

# Impact of KGBVs on Girls' Education and Retention

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Vadodara

**April 2012**

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## **LIST OF ABBREVIATIONS**

ATD	: Art Teacher Diploma
B. Ed.	: Bachelors in Education
BRC	: Block Resource Centre
BRP	: Block resource Person
BRCC	: Block Resource Centre Coordinator
CASE	: Centre of Advanced Study in Education
CRC	: Cluster Resource Centre
CRCC	: Cluster Resource Centre Coordinator
CRP	: Cluster Resource Person
DPEP	: District Primary Education Programme
DoV	: Day of Visit
EBB	: Educationally Backward Block
GCPE	: Gujarat Council of Primary Education
HSC	: Higher Secondary School Certificate
KGBV	: Kasturba Gandhi Balika Vidhyalaya
M. Ed.	: Masters in Education
MM	: Muslim Minority
MS	: Mahila Samakhya
No.	: Number
NPEGEL	: National Programme for Education of Girls at Elementary Level
OBC	: Other Backward Classes
PTC	: Primary Teachers Certificate
PTR	: Pupil Teacher Ratio
SC	: Scheduled Caste
SPD	: State Project director
SSC	: Secondary School Certificate
SSA	: Sarva Shiksha Abhiyan
ST	: Scheduled Tribe
UNICEF	: United Nations International Children's Education Fund
%	: Percentage

# **EXECUTIVE SUMMARY**

## **INTRODUCTION**

Education of girls has been a high priority with the Government of India. To achieve actual development of the society, both men and women needs to be empowered in all the aspects. The National commitment to provide free and compulsory education to all children in the 6-14 years age group is now a Fundamental Right of every child in India after the passing of the Constitution (86th Amendment) Act in December, 2002. But it is seen that girls education has suffered for many reasons in our society. Reaching out to the girl child is central to the efforts to universalize elementary education. Sarva Shiksha Abhiyan or 'Education for All' programme recognizes that ensuring girl's education requires changes not only in the education system but also in societal norms and attitudes. To target pockets where girls education is lagging behind, the Government of India has launched two focused interventions for girls – the National Programme for Education of Girls at Elementary Level (NPEGEL) and the Kasturba Gandhi Balika Vidyalaya (KGBV) to reach out to girls from marginalised social groups in over 3282 educationally backward blocks in the country where the female rural literacy is below the national average and the gender gap in literacy is above the national average.

## **TITLE OF THE STUDY**

**“Impact of KGBVs on Girls Education and Retention”**

## **OBJECTIVES OF THE STUDY**

1. To study the status of KGBVs in terms of availability, adequacy, usability, relevance and appropriate utilization of material resources
2. To study the profile of the teachers and students
3. To study Enrolment patterns, retention rate and dropout rate of girls in KGBVs
4. To study social relationship within staff members, teachers and girls and amongst girls
5. To study the teaching learning process in KGBVs through achievement of students and observation of class-room teaching
6. To study the academic, administrative, & financial support provided by CRCC, BRCC and District Gender co-coordinators
7. To study the perception of different functionaries regarding the impact of KGBV on girls' retention and education.

8. To study the problems faced by beneficiaries and functionaries

### **SAMPLE OF THE STUDY**

There are eighty six KGBVs in the state of Gujarat, which covers nineteen districts and eighty six talukas. All the functionaries and beneficiaries of eighty six KGBVs will constitute sample for the study.

### **DESCRIPTION OF THE TOOL**

The tools used for data collection in the present study were designed by the project team. The tools were designed in English and then they were translated to Gujarati for the better understanding of the field investigators and the respondents. The data collection was carried out using the tools in the local language i.e. Gujarati.

**Table\_1 Tools for Data Collection**

<b>Sr. No</b>	<b>Code</b>	<b>Name of the tool</b>
1	T1	Information Schedule
2	T2	Observation Schedule
3	T3	Focus group discussion for Student
4	T4	Questionnaire for Teachers
5	T5	Questionnaire for CRCCs and BRCCs
6	T6	Questionnaire for OIC Gender, District
7	T7	Questionnaire for State Gender Coordinator
8	T8	Questionnaire for Director, Mahila Samakhya
9	T9	Observation Schedule for Classroom Teaching
10	T10	Achievement Test* for Grade Five
11	T11	Achievement Test* for Grade Six
12	T12	Achievement Test* for Grade Seven
13	T13	Achievement Test* for Grade Eight

\***The achievement test** used in the present study was prepared by the project team from the syllabus that had been taught in the first term and for which the examinations have been conducted for these girls. The achievement test (Total marks: 50) included all the subjects Physical Education (Marks: 7), Gujarati (Marks: 7), Hindi (Marks: 7), English (Marks: 7), Social Studies (Marks: 7), Science (Marks: 7) and Mathematics (Marks: 8); for the classes V, VI, VII and VIII. The duration of two hours was given to each student to complete the test, after making appropriate seating arrangements to avoid any sort of malpractices.

**Table\_2 Tools used in analysis and interpretation for each objective**

<b>Objective No.</b>	<b>Tools used</b>	<b>Source of Information</b>
One	T1 and T2	Records, Teachers, Students
Two	T2	Teacher register, enrollment register, hostel
Third	T2	Registers and records
Four	T3 & T4	Students, Teachers
Five	T9, T10, T11, T12, T13	Students, Teachers
Six	T4, T5, T6, T7, T8	CRCC, BRCC, OIC Gender, SGC, Director MS
Seven	T4, T5, T6, T7, T8	Teachers, Non-teaching staff
Eight	T3, T4, T5, T6	Students, teachers non-teaching staff

### **DATA COLLECTION**

The interviews for the staff required for the project was conducted at the CASE, Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara. The selected staff, which included the field investigators, was given the training for the data collection using the tools prepared for the study. The training started with the understanding of education in schools, followed by properly orienting the field investigators regarding the present status of the elementary education in India, there by the issues in girls education, the steps taken to handle the issues by the government, the introduction regarding KGBV Scheme in detail and the importance of this project. The training included mock sessions wherein every field investigators could have an experience of being source and the investigator. The training also included visit to a TYPE I KGBV at Selumba, Sagbara, Narmada for getting a proper idea regarding the actual concept of KGBV. Then the tools to be used for the project were explained item wise. They were given time to understand the whole procedure and clarify their doubts. The trained Field Investigators personally visited each of the KGBVs to collect the required data using the set of tools developed. The team members also visited the field.

Data collection started on 21<sup>st</sup> November, 2011 and completed on 13<sup>th</sup> January, 2012.

### **DATA ANALYSIS**

Factual information will be analyzed quantitatively using frequency and percentage analysis. Information obtained through observation, focused group discussion, interview schedule, field notes and field diary will be content analyzed.

The conclusive findings will be drawn based on data obtained on information schedules, observation schedule, group discussion and interview of functionaries and beneficiaries of the present study.

The data analysis and interpretation was done for each objective separately.

## **MAJOR FINDINGS**

The major findings of the study are presented in the nutshell.

- ❑ The availability of material resources was not a problem in most of the cases but adequacy, usability and appropriate utilization was not observed in many cases. eg. The sewing machines, RO system, etc was available in most of the cases but in most of the cases it is not in working condition and is just utilizing space for storage.
- ❑ Before supplying the items to KGBV there needs to be a survey conducted to identify the needs at each KGBV to ascertain the proper usage of funds/grants.
- ❑ The KGBVs which are adjusting with the initial resources even after the numbers of girls have been increased must be addressed immediately.
- ❑ The teaching staff employed at KGBV was found to be well qualified with a professional degree. Most of the teachers in position at KGBVs were found to be from Arts discipline and there are very few teachers with science background at the KGBVs of Gujarat state.
- ❑ About 66.54% of the students were in the schools before getting enrolled in the KGBV. Nearly half of the girls come from families having farming as their livelihood.
- ❑ On an average on the day of visit 86.69% of teachers and 79.66% of students were found to be present. The PTR on the day of visit was 16.25 and as per records was 17.69. Except for few cases the situation seemed to be practically ideal for teaching learning process.
- ❑ With regard to PTR for each district having KGBVs we can observe that Valsad stands best with regard to both teacher and student attendance. Amreli shows lowest percentage of teacher's attendance and Mehsana shows lowest in student attendance.
- ❑ In Kheda, PTR was found to be high. PTR was found lowest in Panchmahal which is a positive aspect for the girls of KGBV but achievement shows lowest scores in district.
- ❑ The job satisfaction is lacking among the teachers who are working at KGBVs, due to low salary against the nature of responsibility they have. (About 65.0% are not

satisfied with the salary they receive). In spite of the low salary the teachers (about 73.0%) are wishing to continue to work at KGBV and about 96.4% have said that they enjoy being at KGBV. This reflects a positive social relationship amongst the teachers and the students and within the staff members also.

- ❑ The teachers also expressed that they have learnt to live in cooperation and harmony with all in KGBV. They identify the strengths and potentials of the colleges and learn from each other the skills to live life successfully.
- ❑ In spite of all these facilities being provided and so much of funds utilized for the academic upliftment of the girls, their achievement doesn't reflect a good status. The percentage average achievement of the KGBVs spread across the state in all the subjects together is 45.76%. The same for each subject: 65.71% Physical Education, 34.86% Gujarati, 43.57% English, 36.57% Hindi, 48.86% in science, 58.43% social studies and 33.88% in Mathematics. The achievement of girls is in a very sorry state except for physical education. But in districts Panchmahal and Bhavnagar achievement in even Physical Education was found to be very poor.
- ❑ The districts Junagadh, Mehsana and Narmada show better performance comparatively than other districts of the state while the districts Panchmahal, Vadodara and Surrindranagar show very low performance when all subjects are considered together.
- ❑ There were two KGBVs, KGBV, Manki (Deesa) of Banaskantha [KGBV-10(Ba/I/S)] and KGBV, Kajardi (Una) of Junagadh [KGBV-33(Ju/I/S)] excelling in academics when compared to the other KGBVs. While there were two KGBVs, There were two KGBVs, KGBV, Godhra [KGBV-55(Pc/II/M)] and KGBV, Doli (Santrampur) [KGBV-56(Pc/II/M)] from Panchmahal district showing the least scores of achievement amongst the girls in all the subjects. It is ironical that these two KGBVs show the lowest PTR as in the records.
- ❑ The regularity in maintenance of records is not observed at many places, this reflects the lack of concern from the authorities side too.
- ❑ Most of the teachers have stated that they get academic support from the OIC Gender, district, CRCCs, BRCCs, etc. in form of guidance as and when needed, TLM usage, training regarding teaching learning process and feedback regarding the same.



- ❑ More than 80.0% have stated that there is problem in availing the daily requirements like milk, vegetables, etc. and the grants are also not received timely. But about 73.0% of the teachers stated that he books, uniforms, sweaters and other necessities are availed timely at KGBVs.
- ❑ Cleanliness and hygiene are issues which needs immediate attention in many KGBVs.
- ❑ KGBV has played a very important role in making the people of EBB realize importance of education in a girls life. KGBV made it practical for parents of girls at KGBV to see their girl child in school and learning, because for them meeting the daily needs is difficult, so education could never appear in the list of tasks for their children. There is an increase in readiness of parents to teach the child further but in some school like KGBV where child is secure and taken care off. Many girls continue studying in ashram shalas and regular schools in the vicinity of their residence.
- ❑ Retention of the girls is still an issue because after class VIII the many parents take these children back home and to the same environment in which value of being educated hardly stands. They either marry them off or the girl goes back to help in contributing to the family income along with the parents.
- ❑ There are lot of problems faced by the functionaries and the beneficiaries regarding the design of the building of the KGBV. There is lack of availability of sufficient rooms which can be used for teaching, as store room, staff room, etc.
- ❑ The absence of milk and/or milk products in the regular menu at the KGBVs is a serious issue. The availability of food is there in almost every KGBV but its quality is a subjective matter. There is lack of variety in vegetables in many of the cases and fruits are absent from the menu in almost all the KGBVs is a serious issue that needs to be addressed.

## **CONCLUSION**

The findings from the study conducted here reflect a mixed picture of the impact of KGBVs on retention and education of the girls. Considering the first part ‘retention’, it can be observed that success has been achieved in bringing the girls to KGBVs with the consent of their parents. This indicates certain level of awareness has been created among the people of EBB by the functionaries of KGBVs. But the retention pattern could not be studied as desired due to the time constraint of the project and unavailability of well-maintained

records of the girls at KGBVs. The promise to quality education which was the underlying focus of the KGBV scheme needs to be now focused. The girls who are brought here must be oriented to understand the real purpose of them being at KGBV, it is much beyond good food, clothes, play and a safe stay. A dream has to be nurtured in them for a better and secure future by making them self-reliant and helping them to grow knowing and respecting the realities of both the worlds, one from which they come and the one which we are training them for.

# **CHAPTER 1**

## **CONCEPTUAL FRAMEWORK**

### **1.0.0 Introduction**

Education is a process, a long drawn out one, indeed a lifelong process. It has long been recognized as one of the corner stone of social and economic development. More recently with technological development and the changes in the methods of production, it has become even more important because the new technologies and production methods depend upon the human resource that is well trained and intellectually flexible. More than ever before, the development of the nation today hinges on its capacity to acquire, adapt and then to advance knowledge. This capacity depends largely upon the extent to which the country's population has attained literacy, numeracy, communication and problem solving skills. When we aim at country's population it includes both men and women in all aspects. So, providing education to all becomes the primary concern of the government to achieve the demands of the changing times.

### **1.1.0 Elementary Education in India**

Education ensures complete development of one's personality and thereby sustained growth of the nation. Elementary education in India, therefore, is the foundation on which the development of every citizen and the nation as a whole depends. But making primary education available for all in India has also been one of the major challenges for the government. Moreover, the quality of elementary education in India has also been a major cause of worry for the government. Elementary education in India means eight years of Schooling from the age of six years. The government has made elementary education compulsory and free. But, the goal of universal elementary education in India has been very difficult to achieve till now. Therefore, the nation has introduced innovative ways of universalizing elementary education (UEE).

A concerted effort has been made in the past two decades through a number of governmental and non-governmental schemes and programmes such as the Shiksha Karmi Project (1987), Operation Black Board (1987), Bihar Education Project (1991), Lok Jumbish (1992), Minimum Level of Learning (1992), District Primary Education Programmes (DPEP,1994), National Programme of Nutritional Support to Primary Education (1995), Uttar Pradesh Basic Education Programme (1995), Janshala (1998), Sarva Shiksha Abhiyan (SSA, 2000), Vidya Laxmi Yojna (2003), National Programme for Education of Girls at Elementary Level (NPEGEL) and Kasturba Gandhi Balika Vidyalayas (KGBVs). Despite strong policy directives and launching of all the above

mentioned schemes and programmes, to achieve the goal of UEE; the fact is UEE is still a distant dream. Among the many centrally sponsored schemes aiming at achieving UEE, the DPEP and SSA stand out for its innovative design features.

### **1.1.1 Sarva Shiksha Abhiyan**

The scheme of Sarva Shiksha Abhiyan (SSA) was started in the year 2001-02 with the objective of Universalization of Elementary Education. It is an attempt to provide an opportunity for improving human capabilities to all children including the girl child, through provision of community-owned quality education in a mission mode. The Sarva Shiksha Abhiyan is an effort to universalize useful and relevant elementary education by community-ownership of the school system for all children in the age group of 6 to 14 years by 2010. As it is a response to the demand for quality basic education, another goal is to bridge social, regional and gender gaps, with the active participation of the community in the management of school all over the country. The aim of SSA programme is an attempt to provide an opportunity for improving human capabilities to all children and master their natural environment in a manner that allows the fullest harnessing of their human potential both spiritually and materially.

SSA has also realized the importance of early childhood care and education and looks at the 0-14 age as a continuum.

SSA has also established basic objectives such as all children in School, Education Guarantee Centre, alternate School, 'Back-to-School' camp by 2003; all children complete five years of primary schooling by 2007 and eight years of elementary schooling by 2010. SSA had set few norms for the interventions to improve and develop the infrastructure of the school. All possible steps have been taken to achieve the goals.

However, as SSA has limited financial provisions for girls' education in the form of "innovations" at district level and free textbooks, and thus there is a need for an additional component. NPEGEL was thus, formulated for education of under privileged/disadvantaged girls from class I to VIII as a separate and distinct gender component plan of SSA. With this scheme efforts for girls education at elementary level were streamlined.

### **1.2.0 Girls Education at Elementary Level**

Education of girls has been a high priority with the Government of India. To achieve actual development of the society, both men and women needs to be empowered in all the aspects. The National commitment to provide free and compulsory education to all children in the 6- 14 years age group is now a Fundamental Right of every child in India

after the passing of the Constitution (86<sup>th</sup> Amendment) Act in December, 2002. But it is seen that girls education has suffered for many reasons in our society.

Reaching out to the girl child is central to the efforts to universalize elementary education. Sarva Shiksha Abhiyan or 'Education for All' programme recognizes that ensuring girl's education requires changes not only in the education system but also in societal norms and attitudes. A two-pronged gender strategy has therefore been adopted, to make the education system responsive to the needs of the girls through targeted interventions which serve as a pull factor to enhance access and retention of girls in schools and on the other hand, to generate a community demand for girls' education through training and mobilisation.

In addition, to target pockets where girls education is lagging behind, the Government of India has launched two focused interventions for girls – the National Programme for Education of Girls at Elementary Level (NPEGEL) and the Kasturba Gandhi Balika Vidyalaya (KGBV) to reach out to girls from marginalised social groups in over 3282 educationally backward blocks in the country where the female rural literacy is below the national average and the gender gap in literacy is above the national average.

### **1.2.1 National Programme for Education of Girls at Elementary Level (NPEGEL)**

The NPEGEL, launched in September 2003, is an integral but distinct component of the Sarva Siksha Abhiyan but with a distinct identity. It provides additional provisions for enhancing the education of underprivileged/disadvantaged girls at elementary level through more intense community mobilisation, the development of gender sensitive learning materials, early child care and education facilities and provision of need-based incentives like escorts, stationery, work books and uniforms etc. for girls. All Educationally Backward Blocks have been included under NPEGEL.

### **1.3.0 Kasturba Gandhi Balika Vidyalaya (KGBV)**

The Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was launched by the Government of India in August, 2004 for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas. Initially it ran as a separate scheme, but was merged with the SSA programme with effect from 1st April, 2007. With the RTE Act, 2009 coming into force with effect from 1st April 2010, and the SSA Framework of Implementation being revised to correspond to the RTE Act, the KGBV component of SSA would also be implemented in the overall context of child rights and child entitlements and in harmony with the spirit and stipulations of the Act.

### **1.3.1 Scope/ Coverage of the KGBV scheme**

KGBVs can be opened in Educationally Backward Blocks (EBBs), previously defined on a composite criteria of blocks with a rural female literacy rate below the national average (46.13%: Census 2001) and gender gap in literacy higher than the national average (21.59%: Census 2001). Within these blocks, priority was given to areas with:

- Concentration of tribal population, and/or a large number of girls out of school;
- Concentration of SC, ST, OBC and minority populations, and/or a large number of girls out of school;
- Areas with low female literacy; or
- Areas with a large number of small, scattered habitations that do not qualify for a school

### **1.3.2 Criteria for eligible blocks**

The criteria of eligible blocks were revised with effect from 1st April, 2008 to include the following:

- EBBs with rural female literacy below 30%; and
- Towns/cities having minority concentration (as per the list identified by Ministry of Minority Affairs) with female literacy rate below the national average (53.67%: Census 2001).

In 2010-11 opening of KGBVs has been extended to all EBBs with rural female literacy below the national average as per Census 2001.

### **1.3.3 Objective of KGBVs**

The objective of KGBV is to ensure access and quality education to girls from disadvantaged groups by setting up residential schools at upper primary level.

### **1.3.4 Strategies of KGBVs**

Initially, KGBVs shall be opened in rented or other available Government buildings. Once land has been identified, suitable buildings shall be constructed. The unit cost of new KGBVs hostel buildings has been revised since October 2010 to conform to the State PWD Schedule of Rates (SOR). The minimum area for KGBV hostel buildings shall be calculated based on basic amenities and requirements as indicated below:

- For 50 children the carpet area of the building would be approximately 80 sq.ft/ child
- For 100 children the carpet area of the building would be approximately 60 sq.ft/ child

Such residential schools will be set up only in those EBBs that do not have residential schools at upper primary level for girls under any other scheme of Ministry of Social

Justice & Empowerment and Ministry of Tribal Affairs. This shall be ensured by the district level authority of SSA at the time of actual district level planning of KGBV initiatives by co-ordinating with the other Departments/Ministries.

### **1.3.5 Components of KGBV Scheme**

The various aspects which needs to be known for the proper understanding of the fund flow to establish, provide facilities and maintain the KGBVs is included in the components of the KGBV. It is distinct for the different models of the KGBV as discussed further in this section.

The components of the KGBV scheme will be as follows:

- (i) Setting up of residential schools where there are a minimum of 50 girls predominantly from the SC, ST and minority communities available to study in the school at the elementary level. The number can be more than 50 depending on the number of eligible girls. Three possible models for such school have been identified and revised financial norms for the same are:

#### **Model I Schools with hostels for 100 girls**

**Recurring cost:** Rs 32.07 lakh

**Recurring cost for intake of additional girls:** To be worked out proportionately based on the number of intake of additional girls.

- In case the enrolment exceeds 100 children, a head teacher as per RTE norms will be provided with unit cost of Rs 20000/- per month.
- An additional teacher with a salary of Rs 15000/- per month will be provided when enrolment exceeds 105 children based on 1:35 ratio as per RTE Act.
- An additional assistant cook with a salary of Rs 4500/- per month will be provided for every additional enrolment of 50 girls.

**Non-recurring** (Other than building, boundary wall, drinking water & sanitation and electric installation): Rs7.25 lakh

**Non-recurring** (Other than building, boundary wall drinking water & sanitation and electric installation) for intake of additional girls: To be worked out proportionately based on the number of intake of additional girls.

#### **Model II Schools with hostels for 50 girls**

**Recurring Cost:** Rs 23.95 lakh

**Recurring cost for intake of additional girls:** To be worked out proportionately based on the number of intake of additional girls.

*Non-recurring* (Other than building, boundary wall, drinking water & sanitation and electric installation): Rs 5.375 lakh.

*Non-recurring* (Other than building, boundary wall, drinking water & sanitation and electric installation) for intake of additional girls: To be worked out proportionately based on the number of intake of additional girls.

**Model III Hostels in existing schools for 50 girls**

*Recurring Cost:* Rs 17.95 lakh

*Recurring cost for intake of additional girls:* To be worked out proportionality based on the number of intake of additional girls.

*Non-recurring* (Other than building, boundary wall, drinking water & sanitation and electric installation): Rs 5.375 lakh

*Non-recurring* (Other than building, boundary wall, drinking water & sanitation and electric installation) for intake of additional girls: To be worked out proportionately based on the number of intake of additional girls.

(ii) Additional Salary @ Rs 3 lakh per annum for additional enrolment over and above 50 girls but up to 100 girls for providing part time teachers, Assistant cook etc.

**Note:** Replacement of bedding (Once in three years @ Rs 750/- per child)

The intake of girls could be increased from the existing level of 50 to 100 in blocks with a high number of out of school/dropout girls for which the recurring & non-recurring grants will be increased commensurate to additional enrollment of girls. Item-wise availability is also specified for the increasing number of girls at KGBV.

(iii) To provide necessary infrastructure for these schools.

(iv) To prepare and procure necessary teaching learning material and aids for schools.

(v) To put in place appropriate systems to provide necessary academic support and for evaluation and monitoring.

(vi) To motivate and prepare girls and their families to send them to residential school.

(vii) At the primary level the emphasis will be on the slightly older girls who are out of school and were unable to complete primary schools (10+). However, in difficult areas (migratory populations, scattered habitations that do not qualify for primary/upper primary schools) younger girls can also be targeted.

(viii) At the upper primary level, emphasis will be on girls, especially, adolescent girls who are unable to go to regular schools.



- (ix) In view of the targeted nature of the scheme, 75% girls from SC, ST, OBC or minority communities would be accorded priority for enrolment in such residential schools and only thereafter, 25% girls from families below poverty line.
- (ix) Established NGOs and other non-profit making bodies will be involved in the running of the schools, wherever possible. These residential schools can also be adopted by the corporate groups.

### **1.3.6 Implementation, monitoring and evaluation**

The SSA State Implementation Society will be the implementing agency of the KGBV at State level. Therefore, funds for this programme will be routed through the SSA society of the State. At the State level a ‘Gender Coordinator’ will be appointed who will look after the KGBV. In States where **Mahila Samakhya (MS)** programme is operational, the SSA society may give preference to the MS Society for implementing KGBV in the blocks of MS operations provided that the MS Society in the state is willing to undertake the implementation of the programme. In such States, the SSA society shall transfer the approved funds to MS Society for implementation of the programme. The monitoring and evaluation of the component will be done by the State SSA Society. In blocks where MS or in blocks where MS has not given its concurrence to implement KGBV the implementation of this component will be through the SSA.

The management of the KGBVs in the country is given to SSA, MS or NGO (Non-Governmental Organizations).

Training for teachers and staff at the residential schools will be coordinated by the District Institutes of Educational Training, Block Resource Centres and the Mahila Samakhya Resource Groups.

### **1.3.7 State and National Resource Group**

#### **State Resource Group**

An Advisory State level coordination committee/SRG as approved under the NPEGEL scheme shall provide direction and support to the programme. This group will consist 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 would be done by this Committee based on the recommendation of the district committee implementing the NPEGEL and the new proposed scheme district level implementing agency for KGBV.

