

GIRLS EDUCATION UNDER SARVA SIKSHA ABHIYAAN: A STUDY IN FOUR DISTRICTS OF UTTAR PRADESH (INDIA)

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Abstract

Men and women are the two driving wheels of society; both depend on each other. In the ancient, medieval and pre-modern periods the societies remained patriarchal in nature. Modern and post-modern society has brought sea changes in the perception of men towards women. Now women hold a better position, respect and dignity. Women have proved, through various examples that they can work rubbing shoulders with men in all walks of life. This progression has created the demand for equal educational opportunities to men and women. As women carry a dual role of homemakers as well as professionals, they are placed in a more important position to be the center of gravity of the family. Due to this remarkable significance, education of girls has become more important. Reaching out to each and every girl child is central to the efforts of universalizing elementary education. Sarva Shiksha Abhiyan (SSA) or 'Education for All' (EFA) Programme recognizes that ensuring girl's education requires changes, not only in the education system of the state, but also in societal attitudes. The Present paper discusses the status and prospects of girls' education in the four districts of Uttar Pradesh (India) in the light of schemes launched under Sarva Shiksha Abhiyan (SSA), implemented in the entire country in 2001.

Keywords: Sarva Shiksha Abhiyan (SSA), Girls Education, Elementary Education, Education For All (EFA), Kasturba Gandhi Balika Vidyalayas (KGBVs)



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Introduction

To achieve a real development of the society and the world, both men and women needs to be empowered in all the aspects. Women's contribution gives an important impetus to the growth and development of the society. Women constitute almost fifty percent of the population at all stages. If they are not mainstreamed and are not given opportunities to contribute in the all-round development of society, the society will be lagging behind. The National Commitment to provide free and compulsory education to all children between 6-14 years of age is now a Fundamental Right of every child in India after the passing of the 86th Constitutional Amendment Act, the RTE Act, 2009 and its coming into force with effect from April 1, 2010. Despite this and the other provisions, it is observed that girls' education in India has suffered for many reasons.

Targeting the areas where girls education was lagging behind, Government of India launched two focused interventions for girls - (i) the National Programme for Education of Girls at Elementary Level (NPEGEL) launched in September 2003, and (ii) Kasturba Gandhi Balika Vidyalaya (KGBV) launched in August 2004 to reach out to the girls from marginalized section of the Indian Society where female literacy is below the national average and the gender gap in literacy is above national average.

Education is the backbone and the defining attribute of a cultured society. It is the most powerful tool for bringing revolution in human life and society. It has the potential to mark a difference between human beings and other creatures on the earth. No nation can rise above the level of its education. For improving upon the status, one needs to improve its education. Women constitute almost 50% of world's population. If girls and women are kept out of education, half of the society will remain uneducated thereby half of the manpower will not be contributing towards the growth and development of society at large. Considering this reality, nations and global organizations are putting hard efforts to bring equality and equity in all spheres of life including the provision of equal opportunities for girls and women in education at all stages.

Promoting gender equality through girls' education is a part of a broader and holistic effort by the World Bank Group. It tries to ensure that girls do not suffer disproportionately in poor and vulnerable households and societies, especially during times of crisis, advancing skills and job opportunities for adolescent girls and young women.

Education is one of the most powerful and critical areas of empowerment for all in general and women in particular, it was also accepted and affirmed in International Conference on Population and Development held at Cairo (ICPD-1994) and the United Nations World Conference on Women held at Beijing (1995). There are lots of examples that offer some of the clearest analogies of discrimination faced by women at global level. The number of girls not attending school is twice to boys. Similarly, among total illiterate adults there is twice the number of women to men. Providing girls basic education is one sure way of making them empowered through which they can make genuine choices and take decisions with regard to their lives, the way they want to live in the society. This is not a luxury, but an individual's right to live her life in her own way, the Convention on the Rights of Children, and the Convention on the Elimination of All Forms of Discrimination against Women establish it as a basic human right. (<https://www.unicef.org/sowc96/ngirls.htm>, dated 19.1.2017, 3.15 pm).

