

Educational Facilities and Academic Achievement of the Disadvantaged girls-A Study of Kasturba Gandhi Balika Vidyalayas in Andhra Pradesh

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partial fulfillment of the award of a Doctor of Philosophy degree in the
Department of Education and Education Technology, School of Social Sciences,
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DECLARATION

I, Gunjapalli Varalakshmi, hereby declare that this thesis entitled “**Educational Facilities and Academic Achievement of the Disadvantaged girl children-A Study of Kasturba Gandhi Balika Vidyalayas in Andhra Pradesh**” submitted by me under the guidance and supervision of **Dr. J. V. Madhusudan** is a bonafide research work. I also declare that it has not been submitted previously in part or in full to this University or any other University or Institution for the award of any degree or diploma.

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C E R T I F I C A T E

This is to certify that the thesis entitled **“Educational Facilities and Academic Achievement of the Disadvantaged Girls-A Study of Kasturba Gandhi Balika Vidyalayas in Andhra Pradesh”** submitted by Gunjapalli Varalakshmi, bearing **Regd. No. 18SEMD04** in partial fulfillment of the requirements for award of Doctor of Philosophy in Department of Education and Education Technology (DOEET), School of Social Sciences is a Bonafide work carried out by her under my supervision and guidance.

This thesis is free from plagiarism and has not been submitted previously in part or in full to this or any other University or Institution for award of any degree or diploma.

Further, the student has the following publication(s) before submission of the thesis/monograph for adjudication and has produced evidence for the same in the form of acceptance letter or the reprint in the relevant area of her research.

Research Paper on

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Abbreviations

ABL-Activity Based Learning

AGCDO-Assistant Girl Child Development Officer

ALM-Active Learning Method

ANM-Auxiliary Nurse Midwife

APDPEP-Andhra Pradesh District Primary Education Project

APO-Academic Program Officer

APPEP-Andhra Pradesh Primary Education Project

B.Ed.-Bachelor of Education

BPL-Below Poverty Line

BRCC-Block Resource Center Co-Ordinator

CABE-Central Advisory Board of Education

CBOs-Community Based Organization

CCTV-Closed Circuit Television

CEO-Chief Executive Officer

CRT-Contract Resident Teacher

CRCC-Cluster Resource Center Coordinator

CRP-Cluster Resource Person

CSE-Commissioner of School Education

CWSN-Children with Special Needs

D.Ed.-Diploma in Education

DIET-District Institute of Education and Training

DPSP-Directive Principles of State Policy

EBBs-Educationally Backward Blocks

EWS-Economically Weaker Sections

FGD-Focus Group Discussion

GCDO-Girl Child Development Officer

GPA-Grade Point Average

HDI-Human Development Index
IKP-Indira Kranthi Patham
ITDA-Integrated Tribal Development Agency
KGBV-Kasturba Gandhi Balika Vidyalayas
TLM- Teaching Learning Material
MDG-Millennium Development Goals
M.Ed.-Master of Education
MEO-Mandal Education Officer
MHRD-Ministry of Human Resource Development
MHM-Menstrual Hygiene Management
MS-Mahila Samakhya
MVF-Mullapudi Venkataramana Foundation
NCERT-The National Council of Educational Research and Training
NDA-National Democratic Alliance
NEP-New Education Policy
NGOs-Non-Governmental Organizations
NIRDPR-National Institute of Rural Development and Panchayat Raj
NMMS-National Means-cum-Merit Scholarship
NPGEL-National Program for Girls at Elementary Education
NRBC-National Residential Bridge Course
NRG-National Resource Group
NUEPA-National Institute of Educational Planning and Administration
OBC-Other Backward Castes
OIC-Oral Interpersonal Communication
PhD-Doctor of Philosophy
PHC- Primary Health Center
PET-Physical Education Teacher
PO-Project Officer

PPT-Power Point Presentation
PTR-Pupil-Teacher Ratio
RBC-Residential Bridge Course
RMSA-Rastriya Madhyamika Sisksha Abhiyan
RO-Reverse Osmosis
RTE-Right to Education Act
RVM-Rajiv Vidya Mission
SC-Scheduled Castes
SDG-Sustainable Development Goals
SHGs-Self Help Groups
SLAS-State Level Achievement Survey
SMC-School Management Committee
SOs-Special Officers
SPSS-Statistical Package for Social Sciences
SRG-State Resource Group
SS- Samagra Sisksha
SSA-Sarva Sisksha Abhiyan
SSC-Secondary School Certificate
ST-Scheduled Tribes
TLM-Teaching Learning Material
UNDP-United Nations Development Program
UNICEF-United Nations Children’s Emergency Fund
UNO-United Nations Organizations
UTs-Union Territories

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Chapter-1

Introduction

1.1. Introduction:

“United Nations Organizations declared 2021 as the International Year for the Elimination of Child Labour”.

By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations – (Sustainable Development Goal-4)

“Investing in opportunities for women and girls has strong multiplier effect across all Millennium Development Goals (MDGs).” -UNDP (2007)

“By education, I mean an all-round development of the child and man in body, mind and spirit.” – Mahatma Gandhi

“The highest education is that which does not give us information but makes our life in harmony with all existence”. - Rabindra Nath Tagore

“Education is the manifestation of perfection present already in man. Divinity is the manifestation of the religion already in man.” – Swami Vivekananda

The end product of education should be a free, creative man, who can battle against historical circumstances and adversities of nature.” – Dr. Sarvepalli Radhakrishnan

Some of the brightest minds in the country can be found on the last benches of the classroom.” – Dr. A.P. J. Abdul Kalam

“Education is not the learning of facts, but the training of the mind to think.” – Albert Einstein

“Education is the most powerful weapon which you can use to change the world.” – Nelson Mandela

“One child, one teacher, one pen and one book can change the world.”- Malala Yousafzoi.

The introduction chapter, broadly, discusses about the concept of education, academic achievements, brief historical account of the girl child/women education in India. It also covers reasons for the never enrolled, dropouts, and out of school girls. The chapter focusses on the need for KGBVs, the process of location, models, mobilization and retention of adolescent girl children.

It also deals with socio-economic profile of students in KGBVs, mainstreaming for academic activities, teacher's strength, teaching methodologies, trainings at the national level. Finally, the chapter also discusses about the conceptual framework of human capital, research questions, objectives, methodology and delimitations of the study.

The universally accepted fact is that education is an instrument for the advancement of economy, maintaining social relations, emotional balance, moral aspects, political dimension, technological and scientific temper and thought process for better human life. Education is like a lamp in darkness of ignorance. Education makes human being more civilized and responsible. It opens door to many opportunities of life. Further, Education is an instrument to achieve actual development of the society as well as empowerment of both men and women.

John Dewey, who has extensively contributed for the identification of education as a formal discipline, has brought out conservative, progressive and democratic aspect in education, apart from discussing about the methodology of education, he also discussed about curriculum such as play and work, geography and history, science and educational values, physical and social sciences, natural and human sciences, Philosophy of education and theories of education (Dewey, John, 1961). For him education is a necessity of life to perform certain social functions in a proper direction for the growth.

Since long time, there has been debates and educational research about the concept of academic achievement. Existing literature on the concept of academic achievement reveals that there seem to be consensus among the considerable number of authors. For instance, Walia (1979) holds that achievement signifies accomplishment or gain or a performance carried out successfully. According to Naresh Kumar (1985) education at different stages is geared to different aims but no one can deny the fact that the academic – achievement of the student continues to be the main concern and the most important goal of education at all the different stages.

Trow (1956) defined academic achievement as “knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in a grade or units based on pupils’ performance”. Good (1959) refers to academic achievement as, “The knowledge obtained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher”. Achievement is a task-oriented behavior that allows the individual's performance to be evaluated according to some internally or externally imposed criterion that involves the individual in competing with others or with some standard of excellence.

(Smith,1969).

From the above definitions the concept of academic achievement can be understood as exceling in all aspects of academics including curricular and extra-curricular activities. Exceling in academic and non-academic activities means proficiency in academic performance, communication skills, sports and games, behavioral and interpersonal relations, confidence, punctuality, arts, culture etc.

Despite having difference of opinion about the concept of the academic achievement of a student pupil continues to be the most important and primary goal of education. Academic achievement, generally, measured in terms of concrete percentage of score that a student obtains in the examinations, which are being conducted at the end of an academic year, successfully completing all the formalities to get a degree and getting proficiency in a particular subject of academic concern.

It is a well-known fact that the idea of academic achievement depends upon several factors such as socio-economic conditions of the society, nature and character of education policy, institutional arrangement for imparting education, interests and mental ability of the students, competencies of the teachers and methods of assessment and evaluation. The learning process of a student at the individual level depends upon physiological, psychological, socio-cultural and economic factors. Therefore, Patel and Khader observed that individual differences result in diversity among students in their academic achievement and studies have shown general mental ability as a major factor in determining achievement (Patel, 1988 and Khader, 1992). These two scholars have emphasized the importance of the general mental ability, however, there are other factors such as personality traits, family environment and motivational aspect, which determines the academic achievement of a learner or a student.

The learning process and academic achievement manifests itself effectively at two institutional levels such as formal and informal. The formal learning and academic achievements of education are manifested in the form of success of a student, who is produced by an educational institution. The informal learning manifested through the institution of family, peer group, society, physical, psychological and biological environment. The formal institutions of education function at various levels, namely, foundational, preparatory, middle and secondary (NEP-2020, p.6). The foundation, preparatory, middle and secondary level of education is the backbone of the higher education. The secondary and higher education stages

provide an opportunity for the growth of individual learners to enter into an arena, which articulate his/her formal and informal potential capacities and acquired abilities. All these stages are pillars for the higher education. At every stage of education, the competencies of the teacher play a significant role in shaping the future of an individual student.

Since Independence, government of India, state governments, private sector and non-governmental organizations has been putting several efforts. These efforts in India are at various levels to promote the education. As part of providing education, part-4 of the Constitution of India deliberates about the free and compulsory education to all the children in the age group of 6- 14 years. Therefore, providing education has become a mandatory obligation upon the Indian state. The Government of India has been putting efforts to achieve dream of free and compulsory education through Directive Principles of State Policy (DPSP). Towards this objective series of Committees and Commissions such as D. S. Kothari Commission in 1968, National policy on Education 1986/ 1992, the Right to Education Act, 2009 and National Education Policy 2020. The Right to Education Act, 2009 shifted the free and compulsory education up to the age of 14 years from part-4 dealing with DPSP to part-3 discuss about Fundamental Rights. With this shift from 2009 onwards education up to the age of 14 years has become a fundamental right of every child in India. The National Education Policy 2020 recognized that age 3-18 years is supposed to be the school education. For the production of successful young minds in academics in India, the state has been putting efforts. The dream of independent India was universalization of education. No child should be left behind. As a part of realizing this dream, the State in India has been responding to the demand for education in the form of series of policies and programs.

In the educational history of India, there are several trends right from ancient, medieval and modern period such as Vedic, Buddhist, Jain, Islam, Colonial, Nationalist and Post-Independent period. (Ratna Sudarshan, 2008), has classified the efforts of providing education to girl child in post Independent period, in to four phases include,

1. From 1951 to 1968 period, in the history of education of India, can be characterized as providing policy shape to the goals of the Constitution with specific reference to Directive Principles of State Policy, which covers the education. The educational initiatives for all levels with the cooperation of state governments and single-track system.

2. 1968 to 1986: Introduction of Non- formal education to supplement formal schooling and increase in the central investment in primary schooling.

3. 1986 to 1992: The third phase from 1986 to 1992 is characterized as the phase of new experiments, AP Education 1986.

4. 1992 to 1997: Fourth phase was from 1992 to 1997 during this phase there was a Civil Society activism, International agencies created pressure upon the Government of India to respond in a proactive manner to focus on backward regions and gender gap in education.

Retrospectively, since 1950s to year 2000, there has been gender parity in educational level of male and female. The gender parity has been reflecting in table-1 about the enrolment of female from primary to higher education level. Table-1.1 has been revealing that percentage of female enrolment at primary level in 1950 was 28.1%, in middle school 16.1%, at higher secondary level 13.3%, and in higher education enrolment was 10%. The 1950s facts revealing two aspects one is low level of female enrolment at primary school level and second is high percentage of dropout. At primary level female enrolment was 28.1% and when it comes to the higher education, it was nearly only 10%, i.e., 18.1% of female was dropped out from education. By 1960s, dropout rate was 16%, in 1970s 17.4%, in 1980s, the dropout rate was 12% in 1990s, it was 8.2% and, in the year, 2000 and it was 4.3% of dropout rate in existed in 2003. The table-1 is also indicating that there has been a gradual increase in the percentage of female enrolment in school education and decline of dropout rate by the time of reaching higher education. Apparently, the statistical data revealing that there has been an increase in the enrolment, however, it is not in proportion to the women population size. Therefore, there is a serious structural problem with the enrolment of female for educational attainment.

Table -1.1 on Girls Enrolment in various stages of education (%)

Year	Primary	Middle	Sec/Hr.Sec/ Intermediate	Higher Education
1950-51	28.1	16.1	13.3	10.0
1960-61	32.6	23.9	20.5	16.0
1970-71	37.4	29.3	25.0	20.0
1980-81	38.6	32.9	29.6	26.7
1990-91	41.5	36.7	32.9	33.3
2000-01	43.7	40.9	38.6	39.4
upto30.9.02**	46.8	43.9	41.4 ¹ , 41.6 ²	-

(Source: Report of the Central Advisory Board on Education (CABE) on Girl's Education and the Common School System, MHRD, 2005, p. 16)

Table-1.2 on gender, location and reasons of never attended children in the age group of 5-14 years during 2004-2005 (per 1000)

Reasons	Category and Age															
	Rural Male (by age group)				Rural Female (by age group)				Urban Male (by age group)				Urban Female (by age group)			
	5-9	10-14	5-14	6-11	5-9	10-14	5-14	6-11	5-9	10-14	5-14	6-11	5-9	10-14	5-14	6-11
School too far	67	37	55	63	60	26	43	54	28	8	18	31	38	7	22	11
Had to support household income	5	66	30	17	4	35	19	11	12	94	52	38	7	21	14	10
Education not considered necessary	103	156	124	173	161	184	172	234	81	86	83	138	85	117	102	135
Had to attend domestic chores	5	22	12	11	16	73	44	40	7	7	7	9	6	63	36	27
Other	776	289	579	631	702	253	482	532	805	222	520	602	786	278	519	659

(Source: Reproduced from Gender Equity in Education: A Review of Trends and Factors, 2008, Consortium for Research on Educational Access, Transitions and Equity, NUEPA, p.20.)

For instance, due to lack of school at nearby place, about 55 males out of 1000 and 43 females in the rural areas and 18 male and 22 females from urban areas in age group of 5-14 never attended the school. On the ground of supporting family from the economic point of view 30 boys and 35 girls in rural areas and 52 boys and 14 girls out of 1000 never attended the school. The factor of education is not an important has prevented 124 boys and 172 girls in rural areas and 83 boys and 102 girls in urban areas out of 1000 from school attendance. The ground of attending domestic work never allowed 12 boys 44 girls in rural areas and 7 boys and 36 girls out of 1000 in urban areas. The other factors stopped 579 boys, 482 girls in the rural areas, 520 boys, and 519 girls in urban areas. The factor wise analysis of the never attended schoolchildren revealing that, predominantly, playing a significant role.

Table-1.3, containing the data pertaining to dropouts of enrolled boys and girls up to the age of 14 years per 1000 from both rural and urban areas. Due to physical proximity 3 boys and 16 girls from rural area and 5 girls in urban area are dropping. For supplementing, the household income 171 boys and 70 girls in rural and 231 boys and 57 girls in urban areas are dropping out. The factor of education is not important consideration 73 boys and 93 girls in rural areas and 116 boys and 98 girls from urban areas were dropped. For the purpose of domestic work, 12 boys, 109 girls from rural areas, 15 boys, and 177 girls in urban areas were dropped. Due to other factors 170 boys and 142 girls in the rural areas and 221 boys and 176 girls in urban areas could not continue the school education.

Table-1.2 and 1.3 have been revealing that both never attended and dropouts have been crucial factors in low level of school attendance of boys and girls in India. However, gender parity Index indicating that there is a gender gap in the school enrolment from 6-14 years age group. The Gender Parity Index developed by Ministry of Human Recourses Development (see annexure-1) found that the gender parity in school education in 1950-51 it was 0.38. By 2000-01 it was 0.80 in general and among Scheduled Castes (here after SCs) 0.78 and in the case of Scheduled Tribes (here after STs) it was 0.72.

As shown in the tables that the gender disparities have been existing since long time in India at a general level and among disadvantaged communities in specific. The evidences have been suggesting that there is gender-centric gaps in the enrolment trends of girls in post-independent period, when compared with the enrolment percentage of boys at more specifically at the upper primary level.

The studies have found that due to several reasons the education of girls has been suffered in India. The UNICEF in its report on 'Ending Child Marriage-A profile of progress in India (2018) revealed that one in every three child brides of the world is from India. Out of 223 million child brides in India, 102 million were married before turning 15 years. It is a well-known fact that access to formal education has been a significant factor in not only preventing child marriages but also ensure better health condition and standard of living.

**Table–1.3 on Reasons for Dropped out of the children from 5 to 14 years during
2004-05 (per 1000 children)**

Reasons	Category and Age															
	Rural male (by age group)				Rural Female (by age group)				Urban Male (by age group)				Urban Female (by age group)			
	5- 9	6- 11	10- 14	5- 14	5- 9	6- 11	10- 14	5- 14	5- 9	6- 11	10- 14	5- 14	5- 9	6- 11	10- 14	5- 14
School too far	1	1	3	2	0	2	16	8	0	0	0	0	0	3	5	3
Had to supplement household income	4	16	171	72	2	10	70	36	6	44	231	116	12	21	57	36
Education not considered necessary	5	21	73	33	16	35	92	35	15	35	116	64	9	24	98	56
Had attend domestic chores	0	1	12	5	1	14	102	54	5	7	15	10	4	32	177	95
Others	34	65	170	89	37	62	142	88	40	96	221	129	54	78	176	118

(Source: Reproduced from Gender Equity in Education: A Review of Trends and Factors, 2008, Consortium for Research on Educational Access, Transitions and Equity, NUEPA, p.23.)

The report also found that the girls, who are subjected to risk, child marriages and deprivation of education, were from the rural areas, poorest of the poor households and fragile regions. Among the child brides, 70% of girls who were from secondary schooling rather than illiterate girls. The UNICEF report attributed the reasons for child marriage such as (1). Due to lack of capacity to take decision at the family level. (2). Increase in the violence and atrocities on the vulnerable families and (3). Deprivation of accessibility to social and economic resources. It has suggested that to overcome the early child marriages is to build the capacity of girls through

providing formal education and training for sustainable source of livelihoods in the form of skill development, so that it leads to delaying of early marriages. (UNICEF, 2018).

Apart from the issue of gender gap, never attending school and dropouts have become very big challenges before the policy makers, civil society organizations and International donor agencies. Therefore, from mid-1980s to 1990s new experiments have been started to address the issue of gender gap, never attended and dropouts in the form of projects, which were considered as the timely, innovative initiatives after independence for the elementary and women education in India. The Six project interventions for the basic and women education were the outcome of the collaboration with British Official Development Assistance and Government of India. The collaboration was to launch and implement these projects in the form of extending support to (1). The Andhra Pradesh Primary Education Project (APPEP), (2). The Swedish Government aided the *Shiksha Karmi* project of Rajasthan in 1987, (3). Netherlands supported *Mahila Samakhya* - Education for Women's Equality in Karnataka, Uttar Pradesh and Gujarat in 1988, (4). UNICEF supported the Bihar Education Project (5). World Bank supported the Uttar Pradesh Basic Education Project in 1990 and (6). Swedish aided Rajasthan *Lok Jumbish* in 1992. All these externally aided education projects explored alternative administrative mechanisms for flow of funds and administration (Ramachandran, Vimala. 1998).

During the implementation of these six projects, the civil society organizations such as Mamidipudi Venkata Rangaiah Foundation (MVF), Ekalavya Foundation etc played significant role in identification of the never enrolled and out of school children, mobilization of the community to send their children to school, releasing of bonded labor from land lords, sensitizing the officials and politicians and advocacy for policies in favor of children.

Based on the impact studies of six initiatives, which were discussed above, a new programme titled Andhra Pradesh District Primary Education Project (APDPEP) was launched in 1994. APDPEP was a centrally-sponsored scheme to restructure and strengthen the primary education. The basic purpose in restructuring and strengthening of primary education was to achieve the objective of universalisation through providing accessibility of primary education to all the children either the formal or the non-formal stream,

The APDPEP was strategically designed to increase the enrolment of girls from marginalized social groups, reduce the drop-out rates and low level of learning achievement among these groups to less than five percent. At a larger level, the strategy of project was targeted to bring

down the drop-out rate to less than 10% and at the same time to raise the achievement rate by 25%. Basis for the reducing of dropout rate to less than 10% and increase enrolment rate to 25% is baseline data of primary education. It also targeted that to achieve essential requirements of primary education to measure in terms of basic reading, writing and speaking and familiarity with numeracy. Apart from these requirements, the children were also supposed to be prepared to achieve 40% of competencies in other aspects of primary education as well.

After the implementation of APDPEP, National Programme for Education of Girls at Elementary Level (NPEGEL) was introduced by the Government of India, while focussing on girl child education. NPEGEL was launched in 2003 as an important component of *Sarva Sikha Abiyan* (SSA). The objectives of NPEGEL were to reach the accessibility of education to girls, who were not in school. NPEGEL also provides additional financial support to increase facilities for the education of girls. The financial allocation of NPEGEL was additional grant to the SSA investment on primary education.

The series of educational interventions from mid-1980s to beginning of New Millennium have immensely contributed for the reduction of gender gap, never enrolled and dropouts in general at the national level. However, these three issues persisting in Educationally Backward Blocks of the country.

1.2. Kasturba Gandhi Balika Vidyalayas (KGBVs)-At a glance:

The KGBV scheme has been in the process of implementation since 2004 in the identified Educationally Backward Blocks (EBBs). These blocks are identified on the basis of certain indicators such as (1). Low level of female literacy rate in the rural areas, comparatively literacy rate of female at the national level. (2). Lagging behind in filling the gender gap on per the national level performance and (3). In certain districts, some of the Blocks are educationally backward due to presence of about 5% SC/ST population with less than 10% female literacy rate is also an indicator. The scheme also covers some of the selected areas in the urban localities, where poorest of the poor people are living.

From the above discussion, it is clear that due to efforts and pressure by the civil society organizations, policy guidance and financial support from the International organizations and policy initiatives of the National Government has led to special attention on the education of girl children from the beginning of new Millennium Development Goals (MDGs) in the year 2000. However, despite having several efforts in the form of policies and programs for girl child

education, there was a grey area in the form of lagging behind in female literacy, more specifically, in the educationally backward blocks of the country. While realizing the need to fill the gap of low level of female literacy at the national average, the Government of India (GOI) introduced Kasturba Gandhi Balika Vidyalayas (KGBVs) in 2004. The KGBV program was launched by the Ministry of Human Resource Development (MHRD) for the purpose of providing accessibility of education for the adolescent girl children from marginalized groups. These adolescent girls are being provided education through the residential pattern at upper primary level. The adolescent girls from marginalized sections include the Scheduled Castes (SCs), Scheduled Tribes (STs), Other Backward Classes (OBCs), Minorities and Economically Weaker Sections (EWS) (NITI-Aayog, 2015, p.1). To describe the functioning of KGBVs, the chapter is discussing about introduction, socio-economic profile, strategies for retention, mainstreaming of KGBV girls for academic activities and conclusions. The chapter is a descriptive one based on secondary sources.

To understand the context, objectives, components and performance the important sources are

- Guidelines of KGBVs issued by the MHRD
- The national level evaluation studies conducted by the MHRD, Government of India, in 2007, 2008 and 2013
- The studies on KGBVs by the national and international, independent and academic institutions.
- The evaluation on KGBVs conducted by the NITI-Aayog 2015
- State specific evaluation reports.

The programme of KGBV was, initially, started as a separate scheme in convergence with the *Sarva Shiksha Abhiyan* (SSA). For the first two years, KGBVs were part of NPEGEL and MS. As there were similarity of objectives in NPEGEL and MS, they became part of SSA. However, girl child education maintained as a separate component, during the 11th Five Year Plan, from 1st April 2007 onwards to implement KGBV scheme. As a mandatory provision KGBVs have been admitting a minimum 75% of the girls from the category of SC, ST, OBC, Minority communities and remaining 25% are from the category of below poverty line in Educationally Backward Blocks (EBB) of the country (Ibid. p.1).

According to official data, in EBBs, the female literacy in rural areas is 46.13%, which is below the national average. The second criteria of EBBs are gender gap in terms of female literacy is

21.59%, which is over and above averages at the national level as per the Census 2001. Within the EBBS, KGBVs have been started in the localities, where there is a predominance of SC, ST, OBC, Minority and EWS social categories with low level of female literacy. The other indicators for setting up of KGBVs are prevalence of the large number of girls, who were out of school, never enrolled and drop outs. The small and far away villages, which were not having facility of a school (Ibid, p.1).

However, the criterion of eligible blocks was revised in 2008 by taking the criteria of female literacy rate at 30% in rural areas, which is less than the average at the national as per Census 2001. The changed criteria facilitated to include 316 more EBBs (Ibid, p.2). Government of India in 2010-11 has taken a decision to open KGBVs in all these 316 EBBs.

1.2.a. Objectives of KGBVs:

The basic objective behind the launching of KGBVs is to extend accessibility of education with quality to fill the gender gap of marginalized social groups in EBBs. To achieve the accessibility, equity and quality of education through facilitating to retain, participate and empower these girls (Ibid.p.1). To achieve these objectives, 3609 KGBVs (see table-1.4) are sanctioned and functioning in 460 districts of 28 states and Union Territories (UTs) by June 2014 (Ibid, p.2). Out of these, 330 KGBVs are sanctioned and operational in SCs, 508 in STs and 544 in Muslim population concentrated districts (Ibid.p.2). Further with similar objectives 913 KGBVs were sanctioned and functioning in 88 districts. These districts were identified under the Integrated Action Plan in the selected Tribal and Backward Districts of the country. As a result, the number of KGBVs have been increased to 3703 from 2017 onwards (Grassroots Research and Advocacy Movement, 2018, p.5).

The table-1.4 has been providing a comprehensive data about the state-wise details of KGBVs, their functioning, socio-economic profile of the adolescent girl children in the country. As per data given in the table, there are 3609 as on 30th June 2013 and the number has been increased to 3703 by 2017. At an aggregate level, the total number of students, who are studying in KGBVs are 349037. The state-wise details of KGBVs strength and students' profile is given in the table.

Table-1.4 on Status of KGBVs Sanctioned, Operationalized and Social profile of students up to 30.6.2013

S. No.	State	KGB Vs Sanctioned	% Operational	Percentage of girls from different categories							
				% of SC Girls	% of ST Girls	% of OBC Girls	% of Muslim Girls	% of BPL Girls	Total	%	CWS N Girls
1	Andhra Pradesh	743	100.00	30.27	23.69	36.18	3.65	6.20	84567	94.8	299
2	Arunachal Pradesh	48	100.00	0.00	99.85	0.15	0.00	0.00	5267	94.9	2
3	Assam	57	98.25	5.86	33.97	20.03	40.14	0.00	2900	96.7	67
4	Bihar	535	98.88	44.25	6.25	31.23	13.47	4.81	47311	88.4	111
5	Chhattisgarh	93	100.00	14.92	62.87	20.32	0.27	1.63	9291	99.9	60
6	D & N Haveli	1	100.00	0.00	0.00	100.00	0.00	0.00	36	36.0	0
7	Gujarat	89	100.00	7.10	40.50	48.47	3.94	0.00	6751	102.3	482
8	Haryana	36	25.00	12.87	0.00	21.75	52.16	13.21	878	24.4	0
9	Himachal Pradesh	10	100.00	36.45	22.66	0.93	1.87	38.08	428	85.6	0
10	Jammu & Kashmir	99	97.98	5.56	8.05	6.03	75.55	4.80	4708	70.3	20
11	Jharkhand	203	100.00	17.96	40.62	26.55	6.01	8.87	19328	95.2	269
12	Karnataka	71	100.00	29.96	13.41	31.58	6.64	18.41	7771	93.6	155
13	Madhya Pradesh	207	100.00	16.46	56.45	22.94	0.98	3.17	28800	100.0	455
14	Maharashtra	43	100.00	20.41	40.77	14.87	5.92	18.04	4258	99.0	18
15	Manipur	11	100.00	6.89	64.28	17.36	11.48	0.00	1089	99.0	15
16	Meghalaya	10	100.00	0.00	99.07	0.23	0.69	0.00	432	86.4	4
17	Mizoram	1	100.00	0.00	100.00	0.00	0.00	0.00	100	100.0	5
18	Nagaland	11	100.00	0.00	100.00	0.00	0.00	0.00	1100	100.0	0
19	Odisha	182	100.00	24.42	52.43	21.40	0.86	0.88	18174	99.9	169
20	Punjab	22	100.00	65.49	0.00	10.44	22.54	1.53	1504	68.4	15
21	Rajasthan	200	100.00	29.39	29.84	30.31	6.80	3.67	17822	93.8	285
22	Sikkim	1	100.00	0.00	0.00	0.00	0.00	0.00	202	100.0	0
23	Tamil Nadu	61	100.00	24.32	21.74	52.79	0.58	0.56	4461	97.0	22
24	Tripura	9	100.00	0.25	98.63	0.00	0.13	1.00	800	100.0	0
25	Uttar Pradesh	746	100.00	43.14	1.24	36.89	7.30	11.43	72730	98.3	157
26	Uttarakhand	28	100.00	47.29	7.06	18.06	23.65	3.94	1218	87.0	2
27	West Bengal	92	100.00	31.95	28.56	12.52	21.92	5.05	7111	94.8	84
	Grand Total	3609	99.00	30.53	24.99	30.51	7.50	6.47	349037	94.2	5123

(Source: Reproduced from National Report second National Evaluation of KGBV Program of GoI, Nov-Dec 2013, pp.50-51)

1.2. b. Process of the Location of KGBVs:

The process of location of KGBVs is being decided by the district, state and national level support groups. The District level Committee, approved under NPGEL, identify the place for the location of KGBV based on certain indicators. Broadly, there are two indicators to start the KGBVs. These indicators include (1). The place, where there were no educational facilities with lodging and boarding for elementary education of girls under any program of the state or central government (<http://osepa.odisha.gov.in/p.2>). (2). The EBBs were also identified on the basis of 50 minimum adolescent girls from the marginalized social categories going to school (NITI-Aayog, 2015, P. 2).

According to KGBV guidelines, there is a proper process for the location. The location of a KGBV in any EBB is being decided by the District and State level Committees. These are the committees, which decide and finalize the list of places of location and sent to the National Support Group. At the district level the committee for the location of KGBVs is being constituted with the Elected Public Representatives, officials and experts with the background of non-governmental organizations (NGOs) finalize the list of locating KGBVs and send it to the State Support Group for its approval.

In order to implement the KGBV scheme at the state level an advisory committee was constituted, while following the provisions of NPEGEL. The state level advisory committee is known as State Support Group, which has been providing guidance, direction and support to the scheme. (<http://osepa.odisha.gov.in/> p.2). The members of the state support group include heads of the relevant departments of state and central government, experts, educationists and civil society and NGO activists. The state level committee can approve, send it back for re-examine and reject the list of model and location prepared and sent by the District Resource Group. The state resource group, finally, approved list of models and location of KGBVs of a state is sent to the National level Resource Group. The proposal to start a particular model of school was sent to the Cell, which is working at the National level. The proposal was being appraised with the help of external agencies/consultants (NITI-Aayog, 2015, P. 3).

The National Resource Group (NRG) was constituted by the MHRD, Government of India (GoI), under the MS programme for the purpose of rendering continuous advice pertaining to conceptual issues and policy matters in general about the education of girl children and issues, which emerge in the process of implementing the KGBV programme in particular (Ibid, p.3). NRG

is an instrument to establish the institutional convergence among research and training institutions, women groups, educationists and NGOs (Ibid, p 3). Like state resource group, the NRG consisting members from different fields like representatives from ministry, department, specialists, educationists, activists of NGOs etc. Due to the constraint of regular meeting of the members of NRG, generally, they meet twice or thrice in an academic year. While anticipating hinderances in providing advice and taking policy decisions by the NRG, the sub-committees are constituted to provide inputs on specific issues. The specific issues might be relating to gender perspective in awareness building and sensitization of teachers, preparing of the teaching learning material from the gender point of view and producing of the pictographically publications and short-movies to teach in the class rooms. It is also obligation on the part of NRG to examine and approve the final list of models and location prepared by the SRG. The NRG approve proposals are supposed to be approved by the Project Approval Board of SSA at national level for three models and location of KGBVs (Ibid, p. 3).

1.2.c. Models of KGBVs:

Table-1.5: on Number of KGBVs in the country

SNO	Models	Number	Financial Allocations (Non-recurring)	Capacity
1	Model-I	2359	7.25 Lakhs	100
2	Model-2	386	5.375 Lakhs	50
3	Model-3	861	5.375 Lakhs	50
	Total	3703		-

(Source: MHRD, National Report of Second Evaluation of KGBV Programme of Go I November-December, 2013, p.5.)

Broadly, there are three models of KGBVs, which are given in table-1.5. The financial allocation to KGBVs is being provided based on type of model of school, its strength in terms of students (NITI Aayog, 2015, p.4). There are 2359 Model-I schools in 11 states (see table-1.5). Model-1 KGBVs are having hostel facility with a capacity to accommodate 100 girls. The financial allocation for Non-recurring expenditure of Model-1 is Rs 7.25 lakhs. There are 386 Model-II KGBVs (see table-1.5) with hostel for 50 girls. The financial allocation for Non-recurring is Rs 5.375 lakhs and under Model-III, there are 861 KGBVs (see table-1.5) with hostel facility in existing schools for 50 girls.

Table-1.6 on Models of KGBVs in the country

Only Model 1	Only Model 2	Only Model 3	Model 1 & 2	Model 1 & 2 & 3	Model 1 & 3
1. Arunachal Pradesh 2. Andhra Pradesh 3. Chhattisgarh 4. Haryana 5. Jharkhand 6. Karnataka 7. Maharashtra 8. Manipur 9. Mizoram 10. Sikkim 11. Telangana	1. Meghalaya	1. Bihar 2. Himachal Pradesh 3. Uttarakhand 4. Madhya Pradesh 5. Nagaland 6. Odisha 7. Punjab 8. Tripura 9. West Bengal	1. Assam 2. Jammu & Kashmir 3. Tamil Nadu 4. Uttar Pradesh	1. Gujarat	1. Rajasthan

(Source: Evaluation Study on Kasturba Gandhi Balika Vidyalaya (KGBV), NITI-Aayog, Programme Evaluation Organization, Government of India, New Delhi, June, 2015, Annexure- 4.2, p.70)

From the table-1.6 three models of KGBVs have been spreading in different states as per their need. The financial allocation for Non-recurring budget in a financial year per KGBV is Rs 5.375 lakhs. These budget allocation, broadly, covers the items such as other than infrastructure related like school boundary wall, safe drinking water, sanitation and electricity.

The financial sharing between central government and state governments/Union Territories for the KGBV scheme has been 75:25 ratio. For the management of KGBVs a separate society is registered by the SSA. The KGBV Society is responsible for ensuring financial convergence of KGBVs with NPEGEL and MS (Ibid, p. 5). The GoI and State Government/UTs has been directly releasing the financial allocations to the KGBV Society through SSA/MS. In some of the states where MS is not implementing the scheme, it is being implemented through the 'Gender Unit' of SSA. At the state level SSA/MS/KGBV Society have opened a KGBV Savings Bank Account for the purpose of operating the funds. Similarly, KGBV bank accounts have been opened for the financial transaction of district and KGBV level.

1.2.d. Management of KGBVs:

From the evaluation study (MHRD, Handbook), it is found that the KGBVs have been functioning, broadly, under five types of management, which includes

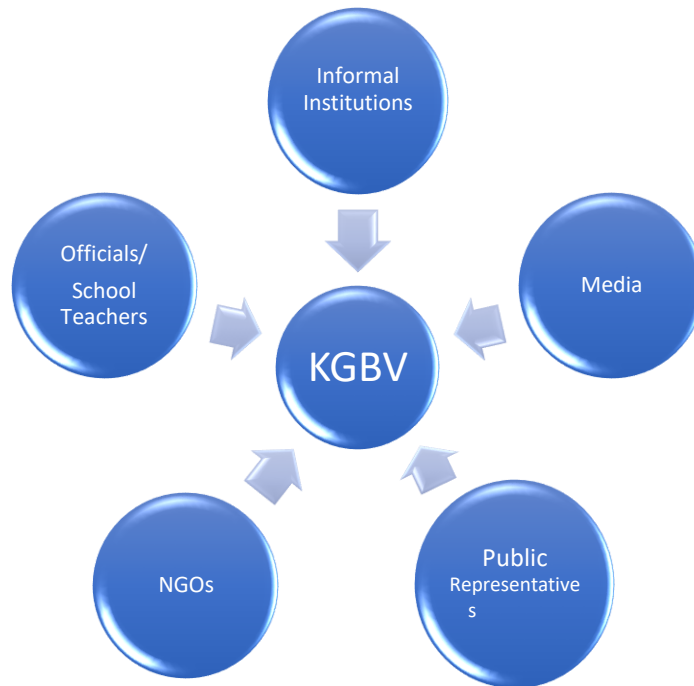
- (1). KGBVs under the direct management of the SSA: The states, like Gujarat, Jharkhand, Orissa, Rajasthan, Tamilnadu, Utter Pradesh
- (2). KGBVs managed by the autonomous state government residential educational societies (Gurukulas), Andhra Pradesh and Telangana.
- (3). KGBVs managed by the local community itself like Parent Teacher Association/Village Education Committee such as Madhya Pradesh and Himachal Pradesh
- (4). KGBVs managed by the non-governmental organisations like Arunachal Pradesh and
- (5). KGBVs under the control of Self-help groups (SHGs), NGOs and contractors, for instance Karnataka and Bihar.

1.2.e. Role and Responsibilities of the Special Officer: The SOs of KGBVs have been performing multiple roles and responsibilities as well as facing constraints, which are discussed as follows.

1.2. e. i. Awareness Building: In the beginning of KGBVs in 2004, the multiple-institutions such as media, officials of education department and teachers, elected public representatives, Non-Governmental Organizations (NGOs)/Community Based Organizations (CBOs) and informal organizations were the instruments for spreading awareness to admit dropouts, never enrolled and out of school girl children.

As part of awareness building, the pamphlets have been distributed in the villages, tribal areas and slums of urban areas through various institutions as shown in the figure-1 on awareness building process. Apart from using all these institutions, the SOs also addressed in the series of meetings organized by the public and private educational institutions, women and child welfare, rural development, SC, ST and BC welfare departments, Self-Help Groups etc. During informal gathering like festivals, birthdays, marriages, and family functions also interactions and distribution of pamphlets have been taken place. Over a period of time awareness about the KGBVs has been streamlined. As part of awareness drive, the students of KGBVs were involved in motivating the community to stop child marriage, dowry system and to send their irregular, dropout and never enrolled children to the education.

Figure-1.1 Awareness Building about KGBVs



(Source: Prepared by the researcher based on the data collected from the sample KGBVs)

1.2. e. ii. Mobilization and Retention: As per the experiences of SOs, it was a very difficult task to convince the parents of girl child labor. They openly shut their doors upon the SO, who had been to convince them to join their ward in KGBV. Some of the parents of the girl child did not allowed entering into their streets at interior and sub-urban areas, the parents were not ready to listen mobilizing team. In fact, some of the parents' and local leaders sarcastically commented that you provide everything to the girl child for education and are you also going to plan for marriage as well. In course of time, it was realized that it is essential to take support of field based Non-Governmental Organizations such as MVF. MVF has got few decades of history in the mobilization of drop out girl children. On the request of SO in some places NGOs entered into the field to mobilize the children through convincing their parents, local leaders and community to admit their girl child in KGBV. Due to the efforts of SOs for mobilization and retention, now a days, there has been a growing demand for admission in KGBVs.

Community level identification of such girls and the use of habitation / village level information on out-of-school girls is supposed to be used to identify students. The evaluation

studies note with alarm that several state government officials met, including gender coordinators, who are in-charge of KGBV, are not aware of this basic information about the KGBV programme. Many of them interpreted the eligibility criteria differently. For example, in some states there is a BPL / others category where the studies found that girls from educationally forward communities with no real disadvantage were being admitted. A negligible percentage of CWSN were found in most states though there were notable exceptions.

The identification of students is done in an ad-hoc manner and, in many KGBVs girls are identified by word-of-mouth from a few villages. In addition, girls who are already enrolled in school are brought into the KGBV. A shocking finding is that in some of the states, as per KGBV guidelines the Out of School Children norm is supposed to be strictly followed, to bypass the norm girls are given an artificial break after class 5 in order to get them eligibility for enrolling in the KGBV.

1.3. State Average and Class Wise Strength in KGBVs: The state average strength of students in KGBVs ranges from 38-248 across the country (see table-1.7).

Table-1.7 on Average number of students in KGBVs of sample states

SI. No.	States	Number of Students per KGBV
1	Andhra Pradesh	200
2	Arunachal Pradesh	100
3	Bihar	100
4	Chhattisgarh	100
5	Gujarat	100
6	Haryana	248
7	Himachal Pradesh	38
8	Jammu & Kashmir	56
9	Jharkhand	237
10	Karnataka	101
11	Madhya Pradesh	150
12	Maharashtra	99
13	Manipur	103
14	Orissa	159
15	Punjab	100
16	Rajasthan	96
17	Uttar Pradesh	83
18	Uttarakhand	50

(Source: Evaluation Study on Kasturba Gandhi Balika Vidyalyaya (KGBV), NITIAA YOG, Programme Evaluation Organization, Government of India, New Delhi, June, 2015, Annexure- 4.2, p.65.)

The lowest average strength is existing in Himachal Pradesh and highest is in Haryana. In a sequential order of highest average strength next to Haryana is Jharkhand with 237, Andhra Pradesh with 200, Orissa with 159, Madhya Pradesh with 150 and Karnataka with 101 and rest of the sample states are with either 100 or less than 100.

According to Table-1.8 based on the class, KGBVs can be classified in to four categories such as (1). I-VIII class in the states like Gujarat, (2), V-VIII class in the states such as Arunachal Pradesh, (3). VI-X class in Andhra Pradesh, Maharashtra and Haryana, (4). VI-XII class in Jharkhand.

Table -1.8 on Class-wise Strength in KGBVs

S. No	State	No. of students in 1 to XII class											
		I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
1	Andhra Pradesh						49	45	28	37	32		
2	Arunachal Pradesh					21	57	53	69				
3	Bihar						261	154	185				
4	Chhattisgarh												
5	Gujarat	12	3	10	14	55	66	73	43				
6	Haryana						33	30	38	43	39	0	
7	Himachal Pradesh						11	15	12				
8	Jammu& Kashmir						19	15	24				
9	Jharkhand						68	63	67	90	72	27	47
10	Karnataka						86	162	101				
11	Madhya Pradesh						80	55	15				
12	Maharashtra						100	116	85	99	21		
13	Manipur						24	14					
14	Orissa						151	213	139				
15	Punjab						42	40	13				
16	Rajasthan						126	146	142				
17	Uttar Pradesh						271	96	58				
18	Uttarakhand						46	31	23				

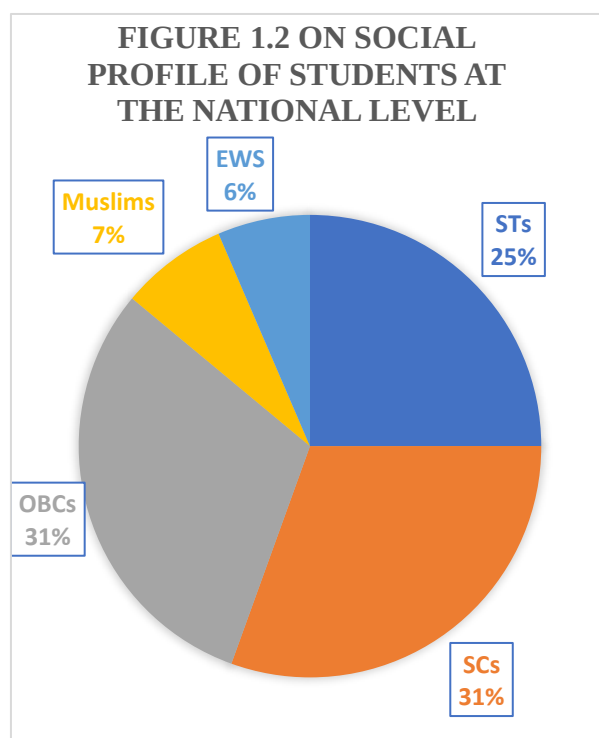
(Source: Evaluation Study on Kasturba Gandhi Balika Vidyalayas (KGBVs), NITI-Aayog, 2015, Annexure-8.1 p.91)

The data, which has been given in table-1.8 was based on the study conducted in 2015. However, some of the states have upgraded to X class and XII class.

The class-wise strength in KGBVs varies from state to state, for instance in V class highest strength is 55 in Gujarat and 21 in Arunachal Pradesh. In VI class Uttar Pradesh has got 271 and Himachal Pradesh is having only 11 students. For VII class, Odisha is having 213 and Manipur only 14. In VIII class, Bihar is having 185 and Himachal Pradesh only 12. In IX class, Maharashtra is having 99 and Andhra Pradesh only 37. In X class, Jharkhand is having 72 and Maharashtra only 21. In XI and XII class, Jharkhand is having 27 and 47 respectively.

1.4. Socio-economic Profile of KGBV Students:

The KGBVs have been started for the purpose of education to the *Dalits*, Tribals, BCs, Muslims and EWS girls, who were above 11 years from EBBs of India (MHRD, 2008, p.2). More specifically, these are important in the areas, where girls' dropout rate is at higher level after primary schools due to distance and terrain. It is noted from the figure-1.2 that 30% of students are STs, 31% SCs, 31% are from OBCs, 7% are Muslims and 6% are EWS. From the official data it is well established that the students, who are studying in KGBVs are from marginalized social groups, poverty ridden families and most of these students are from first generation of school goers.



(prepared by the researcher based on table-4)

The girls who are studying in KGBVs, to a large extent, were dropped out at various stages of primary education due to lack of ready access to upper primary schools (MHRD, 2008, p.4). KGBVs have also been enrolling the never enrolled and the younger girls who were who were dropped out at the primary level. From the available data it is found that the adolescent girls who were admitted in KGBVs are belonging to different age groups. However, in most of the states these girls are older and drop outs (MHRD, 2007, p. iv). The basic objective of KGBV programme has been intended, basically, designed for the girls, who have reached 11 years, but they were out-of-school. These girls are supposed to be from EBBs. However, as part of providing residential education, as a Constitutional right girl from fragile areas and risk ridden family background, who were not able to access the primary education and certain percentage of Children with Special Needs (CWSN) have also been enrolled in the KGBVs across the country (MHRD, 2013, p. 4).

The experiences of the states, regarding enrolment, indicating that there is a mix of various age-groups and the background of adolescent girls. (1). Highest number of states admitted a greater number of old girls who were dropouts from the school. (2). The states like Arunachal Pradesh, Bihar, and Uttar Pradesh have admitted the highest number of younger dropout girls and (3). The States such as Arunachal Pradesh, Bihar, Gujarat, Rajasthan and Uttar Pradesh admitted never enrolled girls. 69% never enrolled girls were enrolled in Gujarat and 11% in Rajasthan. From these experiences, it is concluded that the KGBVs have been serving the purpose by admitting never enrolled, drop outs, and out of school girl children irrespective of their age.

It is understood from the first and second stage of the evaluation study conducted by MHRD, GoI in 2007, 2008, and 2013, NITI-Aayog study in 2015 and series of studies conforming that the parents and community have been aware of the objectives of KGBV scheme and proactively responded to admit their children. It is also felt that the KGBVs has the potential to enrol, absorb and accommodate the out of school girls, who have been over and above 11 years from the education deprived family background. It is well established that the KGBVs have been creating significant impact in the EBBs, where there has been a lot of dropout rate after primary schools due to distance and terrain. It is noteworthy from the pie diagram-1 indicating that 25% of students are from STs, 31% from SCs, 31% are from OBCs, 7% are Muslims and 6% are from EWS. From this data it is also established that the students of all these categories not only from deprived sections but also economically extreme poverty ridden areas.

1.5. Economic Profile of the Parents of KGBV Students:

The evaluation study on KGBVs conducted by NITI-Aayog in 18 states covered economic profile of the students, who are studying in these schools found that there has been a variation in the mean income of parents. Table-1.9 revealing that among the 18 states, the states like Chhattisgarh mean income of parents was Rs 1197, which is lowest and Andhra Pradesh is having Rs 18600. On an average at the all India level, the mean income of parents was Rs 4020. It is also found that 54% of the students could not have got accessibility to education without KGBVs due to poverty of the parents.

Table-1.9 on Economic Profile of the Parents of KGBV Students

Sl.NO	States	Mean Income (In Rs.)	Standard Error of Mean	Students feel of no education without hostel (%)
1	Andhra Pradesh	18600	3600	40.0
2	Arunachal Pradesh	7550	783	10.0
3	Bihar	2843	165	40.0
4	Chhattisgarh	1197	174	66.7
5	Gujarat	3313	928	73.3
6	Haryana	7300	2022	40.0
7	Himachal Pradesh	6100	781	.0
8	Jammu& Kashmir	5760	2345	.0
9	Jharkhand	2830	167	40.0
10	Karnataka	2205	275	85.0
11	Madhya Pradesh	2660	840	40.0
12	Maharashtra	2863	458	40.0
13	Manipur	2643	264	33.3
14	Orissa	3070	172	35.0
15	Punjab	4100	600	40.0
16	Rajasthan	5780	416	72.0
17	Uttar Pradesh	4697	414	80.0
18	Uttarakhand	3650	428	100.0
	All India	4020	215	54

(Source: Evaluation Study on Kasturba Gandhi Balika Vidyalayas (KGBVs), NITI-Aayog, (2015), Annexure-8.13, p.103)

1.6. Facilities, Provisions and Efforts for Retention of Girls in KGBVs:

The admitted girl children are entitled to basic facilities such as accommodation, text and note books, material for teaching and learning, KGBV uniforms, sweaters in the cold areas and overcoats in the normal areas and shoes. The items, which are essential for daily life, such as soaps, oils, towels, tooth-paste, comb, slippers, sanitary napkins, toiletries, inner garments, pen, pencil, eraser and sharpener, geometry box, bed sheet and pillow with cover, blanket are supplied (SSA, Assam). Text book of all subjects and evaluation book is provided at the beginning of new academic session. For every girl student an amount of Rs.100 /-per month is deposited in the personal bank account (Ibid). The children are also extended the provisions like trainings in vocations, computer, educational tours, sports competitions, free health check-up facility, medical facilities, every month, educational teen fairs, self- defence training for girls. The children and teachers in KGBVs also provided furniture like table and chair, Almira, book shelf, desk, bench, two tier bed for children, computer table with chair, dining provision, wooden bed for staff etc.

The photo given below is serving of the nutritious and hygienic food in KGBVs of Tamilnadu (KGBV, best practices). In KGBVs, the standardized menu chart was prepared in consultation with the Avinashilingam University institute for home science and higher education for women at Coimbatore. The similar practices have been existing across the country.



KGBV girls having quality food



(Source: Safe Drinking Water in KGBVs, Tamilnadu)



(Source: Checking of Water tank cleanliness in KGBVs, Tamilnadu)

1.6.a. Training on Adolescent Stage, Health and Hygiene with Special focus on Menstrual Hygiene Management (MHM):

As part of retaining girl children, all the Special Officers/Wardens and Full Time Assistant teachers are trained on adolescent stage, health and hygiene with focus on MHM and healthy diet as part of ‘Life Skill Education training’ by managing agencies of KGBVs. For training on these aspects some of the states like Assam has collaboration with United Nations International Children Emergency Fund (UNICEF) (SSA, Assam). During the training programme the participants were sensitized about the issues and problems at adolescent stage, with specific reference to menstruation, health and hygiene practices to be observed by the adolescent girls in KGBVs. The modules pertaining to training on menstrual hygiene management are available in all the KGBVs.

KGBV girls who have attained puberty are provided training on MHM by the trained teachers with the help of training module/manual, different activities and showing video on MHM. The adolescent girls are trained on managing menstruation hygienically and safely after they

attained puberty, they are also oriented about reproductive health and personal hygiene, use of sanitary pads and disposing of sanitary materials safely, awareness of pre-adolescent girls about menstruation and hygiene and breaking the silence; confronting dangerous myths, taboos, and cultural practices, which leads to negative perceptions. For the purpose of continuous awareness building video film on Menstrual Hygiene Management is shown to the girls in the KGBVs for better understanding of the menstruation process and myths associated with it.

1.6.b. Monthly/bimonthly health check-up and insurance of children

In order to ensure proper health and physical and mental development of every child in KGBV various measures are being taken such as (1) bi-monthly health screening is being conducted in convergence with the National Health Mission/Primary Health Centre. As per health prescription, the basic medicine including vitamins-A and D, iron and folic acid is supplied to the girls, who are having problem of anemia (SSA, Assam). (2) KGBVs have also been treating all minor health issues including malnutrition. (3) For the children requiring secondary and tertiary care are referred to the specialist review, appropriate investigations, treatment of the disease and follow-up. (4) Integration of adolescent nutrition, health education, menstrual health and hygiene. (5) Health profile of all the learners is maintained in all the KGBVs. (5) The food menu in all the KGBVs is made as per the daily requirement of adolescent children and is displayed in Kitchen, Office room noticeable by the learners, staff and visitors and (6) KGBVs not only providing disposable sanitary napkins but also training adolescent girls in preparing their own sanitary napkins to maintain hygiene in classroom and hostel.

As per Tamilnadu experience a special “Group Insurance Coverage” has been arranged for all the girls of KGBV. The group coverage premium is Rs.58/- per year. The premium covers (1). Accidental death covers within 24 hours anywhere in India. (2). One lakh – Accidental death for the students. (3). Parent– [earning/ non-earning]–one lakh– Accidental death. (4). Inpatient hospital medical expenses up to Rs.25000/- per student admitted due to accident. (5). Additional coverage of Carrying of dead body of student to the native place.

1.6. c. Stipend for children in individual bank account

For every child in KGBV individual account is opened in the bank/post office and an amount of Rs. 100/- is deposited in the account of children every month to build confidence among girls that government has been extending financial support to them.



(Source: Medical check-up and Insurance in KGBVs, Tamilnadu)



(Source: Training on First Aid to save the life in KGBVs, Tamilnadu)

1.7. Mainstreaming for Academic Activities in KGBVs:

From the analysis of socio-economic profile of KGBV children that they belong to disadvantaged and marginalized family background and discontinuities and never enrolled for regular school. For the purpose of providing quality of education, imparting knowledge and training in academic curriculum and co-curricular activities to the students of KGBVs special efforts have been initiated. For the mainstreaming of these girls in academic activities the studies (SSA, Assam) indicating that the variety of practices have been emerging across the country.

For the mental and physical growth of adolescent girl children, the KGBVs have been focusing on quality of inputs in education, imparting the knowledge as per student capacity and also training in co-curricular and curricular activities. The academic activities have been taken place in KGBVs to enhance the confidence and overall personality development of the child. The studies revealing that variety of practices have been emerging in mainstreaming the children in KGBVs which includes.

1.7.a. Daily Routine:

Table-1.10 on daily activities of every KGBV revealing that the charts are displayed in a convenient place for the students, teachers and staff about its own day to day activities since morning to night and food menu. The KGBV daily routine is the time management process in a day right from getting up from the bed, getting ready for classes, physical activities, timings for teaching-learning and serving of the food.

1.7.b. Bridge Course:

The socio-economic profile revealing that the girls, who are enrolled in KGBVs, were dropped out from the school at any one stage of school education. Some of them were never enrolled, and out of school children. Taking in to account the levels of standards of the girls of KGBVs with varied experiences and different learning levels, a bridging module is developed to enable them for achieving competencies of grade Six before they fully familiarize with the respective State curriculum, which is being followed in KGBVs.

1.7.c. The formal curriculum and examination system:

To maintain continuity and minimum level of standards of the department of school education, the KGBVs have adapted the academic curriculum, prescribed textbooks, teaching learning process and examination system of the State government.

1.7. d. Academic support:

The District Academic Core Group, Block Academic Core Group, the State and District Functionaries of SSA, the faculty of District Institute of Education and Training and head teachers of nearby schools have been providing planning, supervision and monitoring of

Table-1.10 on Daily Activities

S.NO	Time		Activities
	From	To	
1	5.30 am		Bath / Prayers
2	6.30 am	7. 30 am	Religious / Self study
3	7.30 am	8. 30 am	Getting ready and breakfast
4	8. 30 am	10.00 am	Remedial classes
5	10.00 am	1.00 pm	School activities
6	1.00 pm	2.00 pm	Lunch
7	2.00 pm	4.00 pm	School activities
8	4.00 pm	5.30 pm	Rest/ Play time
9	5.30 pm	7.pm	Skill Development / Vocational training
10	7.00 pm	8. 00 pm	Self-study
11	8.30 pm	9. 30	Dinner
12	9.30 pm		Bed Time

(Source: KGBV, Yemmiganur of Kurnool District, AP)



(Source: The teachers are aware about both ABL and ALM process in KGBVs, Tamilnadu)

KGBVs to maintain academic standards. They also extend their support for the academic progress of the girls and capacity building and other academic support to the teachers.

In every academic year, National Mean cum Merit Scholarship Examination is being conducted by Directorate of Government Examination of Tamilnadu. All the VIII standard girls studying in KGBVs are encouraged to appear the examination. They are also given coaching in Paper I – Mental Ability Test for 90 marks and Paper II – Scholastic Aptitude Test for 90 marks. Those students, who clear the exam, are eligible for getting scholarship of Rs.500/- for every month from 9th to 12th standard. In 2014-15, 34 and in 2015-16, 35 KGBV girls have cleared the NMMS exam.



(Source: Science Exhibition in KGBVs, Tamilnadu)

1.7. e. Evaluation of the academic performance:

The study reports on KGBVs found that after the bridge course the child is mainstreamed in the formal standard of KGBV and they are evaluated as per formal school examination system. The evaluation system, broadly, consisting of four evaluations in an academic year and final evaluation, which is conducted in KGBVs. The marks of all the previous examinations are calculated and final grade is given to the child. After the final evaluation, the students will be promoted to the higher class. The Continuous Curriculum Evaluation is strictly adhered as per the formal school academic calendar. The grades record of all students is documented and kept at KGBV for the accessibility of students, parents, officials and others. The detailed progress report of child is communicated to parents/guardians at the end of academic year. The students of KGBVs have been participating in the state and national level competitions conducted by SLAS and Intel-Learning, which are given in the following photos.



(Source: State level achievement survey exam in all KGBVs, Tamilnadu)



(Source: Initiative for Research and Innovation in Science for KGBVs by Intel-Learning in Tamilnadu)

1.8. Curriculum Plus:

The curriculum, which is designed and introduced as per state government pedagogy has been to enable the student to enhance competencies. The curriculum consisting regular academic as well as extra-curricular activities. The important extra-curricular activities, which are being promoted in KGBVs includes (1). physical activities such as badminton, cycling, carom, volley ball, yoga, karate, gymnasium etc. (2). Skill based activities like tailoring, embroidery, handicrafts etc. (3). Cultural activities, which includes Playing musical instruments like dholak, kanjira, harmonium, tabala, folk stories, folk songs, songs for the empowerment of adolescents etc. (SSA, Govt. of Assam). The girls are also encouraged to participate in the debate competitions and cultural activities.

1.8.a. Vocational Skills:

For the purpose of imparting the need based vocational skills in KGBVs, the services of experts, and craft teachers are used to train in wide variety of life skills. The skills of students are exposed in the exhibition-cum-sales counters organized at the local areas.

1.8. b. Specific skill training/Vocational education:

To develop the skill among the girls for generating of self-employment in the future, KGBVs has been training for four months in weaving, knitting, handicrafts, screen printing, embroidery doll and flower making, food processing, tailoring etc. Some of the KGBVs training the students on spiral binding and lamination. The photo given below exhibiting the spiral binding skill of KGBV girls. The skill is being used to bind their own text books, project reports, calendars, preparing covers for popcorn, labels, laminating Identification Cards and certificates.



(Source: Training on Spiral Binding and Lamination in KGBVs, Tamilnadu)



(Source: Training on online ticket booking in KGBVs, Tamilnadu)

Above photo illustrating the efforts of KGBV students in booking online tickets for bus and trains. It indicates that KGBVs have been training the students in the operation of computers

and internet. As a result, it is not only enabling them to do their own online requirements but also skill for the future.



(Source: Guide Training in KGBVs in Tamilnadu)

The students of KGBV are also trained in the activities of Guide for the purpose of advancement in physical and emotional maturity. It is also intended to develop the social and universal outlook in the young minds. The important aspects, which includes about the history of Scout and Guide, the importance of flags, motto, symbols, songs, troop formation, awards and camps. The training prepared the students to face in crisis, leadership quality, self-confidence and patriotic spirit.

1.8.c. Life Skill Education:

The Life Skill Education sessions, once in a week, has been formally introduced from February, 2016 in all the KGBVs. The life skill session, basically, focusing on the skills, which are essential for the personality, competencies development and opportunities for the future. The life skills program has been concentrating on (1). self-awareness, (2). empathy, (3). effective communication, (4). interpersonal relationship, (5). critical thinking, (6). creative thinking, (7). decision making, (8). problem solving, (9). coping with emotions and (10). managing stress (SSA, Govt. of Assam). These skills are being taught to children of KGBVs by the trained teachers to face any kind of challenge in life and come up with positive mindset under any circumstances.

The sources indicating that the children learn Life Skills by doing various activities under

the guidance of trained teachers. The life skill activities include role play, group discussion, games, sharing experiences, quiz on various topics like Awareness of Health and Hygiene, nutrition etc. More specifically the activities like Understanding Self, Time Management, all are Equal (gender), Am I Healthy etc. These types of activities have proved that there is a change in the nature and behavior of the children. The changed behavior of children reflecting in their discipline and punctuality, openly expressing their feelings and experiences, interpersonal relationship among the children to pay attention for the needs of her fellow inmates, enthusiasm to participate in the activities regularly performed in the hostel. Confidence level of girls has also increased to deal with changes during adolescence. Misapprehension about the health and hygiene are found to be trimming down remarkably among the children, and students have participated in the Menstrual Hygiene Management (MHM) session and they learning about adolescent stage health and hygiene.

1.8.d. Career counselling:

For the purpose of awareness generation among the adolescent girls about the educational and employment opportunities, interaction, meetings and career counselling are arranged with the experts, professionals and successful people. The interactions through the career counselling covering wide areas like medicine, engineering, journalism, civil services, social work, business, sports, teachers, lawyer etc.



(Source: Life Skill training in KGBVs, Tamilnadu)

1.8.e. Co-curricular and Recreational activities:

Co-curricular activities for the overall development of the children are introduced in every KGBV with the help of teachers, instructors and resource persons from community. Children have been learning various co-curricular activities like-dance and drama, playing musical instruments, harmonium, tabala, folk stories, folk songs, recitation etc. Children of KGBVs also participated in various co-curricular events like debates, cultural activities and won the awards. The school level co- curricular activities include.

1.8.f. Preparation of Wall Magazine:

Children in KGBVs get an opportunity to showcase their talents in various areas like poetry, art, story writing, article, drawing by children etc in quarterly wall magazine which is prepared every quarter in all the KGBVs.

1.8.g. Observance of National/International Day:

In KGBVs the most significant days like World Health Day, National Girl Child Day, India's Independence Day, Republic Day, Teachers Day, Children's Day, Human Rights Day and the birth days of national leaders Gandhi Jayanthi, Ambedkar Birth Day, Mahatma Phule and

Savitri Bai Phule Jayanthies are not only observed but also competitions like essay writing, quiz, art, dance etc conducted for the purpose of awareness building among the students.

1.8. h. Kitchen Garden

The kitchen garden program involves all the students with great eagerness, to work on every morning after the Drill session for half to an hour to water, serve, cleansing and clearing weeds in the garden. In KGBVs students and staff have been cultivating plants like maize, sesame, mustard, potato, spinach, papaya, mushroom, tomato, drumsticks, brinjal, fresh greens, etc. The below photo is part of training on vermicomposting to reuse kitchen and bio-degradable waste.



(Source: Vermicompost training in KGBVs, Tamilnadu)

1.8.i. Sports and cultural activities:

The children of KGBV are encouraged for sports like badminton, carom, volley ball, Chess, skipping etc. Sports materials for volley ball with net, chess, skipping rope, badminton rockets etc., are provided to every KGBV. As part of strengthening physical fitness and self-defense, KGBV girls are trained in karate for a period of five months in an academic year. For the purpose of training a trainer in karate was appointed. For conducting regular classes, a schedule with required syllabus was framed. In every KGBV, two classes with one and half hour duration are being conducted in a week. For about 40 classes are conducted during the five months period. The photos given below are the illustrations of karate training in KGBVs.