### **National Resource Group**

The National Resource Group (NRG) created under the Mahila Samakhya programme at the National level shall provide inputs on conceptual issues and concerns arising in the programme, and advice GOI on policy matters concerning the education of girls. This group will provide the interface with research and training institutions, women's movement, educationists and non-Governmental institutions and also bring in other experiences of educating girls.

Since the NRG, consists of a small number of persons and meets only two to three times in a year, smaller sub committees of the NRG created for specific inputs, like gender training of teachers, development of gender based teaching learning material, development of audio visual programmes etc. will co- opt additional persons from relevant institutions or experts for the purpose.

#### **1.3.8 Process of Allocation of KGBV**

Based on the number of girls and the type of residential school to be provided, the selection of the model of the school to be selected would be done by a State Level Committee based on the recommendation of the District Committee for the purpose. The proposal shall be forwarded to the Cell at the National level who shall appraise them with the help of external agencies/consultants, where necessary. Finally, the Project Approval Board of SSA will approve these plans.

#### **1.3.9 Funding Pattern for KGBV**

The funding pattern of the Central Government and States/UTs for the KGBV scheme will be the same as per the Sarva Shiksha Abhiyan, as it is a component of SSA with effect from 1st April, 2007.

- ❑ The provisions for KGBV will be in addition to the provisions already made under other components of SSA and for NPEGEL. The SSA Society shall ensure convergence of KGBV with NPEGEL and Mahila Samakhya programme. It shall also ensure that funds allocated are appropriately utilized and there is no duplication of activities.
- ❑ The Government of India would directly release funds to the SSA State Implementation Society. The State Government will also release its share to the State Implementation Society. Funds will be released thereafter to the Mahila Samakhya Society wherever applicable. In States where MS is not being implemented, the implementation will be through the SSA Society.

- ❑ The State Society should open a separate Savings Bank Account for operating the funds of KGBV. State Government should also release its matching share to the State SSA Society through a separate budget head. Separate accounts will have to be maintained at district and sub-district structures, accordingly.

#### **1.3.10 KGBVs in Gujarat State**

In Gujarat state, the KGBVs have been functional since 2005. Almost every year more number of KGBVs has been opened as per the requirement identified in the society. At present we have eighty six KGBVs spread across nineteen districts in the State. Of these, forty three are Model/Type I, twenty one are Model/Type II and twenty two are Model/Type III. The management of these KGBVs is either done by SSA or MS. We have seventy-one KGBVs managed by SSA and fifteen managed by MS. The details of their actual functioning, facility, academic achievement of the girls, etc. will be discussed at length in the upcoming chapters.

## **CHAPTER 2**

### **METHODOLOGY**

#### **2.0.0 Introduction**

The study conducted here was unique in nature and the attempt was to cover the functioning and present existing status of KGBV to the maximum extent in the limited time allotted. In this section the objectives, sample for the study, tools used for the study, tool description, data collection and data analysis are discussed in detail.

#### **2.1.0 Title of the Study**

**“Impact of KGBVs on Girls Education and Retention”**

#### **2.2.0 Objectives of the Study**

1. To study the status of KGBVs in terms of availability, adequacy, usability, relevance and appropriate utilization of material resources
2. To study the profile of the teachers and students
3. To study Enrolment patterns, retention rate and dropout rate of girls in KGBVs
4. To study social relationship within staff members, teachers and girls and amongst girls
5. To study the teaching learning process in KGBVs through achievement of students and observation of class-room teaching
6. To study the academic, administrative, & financial support provided by CRCC, BRCC and District Gender co-coordinators
7. To study the perception of different functionaries regarding the impact of KGBV on girls’ retention and education.
8. To study the problems faced by beneficiaries and functionaries

#### **2.2.1 Operationalization of terms**

The some terms used in the objectives stated above are operationalized for this study. This would provide clarity with respect to the intention of the research team about these terms with respect to this project in discussion. The operationalized terms are as follows:

**Academic support:** It means on the job guidance provided for improving the content mastery and pedagogical abilities.

**Achievement:** Achievement will include both scholastic and co-scholastic achievement of the students. Scholastic achievement will be the score obtained by students on the test prepared by the investigators. This test will contain questions of different types from different subjects to be studied in the concerned standard with a maximum score of 50

marks. The co-scholastic achievement will include the achievement in sports, dance, music or pre-vocational skills acquired by the students.

**Adequacy:** It means whether the available stock of material/resources is as per the requirement or not.

Limitation of this study is that due to unavailability of appropriate resources in the limited time we had we could not study adequacy as we wanted to, i.e. we were not able to set a parameter for the material/resources for terming it to be adequate.

**Administrative support:** It means on the job guidance provided for understanding and interpreting the government resolutions and managing the different aspects of KGBV.

**Appropriate utilization:** It means whether the available material/resources are used properly or not.

**Beneficiaries:** It includes the girls studying in the KGBVs.

**Financial Support:** It means making available grants for different purpose on time for smooth functioning of KGBV

**Functionaries:** It includes the State Gender Co-coordinator, State Director MS, Gender co-ordinator in the nineteen districts in the state, BRCCs, CRCCs, BRPs, head teachers, other teachers, peon, security personnel, accountant and cook.

**Material resources:** Material resources would include both physical and academic facilities. Physical facilities in terms of quality & quantity of food, stationary, building, bedding, toilets, bathrooms, musical instruments, sports material, etc and academic facilities in terms of materials provided related to study like teaching learning material, computers, vocational training material like sewing machine, art and craft work.

**Relevance:** It means whether the available material/resources are required or not.

**Usability:** It means whether the available material/resources are functional or not, are they in use or not and are they used for the purpose it is meant for.

### **2.3.0 Sample of the Study**

In the present study, the population itself is the sample. There are eighty six KGBVs in the state of Gujarat, which covers nineteen districts and eighty six talukas. All these KGBVs including all the functionaries (State Gender Co-coordinator, State Director MS, Gender co-ordinator in the nineteen districts in the state, BRCCs, CRCCs, BRPs, head teachers, other teachers, non-teaching staff, supporting units, etc.) and beneficiaries (girls at KGBV) of eighty six KGBVs will constitute sample for the study.

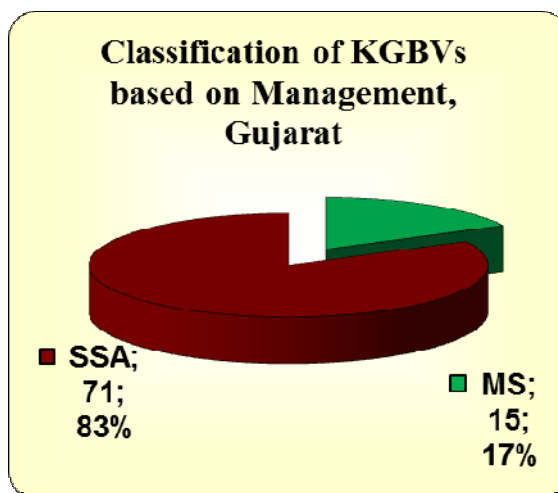
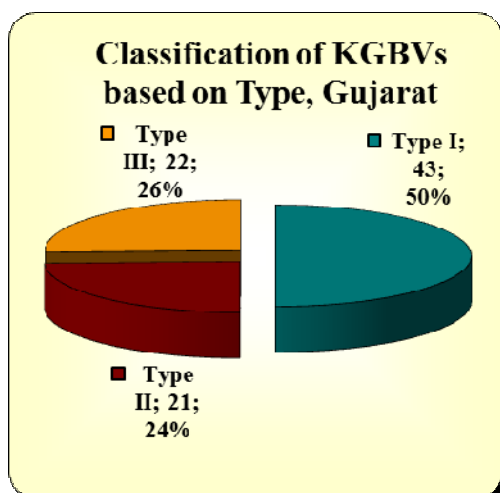
The number of KGBVs in each of the Districts and their classification with respect to managing body of KGBV and Model/Type is as depicted in the Table\_2.1.

**Table\_2.3.1 Classification of KGBVs of Gujarat State**

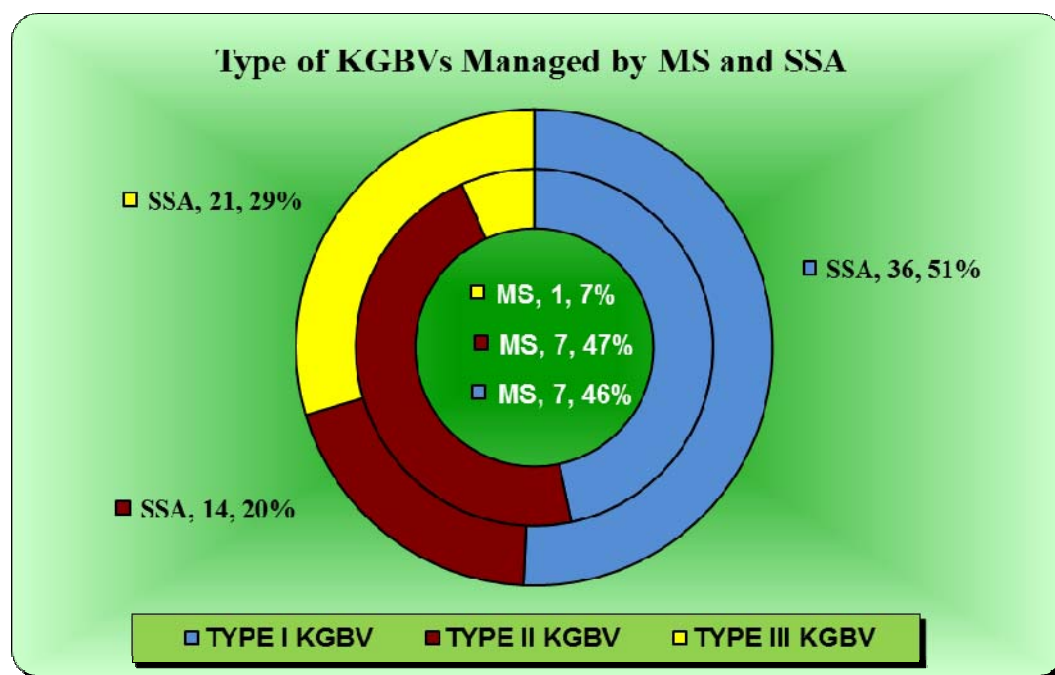
Sr. No.	Name of District	Number of KGBVs					
		Management		TOTAL	Model/Type		
		MS	SSA		I	II	III
1	Ahmedabad	0	4	4	1	0	3
2	Amreli	0	2	2	1	0	1
3	Banaskantha	2	8	10	4	4	2
4	Bhavnagar	0	6	6	4	0	2
5	Dahod	0	7	7	5	1	1
6	Jamnagar	0	3	3	1	0	2
7	Junagadh	0	6	6	1	3	2
8	Kutch	0	8	8	2	4	2
9	Kheda	0	1	1	1	0	0
10	Mehsana	0	1	1	1	0	0
11	Narmada	0	2	2	2	0	0
12	Panchmahal	4	2	6	3	3	0
13	Patan	0	5	5	5	0	0
14	Rajkot	2	1	3	1	1	1
15	Sabarkantha	2	1	3	2	1	0
16	Surat	0	4	4	2	1	1
17	Surrendranagar	3	6	9	2	2	5
18	Vadodara	2	2	4	4	0	0
19	Valsad	0	2	2	1	1	0
<b>TOTAL</b>		<b>15</b>	<b>71</b>	<b>86</b>	<b>43</b>	<b>21</b>	<b>22</b>

The above data can be represented graphically as follows:

**Graph\_2.1 KGBVs in Gujarat, based on Type**    **Graph\_2.2 KGBVs in Gujarat, based on management**



**Graph\_2.3 Classification of Type of KGBV managed by MS and SSA**



The Graph\_2.3 shows the classification of KGBVs into Type I, II and III within the KGBVs managed by SSA and MS in Gujarat state. Of the 15 KGBVs managed by MS in Gujarat state, we have one KGBV of Type I, seven KGBVs of Type II and seven KGBVs of Type III. Of the 71 KGBVs managed by SSA in Gujarat state, we have 36 KGBVs of Type I, 14 KGBVs of Type II and 21 KGBVs of Type III.

The list of KGBVs of Gujarat State has been provided in appendix A.

#### **2.4.0 Description of Tool**

The tools used for data collection in the present study were designed by the project team.

**Table\_2.4.1 Tools for Data Collection**

Sr. No	Code	Name of the tool
1	T1	Information Schedule
2	T2	Observation Schedule
3	T3	Focus group discussion for Student
4	T4	Questionnaire for Teachers
5	T5	Questionnaire for CRCCs and BRCCs
6	T6	Questionnaire for OIC Gender, District
7	T7	Questionnaire for State Gender Coordinator
8	T8	Questionnaire for Director, Mahila Samakhya
9	T9	Observation Schedule for Classroom Teaching
10	T10	Achievement Test* for Grade Five
11	T11	Achievement Test* for Grade Six
12	T12	Achievement Test* for Grade Seven
13	T13	Achievement Test* for Grade Eight

\***The achievement test** used in the present study was prepared by the project team from the syllabus that had been taught in the first term and for which the examinations have been conducted for these girls. The achievement test (Total marks: 50) included all the subjects Physical Education (Marks: 7), Gujarati (Marks: 7), Hindi (Marks: 7), English (Marks: 7), Social Studies (Marks: 7), Science (Marks: 7) and Mathematics (Marks: 8); for the classes V, VI, VII and VIII. Every item was taken from the tests conducted for them earlier. The duration of two hours was given to each student to complete the test, after making appropriate seating arrangements to avoid any sort of malpractices.

**Table\_2.4.2 Tools used in analysis and interpretation for each objective**

<b>Objective No.</b>	<b>Tools used</b>	<b>Source of Information</b>
One	T1 and T2	Records, Teachers, Students
Two	T2	Teacher register, enrollment register, hostel
Third	T2	Registers and records
Four	T3 & T4	Students, Teachers
Five	T9, T10, T11, T12, T13	Students, Teachers
Six	T4, T5, T6, T7, T8	CRCC, BRCC, OIC Gender, SGC, Director MS
Seven	T4, T5, T6, T7, T8	Teachers, Non-teaching staff
Eight	T3, T4, T5, T6	Students, teachers non-teaching staff

The tools used for the present study (with their respective codes) have been provided in Appendix C.

### **2.5.0 Data Collection**

The interviews for the staff required for the project was conducted at the CASE, Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara. The selected staff, which included the field investigators, was given the training for the data collection using the tools prepared for the study. The training started with the understanding of education in schools, followed by properly orienting the field investigators regarding the present status of the elementary education in India, there by the issues in girl's education, the steps taken to handle the issues by the government, the introduction regarding KGBV Scheme in detail and the importance of this project. The training included mock sessions wherein every field investigators could have an experience of being source and the investigator. The training also included visit to a TYPE I KGBV at Selumba, Sagbara, Narmada for getting a proper idea regarding the actual concept of KGBV. Then the tools to be used for the project were explained item wise. They were given time to understand the whole procedure and clarify their doubts.



The trained Field Investigators personally visited each of the KGBVs to collect the required data using the set of tools developed. The team members also visited the field. Data collection started on 21<sup>st</sup> November, 2011 and was completed on 13<sup>th</sup> January, 2012. The schedule followed for data collection from the KGBVs of the state is provided in Appendix B.

### **2.6.0 Data Analysis**

The nature of data collected in this study varied with respect to each tool and within each tool. So, data analysis included various methods to minimize the loss (during the analysis process) of the data collected. Factual information will be analyzed quantitatively using frequency and percentage analysis. Information obtained through observation, focused group discussion, questionnaire and observation schedule were content analyzed. Various observations made by the field investigators and the project team during the visit to the KGBV have been included in the form of photographs and anecdotes wherever applicable in the report.

The conclusive findings were drawn based on data obtained on information schedules, observation schedule, group discussion and interview of functionaries and beneficiaries of the present study.

## CHAPTER 3

### ANALYSIS AND INTERPRETATION OF DATA

#### 3.0.0 Introduction

Analysis of data, obtained after data collection using various tools designed for the study, was done using different methods. The coding of data, tabulation of the information and records, content analysis of the descriptive responses, etc. was done to arrive at the format presented in the report. The analyzed tables or observations are shown in the following sections and the interpretations of the findings from the respective table have been stated below each table. The data in text highlighted in **red** indicates a serious issue which needs to be looked into, those shown in **green** represents the availability of excess resources at KGBV and those indicated in **blue** shows the positive observation with regard to the respective aspect. During the data collection and data analysis phase we observed variations in certain aspects like achievement of girls, etc. with respect to the management and type/Model of KGBV. These have been shown in tables of comparison along with the data of the total KGBVs. Our objective did not include this comparison but it was an outcome of the study conducted.

The analysis and interpretation has been categorized objective wise in the next sections.

#### 3.1.0 Analysis and Interpretation of Data for Objective one

[Objective 1: To study the status of KGBVs in terms of availability, adequacy, usability, relevance and appropriate utilization of material resources]

**Table\_3.1.1 Classification of KGBVs**

Classification of KGBV	No. of KGBVs											
	Management by in Building											
	MS				SSA				TOTAL			
	OWN		Rented		OWN		Rented		OWN		Rented	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Type I	7	77.8	1	16.7	26	36.6	10	14.1	33	66.0	11	30.6
Type II	2	13.3	4	26.7	5	7.0	9	12.7	7	14.0	13	36.1
Type III	0	0.0	1	6.7	10	14.1	11	15.5	10	20.0	12	33.3
Sub Total	9	60.0	6	40.0	41	57.7	30	42.3	50	100.0	36	100.0
Total	15 (17.44%)				71(82.56%)				50	58.1	36	41.9
Grand total	86								86			

About 66.0% of the KGBVs running in own buildings are of TYPE I. It can be observed that approximately 60% have own building and 40% are in rented building in both the type of managements. This reflects that this aspect may be to some extent beyond the control of the managing bodies.

Table\_3.1.2 Classification of KGBVs with respect to various aspects against year of establishment

Year of Establishment	Number of KGBVs																			
	Type						TOTAL		Management				Building				Telephone Connection			
	I		II		III				MS		SSA		Rented		Own		Yes		No	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
2005	24	54.5	5	5.0	2	9.1	31.0	36.0	11	73.3	20	28.2	3	3.5	28	32.6	11	12.8	20	23.3
2006	7	15.9	0	0.0	4	18.2	11.0	12.8	0	0.0	11	15.5	1	1.2	10	11.6	4	4.7	7	8.1
2007	2	4.5	0	0.0	7	31.8	9.0	10.5	0	0.0	9	12.7	2	2.3	7	8.1	5	5.8	4	4.7
2008	5	11.4	6	6.0	0	0.0	11.0	12.8	0	0.0	11	15.5	8	9.3	3	3.5	3	3.5	8	9.3
2009	0	0.0	0	0.0	0	0.0	0.0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2010	0	0.0	1	1.0	0	0.0	1.0	1.2	1	6.7	0	0.0	1	1.2	0	0.0	0	0.0	1	1.2
2011	6	13.6	8	8.0	9	40.9	23.0	26.7	3	20.0	20	28.2	21	24.4	2	2.3	1	1.2	22	25.6
Sub Total	44	100.0	20	100.0	22	100.0	86.0	100.0	15	100.0	71	100.0	36	41.9	50	58.1	24	27.9	62	72.1
TOTAL	44	51.16	20	23.26	22	25.58			15	17.44	71	82.56								

\*Percentage for KGBVs under MS have been calculated from 15 and for SSA it is from 71 which are their respective totals. The percentage for KGBVs under Type I, II, III have been calculated from 44, 20, 22 which are their respective totals.

From the above table the following observations can be made:

- ❑ About half of the KGBVs are of the TYPE I and out of them 54.5% are functioning since 2005.
- ❑ About 41.0% of the KGBVs under TYPE III have been started in 2011.
- ❑ 24.4% of the KGBVs, started in 2011 run in rented buildings. Still there are 3.5% of the KGBVs which are functioning since 2005 but they are still in rented buildings.
- ❑ In all at present, 58.1% of the KGBVs have their own building while the remaining run in rented accommodation. The difficulties faced at a rented accommodation by the resident teachers and girls are many. Many of these have the permission to have their own building but it is either under construction or the construction are yet to begin due to several administrative problems.

- ❑ Out of the total KGBVs, 32.6% function in their own building were established in year 2005.
- ❑ In 72.1% of the KGBVs it was stated that they had no telephone connection and 23.3 % of the KGBVs functioning since 2005 did not have telephone connection. The cell phones of the resident teachers were the mode of communication for all at KGBV.
- ❑ Of the 86 KGBVs functioning in Gujarat, 36.0% had been started in 2005 and 26.7% were started in 2011 only. There number of KBGVs started to function in 2011 is more than the previous years except for the year 2005.
- ❑ Most of the KGBVs (about 73.3%) under the management of MS have been functioning since 2005.

**Table\_3.1.3 Status of Physical access of KGBVs**

Distance in Kilometer (km)	From nearest					
	Village		Hospital		Market	
	No.	%	No.	%	No.	%
0 - 5 km	79	91.86	56	65.12	48	55.81
6 - 10 km	3	3.49	14	16.28	14	16.28
11 - 15 km	1	1.16	8	9.30	8	9.30
16 - 20 km	1	1.16	2	2.33	5	5.81
more than 20 km	2	2.33	6	6.98	11	12.79
<b>Total</b>	86	100.00	86	100.00	86	100.00

The above table describes the status of the physical access of the KGBVs to the nearest village, market and hospital. Following observations can be made;

- ❑ In more than 55.0% of the cases the market is within 0-5 km, in about 65.12% cases the nearest hospital is within 0-5 km from KGBV while in most of the cases i.e. 91.86% the nearest village is within 0-5% km.
- ❑ Still there are about 7.0% KGBVs which have distance more than 20 km to the nearest hospital and about 13.0% of the KGBVs which have distance more than 20 km to the nearest market.
- ❑ At the hour of emergency, 6-15 km to the hospital is also well managed by the functionaries at the KGBV. The teachers have reported that the CRCCs / BRCCs have rendered help immediately.
- ❑ The distance was at times stated as a problem for getting the things of daily requirement for the residents of KGBV.

**Table\_3.1.4 Status of Transport Facilities At KGBVs**

Sr. No.	Aspects	KGBVs	
		No.	%
1	Type of Transport facility		
	Public	5	5.81
	Private	30	34.88
	Both	51	59.30
	<b>Total</b>	86	100.00
2	Frequency of Transportation		
	GSRTC Bus once in two hour	69	80.23
	GSRTC Bus once in four hour	5	5.81
	No fixed or scheduled time for any conveyance	12	13.95
	<b>Total</b>	86	100.00

The above table gives the status of Transport Facilities at KGBVs. The following observations can be made:

- ❑ Of the KGBVs, about 59.3% of them have both public and private transport available. But in about 34.88% of the cases only private transportation facilities are available from the KGBVs.
- ❑ In most of the cases (80.23%) GSRTC Bus is available once in two hour but still we have 13.95% of the cases where there is no fixed schedule or time for any conveyance.
- ❑ These findings are of concern as KGBV is a part of the society, so access to and from the place is very important for the inmates to stay connected to the world holistically.
- ❑ The availability of appropriate mode of transport or sometimes any means of transport is also a question after a certain hour of the day in many of the KGBVs due to their remote location.

**Table 3.1.5 Rating for various parts of KGBV**

Sr. No.	Attributes	Rated KGBVs											
		Very Poor		Poor		Average		Good		Very Good		No Response	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<b>1</b>	<b>Kitchen</b>												
	Cleanliness and hygiene of Kitchen shed/room	2	2.33	16	18.60	30	34.88	30	34.88	7	8.14	1	1.16
	Overall cleanliness of room	3	3.49	21	24.42	31	36.05	26	30.23	3	3.49	2	2.33
<b>2</b>	<b>Storeroom</b>												
	Cleanliness in the storeroom	2	2.33	12	13.95	33	38.37	37	43.02	0	0.00	2	2.33
<b>3</b>	<b>Compound wall and space enclosed</b>												
	State of compound wall	8	9.30	4	4.65	22	25.58	34	39.53	9	10.47	9	10.47
	State of the main gate of the compound	8	9.30	10	11.63	12	13.95	33	38.37	13	15.12	10	11.63
	Systematic vegetation and plantation	20	23.26	16	18.60	18	20.93	25	29.07	5	5.81	2	2.33
	Space management	9	10.47	18	20.93	19	22.09	33	38.37	4	4.65	3	3.49
	Aesthetically	10	11.63	18	20.93	18	20.93	23	26.74	15	17.44	2	2.33
<b>4</b>	<b>Rooms</b>												
	Cleanliness of the beddings	3	3.49	14	16.28	24	27.91	36	41.86	7	8.14	2	2.33
	Cleanliness of the bed sheets	6	6.98	10	11.63	23	26.74	34	39.53	5	5.81	8	9.30
	Proper stacking of trunks	5	5.81	18	20.93	29	33.72	25	29.07	9	10.47	0	0.00
	Overall cleanliness of room	4	4.65	14	16.28	29	33.72	30	34.88	8	9.30	1	1.16
	Space management	3	3.49	17	19.77	27	31.40	32	37.21	6	6.98	1	1.16

From the above table reflects the rating of various attributes which form the environment of the KGBV. The observations made from the same are as listed below:

- ❑ The state of the gate and compound wall are important as they provide the security to KGBV. But in about 14.0% cases the compound wall is stated to be in poor/very poor state and in about 21.0% of the cases the gate is stated to be in poor/very poor state.