An educated woman possesses the skills, information and self-confidence that are needed to be a better parent, workforce and citizen. For example, an educated girl is likely to marry at a later age and have fewer children and educate them in best possible way. Cross-country studies show that an extra year of schooling for girls reduces fertility rates by 5 to 10 percent (Tanko, J. 2017). In India, the infant mortality rate of babies whose mothers have received primary education is half as compared to the children of illiterate mothers.

An educated woman is also more productive and better paid at work. Investments on women education also pay back more as dividend in comparison to the men. Research findings of the studies conducted in a number of countries shows that an extra year of schooling increases a woman's future earnings by about 15 per cent, as compared to the 11 per cent for a man.

Provision of Girls Education in India

SarvaSikshaAbhiyan (SSA) in India and Education for All (EFA) at international level are such Programmes which aim to providing educational opportunities to all so that everyone gets education of equitable standards. SSA was launched in India in the year 2001 with many innovative schemes including provision for girls' education in the form of National Programme for Education of Girls at Elementary Level (NPEGEL) and the Kasturba Gandhi Balika Vidyalaya (KGBV); let us examine these schemes one by one.

1. National Programme for Education of Girls at Elementary Level (NPEGEL)

National Programme for Education of Girls at Elementary Level (NPEGEL) is a focused intervention of Government of India (GOI) for girls' education launched in 2003. The programme provides for setting up of a 'model school' in all educationally backward blocks (EBBs) of the country where the level of rural female literacy is less than the national average (46.3%, 2001 census) and the gender gap between male and female literacy is above the national average (21.53%, census 2001); in blocks which do not come under EBBs but having at least 5% SC/ST population with their literacy below 10%; and also in some selected urban slums. Based on these criteria, 280 blocks out of 313 were covered under NPEGEL. The scheme targeted out of school girls, dropped out girls, over-age girls, girls from marginalized social groups, girls with low attendance and girls with low level of achievement.

2. Kasturba Gandhi Balika Vidyalaya (KGBV)

The scheme of Kasturba Gandhi Balika Vidyalaya was launched in 2004 with objectives to provide educational opportunities for girls belonging to SC, ST, OBC, minority and families

below poverty line in Educationally Backward Blocks (EBBs). In these blocks, KGBVs have been set up at all places with:

- 1) High concentration of tribal population, low female literacy and/or a large number of girls were found out of school;
- 2) High concentration of SC, ST, OBC and minority populations, low female literacy and/or a large number of girls were found out of school;
- 3) Areas having low female literacy; or
- 4) The areas having large number of small scattered habitations which do not have or do not qualify to have a school.

In Kasturba Gandhi BalikaVidyalayas, 75% seats are reserved for girls belonging to SC, ST, OBC and minority communities. Rest of the 25% seats is accorded to girls from families below poverty line on priority basis.

Present Study

The present study was conducted in the four districts of Uttar Pradesh (India) namely Amethi, LakhimpurKheri, Rae Bareli and Shravasti with the following objectives.

Objectives

1. To find out the enrolment pattern of boys and girls at primary and upper primary levels.
2. To study the attendance pattern of boys and girls at primary and upper levels.
3. To find out the enrolment patterns of girls belonging to SC, ST and minority communities at primary and upper primary level of schooling.
4. To study the attendance pattern of girls belonging to SC, ST and minority at primary and upper primary levels.
5. To study the status and functioning of KGBVs in the selected districts.
6. To study the perception of senior girls residents of KGBVs regarding their After-KGBV Education and career.

Methodology

Population and Sample

The present study was descriptive in nature based on survey method conducted to assess the status of girls' education in the four selected districts of Uttar Pradesh, India. Out of these four districts forty schools each district was selected randomly from the list of primary and

upper primary schools of all the selected districts. This gives a total of 160 sample schools for the purpose of this study.