Karate Training



(Source: Karate training in KGBVs, Tamilnadu)

1.9. Safety and Security:

To ensure safety and security in KGBVs CC TV cameras are installed at the entrance, watch woman for day and night security and trained wardens are appointed. In addition to these, two teachers stay in KGBV on rotation basis during night time to help the girls in emergency. Parents and guardians are issued identity cards and they are supposed to be produced at the time of their visit to meet child. None of the male members are allowed in to the KGBV hostels including officials and parents. For the purpose of fire safety in KGBVs Fire extinguisher and sand filled buckets are maintained Periodical maintenance for non-insulated electric wires and repaired switch boxes are taken care and Circuit breakers are being provided to all the KGBVs to prevent short-circuit fire. An ANM is appointed to take care of health and regular updating of the First Aid kit. The premises of KGBVs is maintained cleanliness by periodic removal of the weeds and bushes. The head of the KGBV requested the nearby Police-station for a regular patrolling and help line. The following photos depicting the safety and security measures at KGBVs.



(Source: Photos of safety and security at KGBVs in Tamilnadu)

1.10. Library books:

Various types of books like- stories, biography of noted personalities, general knowledge and other relevant books of children are available in the KGBV libraries.

1.11: Convergence with concerned departments:

Convergence with several departments to extend the required facilities for the children of KGBVs. The departments include health, bank, sports, food and civil supplies, police, SC, ST and Minorities welfare, safe drinking water and total Sanitation Campaign.

1.12. Gender Sensitization Training:

To create awareness and sensitization about the girls' rights, training workshops are conducted on gender to highlight civil liberty and social issues pertaining to girls in KGBVs. The experienced lawyers are the resource persons to discuss about the rights and duties of girls, child rights, RTE Act 2009, child help line, child marriage Act, right to property, women empowerment, and techniques to protect themselves at the time of risk.



(Source: Training on gender sensitization in KGBVs, Tamilnadu)

1.13. Teachers Strength:

As per NITI-Aayog study in 2015, the table-1.11 on teacher's strength indicating that the KGBVs positioned the subject teachers in the sample states, however, with in the sample states data is not available for few states. According to evidences produced in table-1.12 on pupil-teacher ratio indicating that in the states like Maharashtra, AP, Arunachal Pradesh, Chhattisgarh, Gujarat, Haryana, Himachal Pradesh, Jammu & Kashmir, Karnataka, Madhya Pradesh, Orissa, Punjab, Uttar Pradesh and Uttarakhand had more than 40%. In the states like Manipur and Rajasthan the pupil-teacher ratio was less than 40%.

Table-1.11 on Teachers strength

State	No. of KGBVs	No. of Male Teachers	No. of Female Teachers
Andhra Pradesh	743	0	5201
Arunachal Pradesh	48	238	194
Bihar	535	NA	NA
Chhattisgarh	93	0	519
Gujarat	89	0	498
Haryana	36	42	3
Himachal Pradesh	0	0	0
Jammu & Kashmir	99	0	587
Jharkhand	203	0	1015
Karnataka	71	NA	NA
Madhya Pradesh	0	0	0
Maharashtra	43	NA	NA
Manipur	4	20	15
Orissa	182	599	693
Punjab	21	3	49
Rajasthan	0	0	728
Uttar Pradesh	0	1695	3156
Uttarakhand	NA	NA	NA

(Source: Table, No.1 in Evaluation Study on Kasturba Gandhi Balika Vidyalaya (KGBV), NITI -Aayog, Programme Evaluation Organization, Government of India, New Delhi, June, 2015, p.91)

Table-1.12 on Pupil Teacher Ratio in Sample KGBVs

S.NO	States	Strength
1	Maharashtra (3 out of 4 schools)	More than 40
2	Andhra Pradesh	
3	Arunachal Pradesh	
4	Chhattisgarh	
5	Gujarat	
6	Haryana	
7	Himachal Pradesh	
8	Jammu & Kashmir	
9	Karnataka	
10	Madhya Pradesh	
11	Orissa	
12	Punjab	
13	Uttar Pradesh	
14	Uttarakhand	Less than 40
15	Bihar (5 out of 6 schools)	
16	Jharkhand	
17	Manipur	
18	Rajasthan	

(Source: Table, No.1 in Evaluation Study on Kasturba Gandhi Balika Vidyalaya (KGBV), NITI -Aayog, Programme Evaluation Organization, Government of India, New Delhi, June, 2015, p.95)

1.14. Qualification of Teachers:

From the table-1.13 on educational background of KGBV teachers, which is based on annexure-7.8 of NITI-Aayog study, it is understood that two of the teachers from Haryana are possessing education qualification of PhD degree. The highest number of teachers about 151 are Graduates. It is also found that in Karnataka and Rajasthan, where there are maximum number of teachers are

having the Post-Graduation qualification. The table-1.14 on professional qualification of teachers, which is analyzed on the basis of annexure-7.9 of NITI-Aayog study that almost all the teachers are professionally trained with qualifying B.Ed. degree. Even in the states like Rajasthan and Uttar Pradesh the minimum qualification to become a teacher in KGBV are supposed to have B.Ed. degree. However, it is observed from the table-1.13 that both the permanent and temporary teachers are having the similar professional and educational qualifications to work as teacher. The study found that the teaching staff employed at KGBV was well qualified with a professional degree. Most of the teachers, who are working at KGBVs were from arts discipline and there are very few teachers with science background in the state of Gujarat. From the teacher's response point of view, one of the key learning of teachers in KGBV was to be cooperative and harmonious among themselves. The teachers have identified the strengths and potentials among them and started learning from each other in terms of the skills and methodology for teaching and learning.

Table-1.13: Educational background of KGBV Teachers

Qualifications	Position	Nature of Appointment				Total
		Permanent	Temporary	Appointed under SSA / KGBV	Daily wagers	
Ph.D.	No	0	2	0	0	2
	%	0.0	100.0	0.0	0.0	100.0
Post Graduate	No	13	14	23	0	50
	%	26	28	46	0	100.0
Graduate	No	6	10	22	2	40
	%	15.0	25.0	55.0	5.0	100.0
12 th pass	No	3	2	1	0	6
	%	50.0	33.3	16.7	0.0	100.0
10 th pass	No	1	0	0	0	1
	%	100.0	0.0	0.0	0.0	100.0
Total	No	24	27	47	2	100.0
	%	24.0	27.0	47.0	2.0	100.0

(Source: Table, No.1 Study on Kasturba Gandhi Balika Vidyalaya (KGBV), NITI-Aayog, Programme Evaluation Organization, Government of India, New Delhi, June, 2015, Annexure-7.8, pp..37-38).

Table-1.14: Teachers with Professional Qualification in KGBV

Professional Qualification		Permanent	Temporary	Appointed under SSA/KGBV	Daily Wagers	Total
B. ED	No	15	18	23	0	56
	%	26.8	32.1	41.1	0.0	100.0
Any other(specify)	No	8	9	12	2	31
	%	25.8	29.0	38.7	6.5	100.0
None	No	1	0	7	0	8
	%	12.5	0.0	87.5	0.0	100.0
Total	No	24	27	47	2	100.0
	%	24.0	27.0	47.0	2.0	100.0

(Source: Table, No.1 in Evaluation Study on Kasturba Gandhi Balika Vidyalaya (KGBV), NITI -Aayog, Programme Evaluation Organization, Government of India, New Delhi, June, 2015, Annexure-7.9, p.37).

1.15. Trainings:

Table-1.15 on training of the teachers indicating the state-wise % of teachers trained after joining KGBVs. For instance, AP, Chhattisgarh, Karnataka, Maharashtra and Orissa have trained 100% of the teachers. The states like Rajasthan, Uttar Pradesh, Uttarakhand, Gujarat, Bihar, Haryana and Jharkhand have trained 80-50% teachers. Arunachal Pradesh and Manipur trained less than 50% of teachers and rest of the states like Himachal Pradesh, Jammu & Kashmir, Madhya Pradesh and Punjab could not train any teacher. On the whole, about 69% teachers were trained during the last 2 years as per 2015 evaluation study by NITI-Aayog (Annexure-7.7).

Table-1.15 on training of teachers

SI. No	States	% of Teachers
1	Andhra Pradesh	100.00
2	Arunachal Pradesh	25.00
3	Bihar	58.30
4	Chhattisgarh	100.00
5	Gujarat	66.70
6	Haryana	50.00
7	Himachal Pradesh	0.00
8	Jammu & Kashmir	0.00
9	Jharkhand	50.00
10	Karnataka	100.00
11	Madhya Pradesh	0.00
12	Maharashtra	100.00
13	Manipur	33.00
14	Orissa	100.00
15	Punjab	0.00
16	Rajasthan	80.00
17	Uttar Pradesh	75.00
18	Uttarakhand	75.00
	All India	

(Source: Table, No.1 in Evaluation Study on Kasturba Gandhi Balika Vidyalaya (KGBV), NITI -Aayog, Programme Evaluation Organization, Government of India, New Delhi, June, 2015, p.84.)



(Source: KGBV, Samagra Siksha, AP, 2020.)

1.16. Service conditions of the Teachers:

From the field study of NITI-Aayog, it is observed that there has been a variation from state to state with reference to nature of service of the head of KGBV and teachers. As per head of the institution concerned in the states like Orissa, the principal/head master of nearby regular government school is in charge to KGBV as well. In some other states like Karnataka and Rajasthan, the heads of KGBVs were from the category of regular teachers, working in government schools on deputation. In AP all KGBVs were being headed by Special Officers who are regular Post Graduate Teachers on deputation to KGBVs up to 2013. From 2013 onwards contract based Special Officers are appointed. In Maharashtra the permanent teacher has been the head.

From Annexure-7.1 of NITI-Aayog study the teachers, who have been the vital instruments for teaching and learning, were hired on temporary/contractual basis in Andhra Pradesh, Bihar, Jharkhand, Chhattisgarh, Karnataka, Odisha, Uttar Pradesh, Uttarakhand and Rajasthan. In some of the state's teachers are on contract and non-teaching staff is permanent, for example, in Madhya Pradesh the post of superintendent is permanent.

1.17. Salary of the KGBV teachers:

From the table-1.16, it is found that there are four types of teachers in KGBVs. On the basis of the nature of service the salary of a teacher was fixed. For a permanent teacher per month salary was Rs. 19162 to Rs. 26382, for a temporary/contractual teacher was receiving between Rs. 5624

to Rs. 10584. SSA appointed teacher was given a salary of Rs 9775/- and for daily wage basis teachers were paid Rs 4850/- for teaching in KGBVs. The aggregation of

Table-1.16: Salary of the Teachers in KGBV

Nature of service	Salary per month (Rs)
Permanent	22772
Temporary	8579
Appointed by SSA/KGBV	9775
Daily wage basis	4850

(Source: Table, No.1 in Evaluation Study on Kasturba Gandhi Balika Vidyalaya (KGBV), NITI-Aayog, Programme Evaluation Organization, Government of India, New Delhi, June, 2015, p.36.)

satisfaction level of the teachers of sample states is given in table-1.17. It reveals that about 65% of permanent teachers were satisfied with the salary structure. However, more than 85% of temporary teachers, about 92% of teachers, who were appointed by SSA and 100% of daily wage teachers were not at all satisfied with the salary.

As per Annexure-7.2 in NITI-Aayog study, there has been a variation in salaries of teachers of KGBVs across the country. The study also found that the temporary teachers of Karnataka have satisfied 100%. The teachers of KGBVs in Himachal Pradesh, Haryana, Punjab and Arunachal Pradesh the satisfaction level is 50%. In the states of Rajasthan, Manipur, Jharkhand, Orissa and Uttar Pradesh the satisfaction level ranges from 40%-8% respectively. In some of the sample states namely AP, Bihar, Chhattisgarh, Gujarat, Jammu and Kashmir, Madhya Pradesh, Maharashtra and Uttarakhand the teachers of KGBV were not at all satisfied with the existing salary structure. From the measurement of satisfaction and dissatisfaction level, it is understood that the level of insecurity and demotivation among the temporary, teachers appointed by SSA and daily basis teachers is higher than the permanent teachers.

Table -1.17: Salary of the teachers in KGBVs and their satisfaction level

Status	Satisfied with Salary			Total
		Yes	No	
Permanent	No	15	9	24
	%	62.50	37.50	100.0
Temporary	No	4	23	27
	%	14.80	85.20	100.0
Appointed under SSA/ KGBV	No	4	43	47
	%	8.50	91.50	100.0
Daily Wage basis	No	0	2	2
	%	0.0	100.0	100.0
Total	No	23	77	100.0
	%	23.0	77.0	100.0

(Source: Table, No.1 in Evaluation Study on Kasturba Gandhi Balika Vidyalaya (KGBV), NITI-Aayog, Programme Evaluation Organization, Government of India, New Delhi, June, 2015, p.36.)

NITI-Aayog study found that 72% of the teachers in KGBVs across the country, the salaries of teachers directly deposited every month in their bank accounts. However, in the states like Manipur all the working teachers get the salary in the form of cash. In Jammu & Kashmir and Karnataka all the teachers of KGBVs including permanent teachers have been receiving the salary from the Block Resource Centre. In Punjab, the teachers, who are working in KGBVs take the salary from the Gram Panchayat. The teachers were supposed to receive their salary at the end of every month, however, there are complaints by the teachers about the delay as well as irregularity in the payment of salaries in the sample states like Arunachal Pradesh, Himachal Pradesh, Madhya Pradesh and Punjab.

1.18. Teaching Methodology:

Teachers in KGBVs have been using various methods of teaching such as chalk and talk, lecture cum demonstration, problem solving, discussion, power point presentation, structural functional approach and constructivist approach.

1.18. a. Chalk talk method:

The *chalk talk* method of teaching focuses on the blackboard and the lecturer's voice and also the activities – to be precise, the physical activities. It is usually done with chalk, hard crayon, or pastel, or with dry-erase markers on a whiteboard. It is a technique that creates a conversation, mutual opinions and comments among learners through writing. Chalk Talk is a silent conversation in writing that allows students to have an equal opportunity to participate. It is a versatile protocol that can be used for many purposes. Students and teachers love it.

1.18. b. Lecture-cum-demonstration:

In Lecture method teacher explain the concept and make it more meaningful, it is also demonstrated in the form of experiments, short films and field exposures.

1.18. c. Problem solving method:

Children learn by working on **problems**. This enables the students to learn new knowledge by facing the **problems** to be **solved**. The students are expected to observe, understand, analyze, interpret find solutions, and perform applications that lead to a holistic understanding of the concept.

1.18. d. Discussion method:

It is a kind of forums for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of enhancing the student's capacity in thinking, learning, problem solving, understanding and literary appreciation.

1.18. e. Structural and Functional approach:

As per the assumption of the method that the language teaching is being best taught through systematic selection and grading of structures or sentence patterns. However, the functional aspect allows a child to learn relevant skill. It is more a functional to teach a child the words like “computer” by playing a game on computer then it would be having them demonstration to a computer.

1.18. f. Constructivist teaching:

It is based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information. Learners are the makers of meaning and knowledge.

1.19. Teaching Aids:

Table-1.18 on teaching aids like use of black board, charts and posters, teaching and learning material, library and computer in all the sample states. In 18 sample states about 70% of the teachers use black board all most every time and remaining 30% of teachers either rarely use it or never use. Only 27% of the teachers regularly use charts, posters, flash cards etc., however, 73% of teachers hardly use any such a material, though there is a budget provision for these materials in KGBVs.

About 87% of teachers in KGBVs have been effectively using the given Teaching Learning Material, but at the same time 13% of teachers rarely use it. Therefore, it has been affecting the academic achievements of the students. There is a provision in KGBVs to purchase the books for common usage of teachers and students in the library. The field data reveals that about 80% of the library books are used by the students and teachers. Similarly, 79% of administrative staff, teachers and students have been using the computer for administrative, academic activities and assignments and evaluation.

Table-1.18 on Teaching Aids

I. No.	State	Use of Black Board	Use of Charts, Posters etc.	Use of Available TLM	Use of Library	Use of Computers
1	Andhra Pradesh	80.0	.0	100.0	100.0	100.0
2	Arunachal Pradesh	100.0	30.0	100.0	100.0	50.0
3	Bihar	60.0	26.7	100.0	80.0	86.7
4	Chhattisgarh	100.0	33.3	83.3	.0	100.0
5	Gujarat	100.0	20.0	66.7	100.0	100.0
6	Haryana	100.0	20.0	100.0	.0	.0
7	Himachal Pradesh	80.0	40.0	100.0	60.0	100.0
8	Jammu & Kashmir	100.0	60.0	.0	.0	.0
9	Jharkhand	60.0	20.0	50.0	50.0	100.0
10	Karnataka	.0	.0	100.0	100.0	75.0
11	Madhya Pradesh	100.0	.0	100.0	100.0	100.0
12	Maharashtra	100.0	100.0	100.0	100.0	85.0
13	Manipur	80.0	26.7	40.0	33.3	40.0
14	Orissa	40.0	.0	100.0	100.0	25.0
15	Punjab	100.0	20.0	.0	100.0	100.0
16	Rajasthan	88.0	36.0	90.0	100.0	100.0
17	Uttar Pradesh	60.0	13.3	100.0	96.7	100.0
18	Uttarakhand	40.0	30.0	100.0	90.0	90.0
	All India	70.4	27.2	86.7	80	79.20

(Source: Table, No.1 in Evaluation Study on Kasturba Gandhi Balika Vidyalaya (KGBV), NITI-Aayog, Programme Evaluation Organization, Government of India, New Delhi, June, 2015, pp 96-99)

1.20. The Rationale, Need and Importance of the Study:

From the analysis of the purpose, objectives, socio- economic profile and facilities, provisions and efforts to retain girls in KGBVs, it is found that (i) The KGBVs are meant for accessibility, equity and quality of education to disadvantaged girls. (ii) The socio-economic profile of KGBV students has been indicating that they are never enrolled, dropouts, child labour, risk ridden and disturbed family back ground of SCs, STs, OBCs, minorities, and EWS. (iii) The management team including Special Officer/Warden, teachers, the officials at Block, District and State have put a considerable amount of effort in the retaining and motivating girl children of disadvantaged groups in KGBVs. (iv) Keeping in view educational backwardness of the adolescent girl children, the KGBVs systematically integrated them with the cycle of elementary education as per their age and standard through innovative strategies. (v) For the purpose of quality of education, the KGBV students are being given the textbooks, note books, stipend and other facilities. (vi) To build confidence among the students, several efforts have been put in KGBVs such as cultural activities, sports and games, science exhibitions, life and technical skills and academic performance.

The KGBVs in reaching out to deserving dropped out girls is depending upon, to the maximum extent, the proactive response of the respective state and district administration in terms of positioning committed officials to the cause. The second factor is the kind of dynamic leadership provided by the state, district and school level official team priority to implement in letter and spirit.

The present study on “Educational Facilities and Academic Achievements of the Adolescent Girl Children-A Study of Kasturba Gandhi Balika Vidyalayas in Andhra Pradesh” is an attempt to understand the ongoing educational project, which is designed and implemented for the education of deprived social categories. Therefore, the study has got significance for improving the functioning of educational institution. The educational institution, essentially, focusing on teaching and learning. These two aspects of education depend upon competencies of the teachers and motivational and behavioral aspect of the students in the learning activities (Pandey, 2013). However, the teaching-learning depends upon the institutional environment for the academic activities. Therefore, the hypothesis of ‘the effectiveness of an institution in retaining the students, teacher’s performance that will produce effective academic achievements of the students.

Table-1.19 On number of KGBVs in AP

S. No	Name of the District	No of KGBVs	Type II (VI – X)	Type III (VI – XII)	Minority (already included in the total)
1	Srikakulam	32	11	21	0
2	Vizainagaram	33	0	33	0
3	Visakhapatnam	34	0	34	0
4	East Godavari	12	4	8	0
5	West Godavari	3	2	1	0
6	Krishna	3	1	2	0
7	Guntur	24	15	9	3
8	Prakasam	37	23	14	3
9	Nellore	10	4	6	0
10	Chittor	20	4	16	1
11	Kadapa	29	0	29	0
12	Anantapur	62	37	25	6
13	Kurnool	53	30	23	5
	TOTAL	352	131	221	18

(Source: Sarva Shiksha Abhiyan, Andhra Pradesh, Amaravathi up to February 2021)

It is, therefore, important to study the effectiveness of the institutional environment to retain, teaching and learning process and academic achievement of an institution. Therefore, the present study is trying to establish the relationship among three variables such as institutional environment, competencies of teachers and academic achievements of the students. In response to the launching of KGBV scheme at the national level by the government of India, the government

of AP started implementing the scheme from 2004 onwards. From the table-1.19, it is understood that there are 352 KGBVs in AP.

These KGBVs have been started in three phases such as 131 type-2 KGBVs which were started initially from VI-X class. Under type-3, 171 KGBVs are started in the second phase from VI-XII class. In the phase-3, 50 more KGBVs have been started to function from class VI-XII. The table has been revealing that there are 131 KGBVs from VI-X class and 221 KGBVs have got VI-XII class. Among 352 KGBVs 18 are allocated for the minorities. Present study is confining only VI-X class to establish the co-relation between the educational facilities and academic achievement of students.

The proposed study is intended to establish the relationship between institutional environment, competencies of the teachers and academic achievement of the students. The study tries to prove the hypothesis, while considering perceptions, practices and performance of administrators, teachers and students.

1.21. Review of the Literature:

To understand, introduction, the commencement, functioning and other activities of KGBVs, following evidences of the literature is available.

Guidelines of KGBVs issued by the Ministry of Human Resource Development

- The National level evaluation studies conducted by MHRD, Government of India, in 2007 and 2008 and 2013.
- The studies on KGBVs by the National and International, Independent and Academic Institutions.
- The evaluation on KGBVs conducted by the NITI-Aayog, 2015 and
- State specific evaluation reports

The comprehensive review of the literature with reference to above sources is given in chapter -2 on Review of the Literature. From the review of literature, as discussed in chapter-2, the following gaps are there in the existing literature on KGBVs.

1.22. Gaps in the Literature on KGBVs:

In the process of review of the literature on KGBVs, it is found that they are the best and successful institutions in providing accessibility and reducing gender gap. However, there are gaps pertaining to quality of education. The gaps are

1. As per studies, the quality of education is a serious issue in the KGBVs across the country, despite huge amount of public investment on the education of adolescent girl children.
2. Only few studies focused on the teaching-learning process and academic achievements.
3. Therefore, the present study is focusing on the teaching-learning process and academic achievements.
4. Due to lack of quality of education and enabling capacity, the adolescent girl children after completing education in KGBV, they are, again, entering into either the trap of marriage or the stream of labor and
5. The entry of these young girls either into marriage or labor stream is becoming a serious limitation upon the quality of education provided to the adolescent girl children.

1.23. Conceptual framework:

One among the many functions of education is contribution for the formation of human capital. The concept of human capital was developed by the US economist Theodore Schulge in 1960s. The concept came in to the limelight with the publication of an article on ‘Investment in human beings’ in the Journal of Political Economy in 1962. After a decade of gap, Gary Becker published a book titled Human Capital in 1975. The basic focus of the book was to develop a theory of human capital formation and analysis of the rate of return to investment in the areas of education and training. Therefore, since 1960s and 1970s onwards the concept of Human Capital has emerged as the analytical tool of the economics of education (Theodore Schulge 1960).

The concept of Human capital emphasizes the investment in the form of education, training and other related activities by the human beings themselves with an assumption that it raises the income in future through creating sustainable source of income for the entire life. The income that derives from human capital is different from the investment spent for the expenditure on assets. Wood Hall differentiated between investment on assets and human capital. Investment on assets is for physical capital, which may satisfy immediately, however, it will not create income in the future. But human capital is being targeted at capabilities development of an individual and converting them into potential source of employment and income generation (Wood Hall, Maureen, 1972, P.219).

Maureen elaborated the concept of human capital as the investment in education, training and healthcare. As the human capital is the source of income generation for the lifelong of the individuals who got better education, training and health care. He also explains that allocations for

increasing the human capital, essentially, to result in the form of direct benefits both at the individual level and at a larger level to the entire society. He argues that those individuals who got benefited either from the education or training in vocational education immensely contribute to enhance the sources of employment and income in a sustainable manner. Directly and indirectly, from the costs and benefits analysis point of view, the increased human capital not only become an instrument to benefit the entire society but also shifting to knowledge economy (Ibid).

Psachoropoulos, with the help of comparative analysis of 44 countries, has explained the benefits of human capital in four patterns (Ibid, p.220) such as (1). The returns from the investment on human capital yield highest percentage of benefits at primary education level of either public or private. (2). Investment on higher education provides the returns at personal level then to the society as a whole. (3). In terms of statistical calculations, the minimum rate of returns would be 10% from the investment on human capital. (4). The evidences suggesting that the outcome of investment human capital will be much higher to the developing societies than the advanced countries.

In the context of human capital conceptual framework, the education of girl child is more important because if women are educated it reflects on her family and children who would be the future generation. In education, academic achievement is an important dimension. Success in life to some extent is depends upon academic success. The multiple efforts by the teachers, students and institution will result in the form of academic outcomes, which are tangible evidences in achieving educational goals. Academic success is linked to many outcomes we value like the self-esteem, confidence, self-efficacy, and empowerment. Academic success reflects the personality of student in better-organized preparation, planning, time management, motivation. Academic success help in developing skills like analytical, critical and abstract thinking and decision-making. Academic achievement is important for successful development of young people (Uma Devi. I, Kiran, Kavitha. V, 2015).

1.24. Hypotheses of the study:

The hypothetical questions are formulated for the study as:

1. Whether Kasturba Gandhi Balika Vidyalayas have been working effectively in providing education to girl child labor in Educationally Backward Blocks or not?
2. The socio-economic background of students, process of enrolment, facilities and achievements of the girls in various KGBVs is not making much difference.

3. Proper educational environment such as infrastructure in KGBVs effect the quality of girls' education.
4. The appointment of the qualified teachers makes a significant difference in the education of girl children.
5. Training motivates the teachers for the qualitative change in the teaching learning process of adult girl children.
6. Providing teaching and learning material on time helps teachers and students to concentrate on the academic achievements.
7. Higher the educational inputs and greater the academic achievements.

1.25. Objectives:

- To bring out the Socio-economic profile of the students of KGBVs
- To identify the strategies to mobilize and retain students in KGBVs
- To explore the competencies and service conditions of the teachers
- To conform the teaching-learning process in KGBVs
- To assess the academic achievement of the students in KGBVs
- To map the critical gaps in the academic performance of the students
- To suggest suitable measures for improving the academic achievement in KGBVs

1.26. Methodology:

A detailed discussion about the research methodology is being provided in chapter-3.

However, the research tools are discussed here for the convenience of researcher.

- Four Questionnaires have been prepared (1) State and District Officials, (2) Special Officer KGBV, (3) Teachers and (4) Students
- These Questionnaires are prepared based on NCERT and other research organizations models.
- The draft questionnaires are sent to the Supervisor, subject experts in NCERT, Mysore and NIRDPR for their comments and inputs.
- After incorporating experts' inputs, the questionnaire is field tested with the Special Officer and teachers of KGBV at Mantralayam by sending online questionnaires due to pandemic in the month of October, 2020.
- The questionnaire is finalized after incorporating the inputs from field testing.
- A letter has been written to the Commissioner of School Education through Head and

Supervisor for conducting Field work (Annexure-1.2)

- The CSE/Director SCERT office communicated to field districts (Annexure-1.3)
- The POs of these districts informed GCDOs and SOs for the field work.
- Five KGBVs (Out of 53) from Kurnool District and all 3 from Krishna District.

The questionnaires broadly containing the questions relating to Awareness building about KGBVs, Infrastructure, Mobilization and Retention, Socio-economic profile of students, qualifications, recruitment, nature of appointment, Salaries and training of teachers and SOs

- Teaching learning material and process, basic facilities to the students, Safety, Academic performance etc.
- The State GCDO, GCDOs of two districts, SOs of 8 KGBVs and 48 teachers have sent back filled questionnaires.
- 450 questionnaires are sent to 8 KGBVs to get the response from the students. The researcher has received 400 questionnaires.
- Data has been entered in the SPSS to generate tables, graphs, figures etc.

1.27. Research tools:

The researcher used four types of tools for collection of data from different respondents in the sample. Four types of interview schedules were designed for district officials, special officers' teachers and students. The instruments structured for data collection in the present study are designed by the researcher and executed for the data collection from the field (see table-20).

1.28. Chapterization:

1. Introduction
2. Review of the literature on KGBVs
3. Methodology to study KGBVs
4. Field Data Analysis
5. Findings and Suggestions

Table-1.20 on Research Tools

S. No	Objective	Tool
1	To bring out the Socio-economic profile of the students of KGBVs	1.Key informant Interview: Interview with the State and District GCDOs and SOs through Structured Questionnaire 2. Data from the students through Structured questionnaire
2	To identify the strategies to mobilize and retain students in KGBVs	1.KGBV guidelines 2.Information from State and District Officials, SOs, teachers and students with the help of Structured Questionnaire and 3.Evaluation Reports
3	To explore the competencies and service conditions of the teachers	1.Information from State and District Officials, SOs, and teachers with the help of Structured Questionnaire and 2. Evaluation Reports
4	To conform the teaching-learning process in KGBVs	1.Data from SOs, teachers and student
5	To assess the academic performance of the students in KGBVs	1.Scholastic Records of the students

(Source|: Prepared by the researcher)

Delimitations of the present research topic:

The proposed study has got following Delimitations.

- 1). Due to time constraint the field work of the study is limited to only 6 schools of Andhra Pradesh State.
- 2). Due to Covid-19 only 459 responses are received from the sample respondents.
- 3). The study is restricting itself only to three aspects such as Educational Facilities, Teaching- Learning process, and Academic Achievement of the students in KGBVs.
- 4). There are two types of KGBVs in AP such as a). VI-X class and b). VI-XII class. Present study confining only to the academic achievement of the students of X class.

Notes:

1. Definitions given by Walia (1979), Naresh Kumar (1985) on Academic Achievement are reproduced from Agarwal, Vandana, (2018), Academic Achievement of Secondary stage Students in relation to their Personality types and Intelligence, Sholarly Research Journal for Humanity Science & English Language, Online, VOL- 5/25.
2. Definitions given by Smith (1969), Patel (1988), Khader (1992) on Academic Achievement are reproduced from Sarangi. C Achievement Motivation of the high school students: A Case study among different communities of Goalapara District of Assam, Journal of Education and Practice, (Online) Vol.6, No.19, 2015.

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Chapter-2

Review of the Literature on KGBVs

2.1 Introduction:

Review of literature provides a foundational basis for the body of knowledge, which has been advancing in a discipline and a significant component of the research study. In any analysis such as at the graduate or doctoral level thesis and dissertation, as well as research proposal the survey of literature is an essential element. Present chapter deals with the concept of review of literature, objectives, the series of studies on KGBVs, the major findings, summary and gaps in the existing literature.

The review of literature is an evidence of a researcher to demonstrate the familiarity with the existing knowledge about a particular research topic. It would be relevant and appropriate to define the concept of review of the literature, while referring to various scholars.

Webster and Watson (2002) raised series of questions in the context of literature review. The questions include (1) how to link the body of knowledge that has been existing with the current research proposal. (2) how to identify the gaps in the process of summarizing and synthesizing knowledge base, (3) evolving a theoretical framework, (4) saturation point in research where sufficient research work has already been done and (5) exploring the neglected areas where need to be done intensive and extensive research.

Another definition is that “A substantive, thorough, sophisticated literature review is a precondition for doing substantive, thorough, sophisticated research...A researcher cannot perform significant research without first understanding the literature in the field.” (Boote & Beile, 2005, p. 3).

According to Rocco and Plathotnik review of the literature provide the basis for the understanding of proposed problem and research question. They further says that the literature review consisting various phases such as (1) defining the concept, (2) mapping the research area and its scope, (3)subject centric relationship among the concepts and (4) bringing out the gaps in the current literature (Rocco & Plathotnik, 2009, p. 128).

Machi and McEvoy says that “written document that presents a logically argued case founded on a comprehensive understanding of the current state of knowledge about a topic of study” (Machi & McEvoy, 2012, p. 4). In view of O’ Gorman and MacIntosh “comprehensive background of the

literature within the interested topic area...” (O’Gorman & MacIntosh, 2015, p. 31). For House review of literature is a “critical component of the research process that provides an in-depth analysis of recently published research findings in specifically identified areas of interest.” (House, 2018, p. 109).

From the above definitions of the literature reviews contribute to (1) identify the research area and define the key concepts terms, (2) Background and need to study a particular research problem, (3) Gives an idea about the availability of literature in the form of methodological, theoretical, analytical, conceptual, contextual and paradigmatic connection to the study. (4) Identify the gaps in the existing various forms of literature on a given topic, (5) A chronological order of findings in the existing studies, (6) preliminary idea about the knowledge of a research problem and (7) provides certain ideas, implications and directions for further research. From the summarization of review of literature, the researcher will get an idea about methodological foundation, analysis, and the expansion of the knowledge base from the present research in a concrete form for enriching the field of specialized area of the researcher for the purpose of future generations (Levy & Ellis, 2006).

2.2. Stages in the review of the literature:

Broadly there are five stages in the review of literature.

Stage 1. Finding relevant literature from the multiple sources. The multiple sources consisting books, journals, reports, policy documents and research studies conducted by the mainstream academic, professional and technical institutions both from the point of view of theoretical research and policy implementation perspective. These sources are containing both hard and soft copies.

Stage 2. Assessing and choosing relevant sources to the research topic that is proposed for the study. The entire existing literature may not possible to review. Therefore, there is need to assess the existing literature, classify and choose relevant and appropriate literature which is essential to the topic.

Stage 3. Identification of the theories, concepts and gaps: Another important stage in the review of the literature is identification of the theories, concepts and gaps at this stage the researcher is able to identify the theoretical debates, seeking conceptual clarity and identifying the gaps in the literature. The process of surveying theoretical debates, concepts and identification of the gaps is intended to prepare the researcher for the future activities. The future activities of a

researcher include finding gaps in the existing literature, theoretical and methodological issues and identifying the objectives on which research scholar is supposed to work.

Stage 4. In the process of review of the literature locating reviewed literature in a proper structure. That means the reviewed literature is supposed to be arranged in a chronological order, and thematic order with details of the work such as title, content, summary, author, publisher and year of publication etc.

Stage 5. Summarization of the reviewed literature; in this stage the researcher is supposed to see the tangible outcome of the review of the literature for further research activity. By this stage the researcher will be having the clarity about the future research activities as researcher is familiar with the existing relevant literature of the research topic. Therefore, the researcher is fully aware of the studies which are available on the topic as well as gaps in the existing literature.

Broadly there are four goals of a literature review (Lawrence Neuman, 2014) and they are explained as follows.

1. The researcher proves himself/herself that they are familiar with the literature in depth, area of research, major pertinent issues, the review of literature capture the interests of readers about the professional competence, ability, and background of the author.

2. To establish the link between existing knowledge based and proposed research problem. The review of literature not only provides direction to the research but also question the gaps in the prevailing research area. An effective review of literature contributes to contextualization and its relevance to the contemporary needs.

3. To integrate the scope and nature of research with a specialised area. The survey of literature brings together the findings and summarizes in a systematic manner. It also identifies areas of agreement and disagreement among the scholars and left-over questions, which are supposed to be addressed in the research, which is supposed be taken up in the future.

4. To learn from others and generate new ideas. The review of literature stimulates and synthesizes the ideas from the works of other scholars, who have provided considerable amount to the existing body of knowledge. The existing body of knowledge provides inputs for formulating hypothesis, objectives, methodology and research design.

Lawrence Newman has classified the review of literature into six types, which are discussed as follows.

1. Context review. The general review of literature reflects the context in which the researcher is trying to locate the work in order to establish link to a larger body of knowledge. In the introduction itself, the researcher reflects the context in the thesis with the specific reference to nature and scope, framework, problem of research, particular perspective and area of field work. The context facilitates for the continuity in the argument of writing a thesis.

2. Historical review. The historical review provides an idea about time and space of an issue. The historical review gives an idea about the historical genesis of the issue, different perspectives and approaches evolved over a period of time. The historical review also provides chronological order of the literature, which has evolved over a period of time on a particular topic.

3. Integrative review. Integrated view facilitates the researcher to understand the convergence and divergence of concepts, theory, tools of data and analysis. The integrated view also helps the researcher to present and summarize the existing treasury of knowledge on any given topic. It also highlights the gaps, constraints and restraints in integrating the body of knowledge.

4. Methodological review. The survey of literature has been indicating that the diversified methodologies such as quantitative, qualitative and hybridised are applied to study any specific research problem. The review of literature will bring out the limitations as well as drawbacks of every methodology. The process of methodological review will help the researcher not only to sharpen the methodological rigor but also to apply the latest tools for the scientific collection of data.

5. Self-study review. The self-study review facilitates the researcher in two ways. (1). To enrich the body of knowledge on the subject and (2). To fulfil the formalities of course work of research theme which will also educate the researcher.

6. Theoretical review. Theoretical review contributes the researcher to come across various theoretical frame works, which are available and applied to study a particular research topic. It also helps to choose a relevant theoretical frame work for building of the argument in a logical and coherent manner (Ibid, p.127).

2.3. The purpose of review of the literature:

According to Hart Chris (1998), the review of literature has got following purpose.

1. To differentiate between what has been done and what needs to be done to enrich the body of knowledge.

2. To find out hypothesis and prepositions

3. To come across relevant and significant variables to the topic.
4. To summarize and explore a new perspective.
5. To establish the relationships between theory and practice.
6. To provide the background and context of the research topic.
7. To provide rational justification about the need to study a problem
8. To acquire the command over subject vocabulary and enhance.
9. To understand the structure and composition of the subject
10. To relate the ideas and theory in the empirical context through their application.
11. To identify the important methodologies and techniques, which have been applied and
12. To make historical and contemporary context of relevance and familiarity with the state of the art of development

With this conceptual understanding of review of literature, it would be appropriate to review the literature relating to present research topic titled “The Educational Performance of Adolescent Girl Children- A Study of Kasturba Gandhi Balika Vidyalayas” is being classified into two categories. Category one, broadly covers the concept of child labor, never enrolled, dropout etc. The second category of the literature which would be broadly come under the category of State interventions in the form of policy to address the question of Education deprived adolescent girl children in the form of Kasturba Gandhi Balika Vidyalayas.

2.4. Review of the Studies on KGBVs:

Several studies on Kasturba Gandhi Balika Vidyalaya scheme/schools at international, national and state level are being conducted by the researchers. These studies are being reviewed in a chronological order.

2.4.1. *The study on The Gender Gap in Basic Education NGOs as changing agents*, (Wazir. Rekha, 2000). It is an attempt to map the Indian educational scenario from two perspectives: a) gender disadvantage in access to basic education and b) the debates in the field of educational access and the NGO functioning, the articles in this book cover a wide range of topics focusing on the demand, supply and institutional dimensions of female educational disadvantage. The key distinguishing feature of this book is the specific attention given to the NGO sector. The responses to the NGO sector to poor educational performance and to the gender gap are explored in detail.

2.4.2. *Emphasising Universal Principles towards Deepening of Democracy*, (Sinha. Shantha, 2005) The school-going child is treated primarily as a student and any work performed by him/her cannot be at the expense of his/her school activities. In other words, it is accepted that the primary activity of the child is that of a student and not a worker. Therefore, any programme to increase literacy levels among children must necessarily also be a programme to reduce the incidence of child labour. The two objectives are contingent on each other.

2.4.3. *National evaluation study on the Kasturba Gandhi Balika Vidyalaya scheme*, (MHRD, 2007). The study is a first of its kind at the National level to conduct field work, while taking 12 states as sample in the country. These states include (1). Andhra Pradesh, (2). Madhya Pradesh, (3). Bihar, (4). Jharkhand, (5). Arunachal Pradesh, (6). Orissa, (7). Rajasthan, (8). Gujarat, (9). Himachal Pradesh, (10). Uttar Pradesh, (11). Tamil Nadu and (12). Karnataka. The important objectives of the study include whether KGBVs are functioning in tune with the objectives of the scheme or not? The quality of infrastructure, socio- economic profile of the girl children, strategies of the retention, availability of teaching and learning material, teachers, quality of learning, parent's perception and role of functionaries of the scheme at state, district and block level in mobilization of girl children to KGBVs. For the effective coordination of the study, the 12 sample states were divided among six teams. The respective state specific team, on an average 3-4 schools, have visited the field and observed the status of KGBVs through interaction with officials, teaching and non-teaching staff, students and community.

The study found that out of 12 states 8 have been fully prepared and running KGBVs. However, 4 states such as Bihar, Jharkhand, Odisha and Uttar Pradesh had problem of functioning in certain schools. The KGBVs have admitted, exclusively, the most disadvantaged girl children of the society. Initially, the lower-class children were also admitted, but over a period of time, admissions in KGBVs have been restricted to middle school.

The study also found that most of the schools were functioning in temporary places and rented buildings, which are inadequate. However, field experience revealing that in some states, the infrastructure facilities were developed to some extent for KGBVs. In some of the field states, sanitation facilities were a big issue in KGBVs, where girls go out into the field, which was affecting their privacy and security. Part time instructors were employed for vocational courses such as sewing. Computers have been provided in 2-3 states but there were no teachers. The remedial teaching and private tuitions were common in all KGBV schools. The academic

assessment process in KGBVs is similar to the formal schools in the respective states. It is found that the girl students from tribal community facing the serious issue of language. As the textbooks, which were supplied to KGBVs are in the official language of the respective state. The understanding of textbooks in the respective state language was a difficult exercise for the tribal girls. It was also felt that the vocational courses and classes were not gender friendly. The study found that there is a need to special training to the teachers for the purpose of enabling them to motivate the student, identify their interests and appreciate learning levels of the adolescent girl students. During night stay, on a rotation basis, the wardens and teachers have been staying with the students. They require special training for effective administration of the school, in terms of health, nutrition and hygiene. The study also found that the parents and the community members have been appreciating KGBVs and they must be extended from VIII class to X class.

2.4.4. *Second Round National Evaluation study on the Kasturba Gandhi Balika Vidyalaya scheme*, (MHRD, 2008). The second national evaluation study was conducted by Gender Unit, Technical Support Group-SSA, MHRD, Government of India in 12 states. These sample states included Assam, Meghalaya, Haryana, Maharashtra, Jammu & Kashmir, Punjab, Manipur, Mizoram, Uttarakhand, Chhattisgarh, West Bengal and Tripura. The study specified its own objectives and methodology in the light of the first national evaluation study on KGBVs.

The findings of the present study confirmed the observation of the first round of evaluation in 2007 that the parents and community has received very well and appreciated the implementation of KGBV scheme. The officials and community felt that KGBV scheme is a response to the educational needs of the out-of-school adolescent girls in the age category of 11 years and above. Due to two important reasons such as physical distance and terrain, the accessibility to the school education was a problem. KGBVs, in view of respondent perception, filled the gap of not having accessibility to education of girls in these areas. The scheme has got immense value for reaching to the cutting-edge point in terms of providing education to the girls of the most deprived social categories in the most educationally backward and remote areas of the country. The statistical data pertaining to socio-economic profile reveals that 44% of students in the 12 states were from STs and 21% from SCs. These categories of students were not only from the extremely poor family background but also, they are first generation of school goers.

The study also noted in the field an interesting practice of women working as a gender coordinator in the state and district office for the effective implementation of KGBV scheme.

Having a woman as gender coordinator is a value addition to the KGBV scheme in promoting girl child education. The existence of women coordinators has been making a significant difference in the implementation of the scheme. The women coordinators, while adhering to the objectives of KGBVs, have been consistently looking after the physical and hygienic needs of the adolescent girls. It was also found that in a state, where the gender coordinator was not a woman then the sanitary towels and medical needs of girl students were not taken care and the women wardens were unable to discuss these essential needs with the male coordinators.

In the field visit it is also found that the management of KGBVs were given to a Catholic Christian Missionary in the state of Meghalaya. The management process of KGBVs in Meghalaya admitted only catholic girls, however, the enrolment process has violated the guidelines of KGBVs. In few of the states such as (1). Punjab and (2). West Bengal, the infrastructure of KGBVs was converted in to the hostels for the girls, who have enrolled in regular schools. The study was also found that most of the states have not imparted training to teachers and wardens, therefore, they have the problem of adapting teaching techniques and managerial skills in terms of the hygiene, sanitation and physical environment. The vocational training input was mainly improving retention of girls gradually.

The infrastructure was not used properly. The library books and teaching learning materials has been provided to KGBVs in most of states, however, its usage is not satisfactory. The remedial teaching and special classes were arranged for the slow learners. Despite having several problems in KGBVs, the girl students were as competent as the students of regular schools in terms of quality of education and academic achievements. The assessment process is also similar to formal schools. However, for the students of tribal community, the teaching and providing learning material such as books in the official language of the state was a serious problem.

The present study apart from finding series of operational issues in the functioning of KGBVs, it also made several recommendations to improve the performance. The recommendations, mostly pertaining to infrastructure, health, logistic arrangements and adhering to the objectives of the scheme. However, hardly, any serious recommendations to improve the quality of education in KGBVs.

2.4. 5. *Education for Social Change MVF and Child Labour*, (Mahajan. Sucheta, 2008). The term Dropout, broadly covers never enrolled as well as dropping from the school in order to enter in to the pool of Child labour. M.V.F defines Child labour as those students who are not in the school.

2.4. 6. *The study on Culture, State and Girls: An Educational Perspective*, (Kumar Krishna, 2010). Girl child education in India is one of the important concerns of the State at present due to historical burden of caste, class and gender. The issue of girl child education needs to be seen in a broader context of family, society, state and policy perspective. Generally, in a traditional rural family set up, the birth of girl child is seen as burdensome upon the parents, whereas the birth of son is a happiest occasion. After her birth, the girl child is socialised in such a manner, where she will be sent out in the form of a daughter-in-law with the marriage. The family always treats her as an outgoing member, so that she does not require any education.

After marriage, the society looks at her as an instrument for children and their family prestige. As she was grown at her parental home to be a role model of mother, trained in household activities. Therefore, after marriage she will not only be a daughter-in-law, wife but mother as well. In the patriarchal society the women will be having place only when she performs above three tasks in the Indian social system through the ages such as ancient medieval and modern period.

The customs and rituals under which girls are brought up and gendered into womanhood constitute a regime, which is incompatible with the normative view of childhood implicit in child-centred policies of education. The evolution of the Indian state under colonialism has made it structurally predisposed towards the maintenance of patriarchy.

2.4. 7. *The study on Delaying Marriage for Girls in India. A Formative Research to Design Interventions for Changing Norms*, (UNICEF, 2011). UNICEF study, basically, looks at the functioning of KGBVs as an instrument to reduce the early child marriages. Based on the evidences, the study revealed that one of the reasons for the child marriages in India due to lack of education. Therefore, KGBVs have been providing education to the girl children of deprived communities.

2.4. 8. *Evaluation of the Kasturba Gandhi Balika Vidyalaya scheme in Sirohi district of Rajasthan state*, (Sharma. K, Dharmendra.K, 2011). The important objectives of the evaluation study were to understand the patterns, issues and challenges of enrolment and retention, to find out the availability and quality of physical infrastructure as per scheme guide lines. The study also found that the KGBVs have been able to provide access to the educational facilities to the most disadvantaged adolescent girl children. The profile of these girls indicating that many of them have been, either out of school or dropouts at some or the other stage before admitted in to KGBVs.

It was found, as a result, there are different age-group girls have enrolled. The enrolment indicating that most of the KGBVs have more over aged girls who got background of dropouts.

The physical proximity point of view, KGBVs location is not extremely far away from the native villages of those students. The stake holders informed that health check-ups and hygiene were found to be regular and satisfactory. The food is also served as per the KGBV guidelines. The girls were sent to educational excursion and tours. However, the major drawback is lagging behind in training about teaching methodologies and teaching learning material in order to enable the students to achieve certain grade as well as level of knowledge and skill. However, the issues relating to quality of education in KGBVs were not different from the mainstream regular schools, even though both type of schools have been following the curriculum prescribed by the school education department of the Rajasthan government.

2.4. 9. *The evaluation study of Kasturba Gandhi Balika Vidyalaya scheme in Uttarakhand state, (Gihar. Sandhya, Saxena.Manoj kumar, 2011).* The study has specified the objectives to assess the efforts made for enrolment and retention of out of school girls, to identify curricular and co-curricular activities conducted in schools, to investigate the food, hostel and healthcare facilities provided in KGBVs, to status of passed out girls from the schools and their perceptions. The findings of the study revealed that except for head teacher no KGBV is having the teaching or non-teaching staff as per the prescribed norms. An overwhelming majority 84% of KGBVs had only Derry/ Tat Patti for seating of students in the classrooms. 80% of the KGBVs have a proper electricity connection. As regards the availability of safe drinking water facility, water supply through taps is the source. More than half of the KGBVs do not have a play-ground. All but one 96% KGBVs reported to have various indoor and outdoor sports material is available. It is revealed that it has doubled in a period of three years. The dropout rate of all other categories has been constantly decreasing. The evidence reveals that the overall attendance during last three academic years is above 90%. The results of KGBVs indicating that it has been more than 90% in all categories.

2.4.10. *The study on 'Interpretive Policy Analysis on Enhancing Education Equity and Empowerment for Girls in Rural India', (Watanabe.Miku,2011).* The research study, which is under review, is a new dimension to understand KGBVs from the perspective of empowerment framework. The researcher applies interpretive theory in examining KGBVs. The researcher conducted field work in Utter Pradesh through using Interviews, Circulation of schedules for

survey among teachers and observations to supplement secondary source of information. The scholar found that the KGBVs are the instruments for the empowerment of suppressed. The adolescent girl children in India were deprived of education on several grounds. In the process of motivating adolescent girl children and teachers during training program were subjected to cultural shocks due to inputs and activities of empowerment. The researcher also found certain gaps in the functioning of KGBVs such as health and skill development. Therefore, the researcher suggested that there is a need to have an inter-ministerial convergence among the Ministry of Human Resource Development, Health and Family Welfare and Rural Development both at national and state level.

2.4. 11. *The study on 'Impact of KGBVs on Girls' Education and Retention'*, (Chaudhary. Priti, Awasthi. Kasyapi, Amin. Jyotsna, Ragu 2012). The objectives of study provided way out to the researcher to conduct the field work.

- i. To examine the status of KGBVs in terms of accessibility, infrastructure, enrolment, retention and beneficiaries of the material, which is available at their disposal.
- ii. To understand the socio-economic profile of the teachers and students.
- iii. To focus on the mobilization of the drop out girls, pattern of admission, efforts for retention in KGBVs.
- iv. To analyse inter personal relations among management, teachers and students.
- v. To highlight the teaching and learning process and academic achievement of students in KGBVs.
- vi. To understand the academic, administrative and financial relationship between KGBVs and state and district level officials and academic institutions.
- vii. To document the perception of different stake holders in the functioning of KGBVs.
- viii. To bring out the problems, constraints and restraints in the management of KGBVs.

The researcher, for the purpose of studying above objectives, prepared eight questionnaires (see table-2.1) were designed. These questionnaires were given codes to each tool, source of information and respondents to each of the tool.

Table-2.1: Tools used for data collection as per objectives

Objective No.	Tools applied for data	Sources of data
1	T1 and T2	Records, Teachers, Students
2	T2	Teacher register, enrollment register, hostel
3	T2	Registers and records
4	T3 and T4	Students, Teachers
5	T9, T10, T11, T12 and T13	Students, Teachers
6	T4, T5, T6, T7 and T8	CRCC, BRCC, OIC Gender, SGC, Director MS
7	T4, T5, T6, T7 and T8	Teachers, Non-teaching staff
8	T3, T4, T5 and T6	Students, teachers non-teaching staff

The tools used for the collection of the data are given codes such as (1). Information Schedule (T1), (2). Observation Schedule (T2), (3). Focus Group Discussion (FGD) for Students (T3), (4). Questionnaire for Students (T4), (5). Questionnaire for Teachers (T5), (6). Questionnaire for Special Officer (T6), (7). Questionnaire for Girl Child Development Officer at the District (T7), (8). Questionnaire for State Director/Gender Coordinator, KGBV Society (T8), (9). Observation Schedule for Classroom Teaching (T9), (10). Achievement Test for Grade Five (T10), (11). Achievement Test for Grade Six (T11), (12). Achievement Test for Grade Seven (T12) and (13). Achievement Test for Grade Eight (T13).

The major findings of the study include providing the sewing machines, Reverse Osmosis (RO) system for safe drinking water etc., in most of the KGBVs, however, most of them were not in working condition. It also found series of issues in the functioning of KGBVs such as (1). Gap between the needs of adolescent girls and items provided. (2). There was a mismatch between the resources, which were given in the initial stage, and increased strength of KGBVs. (3). The study found that KGBVs has got qualified teachers with professional degrees in education and they are also well trained in teaching methodologies. However, highest number of them were from arts and social science background and a smaller number of teachers were from the discipline of science background in Gujarat state. On an average, during the day of study team visit about 86.69% of teachers and 79.66% of students were present in KGBVs (Ibid). Regarding the Pupil Teacher Ratio

(PTR), in a class, the study team found that there was a variation in the physical presence of students and attendance for about 2%. The teaching and learning in KGBVs of Gujarat, except in few cases the process looking to some extent it was in tune with the guidelines of KGBVs.

However, there was a serious issue of the service conditions and work-related dissatisfaction among the teachers who have been working in KGBVs. The strong reason for lack of job satisfaction was due to low salary and more responsibilities, which have been assigned upon them. Therefore, about 65% were not satisfied with the salary, but they were ready to discharge all the given responsibilities. Despite having the low salaries about 73% of the teachers were prepared to continue in KGBV. About 96.4% of the teachers said that they have been enjoying teaching in KGBVs as they are teaching the girl children of the poorest of the poor back ground.

Despite having provided number of facilities and financial support towards the better academic performance of the girls. However, the overall pass percentage, on an average, in KGBVs covering the entire state of Gujarat was 45.76% (Ibid). The subject-wise pass percentage was (1). 65.71% in Physical Education. (2). 34.86% in Gujarati, (3). 43.57% in English, (4). 36.57% in Hindi, (5). 48.86% in science, (6). 58.43% in social studies and (7). 33.88% in Mathematics. Except physical education and social studies, in all the subjects, the pass percentage of students in KGBVs was less than 50%, which is far away from the expected level of outcome.

From the field study, it was brought that for about 80% of students have been facing problem in getting day to day food requirements such as milk, vegetables and the groceries. About 73% of the teachers expressed that the books, uniforms, sweaters and other requirements were available on time at KGBVs (Ibid). The study has suggested for the proper care in KGBVs on sanitation and hygiene.

From the impact point of view KGBVs made it possible to provide education to the adolescent girls, which was an impossible dream of parents. It is because of fact that the parents always struggling for basic needs of the family and they never thought of the education of their children. KGBVs also created awareness among the parents that they are ready to send their children for higher studies. However, the considerable percentage of parents, instead of sending them for the higher education, taken to home after VIII class from KGBV either put them in to the pool of labour as source of income to the family or deciding for the marriage.

The study also found that the existence of the infrastructure related problems faced by the administrators and students with specific reference to the design of the buildings. The space

allocated for the construction of KGBV buildings were not sufficient for accommodation, staff room, provisions and class rooms. With reference to food items like milk, curd and butter-milk were not available in the regular menu of KGBVs was also brought to the notice of research team. It was also observed by the study team that food is being served in all the KGBVs. However, the serious problem was lack of maintenance in serving the quality of food, vegetables and fruits. In a sense, the study team found that the basic essentials required for the maintenance of nutritious food was missing from the menu of KGBVs. In the maintenance of series of issues like infrastructure and quality of food were prevailing. However, it is concluded that in spite of all these problems, still KGBVs have been playing a predominant role in expansion of education to the adolescent girl children in Educationally Backward Blocks. The serious suggestion that must be considered is to effective utilization of the allocated funds to KGBVs.

2.4.12. *Evaluation of KGBVs in Gujarat*, (Chaudhari, Priti, Awasthi.Kashyapi, 2012). The findings of the study show that the availability of material resources such as infrastructure, human and financial resources were not at all a problem in KGBVs. However, the evidences suggest that underutilization, insufficient infrastructure, and poor academic achievements was observed. The highest percentage of the teachers in KGBVs were from social science and there were a smaller number of teachers with science background in Gujarat. The researcher found that there was a low level of Job satisfaction due to less salaries. However, there was a harmony and cooperation among the teachers who work in KGBVs. The physical education activities were found that they were not up to the expectation.

2.4.13. *A study on assessment of functioning of KGBVs in Mayurbhanj district of Odissa*, (Purna. Sri, Bramha. Chandra, (2012). The fundamental objectives of the study are the effective delivery and ensuring the access to quality of education to the adolescent girls. To document the steps for quality of education provided to the girl students, to examine the active role of parents and the community in the functioning of KGBVs. The important findings of the study include that (1). All the KGBVs has engaged sufficient number of part time teachers for the purpose of remedial classes to the dropout girls. (2). Every KGBV has adapted the continuous and comprehensive evaluation for the assessment of the academic performance. (3). KGBVs have taken special interest in training the girls to demonstrate their skills in drawing and painting. (4). Certain percentage of the tribal girls were actively participating in cultural programs and performing well in dance and songs. (5). The girls in KGBVs well acquainted in communicative skills. (6). The daily activities revealing

that both academic and non-academic activities are given importance. (7). The weekly health checkup was conducted by the health staff of nearby public health center. (8). Most of the KGBVs have safe drinking water facility provided, while using RO system. (9). However, few of the KGBVs were not maintaining health cards properly. (10). The officials of KGBV scheme and head of KGBV has proactively responded in taking the initiations to promote the life skills. (11). As part of extra-curricular activities, all the KGBVs encouraged judo and karate for self-defense of adolescent girls. (12). In the management of KGBVs there was an encouraging participation of the community. (13). The local artisans and skilled people were employed as instructors for vocational training and (14). As per field observations given in the report that some of the talented students were given opportunity to participate in the co-scholastic activities at various levels.

2.4. 14. *Functioning of Kasturba Gandhi Balika Vidyalaya schools in tribal areas in Koraput district of Odisha* (Pradhan.Pradhan, 2012). The focussed objectives of the research were to examine the issues in the management of KGBVs. The objectives include to highlight the learning and academic achievement of the students. It is also interested in bringing out the problems and issues in the functioning of the KGBVs. The research is also interested in making certain suggestions to improve to the functioning of KGBVs.

The researcher found that (1). KGBVs were properly monitored by the officials of education department. (2). The researcher observed that the remedial classes were being conducted, while employing the part-time teachers after school hours as well as holidays. They were also providing guidance and motivation for the academic achievement. (3). It was observed that the students who are studying in KGBVs have been playing instrumental role in convincing the parents to send their girl child to KGBV and providing moral support to newly admitting students. (4). Those students who have been studying in KGBVs are satisfied with the facilities, scholastic and non-scholastic activities and (5). As the trained vocational instructors were not available for engaging as the resource persons such as artisans and instructors to train girls, therefore, the vocational education component in KGBVs was weak.

2.4. 15. *Kasturba Gandhi Balika Vidyalayas and impact on girl's education in Nuapada district of Odisha* (Das.Maniketan, 2012). The important objectives were (1). To evaluate the KGBVs and their role in the enrolment, retention and quality achievement in Odisha. (2). To examine the positive and negative aspects in the management of KGBVs. (3). To provide field-based inputs for the effective functioning of KGBVs and initiatives to achieve expected academic results.

The main findings of the study were (1). During the study the hostel buildings of KGBVs were in the process of construction. That is why, the students were facing the problem of boarding and lodging. (2). The toilets and sanitation facilities were in a poor state of condition in terms of cleanliness and maintaining hygiene. (3). As per KGBV guidelines, the KGBVs are eligible to avail the gas cylinder for cooking purpose and aqua guard to provide safe drinking water, however, these are not properly utilized. But at the same time, alternative channels are being used for safe drinking water. (4). In order to maintain the discipline and punctuality, the KGBVs have been following the time-table in their day to day functioning. 5). Regular health check-up, preventive medicines are provided to the girls who were not feeling well on regular basis. (6). For the students of KGBVs, the teaching learning material has been supplied on time by the state and district administration of the scheme, however, in the field it was noticed that the teachers are not effectively using it. (8). The activity-based teaching is held occasionally due to overcrowded strength of the students in the class-rooms. The overcrowd is being felt as obstacle to the teachers for not regularly practice it. (9). Due to lack of training to the teachers on the teaching methodologies and monitoring of the teaching activities in the class room, the quality of academic activities is resulting in poor achievements. (10). The evidences have been providing that the effect of classroom teaching is insignificant in enhancing the capabilities of students as neither the project work nor quiz competition activities were held in KGBVs. (11). Some of the co-curricular activities are taking place in all the KGBVs regularly, however, the quality in non-curricular aspect in all the KGBVs is below average. Therefore, the study suggested that the KGBV teaching and non-teaching need training in attitudinal change for better performance. Due to lack of trained local vocational instructors, the quality training to the students in vocational and life skills, the KGBVs were not effective in these matters.

2.4. 16. *A study on quality of learning in KGBVs at Samblapur district of Odisha: (Sanjeev Kumar Mishra, 2012).* The main objectives were to assess the enrolment, achievement in KGBVs. Whether the boarding facility motivating factor in attracting the girls from marginalized communities to KGBVs. The main findings of the study were that the community was not able to understand that KGBV scheme is a new intervention with an idea to encourage the girls from child labor background to mainstream education. Rather it was understood that KGBVs are meant for providing hostel facility to the regular ongoing schools. Therefore, the highest number of enrolled students were from the nearby places of KGBV location.

The major gaps in the functioning of KGBVs were (1). Lack of proper infrastructure for academic and non-academic activities even after three years of their functioning. (2). Playing material and recreation material is available, but rarely used by the students. (3). Following the guidelines of KGBV scheme, the school level management committees were constituted, however, the attendance in these meeting was abysmally very low and (4). The field evidences also indicating that the monitoring of KGBVs by the concerned authorities was highly irregular, therefore, the functioning of these schools was not effective at the time of the present study was conducted.

2.4. 17. *National evaluation study on the Kasturba Gandhi Balika Vidyalaya scheme*, (MHRD, 2013). The Ministry of Human resource Development commissioned the second National level evaluation study on KGBVs in 2013 to conduct field-based studies in 24 states of India. The evaluation study was commissioned after a gap of about 9 years from first one in 2007-2008. By 2009 more than 3000 KGBVs were functioning across the country. Due to a long gap in the National evaluation of KGBVs, series of problems and issues were found in 2013 Evaluation study. The second national level evaluation was taking place after the introduction of Right to Education Act 2009. Therefore, the study was rigorous in looking at from the provisions of Right to Education Act.

The fundamental question, which was raised pertaining to assess whether there is any progress in achieving the objectives of the KGBV scheme at the field level or not? The findings of the study, broadly, pertaining to management issues such as flow of finance, security of the girl children, nutritious food, health and hygiene, infrastructure etc. The study found that in many KGBVs male staff members were working, the staffs were not recruited as per RTE requirements. In many KGBVs staff vacancies were not appointed with well-qualified staff. Teachers were not given ongoing training in more interactive, progressive methods of teaching. No training was given to cooks and wardens in nutrition and hygiene. In many KGBV schools, safety and security of the girls has not made a priority. The drop out data of the KGBVs was not maintained.

The study also found that the learning levels were not monitored regularly by the district and block level agencies. The gender training, education about their rights, adolescent sexual and reproductive health education, life skills, and self-defense were not a part of the regular curriculum. The libraries are inadequate and not being used regularly. The meaningful community participation was not encouraged in the management of KGBVs. It is also found that several

KGBVs could not adhere to the norms and provisions of Right to Education (RTE) Act. The identification of students was done in an ad-hoc manner. In addition, girls who were already enrolled in school are brought into the KGBV. The significant finding was that the percentage representation of special focus groups was reflecting their size in the population. However, the disturbing finding was that the program was not reaching out to out-of-school girls. From the field experience point of view, some of the states have been employing regular teachers on deputation to the KGBV, which is indeed a good practice as these teachers are both qualified and trained. In-service training programs emerged as a major issue. The remuneration paid to KGBV staff also varies a lot. In many cases the tutors were not able to handle the entire curriculum to the students.

The study also made several suggestions for improving the performance of KGBVs such as managing a residential hostel for adolescent girls requires trained manpower to handle them. The multilingual teaching is required in many states and this required urgent attention at the bridging stage. The computer education should be introduced in all the schools and a trained computer instructor is supposed to be appointed. Another important suggestion from the field-based inputs was to address the socio- emotional issues of adolescent girls and necessary measures for the safe and protective educational environment.

2.4. 18. An evaluation study on KGBVs in Telangana (Kiran. Kavitha, 2014). The objectives of the study are as follows

1. To study the functioning of Kasturba Gandhi Balika Vidyalaya schools in Telangana region.
2. To assess patterns of enrolment, attendance and achievement of girls in KGBV Schools.
3. To assess the facilities provided in the KGBV schools.
4. To study the perception of the students, parent and community members towards functioning of KGBV schools.
5. To analyze the strategies followed by the teachers and project officials for promotion of girl's education.
6. To suggest the measures for improvement of KGBV schools in the Telangana region.