- ❑ The cleanliness of the beddings, bed sheets, etc. and the rooms on the whole is a major part in cleanliness of the KGBV which has been stated to be good and average in many cases but still about 20.0 - 25.0 % cases these attributes have been stated to be in poor or very poor condition.
- ❑ Cleanliness of the kitchen is a major concern in many cases, so how far we can talk of hygiene is a question. But we still have about 40% of the KGBVs function in very good condition taking care of the cleanliness and hygiene.
- ❑ Most of the ratings fall under average category, so we can conclude that things might have been provided in good condition but maintenance of the same is a subjective matter.
- ❑ Aesthetically appeal to the place is given by the residents of the KGBV. It creates an positive environment for living and growing. It is observed that in fifteen KGBVs efforts have been there to create and nurture this aspect.

**Table\_3.1.6 Status of Various Physical Aspects of the KGBV**

Description	KGBVs managed by MS				KGBVs managed by SSA				Total			
	Yes		No		Yes		No		Yes		No	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
The kitchen shed/room is clean and hygienic	11	73.3	4	26.7	56	78.87	15	21.13	67	77.9	19	22.1
There is a water tank for storage of water	13	86.7	2	13.3	68	95.77	3	4.23	81	94.2	5	5.8
There is water connection to the toilets, bathrooms, kitchen and laundry area	10	66.7	5	33.3	47	66.20	24	33.80	57	66.3	29	33.7
The store room is clean and hygienic	11	73.3	4	26.7	61	85.92	10	14.08	72	83.7	14	16.3
The meal is served according to the weekly menu	10	66.7	5	33.3	48	67.61	23	32.39	58	67.4	28	32.6
There is a compound wall and gate in the KGBV	12	80.0	3	20.0	57	80.28	14	19.72	69	80.2	17	19.8

\*Percentage for KGBVs under MS have been calculated from 15 and for SSA it is from 71 which are their respective totals.

The above table shows comparison of the KGBVs under different managing bodies with the regards to different aspect such as; the kitchen shed/room and store room being clean and hygienic, availability of water tank for storage of water, water connection to toilets, bathrooms,

kitchen and laundry area, the meal being served according to the menu and the presence of compound wall and gate in the KGBV. In most of the aspects there is not much difference with respect to the managing body except in case of availability of the water tank and cleanliness and hygiene of the store room [i.e. in case of SSA managing the KGBV most of the KGBVs (95.77%) have water tanks for water storage while it is 86.7% cases where the management is MS and in KGBVs under MS the store rooms are found to be clean and hygienic in about 73.3% of cases while for about 86.0% in case of KGBVs managed by SSA].

Many of the above aspects also depend upon the teachers and the girls residing in the KGBV even though management plays a role in providing facilities. Such as:

- ❑ The absence of compound wall and gate at the KGBV is seen in 20.0% of the cases, this is a serious issue regarding the safety and security of the residents of KGBV.
- ❑ The cleanliness and hygiene at KGBV must be the primary concern for the residents of the KGBV (teachers and the students). The teachers and the supportive staff there can ensure this aspect and teach the girls also to do the same.



**Table\_3.1.7 Availability of various necessities at KGBV managed by MS and SSA**

Sr. No.	Attributes	KGBVs managed by MS		KGBVs managed by SSA		ALL KGBVs	
		No.	%	No.	%	No.	%
<b>1</b>	<b>Fuel Arrangement</b>						
	Gas cylinder	4	26.7	27	38.0	31	36.0
	Wood	2	13.3	11	15.5	13	15.1
	Any Other(Coal)	0	0.0	3	4.2	3	3.5
	No Response	9	60.0	30	42.3	39	45.3
	<b>Total</b>	<b>15</b>	<b>100.0</b>	<b>71</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>
<b>2</b>	<b>Source of Water</b>						
	Panchayat Taps	3	20.0	20	28.2	23	26.7
	Municipal Corporation tap	2	13.3	10	14.1	12	14.0
	Hand pump	1	6.7	0	0.0	1	1.2
	Well	0	0.0	3	4.2	3	3.5
	Bor	5	33.3	25	35.2	30	34.9
	Any other	4	26.7	9	12.7	13	15.1
	No Response	0	0.0	4	5.6	4	4.7
	<b>Total</b>	<b>15</b>	<b>100.0</b>	<b>71</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>
<b>3</b>	<b>Place of Water Tank</b>						
	Terrace	10	66.7	47	66.2	57	66.3
	On the ground	1	6.7	13	18.3	14	16.3
	Near the kitchen	0	0.0	4	5.6	4	4.7
	Near the bathroom and wash area	0	0.0	1	1.4	1	1.2
	Any other	2	13.3	4	5.6	6	7.0
	No Water Tank	2	13.3	2	2.8	4	4.7
	<b>Total</b>	<b>15</b>	<b>100.0</b>	<b>71</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>
<b>4</b>	<b>Arrangement for sewage</b>						
	Sewage tanks	1	6.7	0	0.0	1	1.2
	Connected to drainage lines	7	46.7	27	38.0	34	39.5
	Khad Kuva	4	26.7	18	25.4	22	25.6
	Any other	0	0.0	10	14.1	10	11.6
	No facility	2	13.3	12	16.9	14	16.3
	No Response	1	6.7	4	5.6	5	5.8
	<b>Total</b>	<b>15</b>	<b>100.0</b>	<b>71</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>
<b>5</b>	<b>Outlet for water from toilet, bathroom</b>						
	Sewage tanks	6	40.0	20	28.2	26	30.2
	Into the open ground behind the building	0	0.0	3	4.2	3	3.5
	Khad Kuva	8	53.3	48	67.6	56	65.1
	Any other	1	6.7	0	0.0	1	1.2
	<b>Total</b>	<b>15</b>	<b>100.0</b>	<b>71</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>

<b>6</b>	<b>Wiring in Building</b>						
	Concealed	7	46.7	26	36.6	33	38.4
	Open Hanging Wires	2	13.3	6	8.5	8	9.3
	Pipe wiring	6	40.0	39	54.9	45	52.3
	<b>Total</b>	<b>15</b>	<b>100.0</b>	<b>71</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>

\*Percentage for KGBVs under MS have been calculated from 15, for SSA it is from 71 and for all KGBVs it is from 86 which are their respective totals.

On comparing the various arrangements at the KGBV managed by MS and SSA, the findings reveal that management wise differentiation is present to some extent. But certain aspects which are matter of concern are listed as follows:

- ❑ In 13.33% of cases (KGBV managed by MS) and 8.45% of the cases (KGBV managed by SSA), open hanging wires have been observed in the KGBV building. But overall it shows only about 9.3% of KGBVs. This is very dangerous for the inmates who are not fully aware of the dangers associated with it.
- ❑ In 4.23% of KGBVs managed by SSA the outlet for water from toilet and bathroom is into open ground behind the building which is very unhygienic. None of the KGBVs under MS has been reported doing the same. But when we take the overall this percentage is reduced due to the increased in total from 71 to 86.
- ❑ In 13.33% of cases (KGBV managed by MS) and 16.9% of the cases (KGBV managed by SSA), there is no arrangement for sewage at KGBV. This also should draw attention of the authorities as to where is the fund allotted for these facilities being utilized.
- ❑ Source of water was not a problem in most of the cases. About 33.0% of the KGBV irrespective of the managing body have a bore well of their own. About more than 30.0% of the cases have either panchayat taps or municipal corporation taps. The placement of water tank in on the terrace in most of the cases( above 66.0%) irrespective of the management.
- ❑ Fuel is wood in most of the cases, even when there is a gas cylinder due to delay in refillment of the same fire wood comes to the rescue. There are cases where we have found that even the wood for fuel doesn't come on time, so they themselves (cooks) go to the forest nearby to get the same which is a punishable act if caught by the forest authorities.

**Table\_3.1.8 Availability of Grocery items at KGBVs (Both managed by MS and SSA and all KGBVs together)**

Sr. No.	Name of grocery item in store at KGBV	KGBVs managed by MS						KGBVs managed by SSA						All KGBVs together					
		Yes	% *	No	%	NR	%	Yes	%	No	%	NR	%	Yes	% *	No	%	NR	%
1	Rice	13	92.9	1	6.7	1	6.7	70	98.6	0	0	1	1.4	83	97.6	1	1.2	2	2.3
2	Wheat	13	92.9	1	6.7	1	6.7	63	88.7	1	1.4	7	9.9	76	89.4	2	2.3	8	9.3
3	Wheat flour	13	92.9	1	6.7	1	6.7	67	94.4	0	0	4	5.6	80	94.1	1	1.2	5	5.8
4	Spices [salt, turmeric, chili powder, Coriander powder and other masala]	13	92.9	1	6.7	1	6.7	71	100	0	0	0	0	84	98.8	1	1.2	1	1.2
5	Vegetables	10	71.4	2	13	3	20	66	93	1	1.4	4	5.6	76	89.4	3	3.5	7	8.1
6	Pulses	14	100.0	1	6.7	0	0	71	100	0	0	0	0	85	100.0	1	1.2	0	0.0

\*At KGBV-72 [Sn/I/M] the FOOD ARRANGEMENT IS ON CONTRACT BASE(So, % for yes responses under MS is from 14 as total and for all KGBVs it is from 85 as total.)

# Percentage for KGBVs under MS have been calculated from 15, for SSA it is from 71 and for all KGBVs it is from 86 which are their respective totals.

The following observations can be made from the above table:

- ❑ There is availability of grains, pulses, vegetables, etc. is there at almost all the KGBVs. The quality of these is another issue. But we can for sure say that grocery items to cook a balanced diet are available at most of the KGBVs.
- ❑ At many KGBVs we found that the stock of grocery items was more than the above list and much above expectations. In the KGBVs visited we found that many of them had more than **four type** of cereals (rice, wheat, jowar, bajra, maize, etc), pulses (tuver dal, moong dal: green and/or yellow, masoor dal, chana dal, channa, chole channa, whole moong, rajma, etc.), flour (wheat flour, rice flour, maize flour,

jowar flour, bajra flour, etc.) and vegetables (potato, onion, tomato, brinjal, cauliflower, cabbage, carrot, etc.). This ensures variety in diet and a probability of wholesome meal for the growing girls at KGBV.

**Table\_3.1.9 Rating for quality of available Grocery items at KGBV**

Sr. No.	Items (Available in stock)	No. of KGBVs											
		Very Poor		Poor		Average		Good		Very Good		NR	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	Rice	0	0.0	6	7.1	31	36.5	44	51.8	4	4.71	0	0.0
2	Wheat	0	0.0	4	4.7	19	22.4	41	48.2	6	7.06	15	17.6
3	Spices	0	0.0	2	2.4	29	34.1	47	55.3	3	3.53	4	4.7
4	Vegetables	2	2.4	4	4.7	19	22.4	48	56.5	7	8.24	5	5.9
5	Pulses	2	2.4	2	2.4	23	27.1	49	57.6	7	8.24	2	2.4

\*At KGBV-72 [Sn/I/M] the FOOD ARRANGEMENT IS ON CONTRACT BASE (So, percentage is calculated from 85 as total.)

From the above table it can be observed that the available stock of grains, pulses, vegetables, etc. at most of the KGBVs is rated average or above average in quality. So, food is available and in most of the cases the quality is also consumable.

**Table\_3.1.10(a) Status of Availability of things provided for each girl (ALL KGBVs)**

Sr. No.	Items	Number of KGBVs																	
		Available				Quantity						Usability				Requirement			
		Yes		No		Less		as required		more		Yes		No		Yes		No	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	bedding	85	98.84	1	1.16	26	30.23	47	54.65	12	13.95	83	96.51	1	1.16	82	95.35	2	2.33
2	Auchad/Chorso	83	96.51	1	1.16	15	17.44	51	59.30	15	17.44	79	91.86	2	2.33	78	90.70	2	2.33
3	bedsheet	83	96.51	2	2.33	22	25.58	45	52.33	14	16.28	77	89.53	4	4.65	80	93.02	2	2.33
4	Pillow	82	95.35	4	4.65	24	27.91	47	54.65	10	11.63	79	91.86	2	2.33	81	94.19	1	1.16
5	Mat	63	73.26	20	23.26	9	10.47	49	56.98	3	3.49	58	67.44	2	2.33	68	79.07	1	1.16
6	Blanket	75	87.21	10	11.63	15	17.44	49	56.98	9	10.47	70	81.40	0	0.00	73	84.88	3	3.49

7	Trunk/Box	55	63.95	30	34.88	26	30.23	23	26.74	5	5.81	50	58.14	3	3.49	59	68.60	1	1.16
8	bucket	75	87.21	9	10.47	35	40.70	36	41.86	3	3.49	71	82.56	1	1.16	74	86.05	1	1.16
9	Tumbler	62	72.09	20	23.26	28	32.56	31	36.05	2	2.33	58	67.44	1	1.16	64	74.42	1	1.16
10	Tooth paste	85	98.84	1	1.16	7	8.14	69	80.23	4	4.65	79	91.86	0	0.00	80	93.02	2	2.33
11	Tooth brush	82	95.35	2	2.33	9	10.47	67	77.91	4	4.65	78	90.70	0	0.00	78	90.70	2	2.33
12	Soap	83	96.51	2	2.33	5	5.81	70	81.40	5	5.81	78	90.70	1	1.16	78	90.70	2	2.33
13	Oil	84	97.67	2	2.33	7	8.14	67	77.91	1	1.16	75	87.21	1	1.16	76	88.37	1	1.16
14	Shampoo	79	91.86	5	5.81	7	8.14	65	75.58	2	2.33	73	84.88	1	1.16	76	88.37	1	1.16
15	Sanitary napkin	42	48.84	36	41.86	6	6.98	30	34.88	1	1.16	38	44.19	0	0.00	46	53.49	1	1.16
16	Mufflar	60	69.77	17	19.77	6	6.98	49	56.98	0	0.00	56	65.12	1	1.16	57	66.28	1	1.16
17	Sweater	63	73.26	15	17.44	10	11.63	46	53.49	2	2.33	59	68.60	0	0.00	60	69.77	2	2.33
18	track suit	30	34.88	46	53.49	13	15.12	16	18.60	0	0.00	27	31.40	2	2.33	36	41.86	1	1.16
19	Uniform	76	88.37	4	4.65	10	11.63	59	68.60	4	4.65	73	84.88	1	1.16	71	82.56	3	3.49
20	Shoes	59	68.60	20	23.26	11	12.79	44	51.16	3	3.49	55	63.95	3	3.49	59	68.60	2	2.33
21	Socks	56	65.12	25	29.07	9	10.47	41	47.67	3	3.49	54	62.79	2	2.33	57	66.28	3	3.49
22	pen	70	81.40	14	16.28	12	13.95	56	65.12	1	1.16	70	81.40	0	0.00	70	81.40	3	3.49
23	Pencil	79	91.86	7	8.14	6	6.98	65	75.58	4	4.65	77	89.53	0	0.00	77	89.53	4	4.65
24	Notebook	77	89.53	7	8.14	7	8.14	63	73.26	2	2.33	74	86.05	0	0.00	73	84.88	4	4.65
25	textbook	64	74.42	18	20.93	6	6.98	50	58.14	1	1.16	58	67.44	0	0.00	60	69.77	3	3.49
26	compas box	72	83.72	11	12.79	9	10.47	59	68.60	1	1.16	70	81.40	0	0.00	69	80.23	4	4.65

From the table\_3.1.10(a) the status of the availability of the things provided for each girl at KGBV, its quantity, usability and requirement is also stated. The following observations can be made:

- There is availability of many of the things in most of the KGBVs. The quantity and usability is also an important issue to be addressed.

The data reflects that the things provided to the girls find requirement in their personal usage.

- ❑ The absence of bedding in one KGBV on one side and the excess of the same in twelve KGBVs show two extremes of the status of availability.
- ❑ The care needs to be taken regarding the issue of the items for the girls, as if in excess it is a waste and it also occupies excess space for storage at KGBV.
- ❑ The data collection was done in winter season, inspite of that it was observed that in ten KGBVs blankets were not there and in nine they were in excess.
- ❑ In more than 17.0% of cases sweaters and mufflers were not provided, it few KGBVs on questioning the girls they said they have sweaters they brought from home and in some cases shawls were provided to the girls.
- ❑ In more than 20.0% of the cases the girls at KGBV were not issued socks and shoes.
- ❑ The availability of the basic stationery for study was also not provided at some KGBVs, eg. Textbooks were not given in about 21.0% of the cases, pencil and notebooks not given in about 8.0% of the cases, etc. The status of teaching and learning in such a situation is questionable.

The same data in a segregated form with respect to the management of KGBVs, is also provided in the following tables.

Table\_3.1.10(b) Status of Availability of things provided for each girl (Managed by MS)

Sr. No.	Items	Number of KGBVs																	
		Available				Quantity						Usability				Requirement			
		Yes		No		Less		as required		More		Yes		No		Yes		No	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	bedding	15	100.00	0	0.00	5	33.33	5	33.33	5	33.33	15	100.00	0	0.00	12	80.00	2	13.33
2	Auchad/Chorso	14	93.33	0	0.00	2	13.33	6	40.00	6	40.00	14	93.33	0	0.00	11	73.33	2	13.33
3	bedsheet	15	100.00	0	0.00	5	33.33	5	33.33	5	33.33	14	93.33	1	6.67	12	80.00	2	13.33
4	Pillow	13	86.67	2	13.33	5	33.33	6	40.00	2	13.33	12	80.00	1	6.67	11	73.33	1	6.67
5	Mat	12	80.00	2	13.33	1	6.67	9	60.00	1	6.67	10	66.67	1	6.67	9	60.00	1	6.67

6	Blanket	13	86.67	2	13.33	2	13.33	8	53.33	2	13.33	11	73.33	0	0.00	12	80.00	1	6.67
7	Trunk/Box	12	80.00	3	20.00	6	40.00	5	33.33	1	6.67	9	60.00	2	13.33	12	80.00	0	0.00
8	bucket	13	86.67	2	13.33	7	46.67	4	26.67	1	6.67	10	66.67	1	6.67	12	80.00	0	0.00
9	Tumbler	10	66.67	3	20.00	5	33.33	4	26.67		0.00	7	46.67	1	6.67	8	53.33	0	0.00
10	Tooth paste	15	100.00	0	0.00	1	6.67	12	80.00	1	6.67	13	86.67	0	0.00	13	86.67	1	6.67
11	Tooth brush	14	93.33	1	6.67	0	0.00	12	80.00	1	6.67	12	80.00	0	0.00	12	80.00	1	6.67
12	Soap	15	100.00	0	0.00	1	6.67	10	66.67	1	6.67	11	73.33	1	6.67	12	80.00	0	0.00
13	Oil	15	100.00	0	0.00	1	6.67	9	60.00	0	0.00	11	73.33	1	6.67	12	80.00	0	0.00
14	Shampoo	13	86.67	0	0.00	1	6.67	7	46.67	1	6.67	9	60.00	1	6.67	10	66.67	0	0.00
15	Sanitary napkin	4	26.67	8	53.33	0	0.00	1	6.67	0	0.00	2	13.33	0	0.00	3	20.00	0	0.00
16	Mufflar	9	60.00	3	20.00	1	6.67	6	40.00	0	0.00	7	46.67	0	0.00	7	46.67	0	0.00
17	Sweater	10	66.67	2	13.33	1	6.67	6	40.00	0	0.00	8	53.33	0	0.00	8	53.33	0	0.00
18	track suit	0	0.00	11	73.33	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	2	13.33	0	0.00
19	Uniform	12	80.00	0	0.00	2	13.33	7	46.67	0	0.00	10	66.67	0	0.00	9	60.00	1	6.67
20	Shoes	5	33.33	6	40.00	0	0.00	4	26.67	0	0.00	3	20.00	1	6.67	5	33.33	0	0.00
21	Socks	2	13.33	10	66.67	0	0.00	0	0.00	0	0.00	1	6.67	0	0.00	3	20.00	0	0.00
22	pen	12	80.00	2	13.33	2	13.33	9	60.00	0	0.00	12	80.00	0	0.00	11	73.33	1	6.67
23	Pencil	14	93.33	1	6.67	1	6.67	10	66.67	0	0.00	12	80.00	0	0.00	10	66.67	2	13.33
24	Notebook	14	93.33	1	6.67	2	13.33	9	60.00	0	0.00	13	86.67	0	0.00	11	73.33	2	13.33
25	textbook	11	73.33	2	13.33	0	0.00	8	53.33	0	0.00	9	60.00	0	0.00	7	46.67	2	13.33
26	compas box	12	80.00	1	6.67	1	6.67	9	60.00	0	0.00	11	73.33	0	0.00	9	60.00	2	13.33

It can be observed there are certain items which are available to the girls in all the KGBVs managed by MS and excess is found at few places only. At certain places excess is seen and certain provisions like textbook, pencil, shoes, socks, etc are not seen in some KGBVs.

**Table\_3.1.10(c) Status of Availability of things provided for each girl (Managed by SSA)**

Sr. No.	Items	Number of KGBVs																	
		Available				Quantity						Usability				Requirement			
		Yes		No		Less		as required		More		Yes		No		Yes		No	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	bedding	70	98.59	1	1.41	21	29.58	42	59.15	7	9.86	68	95.77	1	1.41	70	98.59	0	0.00
2	Auchad/Chorso	69	97.18	1	1.41	13	18.31	45	63.38	9	12.68	65	91.55	2	2.82	67	94.37	0	0.00
3	bedsheet	68	95.77	2	2.82	17	23.94	40	56.34	9	12.68	63	88.73	3	4.23	68	95.77	0	0.00
4	Pillow	69	97.18	2	2.82	19	26.76	41	57.75	8	11.27	67	94.37	1	1.41	70	98.59	0	0.00
5	Mat	51	71.83	18	25.35	8	11.27	40	56.34	2	2.82	48	67.61	1	1.41	59	83.10	0	0.00
6	Blanket	62	87.32	8	11.27	13	18.31	41	57.75	7	9.86	59	83.10	0	0.00	61	85.92	2	2.82
7	Trunk/Box	43	60.56	27	38.03	20	28.17	18	25.35	4	5.63	41	57.75	1	1.41	47	66.20	1	1.41
8	bucket	62	87.32	7	9.86	28	39.44	32	45.07	2	2.82	61	85.92	0	0.00	62	87.32	1	1.41
9	Tumbler	52	73.24	17	23.94	23	32.39	27	38.03	2	2.82	51	71.83	0	0.00	56	78.87	1	1.41
10	Tooth paste	70	98.59	1	1.41	6	8.45	57	80.28	3	4.23	66	92.96	0	0.00	67	94.37	1	1.41
11	Tooth brush	68	95.77	1	1.41	9	12.68	55	77.46	3	4.23	66	92.96	0	0.00	66	92.96	1	1.41
12	Soap	68	95.77	2	2.82	4	5.63	60	84.51	4	5.63	67	94.37	0	0.00	66	92.96	2	2.82
13	Oil	69	97.18	2	2.82	6	8.45	58	81.69	1	1.41	64	90.14	0	0.00	64	90.14	1	1.41
14	Shampoo	66	92.96	5	7.04	6	8.45	58	81.69	1	1.41	64	90.14	0	0.00	66	92.96	1	1.41
15	Sanitary napkin	38	53.52	28	39.44	6	8.45	29	40.85	1	1.41	36	50.70	0	0.00	43	60.56	1	1.41
16	Mufflar	51	71.83	14	19.72	5	7.04	43	60.56	0	0.00	49	69.01	1	1.41	50	70.42	1	1.41
17	Sweater	53	74.65	13	18.31	9	12.68	40	56.34	2	2.82	51	71.83	0	0.00	52	73.24	2	2.82
18	track suit	30	42.25	35	49.30	13	18.31	16	22.54	0	0.00	27	38.03	2	2.82	34	47.89	1	1.41
19	Uniform	64	90.14	4	5.63	8	11.27	52	73.24	4	5.63	63	88.73	1	1.41	62	87.32	2	2.82
20	Shoes	54	76.06	14	19.72	11	15.49	40	56.34	3	4.23	52	73.24	2	2.82	54	76.06	2	2.82
21	Socks	54	76.06	15	21.13	9	12.68	41	57.75	3	4.23	53	74.65	2	2.82	54	76.06	3	4.23



22	pen	58	81.69	12	16.90	10	14.08	47	66.20	1	1.41	58	81.69	0	0.00	59	83.10	2	2.82
23	Pencil	65	91.55	6	8.45	5	7.04	55	77.46	4	5.63	65	91.55	0	0.00	67	94.37	2	2.82
24	Notebook	63	88.73	6	8.45	5	7.04	54	76.06	2	2.82	61	85.92	0	0.00	62	87.32	2	2.82
25	textbook	53	74.65	16	22.54	6	8.45	42	59.15	1	1.41	49	69.01	0	0.00	53	74.65	1	1.41
26	compas box	60	84.51	10	14.08	8	11.27	50	70.42	1	1.41	59	83.10	0	0.00	60	84.51	2	2.82

The following observations can be made which needs attention:

- ❑ The availability of the basic stationery for study was also not provided at some KGBVs, eg. Textbooks were not given in about 22.0% of the cases, pencil and notebooks not given in about 8.0% of the cases, etc. The status of teaching and learning in such a situation is questionable.
- ❑ The absence of bedding/bed sheet in one or two KGBVs on one side and the excess of the same in seven to nine KGBVs, show two extremes of the status of availability.