Tools

Data was collected with the help of a comprehensive Data Capture Device (DCD), which includes (i) questionnaire for headmasters, teachers and students, (ii) checklist for infrastructure and other facilities, (iii) observation schedule and (iv) interview with principals, teachers, students, warden of KGBVs, members of VEC and local community people available on the day of visit.

Data Analysis and Interpretation

The data collected from the four districts with regard to enrolment and attendance of boys and girls in primary and upper primary classes are shown in table 1.1 (enrolment) and table 1.2 (attendance). The attendance across the various categories of girls i.e. SC, ST and minority is depicted in table 1.3.

Table 1.1 Enrolment of boys and girls at primary and upper primary levels

Districts	No. of Sample Schools	Total Enrolment		Boys Enrolment		Girls Enrolment	
		Primary	Upper Primary	Primary	Upper Primary	Primary	Upper Primary
Amethi	40	2274	857	1118 (49.17%)	414 (48.30%)	1156 (50.83%)	443 (51.70%)
Lakhimpur Kheri	40	1863	2707	911 (48.90%)	1382 (51.05%)	952 (51.10%)	1325 (48.95%)
Rae Bareli	40	1730	2291	776 (44.85%)	882 (38.50%)	954 (55.15%)	1409 (61.50%)
Shravasti	40	3837	1797	1818 (47.38%)	1073 (59.71%)	2019 (52.62%)	724 (40.29%)
Total		9704	7652	4623	3751	5081	3901
		17356		8374		8982	

Discussion

As the table 1.1 indicates, admission of girls at primary level is more than the boys in all four districts. At upper primary level enrolment of boys are more in LakhimpurKheri and Shravasti and less in Amethi and Rae Bareli. As a whole, admission of girls (8982) is more than the boys (8374). This indicates the rising trend of girls' education in the sample districts. The situation is changing positively, people are educating their daughters and girls are coming into the mainstream education. They are not only joining schools, but they are also leaving the boys behind in terms of enrolment, attendance as well as performance as revealed by the results of Board Examinations of different states as well as Central Board of

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Secondary Education (CBSE). Continuous improvement in girls' enrolment, attendance and performance is also corroborated by Annual Survey on Education Report (ASER) conducted by a Non-Governmental Organization (NGO)-Pratham, for the last many years. In 2016 CBSE X results, with a pass percentage of 96.36 %, girls outshone boys (96.11%) (Saturday, 28 May 2016-02:00 pm, PTI). In the CBSE class 12 results 2016, performance of girls have been better than boys, pass percentage of girls was 88.58 percent whereas pass percentage of boys was 78.85 percent. (Source: <http://indianexpress.com/article/education/cbse-class-12-results-2016-pass-percentage-girls-boys-pass-percentage-2811969/>)

Table 1.2 Attendance of boys and girls on the day of visit at primary and upper primary levels

Districts	No. of Sample Schools	Total Attendance		Boys Attendance		Girls Attendance	
		Primary	Upper Primary	Primary	Upper Primary	Primary	Upper Primary
Amethi	40	1215 (53.43%)	564 (65.81%)	514 (45.97%)	272 (65.70%)	701 (60.64)	292 (65.91%)
Lakhimpur Kheri	40	1058 (56.79%)	1772 (65.45%)	518 (56.86%)	866 (62.66%)	540 (56.72%)	906 (68.37%)
Rae Bareli	40	930 (53.75%)	1640 (71.58%)	400 (51.54%)	624 (70.74%)	530 (55.55%)	1016 (72.10%)
Shravasti	40	2063 (53.76%)	1174 (65.33%)	950 (52.25%)	714 (66.54%)	1113 (55.12%)	460 (63.53%)
Total		5266 (54.26%)	5150 (67.30%)	2382 (51.52%)	2476 (66.00%)	2884 (56.76%)	2674 (68.54%)
		10416 (60.01%)		4858 (58.01%)		5558 (61.87%)	

Discussion

With regard to the daily attendance of boys (58.01%) and girls (61.87%) it was observed that girls attendance in classes were more than the boys at primary (girls with 56.76%, boys with 51.52%) as well as upper primary levels (girls with 68.54% and boys with 66.00%). It may also be noted that the gaps in attendance of boys and girls are more at the level of attendance (girls 5558 - boys 4858 = 700) than the enrolment (girls 8982 - boys 8374 = 608). This also reflects that girls are becoming more responsive towards education and the Indian society is also changing and becoming positive towards girls and women education.