The researcher used six types of tools for collection of data from different respondents in the sample. Three types of interview schedules were designed for district officials, special officers

and teachers. The researcher developed one perception schedule (Likert's five-point scale) for students to assess the level of perception towards functioning of KGBV schools. Two types of check lists for conduct of focus group discussion were designed for students and parents / community members.

Four districts such as Karimnagar, Mahaboobnagar, Rangareddy and Warangal in Telangana region of Andhra Pradesh was the sample area for the study findings of the study were

- The special officers are adopting different strategies to enroll the dropped-out girls in to the Kasturba Gandhi Balika Vidyalayas.

- The special officers of the KGBVs are supervising the curricular and co- curricular activities for promotion of girl's education.

- Highest number of students were admitted into class VI.

- The researcher found that the enrolment of students has been increasing over a period of time as the existing class of an academic year is upgraded to next higher class. It shows that the KGBVs have been adhering to the state pattern of academic calendar.

- The transition rate of students from classes VI to X indicates the decreasing trend. So, there is a need for encouraging the KGBV students and their parents to retain the girls for completion of school education.

- The highest female rate districts KGBVs student's reveals better performance when compared with lowest female literacy districts sample schools' children.

- All most all of KGBVs have been functioning in own buildings in the sample. It is observed that all KGBVs are having good infrastructure facilities, whereas the dormitories are congested due to shortage.

- For the 75 percent of the KGBVs the playground is available. In some of KGBVs due to lack of physical education teachers the other teachers are organizing the PET classes as and when the time is available.

- The teachers are giving importance to organizing the school curricular and co-curricular activities for the overall development of the KGBV girls.

- The teachers are following the child centric approach and activity-based teaching methods, but teachers are hardly utilizing the teaching learning material and utilizing the local resources in the teaching. The majority (75 percent) of the teachers are maintained, teaching diary containing period plans and individualized educational plans for children with special

needs for better teaching in the class room.

- All most all district officials are organizing the orientation training to school functionaries time to time.

- The majority of district officials have constituted the school management committees, but they are not functioning properly. Proper steps may be taken to activate the school management committees.

- The majority parents stated that their children are happy with the facilities provided. They expressed greater satisfaction about the academic and non- academic activities organized by KGBVs.

2.4. 19. *A study on academic achievement in KGBVs*, (Umadevi.L, Kiran. Kavitha. V, 2015). The objective of the study was to find out the levels of academic achievement of girl students in KGBVs. For the study purpose a total of 2700 girls (7th to 9th classes) from 45 KGBVs of AP and Telangana were taken as sample. For the testing of the academic achievement of KGBV girls, the tool of scholastic achievement test was administered. In the process of data analysis, it is found that girls in KGBVs, (1). On an average 10% only achieving A+ grade. (2). The highest number of the girls were found that they are average and below average in their studies in terms of securing grade. The average and below average students are, essentially, from the background of school drop outs and some of them even never attended the school. (3). Another interesting finding, which was come across during the analysis of data, that the percentage of girls whose performance was declined in the process of gradual upgrading to higher class. (4). From the subject-wise analysis revealing that the girls were performing well in Telugu, but they are finding similar performance in English was a difficult task. (5). From the geographical regions of the state such as Telangana, Rayalaseema and Andhra, there was no much difference as far as academic performance of adolescent girls were concerned.

2.4. 20. *National Evaluation Study on the Kasturba Gandhi Balika Vidyalaya scheme*, (NITI-Aayog, MCHRD, 2015). The study is an authentic one from two points of view. One is that it is commissioned by MHRD and second is the issues identified and suggestions for the effective management of KGBVs. (1). The first and foremost issue is confusion at the state level. Some of the states are stating that there are no drop outs, never enrolled and out of school. Some states have been providing data about child labor but it is not providing an input for the policy as it is an unreliable one. Therefore, the study suggested to have an authentic source of information to

overcome the dilemma pertaining to child labor data. (2). The study also suggested that there has been a violation of KGBV guidelines, adhering to the guide lines must be the obligation on the part of implementing agencies. (3). The study has observed that in some of the KGBVs infrastructure is not properly provided, therefore, there must be an independent national level managing agency to oversee the basic infrastructure.

(4). It also found that there were certain lapses in the security and other issues. That is why it has suggested that the adolescent girls must be well equipped and trained in the life skills to cope up with the stress, strain, emotions and preparedness to face the violence. (5). The children with special needs (CWSN) have been facing certain difficulties, therefore, their concerns and grievances must be addressed in a sympathetic manner. (6). In the process of field work, it was noticed that the most of the adolescent girl children were from the background of education deprived families. To mainstream them in academic activities, there is need to decide for the provision of residential bridge course. (7). Time to time, the rates of commodities have been increasing. To meet the growing inflation the norms regarding recurring expenditure are supposed to be revised. (8). While noticing the quality of education in KGBVs, it has suggested that the qualified teachers must be appointed with decent salary. They must also be trained and expose to the teaching and learning activities. (9). As part of skill upgradation to the students and teachers, all the KGBVs must be equipped with computers and an instructor. It also suggested that vocational education must go hand in hand with academic activities. (10). The study team observed in the field that there has been a growing demand for upgrading of KGBVs from X class to XII class and linking with *Rashtriya Madhyamik Siksha Abhiyan* (RMSA). (11). Finally, the study suggested to have an observation about the students, who have completed X class, that whether they are opting for the higher education or getting married or entering in to the pool of labor.

2.4. 21. *Study on Life Adaptive Skills in KGBVs*, (Kiran. Kavitha.V, Umadevi.L, Swachita.P, 2015). The paper was written based on field experiences in two Telugu states of Andhra Pradesh and Telangana. For the purpose of measuring life adaptive skills in KGBVs of AP and Telangana the tool of checklist was administered. To measure this aspect indicators such as critical thinking, decision making, self-awareness, interpersonal relations, social skills like empathy, coping with emotions etc., are applied. The important findings of the paper include that 70% of girls scored high, 20% average and 10% below average on life skill evaluation. On the whole, the findings of

the study conforming that highest percentage of adolescent girls in KGBVs have been possessing high level of adaptive skills.

2.4. 22. *A Study on Personality Traits of Girls Studying in KGBVs of Andhra Pradesh*, (Uma. Devi.L, kiran.Kavitha.V, 2015). The paper is based on a field-based study in three regions i.e. Andhra, Rayalaseema and Telangana of AP. For conducting field work, the tool of Big Five Personality was used. The tool consisting five basic components such as extroversion, agreeableness, emotional stability, conscientiousness and openness to experience. For administering the tool, a sample size of 2700 adolescent girls from 90 KGBVs were the respondents. All these sample KGBVs in AP were under the management of RajivVidya Mission (RVM), Social Welfare, Tribal Welfare and Residential Society. The study revealed that 82% of girls scored high on extroversion that indicates the girls in KGBVs were highly social. They also scored high on the indicators such as agreeableness and conscientiousness indicating that they are polite, honest and hardworking. However, on the indicators like neuroticism and openness to experience, 50% of girls scored high and 50% of them scored low.

2.4. 23. *School Infrastructure Facilities of KGBVs in Andhra Pradesh*, (Srinivasu.N, Devi.Uma. L,kiran.Kavitha.V, 2015). The paper was the field work on infrastructure facilities such as building, safe drinking water, sanitation, food, health and hygiene, vocational training and indoor and outdoor games. With the help of check list, the field work was conducted in 90 KGBVs in Andhra Pradesh. The major findings of the paper include (1). KGBVs are found mostly in the outskirts of village and they are under the control of RajivVidya Mission (RVM). However, for the purpose of management in a systematic manner, the KGBVs were distributed among three residential societies such as AP Social Welfare, AP Tribal welfare and AP Residential Educational Institutional Society. (2). The classrooms of KGBVs were well equipped with lighting and ventilation and well furnished with required chairs, tables, desks, cupboards etc. They are also located in greenish localities of clean environment. However, these facilities were not found in about 10% KGBVs as they were functioning in rented buildings. (3). In the field, it was observed that the highest number of KGBVs had the facility of safe drinking water either in the form of tap or bore well. (4). In the sample KGBVs, it was also found that they have sufficient wash area for their students, but the maintenance was not satisfactory and another important issue in the study was the drainage facility was also not up to the mark. In most of the KGBVs open drainage was

existed and they were located on the outskirts of village, the wastage of KGBVs was flowing in the back yards.

2.4. 24. *The study on Success Stories of KGBVs*, (Swachitha.P, Umadevi.L, kiran. Kavitha.V,2015) was studied with an objective of highlighting the success stories of KGBVs. For this purpose, the Focus Group Discussion (FDG) was conducted with the help of check list to document the success stories. In the FGD, the main participants were passed out students from KGBVs in AP.

After conducting FGD, it was understood that the experiences of girls, who have passed out from KGBVs have proved that they are instruments of empowering the girls, specially, from the disadvantaged groups. KGBVs, as instruments of empowerment, not only ensuring the continuity of adolescent girls' education but also providing the basic needs like food, clothing and shelter. KGBVs also contributed for strengthening them through education and enhancing their confidence to step into the real world either to higher education or employment opportunities.

2.4. 25. *Study on KGBVs in Assam*, (Gogoi. Sampreeti, Goswami. Utpalaa, 2015). The paper has been written to project the findings of the field work. The researcher has used multi stage sampling of state, districts and KGBVs in Assam to assess the academic performance. To analyze the quantitative data, the rigorous statistical tools like paired t test is used. The study has found that the KGBVs have converted the educational deprivation of girls into an opportunity to liberate them. The researcher has taken the entry and exit point of the student as the period to measure the academic achievements. It found that at the time of entry, some of the adolescent girls were unable to write alphabets in their mother tongue. The KGBV has provided bridge course to mainstream them, as per their age, in the suitable class. Based on the exit point performance level, the researcher has classified the academic achievements into A, B, C and D categories. The study has found that highest number of D categories and lowest number of A categories. The finding indicating that the quality of education in KGBVs is poor due to pedagogy, teaching methodology and environment.

2.4. 26. *Elementary Education through KGBVs – A case Study*, (Misra. Patanjali, 2015). Patanjali Mishra conducted the study in Uttar Pradesh while considering two independent variables such as availability and quality of infrastructure and human resources. The dependent variable of the study was academic achievements of KGBV students. The researcher, for the documentation of a case study, case study approach with two research tools like self-developed schedule and ASER assessment tool. The important findings of the study include that 1). The *Pradhan and members*

of the grampanchayati played a significant role in the identification and mobilization of the child labour to study in KGBVs. 2). The extracurricular activities which have attracted the girl children for continuing in KGBVs and over a period of time they became part of academic curriculum. 3). The study also found that there were drop outs even from KGBVs due to sibling care, early marriages and seasonal agricultural work and 4). While keeping in mind the problems at the school level, more specifically academic, need to focus on articulation of students in Hindi and English as the existing students were good in reading and writing and it also suggested for the special focus on vocational education.

2.4. 27. *Study on Academic Achievement in KGBVs*, (Uma. Devi.L, kiran.Kavitha.V, 2015). The study reveals that the academic performance of girls in KGBVs is only 10% securing A+ grade and rest of them are average and below average students due to their background. However, the field evidence suggesting that the average and below average students have improved their performance in the process of promoting them to the next higher class. For instance, the poor performing students in VII class was 36% but by the time they are elevated to VIII class, the poor performing students have come down to 30%. By the time of IX class, there is a decline of poor performing to 22%. It was interesting to note that the girls have been continuously improving their academic performance and quality of education in KGBVs as they are promoted to higher class.

2.4. 28. *Education of Girls in Rural India*, (Stephan. Mellery, Litschig, 2015), Which is a working paper on KGBVs from the economic perspective of cost benefit analysis with rigorous mathematical models. The study has found that starting of KGBVs is an indication of ear marking budget for the education of adolescent girl children. The second finding is that the KGBVs have been providing girl child friendly school infrastructure and services and third finding is that KGBVs have been contributing for the knowledge, skill and attitudinal change and reversing gender disparity in education.

2.4. 29. *A study on Implementation of KGBV Scheme*: (Yadav. Mona, Srivastava. Gouri, Gupta. Preeti, Shrishti, 2016). The study is focusing exclusively on the education of Muslim girl children in KGBVs. For the study of Muslim girl children in KGBVs, the researcher used structured questionnaires and focus group discussion for getting information and views from the stake holders includes Special Officer/warden, teachers, Non- teaching staff, officials, girls and parents. As per the study report, the field work was conducted in four states of India such as Andhra Pradesh,

Bihar, Jammu& Kashmir and Rajasthan. The study has found variations from state to state in terms of infrastructure, enrolment process of the girl children, teaching and non- teaching staff, teaching and learning process, community involvement and overall management of KGBVs. The study was conducted about one and half of decade ago, the findings and recommendations of the study have been implemented. However, over a period of time the new issues, more specifically, pertaining to quality of education needs to be studied and appropriate suggestions should be made.

2.4. 30. *Gender Equality-A Case Study* (Ratna M. Sudarshan, 2016). In this study, the author Ratna Sudarshan approached the gender equality in school education from two perspectives such as enrolment and learning of the girl children and education as an instrument for social transformation of gender inequality in the society in the context of Universalization of Elementary Education. In order to examine these aspects, the researcher applied the theory of change. To test the theoretical variables, the samples have been taken based on three criteria, which includes low literacy of women, functioning of Kasturba Gandhi Balika Vidyalaya and urban area. She has adapted interview and focus group discussion tools to gather the data from stake holders. The major gap in this study is that it has focussed only two aspects such as accessibility and retention of girl children in school education. However hardly there is any focus on the quality of education.

2.4. 31. *Patriarchy, Gendering and Resistance: A study of Adolescent girls at Kasturba Gandhi Balika Vidyalaya, Ranipur*, (Maitrey Jha 2017). The working paper is an exploratory and descriptive study. It deals with education, Patriarchy, Gendering and resistance. It basically covers with reference to KGBVs, Ethnography of the school, and the dynamics of class, caste, gender. It also deals with KGBV girls- A second class citizens within the classroom, morality, rules, punishments and resistance, vocational course, children with special needs. She broadly applies ethnographic, participatory and non-participant observatory observations, open ended interviews. It covers the important components of the Scheme. One of the major findings of the study is that the KGBV children are seen as second grade citizen with in the class of the regular school.

When we looked the history where girl children neglected. Understanding the scheme, functioning process, infrastructure etc. However, none of the studies focus on the quality of education in terms of performance from entry level to exit level. In this paper there is a gap in the quality of education of these adolescent girl children of KGBVs.

2.4. 32. *Journeying the Transient Phase: Childhood to Youth Experiences from the Field*, (Srivastava. Gouri 2018): Gouri Srivastva contributed the paper based on her field work

experiences in Andhra Pradesh, Bihar and Gujarat. She looked at KGBVs from socio-psychological perspective of adolescent girl children. In order to substantiate the secondary source of information, she collected data through using focus group discussion with the stake holders and case study approach.

She found that KGBVs are the institutions for integrating cycle of elementary education through residential bridge courses. The process of functioning of the KGBVs have change the young lives from child labor to the future ambitious human capital in the form of teachers, chartered accountants etc. The transformation of the young lives has been taking place due to the kind of facilities like infrastructure, teaching, learning material, teachers not only teaching lessons but also motivating and guiding them to decide the future of girl children studying in KGBVs.

2.4. 33. *Gender Responsive Budgeting: Highlighting micro-implementation of KGBV scheme in Bihar*, (Wadhwa.Arshiya, Anand. Sarita, 2018). The paper has been looking at KGBVs from the lenses of gender budgeting. It perceives that starting of KGBVs is basically to fill the gender parity in school education through spending of public budget. 100% of the public budget has been exclusively allocated a spent for adolescent girl children. The budget allocation is being spent for the enhancing of capabilities of girl children through providing infrastructure, food, health and sanitation, vocational training, quality of education etc. Therefore, it understands that KGBV initiative is one of the best practices of gender budgeting in India.

2. 4. 34. *Solving Problems using a Transformative Design Approach* (Tiwari. Ananya, 2019). The case study provides new dimension in understanding of KGBVs. The study is basically looking at KGBV is an agency in building the capacity to solve the problems by the adolescent girl children. The researcher applied Transformative Design Approach. To evolve this approach the researcher referred transformative, gender and transformative theories. With this conceptual understanding, the study has applied focus group discussion to get the views of stake holders, such as warden, teachers, students and community in KGBV at Jalma of Panipat district in Haryana. The study found that KGBVs have been contributing for the strengthening of health, reducing the depression rates and substance abuse of girls to better financial decisions, delay in marriages and nurturing of entrepreneurial capabilities.

2.4. 35. *Report on Samagra Shiksha (SS) An Integrated Scheme for School Education Framework for Implementation* (MHRD, 2019). SS is the continuation to Sarva Siksha Abhiyan. However, Samagra Siksha is introduced in post Right to Education Act, 2009 period. SSA has been

emphasizing three principles such as accessibility, equity, and quality. While keeping in view and performance of KGBVs for more than a decade in terms of achievement rate, the SSA has recommended not only for expansion but also upgrading to X and XII class.

2.4. 36. *National Education Policy*, (MHRD,2020). In order to initiate reforms in the education system of India to meet the changing socio- economic and political conditions at the global, national and local level, National Democratic Alliance (NDA), led by Narendra Modi, Government constituted a committee under the chairmanship of Kasturi Rangan the committee, with reference to KGBVs, recommended for the construction of girl hostels as per Navodaya Vidyalaya norms, expansion and up gradation to XII class to provide quality of education. The Union Cabinet approved report suggests that the free boarding facilities will be extended as per the standard of Jawahar Navodaya Vidyalayas. The KGBVs will be located in the localities, which are nearby their native places and these are supposed to be friendly, particularly, for the adolescent girl students from socially and economically disadvantaged backgrounds. NEP suggested to make suitable arrangements for the safety of all the children, especially girls. It also suggested that KGBVs will be strengthened and expanded to increase the participation in terms of quality of education from VI-XII grade to the girls from socio-economically disadvantaged backgrounds.

2.5. Summary of the Review of the literature:

To understand the idea of review of the literature two important works such as literature review by Hart Chris on Social research methods; Qualitative and Qualitative approaches by Lawrence W. Newman. As per these books review of literature means identifying, selecting, classifying, evaluating and conceptualizing the existing sources of the literature. In the process of going through the books, at least five trends are found. 1). Multiple sources for relevant literature 2). Choosing relevant sources of the research topic. 3). Identification of the theories, concepts and gaps. 4). Locating reviewed literature in a proper structure and 5). Summarization of the reviewed literature. According to Newman, broadly four goals are there for review of literature. The goals include 1. Evidence of a familiarity with a body of knowledge, which is established through a proven track record of credibility. 2. To establish link between past and present research on a similar topic. 3. To bring out and summarise existing literature in a particular area. 4. To learn from others and stimulate new ideas. Neuman also classified review of literature in to six categories, which includes context, historical, integrative, methodological, self-study and theoretical review.

With this broad conceptual understanding of the review of literature, specifically, the literature which has been existing on KGBVs is reviewed. The literature on KGBVs is being produced by 1). Inter-National Organizations like UNICEF, UNESCO 2). National level Evaluation Studies by MHRD, Government of India, 3). Universities and Research Organizations 4). Non- Governmental Organizations like Swatalem Foundation.

The studies on KGBVs have been existing since 2007 onwards. The studies can be characterized as descriptive, diagnostic, analytical, historical, theoretical, empowerment, methodological, evaluative and policy oriented. The essence of the review of literature can be elaborated as follows.

1. The series of studies have been conducted in India, broadly, the objectives of these studies are as follows
 - a. To study the functioning of Kasturba Gandhi Balika Vidyalaya schools in India.
 - b. To assess patterns of enrolment, attendance and achievement of girls in KGBVs.
 - c. To assess the facilities provided in the KGBVs.
 - d. To study the perception of the students, parent and community members towards functioning of KGBVs.
 - e. To analyses the strategies followed by the teachers and project officials for promotion of girl's education.
 - f. To suggest the measures for improvement of KGBV schools in India.
2. All the evaluation studies commissioned by the Ministry of Human Resource Development, Government of India, the first and second round of studies 2007 – 2008 and 2013 across the country and evaluation studies initiated at state level are descriptive, diagnostic and prescriptive. These studies have been focussing, primarily, on the event of launching, geographical location, objectives, prescribe norms, number and models of KGBVs, infrastructure, basic facilities like class rooms, food, teachers, learning material, dress, stipend, health and hygiene, physical fitness, toilet facilities, security, socio economic profile of the adolescent girl children, management aspect, in-door and out-door games, cultural activities etc. The Evaluation studies have looked at KGBVs from the point view of problems, issues, constraints, restraints and gaps in their functioning. Evaluation from the diagnostic perspective also suggested measures to be taken for the effective functioning of KGBVs.

3. The studies like Delaying Marriage for Girls in India. A Formative Research to Design Interventions for Changing Norms by UNICEF, Gender Equality outcomes of the SSA- A Case Study by Ratna. M. Sudarshan, Patriarchy, Gendering and Resistance: A Study of Adolescent girls at Kasturba Gandhi Balika Vidyalaya, Ranipur by Maitreyi Jha, solving problems using a Transformative design approach: The Importance of process in driving educational goals: A Case study of KGBV, Panipat by Ananya Tiwari, Interpretive policy analysis on enhancing education equity and empowerment for girls in rural India by Miku Watanabe.

These studies have looked at KGBVs from the conceptual/theoretical framework point of view. The important conceptual frameworks, which were applied to study KGBVs includes empowerment, transformative, capabilities enhancement, rights-based perspective, Postponing marriage, Gender Budgeting and pedagogy of oppressed. The lens of these theoretical frameworks has immensely contributed to highlight the role of KGBVs in changing the lives of adolescent girl children from child labour to potential human resources.

4. For the study of KGBVs, almost all the studies, which are reviewed above, followed rigorous quantitative and qualitative methodologies. The tools of these methodologies consisting of structured questionnaire, check list, survey schedule, key informant interview, focus group discussion with stake holders, observation method etc. were followed. Whatever the data which has been collected through using quantitative and qualitative methods was to supplement the secondary source of data, which was available with the management of KGBVs, district and state level project management unit. The studies have been reflecting the use of primary and secondary source of data, with rigorous statistical analysis and description, for writing comprehensive reports for documenting KGBV experiences and for developing case-studies to project the success stories of KGBVs. The methodological rigor facilitated the researchers to provide field based empirical inputs to the executive agencies, policy makers, non-governmental organizations for advocacy purpose and academicians to theorise.

5. Some of the studies have focussed on the academic aspect of KGBVs. These studies are Impact of KGBVs on Girls' Education and Retention by Priti Chowdari, Kasyapi Awasthi, Jyostna Amin, Ragu, A Study of Academic Achievement of Girls in studying in KGBV School by L. Uma Devi, V. Kavitha Kiran, Life Adaptive Skills of KGBV Girls in Andhra Pradesh and Telangana by V. Kavitha Kiran, L. Uma Devi, P. Swachita, A Study on Personality Traits of Girls Studying in KGBVs of Andhra Pradesh by L. Uma Devi, V. Kavitha Kiran, Success Stories of KGBV passed

out Girls in Andhra Pradesh by P. Swachitha, L. Uma Devi, V. Kavitha Kiran, Efficacy of KGBV in Assam On academic performance of children by Sampreety Gogoi, Goswami Utpalaa.

6. Few of the studies by Reha Wazir, Shanta Sinha, Sucheta Mahajan and Krishna Kumar provides an historical account of the nature of deprivation of education to girl children, critical examination of policies and efforts of non-governmental organizations.

The findings of these studies have been revealing that

a). The management team including Special Officer/Warden, teachers, the Officials at Block, District and State have put a considerable amount of effort in the social mobilization and motivating adolescent girl children to admit in KGBVs in collaboration with NGOs and community

b). The socio-economic profile of KGBV students has been indicating that they are never enrolled, dropouts, child labour, risk ridden family and disturbed family back ground of SCs, STs, OBCs, minorities, and Economically Backwards.

c). Keeping in view educational backwardness of the adolescent girl children, the KGBVs systematically integrated them with the cycle of elementary education as per their age and standard through residential bridge course.

d). NCERT, Azim Premji Foundation etc., have prepared separate material to create interest in education among the students.

e). In order to impart education to them, the qualified teachers are recruited on contract basis and trained them.

f). For the purpose of quality of education, the KGBV students are being given the textbooks of same quality of main stream schools.

g). These studies also brought the best practices of KGBVs in terms of cultural activities, sports and games, science exhibitions, life and technical skills and academic performance

h). There is also an evidence from these studies, the KGBVs could not achieve qualitative results in terms of academic achievements, which has been reflecting in securing of the Grades/percentage of marks in the Board Exams. As per these studies highest number of KGBV students achieved D Grade, some students got C and B and very few students have got A Grade and

i). Another important finding of the studies is that in the states where KGBVs are restricted only 8th class, after completing 8th class, these girls are either getting married or again going back to labour activities.

The experiences of KGBVs for about one and half decade since 2004 have been emerging the best institutions for the education of adolescent girl children in India. The national level studies like ‘Policy Evaluation Study on Kasturba Gandhi Balika Vidyalayas’ by Niti Aayog, policy document on *Samagra Siksha* (An Integrated Scheme for School Education Framework) for the implementation at the national level and the report on National Education Policy-2020 have received highly impressive inputs and success stories in the functioning of KGBVs. Therefore, all these policy-oriented documents have been recommending for the upgrading from X-XII class and expansion to reduce gender disparity in upper primary and senior secondary education. All these policy documents also recommended for the infrastructure in tune with the Jawahar Navodaya Vidyalayas like proper security and quality of education to fulfil the goals of Right to Education Act, 2009 such as accessibility, equity and quality.

2.5. Gaps in the existing literature:

In the process of review of the literature on KGBVs, it is found that they are the best and successful institutions in providing accessibility and reducing gender gap. However, there are certain gaps pertaining to quality of education. The gaps are

1. As per studies, the quality of education is a serious issue in the KGBVs across the country, despite huge amount of public investment on the education of adolescent girl children.
2. Due to lack of quality of education and enabling capacity, the adolescent girl children after completing education in KGBV, they are, again, entering into either the trap of marriage or the stream of labour.
3. The entry of these young girls either into marriage or labour stream is becoming a serious limitation upon the very design of the policy for the education of the adolescent girl children.
4. Hardly any study, exclusively, focused on the educational facilities, teaching-learning process and academic achievements and
5. Therefore, present study is focusing on educational facilities and academic achievements in KGBVs.

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Chapter-3

Research Methodology

3.1. Introduction:

Research is an identification of a problem, systematic investigation, a formal, and scientific method of inquiry and analysis. For the systematic study of a social problem requires a methodology to find out the solution. Methodology is an instrument through which a researcher approach problem and find the answers. In the context of research on education in general and academic performance in particular, the methodology provides a way to conduct the field inquiry. The nature and character of methodology and tools depends upon the hypothesis, objectives, and purpose of the research.

Present study is a field based one on Kasturba Gandhi Balika Vidyalayas (KGBVs) scheme introduced by the Government of India at the national level for the education of never

enrolled, dropouts and out of school adolescent girl children from disadvantaged communities. The previous chapters, such as Introduction and Review of Literature on KGBVs discussed about the context, purpose and socio- economic profile of students, retention, mainstreaming process and teaching learning process. The chapter on Review of literature, apart from providing a comprehensive detail of the existing studies on KGBVs, and also gaps. The gaps include methodological and content. That means the studies confined to certain aspects like infrastructure, basic amenities, human resources etc. but hardly any comprehensive study on the academic performance of students in KGBVs. Therefore, the present chapter, broadly, focus on methodologies applied to study KGBVs and limitations for the purpose of evolving relevant, appropriate and rigorous methodology and techniques for the proposed study on academic achievement.

Sources of information for the present study includes primary and secondary to fill the gaps in the existing studies. The broad scope of the chapter is to explore tools for the study of academic performance in KGBVs, to provide details about the sample size and scope of the study, to describe the process of data collection, to explain the mode of data entry process, statistical tools and to discuss about the data generation in the form of tables, graphs, figures etc.

The existing studies, on KGBVs, followed rigorous quantitative and qualitative methodologies. The tools of these methodologies consisting of structured questionnaire, check list, survey schedule, key informant interview, focus group discussion with stake holders and

observation methods are applied. Whatever the data which has been collected through using quantitative and qualitative methods was supplemented the secondary source of data, which was available with the management of KGBVs, district and state level project management unit. The researcher used both primary and secondary source of data, with basic statistical analysis and description, for writing comprehensive reports to document experiences and developing case-studies to project the success stories of KGBVs. The methodological rigor facilitated the researchers to provide field based empirical inputs to the executive agencies, policy makers, non-governmental organizations for advocacy purpose and academicians to theorize. However, the major methodological limitation is not focusing on the academic performance of disadvantaged girls in KGBVs.

Therefore, the present chapter discusses about the methodology of research study, which includes; hypotheses, objectives, scope and area of the study, sample size, variables selected, research instruments, description of tools, pilot study, process of data collection, and analysis of the data with the help of detailed statistical techniques.

3.2. The Statement of Research Problem:

The present study is conducted with an intention to study Educational Facilities and Academic Achievement of Disadvantaged Girl Children in KGBVs of Andhra Pradesh to find out the process of institutional environment, teaching-learning methods and academic achievement in a descriptive manner.

The Government of India launched KGBVs in 2004 in Educationally Backward Blocks (EBBs), where there is a low level of female literacy. KGBVs have been meant for the dropout, never enrolled and out of school girl child labor from disadvantaged social groups. The disadvantaged social groups include Scheduled Castes (SCs), Scheduled Tribes (STs), Other Backward Classes (OBCs), Minorities and Economically Weaker Sections (EWS). The functioning of KGBVs, in India, have completed more than one and half decade. During this period several studies with reference to infrastructure, evaluation and impact assessment have been conducted. However, there is hardly any in depth study with specific focus on academic achievement of the girls in KGBVs. Therefore, the present research problem for the study is “Educational Facilities and Academic Achievement of the Disadvantaged Girl Children-A Study of Kasturba Gandhi Balika Vidyalayas in Andhra Pradesh.”

3.3. Operational Definition of the terms used:

Some of the terms used in this study are defined as follows. It would provide clarity with respect to the intention of the present research. The operationalized terms include

3.3. a. Academic activities:

Academic activities include classrooms, competencies of teachers, teaching methodologies, learning material such as books and pedagogy, and other learning activities.

3.3.b. Academic Performance:

Academic performance is the measurement of student achievement in all academic subjects. The source for academic achievement is scholastic record. The scholastic record is being prepared by the Teachers and education officials measuring achievement using classroom performance and graduation rates and results from standardized tests.

3.3.c. Disadvantaged girls:

Deprived of some of the basic necessities or advantages of life, such as inadequate housing, medical care, or educational facilities. They are socially or economically deprived or discriminated against and marked by deprivation especially of the necessities of life or healthful environmental influences; lacking the rights and advantages of other members of society. In this study, it is well established that the social categories such as ST, SC, OBC, Minorities and EWS are coming under the deprived category. In the present study girls from disadvantaged groups enrolled in KGBVs are the respondents.

3.3.d. Drop outs:

A dropout is defined as “any student who leaves school for any reason before graduation or completion of a program of studies without transferring to another elementary or secondary school.”

3.3.e. Never enrolled:

When a student of compulsory school age is not enrolled in any formal school. Moreover, they are entering in to the stream of child labor at the young age.

3.3.f. Out of School Children:

Children out of school are the percentage of primary-school-age children who are not enrolled in primary or secondary school. Children in the official primary age group that are in preprimary education should be considered out of school. Source: UNESCO Institute for Statistics (<http://uis.unesco.org/>)Dec 28, 2019.

3.3.g. Educationally Backward Blocks:

Educationally backward blocks mean a block where the level of Female Literacy Rate is below the national average of 46.13% and Gender Gap in Literacy is above the national average of 21.59%.

3.3.h. Infrastructure:

The basic physical and organizational structures and facilities e.g. school building, classrooms, laboratory, computer room, health and medical room, bathrooms and toilets, kitchen and store room, office room, playground, safe drinking water supply and electricity.

3.3.i. Evaluation:

The making of a study about the amount, number, or value of something is assessed. The evaluation might be ongoing process, concurrent and impact assessment.

3.3.j. Scheme:

A systematic plan of action with vision, mission, objectives, institutional arrangement for implementation and budget allocation. In the present study KGBV scheme is taken for the research.

3.3.k. Quality of Education:

Quality is a dynamic concept. Quality is not the end in itself but a means by which the end of product is judged in terms of standard. Quality education contains specific and elaborate information on diverse aspects of education. In the present study quality education is used to measure the academic performance of girls in the school.

3.3.l. Girls Education:

Education is the act or process of educating or being educated and the education imparted to the girls which help them to enhance their knowledge and skill, developed by a learning process. It can be more defined as a program of instruction of a specified kind or level or the field of study that is concerned with the pedagogy of teaching and learning. In the present study the girl's education is the main part of the research.

3.3.m. Teaching Learning process:

Learning is takes place through teaching. Teaching process is the arrangement of environment within which the students can interact and study about the learning. The process of teaching learning aims at transmission of knowledge, imparting skills and formation of attitudes, values and behavior.

3.3.n. Teaching-learning Material:

Instructional Material is also known as Teaching/Learning Materials (TLM), are any collection of materials including animate and inanimate objects and human and non-human resources that a teacher may use in teaching and learning situations to help achieve desired learning objectives.

3.3.o. Retention:

Student retention indicates how well a school ensures academic success or completion. The internal promotion of student retention is useful for improving programs, curriculum, teaching staff, and academic support. Stakeholders use it to measure a school's performance

3.3.p. Mainstreaming of girl children:

The concept of mainstreaming is used in the present context to convey a meaning that it is the process of taming the disadvantaged girl children, who were never enrolled, out of school and dropouts. When they are entering in to KGBVs with this background and directly and putting them in any class is a problematic intervention. Therefore, they need lot of motivation, counselling and bridge courses to mainstream them in an appropriate and suitable class based on their minimum level of standards and age criteria.

3.4. Hypotheses of the study:

The hypotheses are formulated for the study as:

1. Whether the socio-economic profile of KGBV students in tune with the scheme objectives or not?
2. Whether KGBVs effectively facilitating for education of dropouts, never enrolled, and out of school children in educationally backward blocks or not?
3. Whether providing of free accommodation, books, stipend and other entitlements motivating the girl children or not?
4. The appointment of the qualified teachers makes a significant difference in the educational performance of girl children.
5. Training motivate the teachers for the qualitative change in the teaching learning process of adult girl children.
6. Providing teaching and learning material on time helps teachers and students to concentrate on the educational improvements.

3.5.Objectives of the study:

The objectives of the study are as follows

1. To bring out the socio-economic background of the students in KGBVs.
2. To list out the educational facilities provided for the students in KGBVs.
3. To explore the competencies and service conditions of the teachers in KGBVs.
4. To conform the teaching and learning process in KGBVs.
5. To assess the academic achievements of girls in KGBVs.
6. To map the critical gaps in the academic performance of the students.
7. To suggest suitable measures for improving the academic achievement in KGBVs.

The tools used for data collection in the present study are designed by the researcher and executed for the data collection from the field

Table-3.1 on tools used to measure the Objectives

S. No	Objective	Tool
1	To bring out the Socio-economic profile of the students of KGBVs	1.Key informant Interview: Interview with the State and District GCDOs and SOs through Structured Questionnaire 2. Data from the students through Structured questionnaire
2	To list out the educational facilities provided for students in KGBVs	1.KGBV guidelines 2.Information from State and District Officials, SOs, teachers and students with the help of Structured Questionnaire and 3.Evaluation Reports
3	To explore the competencies and service conditions of the teachers	1.Information from State and District Officials, SOs, and teachers with the help of Structured Questionnaire and 2.Evaluation Reports
4	To conform the teaching and learning process in KGBVs.	Data from SOs, teachers and students
5	To assess the academic performance of the students in KGBVs	1.Scholastic Records of the students

(source: Prepared by the researcher)

3.6. Methodology adopted:

In the present study, the researcher is interested to study the academic performance of disadvantaged girls in KGBVs in AP. The review of literature on KGBVs, followed rigorous quantitative and qualitative methodologies. The tools of these methodologies include interview schedule, check list, survey schedule, key informant interview, Focus Group Discussion with stake holders and observation method are applied.

As per the existing tools, the researcher also prepared interview schedule, checklist and inputs for Focus Group Discussion by November 2019. The researcher was planning to conduct pilot study with the prepared tools of data collection in the month of February, 2020. However, by end of December 2019 Covid-19 was spreading in the world. India was not free from spreading Covid-19. Therefore, the researcher had to cancel the plan of physical (researcher in person going to field) pilot study due to spreading of Covid-19 and following Lockdown. However, the draft interview schedules were sent to officials, Special Officers (SO), teachers and students through mail as part of pilot project to find out validity of the tools.

3.7. Pilot study:

In response to questionnaire through mail, only one SO of KGBV from Mantralayam in Kurnool district has responded. The SO has made certain changes like sequencing of questions, deleting of irrelevant questions and adding of relevant questions. Based on inputs from SO of Mantralayam, three important decisions have been taken.

1. In the changed condition, physically visiting KGBVs either for pilot study or field work is not possible, therefore, converting interview schedule into a structured questionnaire for the self-filling by the respondents. 2. The inputs of SO Mantralayam were incorporated in all the questionnaires and 3. It is also decided to cancel the checklist for the Focus Group Discussion. After receiving one response to the pilot study, the researcher has chosen the structured questionnaire for the data collection. The tool is suitable for collecting the data to assess the objectives of the study. While incorporating inputs from KGBV Mantralayam, four structured questionnaires are prepared to the officials, SO, teachers and students.

3.8. Experts Inputs for the structured questionnaires:

The questionnaires are prepared with the modifications, while taking stock of the existing standardized questionnaires applied for the study of KGBVs by the research organizations like National Council for Educational Research and Training (NCERT) and Evaluation studies by academic institutions.

The modified structured questionnaires are sent to the Special Officers, teachers of KGBVs, faculty and experts in the field of education like Regional Institute of Education, NCERT, Mysore, National Institute of Rural Development and Panchayati Raj (NIRDPR) and faculty members of education department in Osmania and University of Hyderabad. The range of inputs received from officials, SOs, teachers and experts are incorporated.

All the questionnaires were sent to the experts for their comments, review and inputs. The tools are further modified and refined in the light of experts' inputs for the validation. The refined four structured questionnaires are given in annexure-3.1 and basic structure and content of each tool is given below.

3.9. Validity of research tool:

The researcher administered the content and item validity for the tool. The test items are formulated in tune with the objectives of the study. The list of statements and questions were circulated among the experts in the field of educational research, officials, SOs and teachers of the KGBVs for finalization of the tools. However, the inputs were received from a SO and experts in the area of educational research. These valuable inputs of the SO and experts, some of the statements and questions were corrected, restructured and reformulated. Some of the test items were modified, strengthen and irrelevant items were deleted. The researcher finalized the tools after incorporating the inputs at appropriate place in the questionnaire, while following the suggestions by the experts, who felt that the statements and questions are supposed to be relevant to the area of selected research topic without any ambiguity.

3.10. Content validity:

The researcher established content validity by evaluating the relevance of the test items individually on a whole. The items constitute a representative sample of the variable that is measured. At the time of construction of the tool, the opinion of the experts in the field of educational research has been taken to determine the content validity. The suggestions received from experts were incorporated and standardized the tool accordingly. Due to Covid-19, there was no time for the recirculation of structured questionnaire among the officials, SOs and teachers of

KGBVs. However, at most care has been taken for upholding content validity in the questionnaire.

3.11. Tools of the data collection:

As it is already discussed, in fact, before beginning of the global pandemic 2019 the researcher designed the questionnaire, perception schedule and check lists for conducting focus group discussions to collect the data. The tools of the study are designed to fulfill the objectives. However, knowing very well the difficulties in conducting field work, the researcher designed and standardized four tools for the study purpose.

3.12. Standardization of tools:

3.12.a. ResearchTool-1:

The structured questionnaire for state and district officials of KGBVs covered 8 broad areas (see table-3.2). The structured questionnaire consists of thirty-five questions to get the information in the form of tables, facts and figures, filling the blanks, perceptions, opinions description, ranking, issues and challenges in the management of KGBVs and future of those adolescent girls, who have completed their X class.

3.12.b. ResearchTool-2:

The structured questionnaire for special officer consists of 18 main sub-components (see table-3.3). There are 108 questions in the structured questionnaire designed to SO to obtain information in various forms.

3.12.c. ResearchTool-3:

The structured questionnaire for Contract Residential Teachers covered 8 main aspects. The structured questionnaire is having 69 questions to the teachers to get the information pertaining to various aspects given in table-3.4.

3.12.d. Researchtool-4:

The structured questionnaire for students of KGBVs focusing on 7 important components, which are given in table-3.5. On these 7 components, there are 75 questions to obtain the information from students on various components.

3.13. Description of the tools:

The researcher designed the following tools for collection of data.

Tool-1: Questionnaire for district officials.

Tool-2: Questionnaire for special officer.

Tool-3: Questionnaire for teachers.

Tool-4: Questionnaire for the students.

3. a. Description of Tool-1:

The table-3.2 on structure of the questionnaire for State/District officials.

Tool-1	Description of the tool
Structured questionnaire	• Preliminary information of the state and district officials. • Basic information like number of KGBVs, enrollment, and social background of students. • Basic facilities and infrastructure • School environment like safety, health and inclusion • Monitoring agency. • School management committee • Academic activities, teacher development and learner's assessment. • Emerging practices and issues

(Source|: Prepared by the researcher)

Tool-1 is a questionnaire which is applied for the collection of data at State and District level Officials of KGBVs with specific reference to Project Director and Girl Child Development Officer of KGBV. In the first part of the questionnaire, the details pertaining to name of the officer, designation, address and date of interview. It follows the introduction of researcher, purpose of the research to obtain the consent of the respondent.

The questionnaire to the State and District officials consisting about 42 questions. These questions, broadly, covers number of KGBVs in the state/district, managing authority, strategies for the mobilization of adolescent girl child labor, information about the enrollment and social profile of students from VI- X class, facilities and entitlements, infrastructure, information and communication technology and school management committees, leadership and KGBV management, guidelines, monitoring, training, teaching learning process, activities for teacher development such as training, identification of training needs, resource persons, training modules, total number of trainings, problems of training programs, best practices, the academic performance, efforts to increase the academic achievements of the students, ranking of KGBVs,

percentage of KGBV students taking admission for higher education, issues and challenges in academic achievements of KGBVs and suggestions for improving the academic performance of KGBV students.

The instrument was designed for collection of data from state and district officials of Samagra Shiksha Abhiyan (SSA) of the concern district. The District project officer and Girl child development officer are the concerned for implementation of the KGBV scheme in the district. The researcher interviewed the state and district officials with the interview schedule on mobile and self-filling of the questionnaires by the officials themselves.

3.13. b. Description of Tool-2

The table-3.3 on structure of the questionnaire for Special Officer

Tool-2	Description of the tool
Structured questionnaire	• Preliminary information of the Special Officer. • Basic information about the KGBV, enrollment, and social background of students. • Basic facilities and infrastructure • School environment like safety, health and inclusion • Learning resources • Computer lab • School Library • Vocational Education • Students benefits • Quality interventions/programs • Academic Monitoring. • Leadership, School management and Planning • Community support • Teaching and non-teaching staff • Teacher development • Learner's assessment. • Emerging practices and issues.

(Source|: Prepared by the researcher)

The tool-2 was used to capture school-based information from the head-teacher and the school records covering primary and secondary sources. The structured questionnaire for special officer was prepared by the researcher with 107 test items. The test items are covering aspects like physical access, social access, teacher training, school activities and administration of the schools. The expected information is with reference to basic information, data relating to student's strength, enrolment and attendance, infrastructural facilities, school environment, learning resources, science lab, computer lab, school library, students benefit, quality interventions, leadership and school management, academic monitoring, about hostel, teaching and non-teaching staff, teacher development, learning assessment, practices and reflections.

The questionnaire details of the respondent, introduction of the researcher and basic content like the preliminary information about KGBV, the personal profile of the special officer of the institution. It included age, gender, social category, experience in teaching and administration, subjects handling, length of the service and educational qualification, nature of the tenure, salary etc. The other aspects like access, quality and administration. The accessibility refers to physical access and social access. In the physical access the infrastructural facilities, such as the class rooms, lighting and ventilation, location and quality of black boards, ramps, toilets, drinking water facility, play-ground and availability of sports material in the KGBV. In the quality section, the availability and usability of facilities are asked. The researcher prepared yes or no type questions for collection of information on the school activities. The details of the activities were also asked where ever required. The researcher asked questions related to the in-service trainings attended by the teachers. The opinion of teachers on quality of in-service training programs of the Sarva Shiksha Abhiyan along with the tables on strength particulars of students and teachers.

The researcher also prepared some questions for collection of information on the school administration and management. The researcher prepared some of the questions about the enrolment and mainstreaming of the students. The questions about the community mobilization and awareness are also included. The structured questionnaire was administered in English language. For assessing the effective functioning of KGBV the enrolment, attendance and achievement of students for last five academic years were collected and analyzed. In table - is providing basic content of the tool-2.

3.13.c. Description of Tool-3

The tool-3 designed for collection of data from teachers. The questionnaire for teachers is

consisting details of the respondents, introduction of the researcher eight sub headings like general information, subject-wise teachers' data, teaching and learning process, classroom and laboratory facilities, teacher development, leadership and school management and hostel facilities. Through this questionnaire the socio and education profile of the teacher is also collected. was prepared with seven main questions. The questionnaire consists of general information, teacher related data, teaching learning process, classroom and laboratory processes, teacher development, about hostel.

The table-3.4 on structure of the questionnaire for Teacher

Tool-3	Description of the tool
Structured questionnaire	• The general information about the teachers, socio- educational profile, nature of appointment. • Teaching learning process • Classroom and Laboratory Process • Leadership and School Management • Teacher Development • About Hostel • facilities, trainings, academic and non-academic work load, teaching methodologies.

(Source|: Prepared by the researcher)

The general information about the teacher is containing, name of KGBV, working place, district etc. It also covered subject of the teacher, number of students and number of classes in a working day, the academic and non-academic activities such as book fair, science exhibition, excursion, art and craft mela, debate/essay/quiz competitions, annual day, health and hygiene events, music/dance, guidance and counselling. There are questions about the teaching and learning process with specific reference to percentage of student's attention on listening the class, questioning the teacher, student's response to question raised by the teacher, initiative of the students on academic activities, participation of the students in activities and enthusiasm, silence

and confusion in the learning process.

The teachers were also asked about the training about the teaching methodologies and the teaching methodologies, which are being followed by the teachers such as chalk and talk method, lecture cum demonstration, problem solving method, discussion method, using power point presentations, structural and functional approach, constructive approach.

The teachers were also asked about the facilities in KGBV such as well-ventilated classrooms, black/white boards, seating arrangement for students, display boards, projectors/display screens, laboratories. The utilization of library, computer, laboratory and internet. Teaching learning material such as charts, models-three dimensional and working models, improvised teaching aids and worksheets for students. The process of motivation through introducing a class with a puzzle, telling stories of great people, praising whenever required, asking introductory questions and any other activity. The types of home assignments like questions given after each unit in the textbook, activity-based questions, higher order questions and projects. The methods of evaluation such as quiz, written test, surprise test, activity/worksheet, projects and any other. The status of slow learners and remedial classes, response of the community towards the academic performance of students. The socio and educational profile of teachers, nature of appointment, service conditions and salary details.

3.13.d. Description of Tool-4 designed for the students

The table-3.5 on structure of the questionnaire for students

Tool-4	Description of the tool
Structured questionnaire	• Preliminary information • Socio-economic profile of adolescent girls • Awareness about KGBV • Infrastructure facilities • Safety and health • Students benefits • Learning resources • Academic assessment

(Source|: Prepared by the researcher)

a. Preliminary Information:

The preliminary information of the questionnaire, basically, consisting the name of student, address of KGBV, the class in which the student is studying and date of interview.

b. Socio-economic profile of adolescent girls:

It, broadly, contains the questions pertaining to details of the parents like age, occupation, literacy/education level, caste and religious category, location of residence, nature of shelter/house, details of land, income, Aadhar, ration card, mobile and school details of girl children.

c. Awareness about KGBV:

It focusses on channels of information like newspapers/electronic media, teachers, officials, *Sarpanch* and other sources. The expectations of girl children from KGBVs.

d. Infrastructure facilities:

The infrastructure facilities include classrooms, electricity, boundary wall, clean drinking water, ground for physical activities, sports kit, availability of physical education teacher etc.

e. Safety, health and benefits of students:

Broadly, it focusses on incidence of physical violence, teacher role as counselor, health and safety measures like emergency medical assistance, ANM (Auxiliary nurse midwife). The direct benefits to the students like textbooks and notebooks, uniform, stipend, bookfair, science exhibition, art and craft mela and games and sports.

f. Learning resources:

The learning resources covers audio-visual, art and crafts room, space to display the talents of students, laboratory, library, books in the library, computer and computer instructor and vocational teacher.

g. Academic assessment:

This part of the questionnaire contains questions like medium of instruction, details of subject-wise teachers, availability of blackboard, teaching aids, audio-visual aids, charts, PowerPoint presentations, classroom activities like role-play, quiz, debates and essays, project and home-work. The process of academic assessment such as surprise tests, assignments, weekly and monthly tests and formative and summative assessment, grade in the last class, future plan after completing education in KGBV, ranking of the subject-wise teachers and suggestions to improve

the academic performance in KGBVs.

3.14. Sample of the study:

The sample is a representative of the whole population, which is selected for the study of a particular research problem and the representatives of a sample are the subjects. There are 3703 (see for details in table-1.4 of chapter-1) KGBVs in the country and 352 KGBVs are functioning in AP. The district-wise details of KGBVs in AP are given in annexure-1.1. The sample was selected by adopting the simple random sampling technique. For data collection, the researcher designed four types of tools for various respondents to get the perceptions, views and opinions of the teachers, students, and officials about the academic achievement of KGBVs.

The researcher has selected six KGBVs from two districts of Andhra Pradesh (AP) (see for details in table-3.6). After bifurcation of composite AP for the formation of Telangana, the residual 13 districts have been constituted as present AP since 2014. In all the 13 districts have been existing and functioning. However, the number of KGBVs in each district is depends upon percentage of the level of women literacy rate. Therefore, certain districts like Anantapur and Kurnool have got more than 50 KGBVs and Krishna district has got only 3 KGBVs. That is why three KGBVs from Krishna and three KGBVs from Kurnool are taken as sample for the study. For the present study, the researcher drew the sample by using simple random technique from the population.

The sample was drawn at different levels:

- Districts
- Schools
- Girl Child Development Officials at state and district, Special Officers, teachers and Students at KGBV level are the respondents.

3.15. Indicators to select the sample districts:

Among thirteen districts in the state, there has been a variation in terms of human development. Therefore, the sample districts are chosen to represent highest and lowest human development indicators. The sample districts such as Kurnool and Krishna districts are purposively selected while considering certain human development indicators.

The proportion of child population (0-6) to total population in Kurnool district is 12.49% and in Krishna district 9.65%. The literacy rate in Krishna district is 69.18% where as in Kurnool

district it is 49.78%. as per 2011 Census. The Percentage of Decadal population from 2001 to 2011 in Kurnool district is 14.85, in Krishna district 7.87. Schools and Colleges in Krishna district 6,870, in Kurnool 4701 which is the lowest in the state. SC female literacy in Kurnool 44.61%, in Krishna district 65.64%. Both male, female literacy 55.26 in Kurnool, in Krishna 70.46%. ST women literacy in Kurnool 44.60, in Krishna 46.24%. In Kurnool birth rate is 14.5%, Maternal mortality rate 69, Infant mortality rate 16. In Krishna district birth rate is 13.8%. Maternal Mortality rate 42, Infant Mortality rate 7 during 2018-2019. Family Planning Service centers in Kurnool 12, in Krishna 53. Gross Irrigated Area in Kurnool is 2,63,411 in Krishna 3,66,093. There are 8165 Tanks in Kurnool, in Krishna 25,542. Irrigated area more than once a year in Kurnool 41,708, in Krishna 62,628 hectares. Statistical Abstract, Andhra Pradesh, Government of Andhra Pradesh.

Apart from Human Development Indicators, the researcher also consulted the State Project Director of *Samagra Siksha Abhiyan* (SSA) by writing a letter through proper channel (see Annexure-3.1) in finalizing the field areas. The State Project Director of SSA communicated through a letter (see Annexure-3.2) to the Director, State Council of Educational Research and Training (SCERT). The Director of SCERT wrote a letter (see Annexure-3.3) to the District Project Officer of the sample districts. The District Project Officer informed the Special Officers of sample KGBVs through District Girl Child Development Officer to provide the required data for the research purpose.

3.16. Selection of schools:

In consultation with Project Officer and Girl Child Development Officer of the Andhra Pradesh Samagra Siksha Abhiyan of Kurnool and Krishna districts the researcher has selected eight KGBVs in AP. Among 6 KGBVs, 3 are Konduru, Reddigudem and Gampalagudem of Krishna District and 3 are Dhone, Mantralayam and Orvakal, of Kurnool District.

Table -3.6 Details of the sample schools of the study				
No.	Name of the sample districts	No. of eligible KGBVs	No. of sample schools	Location of the sample schools
1	Kurnool	53	03	Kasturba Gandhi Balika Vidyalaya Dhone, Kasturba Gandhi Balika Vidyalaya, Mantralayam, Kasturba Gandhi Balika Vidyalaya, Orvakal.
2	Krishna	03	03	Kasturba Gandhi Balika Vidyalaya, A. Konduru
				Kasturba Gandhi Balika Vidyalaya, Reddigudem
				Kasturba Gandhi Balika Vidyalaya, Gampala gudem

(Source: Prepared by the researcher)

As explained already, the human development indicators are the basis for choosing two districts. Krishna district from coastal Andhra region is representing for the highest percentage and Kurnool from Rayalaseema region is having lowest percentage in human development index. Again, with in these districts, the indicators such as percentage of women literacy rate, SC and ST population etc. taken for choosing the sample KGBVs.

The researcher confined to take schools, which have passed out five secondary school certificate batches (class X) as on June- 2020. The researcher selected six Kasturba Gandhi Balika Vidyalayas purposively from sample districts based on the following criteria: -

- Five batches SSC passed out (June, 2020) KGBVs.
- Schools having own building with full establishment.

3.17. Selection of respondents:

In tune with the objectives of the present study, the researcher involved all categories of related respondents. At the school level, students, teachers, special officer the respondents. At

district level, the implementing and monitoring authority i.e. Girl Child Development Officer of *Samagra Shiksha Abhiyan* of concerned districts are the respondents.

Table 3.7 Distribution of sample respondents		
No	Name of the respondents	No. of respondents
1	State GCDO	1
1	GCDO of SSA of sample districts	02
2	The Special Officer of the KGBV	08
3	The Contract Residential Teachers	48
4	The students studying from VI to X classes	400
	Total participants:	459

(Source: Prepared by the researcher)

3.18. District and school level and sectoral functionaries:

To get the detailed information of KGBVs at state and district level, a structured questionnaire is sent to the GCDOs through email due to Covid-19. The GCDOs at the state and district level provided both secondary and primary data. From each district the District Project Officer and Girl Child Development Officer are also interviewed for data collection. The Special Officer is a key functionary, chief administrator, planner, mobiliser, mentor, guide, supervisor and instrument of managing for all activities of the KGBV. The Special Officers are included as the key informants of the study. The researcher administered structured questionnaire to the Special Officers of the sample schools.

Table-3.8 Details of district level respondents in the study		
No.	Name of the district	Designation of the district officer/s
1	Kurnool	District Project Officer/ Girl Child Development Officer, SSA. Kurnool
2	Krishna	District Project Officer/ Girl Child Development Officer, SSA. Krishna

(Source: Prepared by the researcher)

3.19. School teachers from sample schools:

The Contract Residential Teachers of all subjects are the respondents in the study. The researcher administered structured questionnaire to all the subject teachers of the sample schools.

3.20. Students from sample schools:

The students are the beneficiaries of the scheme and one of the target group of respondents in the study. Therefore, the researcher proposed to administer the questionnaire to the students of VI-X class girls to assess the level of participation in academic activities and annual academic performance in KGBVs. From each class (VI- X) randomly 15 girls and total of 75 from one school is decided from all the six sample schools, which put together a total of 455 respondents.

The hard copies of the structured questionnaires are sent by post to the Special Officers of sample KGBVs. From November 2020 to February 2021 KGBVs were opened. During this period the students of VI-X class have filled the questionnaires. The filled questionnaires consolidated and sent to the researcher by the Special Officers by post.

3.21. Administration of the tool and collection of data:

The researcher took prior permission from state and district officials for administer the research tools to the Girl Child Development Officer at state and sample districts and sample KGBVs. The permission letter from the State Project Director and District Project Officers of Samagra Sisksha Abhiyan has been circulated among the respondents in advance. The questionnaires were sent through mail to the respondents in a phased manner as per their convenient date and time, in terms of availability of officials, SO, teachers and students due to the effect of Covid-19. A WhatsApp group is created for the sample KGBVs to guide and monitor the respondents to fill the questionnaires. The heads of the schools also advised the researcher not to visit their KGBVs due to seriousness of Covid-19 in Hyderabad. Therefore, the researcher could not get the opportunity to visit all the sample KGBVs.

3.21.a. Administration of Tool-1 to State and District Girl Child Development Officers of (GCDOs) of sample KGBVs:

The tool-1 was designed to collect the data from state and district officials. The researcher requested the State Project Director and District Project Officers to communicate about the study to the State Girl Child Development Officer and District Girl Child Development Officer (GCDO) of sample districts for extending cooperation in terms of providing secondary data and responding to the questionnaire. The GCDOs, on receiving the communication from state and district officials about the study, initially, provided the secondary data. The state GCDO and GCDOs of Kurnool and Krishna districts provided the secondary data such as total number of KGBVs in the state and districts, category wise class wise enrollment details, availability of basic facilities, number of SOs

and subject-wise teachers, subject-wise training programs, subject-wise grades from VI-X class, nature of appointment and service conditions of SOs and teachers.

The GCDOs at state and district also filled the questions pertaining to management, monitoring, academic activities, teacher development initiatives, quality of education, constraints and restraints in achieving the goals of KGBVs, ranking of KGBVs and their parent department. The secondary data and filled questionnaires were sent to the researcher through mail.

3.21. b. Administration of Tool-2 to Special Officers of sample KGBVs:

To administer the tool-2 to the SOs of KGBVs, prior information was given by the GCDO of respective district. After prior information to SOs, the researcher contacted them on mobile phone. After discussion with the SOs about the study, about the need of data from KGBVs. In course of discussion, all the SOs of sample KGBVs agreed to provide the data. The tool-2 was used to collect KGBV based secondary and primary information from the special officer. The SOs of KGBV sent the secondary source of information from various records such as enrollment, strength of the students, subject-wise teachers, trainings, grade details from VI-X class. The important records, which are referred includes strength particulars, infrastructure facilities, safety and health register, scholastic records, attendance register and Board exam details.

3.21.c. Administration of Tool-3 to teachers of sample KGBVs:

The tool-3 was designed for collection of data from the teachers working in the KGBVs. To administer the tool, prior permission was obtained from the special officers. Once the SO agreed to motivate the teachers to fill structured questionnaire, the researcher sent it through mail. The SO taken the print of required number of questionnaires to circulate among the teachers. After circulation of questionnaires among the teachers, the researcher personally contacted and interacted with the subject teachers in each sample KGBV. Apart from the instructions the researcher also discussed about the questionnaire and clarified the doubts and difficulties in filling the questionnaires. The filled questionnaires were collected by a nodal teacher and sent them by post.

3.21.d. Administration of Tool-4 to the students of sample KGBVs:

The tool-4 was designed for collection of data from the students of sample KGBVs. To administer the tool, the matter was discussed with the SO and a nodal teacher was assigned the task of facilitating the students in motivating and guiding the students. The researcher selected 75 students from VI- X class randomly at the rate of 15 students from each class giving weightage to

all the social categories. The students were available in KGBVs during November, 2020 to March, 2021. During this period, the researcher sent 75 hard copies of questionnaires to each sample school by post. The nodal teacher classified the students as per their class and selected 15 students from each class and questionnaire was circulated among them. The researcher was in regular contact with the nodal teachers of all sample schools and some of the students to discuss about the questionnaire and clarify the doubts and difficulties then and there in filling the questionnaires.

The questionnaires were drafted in English however, the students are able to fill them and whenever, there were doubts, which were clarified either from the nodal teacher or researcher. The filled questionnaires were collected by a nodal teacher and sent them by post to the researcher.

3.22. Collection of data:

Due to Covid-19 physical visit to sample KGBVs district and state office was a difficult task to researcher. Therefore, a letter was sent through proper channel to the Commissioner of/ Project Director Samagra Sisksha Abhiyan AP from the supervisor and Head, Department of Education and Education Technology, University of Hyderabad (see annexure-1.2). The Commissioner of School Education/Project Director SSA AP instructed Director SCERT communicated the Project Officers of sample districts to provide the required support (see annexure-1.3). Therefore, GCDOs of State and District and SOs not only provided the secondary data but also filled the questionnaires. They are also instrumental in facilitating the process of filling questionnaires by the teachers and students and sending back the filled questionnaires to the researcher. Therefore, it was possible to collect the data through using official institutional mechanism during the global pandemic.

3.23. Item validity:

On the validation of items/components of the structured questionnaire designed to the officials, SOs of KGBVs, teachers and students, the final judgment was offered by the subject experts. Based on their comments, queries and inputs of the experts, the items are finalized and as per item, the questions are prepared. The experts found that the finalized items were relevant to the area of research to be appraised and there was no any ambiguity and confusion. Therefore, it is assured that the tools have relevant and reliable content and validation of items. The relevance and reliability of content and validation of items are the source of confidence for conducting field work to the proposed study. The table 3.9 is showing the details of tool and number of finalized test items.

Table-3.9 Details of tools and number of test items finalized			
No.	Name of research tool	No. of test items planned	No. of test items finalized
1.	Structured Questionnaire to the state/district officials	50	42
2.	Structured Questionnaire to the special officer	130	109
3.	Structured Questionnaire to the teachers	70	69
4.	Structured Questionnaire to the student	70	57

(Source: Prepared by the researcher)

3.24. Description of the variables:

The variables are the basis for proving and disproving of a hypothesis. The variables are qualities, properties or characteristics of a person or a thing or a situation, which is either static or dynamic. The researcher set important and relevant variables with their attributes for the study. The variables involved in present study are:

- Independent variables.
- Dependent variables.

3.24.a. Independent variables

The researcher identified the student's class, age and social category, parental education, parental occupation and family income of the students are as independent variables. For teachers' designation, age, gender, social category, teaching experience, and handling of subject's, educational qualifications and experience are taken.

3.24.b. Student variables: -

i). Class studying:

1. X class
2. IX class
3. VIII class
4. VII class
5. VI class

ii). Age of the student (In years):

1. Below 12 years
2. 12-year to 14 years
3. Above 14 years

iii). Social category:

1. Scheduled caste
2. Scheduled tribe
3. Other backward class
4. Minority community
5. EWS

iv). Educational level of the father:

1. Illiterate
2. SSC and below
3. Intermediate
4. Graduation
5. Post-graduation
6. Others qualifications.

v). Educational level of the mother:

1. Illiterate
2. SSC and below
3. Intermediate
4. Graduation
5. Post-Graduation
6. Others qualifications

vi). Occupation of the father:

1. Skilled labor
2. Un-skilled labor
3. Cultivator
4. Artisan
5. Business
6. Unemployed

7. Employed
8. Other occupations

vii). Occupation of the mother:

1. Skilled labor
2. Un-skilled labor
3. Cultivator
4. Artisan
5. Business
6. Unemployed
7. Employed
8. Other occupations

viii). Annual income of the family

1. Rs.10, 000 and below
2. Rs.10, 001 to 25,000
3. Rs.25, 001 to 50,000
4. Rs.50, 001 to 75,000
5. Rs.75, 001 to 100,000
6. Rs.1,00, 001 and above

3.24.c. Teacher/special officer variables:

i). Designation of the teacher:

1. Part time teacher
2. Contract residential teacher
3. Vidya volunteer

ii). Gender of the teacher/ special officer:

1. Male
2. Female

iii). Age of the teacher/ special officer:

1. Below 25 years
2. 25 to 30 years
3. 31 to 35 years
4. 36 to 40 years
5. 40 years and above

iv). Social category:

1. Scheduled caste
2. Scheduled tribe
3. Other backward class
4. Minorities
5. Other caste

v). Teaching experience of teacher/ special officer:

1. No teaching experiences
2. Below five years
3. Five to ten years
4. Above ten years

vi). Administrative experience of the Special Officer:

5. No administrative experience
6. Below three years
7. Three to five years
8. Five to ten years
9. Above ten years

vi). Subject (s) handling in the school:

1. Language (Telugu/Hindi/ English)
2. Non- Language (Mathematics/ Sciences/Social studies)
3. Other subjects (Vocational/Physical. Ed/Art and cultural education)

vii). Educational qualification:

1. Graduation with D.Ed. / B.Ed.
2. Graduation with M.Ed.
3. Post-graduation with D.Ed. / B.Ed.
4. Post-graduation with M.Ed.
5. Other qualifications

Viii). Managements of the school

1. Andhra Pradesh residential educational institutions society.
2. Andhra Pradesh social welfare residential educational institutions society.
3. Andhra Pradesh tribal welfare residential educational institutions society.