If the same data is checked for status of the availability of the things provided for each girl at KGBVs of Type I,II,III along with its quantity, usability and requirement we could observe that there is availability of few of the things like beddings, bed sheet, tooth paste oil, pencil, etc. in all the KGBVs of Type III. This was not observed in any other type. The quantity and usability was also appropriate there. But still the two extremes of the status of availability is still observed in each types with regard to many essentials aspects such as bedding, books, pillow, bed sheet, etc.

**Table\_3.1.11 Status of Availability of aspects provided per KGBV (ALL KGBVs)**

Sr. No.	Aspects	Number of KGBVs																	
		Available				Quantity						Usability				Requirement			
		Yes		No		Less		as required		more		Yes		No		Yes		No	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	Dormitory	78	90.70	5	5.81	16	18.60	60	69.77	1	1.16	75	87.21	1	1.16	74	86.05	1	1.16
2	Kitchen/shed	79	91.86	4	4.65	8	9.30	67	77.91	0	0.00	74	86.05	1	1.16	72	83.72	4	4.65
3	Gas/fire wood	79	91.86	2	2.33	5	5.81	66	76.74	0	0.00	70	81.40	1	1.16	67	77.91	3	3.49
4	Storeroom	77	89.53	6	6.98	9	10.47	62	72.09	2	2.33	72	83.72	1	1.16	71	82.56	3	3.49
5	Water pot	81	94.19	4	4.65	19	22.09	57	66.28	0	0.00	77	89.53	0	0.00	75	87.21	2	2.33
6	Broom	86	100.00	0	0.00	10	11.63	70	81.40	1	1.16	81	94.19	0	0.00	78	90.70	4	4.65
7	Wipe	81	94.19	3	3.49	8	9.30	69	80.23	0	0.00	77	89.53	0	0.00	75	87.21	3	3.49
8	Cupboard	80	93.02	5	5.81	24	27.91	52	60.47	1	1.16	76	88.37	0	0.00	78	90.70	1	1.16
9	Chair	83	96.51	1	1.16	31	36.05	46	53.49	2	2.33	78	90.70	0	0.00	78	90.70	1	1.16
10	Table	81	94.19	3	3.49	25	29.07	53	61.63	1	1.16	77	89.53	1	1.16	78	90.70	2	2.33
11	Toilet	82	95.35	2	2.33	27	31.40	52	60.47	1	1.16	77	89.53	2	2.33	78	90.70	3	3.49
12	Bathroom	81	94.19	2	2.33	24	27.91	55	63.95	0	0.00	76	88.37	2	2.33	78	90.70	2	2.33
13	Boiler	42	48.84	33	38.37	3	3.49	35	40.70	0	0.00	24	27.91	16	18.60	46	53.49	3	3.49
14	R.O. System	45	52.33	36	41.86	5	5.81	35	40.70	0	0.00	30	34.88	12	13.95	50	58.14	2	2.33
15	Science Kit	29	33.72	48	55.81	5	5.81	22	25.58	0	0.00	27	31.40	2	2.33	36	41.86	3	3.49
16	Harmonium	25	29.07	51	59.30	3	3.49	20	23.26	0	0.00	20	23.26	5	5.81	34	39.53	1	1.16
17	Tabla	57	66.28	22	25.58	9	10.47	43	50.00	4	4.65	52	60.47	5	5.81	61	70.93	2	2.33
18	Dholak	68	79.07	14	16.28	15	17.44	49	56.98	3	3.49	65	75.58	3	3.49	68	79.07	2	2.33
19	Khanjiri	70	81.40	12	13.95	12	13.95	53	61.63	3	3.49	65	75.58	3	3.49	70	81.40	2	2.33
20	Manjira	69	80.23	11	12.79	11	12.79	54	62.79	1	1.16	65	75.58	2	2.33	68	79.07	2	2.33
21	Lazzim	62	72.09	18	20.93	13	15.12	43	50.00	3	3.49	59	68.60	1	1.16	61	70.93	2	2.33

22	Lathi	62	72.09	19	22.09	11	12.79	45	52.33	2	2.33	58	67.44	1	1.16	60	69.77	2	2.33
23	Cricket set	65	75.58	14	16.28	7	8.14	54	62.79	3	3.49	62	72.09	1	1.16	68	79.07	3	3.49
24	Volley ball	66	76.74	12	13.95	11	12.79	53	61.63	0	0.00	61	70.93	2	2.33	64	74.42	2	2.33
25	Mattress(yoga)	32	37.21	41	47.67	7	8.14	24	27.91	0	0.00	29	33.72	2	2.33	45	52.33	1	1.16
26	Torch	42	48.84	38	44.19	8	9.30	32	37.21	0	0.00	38	44.19	0	0.00	49	56.98	0	0.00
27	Sewing machine	51	59.30	30	34.88	7	8.14	40	46.51	0	0.00	37	43.02	12	13.95	56	65.12	1	1.16

From the table\_3.1.11 the status of availability, usability, quantity and requirement of the aspects in KGBV can be known. The following observations can be made:

- ❑ Most of the things are available in many of KGBVs but the quantity of the things are not sufficient (e.g. dormitory, cupboard, water pot, science kit, boiler, etc.) the usability is also a question where the facilities are available.
- ❑ The R.O. Systems supplied are not connected and even when they are connected they do not work as the electricity connection is not available as required all the time. They lie in the KGBV as a waste occupying large amount of space due to its huge size.
- ❑ The (approximately more than 70.0%) KGBVs spread across the state have shown good supply of sports related items such as lathi, lazim, cricket set, volley ball, etc. The students have shown their talents regarding these when the KGBVs were visited and their academic knowledge regarding Physical Education is also reflected in their achievement in the subject.
- ❑ The sewing machines were available in about 59.0% of the KGBVs, but they were not in a usable condition everywhere (in 13.95% of the cases they were not usable.) So they also are dumped in some corner of the KGBV occupying the space which can be utilized for other purposes.
- ❑ Usually KGBVs are located away from the villages or resident areas, there is lot of irregularity and uncertainty in the electricity supply and telephone connection is also not available in most of the cases, still torch is available in only 48.8% of the cases. It is a difficult situation

for the residents as their mobility after the sunset is highly affected by this as in many cases there is no lighting facility in the compound outside the KGBV.

- ❑ The absence of science kit more than 55.0% of the cases is also a cause of worry. The cases where it is available all the instruments or things are not present in it. Moreover all the experiments of classes V to VII cannot be conducted using it.

**Table\_3.1.12 Status of Availability of registers at KGBV (ALL KGBVs)**

Sr. No.	Name of register	Number of KGBVs									
		Available					Are the entries date wise				
		Yes		No		NR	yes		No		NR
		No.	%	No.	%	No.	No.	%	No.	%	No.
1	Hostel Register	66	76.74	3	3.49	17	53	61.63	8	9.30	25
2	Standard wise/class wise attendance register	69	80.23	1	1.16	16	55	63.95	5	5.81	26
3	Storage Register	63	73.26	3	3.49	20	51	59.30	7	8.14	28
4	Teacher's attendance register	83	96.51	0	0.00	3	67	77.91	5	5.81	14
5	Parent's meeting register	78	90.70	2	2.33	6	62	72.09	5	5.81	19
6	Inward Register	70	81.40	3	3.49	13	55	63.95	6	6.98	25
7	Outward Register	68	79.07	3	3.49	15	51	59.30	5	5.81	30
8	Stationary register	63	73.26	3	3.49	20	39	45.35	12	13.95	35
9	Dead-stock register	73	84.88	1	1.16	12	57	66.28	9	10.47	20
10	Leave register	61	70.93	2	2.33	23	47	54.65	7	8.14	32
11	Distribution register	64	74.42	1	1.16	21	45	52.33	7	8.14	34
12	Visitor's register	76	88.37	1	1.16	9	62	72.09	2	2.33	22
13	Others	44	51.16	0	0.00	42	38	44.19	3	3.49	45

From the table\_3.1.12 the status of availability of registers is known. Apart from this list specified here there were a number of other registers found at KGBVs as per their needs of maintaining records and other administrative purposes. The following observations were with regard to the availability of registers at KGBVs:

- ❑ Most of the registers were available at the KGBVs and the entries were found to be regular in many of them but if things were as regular then it should reflect in the outcome in all aspects, which was not found. eg. It is more important to conduct parent teacher meeting regularly and effectively than just maintaining a regular register of the same.
- ❑ There is not a single register which was found in all the KGBVs. There is irregularity in the entries also. This shows that there is lack of regularity in administrative record maintenance at the KGBVs.
- ❑ On day of visit we had found that there were certain registers newly made, may be a day or two days back. We should be concerned as the maintenance of the registers is for keeping appropriate records in the office for reference at any time by any body and it is not the show things which are not practiced and recorded.
- ❑ Apart from the listed registers in certain KGBVs library books register, books issue register, result register, vocational training records, etc. were found. This shows that there are certain units who are performing really well in this regard.
- ❑ On checking the same data with regard to the KGBVs management wise and by type, we found that the number of other registers was more in type III KGBVs. We also observed that in all the type III KGBVs the teachers attendance record register and well maintained, which was not so distinctly observed in other types.
- ❑ When the tables for MS and SSA are observed separately, we can see that the record maintenance was a little better in case of SSA even though the difference is not much.

### 3.2.0 Analysis and Interpretation of Data for Objective two

[Objective 2: To study the profile of the teachers and students]

**Table 3.2.1(a) Classification of Educational qualification of teachers at KGBV**

Sr. No.	Discipline of Educational Qualification	Management of KGBVs																All KGBVs TOTAL		
		MS								SSA										
		Type I		Type II		Type III		TOTAL		Type I		Type II		Type III		TOTAL		No.	%	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
<b>1</b>	<b>Science</b>																			
	SSC/HSC & PTC (Science)	1	2.9					1	1.6	2	1.1					2	0.7	3	0.8	
	B.Sc B. Ed	1	2.9					1	1.6	1	0.5	2	4.4			3	1.0	4	1.1	
	M. Sc. B.Ed /M. Ed.					1	50.0	1	1.6									1	0.3	
	<b>(Science) Sub Total</b>	<b>2</b>	<b>5.9</b>			<b>1</b>	<b>50.0</b>	<b>3</b>	<b>4.7</b>	<b>6</b>	<b>3.3</b>	<b>2</b>	<b>4.4</b>	<b>1</b>	<b>1.6</b>	<b>9</b>	<b>3.1</b>	<b>8</b>	<b>2.3</b>	
<b>2</b>	<b>Commerce</b>																			
	B.Com									3	1.6			2	3.2	5	1.7	5	1.4	
	B.Com B. Ed	1	2.9					1	1.6	1	0.5	2	4.4	2	3.2	5	1.7	6	1.7	
	M.Com	1	2.9					1	1.6									1	0.3	
	M. Com., B. Ed /M. Ed.	0	0.0							5	2.7	3	6.7	3	4.8	11	3.8	11	3.1	
	<b>(Commerce) Sub Total</b>	<b>2</b>	<b>5.9</b>					<b>2</b>	<b>3.1</b>	<b>9</b>	<b>4.9</b>	<b>5</b>	<b>11.1</b>	<b>7</b>	<b>11.3</b>	<b>21</b>	<b>7.3</b>	<b>23</b>	<b>6.5</b>	
<b>3</b>	<b>Arts</b>																			
	SSC/HSC & PTC (Arts)									1	0.5					1	0.3	1	0.3	
	B.A. PTC	3	8.8	3	10.7			6	9.4	16	8.8	3	6.7	10	16.1	29	10.0	35	9.9	
	M.A. PTC									2	1.1					2	0.7	2	0.6	
	BA									5	2.7			1	1.6	6	2.1	6	1.7	
	B.A, B.Ed			2	7.1			2	3.1	9	4.9	1	2.2	2	3.2	12	4.2	14	4.0	
	M.A									1	0.5					1	0.3	1	0.3	
	M. A., B. Ed/M. Ed.	9	26.5	12	42.9	1	50.0	22	34.4	53	29.1	13	28.9	11	17.7	77	26.6	99	28.0	
	<b>(Arts) Sub Total</b>	<b>12</b>	<b>35.3</b>	<b>17</b>	<b>60.7</b>	<b>1</b>	<b>50.0</b>	<b>30</b>	<b>46.9</b>	<b>87</b>	<b>47.8</b>	<b>17</b>	<b>37.8</b>	<b>24</b>	<b>38.7</b>	<b>128</b>	<b>44.3</b>	<b>158</b>	<b>44.8</b>	
<b>4</b>	<b>Physical Education</b>	<b>3</b>	<b>8.8</b>	<b>3</b>	<b>10.7</b>			<b>6</b>	<b>9.4</b>	<b>22</b>	<b>12.1</b>	<b>4</b>	<b>8.9</b>	<b>7</b>	<b>11.3</b>	<b>33</b>	<b>11.4</b>	<b>39</b>	<b>11.0</b>	
<b>5</b>	<b>ATD</b>									<b>3</b>	<b>1.6</b>	<b>1</b>	<b>2.2</b>	<b>2</b>	<b>3.2</b>	<b>6</b>	<b>2.1</b>	<b>6</b>	<b>1.7</b>	
<b>6</b>	<b>Stream not specified</b>																			
	HSC									2	1.1			1	1.6	3	1.0	3	0.8	
	PTC (stream not specified)	12	35.3	8	28.6			20	31.3	43	23.6	10	22.2	17	27.4	70	24.2	90	25.5	
	M. Ed	1	2.9	0	0.0			1	1.6									1	0.3	
	<b>Sub Total</b>	<b>13</b>	<b>38.2</b>	<b>8</b>	<b>28.6</b>			<b>21</b>	<b>32.8</b>	<b>45</b>	<b>24.7</b>	<b>10</b>	<b>22.2</b>	<b>18</b>	<b>29.0</b>	<b>73</b>	<b>25.3</b>	<b>94</b>	<b>26.6</b>	
<b>7</b>	<b>PGDCA/BCA/BRS</b>									<b>3</b>	<b>1.6</b>	<b>0</b>	<b>0.0</b>	<b>1</b>	<b>1.6</b>	<b>4</b>	<b>1.4</b>	<b>4</b>	<b>1.1</b>	
<b>8</b>	<b>No Response</b>	<b>2</b>	<b>5.9</b>					<b>2</b>	<b>3.1</b>	<b>10</b>	<b>5.5</b>	<b>6</b>	<b>13.3</b>	<b>3</b>	<b>4.8</b>	<b>19</b>	<b>6.6</b>	<b>21</b>	<b>5.9</b>	
	<b>TOTAL</b>	<b>34</b>	<b>100.0</b>	<b>28</b>	<b>100.0</b>	<b>2</b>	<b>100.0</b>	<b>64</b>	<b>100.0</b>	<b>182</b>	<b>100.0</b>	<b>45</b>	<b>100.0</b>	<b>62</b>	<b>100.0</b>	<b>289</b>	<b>100.0</b>	<b>353</b>	<b>100.0</b>	

The above table\_3.2.1(a) states the qualification of teachers serving at KGBV all over the state. The following observations can be made:

- ❑ 43.9% of the teachers have done PTC and except for the 7.0% of the teachers who did not respond and have stated some other degree, all of them were either graduates or post graduates with a professional degree. The staff is well qualified.
- ❑ The presence of good number of physical education teachers have reflected in their achievements in the subject and various competitions at state and national levels.
- ❑ Of the total recruitment there is only 1.1% with graduation in science and there would be some in the post graduate category also, but still they do not fulfill the need of the science/math teachers at KGBV. Well educated and well trained staff would surely contribute to the betterment of the existing situation.

**Table\_3.2.1(b) Classification of Teachers Discipline-wise**

Sr. No.	Discipline of Educational Qualification	No. of Teachers at KGBVs	
		No.	%*
1	Science	8	3.4
2	Commerce	23	9.8
3	Arts	158	67.5
4	Physical Education	39	16.7
5	<b>ATD</b>	<b>6</b>	<b>2.6</b>

\*Percentage is obtained from 234, as for 21 (5.9%) have not specified their educational qualification and 98 (27.8%) respondents have not specified the discipline of their qualification out of 353

The table\_3.2.1(b) shows the classification of the teachers of all the KGBVs according to their discipline. The findings can be listed as follows:

- ❑ Out of all the teachers whose discipline was stated the majority were from Arts background (67.5%).
- ❑ Out of all the teachers whose discipline was stated those from science background were only 3.4% and ATD were 2.6%.
- ❑ Out of all the teachers whose discipline was stated commerce and Physical education formed 9.8% and 16.7% respectively.

**Table\_3.2.2 EXPERIENCE of Teachers at KGBV**

No. of Years	Management of KGBVs																TOTAL	
	MS								SSA									
	Type I		Type II		Type III		TOTAL		Type I		Type II		Type III		TOTAL		No.	%
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
less than one	0	0.0	0	0.0	0	0.0	<b>0</b>	<b>0.0</b>	0	0.0	0	0.0	1	50.0	<b>1</b>	<b>50.0</b>	<b>1</b>	<b>0.3</b>
One to three	27	79.4	19	67.9	1	50.0	<b>47</b>	<b>73.4</b>	121	66.5	38	84.4	47	75.8	<b>206</b>	<b>71.3</b>	<b>253</b>	<b>71.7</b>
four to five	3	8.8	2	7.1	1	50.0	<b>6</b>	<b>9.4</b>	36	19.8	3	6.7	4	6.5	<b>43</b>	<b>14.9</b>	<b>49</b>	<b>13.9</b>
more than five	1	2.9	1	3.6	0	0.0	<b>2</b>	<b>3.1</b>	5	2.7	0	0.0	0	0.0	<b>5</b>	<b>1.7</b>	<b>7</b>	<b>2.0</b>
No Response	3	8.8	6	21.4	0	0.0	<b>9</b>	<b>14.1</b>	20	11.0	4	8.9	10	16.1	<b>34</b>	<b>11.8</b>	<b>43</b>	<b>12.2</b>
<b>TOTAL</b>	<b>34</b>	<b>100.0</b>	<b>28</b>	<b>100.0</b>	<b>2</b>	<b>100.0</b>	<b>64</b>	<b>100.0</b>	<b>182</b>	<b>100.0</b>	<b>45</b>	<b>100.0</b>	<b>62</b>	<b>100.0</b>	<b>289</b>	<b>100.0</b>	<b>353</b>	<b>100.0</b>

The experience of teachers in the field of their work adds to the quality of their work. The above table\_3.2.2 shows the experience of the teachers serving at the KGBVs of Gujarat state. The following observations can be made:

- ❑ About 13.9% of the teachers have four to five years of experience in the field of teaching. Of these 19.0% of them are with. Type I KGBV managed by SSA. Some of them have it at KGBV itself, which is a positive indicator for the KGBV. The senior the teacher is the more she can contribute to the organizational growth as the understanding of the system administration and goals is better.
- ❑ About 71.7% of the teachers have one to three years of experience, these covers the majority of the teachers. It becomes important for the authorities to retain these teachers at the position they are serving for better growth of the girls at KGBV.



**Table\_3.2.3 Position at which Teachers are serving at KGBV**

Post	Management of KGBVs																TOTAL	
	MS								SSA									
	Type I		Type II		Type III		TOTAL		Type I		Type II		Type III		Total		No.	%
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
Head Teacher	5	14.7	4	14.3	1	50.0	10	15.6	37	20.3	13	28.9	18	29.0	68	23.5	<b>78</b>	<b>22.1</b>
Fulltime teacher	25	73.5	20	71.4	1	50.0	46	71.9	104	57.1	23	51.1	29	46.8	156	54.0	<b>202</b>	<b>57.2</b>
Part time teacher	4	11.8	0	0.0	0	0.0	4	6.3	34	18.7	7	15.6	10	16.1	51	17.6	<b>55</b>	<b>15.6</b>
Accountant	0	0.0	0	0.0	0	0.0	0	0.0	5	2.7	2	4.4	5	8.1	12	4.2	<b>12</b>	<b>3.4</b>
No Response	0	0.0	4	14.3	0	0.0	4	6.3	2	1.1	0	0.0	0	0.0	2	0.7	<b>6</b>	<b>1.7</b>
<b>TOTAL</b>	34	100.0	28	100.0	2	100.0	64	100.0	182	100.0	45	100.0	62	100.0	289	100.0	<b>353</b>	<b>100.0</b>

The above table describes the position of the teachers serving at KGBV. The following observations can be made:

- About 22.1% of them have been working as head teachers and 57.2% of them are fulltime teachers while 15.6% are part time teachers.
- It has to be noted that there are cases where in the part time teachers are found to be staying at the KGBV full time they live very far from KGBV and commuting every day is not an easy task. So indirectly they are present as full time teachers only.
- There are twelve accountants at the KGBVs across the state and all of them are serving at KGBVs managed by SSA. It has been found that these accountants have a liking for teaching and are found to be teaching at the KGBVs.

**Table\_3.2.4 Training Records of Teachers at KGBV**

Name of Training	No. of Teachers of KGBV undergone training																TOTAL	
	MS								SSA									
	Type I		Type II		Type III		TOTAL		Type I		Type II		Type III		TOTAL			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Teaching Skills	4	11.8	9	32.1	0	0.0	13	20.3	29	15.9	5	11.1	19	30.6	53	18.3	<b>66</b>	<b>18.7</b>
Science/Maths Teaching	13	38.2	3	10.7	0	0.0	16	25.0	82	45.1	13	28.9	16	25.8	111	38.4	<b>127</b>	<b>36.0</b>
Maths Teaching	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	<b>0</b>	<b>0.0</b>
Vocational Skills	1	2.9	3	10.7	0	0.0	4	6.3	2	1.1	0	0.0	0	0.0	2	0.7	<b>6</b>	<b>1.7</b>
Administrative skills	0	0.0	1	3.6	0	0.0	1	1.6	8	4.4	5	11.1	0	0.0	13	4.5	<b>14</b>	<b>4.0</b>
Preparing and using TLM	0	0.0	0	0.0	0	0.0	0	0.0	1	0.5	0	0.0	0	0.0	1	0.3	<b>1</b>	<b>0.3</b>
Any other	2	5.9	2	7.1	2	100.0	6	9.4	6	3.3	4	8.9	0	0.0	10	3.5	<b>16</b>	<b>4.5</b>
No Response	14	41.2	10	35.7	0	0.0	24	37.5	54	29.7	18	40.0	27	43.5	99	34.3	<b>123</b>	<b>34.8</b>
<b>TOTAL</b>	<b>34</b>	<b>100.0</b>	<b>28</b>	<b>100.0</b>	<b>2</b>	<b>100.0</b>	<b>64</b>	<b>100.0</b>	<b>182</b>	<b>100.0</b>	<b>45</b>	<b>100.0</b>	<b>62</b>	<b>100.0</b>	<b>289</b>	<b>100.0</b>	<b>353</b>	<b>100.0</b>

The above table gives the training record of the teachers serving at KGBV. The following observations can be made:

- About 18.7% of them have received training in teaching skills. About 36% of them have obtained training in teaching maths and science and four percent have received training for administrative skills.
- The training records are not available at many KGBVs and many teachers being newly recruited have not yet received any training.

- The teachers at the KGBV have discussed regarding the training they require. They feel they need training in making and using TLM effectively for teaching the girls at KGBV, teaching of mathematics in class VIII, activity oriented approach in teaching science, vocational skill that needs to be taught to the children at KGBV, etc.

**Table\_3.2.5 Students enrolment in Current Academic year (2011-12) [All KGBVs]**

Enrolment	No. of girls in KGBV											TOTAL
	Classes								Total		NR- Class	
	I	II	III	IV	V	VI	VII	VIII	I-IV	V-VIII		
Total Enrolment	315	270	405	569	1124	1345	1329	860	1559	4658	26	6243
SC Children	30	12	28	42	71	81	92	37	112	281	1	282
ST Children	102	92	124	152	399	632	631	423	470	2085	10	2095
OBC Children	147	131	230	329	564	549	497	339	837	1949	8	1957
General	0	1	6	10	15	23	16	8	17	62	0	62
Minority	25	13	9	7	28	13	3	3	54	47	0	47
Others	0	4	0	2	3	1	2	4	6	10	0	10
NR - Caste	11	17	8	27	44	46	88	46	63	224	7	231

It is a limitation of the study that we were not able to study the pattern of enrollment, retention and dropout rates as it should have been done. This was because we could not get appropriate records regarding the above details from all the KGBVs due to lack of maintenance of records, change in the administrative staff (so the new staff reported that they were not aware of anything prior to their service), etc. Although we could get the enrolment details of the present year which states that out of 6243 girls at KGBVs 1957 were from OBC category, 2095 were ST children, 282 were SC children, 62 from general category and 47 were from minority community.

**Table\_3.2.6 Parental Occupation of the Girls at KGBV**

Sr. No.	Occupation	Number of girls at KGBV	
		No.	%
1	Farming	2817	45.12
2	Daily wage labourers	1358	21.75
3	Migratory workers	1	0.02
4	Salt industry workers	9	0.14
5	Service	176	2.82
6	No particular/certain job	1	0.02
7	Others	514	8.23
8	Orphaned (No parents to raise them)	58	0.93
9	Not known	8	0.13
10	No Response	1301	20.84
	<b>Total</b>	<b>6243</b>	<b>100.00</b>

The above table shows the parental occupation of the girls at KGBV. The following observations can be made:

- Nearly half of the girls come from the families having farming as their livelihood (45.12%) and 21.75% of the girls have their parents working as daily wage labourers.
- About 0.93% of the girls at KGBV are orphans.
- Other occupations observed among the parents of the girls at KGBV are service, migratory workers, salt industry workers, etc.