Table 1.3 Enrolment and Attendance of girls belonging to SC/ST and Minority on the day of visit at primary and upper primary levels

Districts	No. of Sample Schools	SC/ST girls Enrolment		Minority girls Enrolment		SC/ST girls Attendance		Minority girls Attendance	
		Primary	Upper Primary	Primary	Upper Primary	Primary	Upper Primary	Primary	Upper Primary
Amethi	40	430	206	159	68	212 (49.30%)	134 (65.05%)	96 (60.38%)	49 (72.06%)
LakhimpurKheri	40	276	576	179	150	144 (52.17%)	406 (70.49%)	112 (62.57%)	101 (67.33%)
Rae Bareli	40	242	420	105	328	132 (54.54%)	293 (69.76%)	67 (63.80%)	228 (69.51%)
Shrawasti	40	647	228	201	70	350 (54.10%)	144 (63.16%)	126 (62.69%)	51 (72.86%)
Total	160	1595	1430	644	616	838 (52.53%)	977 (68.32%)	401 (62.26%)	429 (69.64%)

Discussion:

Table 1.3 revealed the enrolment and attendance patterns of girls belonging to SC/ST and minority communities. As depicted in the table the enrolment of minority girls in all the four districts separately as well as collectively is much below than the SC/ST girls. This is due to the population pattern in the sample districts. But it can be viewed in the table that the attendance pattern of girls belonging to minority at primary as well as upper primary levels is much better than their SC/ST counterpart. As a whole, taken together all the four districts, attendance of minority girls at primary level (62.26%) is almost 10% higher than the SC/ST attendance (52.53%). At upper primary level the attendance of minority girls (69.64%) is just 1.32% higher than the SC/ST counterpart (68.32%). The trend in the attendance patterns of minority girls at upper primary and primary levels reflects that their attendance drops as they move into the higher classes. This may be considered as an acute problem among minority community, especially the Muslim minority, which was the only minority community in the areas of study.

District-wise analysis of data with regard to KGBVs

District-1 -Amethi

There were 13 KGBV in the district. 5 KGBVs of the district were observed. 180 girls were enrolled in Class VI. Out of which 130 (72.22%) were present on the day of visit. 135 girls were enrolled in Class VII. Out of which 119 (88.15%) were present on the day of visit. 135 girls were enrolled in Class VIII. Out of which 120 (88.88%) were present on the day of visit. A total of 25 (80.64%) teachers were present on the day of visit. Out of 31 teachers, 20

(64.51%) teachers were trained and 18 (58.06%) teachers were postgraduate (M.A./M.Sc.) and 13 (41.93%) were graduate (B.A/B.Sc.).

Furniture was adequate in 1 (20%) KGBV, inadequate in 1 (20%) KGBV and satisfactory in 3 (60%) KGBVs. Living space was adequate in 4 (80%) KGBVs, and satisfactory in 1 (20%) KGBVs. Bedding was adequate in 2 (40%) KGBVs, inadequate in 1 (20%) KGBV and satisfactory in 2 (40%) KGBVs. Meals were served adequate in 1 (20%) and satisfactory in 4 (80%) KGBVs. Storage for grain was adequate in 4 (80%). Cooking space was adequate in all 5 KGBVs (100%). LPG was being used as fuel in all 5 (100%) KGBVs. Menu chart was displayed in 5 (100%) KGBVs. From the view point of students quality of food was good in all 5 (100%) KGBVs.

