarat has forged links with MNREGA scheme for building and construction, and training security guards who have been placed in 28 KGBVs.
- States like Gujarat and Jharkhand have started residential schools with state funds or through Public Private Partnership (PPP).
- In all states, including Gujarat implementing Models II and III, the data on KGBVs were captured in U-DISE.
- Transition of girls from KGBV to Secondary level is ensured in Gujarat, where additional

budget is provided for conveyance allowance and hostel facility in 22 KGBVs. The girls reside in KGBV and attend nearby government schools in Classes IX and X.

SUGGESTIONS

- Guidelines for enrolment of girls in KGBV can be formulated.
- Database on girls belonging to communities who are still not attending formal education can be prepared. This would help in enrolling girls from those communities.
- Period of bridging drop-out and never-enrolled girls can be specified.
- Provisions need to be made for girls with disabilities.
- Teaching and learning facilities for specially challenged girls can be identified.
- In-depth database of the enrolment of marginalised girls can be developed community-wise.
- A comparative study of KGBVs and *Ashramshala* can be undertaken to know community support and provisions provided to girls from marginalised groups.
- Data on age appropriate admissions in each Class can be prepared. This would help in knowing the socio-economic profile of each girl who enters the scheme after Class VI.
- Documentation of areas can be done where the scheme converges with other State Departments/ Public Sector Undertakings, etc. for improving the overall facilities in KGBVs.
- Research studies can be undertaken to know whether there exists any kind of interface of MGNERGA with KGBVs.

REFERENCES

- Basu, Aparna. 1976. 'Role of Women in the Freedom Movement', in B.R.Nanda, ed., *Indian Women from Purdah to Modernity*. Vikas, Delhi.
- Handbook: *Kasturba Gandhi Balika Vidyalaya (KGBV)*. 2007. *Providing Access to Girls in the Education System*. Ministry of Human Resource Development, Government of India, New Delhi.
- India Human Development Report. 2011. *Towards Social Inclusion*. Planning Commission. Government of India, Oxford University Press, New Delhi.
- India Rural Development Report 2012-13*. (2013). Orient Black Swan, New Delhi.
- Gujarat Council of Elementary Education. 2012. *Initiatives on Girls Education under SSA-Gujarat*. SSA, Gujarat.
- MHRD. 2007. *Report on the National Evaluation of Kasturba Gandhi Balika Vidyalaya Scheme*. New Delhi.
- National Council of Educational Research and Training. 2012. *National Achievement Survey Class V*. SSA-Technical Cooperation Fund, New Delhi.

National Council of Educational Research and Training. 2008. *Report of "National Consultation on Kasturba Gandhi Balika Vidyalaya: A Visionary Initiative"*. Department of Women's Studies, New Delhi.

Government of India, Chandigarh/Shimla. 2007-08. *Statistical Profile on Women Labour. Labour Bureau, Ministry of Labour and Employment.*

MHRD. *The Right of Children to Free and Compulsory Education Act, 2009.* Department of School Education and Literacy, New Delhi.