**Table\_3.2.7 Other talents of the Girls at KGBV**

Sr. No.	Talent/Skill	No. of girls at KGBV	
		No.	%
1	Dancing	89	1.43
2	Singing	134	2.15
3	Sewing/ knitting/ embroidery	58	0.93
4	Karate	11	0.18
5	Atheletic sports	126	2.02
6	Farming	0	0.00
7	Cooking	4	0.06
8	Drawing	156	2.50
9	Others	2379	38.11
10	Not known	3286	52.63
	<b>Total</b>	<b>6243</b>	<b>100.00</b>

The talent of the girls is observed and nurtured at the KGBV. Each girl stands out unique because of her distinct talent and other children can learn from it. The mutual learning and

sharing can take place at KGBV. Table \_3.2.7 gives the talents of girls recorded at KGBV by the teachers. Knitting, sewing, embroidery, cooking drawing, dancing, singing, etc. are some of the talents possessed by the girls at KGBV. But it is really very strange that majority of the girls are from the farmer's family and yet their innate skill regarding farming is not considered and nurtured as required. Many of the talents stated above are know and approved by majority of the people of the society but we should have sensitivity towards the socio-cultural background of the girls. Their knowledge regarding farming should be shared, noticed and applied in daily life, so that they will remain associated with the place and background they come from and above all they love and respect the occupation which forms the base of any ones existence. There are many upcoming fields of further education related to it, they should be made aware of it.

**Table\_3.2.8 Average Age of Girls at KGBV**

Sr. No.	Class	Average AGE of girls at KGBV		
		MS	SSA	Total
1	V	10.67	11.20	<b>11.13</b>
2	VI	11.38	11.96	<b>11.86</b>
3	VII	12.52	12.68	<b>12.64</b>
4	VIII	13.51	13.67	<b>13.65</b>
<b>TOTAL</b>		<b>12.04</b>	<b>12.28</b>	<b>12.24</b>

The average age of the teachers at KGBV is reflected in the above table. It can be observed that the average age in class V, VI, VII and VIII are 11.13, 11.86, 12.64 and 13.65 years respectively.

### **3.3.0 Analysis and Interpretation of Data for Objective three**

[Objective 3: To study Enrolment patterns, retention rate and dropout rate of girls in KGBVs]

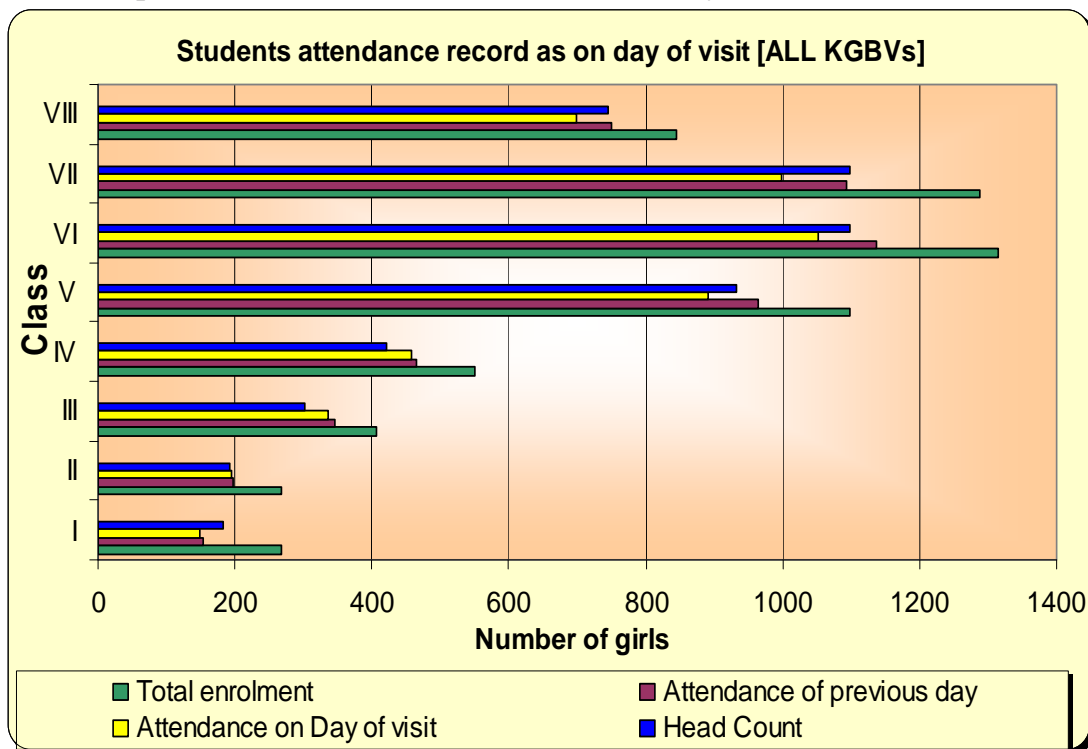
It is a limitation of the study that we were not able to study the pattern of enrollment, retention and dropout rates as desired. This was because we could not get appropriate records regarding the above details from all the KGBVs due to lack of maintenance of records, change in the administrative staff (so the new staff reported that they were not aware of anything prior to their service), etc. and the time constraint of the project undertaken.

**Table\_3.3.1 Students attendance record as on day of visit [ALL KGBVs]**

Class	Number of girls as recorded			
	Total Enrolment	Attendance of previous day	Attendance on DoV	Head Count
I	268	154	148	182
II	267	198	194	193
III	406	345	336	303
IV	550	465	457	422
V	1098	963	892	932
VI	1314	1138	1052	1098
VII	1287	1092	999	1097
VIII	846	750	698	746
<b>Total</b>	<b>6036</b>	<b>5105</b>	<b>4776</b>	<b>4973</b>

The above table shows the record of students' attendance on the day of visit along with the total enrolment, attendance on previous day of visit and head count. The comparison shows that the total enrolment and attendance on day of visit show variation. The excess number of students as per head count may be those number of students who are present in KGBV but are yet to be assigned classes. The above data can be represented in graph as below.

**Graph\_3.1: Students attendance record as on day of visit [ALL KGBVs]**



**Table\_3.3.2 Status of Earlier schooling of the KGBV girls**

Sr. No.	KGBV Type/ Management	Total enrolment	No. of Girls went to some school previously						
			Yes		No		Not known		
			No.	%	No.	%	No.	%	
1	Managed by SSA								
	Type I	3506	2216	63.21	457	13.03	833	23.76	
	Type II	617	399	64.67	102	16.53	116	18.80	
	Type III	1052	809	76.90	103	9.79	140	13.31	
	<b>Sub total</b>	<b>5175</b>	<b>3424</b>	<b>66.16</b>	<b>662</b>	<b>12.79</b>	<b>1089</b>	<b>21.04</b>	
2	Managed by MS								
	Type I	760	519	68.29	95	12.50	146	19.21	
	Type II	298	203	68.12	34	11.41	61	20.47	
	Type III	10	8	80.00	0	0.00	2	20.00	
	<b>Sub total</b>	<b>1068</b>	<b>730</b>	<b>68.35</b>	<b>129</b>	<b>12.08</b>	<b>209</b>	<b>19.57</b>	
	<b>TOTAL</b>	<b>6243</b>	<b>4154</b>	<b>66.54</b>	<b>791</b>	<b>12.67</b>	<b>1298</b>	<b>20.79</b>	

The above table reflects the number of girls at KGBV who had been to school previously. It can be noted that 66.54% of the girls had been to the school before coming to KGBV. But the identification whether these girls were really dropouts was not possible. There were about 12.67% of the girls who had never been to school. It has to be noted that the records for about 21.0% of the girls educational status before coming to KGBV is not known from the records available at KGBV.

**Table\_3.3.3 Year of enrolment of the girls at KGBV**

Year	Number of girls at KGBV in each class									
	I	II	III	IV	V	VI	VII	VIII	Total	NR
2005	0	0	0	0	3	6	26	30	65	0
2006	4	0	0	2	8	12	41	34	101	0
2007	3	1	2	2	27	49	77	68	229	0
2008	7	10	19	36	118	167	200	216	773	0
2009	7	17	34	77	154	207	334	196	1026	0
2010	45	67	110	126	164	274	320	110	1216	0
2011	221	172	231	312	612	583	283	173	2587	4
2012	0	0	0	0	0	0	0	1	1	0
NR	28	2	8	12	30	36	36	18	170	22
<b>Total</b>	<b>315</b>	<b>269</b>	<b>404</b>	<b>567</b>	<b>1116</b>	<b>1334</b>	<b>1317</b>	<b>846</b>	<b>6168</b>	<b>26</b>

The above table shows that maximum enrolment was recorded in year 2011, this relates to the more number of KGBVs started in the same year. From the year of beginning of KGBV, there has been an increase in the enrolment every year. This is a positive remark to the scheme introduced for the benefit of the girls. There are about 52 students whose year of enrolment is stated between year 1996 and 2002.

**Table 3.3.4 Number of Teachers and Students Present on the day of visit at KGBV**

Sr. No	KGBV Type/ Management	Total enrolment	Girls present on DoV (Head count)	% of students present	Total Teachers in position	Teachers present on DoV	% of Teachers present
1	Managed by SSA						
	Type I	3506	2776	79.18	182	155	85.16
	Type II	617	411	66.61	45	39	86.67
	Type III	1052	851	80.89	62	54	87.10
	<b>Sub Total</b>	<b>5175</b>	<b>4038</b>	<b>78.03</b>	<b>289</b>	<b>248</b>	<b>85.81</b>
2	Managed by MS						
	Type I	760	632	83.16	34	34	100.00
	Type II	298	295	98.99	28	22	78.57
	Type III	10	8	80.00	2	2	100.00
	<b>Sub Total</b>	<b>1068</b>	<b>935</b>	<b>87.55</b>	<b>64</b>	<b>58</b>	<b>90.63</b>
	<b>Total</b>	<b>6243</b>	<b>4973</b>	<b>79.66</b>	<b>353</b>	<b>306</b>	<b>86.69</b>

The above table gives the record of attendance of teachers and students on the day of visit. On average 86.69% of teachers were found present on the day of visit and 79.66% of students present on the day of visit. It can be observed that the KGBVs managed by MS show higher percentage of student and teacher attendance on the day of visit.



**Table\_3.3.5 PTR for each KGBV**

Sr. No.	KGBV Code	No.of Teachers		% Attendance of Teachers	No.of Students		% Attendance of Students	PTR	
		In Position	Present on DoV		Enrolled	Present on DoV		Records	On DoV
1	KGBV-01(Ah/I/S)	5	2	40.00	94	42	44.68	18.80	21.00
2	KGBV-02(Ah/III/S)	3	3	100.00	65	28	43.08	21.67	9.33
3	KGBV-03(Ah/III/S)	4	4	100.00	51	49	96.08	12.75	12.25
4	KGBV-04(Ah/III/S)	4	3	75.00	59	43	72.88	14.75	14.33
5	KGBV-05(Am/I/S)	7	2	28.57	96	87	90.63	13.71	43.50
6	KGBV-06(Am/III/S)	6	4	66.67	52	30	57.69	8.67	7.50
7	KGBV-07(Ba/I/S)	3	2	66.67	100	68	68.00	33.33	34.00
8	KGBV-08(Ba/II/M)	4	4	100.00	40	35	87.50	10.00	8.75
9	KGBV-09(Ba/II/M)	4	4	100.00	36	30	83.33	9.00	7.50
10	KGBV-10(Ba/I/S)	7	7	100.00	120	118	98.33	17.14	16.86
11	KGBV-11(Ba/III/S)	3	3	100.00	63	47	74.60	21.00	15.67
12	KGBV-12(Ba/III/S)	3	3	100.00	63	54	85.71	21.00	18.00
13	KGBV-13(Ba/II/S)	4	4	100.00	30	18	60.00	7.50	4.50
14	KGBV-14(Ba/I/S)	6	5	83.33	90	68	75.56	15.00	13.60
15	KGBV-15(Ba/I/S)	3	3	100.00	69	50	72.46	23.00	16.67
16	KGBV-16(Ba/II/S)	4	2	50.00	43	15	34.88	10.75	7.50
17	KGBV-17(Bh/I/S)	4	4	100.00	107	62	57.94	26.75	15.50
18	KGBV-18(Bh/III/S)	2	2	100.00	56	16	28.57	28.00	8.00
19	KGBV-19(Bh/I/S)	2	2	100.00	36	26	72.22	18.00	13.00
20	KGBV-20(Bh/I/S)	4	2	50.00	82	52	63.41	20.50	26.00
21	KGBV-21(Bh/III/S)	2	2	100.00	50	42	84.00	25.00	21.00
22	KGBV-22(Bh/I/S)	4	3	75.00	61	36	59.02	15.25	12.00
23	KGBV-23(Da/I/S)	8	8	100.00	125	92	73.60	15.63	11.50

Sr. No.	KGBV Code	No. of Teachers		% Attendance of Teachers	No. of Students		% Attendance of Students	PTR	
		In Position	Present on DoV		Enrolled	Present on DoV		Records	On DoV
24	KGBV-24(Da/I/S)	7	7	100.00	96	73	76.04	13.71	10.43
25	KGBV-25(Da/I/S)	6	6	100.00	114	109	95.61	19.00	18.17
26	KGBV-26(Da/I/S)	4	4	100.00	102	79	77.45	25.50	19.75
27	KGBV-27(Da/III/S)	4	4	100.00	87	72	82.76	21.75	18.00
28	KGBV-28(Da/II/S)	6	4	66.67	44	24	54.55	7.33	6.00
29	KGBV-29(Da/I/S)	4	3	75.00	65	32	49.23	16.25	10.67
30	KGBV-30(Ja/I/S)	6	5	83.33	105	89	84.76	17.50	17.80
31	KGBV-31(Ja/III/S)	2	1	50.00	55	51	92.73	27.50	51.00
32	KGBV-32(Ja/III/S)	1	1	100.00	49	45	91.84	49.00	45.00
33	KGBV-33(Ju/I/S)	3	3	100.00	63	59	93.65	21.00	19.67
34	KGBV-34(Ju/III/S)	4	1	25.00	50	49	98.00	12.50	49.00
35	KGBV-35(Ju/III/S)	4	3	75.00	51	50	98.04	12.75	16.67
36	KGBV-36(Ju/II/S)	2	1	50.00	50	48	96.00	25.00	48.00
37	KGBV-37(Ju/II/S)	4	4	100.00	40	34	85.00	10.00	8.50
38	KGBV-38(Ju/II/S)	5	5	100.00	59	55	93.22	11.80	11.00
39	KGBV-39(Ku/II/S)	2	2	100.00	56	39	69.64	28.00	19.50
40	KGBV-40(Ku/I/S)	3	3	100.00	105	89	84.76	35.00	29.67
41	KGBV-41(Ku/III/S)	4	4	100.00	52	49	94.23	13.00	12.25
42	KGBV-42(Ku/I/S)	4	4	100.00	83	71	85.54	20.75	17.75
43	KGBV-43(Ku/II/S)	3	3	100.00	44	40	90.91	14.67	13.33
44	KGBV-44(Ku/II/S)	2	2	100.00	35	19	54.29	17.50	9.50
45	KGBV-45(Ku/III/S)	2	2	100.00	24	20	83.33	12.00	10.00
46	KGBV-46(Ku/II/S)	2	2	100.00	33	7	21.21	16.50	3.50
47	KGBV-47(Kh/I/S)	2	1	50.00	101	86	85.15	50.50	86.00

Sr. No.	KGBV Code	No. of Teachers		% Attendance of Teachers	No. of Students		% Attendance of Students	PTR	
		In Position	Present on DoV		Enrolled	Present on DoV		Records	On DoV
48	KGBV-48(Me/I/S)	5	4	80.00	112	51	45.54	22.40	12.75
49	KGBV-49(Na/I/S)	5	2	40.00	99	84	84.85	19.80	42.00
50	KGBV-50(Na/I/S)	7	7	100.00	108	106	98.15	15.43	15.14
51	KGBV-51(Pc/I/M)	5	4	80.00	79	74	93.67	15.80	18.50
52	KGBV-52(Pc/I/M)	5	5	100.00	123	79	64.23	24.60	15.80
53	KGBV-53(Pc/I/S)	7	4	57.14	95	10	10.53	13.57	2.50
54	KGBV-54(Pc/I/S)	6	6	100.00	113	101	89.38	18.83	16.83
55	KGBV-55(Pc/II/M)	3	3	100.00	21	19	90.48	7.00	6.33
56	KGBV-56(Pc/II/M)	3	3	100.00	13	7	53.85	4.33	2.33
57	KGBV-57(Pt/I/S)	5	5	100.00	123	104	84.55	24.60	20.80
58	KGBV-58(Pt/I/S)	5	5	100.00	118	101	85.59	23.60	20.20
59	KGBV-59(Pt/I/S)	5	5	100.00	96	86	89.58	19.20	17.20
60	KGBV-60(Pt/I/S)	5	5	100.00	75	72	96.00	15.00	14.40
61	KGBV-61(Pt/I/S)	5	3	60.00	87	45	51.72	17.40	15.00
62	KGBV-62(Ra/I/M)	4	2	50.00	77	44	57.14	19.25	22.00
63	KGBV-63(Ra/III/S)	1	1	100.00	6	6	100.00	6.00	6.00
64	KGBV-64(Ra/II/M)	3	2	66.67	60	53	88.33	20.00	26.50
65	KGBV-65(Sb/I/M)	5	6	120.00	108	108	100.00	21.60	18.00
66	KGBV-66(Sb/II/M)	6	6	100.00	49	45	91.84	8.17	7.50
67	KGBV-67(Sb/I/S)	5	5	100.00	92	79	85.87	18.40	15.80
68	KGBV-68(Sr/I/S)	5	3	60.00	102	95	93.14	20.40	31.67
69	KGBV-69(Sr/I/S)	5	5	100.00	102	102	100.00	20.40	20.40
70	KGBV-70(Sr/III/S)	3	3	100.00	58	57	98.28	19.33	19.00
71	KGBV-71(Sr/II/S)	3	3	100.00	59	43	72.88	19.67	14.33

Sr. No.	KGBV Code	No. of Teachers		% Attendance of Teachers	No. of Students		% Attendance of Students	PTR	
		In Position	Present on DoV		Enrolled	Present on DoV		Records	On DoV
72	KGBV-72(Sn/I/M)	4	4	100.00	109	101	92.66	27.25	25.25
73	KGBV-73(Sn/I/M)	5	4	80.00	103	90	87.38	20.60	22.50
74	KGBV-74(Sn/II/S)	3	3	100.00	53	32	60.38	17.67	10.67
75	KGBV-75(Sn/III/S)	3	3	100.00	65	57	87.69	21.67	19.00
76	KGBV-76(Sn/III/S)	2	2	100.00	44	43	97.73	22.00	21.50
77	KGBV-77(Sn/III/S)	3	3	100.00	28	28	100.00	9.33	9.33
78	KGBV-78(Sn/II/S)	2	1	50.00	20	20	100.00	10.00	20.00
79	KGBV-79(Sn/III/S)	2	2	100.00	24	15	62.50	12.00	7.50
80	KGBV-80(Sn/III/M)	2	2	100.00	10	8	80.00	5.00	4.00
81	KGBV-81(Vd/I/M)	5	5	100.00	79	68	86.08	15.80	13.60
82	KGBV-82(Vd/I/M)	6	4	66.67	161	142	88.20	26.83	35.5
83	KGBV-83(Vd/I/S)	6	6	100.00	119	108	90.76	19.83	18.00
84	KGBV-84(Vd/I/S)	7	7	100.00	131	128	97.71	18.71	18.29
85	KGBV-85(VI/I/S)	7	7	100.00	120	116	96.67	17.14	16.57
86	KGBV-86(VI/II/S)	3	3	100.00	51	49	96.08	17.00	16.33
<b>TOTAL</b>		<b>353</b>	<b>306</b>	<b>86.69</b>	<b>6243</b>	<b>4973</b>	<b>79.66</b>	<b>17.69</b>	<b>16.25</b>

The above table shows the PTR (Pupil Teacher Ratio) at each KGBV of the state. The following observations can be made from the table:

- ❑ On an average PTR is found to be 16.25 on the day of visit and as per the records it is 17.69.
- ❑ Most of the KGBVs fall near the average value of the PTR which is favourable to enhance the teaching learning process at the KGBVs. This was in many cases due to the fewer enrollments of the students at the KGBV also.
- ❑ Only in few KGBVs it is above 40 which are difficult to manage situation with regard to the teacher present at the KGBV and the teaching is sure to suffer along with the excess of work load on the teachers.

- The attendance of teachers was also found to be good in most of the KGBVs except for KGBV-05(Am/I/S) and KGBV-34(Ju/III/S), which was found to be a little above 25.0%.

**Table\_3.3.6 PTR for different classification of KGBVs**

Sr. No.	KGBV	No. of Teachers		% Attendance of Teachers	No. of Students		% Attendance of Students	PTR	
		In Position	Present on DoV		Enrolled	Present on DoV		Records	On the DoV
1	Managed by MS	64	58	90.63	1068	903	84.55	16.69	15.57
2	Managed by SSA	289	248	85.81	5175	4070	78.65	17.91	16.41
<b>Total</b>		<b>353</b>	<b>306</b>	<b>86.69</b>	<b>6243</b>	<b>4973</b>	<b>79.66</b>	<b>17.69</b>	<b>16.25</b>
1	TYPE I	216	185	85.65	4266	3408	79.89	19.75	18.42
2	TYPE II	73	65	89.04	915	706	77.16	12.53	10.86
3	TYPE III	64	56	87.50	1062	859	80.89	16.59	15.34

The above table shows the PTR (Pupil Teacher Ratio) at KGBVs managed by MS and SSA show similarity with the state average. But when the Type I/ II/ III are considered, Type II KGBV has PTR value much less than the average and Type I KGBVs have PTR value higher than average.

**Table 3.3.7 PTR for Districts of Gujarat State in which KGBVs are present**

Sr. No.	District	No. of KGBVs	No. of Teachers		% Attendance of Teachers	No. of Students		% Attendance of Students	PTR	
			In Position	Present on DoV		Enrolled	Present on DoV		Records	On the DoV
1	Ahmedabad	4	16	12	75.00	269	162	60.22	16.81	13.50
2	Amreli	2	13	6	46.15	148	117	79.05	11.38	19.50
3	Banaskantha	10	41	37	90.24	654	503	76.91	15.95	13.59
4	Bharuch	6	18	15	83.33	392	234	59.69	21.78	15.60
5	Dahod	7	39	36	92.31	633	481	75.99	16.23	13.36
6	Jamnagar	3	9	7	77.78	209	185	88.52	23.22	26.43
7	Junagadh	6	22	17	77.27	313	295	94.25	14.23	17.35
8	Kutchh	8	22	22	100.00	432	334	77.31	19.64	15.18
9	Kheda	1	2	1	50.00	101	86	85.15	50.50	86.00
10	Mehsana	1	5	4	80.00	112	51	45.54	22.40	12.75
11	Narmada	2	12	9	75.00	207	190	91.79	17.25	21.11
12	Panchmahal	6	29	25	86.21	444	290	65.32	15.31	11.60
13	Patan	5	25	23	92.00	499	408	81.76	19.96	17.74
14	Rajkot	3	8	5	62.50	143	103	72.03	17.88	20.60
15	Sabarkantha	3	16	17	106.25	249	232	93.17	15.56	14.50
16	Surat	4	16	14	87.50	321	297	92.52	20.06	21.21
17	Surendranagar	9	26	24	92.31	456	394	86.40	17.54	16.42
18	Vadodara	4	24	22	91.67	490	446	91.02	20.42	20.27
19	Valsad	2	10	10	100.00	171	165	96.49	17.10	16.50
<b>TOTAL</b>		<b>86</b>	<b>353</b>	<b>306</b>	<b>86.69</b>	<b>6243</b>	<b>4973</b>	<b>79.66</b>	<b>17.69</b>	<b>16.25</b>

The table\_3.3.7 provides the PTR for each district of Gujarat having KGBVs. The following observations can be made:

- ❑ Valsad stands best with regard to both teacher and student attendance. This shows positive chances for the betterment of the girls.

- ❑ Amreli shows lowest percentage of teacher's attendance (46.15%). It is due to the higher student attendance that the PTR value was 19.50 on the day of visit.
- ❑ Mehsana shows lowest in student attendance (45.54%). This has an effect on the PTR value on the day of visit which as reduced to 11.60 from 15.31 as per the records.
- ❑ In Kheda the PTR value was found to be highest. As per records it was 50.5 and on the day of visit it was 86.0. In both the cases the handling of the students and all the functions of the KGBV is a difficult and tiring task. It affects the individual attention and care required by the girls at KGBV. The teaching learning process is bound to suffer. There is no doubt that the teacher present at the KGBV will engage them in some or the other activity or multi grade teaching but still it is difficult to attain quality in the output if such situation is a prolonged feature in the KGBVs.
- ❑ PTR was found lowest in Panchmahal which is a positive aspect for the girls of KGBV, as there is more scope of personal attention and care of each girl at KGBV.