Curricular activities was good in 2 (40%) and satisfactory in 3 (60%) KGBVs. Co-curricular activities like Meena radio programme, cultural activities etc. were found in 3 (60%) KGBVs. In sports and games like Kabaddi, Khokho, Volley ball, Football was observed in 4 (80%) KGBVs. Sport competition was organized in 1 (20%) KGBVs. Yoga was practiced in all 5 (100%) KGBVs. Karate was practiced in 2 (40%) KGBVs. Evaluation record was well maintained in 4 (80%) KGBVs. Library was functional in 3 (60%) KGBVs and no. of books available was 2346. Medical checkup of girls' residents of KGBVs was performed in 2 (40%) schools and frequency of check-up was monthly in 1 (20%) KGBV and half yearly in 1 (20%) KGBVs.

District-2-Lakhimpur Kheri

All 12 KGBVs of the district were observed. 410 girls were enrolled in Class VI. Out of which 350 (85.36%) were present on the day of visit. 347 girls were enrolled in Class VII. Out of which 310 (89.34%) were present on the day of visit. 340 girls were enrolled in Class VIII. Out of which 300 (88.23%) were present on the day of visit. 65 (90.28%) teachers were present on the day of visit. All 72 teachers were trained. Out of which 40 (55.55%) teachers were postgraduate (M.A./M.Sc.) and 32 (44.45%) were trained graduate (B.A/B.Sc.).

Furniture was adequate in 9 (75%) KGBV and inadequate in 3 (25%) KGBVs. Living space, bedding, meals, storage for grain, cooling space was found adequate in all 12 (100%) KGBVs. LPG was used for making food for girls in 12 (100%) KGBVs. Menu chart was displayed in 9 (75%) KGBVs. From the view point of students quality of food was very good in 6 (50%) KGBVs and good in 6 (50%) KGBVs.

Curricular activities was good in 3 (25%) and satisfactory in 9 (75%) KGBVs. Under cultural programmes, Meena radio programme was found being organized in all 12 (100%) KGBVs. Sports competitions were conducted in all 12 (100%) KGBVs. In the games and sports, Kabbaddi, Kokho, and volleyball were found played by the residents in 9 (75%) KGBVs. Yoga was practiced in all 12 (100%) KGBVs. Judo & Karate was practiced in 6 (50%) KGBVs. Students' evaluation record was well maintained in all 12 (100%) KGBVs. Library was functional in 10 (83.33%) KGBVs and no. of books available was 1670. Medical checkup of students was performed in all 10 (83.33%) KGBVs and frequency of checkup was monthly in 6 (50%) KGBVs and quarterly in 6 (50%) KGBVs.

District-3-Rae Bareli

All 14 KGBVs of the district were observed. In all KGBVs taken together, 450 girls were enrolled in Class VI. Out of which 362 (80.44%) were present on the day of visit. 380 girls were enrolled in Class VII. Out of which 321 (84.47%) were present on the day of visit. 358 girls were enrolled in Class VIII. Out of which 310 (86.59%) were present on the day of visit. 52 (78.78%) teachers were present on the day of visit. Out of 66 teachers, 58 (87.87%) teachers were trained in which 48 (72.72%) were trained postgraduate and 18 (27.27%) were trained graduate.

Furniture was adequate in 6 KGBV, inadequate in 6 KGBV and satisfactory in 2 KGBVs. Living space was adequate in all 14 (100%) KGBVs. Bedding was adequate in 12 (85.71%) KGBVs, inadequate in 1 (7.14%) KGBV and satisfactory in 1 (7.14%) KGBVs. Meals were adequate in 10 (71.42%) and satisfactory in 1 (7.14%) KGBV. Storage for grain was adequate in all 14 (100%). Cooking space was adequate in all 14 (100%). LPG was used in 7 (50%) KGBVs for making food and wood were used in 7 (50%) KGBVs. Menu chart was displayed in 14 (100%) KGBVs. From the view point of students quality of food was very good in 5 (35.71%) KGBVs and good in 9 (64.28%) KGBVs.