4. Samagra Shiksha Abhiyan-management by Rajiv Vidya Mission.

3.24.d. Dependent variables

In this study, the following dependent variables were identified: -

1. Pattern of enrolment, retention, mainstreaming and academic achievement of the students.
2. Response of the respondents such as students, teachers, SO and officials.

3.25. Code Book to enter data:

In the process of collecting secondary and primary data, it was felt that there is a need to prepare a code book for the primary data to enter in to Statistical Package for Social Sciences (SPSS).

3.26. Statistical techniques used:

The researcher analyzed the data obtained in the study by using both descriptive and inferential statistics. After data collection, the data was screened, filtered and organized systematically and coding is given to enter into excel. The same data is transferred to appropriate statistical techniques like Statistical Package for Social Sciences (SPSS) 16th version. After ensuring the corrections with the help of statistical expert the frequency tables and chi-square test e. With this data all the required figures, tables were generated. The detailed statistical procedure, which is followed for the analysis is given below.

3.27. Descriptive statistics:

The descriptive statistical techniques like frequency tables are used to analyze the data. The descriptive statistics helped in checking the quality of item. Bar graphs, percentages and pie diagrams, which are named as figures, have been used for the analysis and interpretation of the data.

3.28. Inferential statistics:

The inferential statistical techniques like chi-square test is used to test the hypothesis.

Chapter-IV

Field Data Analysis

4.1. Introduction:

The field data of Andhra Pradesh (AP) revealing that there are 352 KGBVs (see the table-1.18 in chapter-1) have been functioning in 13 districts. Among them 18 KGBVs have been working for the education of Minority girl children. According to KGBV guidelines, 3 types of KGBVs are supposed to be operationalized. However, in AP type-II for VI-X class and type-III for VI-XII classes have been functioning with the residential facility. In 2018-19, 31 KGBVs, during 2019-20, 140 KGBVs have been upgraded to intermediate level. Therefore, there are 131 KGBVs from class VI to X and 221 KGBVs from Class VI to XII are functioning in the State. Among them 101 KGBVs have got new buildings, which were sanctioned in addition to the existing buildings and the construction of the buildings are in various levels.

Present chapter is the analysis of the field data of sample KGBVs. The researcher has purposively chosen for field work only type-II KGBVs, which are serving the educational needs from VI-X class. The field data analysis is divided in to various sections. Section-1 deals with administrative arrangements. Section-2 discusses about the enrollment, socio-economic profile of the students, parental background. Section-3 highlights the educational facilities for the holistic development of adolescent girls. Section-4 focusses on teaching-learning process such as the competencies of the teachers, trainings, teaching methodologies, evaluation, Section-5 about the academic achievements of the students and section-6 dealing with the testing of hypothesis.

Section-1

4.2. Administrative Arrangements:

For the effective functioning of KGBVs, at the state level, *Samagra Sisksha Abhiyan* (SSA) has been facilitating. The State Project Director has been in providing overall guidance for the implementation of the KGBV scheme. At the state level apart from designating an officer to look in to the matters of KGBVs, there is also Girl Child Development Officer (GCDO) and Assistant Girl Child Development Officer (AGCDO) have been facilitating to achieve the goals. These officials are the instruments for communication, directions, guidelines, facilitation and academic monitoring.

At the district level, the Project Officer of SSA is responsible for the implementation of KGBV scheme in the District. The GCDO and AGCDO are the facilitating and nodal officials with the state team on the one hand and Special Officers (SOs) at KGBV level on the other hand. At KGBV level, SO is the head of the institute and overall facilitator and coordinator for awareness building, mobilizing the students, making logistic arrangements for academic and non-academic like food, accommodation, security and health of the students and converging with the line departments. SO also instrumental for communication between district office and KGBV. The detailed profile, nature of service, salaries of SOs are given in table-4.1.

Table-4.1 Profile of the Special Officers

S. No	Place of KGBV	Management	Designation	Education Qualification	Social Category	Gender	Nature and Date of appointment	Salary (Rs)
1	A. Konduru	APSSA	SO	M.A., B.Ed.	BC	Women	Contract, 2013	27755/-
2	Gampala gudem	“	“	M.Sc., Med	SC	“	“	“
3	Reddygudem	“	“	M.Sc., Med	BC	“	“	“
4	Orvakal	“	“	M.Sc., Med	BC	“	“	“
5	Dhone	“	“	M.Sc., B. Ed	SC	“	“	“
6	Mantrala yam	“	“	M.Sc., B. Ed	BC	“	“	“

(Source: Prepared by the researcher based on the data collected from the sample KGBVs)

The field data given in Table-4.1 revealing that 100% of the SOs has got education qualification of minimum Post-Graduation and Bachelor or Masters in Education and all of them are women in the age group of above 30 years. Among the six SOs, four are from BCs, two SC. They are all appointed on contract basis since 2013 onwards with a monthly consolidated salary Rs 27755/-. The Contract of SOs is being renewed annually.

Section-2

4.3. Enrolment of Students:

The strength particulars of 352 KGBVs are given in table-4.2. There are 13567 students in VI class, 13853 in VII class, 14121 in VIII class, 14281 in IX class and 13696 in X class in AP. The total enrolment for the year 2019-20 is 75, 655.

Table-4.2 Enrolment of Students in KGBVs of AP

S. No	Class	Students Strength
1.	VI	13567
2	VII	13853
3	VIII	14121
4	IX	14281
5	X	13696

(Source: KGBV, Samagra Siksha, AP, up to February, 2021)

4.3. a. Social profile of the students in sample KGBVs:

Table-4.3 indicating that there are 1610 students from VI to X class. Among them 726 are from SC, 177 are STs, 626 are OBCs, 18 from Minorities, and 54 are EWS. Percentage of the social categories are given in the figure-4.1 and it reveals that 45% are SCs, 11% are STs, 1% Minorities, 4% from EWS. The Social profile of the children includes orphans, Children with Special Needs (CWSN), over age, single parent, drunken parents, divorcee family, and multiple marriage family's children rescued from human trafficking, migrant workers children, children under sibling care, domestic workers and marginalized sections of the society and children of BPL families (see table-4.4).

Table-4.3 Students Strength in the sample KGBVs

S. No	Class	Social Category					
		SC	ST	OBC	Minorities	EWS	Total
1	VI	143	24	133	6	9	315
2	VII	142	29	121	2	12	309
3	VIII	140	44	122	5	12	323
4	IX	149	36	119	2	14	316
5	X	152	44	131	3	7	347
	Total	7269(45%)	177(11%)	626(39%)	18(1%)	54(4%)	1,610(100%)

(Source: Generated by Researcher based on the field data)

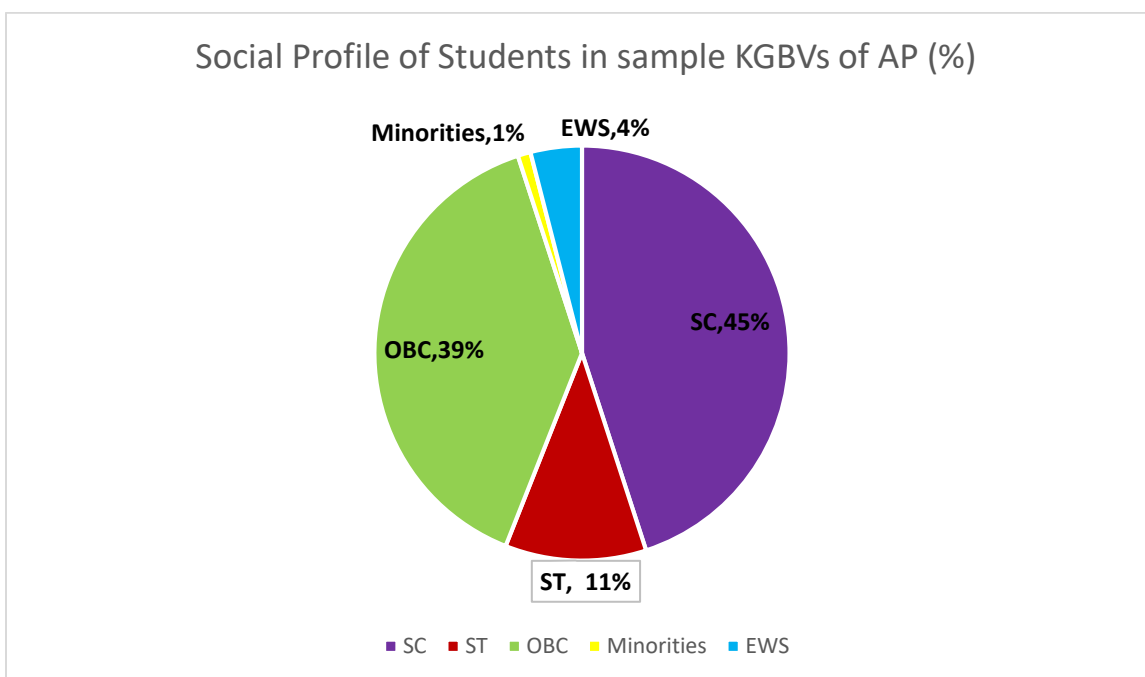


Figure-4.1 Social profile of students

Table-4.4 Type of Girls Enrolled in KGBVs

Type	No. KGBVs Operational in sample districts	No. of Girls Enrolled							
		Out of School	Drop out	Never Enrolled	Single Parent Girl Child	Orphan Child	CWSN	Over Age	Any Other
II	31	746	1999	0	1552	626	85	1003	93
III	25	697	1448	0	1555	679	126	1002	176
Total	56	1443	3447	0	3107	1305	211	2005	272

(Source: Prepared by the researcher based on the field data)

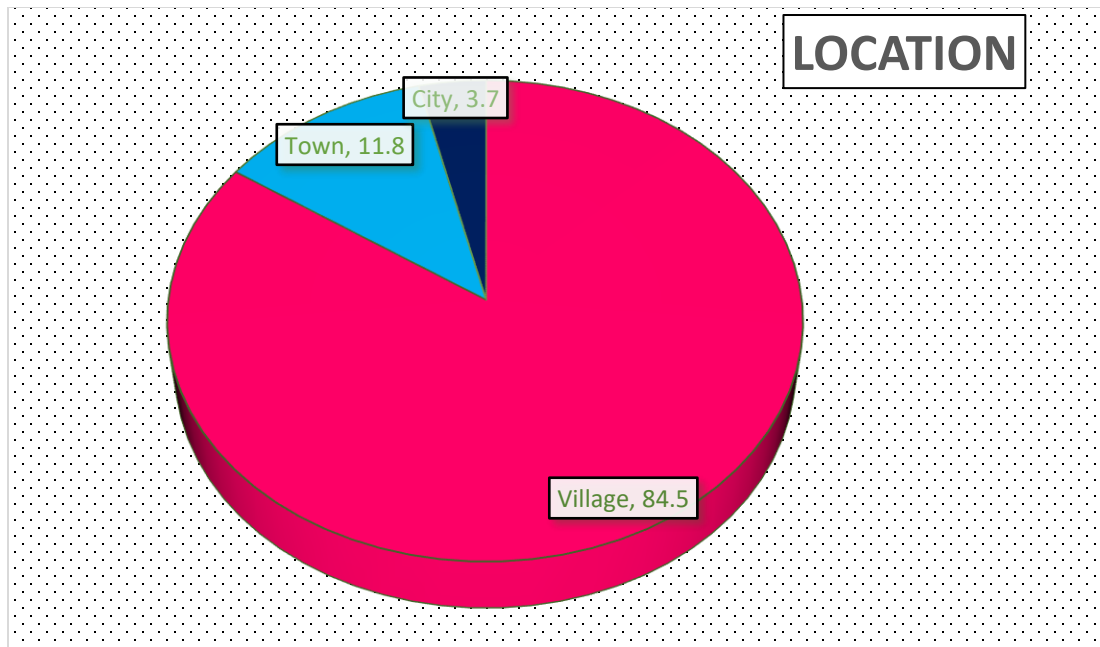


Figure-4.2 Location of students

The figure-4.2 indicating that 85% of the students in KGBVs are from rural areas, 12% from towns and 3% are from cities. From the data it is concluded that highest percentage of students are from the rural areas.

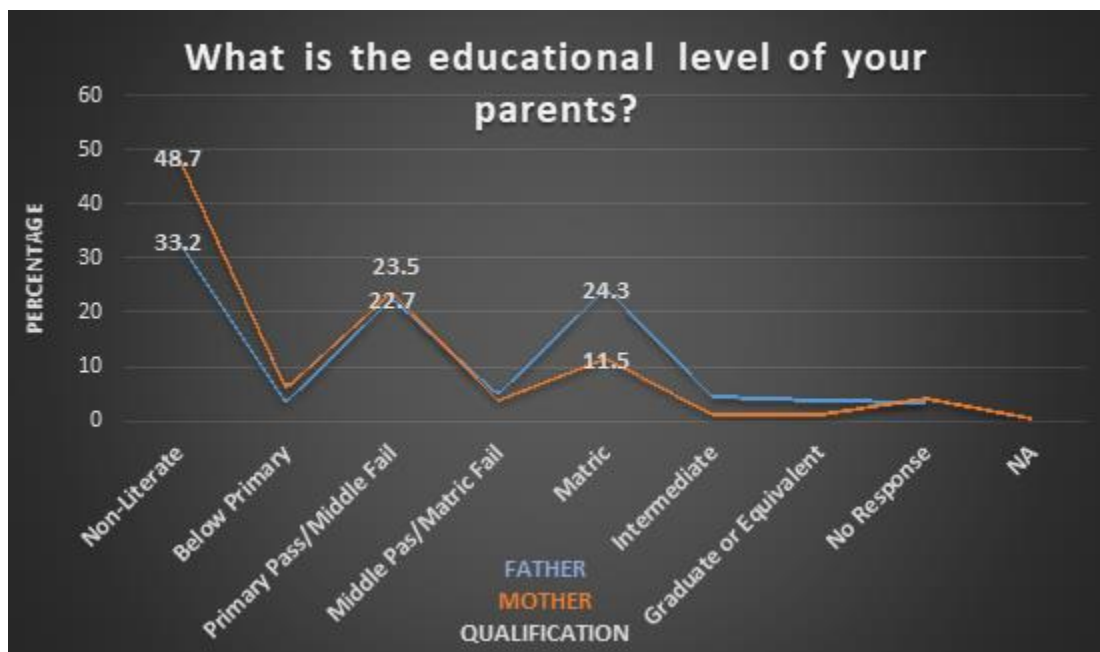


Figure-4.3 Educational background of parents

The figure-4.3 indicating that 49% fathers and 33% mothers of KGBV students are non-literates, 24% fathers and 23% mothers are below primary, 24% fathers and 12% mothers are primary pass and middle/metric failed/passed and less than 5% of parents have studied intermediate and graduation. From the data one can conclude that highest percentage of parents of students in KGBVs are either illiterates or low level of education.

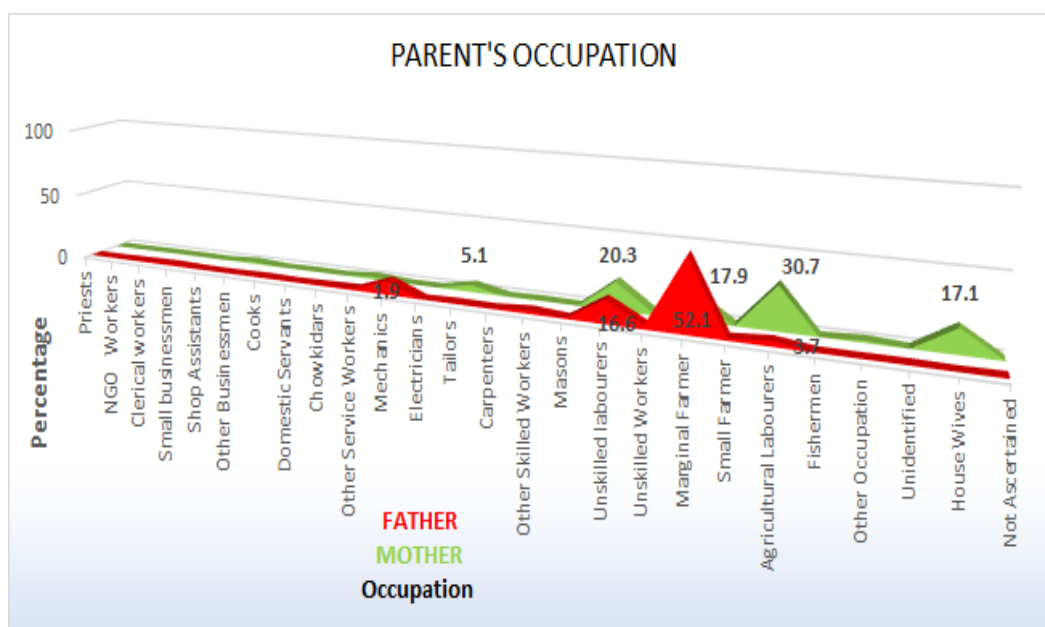


Figure-4.4 Parents' occupation

The figure-4.4 on parent's occupation indicating that 52% of fathers and 18% mothers are marginal farmers. 31% mothers and 4% fathers are agricultural labor, 20% mothers and 17% fathers are unskilled labor. Among mothers 17% are house-wives and 5% are engaged in tailoring. Among fathers 4% are in fishing and 2% are mechanics. In the rest of the occupations such as shop assistants, NGO workers, cooks, domestic servants etc. are less than 1% depending. Therefore, it is concluded that the parental occupational background indicating that the students of KGBVs are from the occupations, which have been providing low income. That is why they are from poverty ridden families.

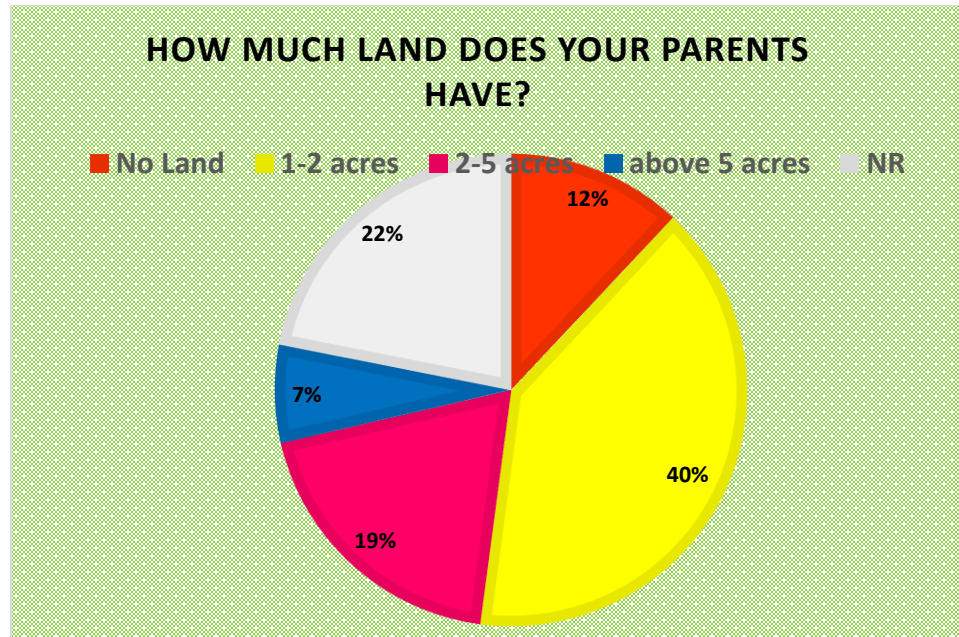


Figure-4.5 Land details of parents

As per figure-4.5, 12% parents of the students in KGBVs do not have any land at all, 40% of them are having 1-2 acres of land, 19% are having 2-5 acres, 7% of them are having above 5 acres and 22% of the students could not respond to the question on land ownership. The data revealing that highest percentage of students are belonging to the families of landless agriculture labor, small and marginal farmers.

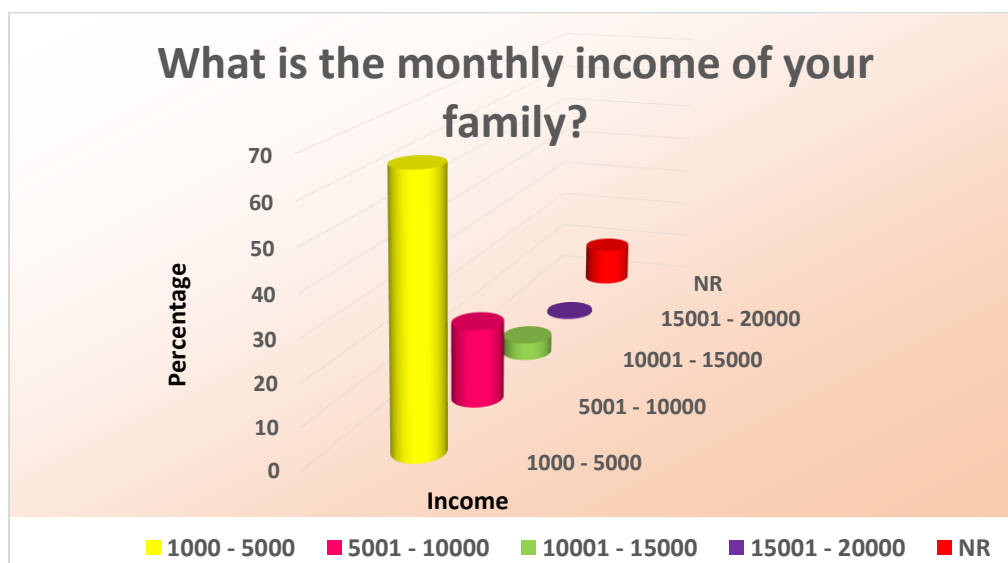


Figure-4.6 Family income

The figure-4.6 on monthly income indicating that about 68% of the parents, the income level is ranging from Rs 1000-5000 in a month from all the sources, 32% are having Rs 5000-10000, below 1% of the parents having 15000-20000. It is concluded that the family income of the KGBV students is at low level.

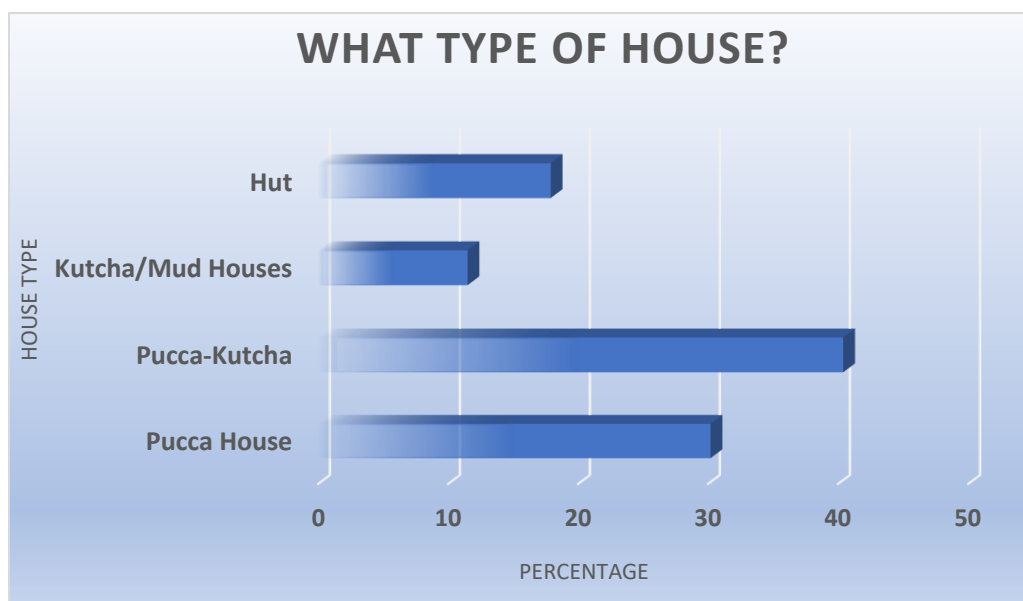


Figure-4.7 Type of house

Figure-4.7 regarding housing of the parents of KGBV students, 18% are living in huts, 12% in the mud houses, 40% in pucca-kutcha house and about 30% in pucca-house. From the house indicator point of view, it is concluded that they are having poor housing facility.

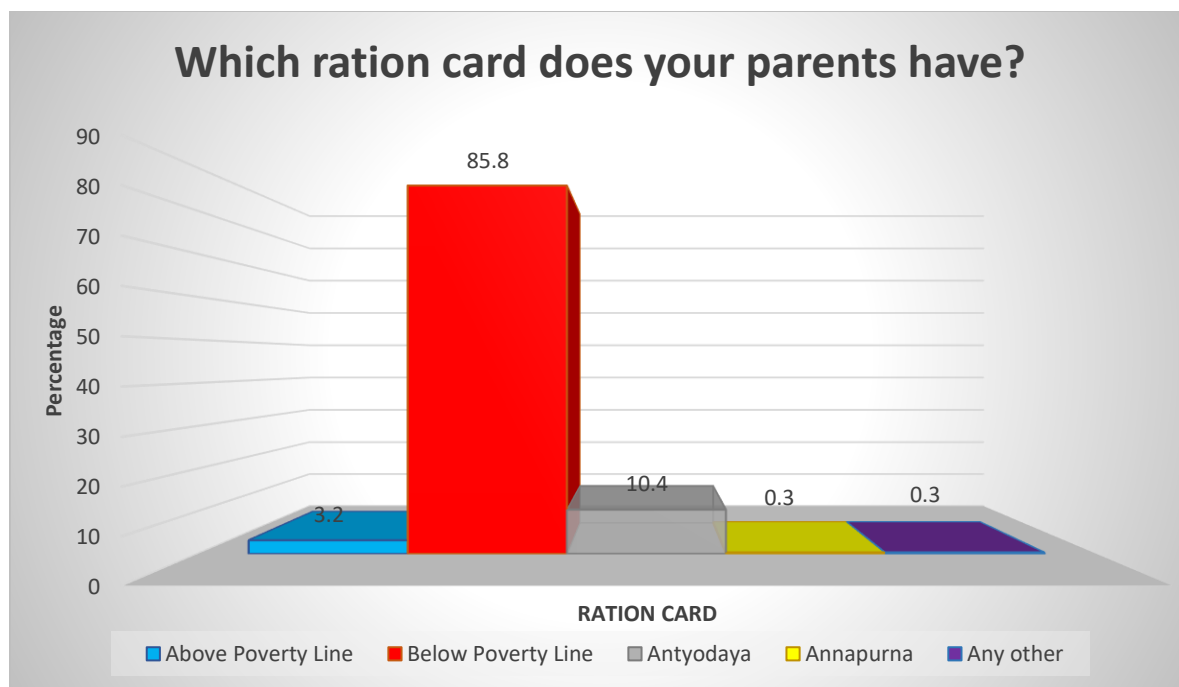


Figure-4.8 Parents' ration card

The ration card of the parents of KGBVs given in figure-4.8 and indicating that 86% of them are having Below Poverty Line (BPL) ration card, 10% are having *Antyodaya*, 3% are Above Poverty Line (APL), and less than 1% processing *Annapurna* ration card. It is concluded that more than 90% are from the poorest of the poor family background

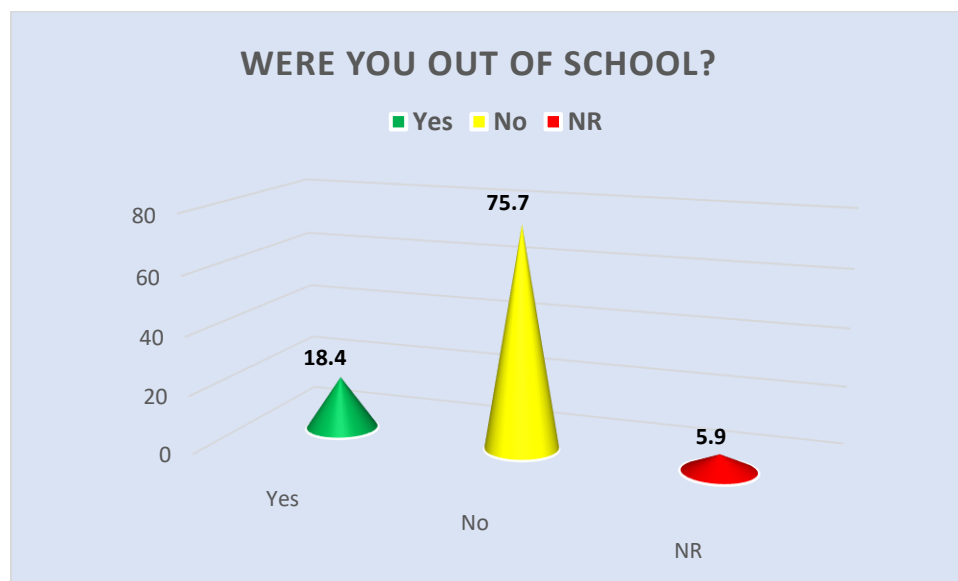


Figure-4.9 Out of school

In the figure-4.9 18% of students are out of school before admission in KGBVs, and 76% of students are not under the category of out of school. It is concluded that 18% is a considerable number and 76% of students are from the poor family background.

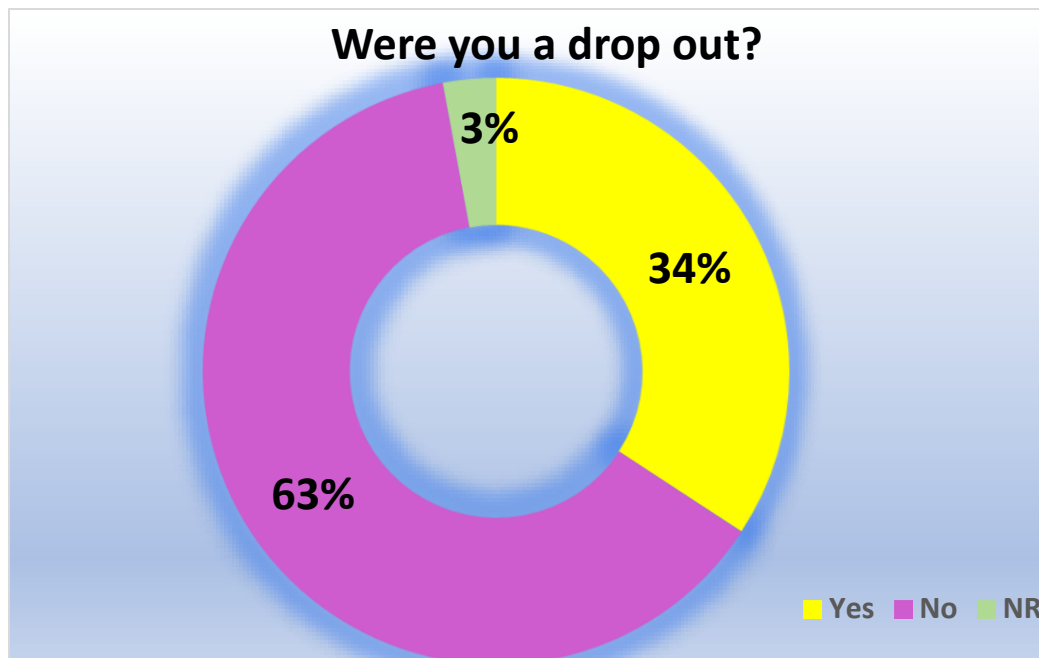


Figure-4.10 Drop out

Figure-4.10 indicating that 34% of students in KGBVs are from dropout category and 63% are school going students. From the data it is concluded that considerable percentage of students were drop outs and rest are from poor family background.

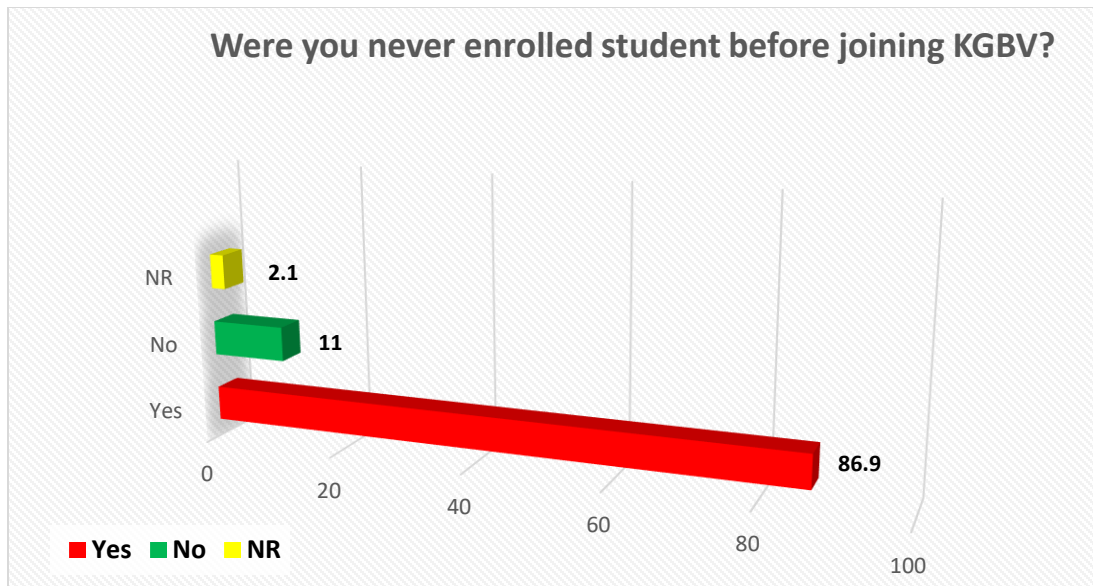


Figure-4.11 Never enrolled

Figure-4.11 indicating that 11% are having never enrolled background and 87% are from local school going students. It is concluded that KGBVs have been providing admission for the never enrolled and enrolled poor girl children.

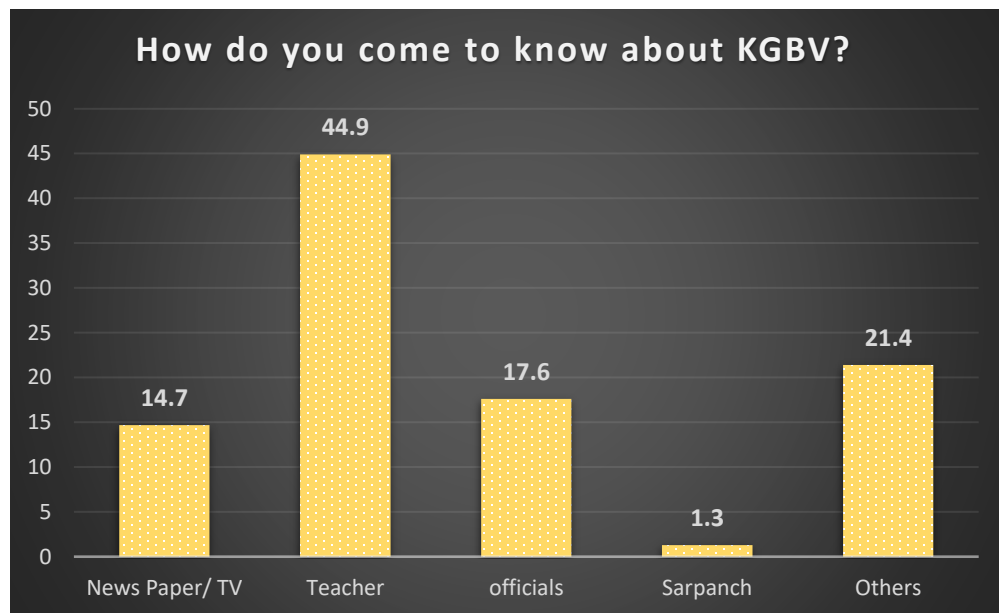


Figure-4.12 Awareness about KGBV

Figure-4.12 revealing that 45% of the students in KGBVs came to know about it through teachers, 18% officials, 15% from newspapers/TV, 2% through *sarpanch* and 22% through other

means. From the data in figure, it is concluded that the multiple channels have been spreading awareness about the KGBVs.

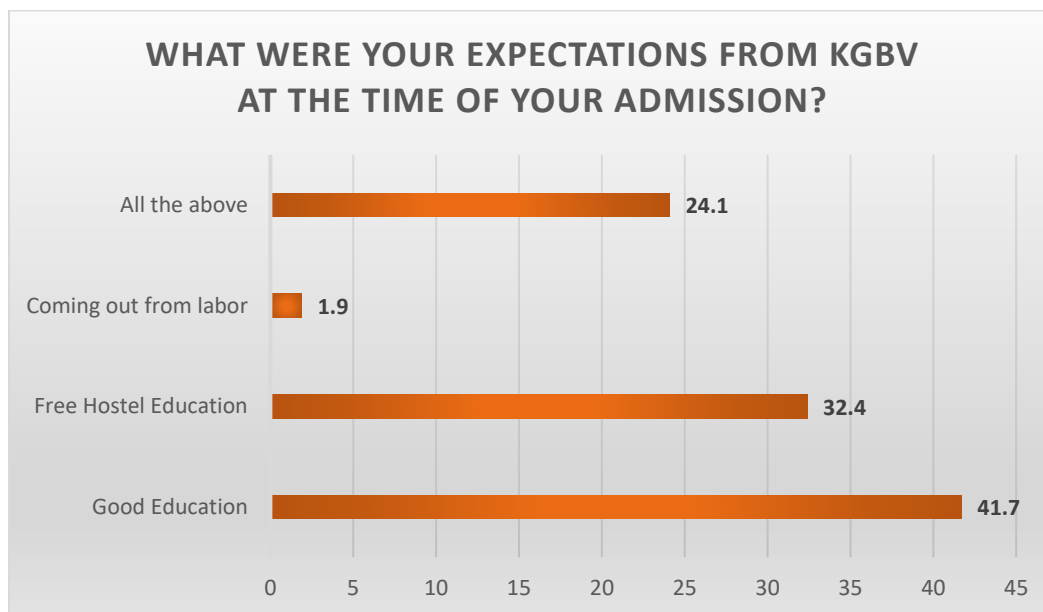


Figure-4.13 Expectations of the students on KGBV

Figure-4.13 indicating that 42% of the students has expectation of good education, 33% free education with hostel, 2% to come out from child labor risk and 24% have all these expectations. Therefore, it is concluded that the expectation of the highest number of students has been the good education.

Section-3

4.4. Educational Facilities:

This section on education facilities covers such as availability of class rooms and accommodation, electricity, free text books and note books, regular health checkup, computer facility, availability of teachers, medium of instruction, favorite teachers and subjects, vocational course etc.

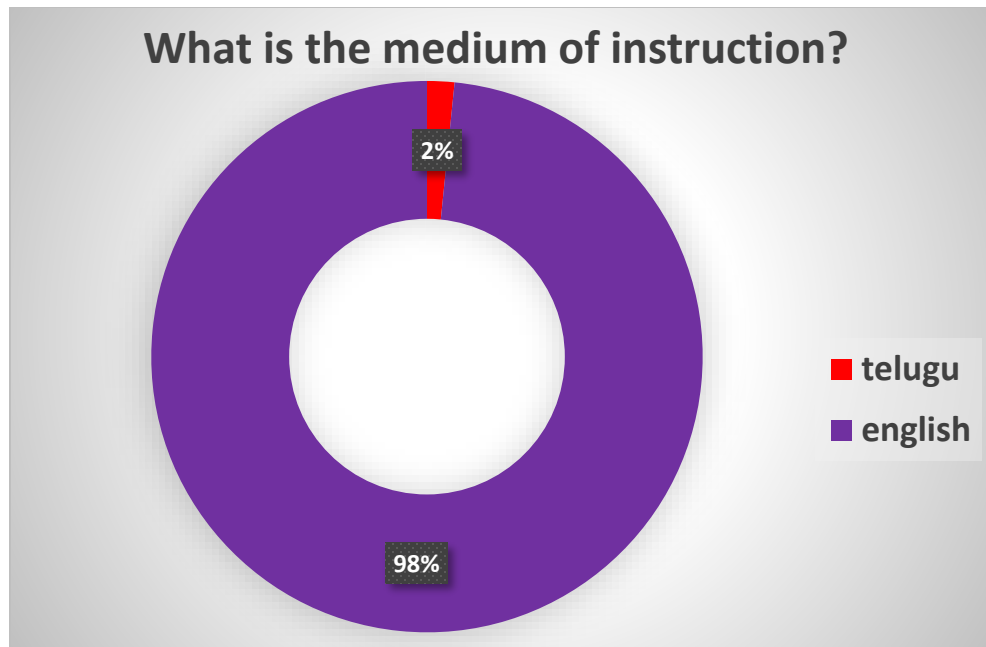


Figure-4.14 Medium of instruction in KGBVs

Figure-4.14 is with reference to medium of instruction. 98% of KGBVs have adopted English as the medium of instruction. Therefore, it is concluded that KGBVs have been promoting English medium of education among the girl children.

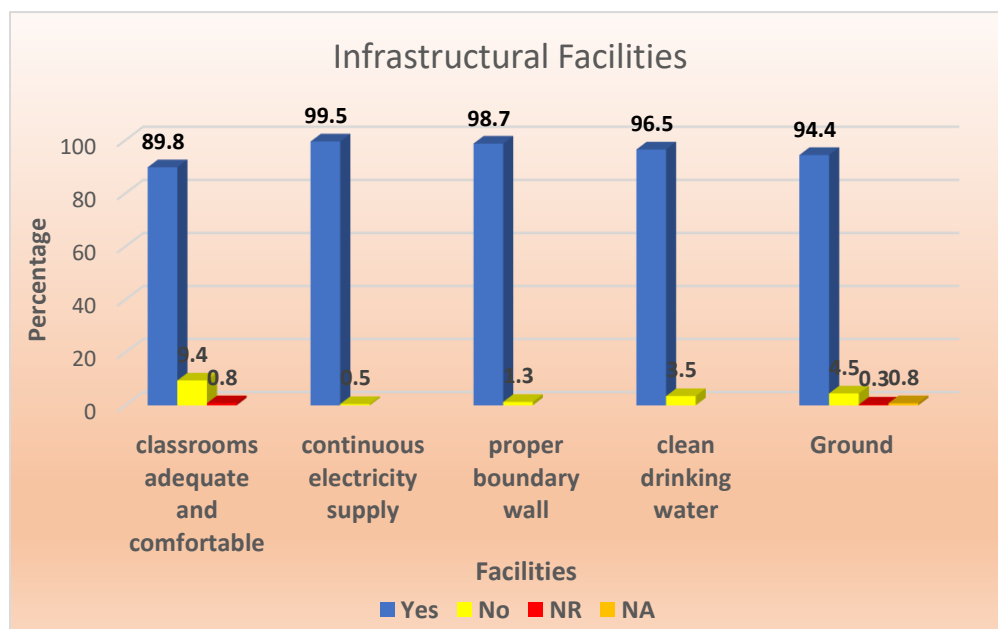


Figure-4.15 Infrastructural facilities

In figure-4.15 infrastructural facilities are given. 90% of the students said that the classrooms are adequate and comfortable, 100% responded that there is a continuous electricity supply, 99% of the KGBVs are having proper boundary wall, in view of 97% there is a clean drinking water facility and 95% said that they have ground for playing. From the analysis of data, more than 90% of basic infrastructural facilities have been provided to KGBVs.



Figure-4.16 on Facilities for students

Figure-4.16 reveals that 98% of the students getting free text books and note books, 96% are given free uniforms and 86% receiving the monthly stipend. Therefore, it is concluded that the highest number of students have been receiving the incentives for the education in KGBVs on time.

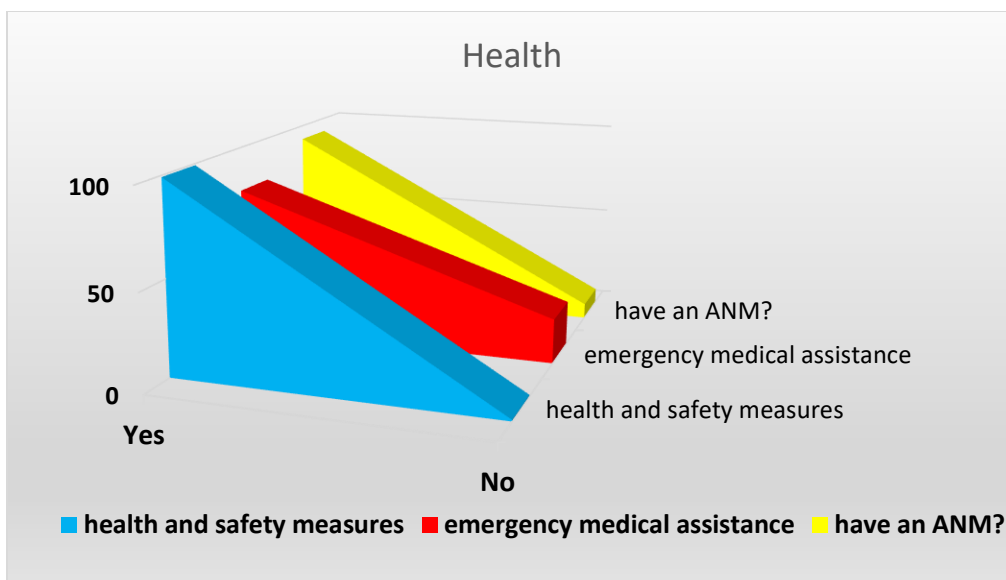


Figure-4.17 Health facilities for students

Figure-4.17 shows that students said that 100% health and safety measures provided in KGBVs, 70% expressed they have emergency medical assistance, 90% said that they have ANM. It is concluded that in KGBVs proper health care is taken for the adolescent girl children.

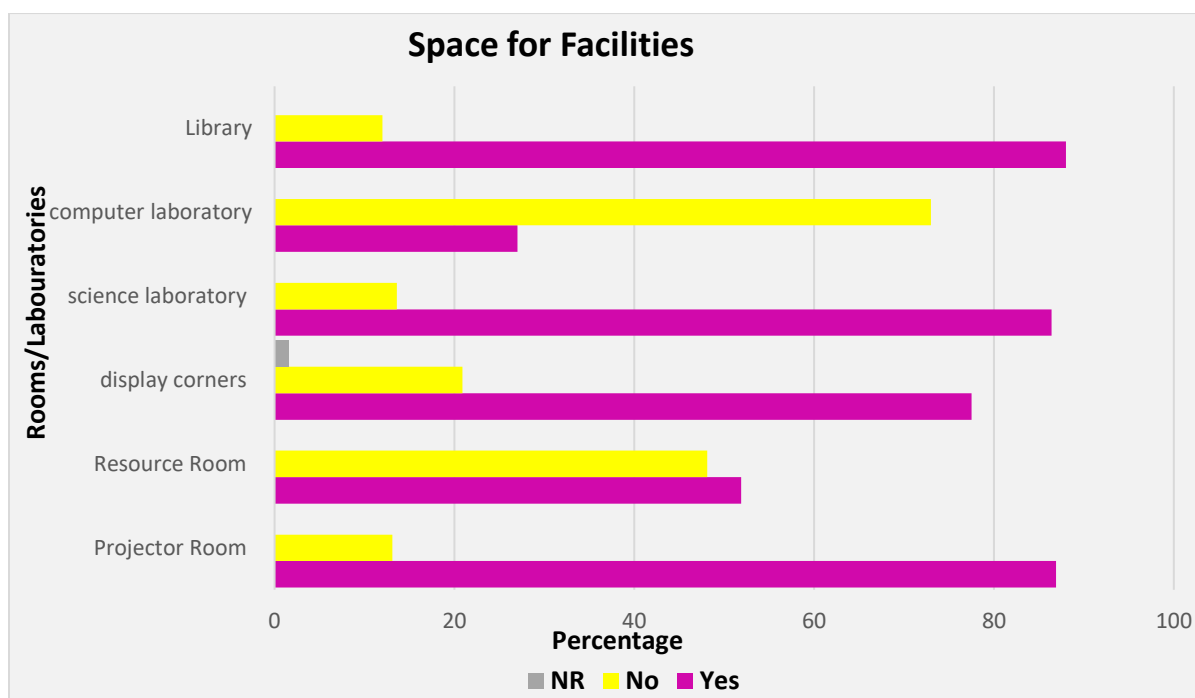


Figure-4.18 Space for labs and rooms

Figure-4.18 revealing that 85% students expressed that they have the facility of library, science laboratory and projector room, 78% said that they have display corners, 55% said that having resource room, 35% said that they have computer laboratory. It is concluded that the essential facilities for enriching academic environment space has been created.

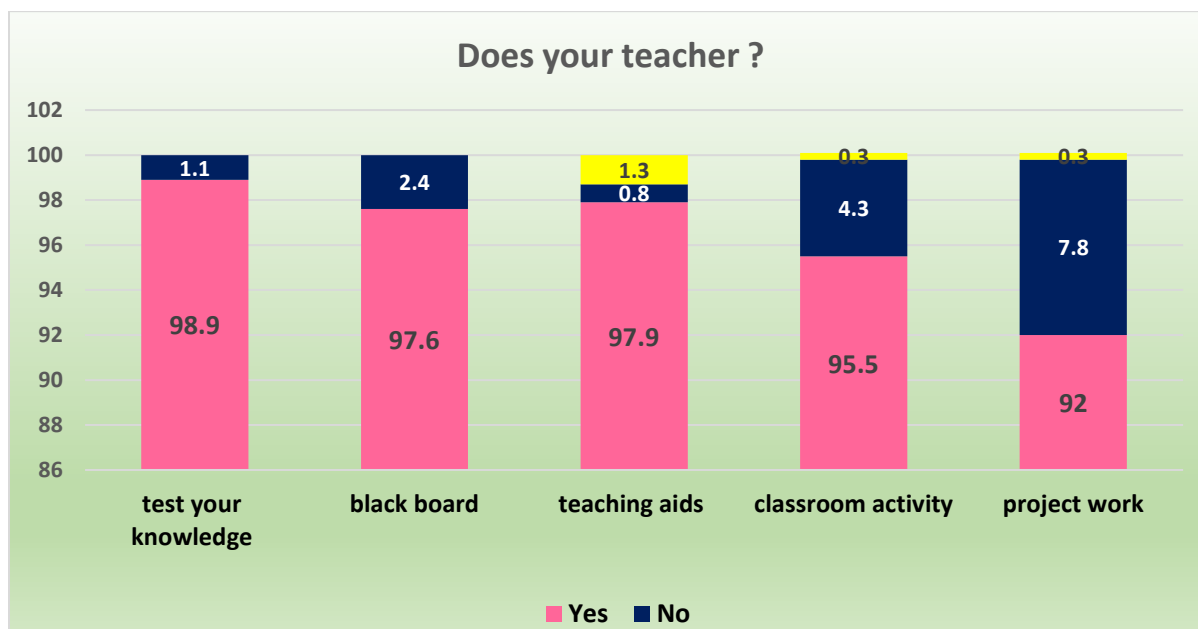


Figure-4.19 Class room activities

Figure-4.19 is the views expressed by students. 99% said that the teacher tests their knowledge, 98% of the teachers used blackboard for teaching, 98% of the teachers using teaching aids, 96% of the teachers conducted class room activity and 92% of the teachers have been giving the project work. From the data analysis, it is concluded that the teachers in KGBVs have been applying the basic requirements of teaching learning process.

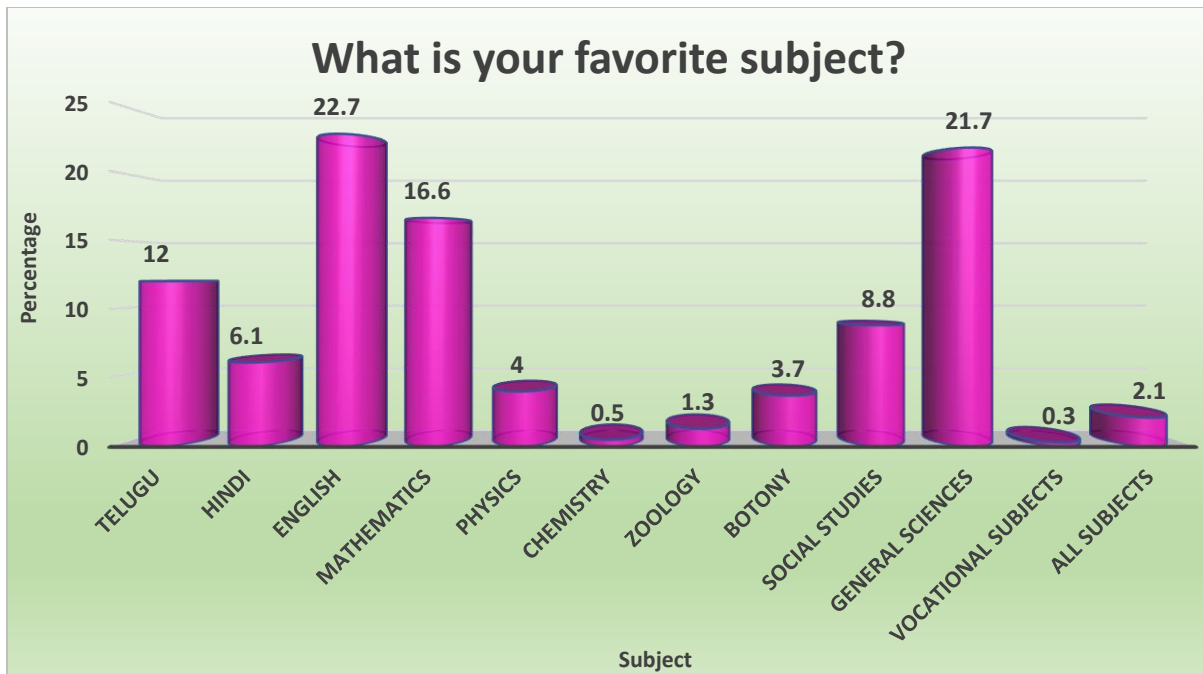


Figure-4.20 Favorite subject

Figure-4.20 shows the favorite subject of students. For 23% English, 22% science, for 17% mathematics, 9% social sciences, 12% Telugu and 6% Hindi. In KGBVs, it is concluded that the favorite subjects of students are languages, science, mathematics and social studies is the order of priority.

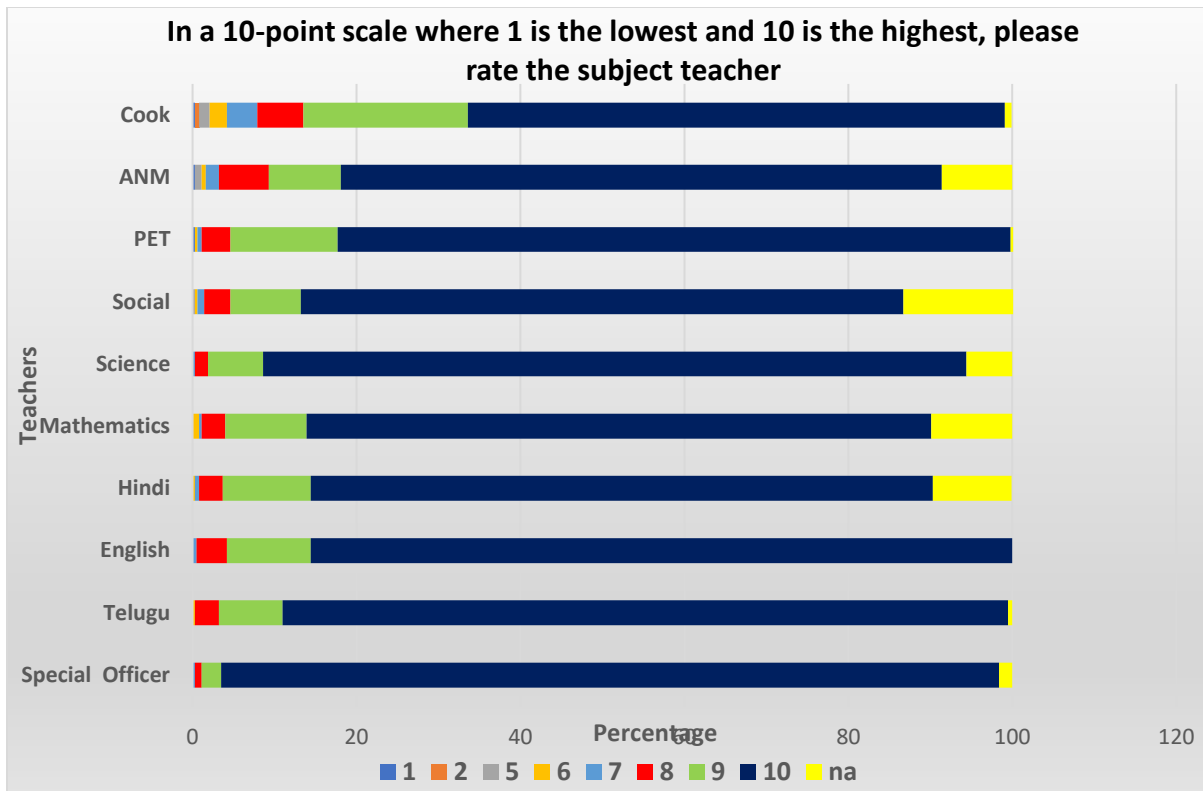


Figure-4.21 Favorite subject teacher

Figure-4.21 represents the favorite subject teacher. 99% students gave top rank to the Special Officer, Telugu, English and PET, 90% students gave next rank to Hindi, Mathematics and Science teachers. It is concluded that the students ranking of teachers is based on their performance.

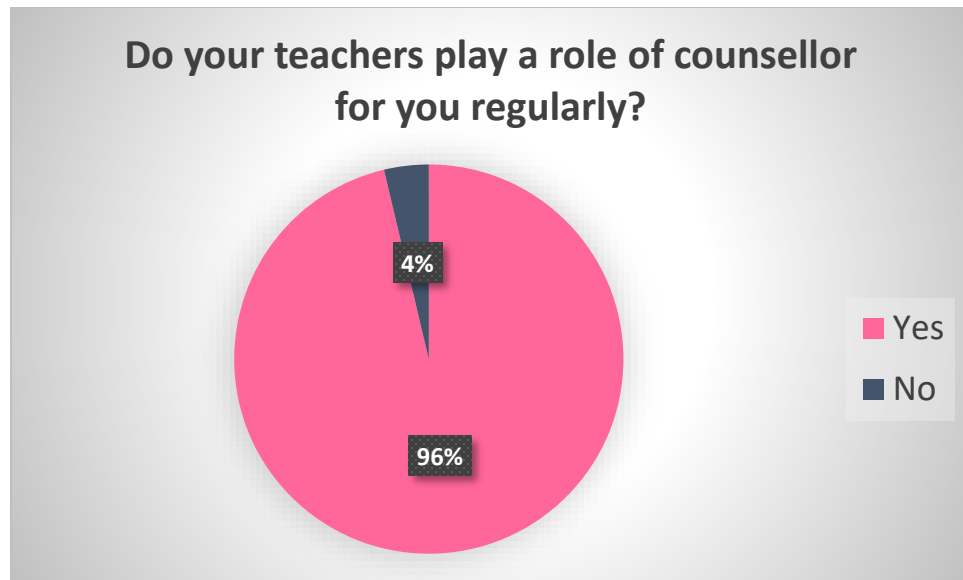


Figure-4.22 Teachers' role

Figure-4.22 shows that 96% of the students said that the teachers have been playing the role of counselor regularly. Based on the opinion of students, it is concluded that teachers in KGBVs have been teaching and counselling the students.

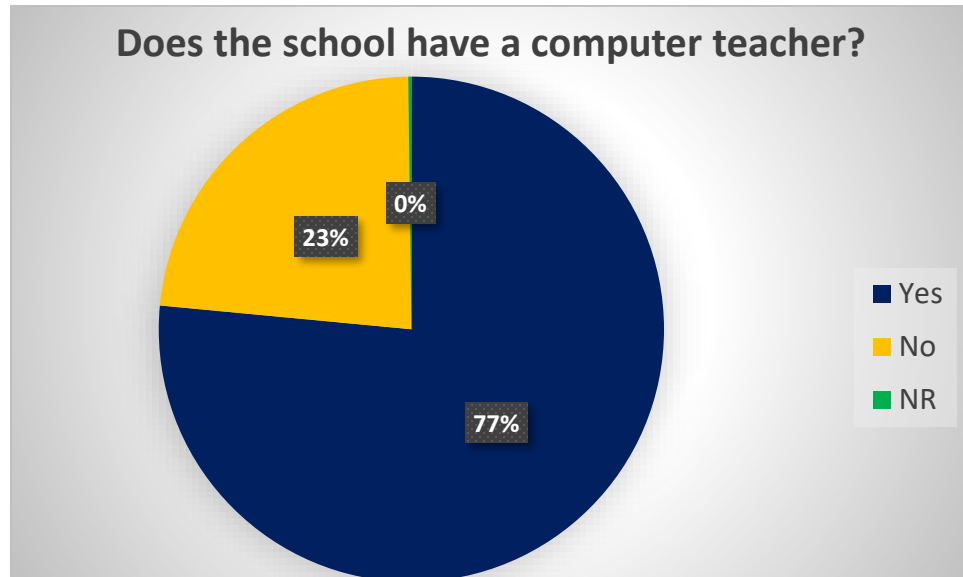


Figure-4.23 Availability of computer teacher

Figure-4.23 is about the computer teacher. 77% of the students said that there is a computer teacher. It is concluded that highest percentage of KGBVs is having a separate computer teacher.

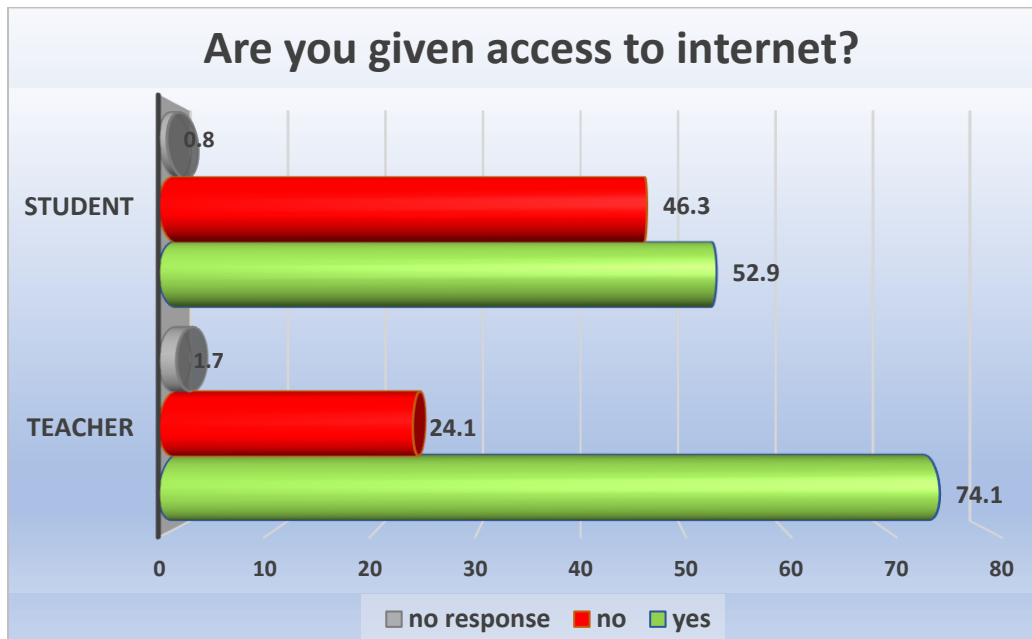


Figure-4.24 Access to internet

Figure-24 regarding internet facility in KGBVs. 53% of the students, 74% of teachers said that they are having internet facility. Therefore, it is concluded that all most every KGBV is being provided with the internet facility.

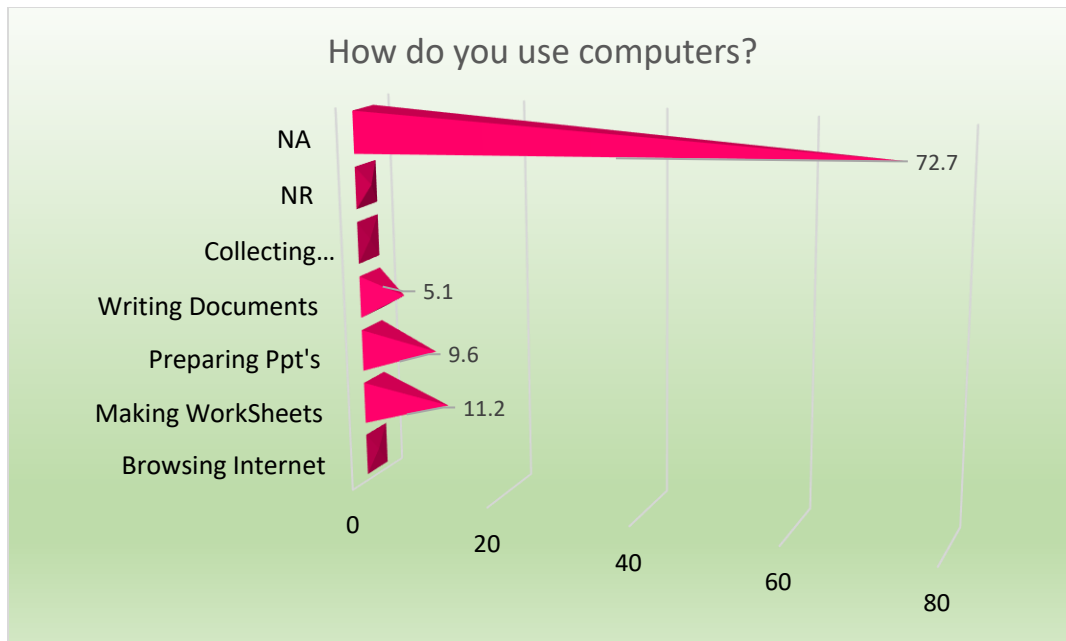


Figure-4.25 Use of computers

Figure-4.25 indicating the usage of computers by the students. 11% of students using for making worksheets, 10% for preparing PPTs and 5% for writing notes. It is concluded that less percentage of students using computers in KGBVs.