### 3.4.0 Analysis and Interpretation of Data for Objective four

[Objective 4: To study social relationship within staff members, teachers and girls and amongst girls]

**Table\_3.4.1 Response of the teachers regarding various aspects of KGBV**

Sr. No.	Attributes	Responses (Total:306)					
		Yes		No		No responses	
		No.	%	No.	%	No.	%
1	I have satisfaction with the salary I receive in comparison with the work at KGBV	107	34.97	198	<b>64.71</b>	1	0.33
2	I wish to continue working at KGBV in future also	223	<b>72.88</b>	71	23.20	12	3.92
3	The girls are intellectually capable of entering into secondary education	291	<b>95.10</b>	10	3.27	5	1.63
4	The family of the girls at KGBV are mentally prepared for secondary education	240	78.43	53	17.32	13	4.25
5	In the parents meeting the awareness regarding secondary education has been discussed	290	<b>94.77</b>	2	0.65	14	4.58
6	There good scope of value inculcation and habit development in residential schools	296	<b>96.73</b>	1	0.33	9	2.94
7	The scheme has impact over girls education and retention	268	87.58	6	1.96	<b>32</b>	<b>10.46</b>
8	This scheme has covered all the drop-outs and never enrolled girls	258	84.31	44	14.38	4	1.31
9	We get academic support from CRCC and/or OIC Gender	253	82.68	35	11.44	18	5.88
10	The academic classes have been properly monitored by CRCC	287	93.79	12	3.92	7	2.29
11	We get feedback regarding the teaching learning process and the content taught	282	92.16	8	2.61	16	5.23
12	There is problem in dealing with girls regarding value inculcation, habit formation and other aspects	117	38.24	189	<b>61.76</b>	0	0.00
13	There is problem in organizing activities for girls	52	16.99	254	<b>83.01</b>	0	0.00
14	There are problems in arranging PTA meeting	56	18.30	247	<b>80.72</b>	3	0.98
15	There is problem in availing the daily requirements like milk, vegetables, etc.	47	15.36	256	<b>83.66</b>	3	0.98
16	The grant is received timely	55	17.97	246	<b>80.39</b>	5	1.63
17	The books, uniforms, sweaters and other necessities are availed timely	224	<b>73.20</b>	52	16.99	30	9.80
18	There is a problem with regard to the security of the girls	48	15.69	230	<b>75.16</b>	28	9.15
19	We can frankly suggest mistakes/changes to each other	238	77.78	57	18.63	11	3.59
20	I enjoy being and teaching at KGBV	295	<b>96.41</b>	4	1.31	7	2.29



From the table\_4.1.1 (which represent the views of 306 teachers serving at KGBV who were present on the day of visit) we can make following observations:

- ❑ The job satisfaction is lacking among the teachers who are working at KGBVs, due to low salary against the nature of responsibility they have. (About 65.0% are not satisfied with the salary they receive)
- ❑ In spite of the low salary the teachers (about 73.0%) are wishing to continue to work at KGBV and about 96.4% have said that they enjoy being at KGBV.
- ❑ About 95.0% of the teachers felt that the girls are intellectually capable of entering into secondary education and they reported that in the parents meeting the awareness regarding secondary education has been discussed. But 83.0% teachers said they faced problems in arranging PTA meetings.
- ❑ The teachers are of the view that about 78.4% of the family of the girls at KGBV are mentally prepared for secondary education, which indicates the increase in awareness among the parents of the girls of KGBV.
- ❑ About all the teachers (i.e. approximately 97.0%) felt that there is good scope of value inculcation and habit development in residential schools but about 62.0% of the teachers faced difficulties in practically implementing the same.
- ❑ The scheme has impact over girl's education and retention 87.58%, but the large number of no response reflects the lack of their understanding regarding the work they are doing at KGBV. About 84.3% of the teachers felt that this scheme has covered all the drop-outs and never enrolled girls which are not true; this reflects their lack of awareness regarding the actual scenario of girls education and retention.
- ❑ Approximately 83.0% of the teachers stated that they get academic support from CRCC and/or OIC Gender.
- ❑ The academic classes are reported to be monitored properly by CRCC in approximately 94.0% of the cases and it is stated that in most of the cases (i.e. 92.0%) get feedback regarding the teaching learning process and the content taught. If this is the case then the teaching learning processes at KGBV should have been better than what has been observed in the present study.

- ❑ About 83.0% of the teachers found difficulty in arranging activities for the girls at KGBV. This could be due to the difference in levels of acceptance of self and the environment of KGBV among the girls.
- ❑ More than 80.0% have stated that there is problem in availing the daily requirements like milk, vegetables, etc. and the grants are also not received timely. But about 73.0% of the teachers stated that he books, uniforms, sweaters and other necessities are availed timely at KGBVs.
- ❑ About 75.16% of the teachers stated that there is a concern regarding the security of the girls at KGBV.
- ❑ The teachers at KGBV (in approximately 78.0%) felt that they could frankly suggest mistakes/changes to each other. This is a positive attribute to nurture ones talents and develop those qualities which are required to excel professionally.

To study the social relationships amongst the teachers and teachers with higher functionaries and teachers, the teachers were expected to make preferences, point out the good qualities in fellow colleagues and respond to different situational questions. The following observations were made:

- ❑ With regard to the preferences made by teachers from among their fellow colleagues, across all 86 (100%) KGBVs it was found that teachers were comfortable and at ease with all the staff members and in any situation could work with any colleague nominated by head teacher or CRC. The preferences shown should only be interpreted as the potential of the fellow colleague in dealing with the demand of the task at hand.
- ❑ The teachers also expressed that they have learnt to live in cooperation and harmony with all in KGBV. They added that the skills that they have attained after the stay at KGBV are going to benefit them in future in many aspects. Qualities like adjusting to the givens, performing to the best of ones level in the limited resources and conditions, respecting each other for the qualities possessed by the individual, etc. were inculcated in them after their stay at KGBV.

- With regard to their relationship with the cook, security personnel, 283 teachers (93.70 %) were satisfied with their behaviour and rated it to be good, six found to be very good since they volunteered themselves in other times of need too. Ten (3.31%) teachers reported that both cook and security men are trustworthy and that they do not have to worry, five (1.65%) teachers reported them to be helpful in the time of need, there was no response from four (1.31%) teachers, three (0.09%) teachers said they did not have a security person and cook in their KGBV while five (1.65%) teachers reported their behaviour to be unhealthy and infact a security issue for them which needs to be urgently addressed. The details of the non-teaching staff are given in the tables 3.4.2 and 3.4.3.

**Table\_3.4.2 Number of Non-Teaching staff at KGBV**

Sr. No.	KGBV Type/ Management	Cooks		Security person		Peon		Cook-Helpers		Accountant		Sweeper		Post not stated		Total	
		No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.
<b>1</b>	<b>Managed by SSA</b>																
	Type I	37	1.03	35	0.97	14	0.39	50	1.39	4	0.11	1	0.03	9	0.25	150	4.17
	Type II	15	1.07	9	0.64	2	0.14	8	0.57	4	0.29	1	0.07	1	0.07	40	2.86
	Type III	21	1.00	16	0.76	6	0.29	16	0.76	1	0.05	1	0.05	0	0.00	61	2.90
	<b>Sub Total</b>	<b>73</b>	<b>1.03</b>	<b>60</b>	<b>0.85</b>	<b>22</b>	<b>0.31</b>	<b>74</b>	<b>1.04</b>	<b>9</b>	<b>0.13</b>	<b>3</b>	<b>0.04</b>	<b>10</b>	<b>0.14</b>	<b>251</b>	<b>3.54</b>
<b>2</b>	<b>Managed by MS<sup>Ⓢ</sup></b>																
	Type I	11	1.57	1	0.14	4	0.57	10	1.43	0	0.00	0	0.00	0	0.00	26	3.71
	Type II	10	1.43	4	0.57	1	0.14	3	0.43	0	0.00	0	0.00	2	0.29	20	2.86
	Type III																
	<b>Sub Total</b>	<b>21</b>	<b>1.40</b>	<b>5</b>	<b>0.33</b>	<b>5</b>	<b>0.33</b>	<b>13</b>	<b>0.87</b>	<b>0</b>	<b>0.00</b>	<b>0</b>	<b>0.00</b>	<b>2</b>	<b>0.13</b>	<b>46</b>	<b>3.07</b>
	<b>Total</b>	<b>94</b>	<b>1.09</b>	<b>65</b>	<b>0.76</b>	<b>27</b>	<b>0.31</b>	<b>87</b>	<b>1.01</b>	<b>9</b>	<b>0.10</b>	<b>3</b>	<b>0.03</b>	<b>12</b>	<b>0.14</b>	<b>297</b>	<b>3.45</b>

<sup>Ⓢ</sup> KGBV72[Sn/I/M] and KGBV80[Sn/III/M] do not have any non-teaching staff at the KGBV. There is only one KGBV of Type III run by MS (KGBV80[Sn/III/M]) which has no non-teaching staff.

From the above table we can say that on an average there is one cook and one cook-helper in most of the KGBVs, but the absence of security person is a matter of concern.

**Table\_3.4.3 Educational Qualification and skills of Non Teaching staff at KGBV**

Sr. No.	Educational Qualification / Skills	Management of KGBVs														All KGBVs TOTAL	
		MS #						SSA									
		Type I		Type II		TOTAL		Type I		Type II		Type III		TOTAL		No.	%*
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
	<b>Educational Qualification</b>																
1	Graduation	0	0.0	1	5.0	1	2.2	7	4.7	6	15.0	3	4.9	16	6.4	17	7.8
2	HSC	2	7.7	2	10.0	4	8.7	15	10.0	0	0.0	2	3.3	17	6.8	21	9.7
3	SSC	2	7.7	2	10.0	4	8.7	16	10.7	2	5.0	6	9.8	24	9.6	28	12.9
4	Upto Class seven	9	34.6	7	35.0	16	34.8	48	32.0	14	35.0	20	32.8	82	32.7	98	45.2
5	Class three / four	1	3.8	2	10.0	3	6.5	11	7.3	4	10.0	6	9.8	21	8.4	24	11.1
6	Class one/two	0	0.0	3	15.0	3	6.5	9	6.0	1	2.5	5	8.2	15	6.0	18	8.3
7	Never gone to school	5	19.2	0	0.0	5	10.9	3	2.0	2	5.0	1	1.6	6	2.4	11	5.1
8	No Response	7	26.9	3	15.0	10	21.7	41	27.3	11	27.5	18	29.5	70	27.9	80	26.9
	<b>TOTAL</b>	<b>26</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>	<b>46</b>	<b>100.0</b>	<b>150</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>	<b>61</b>	<b>100.0</b>	<b>251</b>	<b>100.0</b>	<b>297</b>	<b>100.0</b>
	<b>Skills</b>					0											
1	Cooking	3	11.5	2	10.0	5	10.9	14	9.3	4	10.0	18	29.5	36	14.3	41	52.6
2	Knitting /Sewing	2	7.7	3	15.0	5	10.9	18	12.0	4	10.0	4	6.6	26	10.4	31	39.7
3	Singing	0	0.0	0	0.0	0	0.0	3	2.0	1	2.5	0	0.0	4	1.6	4	5.1
4	Welding, Judo-Karate	0	0.0	0	0.0	0	0.0	1	0.7	0	0.0	1	1.6	2	0.8	2	2.6
5	NOT SPECIFIED	21	80.8	15	75.0	36	78.3	114	76.0	31	77.5	38	62.3	183	72.9	219	73.7
	<b>TOTAL</b>	<b>5</b>	<b>19.2</b>	<b>5</b>	<b>25.0</b>	<b>10</b>	<b>21.7</b>	<b>36</b>	<b>24.0</b>	<b>9</b>	<b>22.5</b>	<b>23</b>	<b>37.7</b>	<b>68</b>	<b>27.1</b>	<b>297</b>	<b>100.0</b>

# KGBV72[Sn/I/M] and KGBV80[Sn/III/M] do not have any non teaching staff at the KGBV. There is only one KGBV of Type III run by MS (KGBV80[Sn/III/M]), so the column of classification is not represented in the table.

\* The percentages for the 'No response' and 'Not specified' category have been calculated from the exact total (297). The % is calculated from 217 and 78 respectively for the other responses of Educational Qualification and Skills of the non teaching staff.

When the educational qualification and skills of the non-teaching staff is looked into the following observations were made:

- ❑ About half of the cooks employed in the KGBVs spread across the state have completed class seven in schools.
- ❑ It is a positive aspect for the KGBVs that even among the non-teaching staff they have about 7.8% with graduation, 9.7% with HSC and 12.9% with SSC as their qualification.
- ❑ Apart from cooking and taking care of the other duties assigned to the other staff, about 39.7% are good at knitting and sewing. This could be utilized as an advantage to teach the girls these skills which can contribute to their vocational skills.
- ❑ Moreover if there are literate/educated non-teaching staff the environment at the KGBVs can be more fruitful in learning and the girls might get more motivated as they can associate themselves with these people more than the teachers.

At KGBV, Dthinkva, Panchmahal the children were taught to weave baskets by the cook at KGBV. She was very interested in making the children self sufficient and showed readiness in helping them out in every possible way. She used to make and sell hand made baskets before coming to KGBV. This skill would really make them self reliant in future, if they desire to make it a skill to earn a living. The skilled, aware and educated staff at KGBV supports the development of the girls in a positive way.

To study the social relationships amongst the girls and girls amongst the teachers, the girls were expected to make preferences amongst their friends and teachers and also respond to different situational questions. The following observations were made:

- ❑ In all the KGBVs most of the girls have said that they love to be in KGBV. They have also said that they miss their friends and teachers of KGBVs when they go home for holidays. The teachers also have ascertained this aspect, at times the girls do not like to go home at all.
- ❑ In most of the KGBVs the girls said that all the girls at KGBV are their friends. There were same preferences for one/two or a group of girls for being with when they play, sleep and have food. This reflects that companionship is being nurtured in the environment of KGBV. This might added to the reasons for assuring retention among the girls at KGBV as once they make friends and enjoy each other's

company, they start liking their stay at KGBV. Once they are staying willingly at KGBV, their education can be taken care of in the best possible manner.

- ❑ There were girls who stated that they do not have friends and did not want to stay at the KGBV. When the reasons for the same were inquired, it was found that many of these girls were new and in the process of adjusting to the routine of KGBV, some missed being with parents and siblings very much and there were few identified with addictive habits like chewing tobacco, etc.
- ❑ The girls staying at the KGBV have stated that during problems they approach their friends and teachers (especially head teacher) to find out a solution for it. It was observed that in most of the KGBVs there were one or two favourites teachers amongst the girls. There were girls who said that all the teachers help them out in every way at any hour of the day.

The girls had a good social relation amongst themselves and their teachers at KGBV which is a good indicator for the success of this scheme.

- ❑ With regard to the qualities of teachers, the following is a list of the qualities which the teachers identified in their fellow colleagues. The following table shows the identified qualities by the teachers amongst each other.

**Table\_3.4.4 Qualities of Teachers identified**

Sr. No.	Qualities	No. of Teachers	
		No.	%
1	Helpful in all kinds of work	128	42.67
2	Good behavior	160	53.33
3	Helps in vocational training	49	16.33
4	Gives guidance	51	17.00
5	Punctuality in work	6	2.00
6	Feeling of unity	62	20.67
7	Singing	34	11.33
8	Problem solving	72	24.00
9	Organizing activities	36	12.00
10	Good at teaching	61	20.33
11	Encouraging behaviour	28	9.33
12	Hard working	41	13.67
13	Good at various games	45	15.00
14	Drawing	18	6.00
15	Regularity in work	29	9.67
16	Enthusiastic	21	7.00
17	Honesty	27	9.00

The table\_3.4.2 reflects upon the qualities of their colleagues at KGBV. The following observations can be made from the above table:

- ❑ Almost half of the teachers felt that their colleagues were helpful in all kinds of work at KGBV and had a good behaviour.
- ❑ It is a positive aspect of the environment existing in the KGBV that they were able to identify and appreciate the above stated qualities of their colleagues.
- ❑ They have also said that they learn from the qualities of others and adopt the good ones to be applied in their life. There is feeling of unity amongst the teachers at KGBV, which enhances the environment at KGBV for better social relationship amongst the girls and the teachers.
- ❑ About 94.1 % of the teachers stated that the KGBV scheme was good/very good. This also attributes to the positive growth in the relationships at KGBV as satisfied can better contribute to growth and upliftment of these girls in a better way.
- ❑ Most of teachers working at KGBV did not feel that their future is bright due to low salary, job insecurity, staying away from family, etc. These matters need to be looked into as they indirectly contribute to the social environment.
- ❑ If the values among the teachers are good and they are practiced consciously before the girls of the KGBV then the value inculcation would be easy and permanent for their lives.

During our visit to KGBV, Selumba (Sagbara) of Narmada district we were waiting for the lunch time. The girls were rushing to their trunks to get their plates, bowls and glasses for the lunch to be served in some time. Some girls were doing the duties assigned to them like sweeping the floor, laying the mats, etc. The others were busy rinsing their plates, bowls and glasses. In the running from here and there, a bowl fell from the one little girls hand to the floor. No one was observing her but she took the bowl from the floor and went to rinse it again before proceeding to have lunch. The bowl that fell down on the floor did not get dirty, but the little one still made it sure it was clean before she went to have food. This value of cleanliness and hygiene is bound to stay with this little child forever as it was not forced on her but a value internalized by her. Then we proceeded to have lunch, there were ninety four girls, teachers and our project team for the lunch. First food was served for all the people who were to take lunch. Those serving were also girls; the food was served in their plates too at their places. Once each item found place in everyone's plate and all were seated at their places, there was a prayer in a unanimous voice. It was a touching sight. Then everyone began their lunch and each of us completed everything served in our plates. The most moving part was that as we all had begun together, we waited for everyone to finish before getting up. It was difficult to believe that it can happen. At home with only a handful of members also we have stopped practicing this value. It was a life-time experience to have lunch with those little girls of Selumba.

### 3.5.0 Analysis and Interpretation of Data for Objective five

[Objective 5: To study the teaching learning process in KGBVs through achievement of students and observation of class-room teaching]

**Table 3.5.1 Status of Academic Planning**

Sr. No.	Attributes	Responses											
		Available				Displayed				Followed			
		Yes		No		Yes		No		Yes		No	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	Annual Academic calendar	43	37.7	50	43.9	0	0.0	0	0.0	0	0.0	0	0.0
2	Grade V weekly time table	46	40.4	16	14.0	46	40.4	9	7.9	40	35.1	11	9.6
3	Grade VI weekly time table	47	41.2	14	12.3	46	40.4	9	7.9	42	36.8	11	9.6
4	Grade VII weekly time table	46	40.4	13	11.4	44	38.6	9	7.9	40	35.1	10	8.8
5	Grade VIII weekly time table	38	33.3	11	9.65	38	33.3	8	7.0	34	29.8	9	7.9

From the above table following observations can be made regarding the status of academic planning in the KGBVs:

- The Annual academic calendar is available in 37.7% of the cases. But it is not displayed at any place in the KGBV and how far it is followed is a question.
- The grade wise time-table was available and displayed for Grade V in 40.4% cases but followed in 35.1% cases. It was better than any other grade.
- The grade wise time-table for Grade VI was available in 41.2% cases, displayed in 40.4% cases but followed in 36.8% cases only.
- The grade wise time-table for Grade VII was available in 40.4% cases, displayed in 38.6% cases but followed in 35.1% cases only.
- The grade wise time-table for Grade VIII was available and displayed in only 33.3% cases, while it was followed in 29.8% cases observed.
- The children in most of the cases are not always aware as to what they would learn in the next class.



**Table\_3.5.2 Record of Classes observed in KGBVs**

Sr. No.	Attributes	Responses	
		No.	%
<b>1</b>	<b>Subject:</b>		
	Physical Education	3	2.63
	English	5	4.39
	Mathematics	15	13.16
	Science	34	29.82
	Social Studies	6	5.26
	Hindi	14	12.28
	Gujarati	29	25.44
	Subject not stated	8	7.02
	<b>Total</b>	<b>114</b>	<b>100.00</b>
<b>2</b>	<b>Class/Grade:</b>		
	Grade V	30	26.32
	Grade VI	22	19.30
	Grade VII	20	17.54
	Grade VIII	21	18.42
	Class not stated	21	18.42
	<b>Total</b>	<b>114</b>	<b>100.00</b>

From the above table it is clearly observed that we have observed almost equal number of classes for each grade except for class V which is 26.32%. In some cases the classes observed have not been characteristically stated as either all the children are sitting together to learn or the class wise division of the students is yet to be made.

**Table\_3.5.3 Organization of Classroom Teaching Process**

Sr. No.	Attributes	Responses														
		Not Done		Very Poor		Poor		Average		Good		Very Good		No Response		Total
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
1	Introduction of the lesson	7	6.1	12	10.5	20	17.5	30	26.3	41	36.0	2	1.8	2	1.8	114
2	Explanation of the topic	0	0.0	5	4.4	14	12.3	42	36.8	44	38.6	6	5.3	3	2.6	114
3	Illustrations provided	4	3.5	12	10.5	17	14.9	41	36.0	27	23.7	6	5.3	7	6.1	114
4	Relating the content with child's environment	5	4.4	13	11.4	17	14.9	34	29.8	37	32.5	6	5.3	2	1.8	114
5	Skill of Questioning	2	1.8	11	9.6	21	18.4	30	26.3	40	35.1	8	7.0	2	1.8	114
6	Communication ability	0	0.0	18	15.8	24	21.1	39	34.2	28	24.6	3	2.6	2	1.8	114
7	Confidence while teaching	2	1.8	5	4.4	12	10.5	32	28.1	46	40.4	16	14.0	1	0.9	114
8	Blackboard work	7	6.1	20	17.5	17	14.9	24	21.1	34	29.8	9	7.9	3	2.6	114
9	Use of Teaching aids	67	58.8	4	3.5	12	10.5	13	11.4	10	8.8	6	5.3	2	1.8	114
10	Summarization of the content taught	6	5.3	13	11.4	18	15.8	25	21.9	44	38.6	3	2.6	5	4.4	114

From the table 3.5.3 following observations can be made regarding the organization of classroom teaching process in the KGBVs:

- The introduction of lesson was stated to be good (36.0%) or average (26.3%) in most of the cases.
- The content to be taught was well explained as the responses show more than 80% cases in average/good /very good rating.
- The illustrations provided and the communication ability was found to be average in nearly 35.0% of the cases.
- The skill of questioning has also been rated ‘good’ in 35.1% of the cases but has also been stated to be poor or very poor in 28.0% cases.

During the class it had been observed that the questions are usually addressed to the whole class and the response is in chorus. So the understanding of individual child’s ability is difficult.

- ❑ The confidence while teaching was found to be good/very good in almost half of the cases which is a good indicator for successful teaching.
- ❑ The blackboard work and use of teaching aids is very important for effective learning of the concept being taught, but both these needs to be incorporated in more better way in most of the KGBVs. Of the total observation made almost 30.0% classes were of Science but still the use of teaching aids doesn't seem to be sufficient.
- ❑ Summarization was down well as it has been rated 'average/good/very good' in most of the cases (about 63.0%).

**Table\_3.5.4 Other Process in Classroom Teaching**

Sr. No.	Attributes	Responses					
		Yes		No		No Response	
		No.	%	No.	%	No.	%
1	The teacher conducted any activity during teaching	19	16.67	94	82.46	1	0.88
2	The teacher gave Home work in the class	40	35.09	73	64.04	1	0.88
3	Evaluation of learning apart from regular examination in academic year	88	77.19	25	21.93	1	0.88

From the table\_3.5.4 we get a very brief idea regarding the following aspect:

- ❑ In only 16.67% of the cases the teacher conducted activity during the classroom teaching.
- ❑ The teacher gave homework in about 35.09% cases; this ensures practice of the concept taught.
- ❑ It was observed that in about 77.2% of the cases the teachers have responded that evaluation of learning apart from regular examination in academic year is conducted in form of tests, orals, etc.

Aspect regarding Student behaviour	Responses																								Total
	Percentage of Student Participation																						NO RESPONSE		
	0		10		20		30		40		50		60		70		80		90		100		No.	%	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Listen	1	0.9	4	3.5	2	1.8	5	4.4	7	6.1	17	14.9	20	17.5	20	17.5	24	21.1	11	9.6	1	0.9	2	1.75	114
Ask question	16	14.0	31	27.2	19	16.7	12	10.5	12	10.5	12	10.5	2	1.8	3	2.6	2	1.8	2	1.8	1	0.9	2	1.75	114
Answer	2	1.8	9	7.9	11	9.6	6	5.3	5	4.4	24	21.1	9	7.9	16	14.0	14	12.3	12	10.5	5	4.4	1	0.88	114
Participate in activities	11	9.6	26	22.8	13	11.4	7	6.1	12	10.5	15	13.2	14	12.3	3	2.6	2	1.8	6	5.3	1	0.9	4	3.51	114
Enthusiastic of learning	3	2.6	11	9.6	12	10.5	8	7.0	14	12.3	15	13.2	14	12.3	14	12.3	15	13.2	5	4.4	2	1.8	1	0.88	114
Remain silent/ confused	6	5.3	34	29.8	16	14.0	11	9.6	10	8.8	9	7.9	5	4.4	9	7.9	5	4.4	3	2.6	5	4.4	1	0.88	114
Initiates	19	16.7	24	21.1	9	7.9	8	7.0	5	4.4	10	8.8	4	3.5	10	8.8	11	9.6	10	8.8	1	0.9	3	2.63	114

*\*Percentage calculated in the above table is from the total 114 forms of teaching learning observations for the tool\_9*

From the above table we get identify how much the students participate in the class room teaching learning process:

- In about 65.0% of the cases, the students spend more than 60% of the time in the class listening only.
- In 16.7% of the classes observed there was no initiation from the student side during the whole class. While in about 10% of the cases student initiation was observed more than 90% of the time in the class.
- In 14.0% of the classes observed there was no asking of questions from the student side during the whole class. While in about 5% of the cases asking questions was observed more than 80% of the time in the class.
- We observed that in about 35% of classes, the students remained silent and confused for 10% of the time.