Curricular activities were good in 14 (100%) KGBVs. In the games and sports, Kabbaddi and Kokho were seen in almost in all 14 (100%) KGBVs. Co-curricular activities was organized in the form of Meena Radio programme, cultural activities etc. in 7 (50%) KGBVs. Yoga was practiced in all 14 (100%) KGBVs. Judo & Karate were seen to be practiced in 7 (50%) KGBVs. Students' evaluation record was well maintained in 11 (78.57%) KGBVs and not maintained in 1 (7.14%) KGBV. Library was functional in 3 (21.42%) schools and no. of books available was 681. Medical checkup of girls' students was performed in all 14 (100%)

schools and frequency of checkup was half yearly in 7 (50%) KGBVs, monthly in 4 (28.57%) KGBVs and quarterly in 3 (21.42%) KGBVs.

District-4-Sharavasti

5 KGBVs were observed in the district. In all, 190 girls were enrolled in Class VI. Out of which 145 (76.31%) were present on the day of visit. 150 girls were enrolled in Class VII. Out of which 135 (90%) were present on the day of visit. 145 girls were enrolled in Class VIII. Out of which 135 (93.10%) were present on the day of visit. 35 teachers were present on the day of visit. All the teachers were trained. Out of which 20 (54.05%) teachers were trained at postgraduate level and 17 (45.94%) were trained graduate.

Furniture was adequate in 3 (60%) KGBV, inadequate in 1 (20%) KGBV and satisfactory in 1 (20%) KGBVs. Living space was adequate in 4 (80%) KGBVs and satisfactory in 1 (20%) KGBV. Bedding was adequate in 3 (60%) KGBVs and satisfactory in 2 (40%) KGBVs. Meal was adequate in 4 (80%) and satisfactory in 1 (20%). Storage and coking space was adequate in 5 (100%). Use of LPG for cooking was seen in 5 (100%) KGBVs. Menu chart was displayed in 5 (100%) KGBVs. From the view point of students quality of food was very good in 3 (60%) and good in 2 (40%) KGBVs.

Curricular activities was good in 2 (40%) and satisfactory in 3 (60%) KGBVs. Under co-curricular activities, Meena radio programme, cultural programmes etc. were found in 4 (80%) KGBVs. In the games and sports, Kabbaddi, Kokho and Volleyball were seen in all 5 (100%) KGBVs. Yoga was practiced in all 5 (100%) KGBVs. Judo & Karate was practiced in 2 (40%) KGBVs. Evaluation record was maintained in 4 (80%) KGBVs. Library was functional in 4 (80%) KGBVs and no. of books available was 3335. Medical checkup of girls students was performed in 5 (100%) schools and frequency of checkup was monthly in 3 (60%) KGBVs, quarterly in 1 (20%) KGBVs and half yearly in 1 (20%) KGBVs.

Interaction with KGBVs Girls

The investigator interacted with the girls of KGBVs and tried to map their mind and heart with regard to their feelings, thinking, attachment, likes, dislikes, aspirations, etc. that they have developed while staying in hostel and studying in various KGBVs. It was interesting and encouraging to find out the following facts:

1. Most of the girls were found enjoying the hostel life.
2. As the girls at these centers belongs to weaker and backward sections of the society, they show a very low level of entry behaviour in terms of their scholastic as well as

co-scholastic aspects of personality. During the stay in the school/hostel, they reflect remarkable changes in their personal, academic, social and other abilities and hence remarkable achievement was observed.

3. In almost all KGBVs, the frequently asked question by girls, is not only encouraging but also a path breaking and shows the satisfaction, encouragement and aspirations of girls. They asked, "Sir, we are in class VIII. What will we do after passing 8th class? When we will go back to our home, we might be married by our parents and certainly we will not be admitted to the secondary schools by our parents. Why the KGBVs are not upgraded to class X so that we may continue to study. Sir, please upgrade KGBV to class X". These were the words put forth by the VIII class girls of KGBVs having fear of ending school education as observed in their eyes.