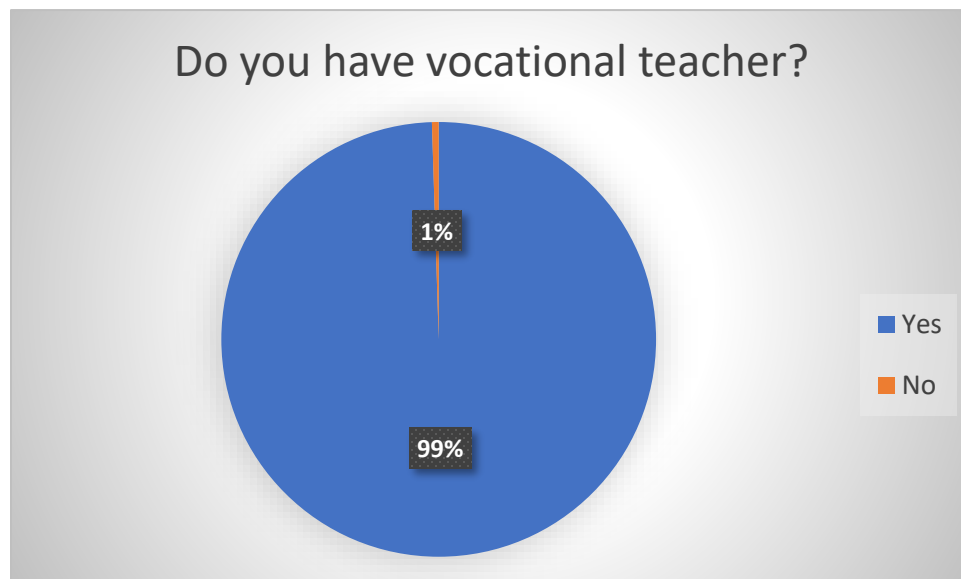


Figure-4.26 Availability of vocational teacher

Figure-4.26 is regarding vocational teacher. 99% of the students said that they are having a vocational teacher. Therefore, it is concluded that KGBVs have been focusing on promoting vocational skills among the adolescent girl children.

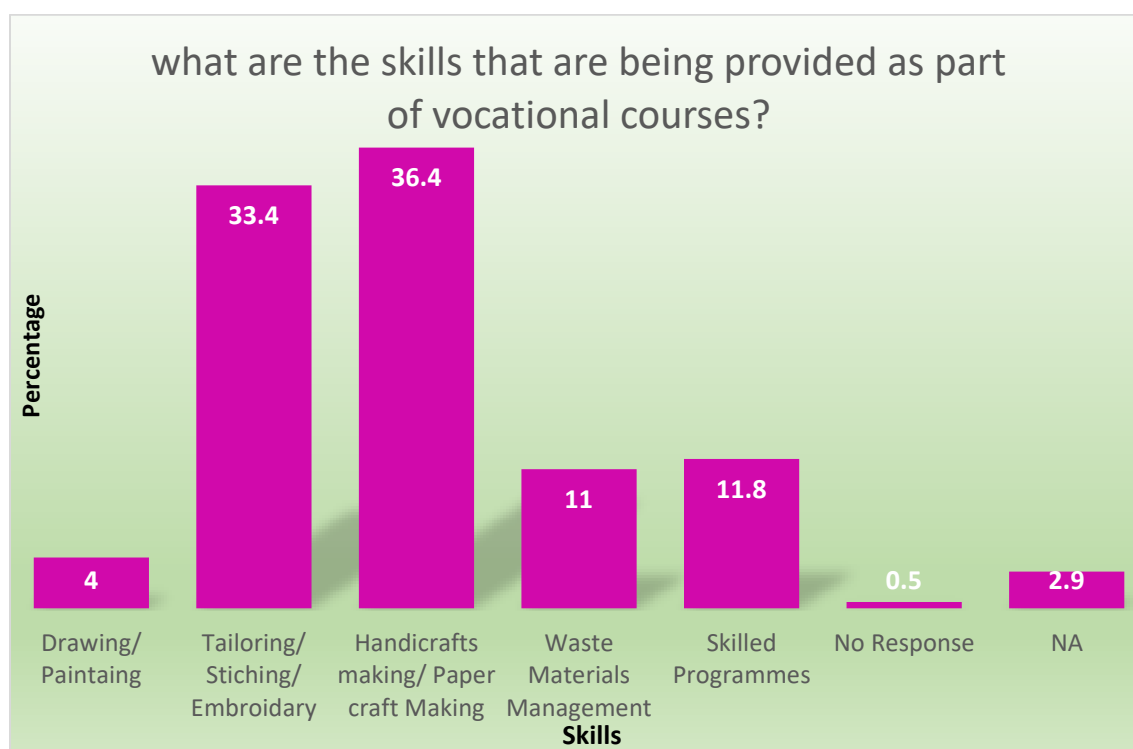


Figure-4.27 Skills provided as part of vocational courses

Figure-4.27 indicating that 37% of students trained in making of handicrafts and papercrafts, 33% stitching and embroidery, 19% in skilled programs, 11% in waste materials management and 4% drawing and painting. It is concluded that the students in KGBVs are trained in multiple skills.



Figure-4.28 Interested games and sports

Figure-4.28 is about interested games and sports of the students. 24% of girls are interested in karate, 23% in Kabaddi and Kho-Kho, 13% in tennis, 10% in running and less than 5% are interested in throwball, volleyball, badminton. It is concluded that KGBVs have been encouraging the students as per their interest in games and sports.

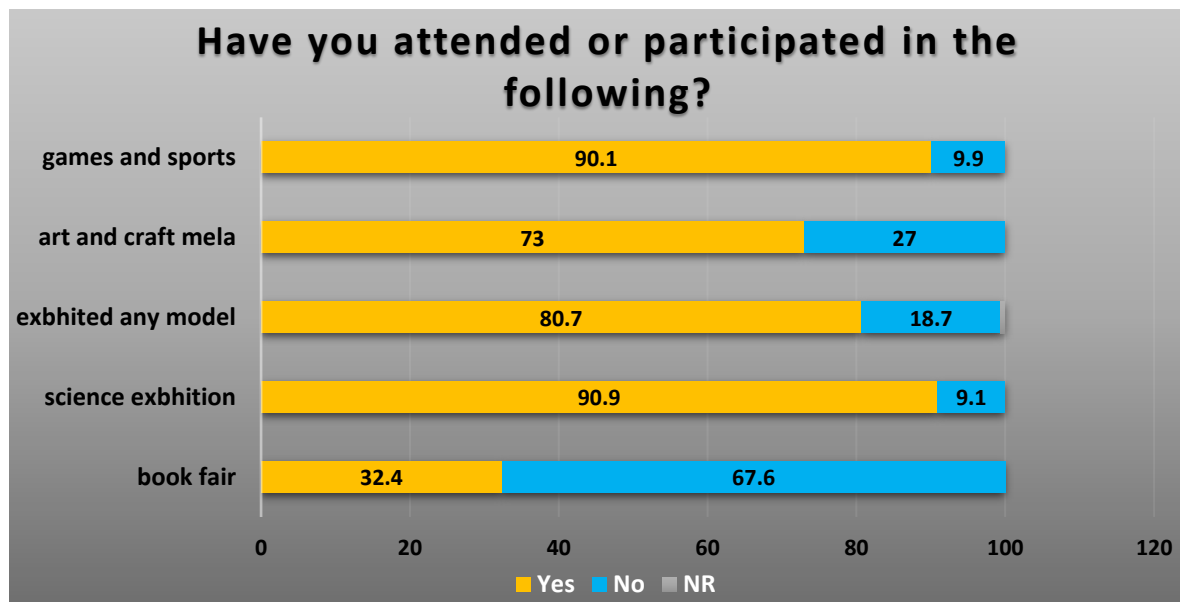


Figure-4.29 Students' participation in extracurricular activities

Figure-4.29 shows that 90% of the students participating in games and sports, 73% in art and craft mela, 81% in exhibiting models, 91% in science exhibition and 68% in book fair. From the wide variety of activities, it is concluded that the students of KGBV have been participating in number of extra-curricular activities.

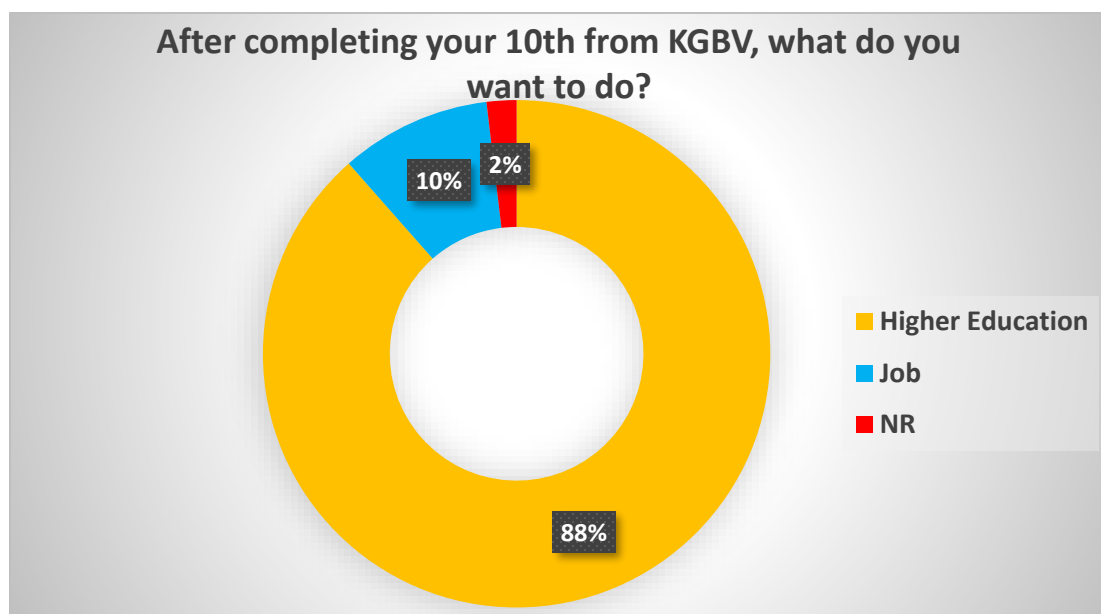


Figure-4.30 Ambition of students

Figure-4.30 indicating the ambition of students after completing X class from KGBVs. 88% of the students interested in pursuing higher studies, 10% want to take up a job. It is concluded that highest percentage of KGBV students interested in higher education.

Section-4

4.5. Teaching-learning Process:

In order to teach all the subjects like Mathematics, Physical and Biological Sciences, Social Studies and languages like Telugu, Hindi and English requires 7 subject teachers. However, the empirical data of the sample KGBVs given in table-4.5 indicating that out of 6 KGBVs only 3 of them having required number of teachers, 1 KGBV is having 6 teachers, 1 KGBV has got 5 teachers and 1 KGBV is having only 4 teachers. The data revealing that only 50% of KGBVs are having required strength of the teachers and for the rest of the KGBVs, there is a shortage of teachers.

Table- 4.5 Teachers Strength

S. No	Place of KGBV	Subject						Total
		Telugu	Hindi	English	Maths	Science	Social	
1	A. Konduru	1	1	1	1	P.S-1 N.S-1	1	7
2	Gampalagudem	1	1	NA	1	N.S-1	NA	4
3	Reddygudem	1	1	1	1	P.S-1 N.S-1	1	7
4	Orvakal	1	1	1	1	P.S-1 N.S-1	1	7
5	Dhone	1	1	1	1	P.S-1 N.S-1	NA	6
6	Mantralayam	1	1	1	1	N.S-1	NA	5

(Source: Data collected by the researcher, while using online questionnaire and data is up to 31st January, 2021)

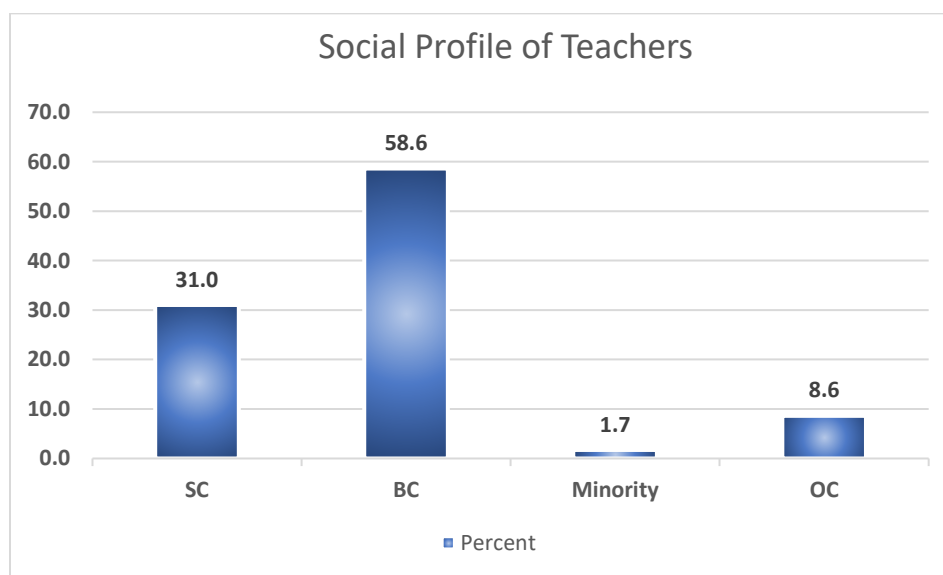
**Figure-4.31 Social profile of teachers**

Figure-4.31 revealing that the social-profile of teachers, who have been working in sample KGBVs, that all of them are women and among them 31% are SCs, 59% are BCs, about 2% are from Minorities and about 9% are OCs. It is concluded that the social background of teachers of KGBVs are in proportion to the population size of social categories.

Table-4.6 Social Category * Academic and professional qualification

Social category	Academic and Professional qualification		
	B. A/ B. Com/B.Sc. B.Ed.	M.A/M.Sc. B.Ed./M.Ed.	M.Phil./Ph.D.
SC	22.2%	55.6%	
BC	14.7%	82.4%	
Minority	20.0%	60.0%	20.0%
OC	17.2%	70.7%	1.7%

(Source: Generated by Researcher based on the field data)

The social category and academic qualifications of teachers is given in table-4.6. 22% of teachers from SC category possessing Graduation(B.A., B.Com and B.Sc) and Bachelor of Education (B.Ed) and 56% of them are having Post- Graduation(M.A. and M.Sc) with B.Ed and M.Ed. Among the BCs, 15% are having the qualification of Graduation and B.Ed and 82% of them are having Post- Graduation and B.Ed/M.Ed. From the minorities, 20% are Graduates with B.Ed, 60% with Post-Graduation and Education degree and 20% are also having M.Phil/Ph.D qualifications. 17% of OCs have got Graduation with Education degree, 71% have Post-Graduation with Education degree and 2% have M.Phil/Ph.D. It is concluded that all the teachers in KGBVs not only possessing required qualifications but also additional qualifications.

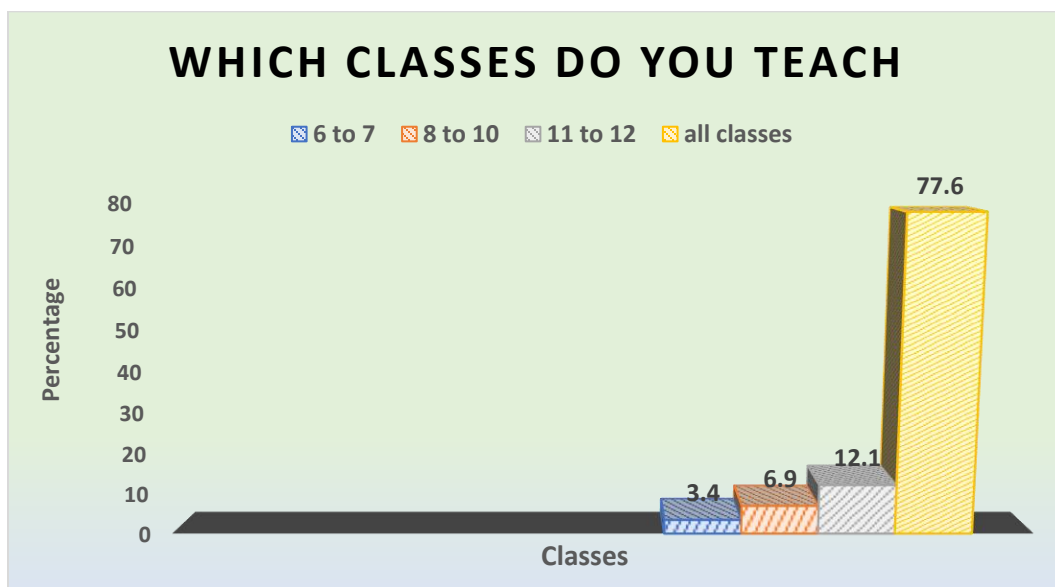


Figure-4.32 Classes of teaching

Figure-4.32 reveals that 70% of the teachers take classes from VI-XII class, 15% teachers take classes for XI and XII, about 10% teachers take VIII-X class and 5% of teachers take VI-VII classes. It is concluded that highest percentage of teachers teach to all the classes.

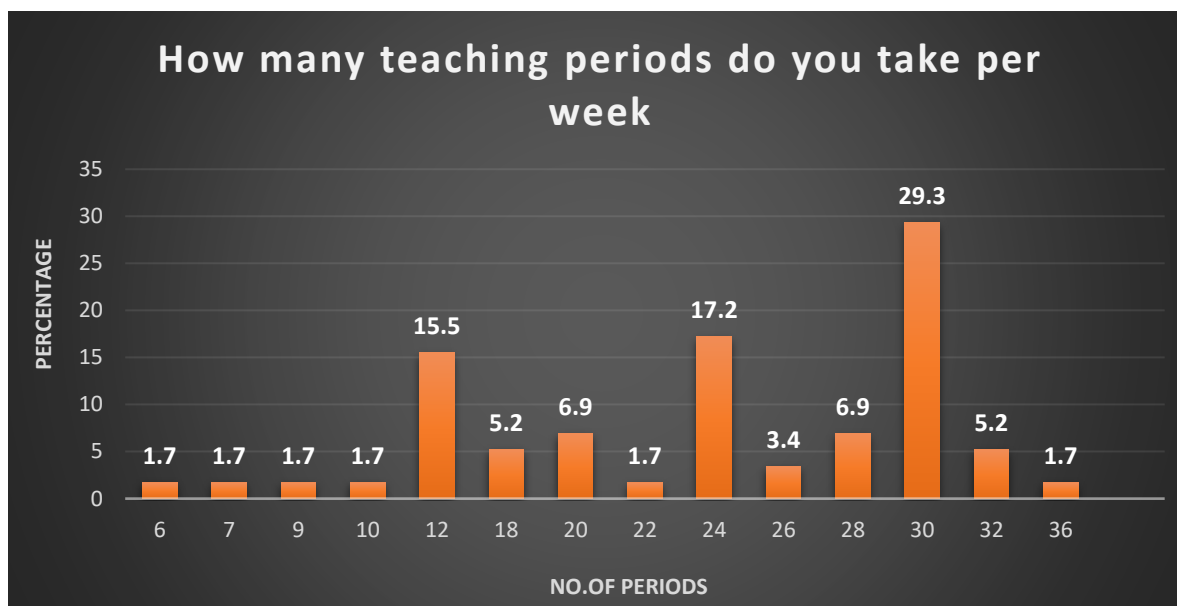


Figure-4.33 Teaching periods

Figure-4.33 reveals that 30% of the teachers take 29 classes in a week, 24% teachers take 17 classes, 12% teachers take 16 classes, 28% take 7 classes and rest of the teachers less than 5 classes. The data about teaching periods in KGBVs revealing that highest percentage of teachers are having maximum number of classes is the conclusion.

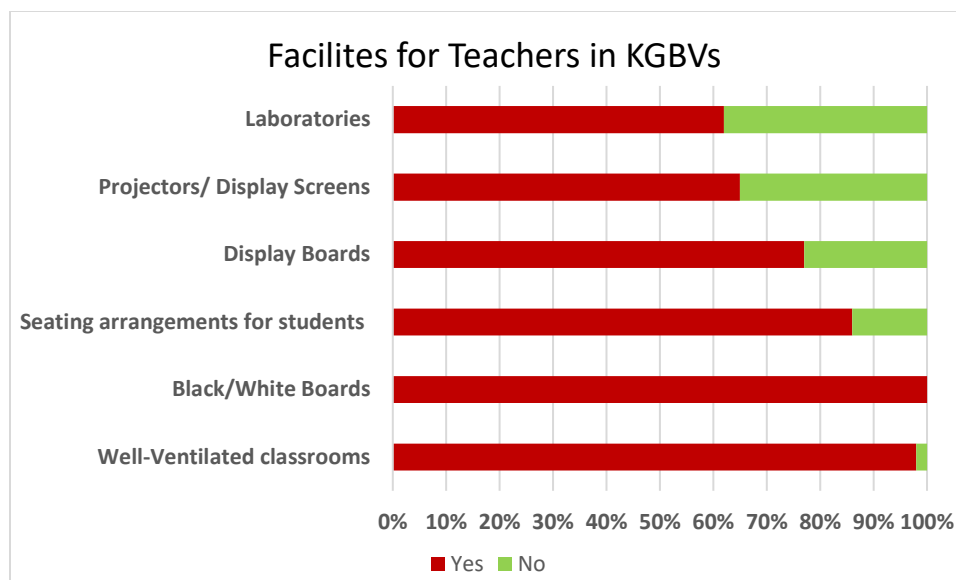


Figure-4.34 Facilities for teaching

The figure-4.34 indicating the response of the teachers in sample KGBVs. 98% of them said that the KGBVs are having well-ventilated class rooms, 100% response is that all the class rooms are having black/white boards for writing and explaining. 86% of KGBVs have got seating arrangement in the form of chair and desk. 77% of the teachers express that there is a common board for displaying the official information and achievements of the teachers and students. 65% opined that KGBVs have got projectors to display the Power-Point Presentations and screening of the films. 62% of the teachers said that the science laboratories are being provided for the experiments in physics, chemistry and biological sciences. It is concluded from the data analysis that more than 60% facilities are available in KGBVs for academic activities.

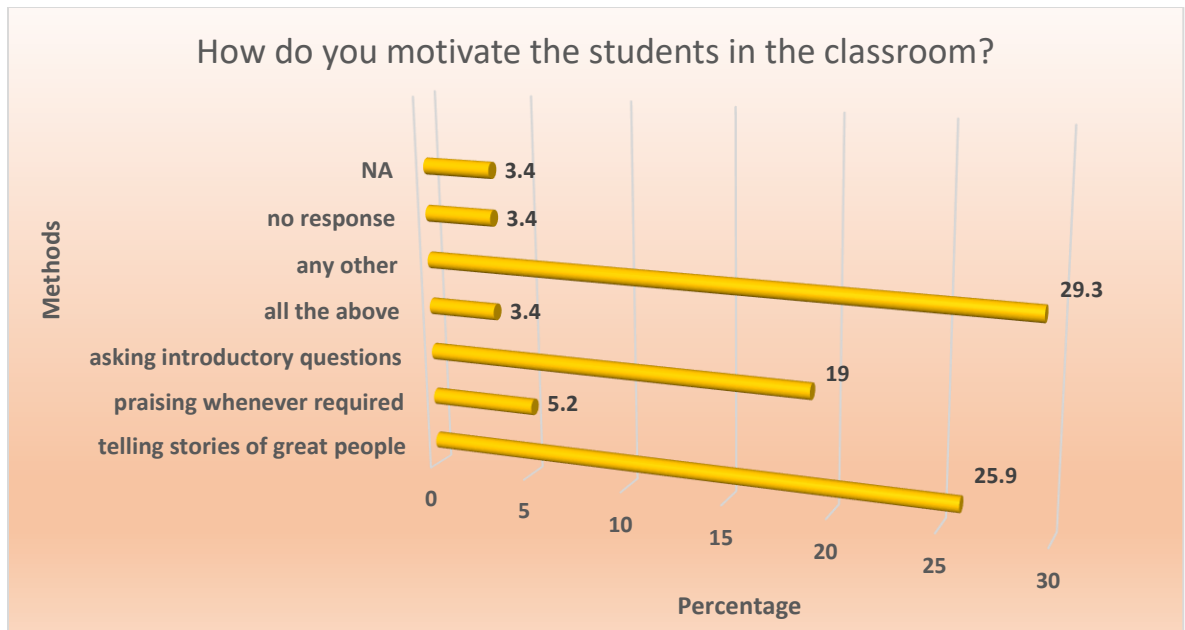


Figure-4.35 Process of motivation of the students in the classroom

Figure-4.35 tells that about 26% of the teachers used storytelling and inspiring personalities, 19% asking introductory questions, 29% of teachers followed other methods of motivation, more than 5% praising and appreciation for motivation. From the figure it is concluded that the teachers use various kinds of methods to motivate the students.

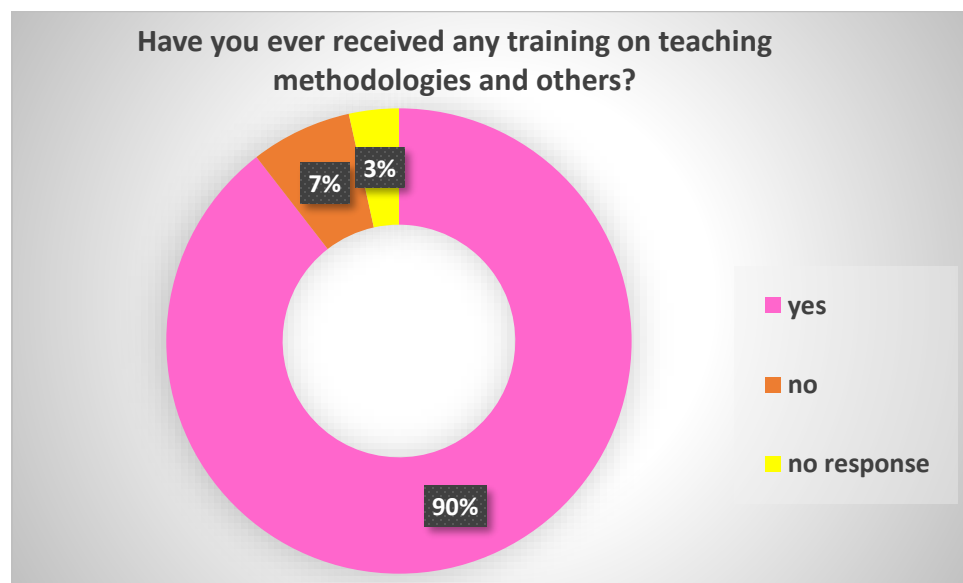


Figure-4.36 Training on teaching methodologies

Figure-4.36, indicating that 90% of the teachers in KGBVs have attended the trainings on teaching methodologies, 7% could not attend the trainings and 3% have not responded to the question. Therefore, it is concluded that the highest percentage of teachers have received the training on teaching methodologies to improve the quality of education in KGBVs.

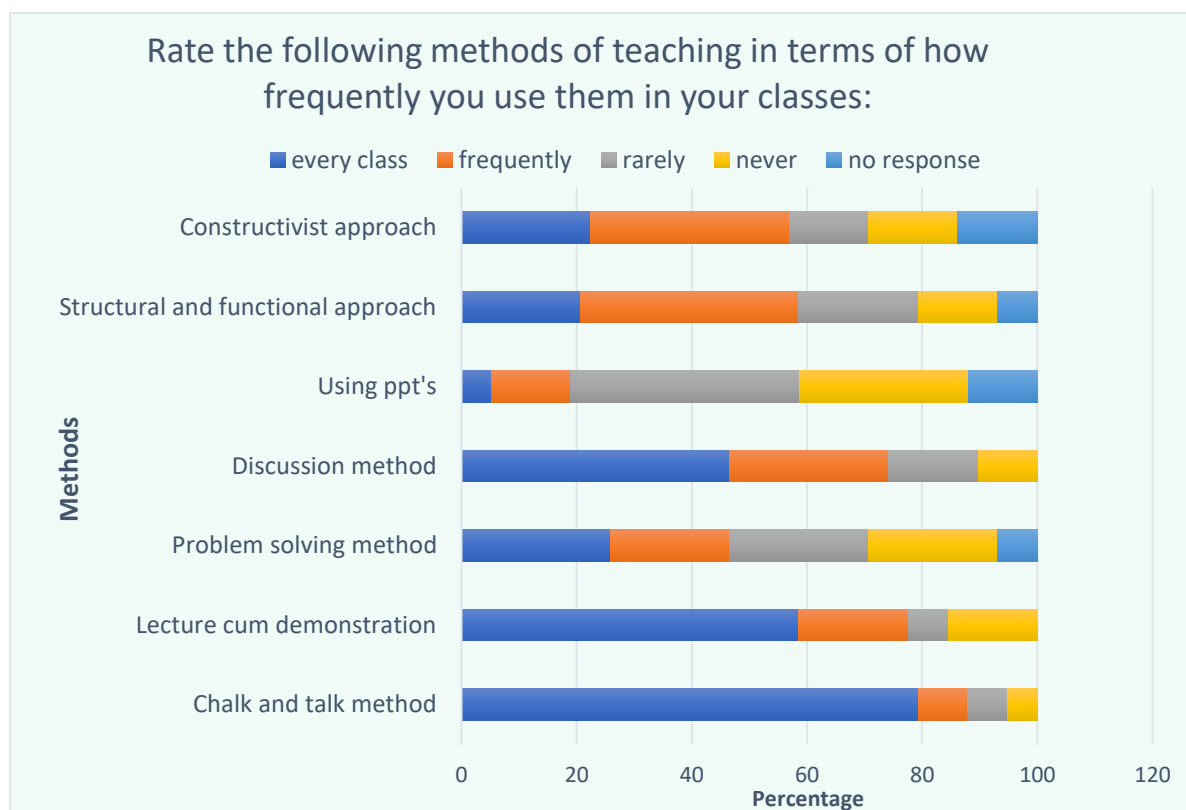


Figure-4.37 Rating the methods of teaching

As per figure-4.37, on teaching methodologies indicating that 80% of the teachers use the chalk and talk method in every class, 9% frequently, 7% rarely and 4% never used. 60% of teachers used lecture-cum-demonstration method in every class, 20% frequently, 7% rarely, 13% never used. 26% of teachers used problem solving method in every class, 21% frequently, 24% rarely and 29% never used. 47% of teachers used discussion method in every class, 28% frequently, 15% rarely, 10% never used. Using PPT in every class by the teachers is 5%, 26% frequently, 40% rarely, 29% never used. Structural and functional approach used by the teachers in every class is 21%, 38% frequently, 21% rarely, 20% teachers never used. 23% teachers used constructivist approach in every class, 35% frequently, 12% rarely, 30% never used. From the analysis of data,

it is concluded that the teachers in KGBVs use the multiple teaching methods to create interest among the students and improve the quality of education.

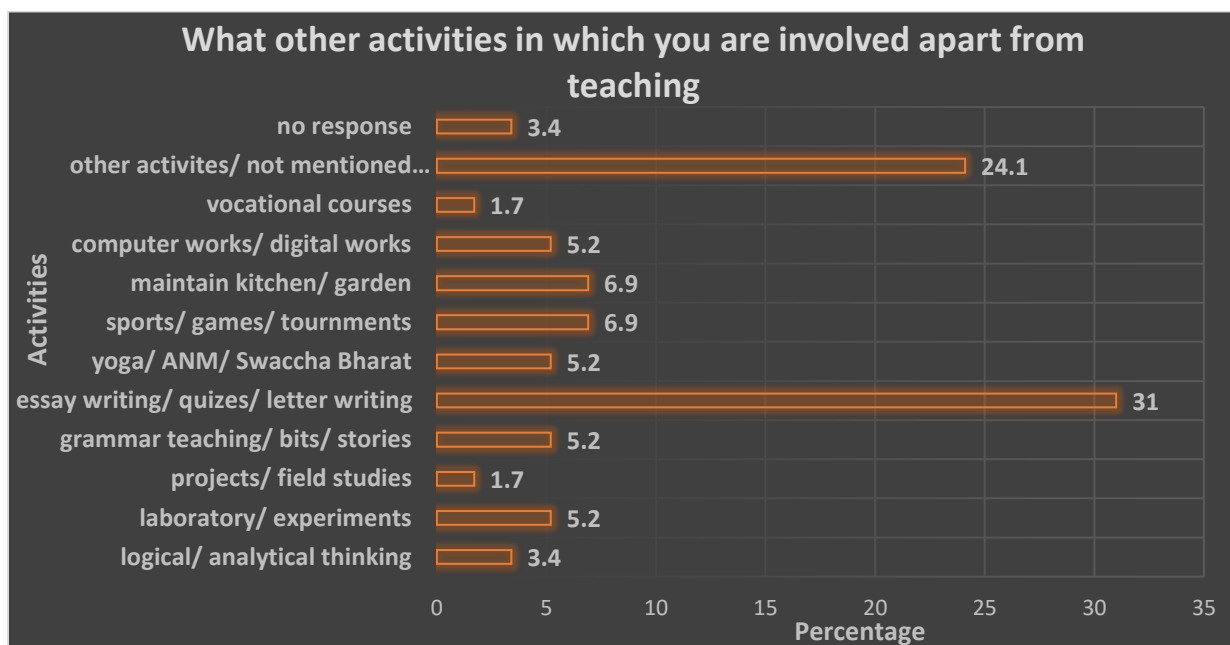


Figure-4.38 Activities involved apart from teaching

As per the figure-4.38, 31% of teachers involved in facilitating for the essay writing, quizzes and letter writing, 7% of teachers involved in maintaining the kitchen garden, 7% in sports, games and tournaments, 5% in yoga, Swachh Bharat, 5% in teaching grammar, stories, bits in the class room, 5% in laboratory experiments and less than 5% of teachers engaged in vocational courses, project/field studies, logical /analytical thinking, and remaining 24% in other activities. It is concluded that most of the teachers engaged in other activities apart from teaching.

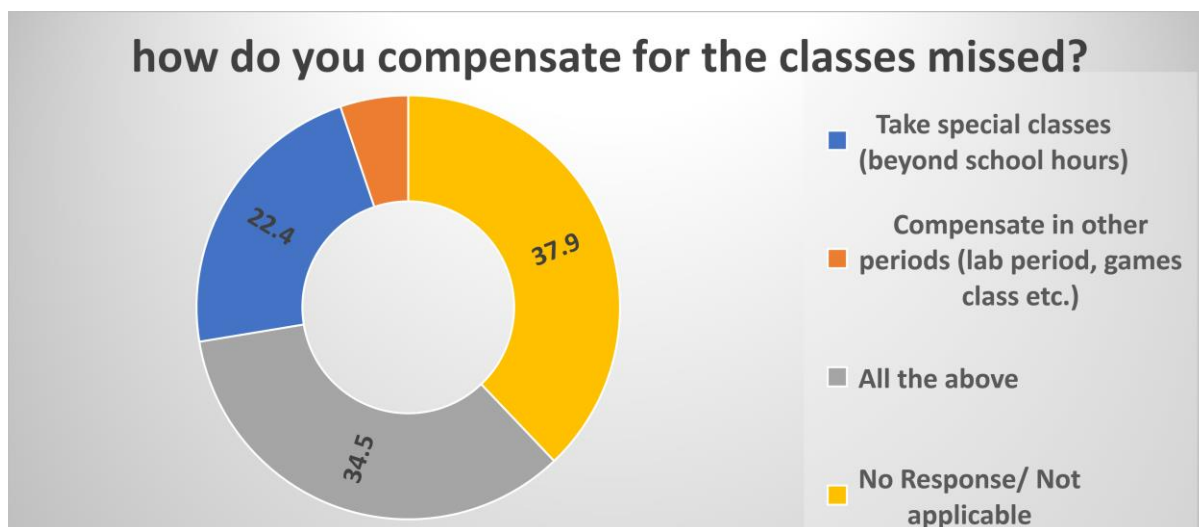


Figure-4.39 Compensating the missing classes

Figure-4.39, in KGBVs, whenever a teacher is engaged with other activities and if they miss the classes, 22% compensate in the form of taking special classes beyond school hours, 5.2% during laboratory and games classes and 35% take beyond the school hours and laboratory and games period. It is concluded that in KGBVs, there is a practice to compensate the missing classes.

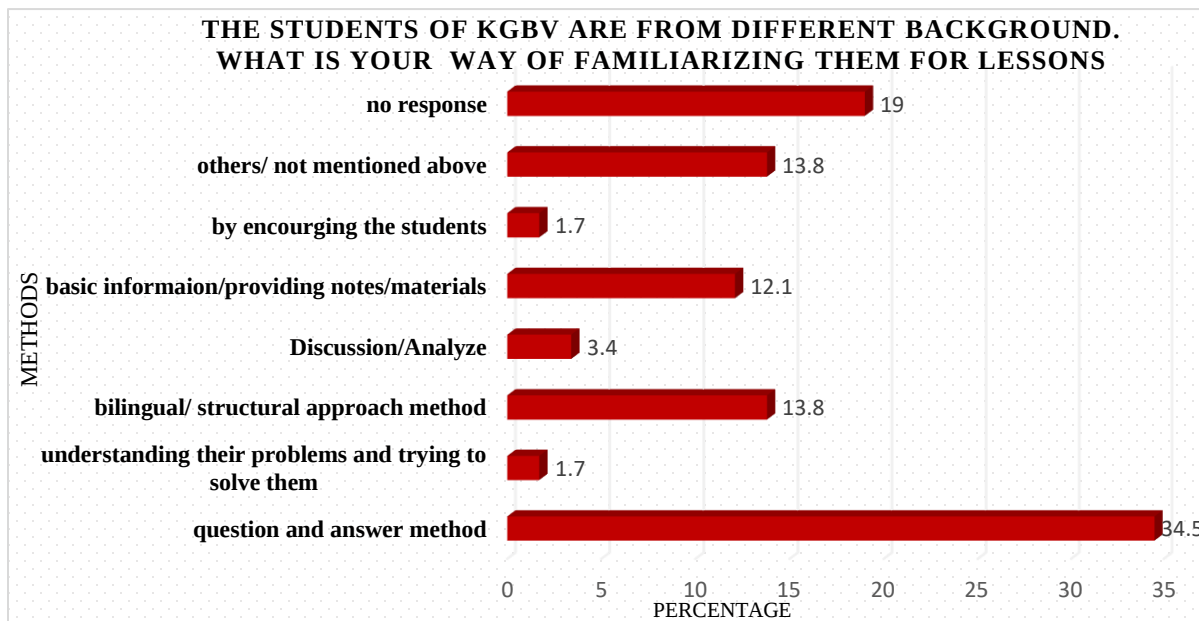


Figure-4.40 Way of familiarizing the students for lessons

Figure-4.40, revealing that 85% of teachers following question and answer method, 14% of teachers have adapted the strategy of bilingual approach, 12% of the teachers have been

providing basic information, notes and materials and about 6% of teachers have adapted discussion and interaction, understanding the problems of students and facilitating to solve them and encouraging to participate in the academic activities. From the analysis of data, it is concluded that the majority of the teachers have adapted wide variety of strategies to familiarize the class room to the students in KGBVs.

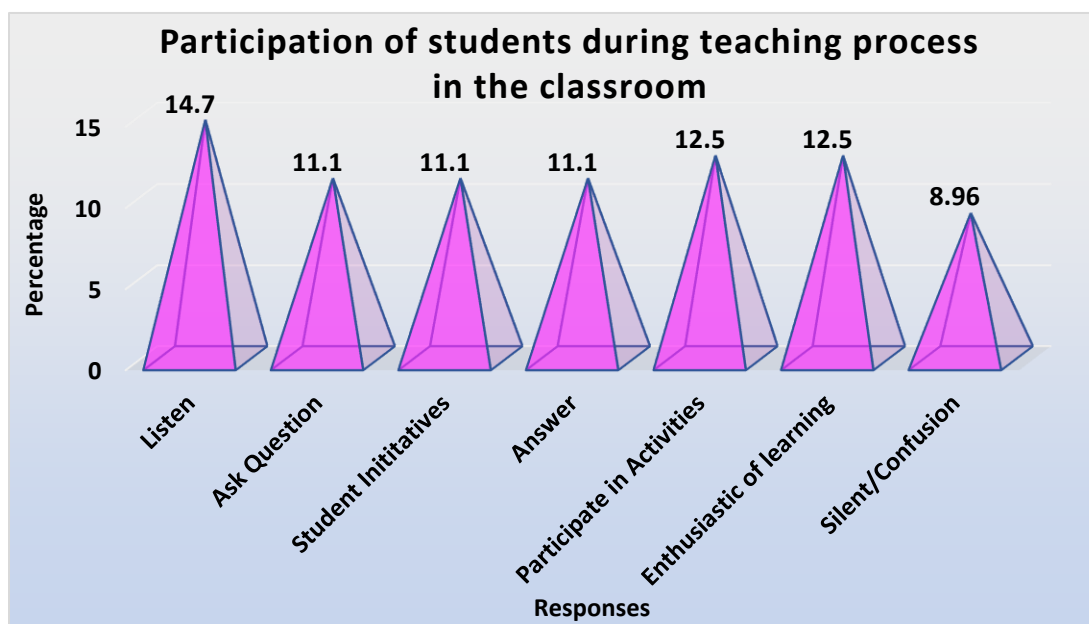


Figure-4.41 Participation of the students during teaching process in the classroom

Figure-4.41 is the response of the teachers regarding participation of the students during teaching in the class room. The teacher said that 15% listen carefully, 11% ask the questions, 11% of the students take initiation in teaching process, 11% of the students reply to the questions by the teacher, 13% students actively participate in the activities, 13% are enthusiastic to learn and about 9% are silent and in a confused state of mind. Based on the analysis, it is concluded that the students in KGBVs are dynamic in the class room to learn.

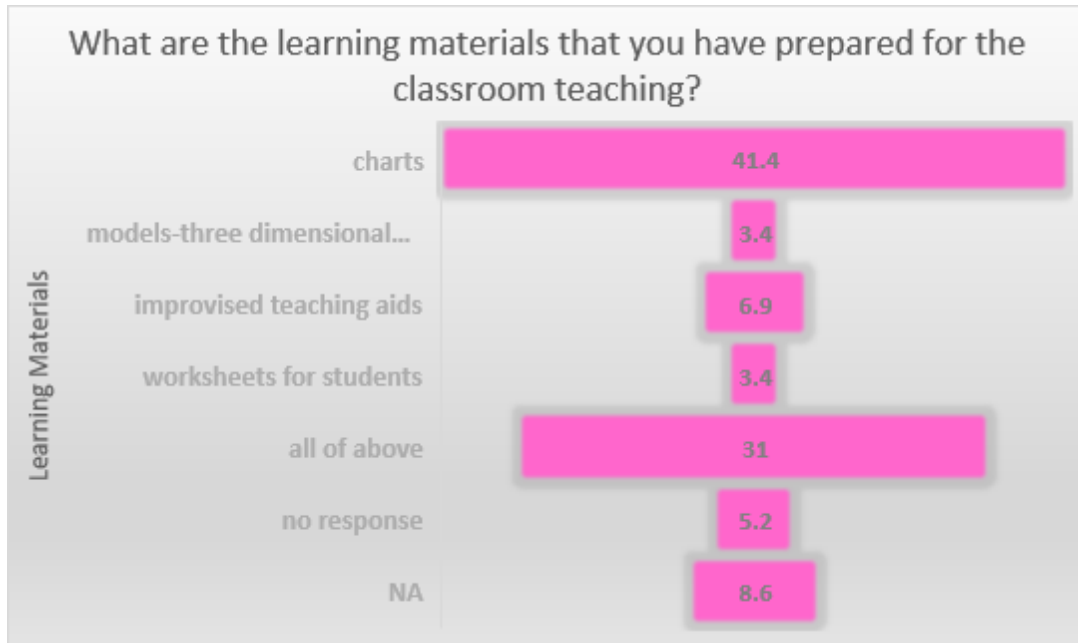


Figure-4.42 Learning materials for the classroom teaching

Figure-4.42 revealing that 41% of the teachers prepare charts, 3.4% uses three dimensional models, 7% used improvised teaching aids, 3.4% uses worksheets for students and 31% teachers use all the above material. It is concluded that the teachers in KGBVs preparing different type of teaching materials for teaching in the class room.

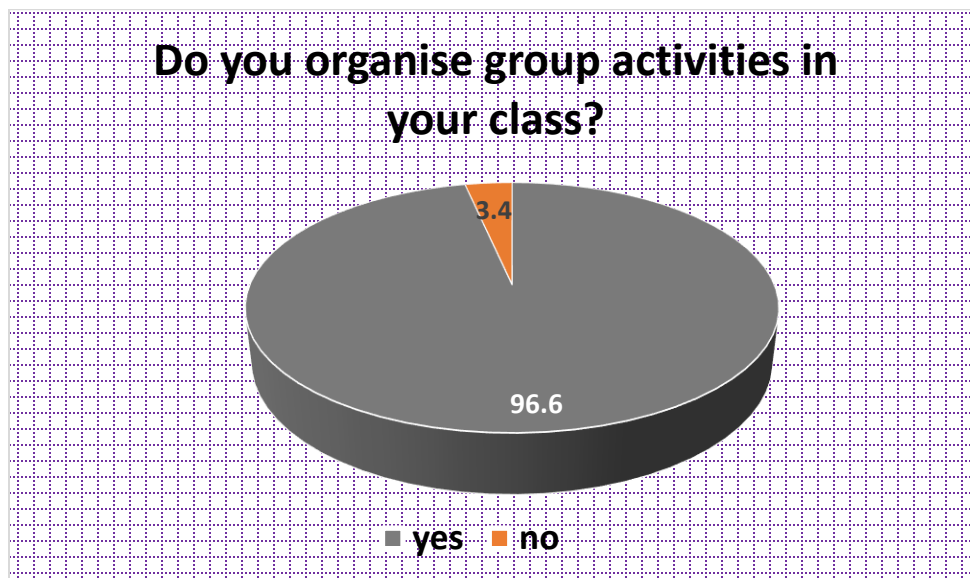


Figure-4.43 Organizing group activities

Figure-4.43 shows that 97% of the teachers organizing group activities for the students. Therefore, it is concluded that formation of the groups in class room is an indicator of peer learning strategy.

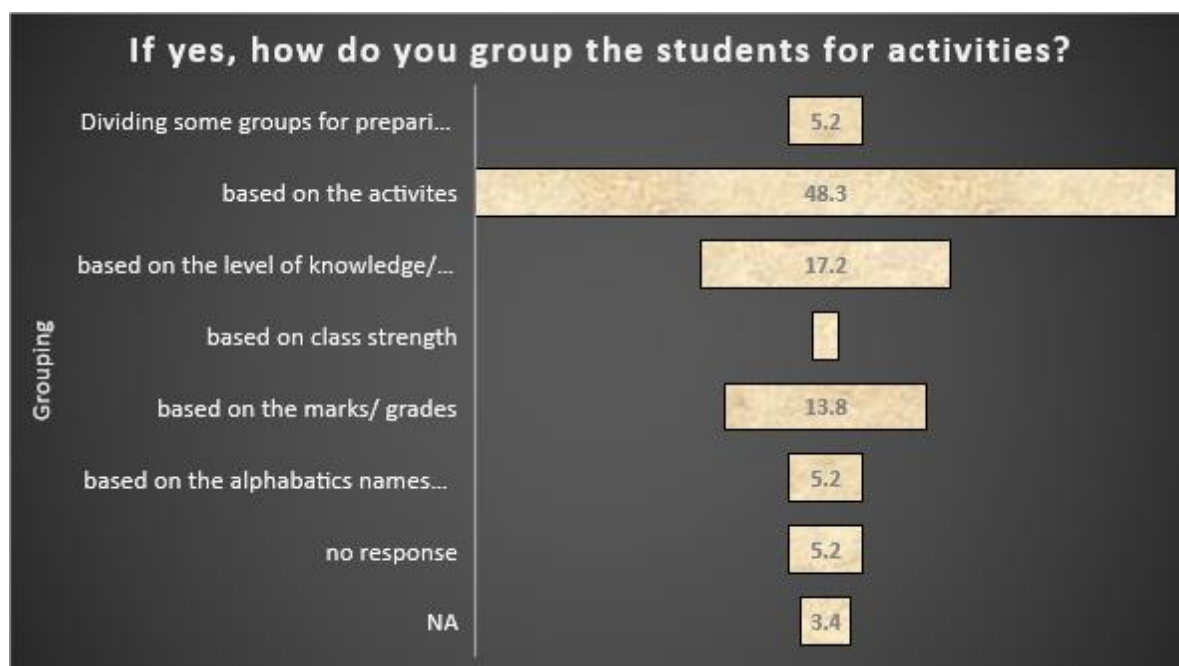


Figure-4.44 Group the students for activities

In figure-4.44 shows that the teacher divides the groups in to various categories such as 49% based on the activities, 17% level of knowledge, 14% based on marks/grade, 5% on alphabetical order of the names and 5% for preparing the material. It is concluded that the teachers in KGBVs divide the groups of students in the class room based on variety of activities.

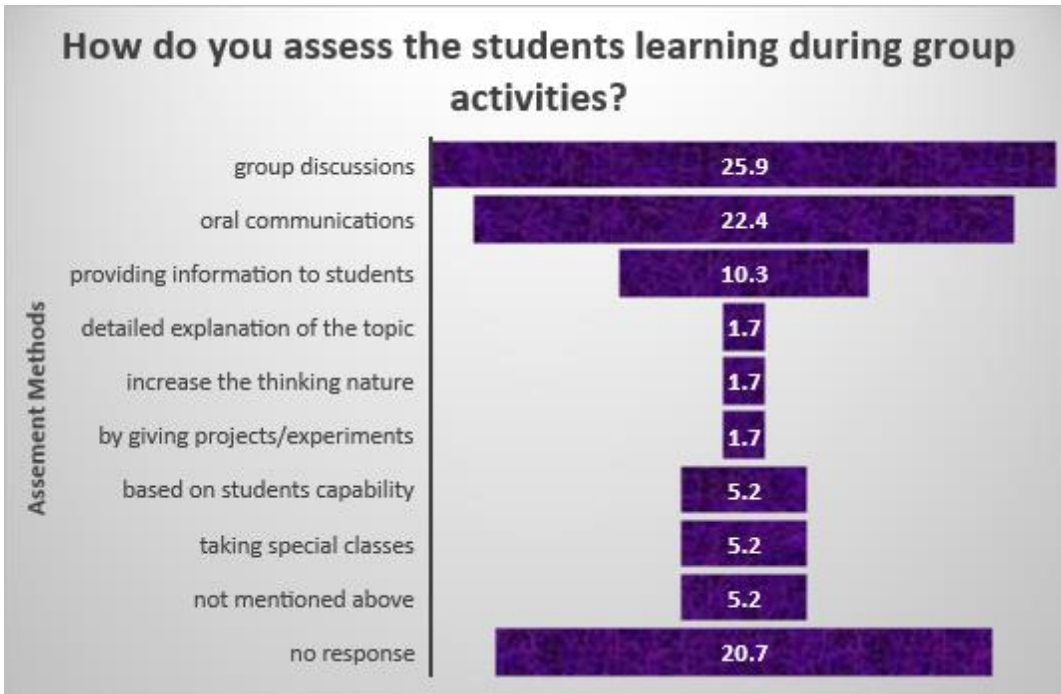


Figure-4.45 Students Learning during group activities

Figure-4.45 shows that 30% of the teachers express that they assess the students learning during group activities through group discussions, 22.4% through oral communication, 10.3 % providing information to the students, 5% based on student's capability, 5% by taking special classes, 2% by giving projects/experiments, 2% increasing the thinking nature, 2% detailed explanation of the topic. It is concluded that the teachers in KGBVs assess the learning process of the students through various kinds of group activities.

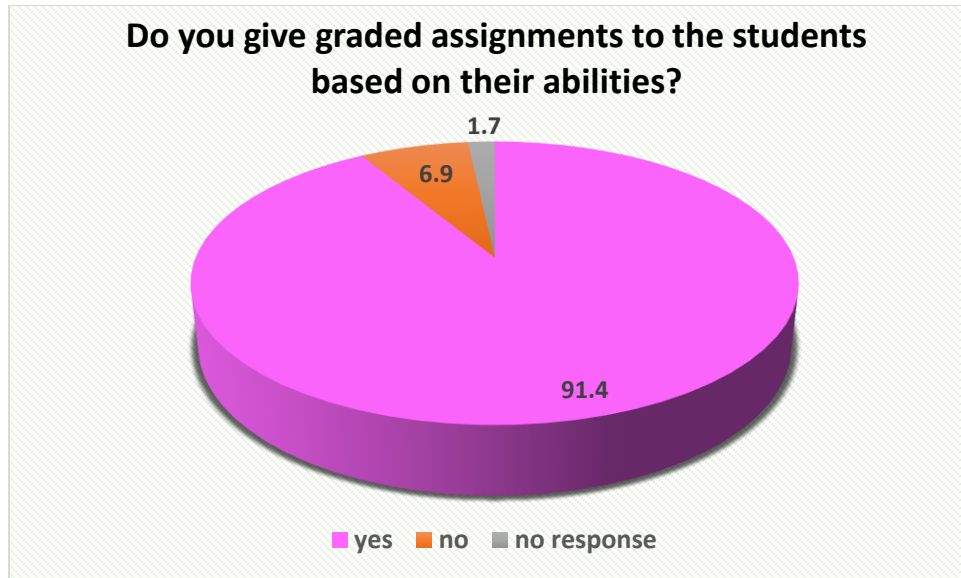


Figure-4.46 Graded Assignments

Figure-4.46 indicating that 92% of teachers give the graded assignments to the students to measure the abilities of student. That is why it is concluded that the teachers in KGBVs are sharp in identifying the abilities of students and encouraging them.

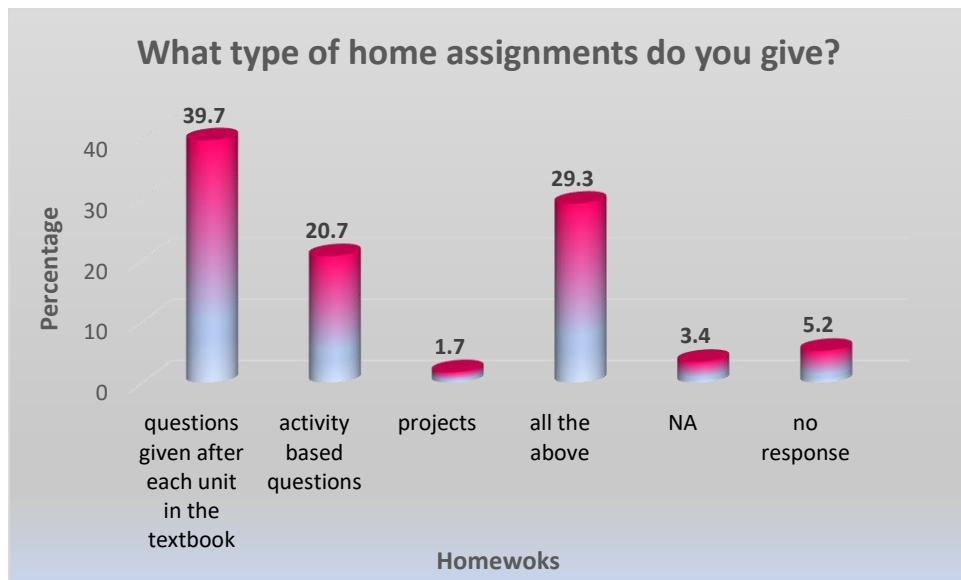


Figure-4.47 Type of Home Assignments

Figure-4.47 shows that 40% said that the questions given after each unit in the text book, 21% activity-based questions, 2% projects and about 30% all these three are given to the students. It is concluded that the teachers in KGBVs adopted multiple home assignments to involve the students in enhancing their knowledge.

Section-5

4.6. Academic Achievements:

One of the important objectives of KGBVs is to provide quality of education. Towards the achieving of the quality of education, the KGBVs admitted never enrolled, dropouts and out of school children of marginalized and poorest of the poor adolescent girls in rural and urban areas. They are also provided with basic infrastructure for the education, teachers, reading-learning material and regular examinations.

Under this backdrop, a question is raised that to what extent the students of KGBVs successful in academic achievements? To answer the question, the important sources of academic achievement such as state and district level records, school level scholastic records and results announced by the Board of Secondary Education, government of AP. Based on these sources, an attempt is made to analyze the academic achievements of KGBVs, retrospectively, since 2014-15 to 2019-2020 at state level and at sample school level. The aggregated state level percentages are given and presented in figure-4.47.

Table-4.7 SSC State level Results

Year	Percentage
2014-15	88.93%
2015-16	94.26%
2016-17	88.88%
2017-18	99.17%
2018-19	98.71%
2019-20	All pass

(Source: KGBV, Samagra Siksha Abhiyan, AP, 2020.)

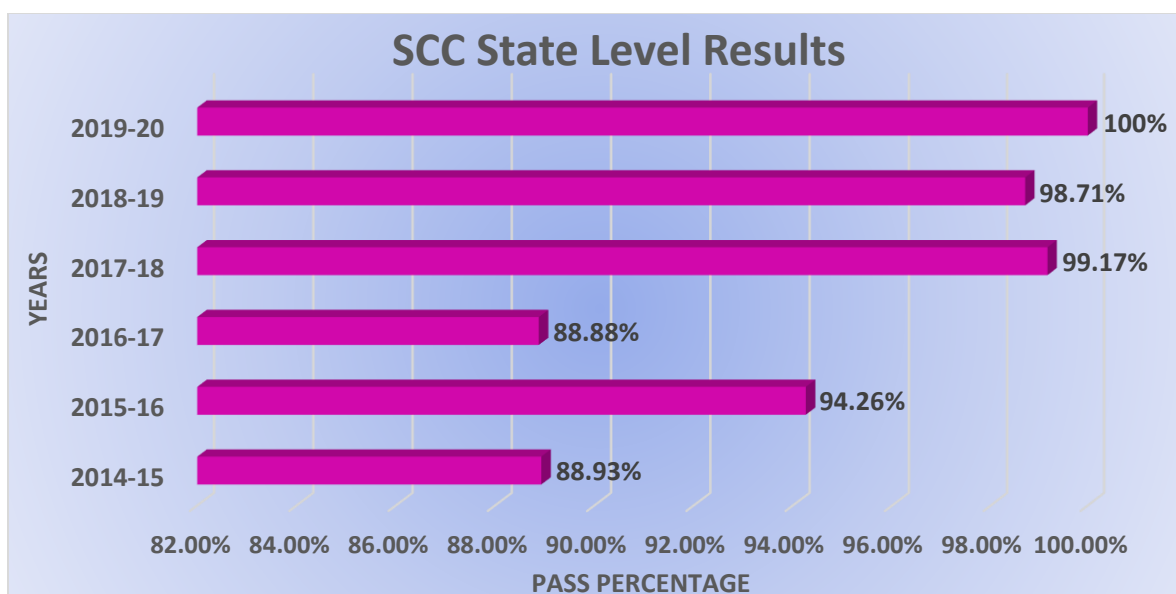


Figure- 4.48 SSC State level results

Figure-4.47 on pass percentage of X class for five years from 2014-15 to 2019-2020 has been indicating that there is a cumulative increase in the pass percentage of KGBVs. In 2015 pass percentage was 89%, 94% in 2016, 89% in 2017, 99% in 2018, 99% in 2019 and 100% in 2020. The pass percentage in KGBVs revealing that the performance of these adolescent girl children has been on par regular students who are going to school since their childhood.

The SSC results, which were announced by the Board of Secondary Examination from 2013-14 to 2019-2020 are given in table-4.8 and graphical presentation is given in figure-4.48 about the pass percentage of sample schools and in figure-4.49 GPA is given.

Table-4.8 SSC Board results for seven years in sample KGBVs

Year	Appeared	GPA Score				Pass %
		6-7	7-8	8-9	9-10	
2013-2014	59	13	20	24	2	100
2014-2015	99	22	43	21	4	90
2015-2016	214	52	82	66	6	96
2016-2017	238	43	74	82	16	90
2017-2018	220	24	83	89	21	99
2018-2019	236	24	71	107	32	99
2019-2020	233	All passed due to Covid-19				100

(Source: Prepared by the researcher based on the data collected from the sample KGBVs)

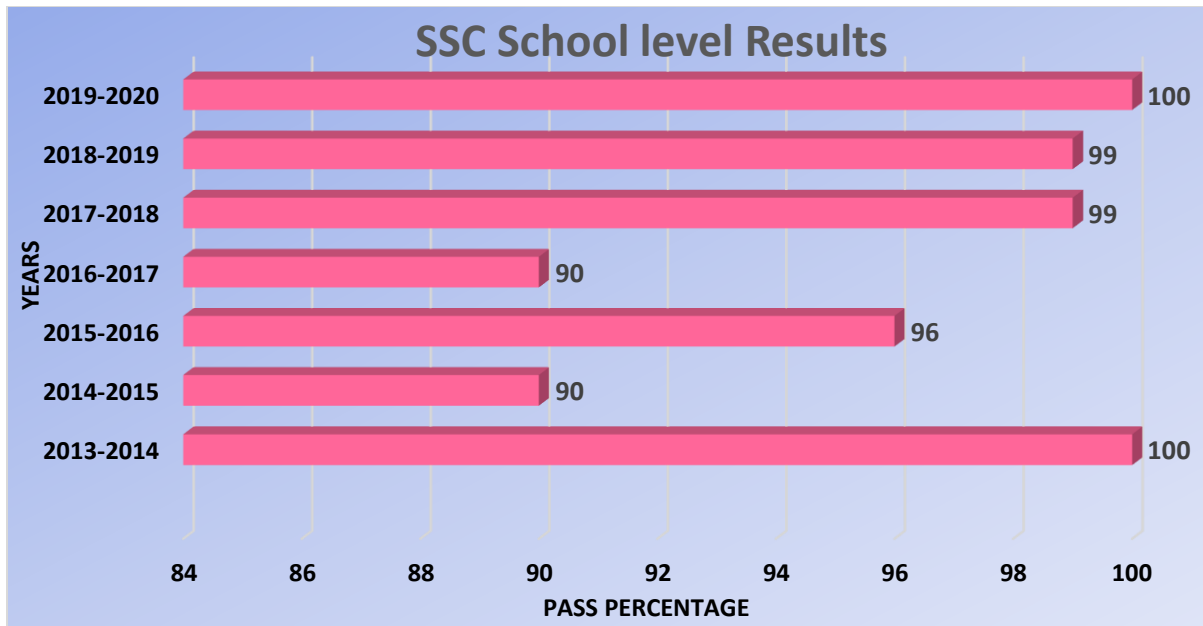


Figure-4.49 SSC Sample School Results

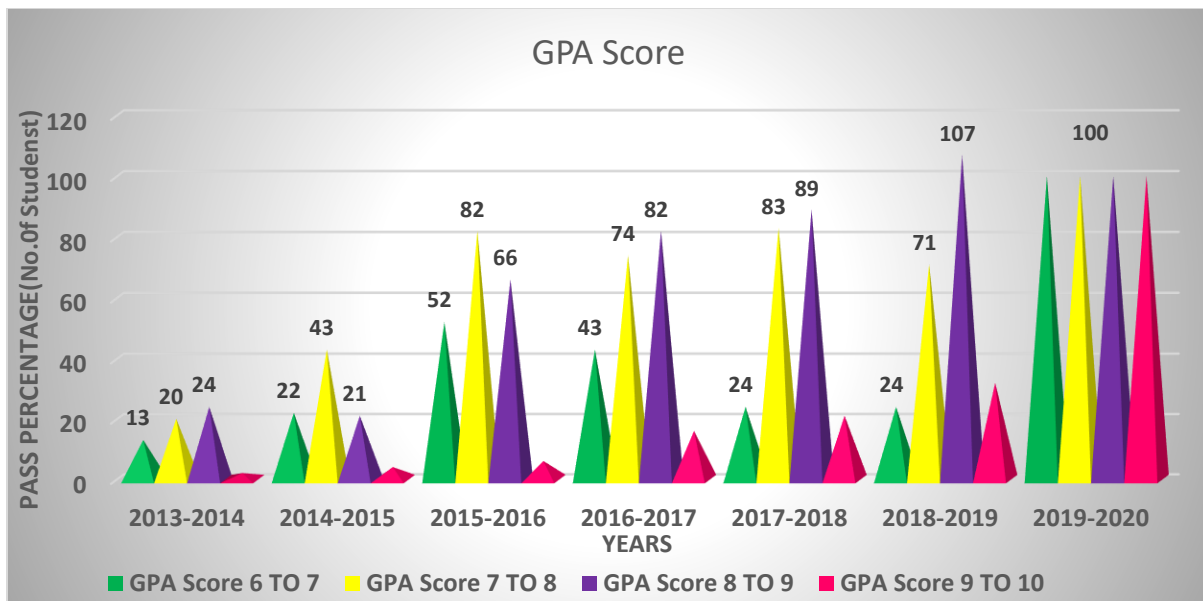


Figure-4.50 Sample Schools GPA Score

Figure-4.48 and 4.49 indicating the School Secondary Certificate (SSC) results declared by the Board of Secondary Education, Government of AP. In 2013-14 academic year 59 students

from sample KGBVs appeared the SSC examination. Out of 59 students, 13 have secured 6-7 grade point, 20 secured 7-8 grade point, 24 secured 8-9 grade point and 2 has got 9-10 grade point. Putting together, 100% of the students from KGBVs have passed SSC examination.