- ❑ Students were not at all enthusiastic in learning in 2.6% of the classes observed. While in about 5.5% of the cases enthusiasm was observed more than 90% of the time in the class.
- ❑ Students did not participate in any activity in 9.6% of the classes observed. While in about 6.0% of the cases participation in activities was observed for more than 90% of time.

**Table 3.5.6 Record of students of classes V, VI, VII and VIII**

Students	Class V		Class VI		Class VII		Class VIII		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Present	948	96.54	1159	97.72	1135	98.01	789	96.34	4031	97.25
Absent	34	3.46	27	2.28	23	1.99	30	3.66	114	2.75
<b>TOTAL</b>	<b>982</b>	<b>100.00</b>	<b>1186</b>	<b>100.00</b>	<b>1158</b>	<b>100.00</b>	<b>819</b>	<b>100.00</b>	<b>4145</b>	<b>100.00</b>

*\* Here the presence and absence indicate the status during the time of test conducted at KGBV*

The above table reflects the attendance on the day of test in each classes and all the students present in the classes V to VIII at each KGBV gave the test. The average attendance in the test on the day of visit is of 97.25%.

**Table\_3.5.7 Achievement of the students [Class wise] at KGBV In All Subjects together**

Result (in %)	Students in each class								TOTAL (All Classes)	
	Class V		Class VI		Class VII		Class VIII		No.	%
	No.	%	No.	%	No.	%	No.	%		
100-95	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
94-85	17	1.79	12	1.04	10	0.88	10	1.27	49	1.22
84-75	75	7.91	54	4.66	48	4.23	34	4.31	211	5.23
74-65	110	11.60	123	10.61	119	10.48	92	11.66	444	11.01
64-55	168	17.72	170	14.67	195	17.18	168	21.29	701	17.39
54-45	197	20.78	190	16.39	229	20.18	140	17.74	756	18.75
44-35	166	17.51	182	15.70	201	17.71	131	16.60	680	16.87
<35	215	22.68	428	36.93	333	29.34	214	27.12	1190	<b>29.52</b>
<b>Total</b>	<b>948</b>	<b>100.00</b>	<b>1159</b>	<b>100.00</b>	<b>1135</b>	<b>100.00</b>	<b>789</b>	<b>100.00</b>	<b>4031</b>	<b>100.00</b>

In the table\_3.5.7 the percentage score of students in all the classes is shown in the test administered on the day of visit. This reflects that there are very few students scoring above 75.0% marks and that scoring below 35% is 29.52%.

**Table\_3.5.8 Achievement of the students at KGBV In Physical Education**

Result (in %)	Students in each class								TOTAL (All Classes)	
	Class V		Class VI		Class VII		Class VIII		No.	%
	No.	%	No.	%	No.	%	No.	%		
100-95	121	12.76	453	39.09	240	21.15	67	8.49	881	21.86
94-85	212	22.36	56	4.83	184	16.21	182	23.07	634	15.73
84-75	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
74-65	186	19.62	195	16.82	186	16.39	187	23.70	754	18.71
64-55	150	15.82	170	14.67	201	17.71	163	20.66	684	16.97
54-45	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
44-35	89	9.39	135	11.65	141	12.42	81	10.27	446	11.06
< 35	190	20.04	150	12.94	183	16.12	109	13.81	632	15.68
<b>Total</b>	<b>948</b>	<b>100.00</b>	<b>1159</b>	<b>100.00</b>	<b>1135</b>	<b>100.00</b>	<b>789</b>	<b>100.00</b>	<b>4031</b>	<b>100.00</b>

The above table shows the achievement of the students in all the four classes in Physical Education. There is a good number of students scoring between 55 and 75 % marks and about 37.0% students scoring above 85% in the subject. The average percentage of students scoring below 35% is 15.68% which needs to be taken care off, as Physical Education is an important aspect of child' growth.

Table\_3.5.9 Achievement of the students at KGBV In **GUJARATI**

Result (in %)	Students in each class								TOTAL (All Classes)	
	Class V		Class VI		Class VII		Class VIII		No.	%
	No.	%	No.	%	No.	%	No.	%		
100-95	49	5.17	16	1.38	38	3.35	172	21.80	275	6.82
94-85	43	4.54	15	1.29	56	4.93	109	13.81	223	5.53
84-75	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
74-65	101	10.65	65	5.61	58	5.11	133	16.86	357	8.86
64-55	126	13.29	73	6.30	81	7.14	103	13.05	383	9.50
54-45	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
44-35	132	13.92	180	15.53	93	8.19	88	11.15	493	12.23
< 35	497	<b>52.43</b>	810	<b>69.89</b>	809	<b>71.28</b>	184	<b>23.32</b>	2300	<b>57.06</b>
<b>Total</b>	<b>948</b>	<b>100.00</b>	<b>1159</b>	<b>100.00</b>	<b>1135</b>	<b>100.00</b>	<b>789</b>	<b>100.00</b>	<b>4031</b>	<b>100.00</b>

Table\_3.5.10 Achievement of the students at KGBV In **HINDI**

Result (in %)	Students in each class								TOTAL (All Classes)	
	Class V		Class VI		Class VII		Class VIII		No.	%
	No.	%	No.	%	No.	%	No.	%		
100-95	17	1.79	7	0.60	235	20.70	20	2.53	279	6.92
94-85	31	3.27	6	0.52	119	10.48	21	2.66	177	4.39
84-75	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
74-65	34	3.59	69	5.95	118	10.40	23	2.92	244	6.05
64-55	50	5.27	55	4.75	400	35.24	96	12.17	601	14.91
54-45	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
44-35	82	8.65	488	42.11	21	1.85	78	9.89	669	16.60
<35	734	<b>77.43</b>	534	<b>46.07</b>	242	21.32	551	<b>69.84</b>	2061	<b>51.13</b>
<b>Total</b>	<b>948</b>	<b>100.00</b>	<b>1159</b>	<b>100.00</b>	<b>1135</b>	<b>100.00</b>	<b>789</b>	<b>100.00</b>	<b>4031</b>	<b>100.00</b>

The understanding regarding the subject Hindi and Gujarati is very poor compared to physical Education as the average percentage of students scoring below 35% is 57.06% in Gujarati and 51.13% in Hindi. There are only about 12.0% of the students scoring above 85% in the subject.

Table\_3.5.11 Achievement of the students at KGBV In **ENGLISH**

Result (in %)	Students in each class								TOTAL (All Classes)	
	Class V		Class VI		Class VII		Class VIII		No.	%
	No.	%	No.	%	No.	%	No.	%		
100-95	319	<b>33.65</b>	58	5.00	30	2.64	55	6.97	462	11.46
94-85	156	16.46	118	10.18	72	6.34	61	7.73	407	10.10
84-75	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
74-65	328	34.60	108	9.32	68	5.99	90	11.41	594	14.74
64-55	32	3.38	102	8.80	119	10.48	65	8.24	318	7.89
54-45	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
44-35	51	5.38	133	11.48	129	11.37	112	14.20	425	10.54
< 35	62	6.54	640	<b>55.22</b>	717	<b>63.17</b>	406	<b>51.46</b>	1825	<b>45.27</b>
<b>Total</b>	<b>948</b>	<b>100.00</b>	<b>1159</b>	<b>100.00</b>	<b>1135</b>	<b>100.00</b>	<b>789</b>	<b>100.00</b>	<b>4031</b>	<b>100.00</b>

Table\_3.5.12 Achievement of the students at KGBV In **MATHEMATICS**

Result (in %)	Students in each class								TOTAL (All Classes)	
	Class V		Class VI		Class VII		Class VIII		No.	%
	No.	%	No.	%	No.	%	No.	%		
100-95	39	4.11	54	4.66	14	1.23	0	0.00	107	2.65
94-85	7	0.74	76	6.56	52	4.58	0	0.00	135	3.35
84-75	114	12.03	93	8.02	96	8.46	8	1.01	311	7.72
74-65	0	0.00	1	0.09	0	0.00	0	0.00	1	0.02
64-55	33	3.48	143	12.34	115	10.13	30	3.80	321	7.96
54-45	189	19.94	149	12.86	114	10.04	69	8.75	521	12.92
44-35	47	4.96	144	12.42	215	18.94	140	17.74	546	13.55
< 35	519	<b>54.75</b>	499	<b>43.05</b>	529	<b>46.61</b>	542	<b>68.69</b>	2089	<b>51.82</b>
<b>Total</b>	<b>948</b>	<b>100.00</b>	<b>1159</b>	<b>100.00</b>	<b>1135</b>	<b>100.00</b>	<b>789</b>	<b>100.00</b>	<b>4031</b>	<b>100.00</b>

The understanding regarding the subject English and Mathematics is also very poor compared to physical Education and Social Studies as the average percentage of students scoring below 35% is 45.27% in English and 51.82% in Mathematics. There are only about 21.0% of the students, scoring above 85% in the subject in English and about 6.0% students scoring above 85% in the subject in Mathematics .



Table\_3.5.13 Achievement of the students at KGBV In **SCIENCE**

Result (in %)	Students in each class								TOTAL (All Classes)	
	Class V		Class VI		Class VII		Class VIII			
	No.	%	No.	%	No.	%	No.	%	No.	%
100-95	44	<b>4.64</b>	20	1.73	3	0.26	11	1.39	78	1.94
94-85	255	<b>26.90</b>	53	4.57	37	3.26	84	10.65	429	10.64
84-75	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
74-65	248	26.16	100	8.63	94	8.28	271	34.35	713	17.69
64-55	165	17.41	172	14.84	321	28.28	232	29.40	890	22.08
54-45	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
44-35	122	12.87	174	15.01	267	23.52	116	14.70	679	16.84
< 35	114	12.03	640	<b>55.22</b>	413	<b>36.39</b>	75	9.51	1242	<b>30.81</b>
Total	948	100.00	1159	100.00	1135	100.00	789	100.00	4031	100.00

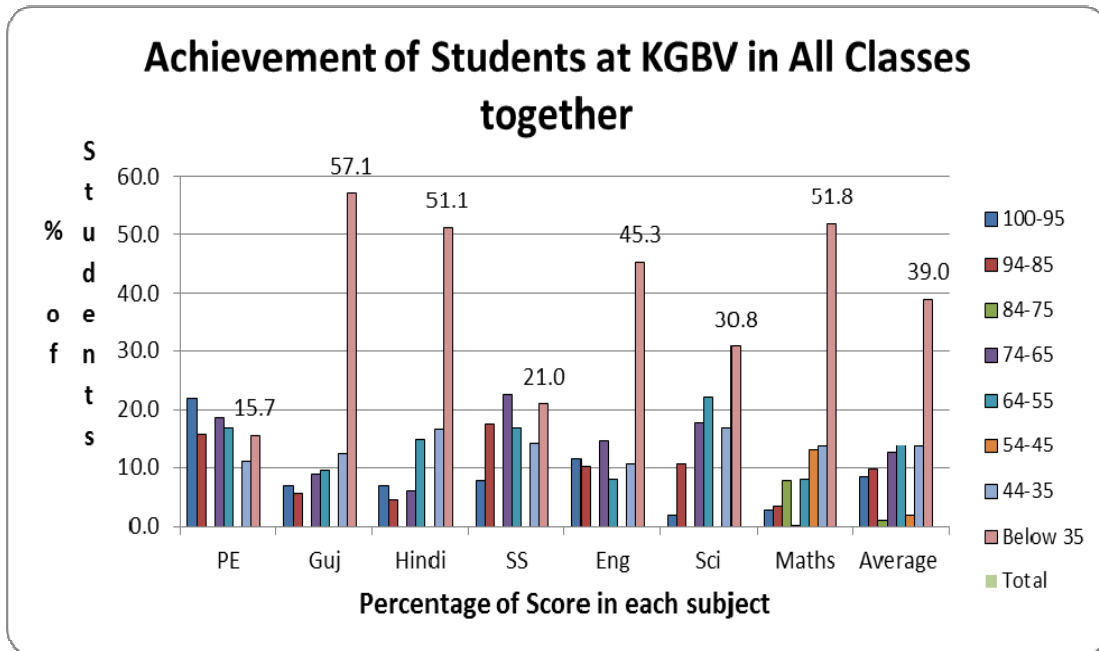
Table\_3.5.14 Achievement of the students at KGBV In **SOCIAL STUDIES**

Result (in %)	Students in each class								TOTAL (All Classes)	
	Class V		Class VI		Class VII		Class VIII			
	No.	%	No.	%	No.	%	No.	%	No.	%
100-95	27	2.85	164	<b>14.15</b>	38	3.35	82	<b>10.39</b>	311	<b>7.72</b>
94-85	92	9.70	258	<b>22.26</b>	223	19.65	138	<b>17.49</b>	711	<b>17.64</b>
84-75	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
74-65	<b>169</b>	<b>17.83</b>	<b>248</b>	<b>21.40</b>	<b>304</b>	<b>26.78</b>	<b>185</b>	<b>23.45</b>	<b>906</b>	<b>22.48</b>
64-55	<b>181</b>	<b>19.09</b>	<b>165</b>	<b>14.24</b>	<b>195</b>	<b>17.18</b>	<b>143</b>	<b>18.12</b>	<b>684</b>	<b>16.97</b>
54-45	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
44-35	196	20.68	128	11.04	135	11.89	115	14.58	574	14.24
< 35	283	29.85	196	16.91	240	21.15	126	15.97	845	20.96
Total	948	100.00	1159	100.00	1135	100.00	789	100.00	4031	100.00

The above table shows the achievement of the students in all the four classes in Social studies. It reflects from the scores that the result is comparatively much better than other subjects. The understanding regarding the subject seems to be more than other subjects as the average percentage of students scoring below 35% is 20.9%. There is a good number of students scoring between 55 and 75 % marks and about 25.0% students scoring above 95% in the subject.

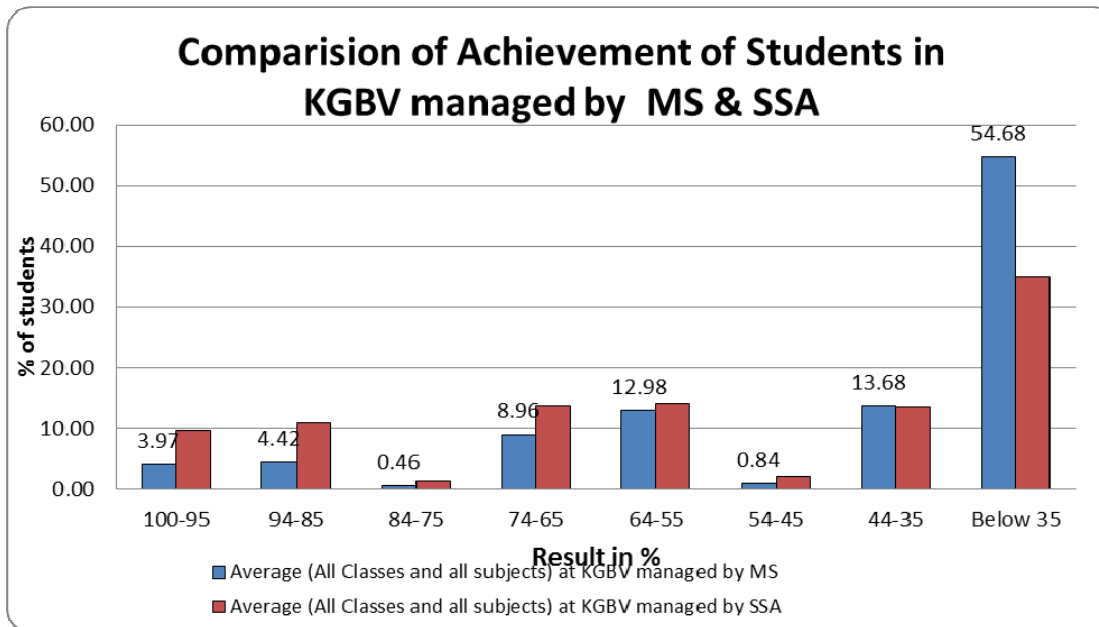
The achievement of science among the students of all the classes is low. The percentage of students scoring below 35% is 30.81% and in class VI and class VII it is very poor. But there are about 12.0% of the students scoring above 85% in the subject Science.

**Graph 3.2: Achievement of students at KGBV in all classes together in each subject**



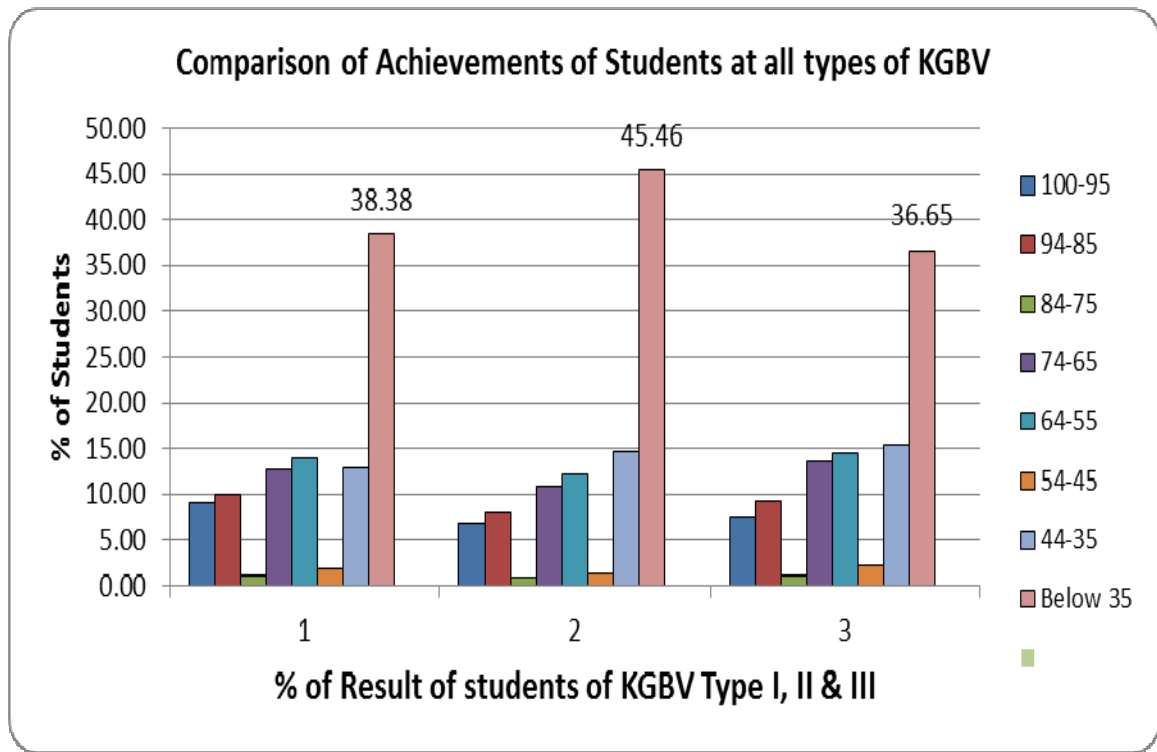
Subjects PE(Physical Education) and SS (Social Studies) show comparatively better achievement. The number of students performing low is high in Languages (Gujarati, Hindi and English) and Mathematics.

**Graph 3.3: Comparison of Achievement of students at KGBV managed by MS and SSA**



The above graph reveals that the achievement at the KGBVs managed by SSA is slightly better than at those managed by MS.

**Graph 3.4: Comparison of Achievement of students at all Types of KGBV**



The above graph reveals that there is not much difference with regard to achievement of students in Type I, II, III KGBVs.

**Table\_3.5.15(a) Average achievement FOR ALL SUBJECTS for each KGBV**

Sr. No.	KGBV Code	Average Achievement Classwise(ALL subjects)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		TOTAL	
		marks (50)	% avg. (100)	marks (50)	% avg. (100)	marks (50)	% avg. (100)	marks (50)	% avg. (100)	marks (50)	% avg. (100)
1	KGBV-01(Ah/I/S)	25.18	50.36	15.28	30.56	21.20	42.41	13.73	27.45	18.85	37.70
2	KGBV-02(Ah/III/S)	17.64	35.27	23.57	47.14	24.53	49.06	17.10	34.20	20.71	41.42
3	KGBV-03(Ah/III/S)	18.73	37.45	17.33	34.67	24.90	49.80	23.80	47.60	21.19	42.38
4	KGBV-04(Ah/III/S)	18.43	36.86	20.25	40.50	22.75	45.50	23.06	46.13	21.12	42.25
5	KGBV-05(Am/I/S)	29.53	59.07	21.14	42.29	29.33	58.67	21.50	43.00	25.38	50.75
6	KGBV-06(Am/III/S)	21.60	43.20	20.00	40.00	19.00	38.00	22.22	44.44	20.71	41.41
7	KGBV-07(Ba/I/S)	6.67	13.33	8.17	16.33	8.39	16.78	10.08	20.15	8.33	16.65
8	KGBV-08(Ba/II/M)	13.00	26.00	18.50	37.00	21.00	42.00			13.13	26.25
9	KGBV-09(Ba/II/M)	28.50	57.00	16.00	32.00	18.67	37.33			15.79	31.58
10	<b>KGBV-10(Ba/I/S)</b>	39.17	<b>78.33</b>	39.35	<b>78.69</b>	38.41	<b>76.82</b>	41.30	<b>82.61</b>	39.56	<b>79.11</b>
11	KGBV-11(Ba/III/S)	23.83	47.67	23.83	47.67	22.20	44.40	8.00	16.00	19.47	38.93
12	KGBV-12(Ba/III/S)	29.45	58.91	24.22	48.44	31.33	62.67	24.57	49.14	27.40	54.79
13	KGBV-13(Ba/II/S)	21.17	42.33	20.43	40.86	20.00	40.00	7.00	14.00	17.15	34.30
14	KGBV-14(Ba/I/S)	23.20	46.40	29.25	58.50	34.64	69.27	30.00	60.00	29.27	58.54
15	KGBV-15(Ba/I/S)	18.50	37.00	12.53	25.05	22.57	45.14	21.11	42.22	18.68	37.35
16	KGBV-16(Ba/II/S)	18.67	37.33	18.00	36.00	16.00	32.00	33.33	66.67	21.50	43.00
17	KGBV-17(Bh/I/S)	29.21	58.42	30.40	60.80	37.90	75.80	33.50	67.00	32.75	65.50
18	KGBV-18(Bh/III/S)	29.42	58.83	24.17	48.33	32.67	65.33	26.50	53.00	28.19	56.38
19	KGBV-19(Bh/I/S)	6.33	12.67	3.71	7.43	11.67	23.33			5.43	10.86
20	KGBV-20(Bh/I/S)	16.18	32.36	16.00	32.00	15.00	30.00	18.00	36.00	16.30	32.59
21	KGBV-21(Bh/III/S)	14.75	29.50	13.50	27.00	15.86	31.71	17.00	34.00	15.28	30.55
22	KGBV-22(Bh/I/S)	22.14	44.29	28.57	57.14	27.80	55.60			19.63	39.26

Sr. No.	KGBV Code	Average Achievement Classwise(ALL subjects)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		TOTAL	
		marks (50)	% avg. (100)	marks (50)	% avg. (100)	marks (50)	% avg. (100)	marks (50)	% avg. (100)	marks (50)	% avg. (100)
23	KGBV-23(Da/I/S)	27.90	55.80	23.47	46.93	21.73	43.45	20.00	40.00	23.27	46.55
24	KGBV-24(Da/I/S)	18.25	36.50	12.87	25.73	7.86	15.71	14.80	29.60	13.44	26.89
25	KGBV-25(Da/I/S)	23.47	46.94	24.75	49.50	24.89	49.78	25.33	50.67	24.61	49.22
26	KGBV-26(Da/I/S)	20.73	41.47	25.83	51.67	22.26	44.53	17.55	35.09	21.59	43.19
27	KGBV-27(Da/III/S)	19.63	39.25	23.43	46.86	18.94	37.88	24.00	48.00	21.50	43.00
28	KGBV-28(Da/II/S)	0.00	0.00	29.00	58.00	21.00	42.00	26.00	52.00	19.00	38.00
29	KGBV-29(Da/I/S)	18.14	36.29	15.71	31.43	11.00	22.00			11.21	22.43
30	KGBV-30(Ja/I/S)	33.39	66.78	30.00	60.00	35.23	70.46	31.60	63.20	32.55	65.11
31	KGBV-31(Ja/III/S)	26.09	52.18	13.33	26.67	25.60	51.20	33.65	67.30	24.67	49.34
32	KGBV-32(Ja/III/S)	25.00	50.00	16.47	32.93	22.44	44.89			15.98	31.96
33	KGBV-33(Ju/I/S)	34.07	68.13	35.00	70.00	36.82	73.64	36.75	73.50	35.66	71.32
34	KGBV-34(Ju/III/S)	32.80	65.60	21.33	42.67	19.17	38.33	26.00	52.00	24.83	49.65
35	KGBV-35(Ju/III/S)	20.67	41.33	27.50	55.00	30.58	61.17	33.10	66.20	27.96	55.93
36	KGBV-36(Ju/II/S)	29.31	58.62	29.91	59.82	20.85	41.69	21.70	43.40	25.44	50.88
37	KGBV-37(Ju/II/S)	38.47	76.93	42.67	85.33	42.00	84.00			30.78	61.57
38	KGBV-38(Ju/II/S)	29.29	58.57	27.77	55.54	26.58	53.17	27.96	55.91	27.90	55.80
39	KGBV-39(Ku/II/S)	26.00	52.00	28.33	56.67	24.00	48.00			19.58	39.17
40	KGBV-40(Ku/I/S)	32.82	65.64	31.27	62.53	42.00	84.00	36.00	72.00	35.52	71.04
41	KGBV-41(Ku/III/S)	33.53	67.07	5.67	11.33	20.20	40.40	30.00	60.00	22.35	44.70
42	KGBV-42(Ku/I/S)	23.60	47.20	15.33	30.67	29.88	59.75	22.00	44.00	22.70	45.40
43	KGBV-43(Ku/II/S)	20.00	40.00	14.20	28.40					8.55	17.10
44	KGBV-44(Ku/II/S)	20.60	41.20	20.50	41.00			8.00	16.00	12.28	24.55
45	KGBV-45(Ku/III/S)	20.00	40.00							5.00	10.00