Major Findings of the Study:

Objective-1

The enrolment of boys (4623) was less than girls (5081) at Primary level. Similarly the enrolment of boys (3751) was less than girls (3901) at upper primary level. Both Primary and Upper Primary levels taken together, enrolment of girls (8982) was found to be more than the boys (8374). The data reflects the higher rate of girls' enrolment at elementary level. Looking at the size of enrolment of boys and girls at primary and upper primary levels, it may be easily inferred that there may be drop out among boys as well as girls when they move from primary to upper primary level and that the drop among boys seems to be more as compared to the girls at elementary level of education. It may be concluded from above data that the inclination of parents and society as a whole towards girls' education has improved a lot.

Objective-2

The attendance of girls in primary classes (56.76%) was more than the boys (51.52%). At upper primary levels the attendance of girls (68.54%) was again more than the boys (66.00%). As a whole, the attendance of girls in classes at elementary level was found to be 61.87%, which was higher than their counterpart boys (58.01%). The attendance pattern of girls clearly reflects that they (girls) are more inclined towards education at elementary level than the boys. The observed effects may be contributed to the various schemes implemented by Govt. of India through the SarvaShikshaAbhiyan (SSA).

Objective-3

The enrolment of minority girls in all the four districts separately as well as collectively was much below than the SC/ST girls. This may be due to the population pattern in the sample districts, where the Muslim population was low than the ST/ST population.

Objective-4

Attendance of minority girls was found to be much better at elementary levels than the SC/ST girls. It was 62.26% at primary level, almost 10% higher than the SC/ST attendance (52.53%). In upper primary classes the attendance of minority girls (69.64%) was just 1.32% higher than the SC/ST counterpart (68.32%). But it was also observed that attendance of Muslim minority girls drop as they move from primary to upper primary level. This problem may persist due to some socio-cultural and religious issues. It may be taken care off and parents of Muslim girls may be given proper counselling to improve this situation.

Objective-5

Most of the KGBVs observed were found managed by Village Education Committee/School Management Committee (VEC/SMC). Attendance of class VI girls students was found to be 78.58%, class VII girls students was 88.09% and class VIII girls students was found to be 89.15%. The trend of attendance clearly shows the increasing trends from class VI onwards. It may be comprehended that as the girls are getting mature, they are attracting towards schooling and developing interest in learning.

Teachers' attendance was found to be 86.07%, which is not very satisfactory and needs to be taken care off. There is need to ensure 100% attendance of teacher in schools. It was also observed that only 88.09% teachers were professionally trained in teaching; rests of the teachers were not trained. To have better teaching and guidance for learners in KGBVs, all teachers require to be trained. Some sort of in-service training may be conducted in proper intervals of time.

Availability of furniture, living space, bedding, storage for grains and meals were found to be between satisfactory to adequate. Food was cooked using LPG in almost all KGBVs. Menu chart was available and was displayed properly in all KGBVs. In the opinion of girls, food which was served to them was of very good quality (36.43%) and good quality (63.57%).

Life of the girls' residents of KGBVs was found to be enjoying. There were ample opportunities of co-curricular activities which include cultural programmes, games and sports, Jude Karate, Yoga, etc. Yoga was found to be conducted in 100% KGBVs.

Opportunity of learning Judo Karate was available in almost 50% KGBVs. Facilities for games and sports was provided in almost 100% KGBVs.

Records of evaluation of learners' achievements were well maintained by 84.64% of KGBVs, whereas the rest of them were not doing it properly. There was a need to look into the matter properly so that the progress of girls can be monitored minutely and they may be given proper guidance and support in their academics.

Library facility, as per the provision of KGBVs, was found to be functional in 61.18% of KGBVs. Special focus was required on these aspects to make it more effective. The number of books and maintenance of records like stock register, issue register etc needs to be streamlined.

One of the most important aspects of KGBVs is the medical checkup of girls at regular intervals of time. As the KGBVs are located in Block headquarters or in remote areas, there is scarcity of medical facilities in nearby areas. Regular checkup of girls were envisaged in the policy so that the proper health care may be provided to the girls. It was found that no regular checkup is provided to the girls. There is a need to take up this issue and do proper medical checkups at regular and punctual basis.