During academic year 2014-15, 99 students have appeared the SSC examinations from the sample KGBVs. 22 have secured 6-7 grade points, 43 has got 7-8 grade point, 21 achieved 8-9 grade point, 4 have got 9-10 grade point. The overall pass percentage was 90%. In the academic year 2015-16, 214 students wrote SSC examination. Out of 214 students, 52 got 6-7 grade point, 82 secured 7-8, 66 achieved 8-9 and 6 have got 9-10 grade point. During 2015-16, the pass percentage was 96%. In the academic year 2016-17, 238 students appeared SSC examination. Out of 238, 43 has got 6-7 grade point, 74 secured 7-8 grade point, 82 achieved 8-9 grade point and 16 have got 9-10 grade point. The overall pass percentage was 90%. In the academic year 2017-18, 220 students wrote SSC. Out of 220, 24 scored 6-7, 83 achieved 7-8, 89 achieved 8-9 and 21 has got 9-10 grade point. The overall pass percentage was 99%. In 2018-19 academic year 236 students appeared for SSC. Out of 236, 24 has got 6-7, 71 scored 7-8, 107 achieved 8-9 and 32 secured 9-10 grade point. The overall pass percentage was 99%. In 2019-20 academic year, the state government has taken decision to pass all the students of SSC as conducting of the in an offline mode was not possible due to Covid-19.

Table-4.9 Subject-wise grades in X class from sample KGBVs

Subject	A1	A2	B1	B2	C1	C2	D1	D2	E
Telugu	14	18	21	17	14	8	3	2	3
Hindi	16	14	16	15	12	8	5	10	4
English	15	14	19	14	10	8	5	1	14
Mathematics	10	11	18	16	14	8	5	4	14
Science	15	13	15	12	10	7	10	15	3
Social	13	14	18	24	19	6	3	3	0

(Source: Generated by Researcher based on the field data)

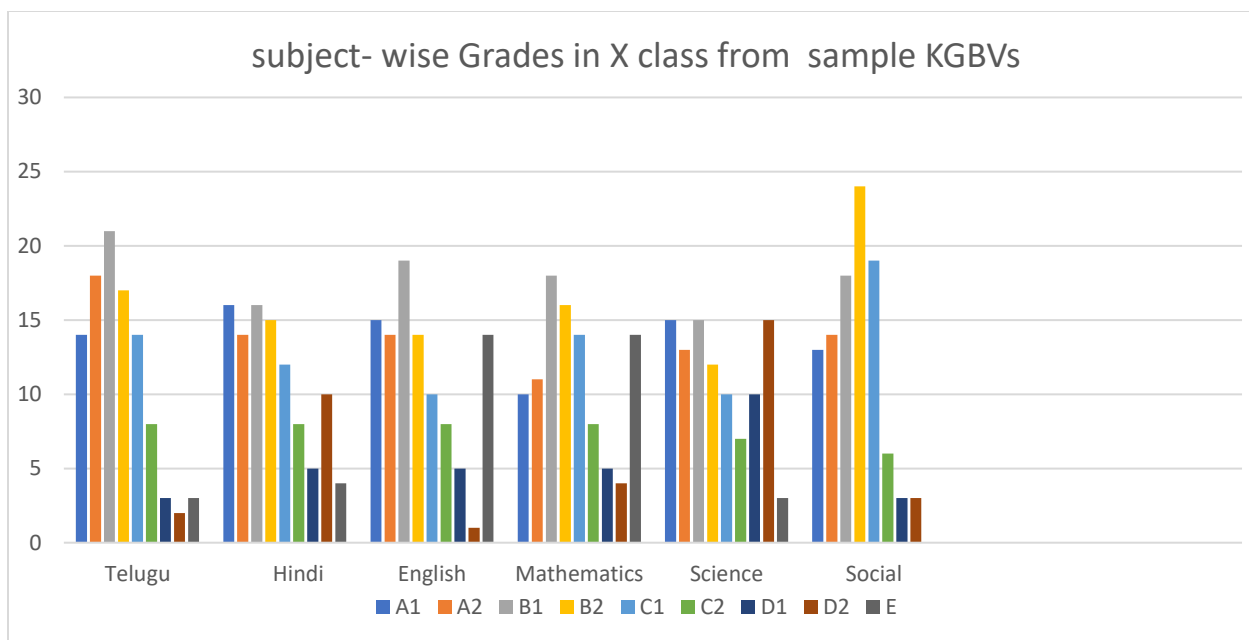


Figure-4.51 Subject-wise Grades in X class from sample KGBVs

The consolidated subject-wise grades of X class from six sample KGBVs are given in table-4.9 and figure 4.50 providing a comprehensive picture of the academic performance of adolescent girl children. As per statistical data provided by 6 sample KGBVs is classified into subject-wise grades. For instance, in Telugu, 14% A1, 18% A2, 21% B1, 17% B2, 14% C1, 8% C2, 3% D1, 2% D2 and 3% E grade is secured. In Hindi, 16% A1, 14% A2, 16% B1, 15% B2, 12% C1, 8% C2, 5% D1, 10% D2 and 4% E grade. In English, 15% A1, 14% A2, 19% B1, 14% B2, 10% C1, 8% C2, 5% D1, 1% D2 and 14% E grade. In the subject of Mathematics, 10% A1, 11% A2, 18% B1, 16% B2, 14% C1, 8% C2, 5% D1, 4% D2 and 14% in E. In Science, 15% A1, 13% A2, 15% B1, 12% B2, 10% C1, 7% C2, 10% D1, 15% D2 and 3% in E grade. In Social 13% A1, 14% A2, 18% B1, 24% B2, 19% C1, 6% C2, 3% D1, 3% D2 and 0% in grade E.

Section-6

4.7. Testing of Hypothesis:

Hypothesis-1: Does the basic infrastructure facilities for education has any impact on Students Academic Achievement or not?

Null Hypothesis: There is no association between the attributes of infrastructure and their Academic Achievement.

Statistical methods: The statistical methods used in the analysis are Frequency Tables and Chi-

Square. The importance of using the chi-square is to determine the association between the given two variables. Similarly, through chi-square one will be able to determine whether null hypothesis has to be rejected or accepted. The values are given in table-4.10.

Table-4.10 The basic infrastructure facilities for education has any impact on Students Academic Achievement

Pearson Chi-Square value	Tabulated Chi-Square value	Levels of significance	Degree of freedom	Assumption significance
69.613	2,262	0.05	9	.000

(Source: Generated by Researcher based on the field data)

Variables used in the analysis: Independent Variable: Index of Infrastructure facilities and Dependent Variable: Academic Achievement.

Chi-Square Test: In order to figure out whether these two variables are statistically significant or not we need to calculate a Chi-Square. The Chi-Square test indicates that Pearson Chi-Square value is 69.613 which is more than the tabulated Chi-Square (2.262) at 0.05 levels of significance with 9 degrees of freedom. As per the conditions mentioned above the calculated chi-square at 0.05 levels of significance with 9 degree of freedom is more than the tabulated Chi-Square at 0.05 levels of significance so we observed association between the two variables (Assumption significance = .000) so we reject the null hypothesis.

Findings and Conclusions:

It is widely believed that better infrastructure provides motivation and encouragement among students and successively it will improve the academic performance. In accordance to the above assumptions, the empirical data shows that there is relationship between infrastructure facilities and Academic Achievement.

Hypothesis-2: Does the incentives to the students has any impact on Students Academic Achievement?

Null Hypothesis: There is no association between the attributes of incentives to the students and their Academic Achievement.

Statistical methods: The statistical methods used in the analysis are Frequency Tables and Chi-Square. The importance of using the chi-square is to determine the association between the given

two variables. Similarly, through chi-square we will be able to determine whether null hypothesis has to be rejected or accepted. The values are given in table-4.11.

Table 4.11 The incentives to the students have any impact on Students Academic Achievement

Pearson Chi-Square value	Tabulated Chi-Square value	Levels of significance	Degree of freedom	Assumption significance
57.320	2,262	0.05	9	.000

(Source: Generated by Researcher based on the field data)

Variables used in the analysis: Independent Variable: Index of incentives to the students and Dependent Variable: Academic Achievement.

Chi-Square Test: In order to figure out whether these two variables are statistically significant or not we need to calculate a Chi-Square. The Chi-Square test indicates that Pearson Chi-Square value is 57.320 which is more than the tabulated Chi-Square (2.262) at 0.05 levels of significance with 9 degrees of freedom. As per the conditions mentioned above the calculated chi-square at 0.05 levels of significance with 9 degree of freedom is more than the tabulated Chi-Square at 0.05 levels of significance. Therefore, it is observed that there is association between the two variables (Assumption significance = .000) so we reject the null hypothesis.

Conclusions and findings:

Under the KGBV scheme, the students are being provided incentives such as free distribution of notebooks and text books, free uniform, stipend etc. The basic purpose of incentives is to encourage and motivate the adolescent girls for the quality of education in the educationally backward blocks. In accordance to the above assumptions, the empirical data shows that there is a relationship between Incentives to the students and Academic Achievement.

Hypothesis-3: Does the better learning Resources has any impact on Students Academic Achievement?

Null Hypothesis: There is no association between the attributes of Learning Resources and Academic Achievement.

Statistical methods: The statistical methods used in the analysis are Frequency Tables and Chi-Square. The importance of using the chi-square is to determine the association between the given

two variables. Similarly, through chi-square we will be able to determine whether null hypothesis has to be rejected or accepted. The values are given in table-4.12.

Table-4.12 The better learning Resources have any impact on Students Academic Achievement

Pearson Chi-Square value	Tabulated Chi-Square value	Levels of significance	Degree of freedom	Assumption significance
84.680	2,262	0.05	9	.000

(Source: Generated by Researcher based on the field data)

Variables used in the analysis: Independent Variable: Index of Learning Resources and Dependent Variable: Academic Achievement

Chi-Square Test: In order to figure out whether these two variables are statistically significant or not we need to calculate a Chi-Square. The Chi-Square test indicates that Pearson Chi-Square value is 84.680 which is more than the tabulated Chi-Square (2.262) at 0.05 levels of significance with 9 degrees of freedom. As per the conditions mentioned above the calculated chi-square at 0.05 levels of significance with 9 degree of freedom is more than the tabulated Chi-Square at 0.05 levels of significance so we observed association between the two variables (Assumption significance. = .000) so we reject the null hypothesis.

Findings Conclusions:

It is common notion that having better learning Resources such as Projector Room, Resource Room, Display Corners, Science Laboratory, Computer Laboratory, internet Facility, School library etc. will positively impact on student learning abilities, expand their knowledge base and finally it leads to improve the academic Performance. In accordance to the above assumptions, the empirical data proves that there is a relationship between better Learning Resources and Academic Achievement.

Hypothesis-4: Does the active participation of students in co-curricular activities has any impact on Students Academic Achievement?

Null Hypothesis: There is no association between the attributes of Student Participation in co-curricular activities and their Academic Achievement.

Statistical methods: The statistical methods used in the analysis are Frequency Tables and Chi-

Square. The importance of using the chi-square is to determine the association between the given two variables. Similarly, through chi-square we will be able to determine whether null hypothesis has to be rejected or accepted. The values are given in table-4.13.

Table-4.13 Active participation of students in co-curricular activities has any impact on Students Academic Achievement

Pearson Chi-Square value	Tabulated Chi-Square value	Levels of significance	Degree of freedom	Assumption significance
61.156	3.182	0.05	3	.000

(Source: Generated by Researcher based on the field data)

Variables used in the analysis: Independent Variable: Index of Students Participation in co-curricular activities and Dependent Variable: Academic Achievement.

Chi-Square Test: In order to figure out whether these two variables are statistically significant or not we need to calculate a Chi-Square. The Chi-Square test indicates that Pearson Chi-Square value is 61.156 which is more than the tabulated Chi-Square (3.182) at 0.05 levels of significance with 3 degrees of freedom. As per the conditions mentioned above the calculated chi-square at 0.05 levels of significance with 3 degree of freedom is more than the tabulated Chi-Square at 0.05 levels of significance so we observed association between the two variables (Assumptions significance = .000) so we reject the null hypothesis.

Findings and Conclusions:

It is already proved that active student participation in co-curricular activities such as attending book fair, Participation in exhibitions, art and craft melas and sports and games will improve their academic performance. In accordance to the above assumptions, the empirical data shows that there is a relationship between Students' Participation in co-curricular activities and Academic Achievement.

Chapter-V

Findings and Suggestions

5.1. Introduction and Background of the study:

In the previous chapters such as Introduction, Review of the literature, Methodology and Field Data Analysis have discussed at length about the status of women education, reasons for low level of literacy rate among girl children in the Educationally Backward Blocks, need to introduce the Kasturba Gandhi Balika Vidyalayas (KGBVs). The first chapter also covered the process of mobilization, retention, basic infrastructure, mainstreaming of adolescent girl children, socio-economic profile of the students, administrative arrangements and human resources. In the chapter on the review of literature, about 36 studies conducted by international, national organizations, research institutes and non-governmental organizations are reviewed. The studies which are reviewed in this chapter can be characterized as descriptive, diagnostic, analytical, historical, theoretical, empowerment, methodological, evaluative and policy oriented. While tracing the wide variety of methodologies from the review of literature, chapter-3 discussed about the methodology of the present study. Chapter-4 is an elaborate discussion about the field data, which was collected from the sample KGBVs, districts and state. Finally, chapter-5 is the summarization of all the chapters in the form of findings and suggestions to improve the performance of KGBVs.

5.2. Brief historical account of the girl child education in India and need for KGBVs:

It is well established fact that education is an instrument for the empowerment of mankind, especially women. If women are educated, the entire family will be educated. Once family is educated that leads to the educating of community and at large the entire nation. It is a well-known fact that the education of girl children/women has been a very big challenge, despite efforts for education in India by the government. Retrospectively the percentage of literacy among women at primary school was 28.1%, in middle school 13.3% and in higher education it was 10% in 1950s. In 1960s it was 32%, 24%, 20% and 16% respectively. In 1970s, it was 37%, 29%, 25%, and 20%. 1980s 39%, 33%, 29%, and 27%. In 1990s 42%, 37%, 33% and 33%. In the beginning of new millennium, it was 47%, 44%, 41% and 42% at primary, middle, higher secondary and higher education respectively. The historical analysis of the percentage of literacy has been revealing that there is a gradual increase, however, when it compared with men, the women percentage is lagging behind. There are several reasons for the lagging behind of the women literacy percentage due to

faraway of the school to the native place, helping the family in kitchen and generating of the household income, early marriage, lack of awareness about the importance of education and other reasons.

The evidences have been suggesting that since 1990s, there had been a focus of the education of girls from the marginalized social groups due to financial assistance from the international donor agencies, non-governmental organizations and government at the national and state level led to the introduction of new initiatives in the form of projects. The projects such as the Andhra Pradesh Primary Education project, *Siksha Karmi* in Rajasthan, *Mahila Samakhyia* in Karnataka, Uttar Pradesh and Gujarat, Bihar Education Project, Uttar Pradesh Basic Education Project and *Lok Jumbish* in Rajasthan had set several implications for the education policy in India.

The initiatives of these projects have approved that the participation of community and non-governmental organizations produce expected outcome in a positive manner to improve the percentage of literacy among girl children and reducing the child labor. However, by the beginning of new Millennium, it was realized that the problem of never enrolled, out of school, overage and dropout girl children was a serious one in the Educationally Backward Blocks of the country. Therefore, right from the beginning of new Millennium, the girl child labor among adolescent had become an agenda of the education policy at the national level. In response to glaring issue of child labor among adolescent girl children, the government of India introduced KGBVs in 2004.

KGBVs were started in Educationally Backward Blocks (EBBs), which are identified based on certain indicators such as comparatively low level of female literacy at the national level, gender gap in education and the districts and blocks that have got about 5% of Scheduled Castes (SCs), Scheduled Tribes (STs) population with less than 10% female literacy rate. The scheme is also covering the urban slums, where poorest of the poor people are living. As on now, there are 3703 KGBVs across the country. The basic objective of KGBV scheme is to provide accessibility of education to the girl children of never enrolled, out of school and dropouts from the social categories such as SCs, STs, Other Backward Classes (OBCs), Minorities and Economically Weaker Sections (EWS).

The process of the location of KGBVs is a rational exercise to fulfill the indicators given in the guidelines such as SC, ST population, places where there are hardly any educational facilities with lodging and boarding for girl children and minimum 50 adolescent girls are ready to join the school. Keeping in view these indicators, the District Educational Officials are supposed to identify

the appropriate places for the location of KGBVs and prepare the list to send it to State level Support Group (SRG) for finalization. The SRG is supposed to send the state level final list to the National Resource Group (NRG). The NRG finalizes the consolidated list of locations at the national level and it is sent to the Project Approval Board of *Samagra Shiksha Abhiyan* at the national level. Once the Project Approval Board approves then the location of KGBVs will be finalized.

Broadly, there are three models of KGBVs such as Model-I with hostel facility for 100 girls, Model-II with hostel facility for 50 girls and Model-III with hostel facility for 50 girl children, who are already admitted in the formal schools. Regarding management, the sources indicating that they are under five categories of institutions across the country such as SSA, autonomous state government Residential Educational Institutions, Parent Teacher Associations/Village Education Committee, Non-Governmental Organizations (NGOs) and Women Self Help Groups.

5.2.a. Facilities and mainstreaming of adolescent girls in KGBVs:

Facilities provided in the KGBVs includes accommodation, food, books, pen, pencil, eraser and sharpener, teaching material, library books, uniforms and shoes, soaps, oils, towels, tooth-paste, comb, slippers, sanitary napkins, inner garments, bedsheet, pillow cover, blanket etc. An amount of 100% is being given to each student per month as stipend. The girl students are also trained on adolescent stage and health with specific reference to menstrual hygiene management.

As part of retaining and mainstreaming adolescent girl children, the KGBVs have initiated innovative practices such as residential bridge course, formal state syllabus, examinations and evaluation of the academic performance. Apart from academic activities, the girl students are also trained in vocational, life skill education etc. The students are also expose to the preparation of wall magazines, kitchen garden, sports and cultural activities. The KGBVs have been maintaining time-table for the whole day to have a regularity and continuity in the academic and extra-curricular activities. For the safety and security of adolescence girls, apart from the construction of building with all precautions, provided CCTV cameras and security guard. As part of self-defense of the adolescent girls, they are trained in martial arts like karate and Kung Fu. They are also trained in personality development. For the purpose of creating interest among students on reading books, every KGBV is having a library.

For the effective management and promoting quality of education in KGBVs, there has been a head of the institute known as Special Officer or Principal. The role of the head of the institute is to create awareness about KGBVs, mobilize the students for admissions, providing infrastructure facilities, academic monitoring, convergence with the line departments and accountability to the higher authorities and parents. As one of the objectives of KGBVs is to provide quality of education, so that the subject-wise teachers are provided.

5.3. Review of the Literature:

The KGBVs have been functioning for the last more than one and half decades in the country. The functioning of KGBVs have attracted the international and national level scholars from the research institutions and NGOs to conduct the series of studies. In the process of understanding KGBVs, the researcher has reviewed about 36 studies. These studies can be characterized as descriptive, diagnostic, analytical, historical, theoretical, empowerment, methodological, evaluative and policy oriented. As part of review of literature, it is found that most of the studies focusing on functioning of KGBVs, pattern of enrollment, attendance, perception of the students, parents and community members. From these studies, one will have to glean the little data about the quality of education in KGBVs due to lack of in-depth study about the academic standards. Therefore, the present study is specifically interested to concentrate on the academic achievements of the adolescent girl children in KGBVs.

5.4. Conceptual Framework:

The study has been conducted based on the basic theoretical hypothesis of the human capital approach. It emphasizes that one of the many functions of education is to contribute for the formation of human capital. The process of education contributes for the formation of human capital in terms of literacy, awareness, competency, capacity building and training and empowerment. The conceptual framework of human capital is a potential one to explain the importance of education. The investment on human capital is an investment to enhance the competencies of the individuals in particular and society in general. The returns to the investment on human capital are coming in the form of human resources to render the service, skill and techniques to the society. The concept of Human capital focusses on the investment in the form of education, training and other related activities by the human beings themselves with an assumption that it raises the income in future through creating sustainable source of income for the entire life.

The income that derives from human capital is different from the investment spent for the expenditure on assets.

As the human capital is the source of income generation for the lifelong of the individuals who got better education, training and health care. Therefore, the concept of human capital is taken as a conceptual framework to explain the significance of education to the adolescent girls. The fundamental assumptions and hypothesis of human capital are highly relevant to study in the context of the adolescent girl children with exclusion background admitting in to KGBVs for education. Therefore, the study raises fundamental hypothetical question that whether KGBVs contributing for the human capital among the adolescent girl children of never enrolled, drop outs and out of school or not?

5.5. Hypotheses of the study:

The hypothetical questions are formulated for the study as:

8. Whether Kasturba Gandhi Balika Vidyalayas have been working effectively in providing education to girl child labour in Educationally Backward Blocks or not?
9. The socio-economic background of students, process of enrolment, facilities and achievements of the girls in various KGBVs is not making much difference.
10. Proper educational environment such as infrastructure in KGBVs effect the quality of girls' education.
11. The appointment of the qualified teachers makes a significant difference in the education of girl children.
12. Training motivates the teachers for the qualitative change in the teaching learning process of adult girl children.
13. Providing teaching and learning material on time helps teachers and students to concentrate on the academic achievements.
7. Higher the educational inputs and greater the academic achievements.

5.6. Objectives:

- To bring out the Socio-economic profile of the students of KGBVs
- To identify the strategies to mobilize and retain students in KGBVs
- To explore the competencies and service conditions of the teachers
- To conform the teaching-learning process in KGBVs
- To assess the academic achievement of the students in KGBVs

- To map the critical gaps in the academic performance of the students
- To suggest suitable measures for improving the academic achievement in KGBVs

5.7. Research Methodology:

In the light of conceptual frame work of human capital, the research questions are asked and objectives are formulated. The important objectives include to study the socio-economic profile of the students, basic facilities, competencies and service conditions of the teachers, teaching-learning process, academic achievements and suggestions for improving the academic achievements.

To answer the research questions raised and fulfill the objectives, an appropriate methodology has been designed. There has been a comprehensive discussion about the methodology to study KGBVs in Chapter-3. The chapter on methodology discussed about the definition, meaning, need and relevance of methodology to study a program called KGBVs. Due to global pandemic of Covid-19, the study has become a descriptive and analytical one with quantitative data. In tune with the research questions and objectives, the tools of data collection have been chosen.

For the preparing of a structured questionnaire as a tool to collect the field data, the existing standardized questionnaires of NCERT and research organizations on KGBVs were collected, collated and minor modifications were made as per the requirements of the study. After modification of existing questionnaires, four types of questionnaires for (1) the officials, (2) head of KGBV, (3) teachers and (4) students were prepared. These questionnaires were sent to the supervisor, faculty members from Department of Education and Education Technology, University of Hyderabad, subject experts in Regional Institute of English (NCERT) in Mysore, National Institute of Rural Development and Panchyati Raj, and Department of Education Osmania University, Hyderabad for their comments and inputs. After modification of the questionnaires in the light of comments and inputs, the questionnaires of head of KGBV (Special Officer) teachers and students were piloted. After incorporating the feedback and inputs from the field testing, the questionnaires were finalized.

5.8. Sample for the Field Study:

Krishna and Kurnool districts are chosen for conducting of the field work on the basis of Human Development Index (HDI). Krishna district is top and Kurnool district is at the bottom in HDI. The details of sample KGBVs is discussed in chapter-3. Meanwhile a letter is sent to the

Commissioner of School Education (CSE), Government of Andhra Pradesh. The CSE/ Director State Council for Educational Research and Training (SCERT) office communicated to field districts. The Project Officers of these districts informed Girl Child Development Officers (GCDOs) and SOs for the field work.

5.8.a. Tools for Data Collection:

The four questionnaires were designed to obtain primary data from the state, district office and sample KGBVs. Through the structured questionnaire the data pertaining to awareness building about KGBVs, infrastructure, mobilization and retention, socio-economic profile of students, qualifications, recruitment, nature of appointment, salaries and training of teachers and SOs, Teaching-learning material and process, basic facilities to the students, safety, academic achievement etc. The secondary source of data is also collected from these offices including scholastic records. Due to Covid-19, questionnaires to the State, District and SO of KGBV were sent through the mail and the hard copies of the questionnaires to the students were sent by speed-post. A WhatsApp group is created for the SOs of sample KGBVs for sensitization and training them to fill the questionnaire. Through mobile, the officials, SOs, teachers and students were monitored in terms of clarifying doubts, confusions and ambiguities in the filling the questionnaire and providing of the secondary data. The filled questionnaires are received from one State GCDO, two from GCDOs of sample districts, six from SOs of sample schools, forty-eight from Contract Resident Teachers (CRTs), guest teachers and four hundred students from six sample schools.

The methodology chapter has discussed the key terms used in the thesis, the process of data collection and quantification of the data. The primary data which was collected through structured questionnaire was codified. The collected primary data was computerized through Statistical Package for Social Sciences (SPSS) to generate tables and figures. To measure the significance and correlation, the chi-square test has been conducted.

5.9. Field Data Analysis:

5.9.a. Administrative Arrangements

There are 352 KGBVs in Andhra Pradesh. Broadly, these KGBVs can be categorized in to two types. One type is from VI-X class and another type is from VI-XII class. The present study focusing only on VI-X class KGBVs. The administrative control of KGBVs in AP are under the *Samagra Sisksha Abhiyan* (SSA). The Project Director of SSA is the guiding and directing authority to implement KGBV scheme with the help of Girl Child Development Officer (GCDO)

and Assistant Girl Child Development Officer (AGCDO). Similar administrative arrangements are made at the district level as well under the control of Project Officer, who is being helped by the GCDO. At the Mandal level (middle panchayat), the Mandal Education Officer (MEO) monitors the functioning of KGBVs.

The Special Officers (SOs) are important instruments in implementation of KGBV scheme. It is found that the SOs are recruited through an advertisement, written test and interview. The data revealed that they are highly qualified and gained an experience of about eight years. However, they are all on contract service and low level of salary, which has been creating a feeling of insecurity and dissatisfaction among the SOs of KGBVs. The SOs have been performing the multiple tasks, which includes awareness building, mobilization, retention, providing infrastructure and basic facilities, academic monitoring, accountability to the community and higher authorities and several miscellaneous functions.

As a result of the consistent effort of the SOs, the strength of the adolescent girl children in KGBVs has been increased and the parents and children are satisfied for 100% as the teaching and non-teaching employees are women, free accommodation, books, dress, skills etc. In this endeavor of providing education for disadvantaged girls, the SOs of KGBVs has been playing a significant role as head of the institution. From the social and economic family back ground point of view, KGBVs have been contributing a lot for the educational attainment of the girl children of marginalized social groups in terms of enhancing capabilities. However, there is need to concentrate on the service conditions of the SOs to enhance the quality of education in KGBVs by reducing their insecurity feeling and frustration.

5.9.b. Socio-economic profile of the students:

Since KGBVs are meant for adolescent girl children with child labor background, mobilizing them for the admission is a difficult task. Therefore, in the awareness building among the parents and community for the mobilization, officials of education department, teachers, elected public representatives like *Sarpanch*, media, NGOs and community-based organizations have been playing a significant role.

The socio-economic profile of the adolescent girl children revealing that 31% are SCs, 30% are STs, 31% OBCs, 7% Minorities and 6% EWS. The parental background of these girl children is orphans, overage girls, single parent, drunken parents, divorce family, multiple marriage families, rescued children from human trafficking, migrant workers, domestic workers,

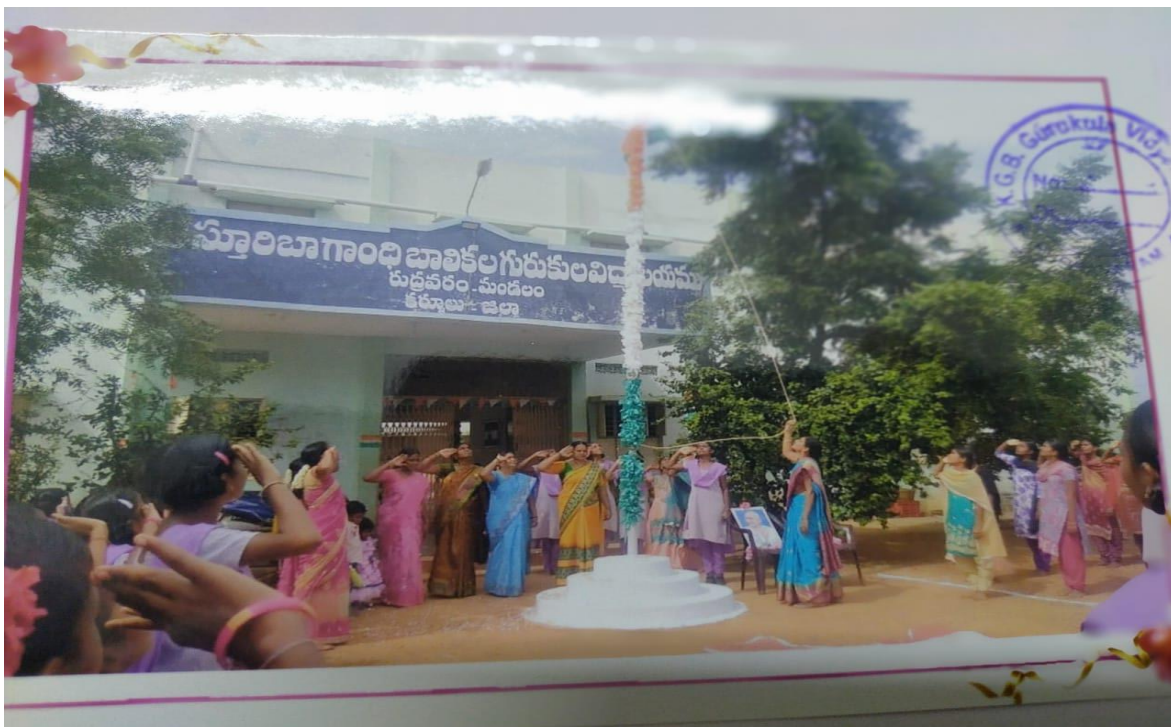
marginalized sections and children of BPL families. From the education point of view, highest percentage of parents are either illiterates or low level of educated. From the economic background point of view, the parents are from the poorest of the poor and poverty ridden family background and highest number of them are from rural areas. Most of them are living in the huts and kuccha houses and highest number of parents are coming under the income category of Rs 1000-5000.

5.9.c. Expectations and Educational Facilities in KGBVs:

Highest percentage of the students have been taking admission in KGBVs with an expectation of the quality of education. In AP, all the KGBVs introduced English as the medium of instruction. From the perception of the students, it is found that they have sufficient classrooms and accommodation, continuous electric supply, safe drinking water, playground, boundary wall, free text and notebooks, uniform, stipend, safety and security and regular health checkup. It is also found that there is a sufficient space for library, computer lab, science laboratory, display corners, resource room, project room.

From the data analysis, it is concluded that the teachers in KGBVs have been applying the basic requirements of teaching learning process. The favorite subjects of students are languages, science, mathematics and social studies is the order of priority. The students gave top rank to the Special Officer, Telugu, English and PET, 90% students gave next rank to Hindi, Mathematics and Science teachers. The teachers in KGBVs have been teaching and counselling the students. The highest percentage of KGBVs is having a separate computer teacher. In all most every KGBV is being provided with the internet facility, but the less percentage of students using computers in KGBVs. KGBVs have been focusing on promoting vocational skills among the adolescent girl children. KGBVs are trained in multiple skills like drawing and painting, embroidery and stitching, handicraft making, paper craft making, waste materials management, skilled programs. KGBVs have been encouraging the students as per their interest. The students of KGBV have been participating number of extra-curricular activities like bookfair, exhibiting model, science exhibition, games and sports, arts and crafts mela. The highest percentage of KGBV students interested in higher education.

KGBV Building in Kurnool district



School Annual Day Celebrations at KGBVs in Krishna District



Taekwondo Classes at KGBVs in Krishna District



KGBV Stall



Chief Minister of AP Visited KGBV Stalls



Yoga practice at KGBVs in Kurnool District



Deworming Day in KGBV, Krishna District

5.9. d. Competencies of the Teachers

It is found that the social background of teachers of KGBVs are in proportion to the population size of social categories. 82% of them are having Post- Graduation and B.Ed/M.Ed and also having M.Phil/Ph.D qualifications. The data about teaching periods in KGBVs revealing that highest percentage of teachers are having maximum number of classes and the highest percentage of teachers teach to all the classes. More than 60% facilities are available in KGBVs for academic activities like well-ventilated classrooms, projectors/display screens, display boards, black/white boards, laboratories, seating arrangement for students.



CRTs Training Program

5.9. e. Teaching-Learning Process:

The teachers use various kinds of methods to motivate the students like telling stories of the great people, praising whenever necessary, asking introductory questions etc. 90% of the teachers have received the training on teaching methodologies to improve the quality of education in KGBVs. The teachers in KGBVs use the multiple teaching methods like chalk talk method, discussion method, using PPT in the classroom, lecture cum demonstration method, problem solving method, constructivist approach, structural and functional approach to create interest among the students and improve the quality of education. Most of the teachers engaged in other activities apart from teaching like vocational courses, computer works, digital works, maintain kitchen garden, games/sports, tournaments, yoga, swatch Bharath, essay writing, quiz, letter writing, laboratory/ experiments, project/field studies, logical, analytical thinking etc.



Police interaction on safety and security in KGBVs of Kurnool

Apart from teaching, in KGBVs, there is a practice to compensate the missing classes by taking special classes beyond school hours, during laboratory and games classes. The majority of the teachers have adapted wide variety of strategies to familiarize the class room to the students in KGBVs as the students are from different background. The strategies followed by the teachers are by encouraging the students by giving basic information, providing notes/materials, teachers have adapted discussion and interaction, following question and answer method, understanding the problems of students and facilitating to solve them and encouraging to participate in the academic activities.

The participation of the students during teaching process in the classroom is in very dynamic way like listen, ask question, student initiatives, enthusiastic participation in the classroom. The teachers in KGBVs preparing different type of teaching materials for teaching in the class room like using charts, three dimensional models, improvised teaching aids, worksheets for the students. The teachers form the groups in class room to encourage the peer learning practices. The data revealing that only 50% of KGBVs are having required strength of the teachers and for the rest of the KGBVs, there is a shortage of teachers.

5.10. Academic Achievements:

One of the important objectives of KGBVs is to provide quality of education. Towards the achieving of the quality of education, the KGBVs admitted never enrolled, dropouts and out of school children of marginalized and poorest of the poor adolescent girls in rural and urban areas. They are also provided with basic infrastructure for the education, teachers, reading-learning material and regular examinations.

To what extent the students of KGBVs successful in academic achievements? To answer the question, the important sources of academic achievement such as state and district level records, school level scholastic records and results announced by the Board of Secondary Education, government of AP. Based on these sources, an attempt is made to analyze the academic achievements of KGBVs, retrospectively, since 2014-15 to 2019-2020 at state level and at sample school level. The pass percentage of X class for six years from 2014-15 to 2019-2020 has been indicating that there is a cumulative increase in the pass percentage of KGBVs. The pass percentage in KGBVs revealing that the performance of these adolescent girl children has been on par regular students who have been going to school since their childhood.

The kind of academic environment, which has been provided in KGBVs, teaching-learning process has created a tremendous impact upon the adolescent girl children, who has got different socio-economic background, in terms of successful academic achievement. The aggregated state level SSC results of six years revealing that the pass percentage in KGBVs has been ranging from 90%-100%. The state level pass percentage was confirmed with the statistical data from sample schools for seven years SSC results announced by the Board of Secondary Education. Some of the students of KGBV have achieved the Pratibha Awards for their excellent performance in academic achievements.

5.11. Summing up of the Analysis:

The above analysis is an attempt to establish the co-relation among the variables of socio-economic profile of adolescent girl students, basic facilities for education, teaching-learning process and academic performance of students in KGBVs of AP. For the establishment of co-relation among the variables, the secondary sources of data from state, sample districts and KGBVs has been collected and the primary data is gathered from the officials, SOs, teachers and students of sample KGBVs. From the analysis of the data it is concluded that the adolescent girl children coming from marginalized and excluded social background proved that they can also excel in

academic performance if minimum academic facilities in the form of infrastructure, competent teachers, teaching-learning material and other basic facilities.

From the sample KGBVs, it is evident that they are provided the basic required facilities, therefore, the adolescent girl children academic performance is on par any regular students of government schools such as Jawahar Navodaya Vidyalayas, Model Schools and Residential Schools in terms of number of students who have passed and securing of the grades.

For about 75% of the children nutrition level has been increased. The hygiene level among the young girls has been increased and skill building helped them to prepare their own sanitary napkins. In KGBVs about 80+ percentage of Students have been passing SSC. The 10th passed out girl children have been joining Junior College for Intermediate, Polytechnic etc.

However, the critical issue is the nature of appointment and service conditions of SOs and teachers. That is why it is suggested that there is need to resolve the grievances of the teachers.

5.12. Suggestive Framework:

Based on the field data analysis, several gaps, constraints and restraints have been identified at various stages and levels of the functioning of KGBVs. Keeping in view findings, issues and problems, the researcher provided a suggestive framework for the effective functioning of KGBVs. The prevailing issues and problems of KGBVs are supposed to be addressed at the student, parent, KGBV, SO, Teachers, district, state and national level. Basically, the issues, which are existing at various level such as individual, institution, socio-economic conduciveness and policy. The suggestive framework provides a blueprint for the interventions at multiple-levels to improve the performance of KGBVs.

Table-5.1 Suggestive Framework

S. No	Level of Intervention	Suggestions
1	At the student level	1. Admission of the students is supposed to be in tune with the KGBV guidelines for the deserving and eligible categories. 2. Encouraging the students as per their expectation and interest as many students of KGBVs showing interest in mathematics, science, social studies and languages in the order of priority.

		3. As highest number of the students aspiring for higher education, the policy intervention must be in favor of students to promote them. 4. More attention in terms of extending entitled rights and facilities to CWSN 5. Propose to conduct ramps with rails for CWSN children which in turn will increase the enrollment of CWSN children in KGBVs 6. Remedial classes should be conducted for slow learners. 7. Digital and virtual classes should be arranged for providing quality education during crisis period like Covid-19. 8. Guest Lectures should be arranged for inspiration and motivation. 9. Rain drop kits should be provided to the newly admitted students in English Medium. 10. The CDs of vocabulary and grammar should be given to the students for faster improvement of English language. 11. Orientation classes should be conducted for SSC students on preparation for examinations. 12. Encouraging the children to participate in sports, quiz competition, debate, essay writing, elocution, cultural activities etc. 13. For health and maintenance of adolescent girl children in KGBVs, the nearby health department staff must regularly visit for health checkup. 14. Exposure visits should be conducted for all the students. 15. Special coaching classes and study hour should be conducted for ed for x class students to get better results in coming x class public examinations by the CRTs. 16. Conducting of Balika Sanghas on every Friday of the of the week in the academic year.
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		17. Jawahar Bala Arogya Raksha should be implemented for KGBV children by engaging ANMs of the PHCs concerned 18. Involvement should be made with line departments like health, police, legal authorities for making them aware of their rights 19. Students should be motivated to participate in Mandal / Zonal / District / State & National level games events. 20. ST girls may be enrolled in Schools in convergence with PO, ITDA, Anganwadi Workers and CRPs
2	At KGBV level	1. All the KGBVs must be provided with proper building, electricity, safety and security, CCTV cameras, police patrolling, and boundary wall. 2. As the head of KGBV is preoccupied with the administrative responsibilities, the separate staff may be designated to mobilize and retain the students. 3. Improved maintenance and repair of hostel infrastructure such as classrooms, accommodation, wash rooms and kitchen. 4. All the KGBVs must provide safe drinking water facility. 5. As per norms given by the SSA, Provided TLM and furniture to the KGBVs. 6. Imparting skill developmental activities for a period of ten months by engaging Part time instructors. 7. Learning enhancement program should be implemented in KGBVs 8. Libraries to be proved to all the KGBVs. 9. Need to provide computers and sewing machines to KGBVs 10. Priority should be given to RBC, NRBC, Girl Children for admission into KGBVs.

3	At teaching level	1. All the SOs are Post-Graduates with Bachelor/Master Degree in education. However, their service is on contract basis without mentioning the specific period of time and their salary is consolidated Rs 27, 755/-. Most of the SOs have already attained 40+ years, many of got married and blessed with children, at this age looking for regular job in other institutions is a difficult task. Therefore, there is need to regularize the services of SOs and legitimate salary. 2. In 50% of the sample KGBVs, there is a shortage of teachers. To fill the shortage of teaching positions, the Special Officer of KGBVs opting for temporary teachers. However, they are lacking proper training in teaching methodologies. Therefore, there must be trained teachers for all the subjects. 3. In all the KGBVs the teachers are possessing required and additional qualifications, and recruited through the public advertisement. However, their service has been on contractual for a period of 11 months in an academic year. Moreover, their salary is at low. When it comes to the academic achievements of the students, it is on per residential schools, Jawahar Navodaya and Model schools. 4. Therefore, it is essential to provide the salaries as per teaching faculty of <i>Zilla Parishad</i> Schools or <i>Jawahar Navodaya Vidyalayas</i>. 5. More focus on computer infrastructure and proficiency through trainings and exposure to the teachers. 6. SSC appearing students are adopted by the CRTs / PET to achieve good results.

		7. One CRT (Maths) and one CRT (English) posts should be sanctioned additionally to improve Reading, writing and simple problems solving skills. 8. Life skills development programs and activities Should be planned.
4	At parents' level	1. The highest percentage of parents of students in KGBVs are either illiterates or low level of education. The parents expect security, good education for their children from KGBVs. 2. Parents meet should be conducted on the last working day of every month 3. Creating awareness on the adverse effects of regarding child marriage and importance of education girls among parents in SMC meetings. 4. Creating awareness in parents and public on Girls Education in convergence with labor department, IKP, Anganwadi workers, Revenue Department, Police Department. 5. The concept of Girls Education and the need of the Girls Education is being neglected by the parents in the society. The negative attitude towards Girls Education which is prevailing in the society should be removed by conducting awareness building programs.
5	At district level	1. Adherence to KGBV guidelines for identification of out of school and dropout girls through collecting demographic data from Mandal Educational Office,

		visiting the BPL houses, SC, ST areas of dropouts, orphans/semi orphans and motivating them, involving local bodies, <i>sarpanches</i>, Presidents of the Mandal Praja Parishad, School Management committees, Volunteer Organizations, Cluster Resource Persons and Head Masters. Distribution of pamphlets, media coverage, propaganda about facilities like free uniforms, nutritious food, free books etc. in KGBVs and conducting survey on Out of School Children for awareness building and admissions. 2. Keeping a track on future progression of outgoing students. 3. Identification of the suitable areas such as marginalized colonies, remote villages, and backward areas, for the establishment of new KGBVs in the district. 4. All the KGBVs in the state must be provided infrastructure like building like classrooms, computer room, laboratories, projector rooms, virtual classroom facilities, wash rooms, boundary wall. 5. Monthly review meetings should be conducted with the special officers of KGBVs at the District level. 6. Mandal level & District level sports meet for Girls may be conducted to improve the girl's enrollment 7. Orientation training programs to teaching and non-teaching staff to be provided
6	At state level	1. Timely revision of expenditure norms 2. Independent management for KGBVs at state level. 3. For the purpose of safe drinking water, the RO plants should be installed in all KGBVs.

		4. To encourage the adolescent girlchildren in KGBVs, the state and union government must initiate programs like Savitri Bai Phule awards. 5. Training of all the SOs on SALS. 6. Regular monitoring of academic achievements at state level and identification of the training needs of the teachers to upgrade teaching methodologies. 7. Looking in to the Policy decision to regularize the services and providing salaries on per the teaching staff of Zilla Parishad, Model Schools, Residential Schools and Jawahar Navodaya Vidyalayas to the SOs, teaching and non-teaching staff. 8. Appointing 100% SOs and teachers to all the KGBVs. 9. Vocational teachers and Computer Instructors recruitment guidelines should be clear. 10. All the KGBVs in the state must be provided infrastructure like building like classrooms, computer room, laboratories, projector rooms, virtual classroom facilities, wash rooms, boundary wall. 11. Upgrading of all the KGBVs to class XII, as the highest percentage of students aspiring for higher education after class in KGBVs. 12. Networking with the Industry and jobs creating institutions for providing employment opportunities to the adolescent girl children who are trained in vocational skills. 13. For research and policy purpose, collect and compile the statistical data of all the KGBVs in the state. 14. Conducting of national important days, display meals, food festivals, Empowerment workshops at state level
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7	At national level	1. Kasturirangan committee on National Education Policy-2020 recommended to provide the facilities of Jawahar Navodaya Vidyalays in KGBVs, the service conditions of teachers may also be considered for the effective functioning and improve the quality of the education of adolescent girl children. 2. Baseline survey for opening of new KGBVs, while considering emerging practices and scientific data base. 3. Policy extension to higher classes in KGBVs 4. Conducting nation-wide studies about the quality of education in KGBVs and initiating measures to improve the quality of education in KGBVs at the national level. 5. Networking with the Industry and jobs creating institutions for providing employment opportunities to the adolescent children who are trained in vocational skills.
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(Source: Prepared by the researcher)

5.13. Scope for further Research:

Present thesis is a comprehensive one, which covers wider aspects such as basic infrastructure of educational institution, socio-economic profile of the adolescent girl children, teaching-learning and extra- curricular activities and academic achievements of the students. Of course, all these dimensions have been existing for the holistic development of the students. In fact, each of these dimensions itself is a separate topic for the research study. Therefore, there has been a lot of scope for the further studies on KGBVs. The important dimensions, which can be examined at the micro level includes

1. Socio-economic profile and academic achievements
2. Infrastructure facilities for education and academic achievements
3. Teaching-learning process and academic achievements
4. Teaching methodologies and Academic achievements

5. Trainings of the teachers and impact on academic performance
6. The impact of extra-curricular activities in motivating the students for their academic achievements
7. Vocational and skill training in KGBVs and employment opportunities
8. Quality of education in KGBVs and prospectus for higher education
9. Impact of KGBVs on girl child education and
10. Girl child education in KGBVs and policy implications.

Annexures

Annexure-1.1

SAMAGRA SIKSHA, ANDHRA PRADESH, AMARAVATI KGBVs LIST

S. No.	District	Name of the mandal	Actual Place of KGBV (Village Name)
1	Srikakulam	Amadalavalasa	Amadalavalasa
2	Srikakulam	Bhamini	Bhamini
3	Srikakulam	Burja	Kollivalasa
4	Srikakulam	Etcherla	Ponnada
5	Srikakulam	G.Sigadam	G.Sigadam
6	Srikakulam	Gara	Salihundam
7	Srikakulam	Hiramandalam	Hiramandalam
8	Srikakulam	Ichapuram	Ichapuram
9	Srikakulam	Jalumuru	Jalumuru
10	Srikakulam	Kanchili	Jadupudi
11	Srikakulam	Kaviti	Balliputtuga
12	Srikakulam	Kotabommali	Kothapeta
13	Srikakulam	Kotturu	Vasapa
14	Srikakulam	L.N Peta	L.N Peta
15	Srikakulam	Laveru	Murapaka
16	Srikakulam	Mandasa	GR Puram
17	Srikakulam	Meliaputti	Meliaputti
18	Srikakulam	Nandigam	Madanapuram
19	Srikakulam	Pathapatnam	Pathapatnam
20	Srikakulam	Polaki	Gangivalasa
21	Srikakulam	Ponduru	Lolugu
22	Srikakulam	R.Amadalavalasa	Devudala
23	Srikakulam	Rajam	Guravam
24	Srikakulam	Ranasthalam	Lankapeta
25	Srikakulam	Santhabommali	Santhabommali
26	Srikakulam	Santhakavity	Vasudevapatnam
27	Srikakulam	Saravakota	Saravakota
28	Srikakulam	Seethampeta	Seethampeta

29	Srikakulam	Sompeta	Sompeta
30	Srikakulam	Srikakulam	Singupuram
31	Srikakulam	Vangara	Vangara
32	Srikakulam	Veeraghattam	Veeraghattam
1	Vizinagaram	Badangi	Badangi
2	Vizinagaram	Balijipeteta	Balijipeta
3	Vizinagaram	Bhogapuram	Bhogapuram
4	Vizinagaram	Bobbili	Bobbili
5	Vizinagaram	Bondapalli	Devupalli
6	Vizinagaram	Cheepurupalli	Cheepurupalli
7	Vizinagaram	Dathirajeru	Dattirajeru
8	Vizinagaram	Denkada	Mopdada
9	Vizinagaram	G.L.Puram	G.L.Puram
10	Vizinagaram	G.P.Nagaram	Marupalli
11	Vizinagaram	Ganyada	Gantyada
12	Vizinagaram	Garividi	Garividi
13	Vizinagaram	Garugubilli	Ravivalasa
14	Vizinagaram	Gurla	Gurla
15	Vizinagaram	J.M.Valasa	Chinamerangi
16	Vizinagaram	Jami	Kumaram
17	Vizinagaram	Komarada	Komarada
18	Vizinagaram	Koyhavalasa	Kothavalasa
19	Vizinagaram	Kurupam	Kurupam
20	Vizinagaram	L.Kota	L.Kota
21	Vizinagaram	M.M.Dam	M.M.Dam
22	Vizinagaram	Makkuva	Kasipatnam
23	Vizinagaram	Mentada	Mentada
24	Vizinagaram	Nellimarla	Nellimarla
25	Vizinagaram	Pachipenta	Pachipenta
26	Vizinagaram	Parvatipuram	Kavitibadra
27	Vizinagaram	Pusapatirega	Pusapatirega
28	Vizinagaram	R.B.Puram	Busayavalasa
29	Vizinagaram	Saluru	Karasavalasa

30	Vizinagaram	Seethanagaram	Jogimpeta
31	Vizinagaram	Therlam	Therlam
32	Vizinagaram	Vepada	Vepada
33	Vizinagaram	Vizianagaram	Vizaianagaram
1	Visakhapatnam	Anandapuram	Anandapuram
2	Visakhapatnam	Atchutapuram	Atchutapuram
3	Visakhapatnam	Bheemunipatnam	Bheemunipatnam
4	Visakhapatnam	Cheedikada	Cheedikada
5	Visakhapatnam	Chodavaram	Chodavaram
6	Visakhapatnam	Golugonda	Golugonda
7	Visakhapatnam	Kasimkota	Kasimkota
8	Visakhapatnam	Kotauratla	Kotauratla
9	Visakhapatnam	Koyyuru	Koyyuru
10	Visakhapatnam	V.Madugula	V.Madugula
11	Visakhapatnam	Makavarapalem	Makavarapalem
12	Visakhapatnam	Munagapaka	Munagapaka
13	Visakhapatnam	Nakkapalle	Nakkapalle
14	Visakhapatnam	Narsipatnam	Narsipatnam
15	Visakhapatnam	Nathavaram	Nathavaram
16	Visakhapatnam	Rambilli	Rambilli
17	Visakhapatnam	Sabbavaram	Sabbavaram
18	Visakhapatnam	S.Rayavaram	S.Rayavaram
19	Visakhapatnam	Padmanabham	Padmanabham
20	Visakhapatnam	Devarapalli	Devarapalli
21	Visakhapatnam	Rolugunta	Rolugunta
22	Visakhapatnam	Butchayyapeta	Butchayyapeta
23	Visakhapatnam	Ravikamatham	Ravikamatham
24	Visakhapatnam	Hukumpeta	Hukumpeta
25	Visakhapatnam	Munchangiput	Munchangiput
26	Visakhapatnam	Kotapadu	Kotapadu
27	Visakhapatnam	Pedabayalu	Pedabayalu
28	Visakhapatnam	Ananthagiri	Ananthagiri
29	Visakhapatnam	Paderu	Paderu

30	Visakhapatnam	Chinthapalli	Chinthapalli
31	Visakhapatnam	G.Madugula	G.Madugula
32	Visakhapatnam	G.K. Veedhi	G.K. Veedhi
33	Visakhapatnam	Arakuvalley	Arakuvalley
34	Visakhapatnam	Dumbriguda	Dumbriguda
1	East Godavari	Gangavaram	Kothada
2	East Godavari	Kotananduru	Kotananduru
3	East Godavari	Maredumilli	Maredumilli
4	East Godavari	Rampachodavaram	Rampachodavaram
5	East Godavari	Sankhavaram	Sankhavaram
6	East Godavari	Thondangi	Ontimamidi
7	East Godavari	Tuni	Tuni
8	East Godavari	Y.Ramavaram	Chaviti Dibbalu
9	East Godavari	Kunavaram	Kunavaram
10	East Godavari	Yetapaka	Yetapaka
11	East Godavari	Chintoor	Chintoor
12	East Godavari	V.R.Puram	V.R.Puram
1	West Godavari	Veleru	Veleru
2	West Godavari	Kukunuru	Kukunuru
3	West Godavari	Valairpadu	Valairpadu
1	Krishna	Gamplagudem	Pedakomerla
2	Krishna	Reddigudem	Rangapuram
3	Krishna	A.Konduru	A.Konduru
1	Guntur	Atchampet	Atchampet
2	Guntur	Bellamkonda	Gangireddipalem
3	Guntur	Bollapalli	Bollapalli
4	Guntur	Chilakaluripet	Pothavaram
5	Guntur	Dachepalli	Kesanupalli
6	Guntur	Durgi	Durgi
7	Guntur	Gurazala	Gangavaram
8	Guntur	Ipuru	Ipuru
9	Guntur	Karempudi	Karempudi
10	Guntur	Krosuru	Krosuru

11	Guntur	Machavaram	Pillutla
12	Guntur	Macherla	Macherla
13	Guntur	Muppalla	Gollapadu
14	Guntur	Nadendla	Nadendla
15	Guntur	Nakarikallu	Nekarikallu
16	Guntur	Narasaraopet	Narasaraopet
17	Guntur	Nuzendla	Nuzendla
18	Guntur	Piduguralla	Piduguralla
19	Guntur	Rajupalem	Rajupalem
20	Guntur	Rentachintala	Mittagudipadu
21	Guntur	Rompicherla	Santhagudipadu
22	Guntur	Sattenapalli	Sattenapalli
23	Guntur	Veldurthy	Sirigiripadu
24	Guntur	Vinukonda	Vinukonda
1	Prakasam	C.S.Puram	C.S.Puram
2	Prakasam	Donakonda	Donakonda
3	Prakasam	H.M.Padu	H.M.Padu
4	Prakasam	Kurichedu	Kurichedu
5	Prakasam	Pamur	Pamur
6	Prakasam	Veligandla	Veligandla
7	Prakasam	B.Peta	B.Peta
8	Prakasam	Peddaraveedu	Peddaraveedu
9	Prakasam	V.V.Palem	V.V.Palem
10	Prakasam	Podili	Podili
11	Prakasam	Ballikuruva	Ballikuruva
12	Prakasam	P.C.Palli	P.C.PalliI
13	Prakasam	Chirala	Chirala
14	Prakasam	Kanigiri	Kanigiri
15	Prakasam	P.Dornala	P.Dornala
16	Prakasam	Darsi	Sivaraj Nagar
17	Prakasam	Markapur	Markapur
18	Prakasam	Tripuranthakam	Tripurantakam
19	Prakasam	Tarlupadu	Tarlupadu

20	Prakasam	P.Chervu	P.Chervu
21	Prakasam	Y.Palem	Y.Palem
22	Prakasam	Ardhaveedu	Aradhavedu
23	Prakasam	Chinaganjam	Chinaganjam
24	Prakasam	Gudlur	Mogallur
25	Prakasam	Kandukur	Kandukur
26	Prakasam	Marripudi	R.V.Palem
27	Prakasam	Ponnalur	Malapadu
28	Prakasam	S.Maguluru	Elchur
29	Prakasam	Tallur	Tallur
30	Prakasam	Zarugumalli	K.Bitragunta
31	Prakasam	K.K.Mitla	Gotlagattu
32	Prakasam	Mundlamur	Mundlamur
33	Prakasam	Komarolu	Rajupalem
34	Prakasam	Ulavapadu	Karedu
35	Prakasam	Lingasamudram	Pendrala
36	Prakasam	Kothapatnam	Motumala
37	Prakasam	Racherla	Racherla
1	SPSR Nellore	S.R. Puram	S.R. Puram
2	SPSR Nellore	Kondapuram	Kondapuram
3	SPSR Nellore	Kaligiri	Kaligiri
4	SPSR Nellore	Nandipadu	Nandipadu
5	SPSR Nellore	Marripadu	Marripadu
6	SPSR Nellore	A.S.Peta	A.S.Peta
7	SPSR Nellore	Venkatagiri	Venkatagiri
8	SPSR Nellore	Kavali	Kavali
9	SPSR Nellore	D.V. Satram	D.V. Satram
10	SPSR Nellore	Tada	Tada
1	Chittoor	Kalakada	Gurramkonda Road, Kalakada
2	Chittoor	Mulakalacheruvu	PTM Road, Molakalacheruvu

3	Chittoor	Santhipuram	Kanamaladoddi(V) Nadimpalle (Post),
4	Chittoor	Rompicherla	Rompicherla Centre, Above VYSA Bank Building.
5	Chittoor	Ramakuppam	GN.Reddy Buildings, Vijalapuram.
6	Chittoor	Gangavaram	C/o-North School, Palamaner, Opp- SBI.
7	Chittoor	Baireddipalle	Sakevuru Village, Belupalle Post, Via Kolamasanapalle
8	Chittoor	B.Kothakota	Opp- Bhagavan Sai Ram School, Baipass Road.
9	Chittoor	PTM	Anki Reddy Palle Road, PTM.
10	Chittoor	Kuppam	KGBV Parama Samudram,Kuppam
11	Chittoor	Thamballapalle	Thamballapalle (V & Post)
12	Chittoor	Nimmanapalle	Mangalaveedhi Nimmanapalle (V&Post),
13	Chittoor	Kurabalakota	Kurabalakota (V&Post)
14	Chittoor	Punganur	Madanapalle Road
15	Chittoor	Ramasamudram	Thirumalareddypalle(Village), Ramasamudram(Post),
16	Chittoor	Yerravaripalem	Bakarapeta (SO)
17	Chittoor	KVB Puram	K.V.B. Puram (V&Post)
18	Chittoor	Peddamandyam	Siddavaram(V&Post), Gurramkonda(SO),
19	Chittoor	Gudupalle	Gudupalle(V&Post), Kuppam (SO)
20	Chittoor	KV Palle	Vagalla, (V&Post), Gyarampalle (SO)
1	YSR Kadapa	Ramapuram	Nallaguttapalli
2	YSR Kadapa	Rayachoty	Sibyala

3	YSR Kadapa	Mydukur(ST)	Tgp Colony
4	YSR Kadapa	Atlur	Atloor
5	YSR Kadapa	B.Kodur	Kasanagar
6	YSR Kadapa	Chakrayapet	Chakrayapet
7	YSR Kadapa	Chapadu	Chapadu
8	YSR Kadapa	Chinnamandem	Jallavandlapalli
9	YSR Kadapa	Duvvur	Pulla Reddy Peta, Duvvur
10	YSR Kadapa	Galivedu	Galiveedu
11	YSR Kadapa	Kalasapadu	Pendlimarri
12	YSR Kadapa	SA Kasinayana	Varikuntla
13	YSR Kadapa	Sambepalli	Yerraguntla
14	YSR Kadapa	Simhadripuram	Nidebella
15	YSR Kadapa	T.Sundupalli	Chennareddy Nagar
16	YSR Kadapa	Veeraballi	Veeraballi
17	YSR Kadapa	Vemula	Vemula
18	YSR Kadapa	B.Mattam(HI)	Maddireddy Palli
19	YSR Kadapa	Chitvel	Chitvel HW
20	YSR Kadapa	Jammalamadugu	Gudemcheruvu
21	YSR Kadapa	Khajipet	K.Sunkesula
22	YSR Kadapa	L.R.Palli	Rachapalli
23	YSR Kadapa	Obulavaripalli	Chinna Orampadu
24	YSR Kadapa	Peddamudiam	Pedda Pasupula
25	YSR Kadapa	Penagalur	Kambalakunta
26	YSR Kadapa	Pendlimarri	Koramvandalapalli
27	YSR Kadapa	Porumamilla	Kammavaripalli
28	YSR Kadapa	Pullampet	Prakash Nagar Colony
29	YSR Kadapa	Vallur	Vallur
1	Anantapur	Agali	Agali
2	Anantapur	Amadagur	Amadagur
3	Anantapur	Amarapuram	Amarapuram
4	Anantapur	Ananthapuramu (Min)	Kurugunta
5	Anantapur	Atmakur	Atmakur
6	Anantapur	Battalapalli	Sanjeevapuram

7	Anantapur	Beluguppa	Beluguppa
8	Anantapur	Bommanahal	Bommanahal
9	Anantapur	Bramha Samudram	Bramha Samudram
10	Anantapur	Bukkapatnam	Bukkapatnam
11	Anantapur	Bukkaraya Samudram	Bukkaraya Samudram
12	Anantapur	Chennekothapalli	Chennekothapalli
13	Anantapur	Chilamathur	Chilamathur
14	Anantapur	D Hirehal	D Hirehal
15	Anantapur	Dharmavaram (Min)	Motumarla
16	Anantapur	Gandlapenta	Katarupalli
17	Anantapur	Garladinne	P W Colony
18	Anantapur	Gooty	Gooty
19	Anantapur	Gorantla	Khajapuram
20	Anantapur	Gudibanda	Gudibanda
21	Anantapur	Gummagatta	B T Project
22	Anantapur	Guntakal (Min)	Guntakal (Min)
23	Anantapur	Hindupur (Min)	Hindupur (Min)
24	Anantapur	Kadiri (Min)	Kadiri (Min)
25	Anantapur	Kalyandurg	Kalyandurg
26	Anantapur	Kambadur	Kambadur
27	Anantapur	Kanaganapalli	Kanaganapalli
28	Anantapur	Kanekal	Kothapalli
29	Anantapur	Kudair	Kudair
30	Anantapur	Kundurpi	Kundurpi
31	Anantapur	Lepakshi	Lepakshi
32	Anantapur	Madakasira	Gungumala
33	Anantapur	Mudigubba	Mudigubba
34	Anantapur	N P Kunta	N P Kunta
35	Anantapur	Nallacheruvu	Nallacheruvu
36	Anantapur	Nallamada	Nallamada
37	Anantapur	Narpala	Narpala
38	Anantapur	O D Cheruvu	O D Cheruvu
39	Anantapur	Pamidi	Pamidi

40	Anantapur	Parigi	Parigi
41	Anantapur	Peddapappur	Juturu
42	Anantapur	Peddavadugur	Peddavadugur
43	Anantapur	Putlur	Putlur
44	Anantapur	Puttaparthi	Jagarajupalli
45	Anantapur	Ramagiri	Ramagiri
46	Anantapur	Rapthadu	Pangal Road, Rapthadu
47	Anantapur	Rayadurg	Rayadurg
48	Anantapur	Roddam	Roddam
49	Anantapur	Rolla	Rolla
50	Anantapur	Settur	Settur
51	Anantapur	Singanamala	Singanamala
52	Anantapur	Somandepalli	Papireddypalli
53	Anantapur	Tadimarri	Tadimarri
54	Anantapur	Tadipatri (Gen)	Tadipatri (Gen)
55	Anantapur	Tadipatri (Min)	Tadipatri (Min)
56	Anantapur	Talupula	Talupula
57	Anantapur	Tanakal	Tanakal
58	Anantapur	Uravakonda	Uravakonda
59	Anantapur	Vajrakarur	Thatrakal
60	Anantapur	Vidapanakal	Vidapanakal
61	Anantapur	Yadiki	Yadiki
62	Anantapur	Yellanur	Yellanur
1	Kurnool	Adoni, (General)	Kallubavi,YSR Nagar,Adoni (M)
2	Kurnool	Adoni (Minority)	Kallubai, Bashkar Reddy Colony, Adoni (M)
3	Kurnool	Allagadda	Kota kandukur
4	Kurnool	Alur	Malagavelli Road, Alur
5	Kurnool	Aspari	Near Electricity, Aspari
6	Kurnool	Atmakur	Near Andhra Bank, Atmakur
7	Kurnool	B.Atmakur	Near Govt Junior College, B.Atmakur
8	Kurnool	Banaganapalli (Minority)	B.M Takis, Nandyal Road
9	Kurnool	Bethamcherla	Near Gulayulu, Bethamcherla.
10	Kurnool	C.Belgal	C.Belgal
11	Kurnool	Chagalamrri	Mallevemula Road, Chagalamarri.

12	Kurnool	Chippagiri	KGBV, Chippagiri.
13	Kurnool	Devanakonda	Velamakur, Devanakonda
14	Kurnool	Dhone	Udumulapadu, Dhone
15	Kurnool	Dornipadu	AMMIREDDY NAGAR (V), Dornipadu (M)
16	Kurnool	Gadivemula	K.Bollavaram, Gadivemula.
17	Kurnool	Gonegandla	Yemmiganur Road, Gonegandla
18	Kurnool	Gospadu	Near Police Station, Gospadu.
19	Kurnool	Gudur	S.C.Colony, Gudur
20	Kurnool	Halaharvi	Near MRC, Halaharvi
21	Kurnool	Holagunda	Near petrol bunk, Holagunda.
22	Kurnool	J.Banglow	J.Bungalow.
23	Kurnool	Kallur (Minority)	Lakshmipuram
24	Kurnool	Kodumur	Varkur
25	Kurnool	Kolimigundla	Near MRO Office, Kolimigundla.
26	Kurnool	Kosigi	Opp.MEO Office, 9th ward, Kosigi.
27	Kurnool	Kothapalli	Atmakur Road, Near Police Station, Kothapalli.
28	Kurnool	Kowthalam	Near ZPHS High School,Kowthalam.
29	Kurnool	Krishnagiri	Airtel cell tower, Near PHC, Krishnagiri.
30	Kurnool	Kurnool	Near Stainly Stiffen Engineering College, Panchalingala.
31	Kurnool	Maddikera	Near MRC Office, Maddikera
32	Kurnool	Mahanandi	Thimmapuram (V), Mahanandi (M).
33	Kurnool	Mantralayam	Chilakaladona Village, Mantralayam (M).
34	Kurnool	Midthur	Beside A. P Model School, B.C.Colony, Midthur
35	Kurnool	Nandavaram	Beside ZPHS Nandavaram.
36	Kurnool	Nandyal (Minority)	YSR Nagar, Nandyal.
37	Kurnool	Nandyal (Genl)	Y.S.R.Nagar, Nandyal
38	Kurnool	Orvakal	Beside Model school
39	Kurnool	Owk	SRBC,Owk
40	Kurnool	Pagidyala	Near Busstand, Pagidyala.
41	Kurnool	Pamulapadu	S.C..Colony, Beside A.P.Model School, Pamulapadu.

42	Kurnool	Panyam	Sugalimetta(V)
43	Kurnool	Pathikonda	Beside Gurukula Campus, Pattikonda.
44	Kurnool	Pd.Kadubur	Near Model School, Pd.Kadabur.
45	Kurnool	Peapully	Near Durgamma Gudi, Peapully.
46	Kurnool	Rudravaram	Thuvvapalle Road
47	Kurnool	Sanjamala	Near ZPHS High School, Sanjamala.
48	Kurnool	Sirvel (Minority)	Near Police Station, Sirvel.
49	Kurnool	Tuggali	Near Giragitla, Tuggali.
50	Kurnool	Uyyalawada	Puchakayalapalli (V), Uyyalawada (M)
51	Kurnool	Veldurthy	Ramallakota Road, Veldurthy.
52	Kurnool	Velgode	Gunthakandala
53	Kurnool	Yemmiganur	Minority Colony, Yemmiganur.

Annexure-1.2



DEPARTMENT OF EDUCATION & EDUCATION TECHNOLOGY (DoEET)
SCHOOL OF SOCIAL SCIENCES, UNIVERSITY OF HYDERABAD

Email Id: deet.uoh@gmail.com, Contact. No. 040-23010233

Prof. G. Bhuvaneshwara Lakshmi
HEAD

Lr.No.UH/SSS/DoEET/2020/ 336

Date: 19.10.2020

To,

The Commissioner of School Education,

Department of School Education

Government of Andhra Pradesh.

Respected Sir,

Mrs. G. Varalakshmi (18SEMD04), pursuing PhD on "Retention and Mainstreaming of Disadvantaged Girls for Academic Activities- A Case Study of Kasturba Gandhi Balika Vidyalayas in Andhra Pradesh" in the Department of Education and Education Technology, University of Hyderabad. The objectives of proposed research are as follows:

1. To examine the socio-economic background of the students in KGBVs.
2. To find out the strategies of retaining the disadvantaged girls in KGBVs.
3. To highlight the competencies of the teachers in KGBVs.
4. To discuss the teaching and learning process in KGBVs.
5. To observe students' participation in the learning process and extra-curricular activities.
6. To assess the academic achievements of girls in KGBVs.
7. To critically analyze the constraints and restraints in the academic achievements in KGBVs and
8. To suggest suitable measures for improving the academic performance in KGBVs.

Therefore, for conducting of field work in two districts such as Kurnool and Krishna districts of Andhra Pradesh, ^{as sample} These two districts are chosen on the basis of certain human development indicators like education, health, demography etc. In these two districts eight KGBVs (four KGBVs from one district) are the sample for the study. From these eight schools about 400 students will be interviewed. Apart from interviewing the students, the researcher would also like to take the interviews of teaching and non- teaching staff, head of KGBV and officials dealing with KGBVs at Mandal, District and State level. The researcher is also interested to collect socio-economic profile of students, scholastic records, health records, teachers' records, students' records, hostel records, infrastructure, financial matters, academic activities, safety, entitlements, website and other relevant details of KGBVs.

To collect the field data, ^{researcher} and field investigators will be visiting the selected KGBVs and concerned officials. Therefore, it is requested to kindly instruct KGBV officials at the state and district level to allow ^{researcher} for visiting the selected KGBVs and collect the required data with structured questionnaires and check list.

Kindly instruct the concerned officials for necessary action.

With regards

Yours Sincerely

G. Bhuvaneshwara Lakshmi
19/10/2020

(Prof. Bhuvaneshwara Lakshmi)
Head, Dept. of Education and
Education Technology
University of Hyderabad

HEAD
DEPARTMENT OF EDUCATION
AND
EDUCATION TECHNOLOGY
SCHOOL OF SOCIAL SCIENCES
UNIVERSITY OF HYDERABAD

Annexure-1.3

File No.ESE02/696/2020-SCERT

**PROCEEDINGS OF THE DIRECTOR, STATE COUNCIL OF EDUCATIONAL
RESEARCH AND TRAINING, ANDHRA PRADESH, AMARAVATI**

Present : B.Pratap Reddy, M.A., B.Ed.,

Computer No: 1266157 /SCERT/2020

Dt:05/11/2020

Sub :SCERT, AP – Mrs G. Varalakshmi, pursuing PhD – "Retention and Mainstreaming of Disadvantaged Girls for Academic Activities – A case study of Kasturiba Gandhi Vidyalayas in Andhra Pradesh" – Certain Instructions - Reg.

Ref :Lr.No.UH/SSS/DoEET/2020/336 Dated: 19.10.2020 from Prof G. Bhuvaneswara Lakshmi, Head, Department of Education & Education Technology, University of Hyderabad.

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The attention of the District Educational Officers and Secretaries of KGBVs Krishna & Kurnool districts is invited to the reference read above wherein the Head Department of Education & Education Technology, University of Hyderabad has informed that Mrs G. Varalakshmi of their University is pursuing her PhD on "Retention and Mainstreaming of Disadvantaged Girls for Academic Activities" and in this regard as a part of field work it is proposed to conduct a case study on Kasturiba Gandhi Vidyalayas in Andhra Pradesh” in two districts on the basis of certain development indicators like education, health, demography etc., in Kurnool and Krishna districts of Andhra Pradesh The objectives of proposed research are as follows:

1. To Examine the Socio – economic background of the students in KGBVs.
2. To find out the strategies of retaining the disadvantaged girls in KGBVs.
3. To highlight the competencies of the teachers in KGBVs.
4. To discuss the teaching and learning process in KGBVs.
5. To assess the academic achievements of girls in KGBVs.
6. To suggest suitable measures for improving the academic performance in KGBVs.

Therefore, the District Educational Officers and the Secretaries of KGBVs of Krishna and Kurnool District are requested to permit Mrs G. Varalakshmi who is pursuing PhD from University of Hyderabad for visiting the selected KGBV Schools to collect the data with structured questionnaires and checklist.

This has got the approval of the Director of School Education, Andhra Pradesh, Amaravati.

B Pratap Reddy
DIRECTOR, SCERT

To

The District Educational Officers of Krishna (at Machilipatnam) & Kurnool Districts The
Secretaries of KGBVs Krishna and Kurnool Districts.

Copy to the Prof.G.Bhuvaneswara Lakshmi, Professor, Head Department of Education &

File No.ESE02/696/2020-SCERT

Education Technology, University of Hyderabad

Signed by B Pratap Reddy

Date: 05-11-2020 16:48:12

Reason: Approved

Annexure-3.1

**Questionnaire to Study
Retention and Mainstreaming of Disadvantaged Girls for Education-
A Case Study of Kasturba Gandhi Balika Vidyalayas in Andhra Pradesh
Secretary KGBV Society/Project Officer/Girl Child Development Officer**

F1: Name: _____
F2: Designation: _____
F3: Address: _____
F4: Mandal: _____
F5: District: _____
F6: State: _____
F7: Date of Interview: _____

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Q1. Number of KGBVs in the State/ district / Mandal. *(Provide district-wise list)*

--	--

Q2. What is the managing authority at state/ district?

99. NR

--	--

Q3. Can you explain the strategies of mobilizing the students to KGBVs?

99. NR

Q4. Information about enrolment and attendance of students during current session 2020-21

Class	Enrolment as per Social categories					
	SC	ST	BC	Minorities	Others	Total
VI						
VII						
VIII						
IX						
X						
XI						
XII						

Q5. School background of admitted students in KGBVs:

S. No	Category	Never enrolled	Dropout	Out of School	Regular Students
1	SC				
2	ST				
3	BC				
4	Minority				
5	EBC				

☐ ☐

Q6. Please explain the facilities and entitlements to KGBV children?

99. NR

☐

Q7. Does KGBVs in your state/ district/Mandal have minimum infrastructure arrangement?

1. Yes 2. No 9. NA/ NR

Q7a. If yes, please provide the details in numbers:

S. No	Facilities	Number
1	Number of KGBVs without safe drinking water facilities	
2	Number of KGBVs without adequate toilets	
3	KGBVs without boundary wall	
4	KGBVs without laboratory facilities	
5	KGBVs without adequate classrooms	
6	KGBVs without library facilities	
7	KGBVs without computer labs and computer equipment	

☐ ☐

Q8. Number of KGBVs having School Management and Development Committees (SDMCs) in the State/ district: 99. NR

☐ ☐

Q9. Number of KGBVs, where School Development Plans have been prepared 99. NR

☐ ☐

Q10. Number of SDMCs which were given training about their roles and functions 99. NR

II. MONITORING OF KGBVs

☐

Q11. Does the state/ district provide annual calendar for KGBVs?

1. Yes 2. No 9. NA/ NR

☐

Q11a. If "Yes" in **Q11**, do all the schools follow this annual activity calendar?

1. Yes 2. No 9. NA/ NR

☐

Q12. Do you provide any guidelines/instruction from the state/district to plan of activities for the district to improve access, equity and quality of KGBV?

1. Yes 2. No 9. NA/ NR

Q12a. If “Yes” in Q12, can you tell us about the guidelines? (*Kindly provide a copy*)

99. NR

Q13. Do you collect requirement from every school for making annual plan and budget for the district?
1. Yes 2. No 9. NA/NR

Q14. Has any state authority provided any guidelines for the DEO/PO to visit schools and observe classroom processes or overall quality of KGBVs district?
 1. Yes 2. No 9. NA/NR

Q14a. If “Yes” in **Q14**, provide information on the following:

a. Minimum number of KGBVs to be visited in a quarter: 99. NR

b. Minimum number of classes (teaching learning processes) to be observed in a school

Q15. How many KGBVs did you visit in the last year? _____ 9. NR

Q16. What are the major suggestions you have given to them for school improvement?

99. NR

Q17. Do you have a 'quality' assessment/ management mechanism for KGBV at the State/ district level?
1. Yes 2. No 9. NA/ NR

Q17a. If “Yes” in Q17, what are the responsibilities of Mess Secretary/ Food Committee?

a. Members of 'quality' management

b. Role of State Office 99. NA/ NR

c. Role of Mandal level functionaries in quality management

d. Role of District level functionaries in quality management	99. NA/ NR
---	------------

e. Role of School level functionaries in quality management	99, NA/ NR
---	------------

99. NA/ NR

Q18. Do you organize meetings of concerned District level officials to review?
1. Yes 2. No 9. NA/ NR

Q18a. If “Yes” in **Q18**, select the appropriate option:

S. No.	Frequency of Meeting	Yes	No	NA/ NR
--------	----------------------	-----	----	--------

	a.	Once in a month	1	2	9
	b.	Once in two months	1	2	9
	c.	Once in three months	1	2	9
	d.	Once in 4- 6 months	1	2	9
	e.	Others (Specify) _____			

III. Academic Activities

☐ **Q19.** Have the KGBV Special Officers/ SMDC members been given adequate training for assessing school needs and plan for school development?
1. Yes 2. No 9. NA/ NR

☐ **Q19a.** If "Yes" in **Q19**, please provide details of training programs conducted in this
1. Yes 2. No 9. NA/ NR

☐ **Q20.** What are the trainings provided at State/ District/ Mandal level in the last year?

S. No.	Name of the Programme/ Intervention	Date held	Duration	Objectives	Organising Body	No. of Participants	Content

☐ ☐ **Q21.** What are the interventions that KGBV Society initiated at State/ District/School level for retaining students?

_____ 9. NR

☐ ☐ **Q22.** What initiatives/ strategies are adopted by schools in the State/ District for improving teaching learning process?

_____ 9. NR

☐ ☐ **Q23.** Please explain the strategies to mainstream students for curricular and class room activities in KGBV.

_____ 9. NR

☐ ☐ Q24. What is the pattern of syllabus and examination of KGBVs?

_____ 9. NR

☐ ☐ Q25. What are the specific efforts made by schools in the State/ District/ School for making classrooms inclusive?

_____ 9. NR

IV. TEACHER DEVELOPMENT

☐ Q26. Kindly provide subject-wise details of the teachers at State/ District level.

S. No.	Subject	No. of Teachers sanctioned	No. of Existing Teachers	No. of Vacancies
1	Special Officers			
2	Telugu			
3	English			
4	Social			
5	Science			
6	Mathematics			
7	Physical Education			
8	Craft teachers			
9	Computer Assistant			
10	ANM			
11	Librarian			

☐ ☐ Q27. Please give details about the mechanism for teacher training? How entire State/ district is covered for the training of teachers?

_____ 99. NR

☐ ☐ Q28. How does your State/ district make plan for teacher training in the entire State/ district?

☐ ☐ **Q29.** What mechanism does your State/district use for identifying teachers' training needs? _____ 99. NR

☐ **Q30.** Do you have training modules developed at the state/District level?
1. Yes 2. No 9. NA/ NR _____ 99. NR

☐ **Q30a.** If "Yes" in **Q30**, do you think quality of these modules is good?
1. Yes 2. No 9. NA/ NR

☐ ☐ **Q30b.** If "No" in **Q30**, what are your suggestions? _____ 99. NR

☐ **Q31.** How many training programs did you conduct in the last year? Please give details in the following table:

Subject	No. of Trainings	No. of Participants	Contents
Mathematics			
Science			
Social Science			
Languages			
Arts Education			
Health and Physical Education			
Any other Subject			

☐ ☐ **Q32.** What problems did you face conducting training programs?

☐ **Q33.** Whether state level authorities taken measures to solve them?
1. Yes 2. No 9. NA/ NR _____ 99. NR

Q34. Are there any best innovative practices that your State/district has identified?
 1. Yes 2. No 9. NA/ NR

Q34a. If “Yes” in **Q34**, please give details?

V. LEARNERS' ASSESSMENT
Achievement of class IX and X students

Note: If available, kindly provide results of two years of (IX-X) of the same batch including board results to see subject-wise improvement of students from class IX. Please also enclose a copy of the CCE format used at State/ district level.

Class	Subject	Grade*	Girls	
			No.	%
IX	Language 1 (_____)	A		
		B		
		C		
		D		
		E		
		Total		
	Language 2 (_____)	A		
		B		
		C		
		D		
		E		
		Total		
	Language 3	A		
		B		
		C		
		D		
		E		
		Total		
	Science	A		
		B		
		C		
		D		
		E		
		Total		
	Social Science	A		
		B		
		C		
		D		
		E		
		Total		
	Mathematics	A		

		B		
		C		
		D		
		E		
		Total		
	Arts Education			
	Computer Education			
	Health and PE			

A= 80% and above, B= 65%-79%, C= 50%-64%, D=35%-49%, E= below 35%

Class	Subject	Grade*	Girls	
			No.	%
X	Language 1	A		
		B		
		C		
		D		
		E		
		Total		
	Language 2	A		
		B		
		C		
		D		
		E		
		Total		
	Language 3	A		
		B		
		C		
		D		
		E		
		Total		
	Science	A		
		B		
		C		
		D		
		E		
		Total		
	Social Science	A		
		B		
		C		

	Mathematics	D		
		E		
		Total		
		A		
		B		
		C		
	Arts Education	D		
		E		
		Total		

A= 80% and above, B= 65%-79%, C= 50%-64%, D=35%-49%, E= below 35%

- ☐ **Q35.** What is the pass percentage of 10th students in KGBGs during 2020-21 in grade wise? _____ 9. NR
- ☐ ☐ **Q36.** What efforts does State/district make towards the improvement of students' achievement in subject areas? _____ 99. NR
- ☐ ☐ **Q37.** On a 10-point scale where 1 is least and 10 is highest, how do you rate the KGBVs in the State/ District? _____ 99. NR
- ☐ ☐ **Q38.** What percentage of KGBV students are taking admission for higher education after 10th at State/ District level? _____ 99. NR
- ☐ ☐ **Q39.** What are the issues and challenges for the academic achievements of KGBVs?

_____ 99. NR
- ☐ ☐ **Q40.** What are your initiatives/ suggestions to overcome issues and challenges of academic achievements?

_____ 99. NR
- ☐ **Q41.** Are you on deputation to KGBVs/School Education, Yes or No?
1. Yes 2. No 9. NA/ NR

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Q42. If Yes, what is your parent department?

9. NR

Questionnaire to Study
Retention and Mainstreaming of Disadvantaged Girls for Education-
A Case Study of Kasturba Gandhi Balika Vidyalayas in Andhra Pradesh

Special Officer (SO) KGBV

Name of the School: _____
 Village/ Mandal: _____
 Address: _____
 District: _____
 Date of Interview: _____

INVESTIGATOR'S INTRODUCTION AND STATEMENT OF INFORMED CONSENT

My name is G. Varalakshmi, (contact number 9441484878) Ph.D. Scholar, Department of Education and Education Technology, University of Hyderabad. I am conducting a sample survey on the functioning of Kasturba Gandhi Balika Vidyalayas. For conducting of this survey, the structured Questionnaire is being used for the Officials who are involved in implementation of KGBVs, from state level to school level, the teaching and staff and students. The structured Questionnaire, broadly consisting of various aspects such as management infrastructure, basic facilities, entitlements and incentives, health and hygiene, profile of teaching community and children, quality of education and educational performance of students etc.

The basic purpose of survey data is to assess the academic performance of KGBV students in examination and to suggest suitable measures for the effective functioning of KGBVs. BY answering our questions, you will be helping in getting authentic source of data for the analysis of educational performance of KGBVs. Whatever information you provide will be kept strictly confidential. The findings of the research will be used for improving the performance of KGBVs. Please spare some time for the interview and help me in successfully completing the study.

I. INFORMATION ABOUT SCHOOL

Q1. Which agency manages the KGBV?

1. SSA 2. APSWREIS 3. AP/TSREIS 4. SWREIS 5. Others
 9. NR/ NA

Q2. Type of the School

1. VI-X 2. VI- XII 3. Any other 9. NR/ NA

Q3. Model of KGBV

1. 1 2. 2 3. 3 4. Others 9. NR/ NA

Q4. Medium of Instruction

1. Telugu 2. English 3. Urdu 4. Telugu and English 5. Urdu & English 9. NR/ NA

Q5. Total no. of working days in the last year _____

From		To	
Hrs.	Minutes	Hrs.	Minutes

Q6. Timing of the School _____

II. SUBJECTS AND THEIR DISTRIBUTION IN THE TIMETABLE:

Subjects offered at KGBV	Periods per Week VI	Periods per Week VII	Periods per Week VIII	Periods per Week IX	Periods per Week X
Languages I					
II					
III					
Science					
Mathematics					
Social Sciences					
Health and Physical Education					
Arts and Aesthetics					
Library					
Computer lab					
Science lab					
Any other					

III. Data relating to Student Strength

Average student strength of class

Class	No. of sections	Total No. of students	Average student strength per section
VI			
VII			
VIII			
IX			
X			

IV. Enrolment

Please fill in the details below:

Class	Category					Total	Dropouts (so far in the current year)					Total
	SC	ST	OBC	Minorities	EWS		SC	ST	OBC	Minorities	EWS	
VI												
VII												
VIII												
IX												
X												
Total												

Q7. How KGBV mobilized the students from the above background? Please select the appropriate options:

1. Coverage in Media
2. Formal communication from Officials
3. Informal communication through mouth to mouth
4. NGOs
5. Palm plates
6. Announcing in public place
7. Door to door campaign
9. NR/ NA

V. INFRASTRUCTURAL FACILITIES**Q11.** Are there toilets for girls at your school?

1. Yes 2. No 9. NA/ NR

Q11a. If yes, how many toilets are there?**Q12.** Do you think the toilets are adequate?

1. Yes 2. No 9. NA/ NR

Q13. Are classrooms adequate and comfortable in size?

1. Yes 2. No 9. NA/ NR

Q14. Do you have continuous electricity supply in your school in day and night?

1. Yes 2. No 9. NA/ NR

Q15. Does the school have a proper boundary wall?

1. Yes 2. No 9. NA/ NR

Q16. Do you have clean drinking water facility in the school?

1. Yes 2. No 9. NA/ NR

Q17. Is there a working water purification mechanism in place?

1. Yes 2. No 9. NA/ NR

Q18. What is the source of water for domestic purpose?

9. NA/ NR

Q19. Is there sufficient space (Playground) for children for physical activities including games and yoga?

1. Yes 2. No 9. NA/ NR

Q20. Do you have a sports kit in your school?

1. Yes 2. No 9. NA/ NR

Q21. Are the sports and games equipment utilized by the students?

1. Yes 2. No 9. NA/ NR

Q22. Do you have a regular physical education teacher?

1. Yes 2. No 9. NA/ NR

VI. SCHOOL ENVIRONMENT**Q23.** Are there sufficient working fire extinguishers in the school?

1. Yes 2. No 9. NA/ NR

Q24. Have you had any incidents of physical violence in the school?

1. Yes 2. No 9. NA/ NR

Q25. Does your teachers play a role of counsellor for their students regularly?

1. Yes 2. No 9. NA/ NR

Q26. Are health and safety measures discussed at staff meetings?

1. Yes 2. No 9. NA/ NR

Q27. Are the school facilities and premises clean and orderly?

1. Yes 2. No 9. NA/ NR

Q28. Do you have any facilities for emergency medical assistance for children or staff in the school?

1. Yes 2. No 9. NA/ NR

Q29. Does the school environment (staff rooms, class rooms, labs etc.) allow for interaction between staff and students and amongst the staff outside the classroom?

1. Yes 2. No 9. NA/ NR

VII. LEARNING RESOURCES**Q30.** Is there Audio/Video Room or Projector Room in the school?

1. Yes 2. No 9. NA/ NR

Q31. Is there Art and Craft Room or a Resource Room in the school?

1. Yes 2. No 9. NA/ NR

Q32. Do you have display corners to display the talents of your students in your School?

1. Yes 2. No 9. NA/ NR

☐	Q33. Do you have science laboratory?	1. Yes	2. No	9. NA/ NR
☐	Q33a. If "Yes" in Q33 , is it separate for Biology, Chemistry, and Physics or is it integrated?	1. Yes	2. No	9. NA/ NR
☐	Q34. Is the science lab equipped with the necessary chemicals and equipments as per the requirement of the secondary stage science syllabus?	1. Yes	2. No	9. NA/ NR
☐	Q35. Is Science and Mathematics kit available in the school?	1. Yes	2. No	9. NA/ NR
☐	Q36. If "Yes" in Q35 , how many science and mathematics kits are there in the school?	9. NA/ NR		
☐	Q37. Are the students allowed to carry out experiments in the lab or using kits?	1. Yes	2. No	9. NA/ NR
☐	Q38. Does the school have a working computer laboratory?	1. Yes	2. No	9. NA/ NR
☐	Q38a. If "Yes" in Q38 , what is the average computer student ratio for each batch of students?	9. NA/ NR		
☐	Q39. For what purpose teachers use computers? <i>Please select the appropriate options.</i>	1. For making question paper 2. For teaching abstract concepts 3. PPT 4. For entering marks 5. Office work 6. Any other (<i>specify</i>) 7. All the above 9. NA/ NR		
☐	Q40. Is there internet facility in the computer lab?	1. Yes	2. No	9. NA/ NR
☐	Q41. Does the school have a computer lab assistant to maintain the computers?	1. Yes	2. No	9. NA/ NR
☐	Q42. Do you have a school library?	1. Yes	2. No	9. NA/ NR
☐	Q43. Do children have easy access to all the required textbooks, supplementary material, and lab manuals etc. that are required?	1. Yes	2. No	9. NA/ NR
☐	Q44. Does your school possess facilities to provide vocational courses as per the demand of the students?	1. Yes	2. No	9. NA/ NR
☐	Q44a. If "Yes" in Q44 , then what are the skills that are being provided as part of vocational courses?	99. NA/ NR		

VIII. STUDENT ENTITLEMENTS

☐	Q45. Are the text books supplied free of cost to all the students?	1. Yes	2. No	9. NA/ NR
☐	Q46. Are the books supplied in time to the students?	1. Yes	2. No	9. NA/ NR
☐	Q47. Does the state Government provide free uniform to the students in your school?	1. Yes	2. No	9. NA/ NR
☐	Q47a. Is the uniform supplied on time?	1. Yes	2. No	9. NA/ NR
☐	Q48. Do the students get stipend?	1. Yes	2. No	9. NA/ NR
☐	Q48a. If yes, how much for month per student? Please specify.	9. NA/ NR		

IX. Interventions for quality of education

Please fill in the table below for teaching and non- teaching staff:

Subjects taught	Regular	Temporary/Contractual	Required Posts

XI. Leadership and School Management

Q49. Are the teachers regularly attending school?

Q50. If yes, on an average what percentage of teachers is regular to school?

A. Below 50% B. between 60 and 80% C. 80% and above

Q51. How frequently teachers are transferred or take long leave in your school?

A. Often..... B. Sometimes.....c. rarely.....

Q52. What strategies do you employ to improve regularity among the teachers?

Q53. On an average how many hours per week a teacher is expected to spend on teaching?

Q54. On an average how many days per month does each teacher stay in the hostel at night?

Q55. In general, what mechanism is employed by the school to manage the classes handled by teachers when they are absent?

XII. TEACHER DEVELOPMENT

Q56. Do you receive the intimation of In-Service Teachers Training programmes? Yes/No

Q57. Please specify the criteria on which teachers are selected for In-Service Teachers Training

1. Teacher selection is done by the district/state authorities
2. Senior teachers/coordinators are sent
3. Junior teachers are sent
4. Teachers who need the specific training are sent
5. Teachers who can further train other teachers in the school are sent
6. Subject-specific teachers are sent

Q58. Is there any impact of teachers training on the skills, abilities and attitudes of teachers? Please give specific instances.

Q59. Are your teachers updated with recent methods or techniques of teaching and assessment? Yes/No.

Q60. Please fill in the details of the in-service teacher training programmes participated by the teachers

S.No.	Programme	Year	No. of teachers deputed	Contents

Q61. Please mention about the programmes, in which Special Officer took part in last three years.

S.No.	Programme	Year	Duration of programme	Content

XIII. LEARNERS' ASSESSMENT

☐

Q62. Do you follow Continuous and Comprehensive Evaluation (CCE) pattern in your school? Yes/No

Q63. If yes, what is the structure / pattern of CCE followed? Please give the details.

☐

Q64. Has the school received any standard formats for recording and reporting of CCE from the state?

☐

Q65. Do you think CCE has improved the quality of the teaching-learning process? Yes/No

☐

Q66a. If yes, please quote a few examples from your school.

Q66. Please fill in the table on learners' achievement

Note: Kindly provide results of five years (VI-X) of the same batch including board results to see subject-wise improvement of students from class VI. (Please also enclose a copy of the CCE format used in your school).

Class	Subject	Grade*	Total		Class	Total	
			No.	%		No.	%
VI	Language 1 (_____)	A			VII		
		B					
		C					
		D					
		E					
		Total		100			
	Language 2 (_____)	A					
		B					
		C					
		D					
		E					
		Total		100			
	Science	A					
		B					
		C					
		D					
		E					
		Total		100			
	Social Science	A					
		B					
		C					
		D					
		E					
		Total		100			
	Mathematics	A					
		B					
		C					
		D					
		E					
		Total		100			
	Arts Education						
	Computer Education						
	Health and Physical Education						

Class	Subject	Grade*	Total		Class	Total	
			No.	%		No.	%
VIII	Language 1 (_____)	A			IX		
		B					
		C					
		D					
		E					
		Total		100			
	Language 2 (_____)	A					
		B					

	C				
	D				
	E				
	Total		100		
Science	A				
	B				
	C				
	D				
	E				
	Total		100		
Social Science	A				
	B				
	C				
	D				
	E				
	Total		100		
Mathematics	A				
	B				
	C				
	D				
	E				
	Total		100		
Arts Education					
Computer Education					
Health and Physical Education					

Class	Subject	No. of children assessed	Grade*	Total	
				No.	%
X	Language 1		A		
			B		
			C		
			D		
			E		
			Total		100
	Language 2		A		
			B		
			C		
			D		
			E		
			Total		100
	Science		A		
			B		
			C		
			D		
			E		
			Total		100
	Social Science		A		
			B		
			C		

			D		
			E		
			Total		100
	Mathematics		A		
			B		
			C		
			D		
			E		
			Total		100
	Arts Education				
	Computer Education				
	Health and Physical Education				

* Grades A= 80% and above, B= 65%-79%, C= 50%-64%, D=35%-49%, E= below 35%

☐ ☐

Q67. What can be done, in your view, to improve overall quality of your school, the learning process etc.? Please list out any specific ideas you have as these may be useful to many other schools as well.

☐ ☐

XIV. LEADERSHIP AND SCHOOL MANAGEMENT

Q68. Total years of teaching and administrative experience of the Special Officer: _____ 99. NA/ NR

☐ ☐

Q69. What is your vision about KGBV education: _____ 99. NA/ NR

☐

Q70. Do you prepare a school plan for KGBV?
1. Yes 2. No 9. NA/ NR

☐ ☐

Q70a. If “Yes in **Q70**, describe the process of formulating the plan in brief (give details of who is involved, when the plan is made, etc.) (*Please enclose the current school year plan*)

☐

Q71. Is School Management Committee (SDMC) also gets involved in the preparation of school plan?
1. Yes 2. No 9. NA/ NR

☐

Q72. Do you receive the general School calendar from the state/ district officials?
1. Yes 2. No 9. NA/ NR

☐

Q73. Are classes and activities held consistent with the school calendar?
1. Yes 2. No 9. NA/ NR

☐

Q74. Does the school receive any document from district on rules and regulations for the smooth functioning of the school?
1. Yes 2. No 9. NA/ NR

☐

Q74a. If “Yes” in **Q74**, is this document shared and understood by teachers, principal, learners, and parents? (*Please provide a copy of document*)
1. Yes 2. No 9. NA/ NR

☐

Q75. Did you receive any training on leadership aspects after becoming Special Officer of this school?
1. Yes 2. No 9. NA/ NR

☐ ☐

Q75a. If “Yes” in **Q75**, what are the components that covered during training? _____ 9. NA/ NR

☐ ☐

Q76. How is that training helping you in school administration? _____ 9. NA/ NR

☐ ☐

Q77. What more do you want for better administration and success of the school? _____ 9. NA/ NR

XV. ACADEMIC MONITORING

☐ ☐

Q78. Do you go on rounds to observe the classes taken by the teachers?
1. Yes 2. No 9. NA/ NR

☐ ☐

Q78a. If “Yes” in **Q78**, how many times a day do you go on rounds? _____ 9. NA/ NR

☐ ☐

Q79. Do you give feedback and discuss with the teachers on improving measures?
1. Yes 2. No 9. NA/ NR

☐ ☐

Q80. How frequently are staff meetings held?
1. Weekly 2. Fortnightly 3. Monthly 9. NA/ NR

☐ ☐

Q81. Is the agenda given prior to the meeting?
1. Yes 2. No 9. NA/ NR

☐ ☐

Q82. Are the teachers actively involved in the decision making processes for school development?
1. Yes 2. No 9. NA/ NR

☐ ☐

Q83a. If “Yes” in **Q79**, please give some examples of ideas suggested by the teachers.

_____ 9. NA/ NR

☐ ☐

Q83. How do you motivate the teachers in your school?
1. Arranging guest speakers 2. Organizing workshops/ seminars, etc.
3. Periodic discussions with all the staff members
4. Recognizing the talents and recommending them for awards
5. Praising on and often during assembly or in staff meeting
6. Through any other initiatives (*Specify*) _____ 9. NA/ NR

☐ ☐

Q84. How frequently do you supervise the correction work of the teachers?
1. Fortnightly 2. Monthly 3. Quarterly 9. NA/ NR

XVI. COMMUNITY SUPPORT

☐ ☐

Q85. How often do you have Parent Teacher Meeting (PTM) in a year? _____ 9. NA/ NR

☐ ☐

Q86. Are parents involved in the improvement of the school in any form?
1. Yes 2. No 9. NA/ NR

☐ ☐

Q86a. If “Yes” in **Q86**, please give details. _____ 9. NA/ NR

☐ ☐

Q87. Has the school taken any measures to educate parents about school activities, rules, school schedules, adolescents’ problems, etc?
1. Yes 2. No 9. NA/ NR

☐ ☐

Q88. Is the SMC constituted for your school?
1. Yes 2. No 9. NA/ NR

☐ ☐

Q89a. If yes, are the SMC members actively involved in school processes?
1. Yes 2. No 9. NA/ NR

☐ ☐

Q89. If yes, please quote some instances of their involvement. _____ 9. NA/ NR

☐ ☐

Q90. Are any external agencies (NGOs etc.) involved in providing any learning opportunities to your students?

☐ ☐

1. Yes 2. No 9. NA/ NR

Q91. If yes, please describe these activities.

9. NA/ NR

XVII. ABOUT HOSTEL

Q92. Do you have any guidelines in maintaining the hostel?(*If yes, please provide a copy*)

1. Yes 2. No 9. NA/ NR

Q93. What is the per capita expenditure of a student per month?

9. NA/ NR

Q94. What is the daily food menu of the hostel?(*Kindly provide a copy*)

Q95. Where from you will get the Rice?

Q96. What is the process of procuring of other food items like milk, eggs, vegetables etc. please explain?

Q97. What is the number of cooking staff?

Q98. Are they regular or contract?

Q99. Explain the salary details of cooking staff.

Q100. Does the Special Officer and teachers take the food at hostel? If so how many times?

Q101. Who is supervising preparation of food, in terms of hygiene and quality?

Q102. What is the role of students in the maintenance of Mess?

XVIII. OTHER INFORMATION

Q103. When did you join as SO of KGBV?

Q104. Nature of your appointment? Put a ☐ Mark

A. Permanent B. Contractual C. Temporary

Q105. What is your salary?

Q106. What is your Social Category: 1. SC, 2. ST, 3. BC, 4. Minority, 5. OC.

Q107. What are your suggestions to improve the academic performance of KGBV students?

Questionnaire to Study
Retention and Mainstreaming of Disadvantaged Girls for Education
- A Case Study of Kasturba Gandhi Balika Vidyalayas in Andhra Pradesh

Questionnaire to KGBV Teacher

Name of the School: _____
District: _____
Village/ Mandal: _____
Name of the KGBV Teacher: _____
Address: _____

INVESTIGATOR'S INTRODUCTION AND STATEMENT OF INFORMED CONSENT

My name is G. Varalakshmi, (contact number 9441484878) Ph.D. Scholar, Department of Education and Education Technology, University of Hyderabad. I am conducting a sample survey on the functioning of Kasturba Gandhi Balika Vidyalayas. For conducting of this survey, the structured Questionnaire is being used for the Officials who are involved in implementation of KGBVs, from state level to school level, the teaching and staff and students. The structured Questionnaire, broadly consisting of various aspects such as management infrastructure, basic facilities, entitlements and incentives, health and hygiene, profile of teaching community and children, quality of education and educational performance of students etc.

The basic purpose of survey data is to assess the academic performance of KGBV students in examination and to suggest suitable measures for the effective functioning of KGBVs. BY answering our questions, you will be helping in getting authentic source of data for the analysis of educational performance of KGBVs. Whatever information you provide will be kept strictly confidential. The findings of the research will be used for improving the performance of KGBVs. Please spare some time for the interview and help me in successfully completing the study.

☐

- F1.** Can I start the interview:
1. The respondent agreed for the interview 2. The respondent denied participating in the interview

I. General information

SE1. Name _____

SE2. No. of students (average) in a class/section whom you teach:

SE3. How many teaching periods do you take per week:

☐

II. TEACHER- RELATED DATA

Q1. Academic and professional qualification:

☐

Q2. Which classes do you teach?

a. VI-VII b. VIII-X c. VI-X d. All (DNR)

☐

Q3. Which subjects do you teach?

☐

Q4. What other activities in which your involved apart from teaching?

☐

Q5. Do your administrative activities hamper your teaching in any way?

1. Yes 2. No 9. No Response (NR)/ Not Applicable

(NA)

Q5a. If yes, how do you compensate for the classes missed?

- Take special classes (beyond school hours)
- Compensate in other periods where essential parts of syllabus are already covered
- Compensate in other periods (lab period, games class etc.)
- Give brief about the uncovered themes and leave on children to cover the chapter in home work
- Give notes from the portions not covered
- All the above

Q6. Which of the following activities do you participate in /coordinate:

	Name of the Programme	Yes	No	Year	Q6a. If yes, please provide details				
					Duration	Theme/ topics covered	Organizing Body	Outcome	NR/ NA
a.	a. Book fair	1	2						9
b.	b. Science Exhibition	1	2						9
c.	c. Excursion	1	2						9
d.	d. Art and Craft Mela	1	2						9
e.	e. Debate/Essay/Quiz Competitions	1	2						9
f.	f. Annual day	1	2						9
g.	g. Health and Hygiene events	1	2						9
h.	h. Music/Dance	1	2						9
i.	i. Guidance and Counselling	1	2						9
j.	j. Any other	1	2						9

III. TEACHING LEARNING PROCESS

Q7. Participation of students during teaching process in the classroom: (*Encircle the appropriate percentage in the box below indicating the student participation during the classroom teaching*)

Components		Percentage of student participation												NR/ NA
a.	a. Students' listen	0	10	20	30	40	50	60	70	80	90	100		9
b.	b. Ask Question	0	10	20	30	40	50	60	70	80	90	100		9
c.	c. Student initiatives	0	10	20	30	40	50	60	70	80	90	100		9
d.	d. Answer	0	10	20	30	40	50	60	70	80	90	100		9
e.	e. Participate in activities	0	10	20	30	40	50	60	70	80	90	100		9
f.	f. Enthusiastic of learning	0	10	20	30	40	50	60	70	80	90	100		9
g.	g. Silent/confusion	0	10	20	30	40	50	60	70	80	90	100		9

Q8. The students of KGBV are from different background. What is your teaching methodology to

involve them in teaching a lesson from VI-X class?

- ☐ 9. NA/ NR
- ☐ **Q9.** Have you ever received any training on teaching methodologies and others?
1. Yes 2. No 9. NR/ NA
- ☐ **Q9a.** If yes, please give details.

		9. NA/ NR			
	Q10.	Do you have following facilities			
			Yes	No	NR/ NA
a.		a. Well-ventilated classrooms	1	2	9
b.		b. Black/white boards	1	2	9
c.		c. Seating arrangement for students	1	2	9
d.		d. Display boards	1	2	9
e.		e. Projectors/ display screens	1	2	9
f.		f. Laboratories	1	2	9

- ☐ **Q11.** Do you have easy access to laboratories?
1. Yes 2. No 9. NR/ NA
- ☐ **Q11a.** How many periods do you spend in science/language/mathematics laboratory with your students?

- ☐ 9. NA/ NR
- ☐ **Q12.** Do you have easy access to the library? Yes/No
1. Yes 2. No 9. NR/ NA

- ☐ **Q12a.** If yes, how do you utilize the library for day-to-day? (*Choose the option(s)*)
- a) Updating of knowledge
 - b) Preparing of notes for the lesson
 - c) Planning of activities for the lesson
 - d) Planning library-based projects for students
 - e) Taking students to the library for library-based activities
9. NA/ NR

- ☐ **Q13.** Is there enough time allotted to the use of audio/video technology and computers in the school timetable?
1. Yes 2. No 9. NR/ NA

- ☐ **Q14.** Do you have access to computer lab?
1. Yes 2. No 9. NR/ NA

- ☐ **Q14a.** If yes, how frequently do you use the facilities for improving the teaching- learning processes?
1. Every day 2. Weekly once 3. Fortnightly 4. Monthly once
5. Only during computer periods 9. NR/ NA

- ☐ **Q15.** Have you prepared learning materials using computers?
1. Yes 2. No 9. NR/ NA

Q15a. If yes, please mention some examples of prepared materials:

9. NR/ NA

☐

Q16. Are you given access to internet?

1. Yes

2. No

9. NR/ NA

☐

Q16a. If yes, do you direct the students to use the resources identified?

1. Yes

2. No

9. NR/ NA

☐

Q17. What are the learning materials that you have prepared for the classroom teaching?

a) Charts

b) Models – three dimensional and working models

c) Improvised teaching aids

d) Worksheets for students

9. NR/ NA

☐

Q18. Do you get some seed money for that?

1. Yes

2. No

9. NR/ NA

☐

Q19. Have you ever involved the students in preparation of learning materials?

1. Yes

2. No

9. NR/ NA

☐

Q19a. If yes, please mention how you have done so.

9. NR/ NA

☐

Q20. Have you ever used community resources to enhance your teaching?

1. Yes

2. No

9. NR/ NA

☐

Q20a. If yes, mention a few of them. Put a tick mark.

a) Historical monuments

b) Garden

c) Any factories/Workshops (e.g. Water purification plant, paper factory etc.)

d) People in various occupations

e) Any other

9. NR/ NA

V. Classroom and Laboratory Processes

☐

Q21. Do you plan for the academic year before the commencement of the classes?

1. Yes

2. No

9. NR/ NA

☐

Q21a. If yes, mention some of the factors that you keep in mind while preparing the plan.

9. NR/ NA

Q22.

☐

How do you motivate the students in the classroom? Put ☐ or ☐☐ Mark

a. Introducing a class with a puzzle

b. Telling stories of great people

c. Praising whenever required

d. Asking introductory questions

e. Others (please describe)

9. NR/ NA

Q23. Rate the following methods of teaching in terms of how frequently you use them in your classes.

	Methods of teaching	Every class	Frequently	Rarely	Never	NR
a.	a. Chalk and talk method	1	2	3	4	9
b.	b. Lecture cum demonstration	1	2	3	4	9
c.	c. Problem solving method	1	2	3	4	9
d.	d. Discussion method	1	2	3	4	9
e.	e. Using power point presentations	1	2	3	4	9
f.	f. Structural and functional approach	1	2	3	4	9
g.	g. Constructivist approach	1	2	3	4	9

Q24. Do you organise group activities in your class?
1. Yes 2. No 9. NR/ NA

Q25a. If yes, how do you group the students for activities?

Q25. How do you assess the students learning during group activities?

Q26. Do you give graded assignments to the students based on their abilities?
1. Yes 2. No 9. NR/ NA

Q27. What type of home assignments do you give? Put a tick mark.
1. Questions given after each unit in the textbook
2. Activity based questions
3. Higher order questions
4. Projects
9. NR/ NA

Q28. Do you correct and give feedback on assignments to the students in time?
1. Yes 2. No 9. NR/ NA

Q29. Is there any formal mechanism to handle slow learners?
1. Yes 2. No 9. NR/ NA

Q29a. If no, how do you help them improve?

9. NR/ NA

Q30. Do you carry out remedial teaching?
1. Yes 2. No 9. NR/ NA

Q30a. If yes,

i. How many students out of total students in your class attend remedial teaching classes?

ii. What is the time and duration of these classes?

iii. What activities do you conduct during remedial teaching?

iv. How this is different from regular teaching classes? 9. NR/ NA

Q31. Do you follow CCE pattern in your school?
1. Yes 2. No 9. NR/ NA

☐ **Q31a.** If yes, do you feel it is helping improve learning levels amongst students?
 1. Yes 2. No 9. NR/ NA

Q32. How do you think CCE can be made better? Please elaborate.

9. NR/ NA

Q33. What are the methods/techniques that you use to assess the students learning? Put a tick mark.

- i. Quiz
- ii. Written test
- iii. Surprise test
- iv. Activity/Work sheets
- v. Projects
- vi. Any other (please describe) 9. NR/ NA

☐ **Q34.** How do you check absenteeism of students in the class? Put a tick mark.

- i. Marking daily attendance
- ii. Checking with parents
- iii. Finding out the real problem
- iv. Motivating the students to school
- v. All of the above 9. NR/ NA

☐ **Q35.** Do you take feedback from the students regarding your teaching methods?
 1. Yes 2. No 9. NR/ NA

☐ **Q36.** Do you have any platform where you can share your innovative ideas and experiences?
 1. Yes 2. No 9. NR/ NA

Q36a. If yes, please give an example of any best practice or innovation which you implemented and shared on this platform?

9. NA/ NR

☐ **Q37.** Did you get any award in your teaching career?
 1. Yes 2. No 9. NR/ NA

☐ **Q37a.** If yes, please give the details about the award.

9. NR/ NA

VI. LEADERSHIP & SCHOOL MANAGEMENT

☐ **Q38.** How frequently are staff meetings held in your school?
 1. Weekly 2. Fortnightly 3. Monthly 4. Other 9. NR/ NA

☐ **Q39.** Is your opinion valued in the staff meetings?
 1. Yes 2. No 9. NR/ NA

☐ **Q40.** Are major school decisions (administrative/academic) taken after consulting teachers?
 1. Yes 2. No 9. NR/ NA

☐ **Q41.** Were you any time involved in preparation of school development plan?
 1. Yes 2. No 9. NR/ NA

☐ **Q41a.** If yes, what role do you play in it?

9. NR/ NA

☐ **Q42.** Is the school calendar followed?
 1. Yes 2. No 9. NR/ NA

☐ **Q43.** Do you actively participate in the evaluation activities of an academic year?
 1. Yes 2. No 9. NR/ NA

- ☐ **Q44.** Have you been involved in school clubs/committees/events in a leadership or organizational role?
1. Yes 2. No 9. NR/ NA
- ☐ **Q44a.** If yes, please specify your role and the activities organized by you.
9. NR/ NA
- ☐ **Q45.** Do you discuss school issues with SDMC members?
1. Yes 2. No 9. NR/ NA
- ☐ **Q46.** Are there any instances where in SDMC members helped in solving academic or student related social problems?
1. Yes 2. No 9. NR/ NA
- ☐ **Q47.** If yes, please mention the instance briefly.

- ☐ 9. NR/ NA
- ☐ **Q48.** Do you welcome and encourage parent involvement in the school activities?
1. Yes 2. No 9. NR/ NA
- ☐ **Q49.** How frequently are PTMs conducted?
1. Monthly once 2. Quarterly 3. Half yearly 4. Annually 9. NR/ NA
- ☐ **Q50.** How are the issues related to students addressed in PTMs?

- ☐ 9. NR/ NA
- ☐ **Q51.** Is there a continued interaction with the parents as a follow up to PTM?
1. Yes 2. No 9. NR/ NA
- ☐ **Q52.** Have you ever contributed in bringing dropouts to school etc.?
1. Yes 2. No 9. NR/ NA
- Q52a.** If Yes, mention them.

9. NR/ NA

VII. Teacher Development

- ☐ **Q53.** Since how long you have been working as a teacher?

☐ 9. NR/ NA

☐ **Q54.** What is your salary? Rs. _____ 9. NR/ NA

- ☐ **Q55.** Are you satisfied with your salary?
1. Yes 2. No 9. NR/ NA

Q56. Did you attend any training programme since join the service?

Q56a. If yes, please provide the details:

	Name of the programme	Year	Duration	Themes/ Topics covered	Organising body	Overall comment about the programme	Suggestions to improve	9. NR/NA
a	a.							
b	b.							
c	c.							
d	d.							
e	e.							

Q57. To what extent are knowledge and skills acquired in the training programmes being used in the school?

9. NR/ NA

Q58. What are the areas in which you feel you could improve as a teacher?

9. NR/ NA

Q59. Have you ever come across a visit made by district/state officials to observe you teach?

1. Yes

2. No

9. NR/ NA

Q60. If yes, how do find these visits useful for the schools?

9. NR/ NA

VIII. About Hostel

Q61. Do you take food in the hostel?

1. Yes

2. No

9. NR/ NA

Q62a. If yes, how many times in a day?

9. NR/ NA

Q62. Have you ever been a member of a committee to check the food quality?

1. Yes

2. No

9. NR/ NA

Q63. If yes, what are your experiences list out?

9. NR/ NA

Q64. What are the challenges and issues in teaching KGBV students?

9. NR/ NA

Q65. What are your service related problems in KGBV?

9. NR/ NA

Q66. What are the solutions for your problems?

9. NR/ NA

Q67. Any other issues, which are not covered above, relating to your service conditions, salary, work load and trainings and other activities. Please specify.

9. NR/ NA

Q68. In the 10-point scale (1,2,3,4,5,6,7,8,9,10), 1 is the highest and 10 is the lowest rank. What is your rank to KGBV?

9. NR/ NA

Q69. Your suggestions to improve quality of education in KGBVs.

BACKGROUND INFORMATION

SE1. Sex: 1. Male 2. Female 3. Others

SE2. Age (*In completed years*) _____ 9. NR

SE3. Marital Status
1. Single 2. Married 3. Live-in 4. Widow 5. Separated 6. Widow 9. NR

SE4. Educational Qualification _____ 9. NR

SE6. Religion 1. Hindu 2. Muslim 3. Christian 4. Sikh 5. Buddhism 6. Jain 9. Others
(Specify) _____

SE7. Your Social Category: 1. SC 2. ST 3. BC 4. Minority 5. OC.

**Questionnaire to Study
Retention and Mainstreaming of Disadvantaged Girls for Education-
A Case Study of Kasturba Gandhi Balika Vidyalayas in Andhra Pradesh
Students of KGBV**

F1: Name of the School: _____
F2: Address of School: _____
F3: Name of Student: _____
F4: Class: _____
F5: Date of Interview: _____

INVESTIGATOR'S INTRODUCTION AND STATEMENT OF INFORMED CONSENT

My name is G. Varalakshmi, (contact number 9441484878) Ph.D. Scholar, Department of Education and Education Technology, University of Hyderabad. I am conducting a sample survey on the functioning of Kasturba Gandhi Balika Vidyalayas. For conducting of this survey, the structured Questionnaire is being used for the Officials who are involved in implementation of KGBVs, from state level to school level, the teaching and staff and students. The structured Questionnaire, broadly consisting of various aspects such as management infrastructure, basic facilities, entitlements and incentives, health and hygiene, profile of teaching community and children, quality of education and educational performance of students etc.

The basic purpose of survey data is to assess the academic performance of KGBV students in examination and to suggest suitable measures for the effective functioning of KGBVs. BY answering our questions, you will be helping in getting authentic source of data for the analysis of educational performance of KGBVs. Whatever information you provide will be kept strictly confidential. The findings of the research will be used for improving the performance of KGBVs. Please spare some time for the interview and help me in successfully completing the study.

I. AWARENESS ABOUT KGBV

- ☐ **Q1.** How do you come to know about KGBV?
1. News Paper/ TV 2. Teacher 3. Officials 4. Sarpanch
5. Others (*specify*) _____ 9. NR
- ☐ **Q2.** What were your expectations from KGBV at the time of your admission?
1. Good education 2. Free hostel education 3. Postponing marriage
4. Coming out from labor 5. Good food 7. All the above
6. Other reasons _____ 9. NR
- ☐ **Q3.** What are the feelings of your parents for having you admitted in KGBV?
1. Happy 2. Not happy 3. Mother is happy but not father
4. Father is happy but not mother 9. NR
- ☐ **Q3a.** If "Not happy" in Q3, what are the reasons?
1. Marriage 2. Earning wages 3. Sibling cared 4. All
5. Others (*Specify*) _____ 9. NR

II. INFRASTRUCTURE FACILITIES

- ☐ **Q4.** Are classrooms adequate and comfortable in size?
1. Yes 2. No 9. NA/ NR
- ☐ **Q5.** Do you have continuous electricity supply in your school during daytime?
1. Yes 2. No 9. NA/ NR

☐	Q6.	Does the school have a proper boundary wall?	1. Yes	2. No	9. NA/ NR
☐	Q7.	Do you have clean drinking water facility in the school?	1. Yes	2. No	9. NA/ NR
☐	Q8.	Is there sufficient space for physical activities including games and yoga?	1. Yes	2. No	9. NA/ NR
☐	Q9.	Do you have a sports kit in your school?	1. Yes	2. No	9. NA/ NR
☐	Q10.	How many periods in a week do you play in the ground? _____			
☐	Q11.	Do you have a regular physical education teacher?	1. Yes	2. No	9. NA/ NR
☐	Q12.	List out the daily menu that you are taking in the hostel:			

99. NR

☐	Q13.	How do you rate the food in the hostel?	1. Very good	2. Good	3. Average	4. Not good	5. Worse	9. NA/ NR
☐	Q14.	Have you ever been a Mess Secretary or a member of a food committee?	1. Yes	2. No	9. NA/ NR			
☐	Q14a.	If "Yes" in Q14 , what are the responsibilities of Mess Secretary/ Food Committee?						99. NA/ NR

III. SAFETY AND HEALTH

☐	Q15.	Have you had any incidents of physical violence in the school?	1. Yes	2. No	9. NA/ NR
☐	Q16.	Do your teachers play a role of counsellor for you regularly?	1. Yes	2. No	9. NA/ NR
☐	Q17.	Are you aware of health and safety measures?	1. Yes	2. No	9. NA/ NR
☐	Q18.	Do you have any facilities for emergency medical assistance?	1. Yes	2. No	9. NA/ NR
☐	Q19.	Do you have an ANM?	1. Yes	2. No	9. NA/ NR
☐	Q19a.	If "Yes" in Q , then what are the services of the ANM? Explain.			

IV. LEARNING RESOURCES

☐	Q20.	Is there Audio/Video Room or Projector Room in your school?	1. Yes	2. No	9. NA/ NR
☐	Q21.	Is there Art and Craft Room or a Resource Room in your school?	1. Yes	2. No	9. NA/ NR
☐	Q22.	Do you have display corners to display your talents in your school?	1. Yes	2. No	9. NA/ NR
☐	Q23.	Do you have a science laboratory in the school?	1. Yes	2. No	9. NA/ NR

☐	Q24.	Does the school have a working computer laboratory?	1. Yes	2. No	9. NA/ NR
☐	Q25.	How do you use computers?	99. NR		
☐	Q26.	Is there internet facility in the computer lab?	1. Yes	2. No	9. NA/ NR
☐	Q27.	Does the school have a computer teacher?	1. Yes	2. No	9. NA/ NR
☐	Q28.	Do you have a school library?	1. Yes	2. No	9. NA/ NR
☐	Q29.	Does the library have enough books as per your interests?	1. Yes	2. No	9. NA/ NR
☐	Q30.	Do you have vocational teacher?	1. Yes	2. No	9. NA/ NR
☐	Q30a.	If "Yes" in Q30, what are the skills that are being provided as part of vocational courses?			

V. STUDENT BENEFITS

☐	Q31.	Are you getting the text books and note books free of cost?	1. Yes	2. No	9. NA/ NR
☐	Q32.	Does the school provide you free uniform?	1. Yes	2. No	9. NA/ NR
☐	Q32a.	If "Yes" in Q32, how many pairs?			9. NA/ NR
☐	Q33.	Do you get stipend?	1. Yes	2. No	9. NA/ NR
☐	Q33a.	If "Yes" in Q33, how much per month?			9. NA/ NR
☐	Q34.	Is the stipend is being given on time?	1. Yes	2. No	9. NA/ NR
☐	Q35.	Have you ever attended a book fair?	1. Yes	2. No	9. NA/ NR
☐	Q36.	Have you ever participated in science exhibition?	1. Yes	2. No	9. NA/ NR
☐	Q36a.	If "Yes" in Q36, have you exhibited any model?	1. Yes	2. No	9. NA/ NR
☐	Q37.	Have you participated in Art and Craft Melas?	1. Yes	2. No	9. NA/ NR
☐	Q38.	Have you participated in Games and Sports?	1. Yes	2. No	9. NA/ NR
☐	Q38a.	If "Yes" in Q38, specify your interested games and sports?			9. NA/ NR

VI ACADEMIC ASSESSMENT

☐	Q39. What is the medium of instruction? 1. Telugu 2. English 3. Urdu 4. Any other (<i>specify</i>)_____ 9. NR
☐	Q40. Do you have teachers for all the subjects? 1. Yes 2. No 9. NA/ NR
☐	Q40a. If "No" in Q40 , what are the subjects for which there are no teachers? Please tell us. _____ 9. NA/NR
☐	Q41. Do the teachers ask questions to test your knowledge in the class? 1. Yes 2. No 9. NA/ NR
☐	Q42. Do the teachers use the black board in the class? 1. Yes 2. No 9. NA/ NR
☐	Q43. Does your teacher use the teaching aids in the class for teaching? 1. Yes 2. No 9. NA/ NR Audio-visual aids b. charts/flash cards c. online classes d. PPT e. All the above f. none of the above
☐	Q44. Does any teacher practice classroom activity? 1. Yes 2. No 9. NA/ NR Role play b. Quizzes, Debates d. Essays e. All the above f. none of them
☐	Q45. Does any teacher give you project work? 1. Yes 2. No 9. NA/ NR
☐	Q45a. If "Yes" in Q45 , specify the subject of project work _____ 9. NA/ NR
☐	Q46. Do you write assignments? 1. Yes 2. No 9. NA/ NR
☐	Q47. How many exams do you write in an academic year? _____
☐	Q48. Do you have weekly tests? 1. Yes 2. No 9. NA/ NR
☐	Q49. Do you have monthly tests? 1. Yes 2. No 9. NA/ NR
☐	Q50. Does any teacher conduct surprise test in the class? 1. Yes 2. No 9. NA/ NR
☐	Q51. What is your favorite subject? _____ 9. NA/ NR
☐	Q52. What is Formative assessment? _____ 9. NA/ NR
☐	Q53. What is Summative assessment _____ 9. NA/ NR
☐	Q54. What is the percentage/grade of your marks in the last class? _____ 9. NA/ NR
☐	Q55. After completing your 10th from KGBV, what do you want to do? 1. Higher education 2. Marriage 3. Job 4. House hold work 9. NR
☐	Q56. In a 10-point scale where 1 is the lowest and 10 is the highest, please rate the subject teacher in the following table:

S. No	Subject	Ranking the Teaching and Non-Teaching staff
1	Special Officer	
2	Telugu	
3	English	
4	Hindi	
5	Mathematics	

6	Science	
7	Social	
8	PET	
9	ANM	
10	Cook	

--	--

Q57. What are your suggestions to improve academic performance in KGBV?

BACKGROUND QUESTIONS

Z1. What is the name of your father? _____

Z2. What is his age? _____

Z3. What is his occupation? _____

--	--

Z5. what is the educational level of your father? _____ 9. NA/ NR

--	--

Z6. What is the name of your mother? _____

Z7. What is the occupation of your mother? _____

--	--

Z8. what is the educational level of your mother? _____ 9. NA/ NR

--

Z9. What is your caste group?

1. Scheduled Caste (SC) 2. Scheduled Tribe (ST) 3. Other Backward Classes (OBC) 4. Others
9. NR

--

Z10. What is your religion?

1. Hindu 2. Muslim 3. Christian 4. Sikh 5. Buddhist/ Neo Buddhist 6. Jain
7. No religion 9. Others (*Specify*) _____ 10. NR

--

Z11. Where do your parents live?

1. Village 2. Town 3. City 9. NR

--

Z12. Do your parents have a house to live?

1. Yes 2. No 9. NA/ NR

--

Z13. (If Yes) what type of house?

1. Pucca (both wall and roof made of pucca material)
2. Pucca-Kutcha (Either wall or roof is made of pucca material and other of kutcha material)
3. Kutcha/Mud houses (both wall and roof are made of kutcha material)
4. Hut (both wall and roof made of grass, leaves, un-burnt brick or bamboo) 9. NR

--

Z14. Since how long is your family living there?

1. Less than 5 years 2. 5 to 10 years 3. More than 10 years 4. Entire Life 9. NR

--

Z15. What kind of mobile phone do your parents have?

1. Basic mobile 2. Smart phone 3. Do not have a phone 9. NR

--

Z16. Do you have an Aadhar Card? 1. Yes 2. No 9. Don't know/ NR

--

Z17. Which ration card does your parents have?

1. Above Poverty Line 2. Below Poverty Line 3. Antyodaya 4. Annapurna
5. Do not have 6. Had, but lost it 7. Any other (*Specify*) _____ 9. NR

--

Z18. Do your parents have land?

1. Yes 2. No 9. NA/ NR

	Z19.	(If Yes) How much land does your parents have?		
		1. No Land 2. 1-2 acers 3. 2-5 acers 4. Above 5 acers 9. NR		
	Z20.	What is the monthly income of your family		
		1. Rs. 1,000- 5,000 2. Rs. 5,001- 10,000 3. Rs. 10,001-15000 4. Rs. 15001- 20000		
		5. Rs. 20001-25000 9. Don't know/ NR		
	Z21.	Choose the correct one from the following		
		1. Were you never enrolled? 1. Yes 2. No 9. NA/ NR		
		2. Were you out of school? 1. Yes 2. No 9. NA/ NR		
		3. Were you drop out? 1. Yes 2. No 9. NA/ NR		
		4. Were you regular school going student before joining KGBV? 1. Yes 2. No 9. NA/ NR		

Annexure-4.1

Qualifications for SO, Teaching and Non-Teaching staff in Andhra Pradesh

No.	Category of the post	Qualification of Staff	Selection Procedure
1	so	PG, B.Ed	Written Test, Merit - cum Roaster contract basis)
2	CRT(Telugu)	Degree,B.Ed/LPT	Written Test, Merit - cum Roaster (contract basis)
3	CRT (Hindi)		
4	CRT (English)		
5	CRT (Maths)		
6	CRT (Physics)		
7	CRT (Biology)		
8	CRT (Social Studies)		
9	Others* (Urdu CRTs		
10	PET	B.Ed	Written Test, Merit - cum Roaster contract basis
11	Art/Vocational Teacher	Intermediate, Technical course	Outsourcing Agency
12	Computer Instructors		
13	Accountant	B.com, tally	Outsourcing Agency
14	Attender	7th Pass	Outsourcing Agency
15	Head Cook	Basic Literacy (Read & Write), Experience in Cooking for Large Group	Outsourcing Agency

16	Asst. Cook	Basic Literacy (Read & Write), Experience in Cooking for Large Grou	Outsourcing Agency
17	Day Watchwoman	Basic Literacy (Read & Write), Trained in Defence	Outsourcing Agency
18	Night Watchwoman		

Annexure-4.2

Table-6 Status of Salary of staff Structure (At State Level):

Post	Salary sanctioned in AWP&B 2019-20					Salary provided by state					Qualification of Staff	Selection Procedure
	I	II	III	I V	Total	I	II	III	I V	Total		
Warden	0	2500 0	2500 0	0		0	2175 5	2175 5	0		Degree with B.Ed	Written test (Contract)
Head Teacher	0	2500 0	2500 0	0		0	2775 5	2775 5	0		PG with B.Ed	Written test (Contract)
Full Time Teacher (CRT)	0	2000 0	2000 0	0		0	2175 5	2175 5	0		Degree with B.Ed	Written test (Contract)
Part Time Teacher (Comp.Ins+Voc.Ins)	0	5500	5500	0		0	1420 3	1420 3	0		Degree with B.Ed & Diploma in computers & technical teacher certificate	Written test (Contract)
Accountant	0	1000 0	1000 0	0		0	1775 5	1775 5	0		B. Com	Outsourcing
Head Cook	0	6000	6000	0		0	1420 3	1420 3	0		Must have passed 7 th class	Outsourcing
Assistant Cook	0	4500	4500	0		0	1420 3	1420 3	0		Must have passed 7 th class	Outsourcing
Peon (Attender)	0	8000	8000	0		0	1420 3	1420 3	0		Must have passed 10 th class	Outsourcing
Watchman/Chawkidar(DWM&NWM)	0	8000	8000	0		0	1420 3	1420 3	0		Must have passed 7 th class	Outsourcing
Urdu Teacher (If Required)	0	1200 0	1200 0	0		0	2175 5	2175 5	0		Degree with B.Ed (Urdu medium / urdu language)	Return test (Contract)

(Source: KGBV, Samagra Siksha, AP, 2020.)