Objective-6

Most of the girls studying in class VIII (the highest grade at KGBV) were found anxious about their future prospect of education. Having spent three or more years at KGBV, they were found having developed a taste of education and career. They were found afraid of their parents who may not allow them for secondary and senior secondary level of education in the absence of high and higher secondary schools near their home and especially the girls' schools. Some of the girls had also fear of getting married after returning from KGBV after class VIII. A desire among them was observed to upgrade all KGBVs to secondary and senior secondary level, so that they can complete their school education and delve into their career prospects.

Summary

In the last few decades there has been significant progress in girls' education in all parts of the world, especially in the Asian and African countries, which were too behind in terms of girls' education. According to UNICEF report (<https://www.unicef.org/sowc96/ngirls.htm>), between the year 1970 and 1992, i.e. during the span of 22 years, combined enrolment of girls at primary and secondary levels in developing countries rose from 38 per cent to 68 per cent.

For example, in East Asia it was 83 per cent and in Latin America it was 87 per cent. On the other hand, in the least developed countries enrolment rate at primary level is just 47 per cent and at secondary level it is only 12 per cent. The drop out during transitions from primary to secondary can be assessed easily to be at around 35%.

The status of girls' education is improving but we still need to work hard to make the situation much better so that girls' and women can contribute to their best potential in the national development and in the development of their family as well. Experience from a number of countries shows that the following steps may be taken in addition to the other existing policies implemented by the states.

- **Involvement of Parents and Community:** Parents, families and communities of the girls' must be made important partners with schools in the process of their education. They should be involved in developing curriculum and managing girl's education. Regular counselling with parents and community should be conducted with regard to education of children in general and girls in particular.
- **Cost of Education:** Elementary education should be free and compulsory (as in India) or it should cost very little. If possible, there should be provision for stipends and scholarships for girls. It will not only compensate families for the loss of girls' household labour, but also attract them towards schooling and education.
- **Flexible timetable:** School hours should be flexible so that children can help in household activities and other vocations of their parents and also attend classes.
- **Availability of Schools:** Schools must be available close to home so that children can go easily. The provision of a primary school within the radius of 1 KM, Upper Primary or Middle school within a radius of 3 KM has been almost achieved in India with the help of SarvaShikshaAbhiyan scheme with women teachers -- many parents worry about girls travelling long distances on their own. Many parents also prefer to have daughters taught by women.
- **Women Teacher:** All schools must have women teachers who can be approached by the girls students for their health and gender related issues.
- **Preparation for schooling:** Children in general and girls in particular should be well prepared for schooling by providing them early childhood care and education. Parents should also be provided guidance and counselling with regard to child health care and planning for their better education. Awareness campaign should be organized on regular

basis especially in rural habitations and economically backward sections of societies. It should be done with special focus on girls' education.

- **Designing Relevant Curricula:**The curriculum and the curricular materials should be designed in such a way that they are relevant to the girl's background and are in the local language. Curriculum should also be free from gender biases and stereotypes.
- **Upgradation of Kasturba Gandhi Balika Vidyalayas to Secondary level:**All KGBVs should be upgraded from elementary levels to secondary levels so that girls may continue their education and complete their secondary education. Financial implications involved may be distributed amicably between center and states and some responsibility may be put on parents, but with care which they can bear.
- **New Schemes for Girls Education:** Centre and state governments may plan and implement some innovative schemes for girls' education which develop motivation among parents and girls towards completing school education and for entry into higher education. It has been proved that such schemes, like Ladli Scheme in Delhi, Cycle scheme for girls in Bihar, Scholarship for girls etc. have improved enrolment and attendance of girls in schools.
- **Laws to check exploitation of girls and women students by male teachers and vice-a-versa:** Legislation is required to prevent the exploitation of male and female students and teachers and vice-a-versa.
- **Creating safe environment for girls:** Environment within schools in particular and in the society in general should be created in such a way which provides safe movements of girls from home to school and school to home. Girls must feel total safety and security and their movements must be free from any kind of threats.

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