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Paper-10

**Issues and Challenges in Retention and
Mainstreaming of disadvantaged girls for
education-A Study of Kasturba Gandhi
Balika Vidyalayas**

**G. Varalakshmi
Dr. Madhusudan J. V**

Issues and Challenges in Retention and Mainstreaming of disadvantaged girls for education-A Study of Kasturba Gandhi Balika Vidyalayas

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Abstract

In the developing societies like India, education of the women in general and girl child in particular was a difficult task due to historical, social and economic factors. Over a period of time, women education has become a prioritized, at least from 1990s, In the process of expansion of education, it was recognized that the girl child education in Educationally backward blocks need to be focused as there is a serious problem of never enrolled, dropout and out of school children. Therefore, to discontinue these types of practices, the Government of India launched KGBVs in 2004 with the view of providing accessibility, equity, quality of education to the disadvantaged girls. KGBVs are started across the country to provide residential education. From 2007 onwards, studies are conducted on KGBVs by Ministry of Human Resources, UNICEF, research institutions, Universities and NGOs. That is why there is a literature on KGBVs. Based on these secondary sources present paper is written. The objectives of the paper include introduction of KGBVs, socio- economic profile of girls, efforts to retain them for academic activities and conclusions. From the evidences of studies, it is found that girls of KGBVs are from the low income and low social order families. Highest numbers of them are from first generation literates. For retaining these girls after admission, they are being provided free accommodation, food, uniform, stipend, books, safety, encouraging them for curricular and extra-curricular activities. To mainstream them for academics, the bridge course is provided, state syllabus and examination system is adapted. The potential inputs for education and success stories of girl children have attracted the focus of the Ministry of Education and National Education Policy 2020 to make recommendations for upgrading them to 12th standard and providing facilities as per Jawahar Navodaya Schools.

Keywords: Educationally Backward Blocks, disadvantaged girls, socio- economic profile, retention, mainstreaming, curriculum plus, vocational skills, bridge course, convergence, National Education Policy.

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I. Introduction: The *Kasturba Gandhi Balika Vidyalaya* (KGBV) scheme was launched by the Ministry of Human Resource Development (MHRD) Government of India (GoI) in August, 2004 by establishing residential schools at upper primary level for disadvantaged girls. These girls are belonging to the Scheduled Castes (SCs), Scheduled Tribes (STs), Other Backward Classes (OBCs), Minorities and Economically Weaker Sections (EWS) (Niti Aayog, 2015, p.1). To describe the functioning of KGBVs, the paper is discussing about introduction, socio-economic profile, strategies for retention, mainstreaming of KGBV girls for academic activities and conclusions. The paper is a descriptive one based on secondary sources.

The programme of KGBV was, initially, started as a separate scheme in convergence with the *Sarva Shiksha Abhiyan* (SSA), National Programme for Education of Girls at Elementary Level (NPEGEL) and *Mahila Samakhyas* (MS) for the first two years. However, the KGBV was merged with SSA as a separate component during the 11th Five Year Plan since 1st April 2007. KGBVs have been providing a minimum 75% of the seats for girls belonging to SC, ST, OBC, Minority communities and remaining 25% is accorded to girls from below poverty line (Ibid. p.1). The scheme is being implemented for about one and half decade in Educationally Backward Blocks (EBB) of the country. In these blocks, the rural female literacy is below the national average (46.13%) and gender gap in literacy is more than the national average (21.59%) as per Census 2001. Among these blocks, KGBVs have been set up in the areas, where there is a concentration of SC, ST, OBC and minority and EWS population with low female literacy, a large number of girls out of school and areas with a large number of small, scattered habitations that do not qualify for a school (Ibid, p.1). The criterion of eligible blocks was revised in 2008 to include additional 316 EBBs, which are having rural female literacy is below national average of 30% as per Census 2001 (Ibid, p.2). Subsequently, in 2010-11, GoI has taken a decision to open KGBVs in all EBBs.

(a). Objectives of KGBVs

The KGBVs are launched with the aim of providing accessibility, equity and quality of education to the girls of disadvantaged communities. The main objectives of the KGBVs are to facilitate retention of girls, ensure their greater participation in education, improve the facilities to access education, enhance the quality of education to empower the disadvantaged girls (Ibid.p.1). To achieve these objectives, 3609 KGBVs (see table-1) are sanctioned and functioning in 460 districts of 28 states and Union Territories (UTs) by June 2014 (Ibid, p.2). Out of these, 330 KGBVs are sanctioned and operational in SCs, 508 in STs and 544 in Muslim population concentrated districts (Ibid.p.2). 913 KGBVs are sanctioned and operational in 88 districts, which are identified for the Integrated Action Plan for selected Tribal and Backward Districts. The number of KGBVs have been increased to 3703 in 2017 (Grassroots Research and Advocacy Movement, 2018, p.5).

(b). Process of the Location of KGBVs

The process of location of KGBVs is being decided by the district, state and national level support groups. The District level Committee, approved under NPGEL, identify the place for the location of KGBV based on certain indicators. The indicators include the place, where there were no residential schools for elementary education of girls under any scheme of state or central government (<http://osepa.odisha.gov.in/p.2>). Second indicator is the Block, where there is a minimum of 50 girls from the SC, ST, OBC and Minority communities to study at the elementary level (Niti Aayog, 2015, P. 2). The District level Committee finalise the list of places of location and sent to the State Support Group.

State Support Group, an Advisory State level coordination committee approved under the NPGEL, has been providing direction and support to the programme (<http://osepa.odisha.gov.in/p.2>). The group is consisting of nominees from relevant State Government Departments, Government of India, experts in the field of girls' education, educationists etc. The selection of an appropriate

model of the school and its location is being decided by the Committee based on the recommendation of the district committee. The proposal to start a particular model of school was forwarded to the Cell at the National level and it was appraised with the help of external agencies/consultants (Niti Aayog, 2015, P. 3).

The National Resource Group (NRG) created under the MS programme to provide inputs on conceptual issues, concerns arising in the process of implementing the KGBV programme and advice the Government of India on policy matters of the education of girls (Ibid, p.3). NRC has been an interface with research and training institutions, women groups, educationists and non-governmental organizations (Ibid, p 3). Since NRG is consisting a small number of persons and meets only two to three times in a year. Therefore, the smaller sub-committees are created for specific inputs on gender training of teachers, development of gender-based teaching learning material and development of audio-visual programme. Finally, the Project Approval Board of SSA at national level approve the three models of KGBVs (Ibid, p. 3).

(c). Models of KGBVs

Table-2: on Models and number of KGBVs in the country

SNO	Models	Number	Financial Allocations (Non-recurring)	Capacity
1	Model-I	2359	7.25 Lakhs	100
2	Model-2	386	5.375 Lakhs	50
3	Model-3	861	5.375 Lakhs	50
	Total	3703		-

(Source: MHRD, National Report Second National Evaluation of KGBV Programme of GOI November-December, 2013, p.5.)

Broadly, there are three models of KGBVs, which are given in table-2. The financial allocation to KGBVs is being provided based on type of model of school, its strength in terms of students (Niti Aayog, 2015, p.4). The number of Model-I schools are 2359, which has hostel facility with a capacity to accommodate 100 girls. The financial allocation for Non-recurring expenditure of Model-1 is Rs 7.25 lakhs. There are 386 Model-II schools with hostel for 50 girls. The financial allocation for Non-recurring is Rs 5.375 lakhs and under Model-III, there are 861 KGBVs with hostel facility in existing schools for 50 girls. The financial allocation for Non-recurring is Rs 5.375 lakhs. The Non-recurring allocations cover other than building, boundary wall, drinking water and sanitation and electricity.

The financial sharing between GoI and States/UTs for the KGBV scheme, initially, was 75:25 ratio. The SSA Society has been ensuring financial convergence of KGBV with NPEGEL and *Mahila Samakhyas* (MS) (Ibid, p. 5). The GoI and State Government/UTs has been directly releasing funds to the SSA/MS State Implementation Society. In States where MS is not implementing the scheme is taking place through the 'Gender Unit' of SSA Society for implementing KGBV scheme. The State SSA/MS Society has opened a separate Savings Bank Account for the purpose of operating the funds of KGBV. Separate accounts are being maintained at district and sub-district levels.

(d). Management of KGBVs

From the evaluation study (MHRD, Handbook), it is found that the KGBVs have been functioning, broadly, under five types of management, which includes

- (1). KGBVs under the direct management of the SSA: The states, like Gujarat, Jharkhand, Orissa, Rajasthan, Tamilnadu, Uttar Pradesh
- (2). KGBVs managed by the autonomous state government residential educational societies (Gurukulas), Andhra Pradesh and Telangana.

- (3).KGBVs managed by the local community itself like Parent Teacher Association/Village Education Committee such as Madhya Pradesh and Himachal Pradesh
- (4). KGBVs managed by the non-governmental organisations like Arunachal Pradesh and
- (5). KGBVs under the control of Self-help groups (SHGs), NGOs and contractors, for instance Karnataka and Bihar.

II. Review of the Literature:The studies on KGBVs have been existing since 2007 onwards and conducted by 1). National level Evaluation Studies by MHRD, GoI, 2). International Organizations like UNICEF. 3). Universities and Research Organizations and 4). Non- Governmental Organizations.

The studies can be characterised as descriptive, diagnostic, analytical, historical, theoretical, empowerment, methodological, evaluative and policy oriented.

1. The evaluation studies commissioned by the MHRD, GOI, theFirst and Second round of studies 2007 - 2008and 2013 across the country and evaluation studies initiated at state level are descriptive, diagnostic and prescriptive. These studies have been focussing, primarily, on the event of launching, geographical location, objectives, prescribed norms, number and models of KGBVs, infrastructure, basic facilities like class rooms, food, teachers, learning material, dress, stipend, health and hygiene, physical fitness, toilet facilities, security, socio economic profile of the adolescent girl children, management aspect, in-door and out-door games, cultural activities etc. The evaluation studies have looked at KGBVs from the point view of problems, issues, constraints, restraints and gaps in their functioning. Theevaluation from the diagnostic perspective suggested measures to be taken for the effective functioning of KGBVs.
2. Few studies have looked at KGBVs from the conceptual/theoretical framework (UNICEF, 2011, Watanabe,2011, Ratna,2016, Jha, 2017, Tiwari, 2019), point of view. The important conceptual frameworks, which were applied to study KGBVs includes empowerment,

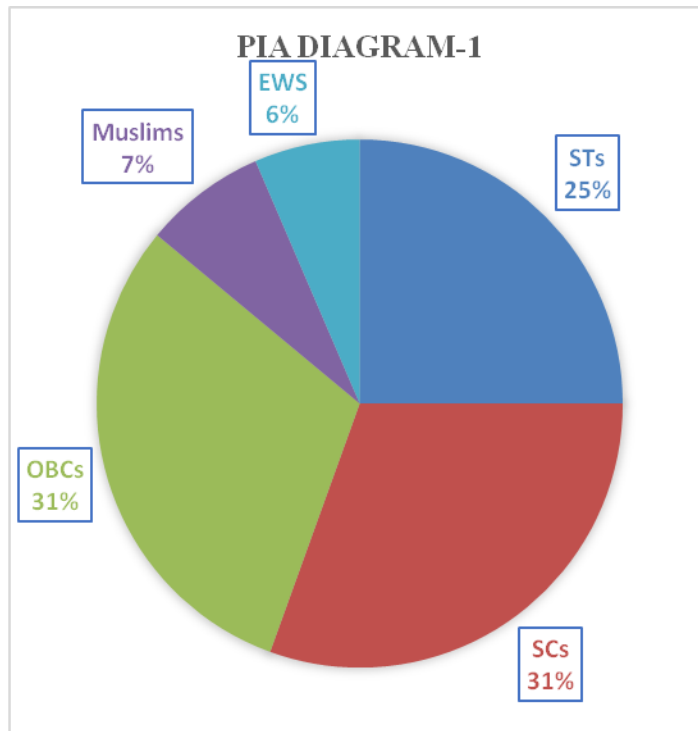
transformative, capabilities enhancement, rights-based perspective, Postponing marriage, Gender Budgeting and pedagogy of oppressed. The lens of these theoretical frameworks has immensely contributed to highlight the role of KGBVs in changing the lives of adolescent girl children from child labour to potential human resources.

3. Some of the studies(Priti, Kasyapi, Jyostna, Ragu 2012, Umadevi, Kavitha, Swachita, Gogoi, Goswami,2015), have focussed on the academic aspect of KGBVs and
4. For the study of KGBVs, almost all the studies, which are reviewed above, followed rigorous quantitative and qualitative methodologies. The tools of these methodologies consisting of structured questionnaire, check list, survey schedule, key informant interview, focus group discussion with stake holders and observation method are applied. Whatever the data which has been collected through using quantitative and qualitative methods was supplemented the secondary source of data, which was available with the management of KGBVs, district and state level project management unit. The researchers used both primary and secondary source of data, with rigorous statistical analysis and description, for writing comprehensive reports for documenting KGBV experiences and for developing case-studies to project the success stories of KGBVs. The methodological rigor facilitated the researchers to provide field based empirical inputs to the executive agencies, policy makers, non-governmental organizations for advocacy purpose and academicians to theorise.

III. Socio-economic Profile of KGBV Students:

The KGBVs are started to reach out to SC, ST, OBC and Muslim girls in the most backward and remote regions of India to fulfil the educational needs of the out-of-school girls in the 11+ age group (MHRD, 2008, p.2). More specifically, these are important in the areas, where girls' dropout rate is at higher level after primary schools due to distance and terrain. It is noted from the pie diagram-1 that 30% of students are STs, 31% SCs, 31% are from OBCs, 7% are Muslims and 6% are EWS. The

girls studying in KGBVs are from disadvantaged social groups, extremely poor families and many of them are first generation of school going children (MHRD, 2008, p.3). The table-1 is also confirming the socio-economic profile of KGBV students.



(Source: Pia diagram is prepared by the researcher based on MHRD report, 2013, p.9)

The girls who are studying in KGBVs, to a large extent, were dropped out at various stages of primary education due to lack of ready access to upper primary schools (MHRD, 2008, p.4). KGBVs also admitting to younger girls who were dropped out at the primary school level and never enrolled. Though there is a mix of different age-groups of the girls enrolled, however, most of the states have more of the older girls who are dropouts (MHRD, 2007, p.iv). The KGBV programme is basically structured for out-of-school girls of 11+ age girls from EBBs to provide formal schooling. In exceptional cases girls who are in difficult circumstances and are unable to complete primary education have also been enrolled in the KGBVs. A certain percentage of Children with Special Needs (CWSN) are also studying in most of the KGBVs across the country (MHRD, 2013, p. 4).

IV. Facilities, Provisions and Efforts for Retention of Girls in KGBVs: The admitted girl children are entitled to basic facilities such as accommodation, books and teaching materials, school uniforms, sweaters, shoes, Daily use items and soaps, oils, towels, tooth-paste, comb, slippers, sanitary napkins, toiletries, inner garments, uniform, pen, pencil, eraser and sharpener, geometry box, bed sheet pillow cover, blanket are provided as per need (SSA, Assam). Text book of all subjects and evaluation book is provided at the beginning of new academic session. Rs.100 /-per month deposited in the personal bank account of the girl child (SSA, Assam). The children are also extended the provisions like trainings in vocations, computer, educational tours, sports competitions, free health check-up facility, medical facilities, every month, educational teen fairs, self- defence training for girls. The children and teachers in KGBVs also provided furniture like table and chair, almirah, bookshelf, desk, bench, two tier bed for children, computer table with chair, dining provision, wooden bed for staff etc.

(a). Training on Adolescent Stage, Health and Hygiene with Special focus on Menstrual Hygiene Management (MHM):

As part of retaining girl children, all the Special Officers/Wardens and Full Time Assistant teachers are trained on adolescent stage, health and hygiene with focus on MHM and healthy diet as part of 'Life Skill Education training' by managing agencies of KGBVs. For training on these aspects some of the states like Assam has collaboration with United Nations International Children Emergency Fund (UNICEF) (SSA, Assam). During the training programme the participants were sensitized about the issues and problems at adolescent stage, with specific reference to menstruation, health and hygiene practices to be observed by the adolescent girls in KGBVs. The modules pertaining to training on menstrual hygiene management are available in all the KGBVs.

KGBV girls who have attained puberty are provided training on MHM by the trained teachers with the help of training module/manual, different activities and showing video on MHM. The adolescent girls are trained on managing menstruation hygienically and safely after they attained

puberty, they are also oriented about reproductive health and personal hygiene, use of sanitary pads and disposing of sanitary material safely, awareness of pre-adolescent girls about menstruation and hygiene and breaking the silence; confronting dangerous myths, taboos, and cultural practices, which leads to negative perceptions. For the purpose of continuous awareness building video film on Menstrual Hygiene Management is shown to the girls in the KGBVs for better understanding of the menstruation process and myths associated with it.

(b). Monthly/bimonthly health check-up of children

In order to ensure proper health and physical and mental development of every child in KGBV various measures are being taken such as (1) bi-monthly health screening is being conducted in convergence with the National Health Mission/Primary Health Centre. As per need, the children are given medicines, vitamins-A and D, Iron and folic acid for girl children suffering from anaemia (SSA, Assam) (1) Treatment of all minor ailments, including malnutrition. (3) For the children requiring secondary and tertiary care are referred to the specialist review, appropriate investigations, treatment of the disease and follow-up. (4) Integration of adolescent nutrition, health education, menstrual health and hygiene. (5) Health profile of all the learners is maintained in all the KGBVs. (5) The food menu in all the KGBVs is made as per the daily requirement of adolescent children and is displayed in Kitchen, Office room noticeable by the learners, staff and visitors and (6) KGBVs not only providing disposable sanitary napkins but also training adolescent girls in preparing their own sanitary napkins to maintain hygiene in classroom and hostel.

©. Stipend for children in individual bank account

For every child in KGBV individual account is opened in the bank/post office and an amount of Rs. 100/- is deposited in the account of children every month to build confidence among girls that government has been extending financial support to them.

(d). Mainstreaming for Academic Activities in KGBVs

From the analysis of socio-economic profile of KGBV children that they belong to disadvantaged and marginalized family background and discontinuities and never enrolled for regular school. For the purpose of providing quality of education, imparting knowledge and training in academic curriculum and co-curricular activities to the students of KGBVs special efforts have been initiated. For the mainstreaming of these girls in academic activities the studies (SSA, Assam) indicating that the variety of practices have been emerging across the country.

1) Bridge Course: The socio-economic profile revealing that the most of girls, who are enrolled in KGBVs, were dropped out of school at any one point of time, few of them have never enrolled, and out of school children. Taking into account the levels of standards of the girls of KGBVs with varied experiences and different learning levels, a bridging module is developed to enable them for achieving competencies of grade Six before they fully familiarize with the respective State curriculum, which is being followed in KGBVs.

2) The formal curriculum and examination system: To maintain continuity and minimum level of standards of the department of school education, the KGBVs have adapted the academic curriculum, prescribed textbooks, teaching learning process and examination system of the State government.

3) Academic support: The District Academic Core Group, Block Academic Core Group, the State and District Functionaries of SSA, the faculty of District Institute of Education and Training and head teachers of nearby schools have been providing planning, supervision and monitoring of KGBVs to maintain academic standards. They also extend their support for the academic progress of the girls and capacity building and other academic support to the teachers.

4) Evaluation of the academic performance: The study reports on KGBVs found that after the bridge course the child is mainstreamed in the formal standard of KGBV and they are evaluated as per formal school examination system. The evaluation system, broadly, consisting of four evaluations in an

academic year and final evaluation, which is conducted in KGBVs. The marks of all the previous examinations are calculated and final grade is given to the child. After the final evaluation, the students will be promoted to the higher class. The Continuous Curriculum Evaluation is strictly adhered as per the formal school academic calendar. The grades record of all students is documented and kept at KGBV for the accessibility of students, parents, officials and others. The detailed progress report of child is communicated to parents/guardians at the end of academic year.

e. Curriculum Plus

The curriculum is enriched to foster the overall development of the girls. It comprises of academic as well as co-curricular activities such as: Yoga, karate, gymnasium, tailoring, embroidery, handicrafts, badminton, cycling, carom, volley ball etc. Playing musical instruments like dholak, kanjira, harmonium, tabla etc (SSA, Govt. of Assam). Folk stories, folk songs, songs for the empowerment of adolescents, participation in debates and cultural activities.

1). Vocational Skills: For the purpose of imparting the need based vocational skills in KGBVs, the services of experts, and craft teachers are used to train in wide variety of life skills. The skills of students are exposed in the exhibition-cum-sales counters organised at the local areas.

2). Specific skill training/Vocational education:

To develop the skill among the girls for generating of self-employment in the future, KGBV training for four months in weaving, knitting, handicrafts, screen printing, embroidery doll and flower making, food processing, tailoring etc.

3). Life Skill Education:

The Life Skill Education sessions, once in a week, has been formally introduced from February, 2016 in all the KGBVs. The sessions cover about ten core life skills such as Self-Awareness, Empathy, Effective Communication, Interpersonal Relationship, Critical Thinking, Creative Thinking, Decision Making, Problem Solving, coping with emotions and Managing stress (SSA, Govt. of

Assam). These skills are being taught to children of KGBVs by the trained teachers to face any kind of challenge in life and come up with positive mindset under any circumstances.

The sources indicating that the children learn Life Skills by doing various activities under the guidance of trained teachers. The life skill activities include role play, group discussion, games, sharing experiences, quiz on various topics like Awareness of Health and Hygiene, nutrition etc. More specifically the activities like Understanding Self, Time Management, all are Equal (gender), Am I Healthy etc. These types of activities have proved that there is a change in the nature and behavior of the children. The changed behavior of children reflecting in their discipline and punctuality, openly expressing their feelings and experiences, interpersonal relationship among the children to pay attention for the needs of her fellow inmates, enthusiasm to participate in the activities regularly performed in the hostel. Confidence level of girls has also increased to deal with changes during adolescence. Misapprehension about the health and hygiene are found to be trimming down remarkably among the children, and students have participated in the Menstrual Hygiene Management (MHM) session and they learning about adolescent stage health and hygiene.

4). Career counselling:

To create awareness among girls about different professions, meetings with women professionals engaged in different professions were organized to build awareness about various professions like Medicine, Engineering, Journalism, civil services, Social Work, Business, Sports, teachers, Lawyer etc. (Director & K)

f. Co-curricular and Recreational activities

Co-curricular activities for the overall development of the children are introduced in every KGBV with the help of teachers, instructors and resource persons from community. Children have been learning various co-curricular activities like dance and drama, playing musical instruments, harmonium, tabla, folk stories, folk songs, recitation etc. Children of KGBVs also participated in

various co-curricular events like debates, cultural activities and won the awards. The school level co-curricular activities include.

1. Preparation of Wall Magazine

Children in KGBVs get an opportunity to showcase their talents in various areas like poetry, art, story writing, article, drawing by children etc in quarterly wall magazine which is prepared every quarter in all the KGBVs.

2. Observance of National/International Day

In KGBVs important days like world health day, National Girl Child Day, Independence Day, Teachers Day Children's Day, Gandhi, Ambedkar, Mahatma Phule, Savitri Bai Phule Jayanthi etc are observed by conducting competitions like essay writing, quiz, art, dance etc for the purpose of awareness.

3. Kitchen Garden

The kitchen garden program involves all the students with great eagerness, to work on every morning after the Drill session for half to an hour to water, serve, cleansing and clearing weeds in the garden. In KGBVs students and staff have been cultivating plants like maize, sesame, mustard, potato, spinach, papaya, mushroom etc.

4. Sports and cultural activities

The children of KGBV are encouraged for sports like badminton, carom, volley ball, Chess, skipping etc. Sports materials for volley ball with net, chess, skipping rope, badminton rockets etc, are provided to every KGBV.

g. Library books

Various types of books like- stories, biography of noted personalities, general knowledge and other relevant books of children are available in the KGBV libraries.

h. Convergence with concerned departments: Convergence with several departments to extend the

required facilities for the children of KGBVs. The departments include health, bank, sports, food and civil supplies, police, SC, ST and Minorities welfare, safe drinking water and total Sanitation Campaign.

V. Findings and Conclusions:

From the analysis of the purpose, objectives, socio- economic profile and facilities, provisions and efforts to retain girls in KGBVs, it is found that (i) The KGBVs are meant for accessibility, equity and quality of education to disadvantaged girls. (ii) The socio-economic profile of KGBV students has been indicating that they are never enrolled, dropouts, child labour, risk ridden and disturbed family back ground of SCs, STs, OBCs, minorities, and EWS. (iii) The management team including Special Officer/Warden, teachers, the officials at Block, District and State have put a considerable amount of effort in the retaining and motivating girl children of disadvantaged groups in KGBVs. (iv) Keeping in view educational backwardness of the adolescent girl children, the KGBVs systematically integrated them with the cycle of elementary education as per their age and standard through innovative strategies. (v) For the purpose of quality of education, the KGBV students are being given the textbooks, note books, stipend and other facilities. (vi) To build confidence among the students, several efforts have been put in KGBVs such as cultural activities, sports and games, science exhibitions, life and technical skills and academic performance

The experiences of KGBVs for about one and half decade since 2004 have been emerging the effective institutions of the education to disadvantaged adolescent girl children in India. Therefore, the output and success stories of KGBVs have become potential inputs to the Ministry of Education, GoI and National Education Policy-2020. Therefore, all these policy documents have been recommending for the upgrading up to 10th and 12th class and expansion to reduce gender disparity in upper primary school education. They also recommending for the infrastructure in tune with the

Navodaya Vidyalayas, proper security and quality of education to fulfil the goals of Right to Education Act, 2009 such as accessibility, equity and quality.

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Competencies of Teachers and Academic Achievement of Students- A Study of Adolescent Girls in KGBVs of Andhra Pradesh

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Abstract

The concept of academic achievement is being applied and measured in the context of imparting of school or higher education. Academic achievement is an indicator to assess the standards of a students and future prospectus. Keeping in view the basic essence of academic achievement, it is tested, while taking three variables such as socio-economic profile of students, competencies of teachers and academic achievements of KGBVs in AP. In the process of empirical study, it is found that the adolescent girl children who are studying in KGBVs are, essentially, from never enrolled, dropouts and out of school children. Their parental background is from the lower caste, lower class, rural, illiterate, women headed family, risk, risk ridden and orphan background. The teachers in KGBVs are highly qualified in terms of educational background and teaching experience. Their capacities have been enhanced through the training programs. As a result of academic facilities and competent teachers, the adolescent girl children KGBVs are able to achieve academic requirements as per regular students of public or private schools.

Girl child education is more important because if women is educated it reflects on her family and children who would be the future generation. In education, academic achievement is an important dimension. Success in life to some extent is depends upon academic success. The multiple efforts by the teachers, students and institution will result in the form of academic outcomes, which are tangible evidences in achieving educational goals. Academic success reflects the personality of student in better-organized preparation, planning, time management, motivation. Academic success help in developing skills like analytical, critical and abstract thinking and decision- making. Academic success is linked to many outcomes we value like the self-esteem, confidence, self-efficacy, and empowerment. Academic achievement is important for successful development of young people. It is concluded that the adolescent girl children coming from marginalized and excluded social background proved that they can also excel in academic

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performance if minimum academic facilities in the form of infrastructure, competent teachers, teaching-learning material and other basic facilities. From the sample KGBVs, it is evident that they are provided the basic required facilities, therefore, the adolescent girl children academic performance is on par with any regular students of government schools such as Jawahar Navodaya Vidyalayas, Model Schools and Residential Schools in terms of number of students who have passed and securing of the grades.

Key words:

Social-profile, Adolescent girl children, competencies, academic achievement, facilities, enrollment, appointment, training, Teaching methodologies, assessment.

Introduction:

Academic achievement is an important aspect in the context of imparting education. There has been concern for the academic achievement of students since long time from the practical value point of view. Academic Achievement is the part and parcel of the educational policy of any country in designing of formal education. The educational institutions like schools focus on the indicators such as the achievement performance, aspiration and quality. It is the school that performs the function of selecting and differentiating among students on the basis of their track record of previous academic performance and other achievements, which provides opportunities for advancement, again, primarily in terms of achievement (Pandey, Bhriugu Nath, 2013).

The dictionary of education (Good 1945) defines the “Academic Achievement as the knowledge attained or skill developed in school subjects usually designated by test scores or by marks assigned by the teachers”(ibid, p.40).

Further, Pandey argues that academic achievement is related to the acquisition of principles and generalization and the capacity to perform efficiently certain manipulations, objectives, symbols and ideas (ibid, p.41). However, there is no consensus on the notion of the assessment of academic achievement which has been mostly confined to the evaluation in terms of information, knowledge and understanding (ibid, p.41). Universally accepted evidence for the acquisition of information is not an end in itself but a person who has obtained education must demonstrate that he/she has understood the basic essence. In most of the countries, the existing practice to test the understanding level is obviously the essay writing tests and periodic

examinations are predominantly prevailing practices to measure the level of information, knowledge and concept acquired by a student in course of learning.

It is universally accepted that the academic achievement of students is the basis for facing the competitive world and success in the high-level competition is the index to measure the learning process. That means the learning process making a sense in the life of a student as achievement fetches the status to the family, his/her personal status is elevated, inevitably, as a direct impact of the achievement in a formally structured classroom setting. The word 'achievement' is used as a name for "ability to do" or "ability to respond in appropriate ways to stimuli and situation in a given field".

The process of achievement measurement consists, (1) securing an appropriate performance as an index of the pupil's achievement, and (2) describing the response in qualitative terms. In studying the measurement of achievement, the attention of teacher in terms of teaching learning, testing/examination, question paper pattern, evaluation process and determining the grade.

The evidences in the studies on academic achievement revealing that the emerging trend in assessment includes focus on comprehensive and integrated rather than only one aspect like skill, but feedback from the students about the whole process of learning and making standards and criteria transparent to the public rather than confidential. However, the feed back from the teachers about the academic achievement of a student is a potential component in terms of enhancing the competency level of a student. With this basic understanding of the concept of academic achievement, the present paper is concentrating on the academic achievements of adolescent girl children in Kasturba Gandhi Balika Vidyalayas (KGBVs).

Review of the literature:

A study of academic achievement of girls studying in KGBV School (2015). For the study, the girls were administered Scholastic achievement test. The study found that KGBV girls on an average only few are good in their studies achieving A+ grade. Most of the girls were found to be average and low in their studies. Another interesting point that was noted during the study percentage of girls performing poorly was decreased as the class increased. It was encouraging to note that as the girls continue their education in KGBV their performance is

improving. It was also surprising to note that the girls were doing well in Telugu, but in English it was found that many girls were performing poorly.

Life Adaptive Skills of KGBV Girls in Andhra Pradesh and Telangana (2015). The paper was written based on field experiences in two Telegu states of Andhra Pradesh and Telangana. The important findings of the paper include that most of girls (70%) scored high on life skill evaluation checklist on the dimensions such as critical thinking, decision making, self-awareness, interpersonal relations, social skills like empathy, coping with emotions etc. The students of KGBV also scored high on problem solving skills and 20 percent of them had average scores and very less percentage (10%) was low scorers. The results of the study reveal that most of KGBV girls were having high level of adaptive skills.

A Study on Personality Traits of Girls Studying in KGBVs of Andhra Pradesh (2015). Majority (82%) of girls scored high on extroversion, indicating that KGBV girls were highly social. They also scored high in attributes like agreeableness, conscientiousness indicating that they were polite, like people and they are honest and hardworking. However, in dimensions like neuroticism and openness to experience 50 per cent of girls scored high and fifty per cent scored low.

School Infrastructure Facilities of KGBVs in Andhra Pradesh (2015). The major findings of the paper include 1). KGBVs are found mostly in the outskirts of village and they are being managed by RajivVidyaMission, Social Welfare, Tribal welfare, and Residential Society have spacious buildings with greenery. 2). All the classrooms are well equipped with lighting and ventilation and well furnished with required chairs, tables, desks, cupboards etc. However, these facilities were not found in few (10%) KGBVs which were running in rented building. 3). It was very encouraging to note from the study that all KGBVs visited had good drinking and bore water supply. All the selected KGBVs have sufficient wash areas for their students, but the maintenance of them is not satisfactory.

Success Stories of KGBV Passed Out Girls in Andhra Pradesh (2015). After understanding the success stories of girls passed out from KGBVs, it can be concluded that KGBVs are success in empowering the girls specially the disadvantaged group by ensuring the continuity of their education. KGBVs are not only providing the basic need of food, clothing and shelter but also strengthening them through education so that they can confidently step into the world and succeed in their lives by completing higher education and reaching their goals.

Efficacy of Kasturba Gandhi Balika Vidyalaya (KGBV) (2015) The study has found that the KGBVs have converted the educational deprivation of girls in to an opportunity to liberate them. It is found that at the time of entry, some of the adolescent girls were unable to write alphabets in their mother tongue. The KGBV has provided bridge course to mainstream them, as per their age, in the suitable class. Based on the exit point performance level, the researcher has classified the academic achievements in to A, B, C and D categories. The study has found that highest number of D categories and lowest number of A categories. The finding indicating that the quality of education in KGBVs is poor due to pedagogy, teaching methodology and environment.

Elementary Education through KGBVs – A case Study (2015). The important findings of the study include that 1). The Pradhan and members of the gram Panchayati played a significant role in the identification and mobilization of the child labor to study in KGBVs. 2). The extracurricular activities which have attracted the girl children for continuing in KGBVs and over a period of time they became part of academic curriculum. 3). The study also found that there were drop outs even from KGBVs due to sibling care, early marriages and seasonal agricultural work.

A study of Academic Achievement of Girls Studying in KGBVs, (2015). The study reveal that the girls were doing well in Telugu but in English it was found that many girls were performing poorly. It was also interesting to note that there was not any difference in the academic achievement of girls across the three region and between the KGBV managed by different societies

Objectives:

1. To examine the socio-economic profile of the students and teachers of the KGBVs.
2. To study the training and teaching methodologies of the Teachers of KGBVs.
3. To assess the academic achievement of the Adolescent girl children of KGBVs.

Methodology:

In writing of the paper both primary and secondary sources are used. The primary data was collected through structured questionnaire. The structured questionnaire was sent to the teachers of all subjects in eight sample KGBVs. Due to Covid-19 and subsequent lockdown

could not allow the researcher personally, visit the sample schools and conduct face to face interviews. Therefore, the teachers were requested to fill the questionnaire and send back to the researcher either through mail or by post. The researcher was able to receive 48 questionnaires, which were filled by the teachers. The secondary source of information was gathered from State *Samagra Sisksha Abhiyan* of AP, District offices and sample KGBVs. The secondary data, basically, consisting pass percentage at the State level, grades achieved by the students and school records.

Sample Profile of the Study:

In order to provide field-based evidences to prove the co-relation between competencies of the teachers and academic achievement of the students, eight KGBVs are taken as samples from two districts of AP. These two districts include Kurnool and Krishna. Out of 53 KGBVs in Kurnool district 5 are taken as sample such as KGBV Alur, Dhone, Orvakal, Mantralayam and Yemmiganur. From Krishna district, all three KGBVs like A. Konduru, Gampalagudem and Reddigudem.

From 8 sample KGBVs about 48 teachers are interviewed through a structured questionnaire, which was sent by mail due to Covid-19 and filled questionnaire was sent back to the researcher. The structured questionnaire was, basically, containing the questions like social and educational profile, nature of recruitment, salary, trainings, infrastructure for teaching, teaching-learning material, teaching methods, testing of students etc. To measure the annual performance of students, the scholastic records are taken as the source.

KGBVs in AP at a Glance:

From the table-1, it is understood that there are 352 KGBVs in AP. These KGBVs have been started in three phases such as 131 type-2 KGBVs which were started initially from VI-X class. Under type-3, 171 KGBVs are started in the second phase from VI-XII class. In the phase-3, 50 more KGBVs have been started to function from class VI-XII. The table has been revealing that there are 131 KGBVs from VI-X class and 221 KGBVs have got VI-XII class. Among 352 KGBVs 18 are meant for the minorities. Present study is confining only VI-X class to establish the co-relation between the competencies of teachers and academic achievement of students.

Table-1 On Number of KGBVs in AP

S. No	Name of the District	No of KGBVs	Type II Previous (VI – X)	Type III Previous VI – XII)	Type III New (VI – XII)	Minority (already included in the total)
1	Srikakulam	32	11	21	0	0
2	Vizainagaram	33	0	19	14	0
3	Visakhapatnam	34	0	17	17	0
4	East Godavari	12	4	8	0	0
5	West Godavari	3	2	1	0	0
6	Krishna	3	1	2	0	0
7	Guntur	24	15	9	0	3
8	Prakasam	37	23	14	0	3
9	Nellore	10	4	6	0	0
10	Chittoor	20	4	16	0	1
11	Kadapa	29	0	10	19	0
12	Anantapur	62	37	25	0	6
13	Kurnool	53	30	23	0	5
	TOTAL	352	131	171	50	18

(Source: Sarva Shiksha Abhiyan, Andhra Pradesh, Amaravathi up to February 2021)

Enrollment of Students:

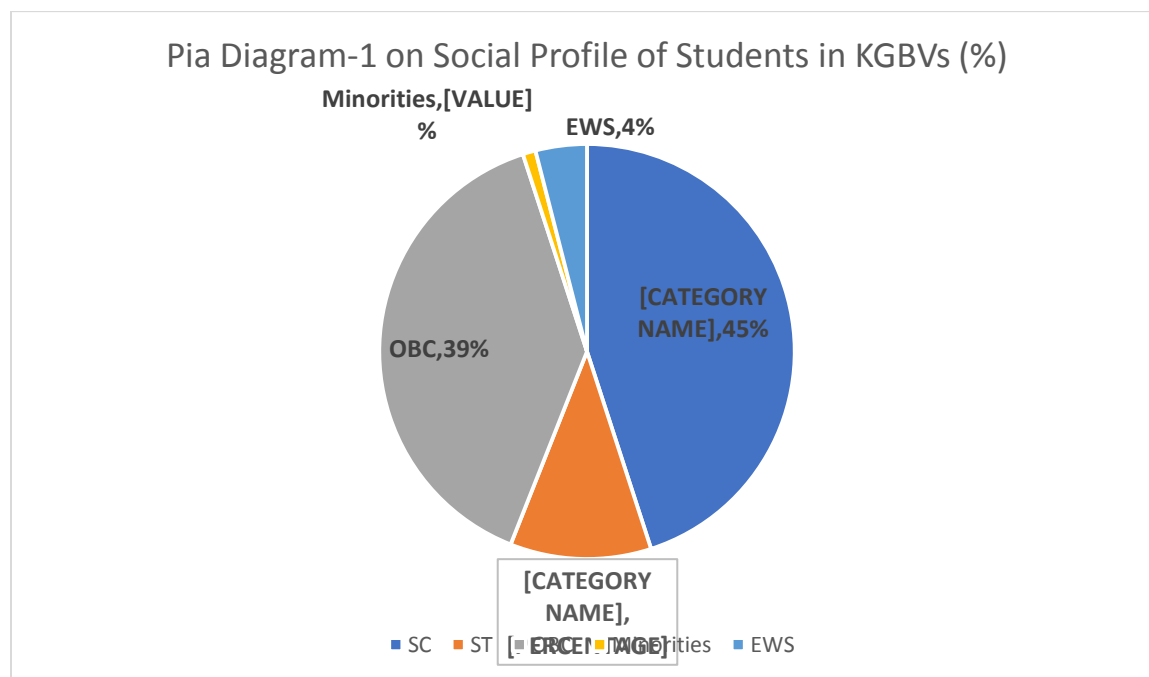
The strength particulars of 352 KGBVs are given in table-2. There are 13567 students in VI class, 13853 in VII class, 14121 in VIII class, 14281 in IX class and 13696 in X class in

Andhra Pradesh. The social category-wise break up is given in pie-diagram-1 from the sample KGBVs.

Table-2 on Enrollment of Students in KGBVs of AP

S. No	Class	Students Strength
1.	VI	13567
2	VII	13853
3	VIII	14121
4	IX	14281
5	X	13696

(Source: KGBV, Samagra Siksha, AP, up to February, 2021)



(Source: Generated by Researcher based on the field data)

Teachers Strength:

As per table-3 for all 252 KGBVs in AP 252 subject-wise teacher posts have been sanctioned. The subjects include Telugu, English, Hindi, science, mathematics, social, physical education-teacher, computer assistant and craft-teacher. Following the KGBV guidelines to have a one subject- one teacher ratio, Samagra sisksha of AP posts are sanctioned. For the recruitment of subject-wise teachers, Samagra Siksha of AP advertised in the offline and online media with required qualifications such as graduation and B.Ed. and for Computer assistant diploma in Computers and for Craft teacher technical teacher certificate. After short listing the applications,

the eligible candidates are called for written test. The candidates who have qualified in written test were interviewed. While following rule of reservation, the appointment orders are issued to the selected candidates. The newly appointed teachers in KGBVs are designated as ‘Contract Resident Teacher’(CRT) and the Computer assistant and Craft teacher are appointed on Part-time and Out Sourcing. The nature of appointment of teaching and technical staff is on contract cum outsourcing basis, initially for a period of 11 months. However, their service is being renewed for every academic year. As on now the salary of a CRT 21,755 Rs, for computer and craft teacher the salary is RS14,203. Table

However, the data provided by Samagra Sisksha AP, as on February 2021, out of 352 subject-wise teacher posts, 25 are vacant in Telugu, 35 in English, 20 in Hindi, 49 in science, 42 in mathematics, 42 in social 32 in physical education teachers, 81 computer assistants and 56 craft-teachers. The vacancies data indicating that considerable number of posts are vacant.

Table-3 on Teachers Strength at State level

S. NO.	Subject	No. of sanctioned Teacher Posts	No. of Existing Teachers	No. of vacancies
1	Telugu	352	327	25
2	English	352	297	35
3	Hindi	352	332	20
4	Science	352	303	49
5	Mathematics	352	310	42
6	Social	352	310	42
7	PET	352	320	32
8	Computer. Asst	352	271	81
9	Craft Teacher	352	296	56

(Source: KGBV, Samagra Siksha, AP, up to February 2021.)

Analysis of the field-based findings:

1. Social profile of students in sample KGBVs:

Table-4 indicating that there are 1610 students from VI to X class. Among them 726 are from SC, 177 are STs, 626 are OBCs, 18 from Minorities, and 54 are EWS. Percentage of the social categories are given in the pie diagram-1 and it reveals that 45% are SCs, 11% are STs, 1% Minorities, 4% from EWS. The Social profile of the children includes Orphans, single parent, drunken parents, divorcee family, and multiple marriage family's children, rescued children human trafficking, migrant workers children, children under

sibling care, domestic workers and marginalized sections of the society, children of BPL families etc.

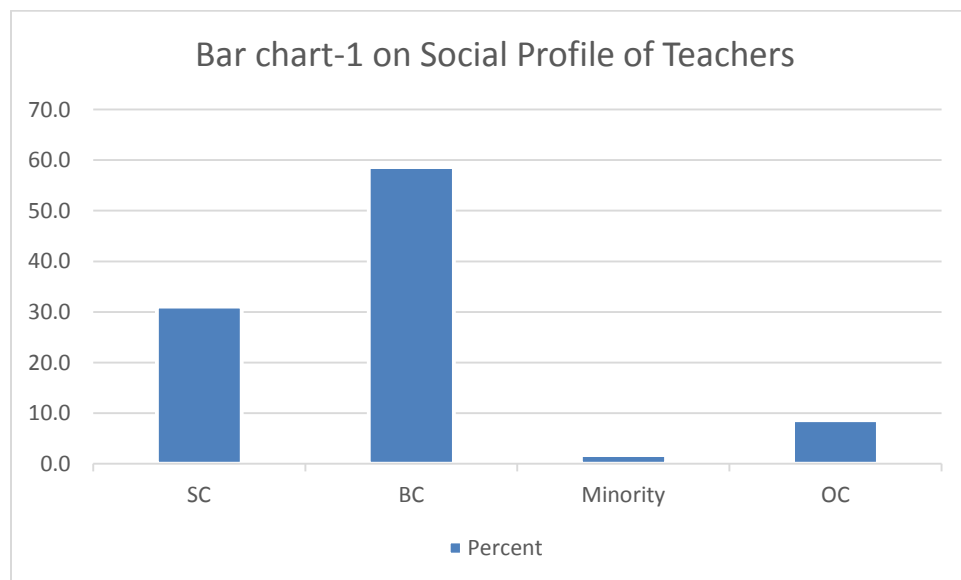
Table- 4 on Students Strength in the sample KGBVs

S. No	Class	Social Category					
		SC	ST	OBC	Minorities	EWS	Total
1	VI	143	24	133	6	9	315
2	VII	142	29	121	2	12	309
3	VIII	140	44	122	5	12	323
4	IX	149	36	119	2	14	316
5	X	152	44	131	3	7	347
	Total	7269(45%)	177(11%)	626(39%)	18(1%)	54(4%)	1,610(100%)

(Source: Generated by Researcher based on the field data)

2. Social -profile of Teachers:

The social-profile of teachers, who are working in 8 sample KGBVs is given in bar chart-1. All the teachers in KGBVs are women and among them 31% are SCs, 59% are BCs, about 2% are from Minorities and about 9% are OCs.



(Source: Generated by Researcher based on the field data)

Table-5 Social Category * Academic and professional qualification

Social category	Academic and Professional qualification		
	B. A/ B. Com/B.Sc. B.Ed.	M.A/M.Sc. B.Ed./M.Ed.	M.Phil./Ph.D.
SC	22.2%	55.6%	
BC	14.7%	82.4%	
Minority	20.0%	60.0%	20.0%
OC	17.2%	70.7%	1.7%

(Source: Generated by Researcher based on the field data)

The social category and academic qualifications of teachers is given in table-5. 22% of teachers from SC category possessing Graduation(B.A., B.Com and B.Sc) and Bactchler of Education (B.Ed) and 56% of them are having Post- Graduation(M.A. and M.Sc) with B.Ed and M.Ed. Among the BCs, 15% are having the qualification of Graduation and B.Ed and 82% of them are having Post- Graduationn and B.Ed/M.Ed. From the minorities, 20% are Graduates with B.Ed, 60% with Post-Graduation and Education degree and 20% arealso having M.Phil/Ph.D qualifications. 17% of OCs have got Graduation with Education degree, 71% have Post-Graduation with Education degree and 2% have M.Phil/Ph.D.

3. Nature of Appointment:

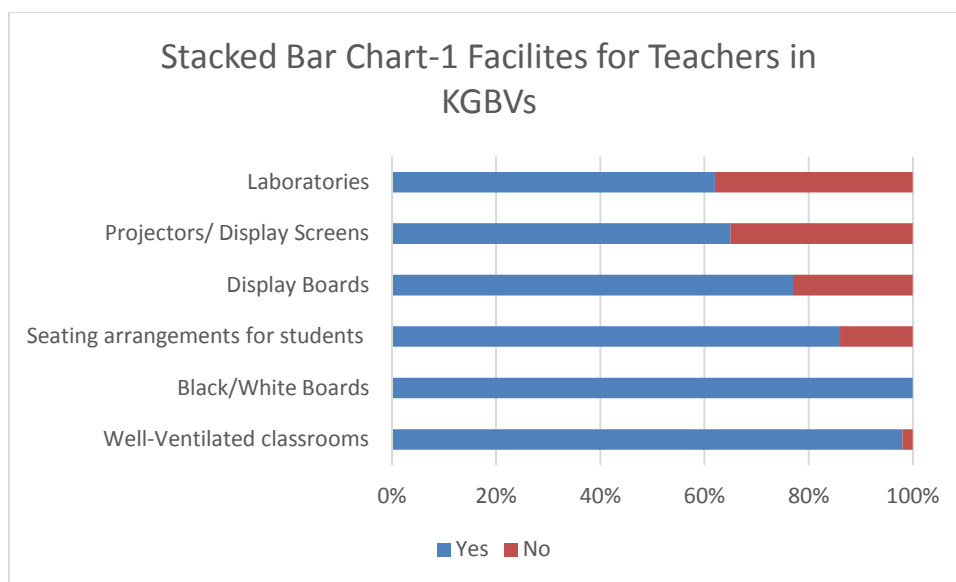
Right from the inception of KGBVs, all the teachers are being appointed on contract basis for a period of 11 months in an academic year, while following a public advertisement and rule of reservation. The contract-based appointments are two types, a) Contract Resident Teachers (Full Time Teacher) and b) Part-Time Teachers. Their salary is consolidated payment of Rs 21,755/- per month for CRTs and Rs 14,203/- per Part Time Teachers.

4. Trainings to Teachers:

After the appointment of subject-wise teachers/CRTs are trained in the district headquarters across the state. The basic content of the training program was about the teaching methodology cutting across the subjects. To update the subject-wise knowledge was trained at the sub-district level. The subject-wise teachers were also trained at the cluster level about the content of the subject, teaching methodology and skill development program in application of computers for teaching. As per data given by the teachers from the sample KGBVs conforming that they are all trained at least for three times after their appointment.

5. Facilities for Teaching:

The stacked bar chart-1 indicating the response of the teachers in sample KGBVs. 98% of them said that the KGBVs are having well-ventilated class rooms, 100% response is that all the class rooms are having black/white boards for writing and explaining. 86% of KGBVs have got sitting arrangement in the form of chair and desk. 77% of the teachers express that there is a common board for displaying the official information and achievements of the teachers and students. 65% opined that KGBVs have got projectors to display the Power-Point Presentations and screening of the films. 62% of the teachers said that the science laboratories are being provided for the experiments in physics, chemistry and biological sciences.



(Source: Generated by Researcher based on the field data)

6. Teaching Methodology:

The stacked bar chart-2 on teaching methodology indicating various methods of teaching such as chalk and talk, lecture cum demonstration, problem solving, discussion, power point presentation, structural functional approach and constructivist approach.

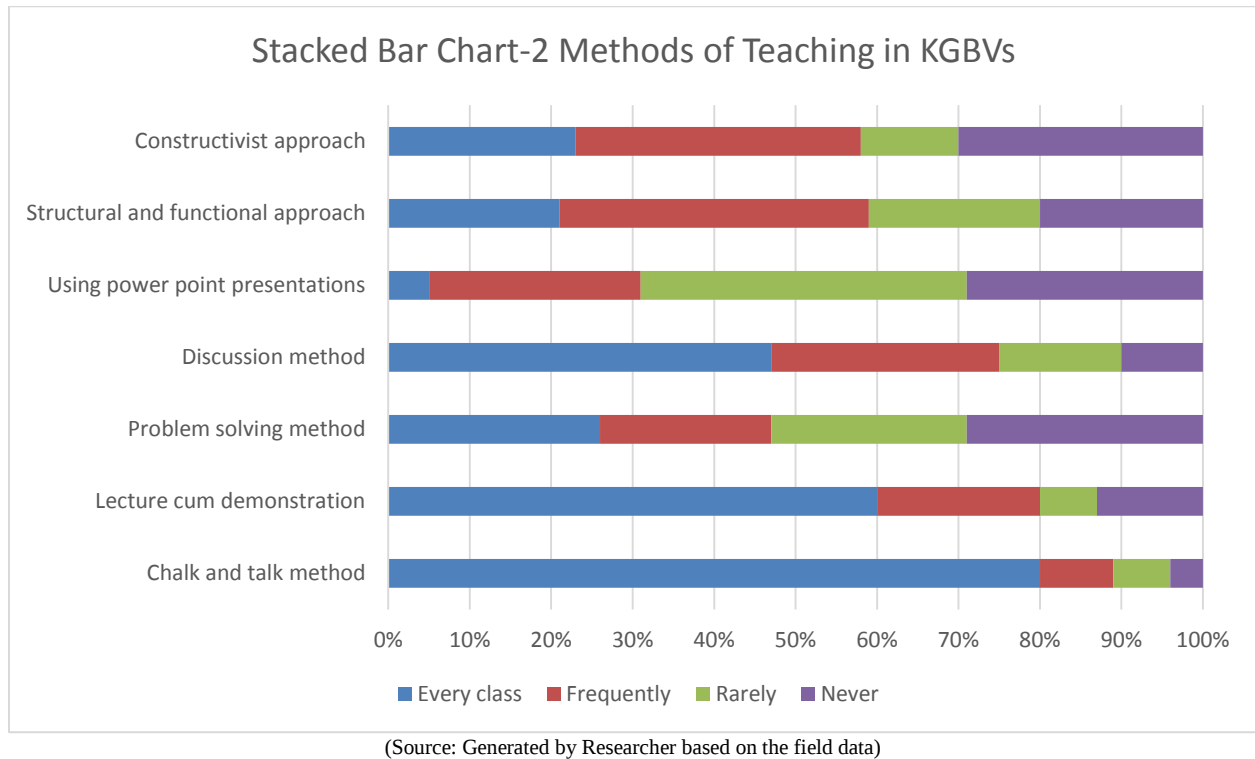
a. Chalk talk method

The *chalk talk* method of teaching focuses on the blackboard and the lecturer's voice and also the activities – to be precise, the physical activities. It is usually done with chalk, hard crayon, or pastel, or with dry-erase markers on a whiteboard. It is a technique that creates a conversation, mutual opinions and comments among learners through writing.

Chalk Talk is a silent conversation in writing that allows students to have an equal opportunity to participate. It is a versatile protocol that can be used for many purposes. Students and teachers love it. The stacked bar chart-2 indicating that in the sample schools about 80% of the teachers use chalk and talk method in every class, 9% applied frequently, 7% rarely and 4% never use.

- b. Lecture-cum-demonstration:** In Lecture method teacher explain the concept and make it more meaningful, it is also demonstrated in the form of experiments, short films and field exposures. In the stacked bar chart-1, it is evidencing that 60% of the teachers use lecture- cum-demonstration method in every class, 20% frequently, 13% rarely and 7% never.
- c. Problem solving method:** Children learn by working on **problems**. This enables the students to learn new knowledge by facing the **problems** to be **solved**. The students are expected to observe, understand, analyze, interpret find solutions, and perform applications that lead to a holistic understanding of the concept. 26% of the teachers use the problem-solving method in every class, 21% frequently, 24% rarely and 29% never use this method.
- d. Discussion method:** It is a kind of forums for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of enhancing the student's capacity in thinking, learning, problem solving, understanding and literary appreciation. 47% of teachers apply discussion method in every class, 28% of the teachers frequently, 15% rarely and 10% never.
- e. Structural and Functional approach:** As per the assumption of the method that the language teaching is being best taught through systematic selection and grading of structures or sentence patterns. However, the functional aspect allows a child to learn relevant skill. It is more a functional to teach a child the words like "computer" by playing a game on computer then it would be having them demonstration to a computer. 21% of teachers apply structural and functional approach in every class, 38% frequently, 21% rarely and 20% never use it.
- f. Constructivist teaching:** It is based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information. Learners are the makers of meaning and knowledge.

23% of teachers use this method in every class, 35% frequently, 12% rarely and 30% never use this method.



7. Academic Assessment Methods:

According to Hambleton, there are three trends in classroom assessment (Hambleton, 1996)

- a. **Using at least some performance-based assessment.** Historically, classroom assessment has emphasized the use of objective tests, such as multiple-choice, which have relatively clear, unambiguous scoring criteria. In contrast, performance assessments require students to create answers or products that demonstrate their knowledge or skill. Examples of performance assessment include writing an essay, conducting an experiment, carrying out a project, solving a real-world problem, and creating a portfolio. Thus, a teacher can use any number of these methods such as 1) a multiple-choice test, 2) an essay, 3) an interview, 4) a project, 5) a portfolio and 6) student evaluations of themselves.

- b. Having high performance standards.** Another trend is the demand for high performance standards, even world-class performance standards, for interpreting educational results. Some experts say that world-class performance standard is driving contemporary classroom assessment by providing goals, or targets, to attain (Taylor, 1994).
- c. Using computers as part of assessment.** Traditionally, computers have been used to score tests, analyze test results, and report scores. Today, computers increasingly are being used to construct and administer tests, as well as to present different assessment formats to students in a multimedia environment. With coming advances in technology, assessment practices are likely to be very different from traditional paper-and-pencil tests (Vander Linden, 1995).

The field-based data of KGBVs indicating that for the academic assessment of students, the teachers have been giving assignments, weekly tests and surprise tests are conducted to test the receptive level of knowledge on a particular subject as part of preparing them for formative and summative assessments. The summative-2 is being conducted at the end of every academic year to promote a student to the next higher class.

8. Academic Achievements of the Adolescent Girl Children in KGBVs:

The socio-economic profile of KGBV students revealing that they are never enrolled, dropouts, out of school children from the poorest of the poor, marginalized, risk-ridden, single-parent, orphan, child labor and labor family background. One of the biggest challenges of the teachers in KGBVs is retaining, mainstreaming, and preparing them for the academic activities. The studies on KGBVs (Varalakshmi. G, Madhusudan. J. V, 2020) found that to retain these adolescent girl children, the facilities like accommodation, food, books and teaching material, library books, uniforms and shoes, soaps, oils, towels, tooth-paste, comb, slippers, sanitary napkins, toiletries, inner garments, uniform, pen, pencil, eraser and sharpener, geometry box, bed sheet pillow cover, blanket are provided and an amount of Rs 100/- is being given to each student, per month, as a stipend. The girl students are also trained on adolescent stage and health with specific reference to menstrual hygiene management.

As part of mainstreaming and preparing adolescent girl children, the KGBVs have initiated innovative practices (ibid) such as residential bridge course, formal state syllabus,

examinations and evaluation of the academic performance. Apart from academic activities, the girl students are also trained in vocational, life skill education etc. The students are also exposed to the preparation of wall magazines, kitchen garden, sports and cultural activities.

State level SSC Results:

Table-6 on pass percentage of X class for five years from 2014-15 to 2019-20 has been indicating that there is a cumulative increase in the pass percentage of KGBVs. In 2015 pass percentage was 89%, 94% in 2016, 89% in 2017, 99% in 2018, and 100% in 2020. The pass percentage in KGBVs revealing that the performance of these adolescent girl children has been on par with regular students to school since their childhood.

Table-6 SSC State level Results

Year	Percentage
2014-15	88.93%
2015-16	94.26%
2016-17	88.88%
2017-18	99.17%
2018-19	98.71%
2019-20	All pass

(Source: KGBV, Samagra Siksha, AP, 2020.)

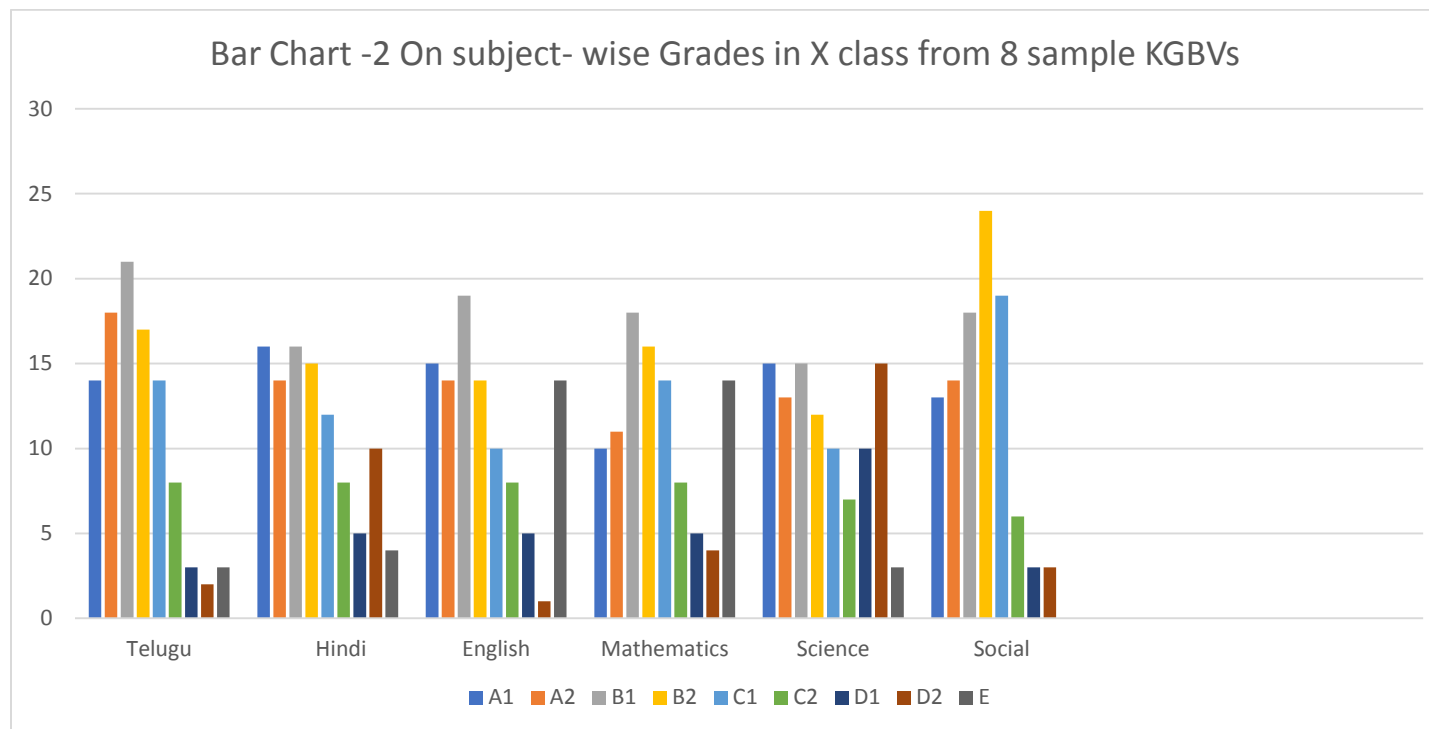
Table-7 on Subject-wise grades in X class from sample KGBVs

Subject	A1	A2	B1	B2	C1	C2	D1	D2	E
Telugu	14	18	21	17	14	8	3	2	3
Hindi	16	14	16	15	12	8	5	10	4
English	15	14	19	14	10	8	5	1	14
Mathematics	10	11	18	16	14	8	5	4	14
Science	15	13	15	12	10	7	10	15	3
Social	13	14	18	24	19	6	3	3	0

(Source: Generated by Researcher based on the field data)

The consolidated subject-wise grades of X class from eight sample KGBVs given in table-7 and bar chart-2 providing a comprehensive picture of the academic performance of adolescent girl children. As per statistical data provided by 8 sample KGBVs is classified into subject-wise grades. For instance, in Telugu, 14% A1, 18% A2, 21% B1, 17% B2, 14% C1, 8% C2, 3% D1, 2% D2 and 3% E grade is secured. In Hindi, 16% A1, 14% A2, 16% B1, 15% B2, 12% C1, 8% C2, 5% D1, 10% D2 and 4% E grade. In English, 15% A1, 14% A2, 19% B1, 14%

B2, 10% C1, 8% C2, 5% D1, 1% D2 and 14% E grade. In the subject of Mathematics, 10% A1, 11% A2, 18% B1, 16% B2, 14% C1, 8% C2, 5% D1, 4% D2 and 14% in E. In Science, 15% A1, 13% A2, 15% B1, 12% B2, 10% C1, 7% C2, 10% D1, 15% D2 and 3% in E grade. In Social 13% A1, 14% A2, 18% B1, 24% B2, 19% C1, 6% C2, 3% D1, 3% D2 and 0% in grade E.



(Source: Generated by Researcher based on the field data)

Conclusion: The above analysis is an attempt to establish the co-relation among the variables of socio-economic profile of adolescent girl students, competencies of the teachers and academic performance of students in KGBVs of Andhra Pradesh. For the establishment of co-relation among the variables, the secondary sources of data from state, sample districts and KGBVs has been collected and the primary data is gathered from the teachers, who has been working in sample KGBVs. From the analysis of the data it is concluded that the adolescent girl children coming from marginalized and excluded social background proved that they can also excel in academic performance if minimum academic facilities in the form of infrastructure, competent teachers, teaching-learning material and other basic facilities.

From the sample KGBVs, it is evident that they are provided the basic required facilities, therefore, the adolescent girl children academic performance is on par with any regular

students of government or private schools in terms of number of students who have passed and securing of the grades. However, the critical issue is the nature of appointment and service conditions of teachers. That is why it is suggested that there is need to resolve the grievances of the teachers.

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Educational Facilities and Academic Performance of Disadvantaged Girls- A Study of Kasturba Gandhi Balika Vidyalaya's in Andhra Pradesh

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