Sr. No.	KGBV Code	Average Achievement Classwise(ALL subjects)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		TOTAL	
		marks (50)	% avg. (100)	marks (50)	% avg. (100)	marks (50)	% avg. (100)	marks (50)	% avg. (100)	marks (50)	% avg. (100)
46	KGBV-46(Ku/II/S)	23.00	46.00							5.75	11.50
47	KGBV-47(Kh/I/S)	19.83	39.67	17.07	34.14	21.71	43.41	26.50	53.00	21.28	42.56
48	KGBV-48(Me/I/S)	32.68	65.36	22.41	44.82	32.06	64.12	26.58	53.17	28.43	56.87
49	KGBV-49(Na/I/S)	30.24	60.47	24.34	48.68	27.79	55.58	23.67	47.33	26.51	53.02
50	KGBV-50(Na/I/S)	30.63	61.25	30.24	60.47	29.60	59.19	27.86	55.71	29.58	59.16
51	KGBV-51(Pc/II/M)	13.71	27.41	12.27	24.53	16.33	32.67	18.50	37.00	15.20	30.40
52	KGBV-52(Pc/I/M)	1.67	3.33	3.40	6.80	6.03	12.06	6.73	13.47	4.46	8.92
53	KGBV-53(Pc/I/S)	21.93	43.86	23.65	47.31	20.13	40.25	16.14	32.29	20.46	40.93
54	KGBV-54(Pc/I/S)	5.67	11.33	1.21	2.43	3.25	6.50	6.88	13.76	4.25	8.51
55	KGBV-55(Pc/II/M)			8.57	17.14					2.14	4.29
56	KGBV-56(Pc/II/M)			0.33	0.67	7.00	14.00	1.50	3.00	2.21	4.42
57	KGBV-57(Pt/I/S)	30.84	61.68	28.55	57.10	31.46	62.92	28.94	57.88	29.95	59.89
58	KGBV-58(Pt/I/S)	31.59	63.18	29.10	58.19	28.71	57.43	22.58	45.16	27.99	55.99
59	KGBV-59(Pt/I/S)	36.31	72.63	32.21	64.42	24.19	48.38	30.46	60.92	30.79	61.59
60	KGBV-60(Pt/I/S)	21.81	43.63	22.83	45.67	22.33	44.65	26.86	53.71	23.46	46.91
61	KGBV-61(Pt/I/S)	24.50	49.00	20.00	40.00	17.29	34.57	28.60	57.20	22.60	45.19
62	KGBV-62(Ra/I/M)	22.58	45.17	18.62	37.23	27.80	55.60	22.00	44.00	22.75	45.50
63	KGBV-63(Ra/III/S)										
64	KGBV-64(Ra/II/M)	20.38	40.75	17.79	35.57	12.30	24.60	23.00	46.00	18.37	36.73
65	KGBV-65(Sb/I/M)	20.75	41.50	22.21	44.41	28.29	56.57	19.80	39.60	22.76	45.52
66	KGBV-66(Sb/II/M)	9.64	19.27	8.40	16.80	14.20	28.40	15.67	31.33	11.98	23.95
67	KGBV-67(Sb/I/S)	29.27	58.53	22.47	44.94	31.62	63.23	28.64	57.29	28.00	56.00
68	KGBV-68(Sr/I/S)	31.75	63.50	34.16	68.32	34.00	68.00	31.44	62.89	32.84	65.68

Sr. No.	KGBV Code	Average Achievement Classwise(ALL subjects)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		TOTAL	
		marks (50)	% avg. (100)	marks (50)	% avg. (100)	marks (50)	% avg. (100)	marks (50)	% avg. (100)	marks (50)	% avg. (100)
69	KGBV-69(Sr/I/S)	34.63	69.25	33.94	67.87	28.52	57.03	30.67	61.33	31.94	63.87
70	KGBV-70(Sr/III/S)	22.57	45.13	31.91	63.82	29.50	59.00	33.11	66.22	29.27	58.54
71	KGBV-71(Sr/II/S)	14.18	28.36	8.80	17.60	5.00	10.00	11.50	23.00	9.87	19.74
72	KGBV-72(Sn/I/M)	19.23	38.46	14.56	29.12	17.89	35.79	15.67	31.33	16.84	33.67
73	KGBV-73(Sn/I/M)	22.92	45.83	21.33	42.67	27.63	55.26	29.82	59.64	25.42	50.85
74	KGBV-74(Sn/II/S)	16.38	32.75	21.63	43.25	28.27	56.55	24.00	48.00	22.57	45.14
75	KGBV-75(Sn/III/S)	26.50	53.00	19.64	39.27	23.00	46.00	27.58	55.17	24.18	48.36
76	KGBV-76(Sn/III/S)	29.40	58.80	24.55	49.09	22.45	44.91	23.08	46.17	24.87	49.74
77	KGBV-77(Sn/III/S)	24.50	49.00	15.08	30.17	22.00	44.00	22.50	45.00	21.02	42.04
78	KGBV-78(Sn/II/S)	8.00	16.00	9.00	18.00	15.14	30.29			8.04	16.07
79	KGBV-79(Sn/III/S)	15.14	30.29	10.00	20.00	18.40	36.80	15.00	30.00	14.64	29.27
80	KGBV-80(Sn/III/M)	21.00	42.00	29.00	58.00	16.67	33.33			16.67	33.33
81	KGBV-81(Vd/I/M)	8.80	17.60	10.89	21.79	16.68	33.36	12.10	24.19	12.12	24.24
82	KGBV-82(Vd/I/M)	15.00	30.00	8.78	17.56	16.46	32.92	16.73	33.45	14.24	28.49
83	KGBV-83(Vd/I/S)	17.69	35.38	14.87	29.74	20.21	40.41	18.70	37.39	17.87	35.73
84	KGBV-84(Vd/I/S)	27.63	55.27	19.39	38.79	23.88	47.76	20.89	41.78	22.95	45.90
85	KGBV-85(VI/I/S)	30.50	61.00	30.45	60.91	21.83	43.65	28.81	57.62	27.90	55.79
86	KGBV-86(VI/II/S)	25.50	51.00	12.33	24.67	21.33	42.67			14.79	29.58
<b>AVERAGE</b>		<b>23.25</b>	<b>46.50</b>	<b>20.42</b>	<b>40.83</b>	<b>22.87</b>	<b>45.74</b>	<b>22.38</b>	<b>44.75</b>	<b>22.23</b>	<b>44.46</b>

\*Shaded regions indicate that there were no students of that class in that particular KGBV

The overall performance of the girls at KGBV in the achievement test administered was 44.46%. KGBV-33(Ju/I/S) and KGBV-10(Ba/I/S) showed comparatively better performance than other KGBVs. The achievement of the KGBVs is poor in many cases.

**Table\_3.5.14(b) Average achievement in PHYSICAL EDUCATION for each KGBV**

Sr. No.	KGBV Code	Average Achievement Class wise (PHYSICAL EDUCATION)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		TOTAL	
		marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)
1	KGBV-01(Ah/I/S)	4.77	68.18	5.00	71.43	5.59	79.87	3.91	55.84	4.82	68.83
2	KGBV-02(Ah/III/S)	4.00	57.14	5.57	79.59	4.94	70.59	4.40	62.86	4.73	67.55
3	KGBV-03(Ah/III/S)	2.91	41.56	4.67	66.67	3.70	52.86	4.90	70.00	4.04	57.77
4	KGBV-04(Ah/III/S)	4.57	65.31	5.33	76.19	4.00	57.14	5.75	82.14	4.91	70.20
5	KGBV-05(Am/I/S)	5.53	79.05	6.14	87.76	7.00	100.00	5.50	78.57	6.04	86.34
6	KGBV-06(Am/III/S)	5.40	77.14	3.88	55.36	5.70	81.43	5.00	71.43	4.99	71.34
7	KGBV-07(Ba/I/S)	0.67	9.52	4.21	60.12	2.39	34.16	2.15	30.77	2.36	33.64
8	KGBV-08(Ba/II/M)	1.50	21.43	3.75	53.57	4.40	62.86			2.41	34.46
9	KGBV-09(Ba/II/M)	5.00	71.43	3.00	42.86	5.33	76.19			3.33	47.62
10	<b>KGBV-10(Ba/I/S)</b>	6.06	<b>86.51</b>	6.85	97.80	5.23	74.68	6.83	<b>97.52</b>	6.24	<b>89.13</b>
11	KGBV-11(Ba/III/S)	5.56	79.37	5.50	78.57	6.20	88.57	1.25	17.86	4.63	66.09
12	KGBV-12(Ba/III/S)	5.00	71.43	4.67	66.67	5.33	76.19	4.71	67.35	4.93	70.41
13	KGBV-13(Ba/II/S)	2.67	38.10	5.71	81.63	2.60	37.14	1.00	14.29	3.00	42.79
14	KGBV-14(Ba/I/S)	3.75	53.57	6.42	91.67	6.73	96.10	4.44	63.49	5.33	76.21
15	KGBV-15(Ba/I/S)	5.50	78.57	3.95	56.39	2.71	38.78	4.00	57.14	4.04	57.72
16	KGBV-16(Ba/II/S)	3.33	47.62	6.00	85.71	4.50	64.29	4.67	66.67	4.63	66.07
17	KGBV-17(Bh/I/S)	5.88	83.93	6.45	92.14	6.30	90.00	6.00	85.71	6.16	87.95
18	KGBV-18(Bh/III/S)	5.58	79.76	5.50	78.57	4.40	62.86	4.67	66.67	5.04	71.96
19	KGBV-19(Bh/I/S)	1.00	14.29	1.57	22.45	2.00	28.57			1.14	16.33
20	KGBV-20(Bh/I/S)	3.73	53.25	4.25	60.71	4.50	64.29	5.00	71.43	4.37	62.42
21	KGBV-21(Bh/III/S)	2.75	39.29	2.50	35.71	4.43	63.27	3.50	50.00	3.29	47.07
22	KGBV-22(Bh/I/S)	4.21	60.20	6.79	96.94	7.00	100.00			4.50	64.29



Sr. No.	KGBV Code	Average Achievement Class wise (PHYSICAL EDUCATION)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		TOTAL	
		marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)
23	KGBV-23(Da/I/S)	3.80	54.29	4.53	64.76	4.09	58.44	4.00	57.14	4.11	58.66
24	KGBV-24(Da/I/S)	3.50	50.00	3.67	52.38	0.86	12.24	3.70	52.86	2.93	41.87
25	KGBV-25(Da/I/S)	5.12	73.11	4.83	69.05	4.59	65.61	4.44	63.49	4.75	67.81
26	KGBV-26(Da/I/S)	5.20	74.29	6.00	85.71	4.95	70.68	4.64	66.23	5.20	74.23
27	KGBV-27(Da/III/S)	3.50	50.00	6.14	87.76	3.18	45.38	4.43	63.27	4.31	61.60
28	KGBV-28(Da/II/S)	0.00	0.00	2.00	28.57	5.00	71.43	6.00	85.71	3.25	46.43
29	KGBV-29(Da/I/S)	3.86	55.10	1.86	26.53	3.33	47.62			2.26	32.31
30	KGBV-30(Ja/I/S)	5.94	84.92	6.67	95.24	5.23	74.73	5.20	74.29	5.76	82.29
31	KGBV-31(Ja/III/S)	3.64	51.95	3.00	42.86	5.40	77.14	5.15	73.57	4.30	61.38
32	KGBV-32(Ja/III/S)	3.17	45.24	3.93	56.19	3.78	53.97			2.72	38.85
33	KGBV-33(Ju/I/S)	5.87	83.81	6.56	93.65	6.55	93.51	6.50	92.86	6.37	90.96
34	KGBV-34(Ju/III/S)	5.60	80.00	3.83	54.76	4.06	57.94	4.63	66.07	4.53	64.69
35	KGBV-35(Ju/III/S)	3.67	52.38	5.90	84.29	6.25	89.29	5.80	82.86	5.40	77.20
36	KGBV-36(Ju/II/S)	5.23	74.73	6.45	92.21	4.15	59.34	4.50	64.29	5.08	72.64
37	KGBV-37(Ju/II/S)	5.80	82.86	7.00	100.00	6.00	85.71			4.70	67.14
38	KGBV-38(Ju/II/S)	5.00	71.43	5.77	82.42	6.08	86.90	6.09	86.96	5.73	81.93
39	KGBV-39(Ku/II/S)	5.00	71.43	7.00	100.00	6.00	85.71			4.50	64.29
40	KGBV-40(Ku/I/S)	6.00	85.71	6.47	92.38	7.00	100.00	6.00	85.71	6.37	90.95
41	KGBV-41(Ku/III/S)	5.93	84.76	2.33	33.33	4.40	62.86	5.00	71.43	4.42	63.10
42	KGBV-42(Ku/I/S)	4.40	62.86	4.17	59.52	4.50	64.29	4.25	60.71	4.33	61.85
43	KGBV-43(Ku/II/S)	3.20	45.71	5.20	74.29					2.10	30.00
44	KGBV-44(Ku/II/S)	4.60	65.71	4.50	64.29			0.00	0.00	2.28	32.50
45	KGBV-45(Ku/III/S)	5.00	71.43							1.25	17.86

Sr. No.	KGBV Code	Average Achievement Class wise (PHYSICAL EDUCATION)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		TOTAL	
		marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)
46	KGBV-46(Ku/II/S)	5.00	71.43							1.25	17.86
47	KGBV-47(Kh/I/S)	4.06	57.94	3.71	53.06	5.24	74.79	5.67	80.95	4.67	66.69
48	KGBV-48(Me/I/S)	5.14	73.38	6.35	90.76	5.71	81.51	5.25	75.00	5.61	80.16
49	KGBV-49(Na/I/S)	5.00	71.43	5.39	77.04	5.58	79.70	4.78	68.25	5.19	74.11
50	KGBV-50(Na/I/S)	5.56	79.46	5.53	78.95	5.43	77.55	5.29	75.51	5.45	77.87
51	KGBV-51(Pc/II/M)	1.71	24.37	4.20	60.00	3.33	47.62	3.00	42.86	3.06	43.71
52	KGBV-52(Pc/I/M)	0.00	0.00	2.16	30.86	0.85	12.12	1.27	18.10	1.07	15.27
53	KGBV-53(Pc/I/S)	3.64	52.04	4.77	68.13	4.88	69.64	2.57	36.73	3.96	56.64
54	KGBV-54(Pc/I/S)	0.83	11.90	0.43	6.12	0.60	8.57	2.24	31.93	1.02	14.63
55	KGBV-55(Pc/II/M)			4.43	63.27					1.11	15.82
56	KGBV-56(Pc/II/M)			0.33	4.76	2.50	35.71	1.00	14.29	0.96	13.69
57	KGBV-57(Pt/I/S)	4.72	67.43	6.15	87.86	6.38	91.21	5.19	74.11	5.61	80.15
58	KGBV-58(Pt/I/S)	5.41	77.31	6.57	93.88	5.48	78.23	4.84	69.17	5.58	79.65
59	KGBV-59(Pt/I/S)	6.38	91.07	6.63	94.74	5.33	76.19	5.54	79.12	5.97	85.28
60	KGBV-60(Pt/I/S)	3.88	55.36	4.89	69.84	4.95	70.71	4.57	65.31	4.57	65.30
61	KGBV-61(Pt/I/S)	3.50	50.00	4.33	61.90	3.57	51.02	6.00	85.71	4.35	62.16
62	KGBV-62(Ra/I/M)	5.17	73.81	3.85	54.95	5.20	74.29	4.67	66.67	4.72	67.43
63	KGBV-63(Ra/III/S)										
64	KGBV-64(Ra/II/M)	2.75	39.29	5.43	77.55	3.00	42.86	5.50	78.57	4.17	59.57
65	KGBV-65(Sb/I/M)	4.25	60.71	6.05	86.45	6.43	91.84	2.08	29.71	4.70	67.18
66	KGBV-66(Sb/II/M)	0.91	12.99	4.10	58.57	3.20	45.71	4.89	69.84	3.27	46.78
67	KGBV-67(Sb/I/S)	5.40	77.14	5.71	81.51	6.85	97.80	5.79	82.65	5.93	84.78
68	KGBV-68(Sr/I/S)	4.75	67.86	6.22	88.80	6.27	89.52	5.89	84.13	5.78	82.58

Sr. No.	KGBV Code	Average Achievement Class wise (PHYSICAL EDUCATION)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		TOTAL	
		marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)
69	KGBV-69(Sr/I/S)	5.88	83.93	6.32	90.32	6.13	87.56	4.89	69.84	5.80	82.91
70	KGBV-70(Sr/III/S)	3.04	43.48	6.18	88.31	5.50	78.57	5.33	76.19	5.01	71.64
71	KGBV-71(Sr/II/S)	1.73	24.68	2.40	34.29	0.00	0.00	3.00	42.86	1.78	25.45
72	KGBV-72(Sn/I/M)	3.08	43.96	4.29	61.34	3.07	43.88	3.70	52.91	3.54	50.52
73	KGBV-73(Sn/I/M)	4.58	65.48	4.62	65.99	5.51	78.78	5.00	71.43	4.93	70.42
74	KGBV-74(Sn/II/S)	3.38	48.21	7.00	100.00	5.64	80.52	5.20	74.29	5.30	75.75
75	KGBV-75(Sn/III/S)	3.50	50.00	4.91	70.13	4.76	68.03	4.42	63.10	4.40	62.81
76	KGBV-76(Sn/III/S)	6.00	85.71	4.91	70.13	5.27	75.32	4.67	66.67	5.21	74.46
77	KGBV-77(Sn/III/S)	4.50	64.29	4.17	59.52	5.00	71.43	5.50	78.57	4.79	68.45
78	KGBV-78(Sn/II/S)	0.86	12.24	4.00	57.14	4.14	59.18			2.25	32.14
79	KGBV-79(Sn/III/S)	2.86	40.82	2.33	33.33	4.80	68.57	3.00	42.86	3.25	46.39
80	KGBV-80(Sn/III/M)	4.50	64.29	5.00	71.43	3.33	47.62			3.21	45.83
81	KGBV-81(Vd/I/M)	1.20	17.14	2.53	36.09	3.32	47.40	3.10	44.22	2.53	36.21
82	KGBV-82(Vd/I/M)	2.83	40.37	3.22	45.98	3.49	49.89	4.05	57.79	3.40	48.51
83	KGBV-83(Vd/I/S)	3.85	54.95	4.90	70.05	3.76	53.66	3.96	56.52	4.12	58.79
84	KGBV-84(Vd/I/S)	4.80	68.57	4.67	66.67	4.66	66.54	3.11	44.44	4.31	61.56
85	KGBV-85(VI/I/S)	4.17	59.52	6.18	88.31	4.35	62.14	5.14	73.40	4.96	70.84
86	KGBV-86(VI/II/S)	4.69	67.03	3.56	50.79	4.67	66.67			3.23	46.12
<b>AVERAGE</b>		<b>4.15</b>	<b>59.23</b>	<b>4.75</b>	<b>67.80</b>	<b>4.61</b>	<b>65.81</b>	<b>4.34</b>	<b>61.98</b>	<b>4.09</b>	<b>58.40</b>

\*Shaded regions indicate that there were no students of that class in that particular KGBV

The overall performance of the girls at KGBV in the Physical Education section of the achievement test administered was 58.4%. The KGBV-10(Ba/I/S) showed better performance than other KGBVs. The achievement of the about ten KGBVs is poor in almost all the classes.

**Table\_3.5.15(c) Average achievement IN GUJARATI for each KGBV**

Sr. No.	KGBV Code	Average Achievement Class wise(GUJARATI)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		TOTAL	
		marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)
1	KGBV-01(Ah/I/S)	2.05	29.22	1.00	14.29	1.11	15.91	2.73	38.96	1.72	24.59
2	KGBV-02(Ah/III/S)	0.82	11.69	0.57	8.16	3.06	43.70	3.10	44.29	1.89	26.96
3	KGBV-03(Ah/III/S)	0.73	10.39	2.00	28.57	3.10	44.29	6.70	95.71	3.13	44.74
4	KGBV-04(Ah/III/S)	0.43	6.12	0.83	11.90	0.50	7.14	2.75	39.29	1.13	16.11
5	KGBV-05(Am/I/S)	2.53	36.19	1.00	14.29	2.33	33.33	2.00	28.57	1.97	28.10
6	KGBV-06(Am/III/S)	1.40	20.00	1.00	14.29	0.30	4.29	2.22	31.75	1.23	17.58
7	KGBV-07(Ba/I/S)	0.00	0.00	0.17	2.38	0.22	3.11	3.15	45.05	0.88	12.64
8	KGBV-08(Ba/II/M)	0.00	0.00	1.50	21.43	1.80	25.71			0.83	11.79
9	KGBV-09(Ba/II/M)	3.50	50.00	4.00	57.14	2.67	38.10			2.54	36.31
10	<b>KGBV-10(Ba/I/S)</b>	6.67	<b>95.24</b>	4.85	69.23	6.05	86.36	7.00	<b>100.00</b>	6.14	<b>87.71</b>
11	KGBV-11(Ba/III/S)	0.33	4.76	1.67	23.81	1.40	20.00	1.50	21.43	1.23	17.50
12	KGBV-12(Ba/III/S)	4.82	68.83	2.67	38.10	5.33	76.19	6.57	93.88	4.85	69.25
13	KGBV-13(Ba/II/S)	2.00	28.57	2.57	36.73	3.60	51.43	1.00	14.29	2.29	32.76
14	KGBV-14(Ba/I/S)	2.70	38.57	3.08	44.05	6.36	90.91	6.67	95.24	4.70	67.19
15	KGBV-15(Ba/I/S)	1.00	14.29	1.32	18.80	3.29	46.94	6.00	85.71	2.90	41.43
16	KGBV-16(Ba/II/S)	1.33	19.05	1.17	16.67	1.25	17.86	7.00	<b>100.00</b>	2.69	38.39
17	KGBV-17(Bh/I/S)	4.08	58.33	3.20	45.71	4.70	67.14	5.13	73.21	4.28	61.10
18	KGBV-18(Bh/III/S)	3.50	50.00	3.58	51.19	3.53	50.48	3.50	50.00	3.53	50.42
19	KGBV-19(Bh/I/S)	0.00	0.00	0.14	2.04	0.83	11.90			0.24	3.49
20	KGBV-20(Bh/I/S)	0.00	0.00	0.42	5.95	0.67	9.52	4.00	57.14	1.27	18.15
21	KGBV-21(Bh/III/S)	0.67	9.52	1.00	14.29	0.71	10.20	3.50	50.00	1.47	21.00
22	KGBV-22(Bh/I/S)	3.14	44.90	4.36	62.24	4.40	62.86			2.98	42.50

Sr. No.	KGBV Code	Average Achievement Class wise(GUJARATI)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		TOTAL	
		marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)
23	KGBV-23(Da/I/S)	3.00	42.86	2.20	31.43	2.27	32.47	4.17	59.52	2.91	41.57
24	KGBV-24(Da/I/S)	0.38	5.36	0.13	1.90	0.14	2.04	2.20	31.43	0.71	10.18
25	KGBV-25(Da/I/S)	1.29	18.49	1.42	20.24	1.00	14.29	4.22	60.32	1.98	28.33
26	KGBV-26(Da/I/S)	0.40	5.71	1.58	22.62	3.05	43.61	4.00	57.14	2.26	32.27
27	KGBV-27(Da/III/S)	1.00	14.29	0.43	6.12	1.24	17.65	6.71	95.92	2.34	33.49
28	KGBV-28(Da/II/S)	0.00	0.00	5.00	71.43	3.00	42.86	5.00	71.43	3.25	46.43
29	KGBV-29(Da/I/S)	1.29	18.37	0.00	0.00	0.33	4.76			0.40	5.78
30	KGBV-30(Ja/I/S)	2.89	41.27	4.83	69.05	6.46	92.31	6.80	97.14	5.25	74.94
31	KGBV-31(Ja/III/S)	3.36	48.05	2.00	28.57	3.10	44.29	6.85	97.86	3.83	54.69
32	KGBV-32(Ja/III/S)	2.25	32.14	1.93	27.62	2.56	36.51			1.68	24.07
33	KGBV-33(Ju/I/S)	4.73	67.62	2.78	39.68	6.00	85.71	6.00	85.71	4.88	69.68
34	KGBV-34(Ju/III/S)	4.50	64.29	1.08	15.48	0.06	0.79	4.25	60.71	2.47	35.32
35	KGBV-35(Ju/III/S)	1.33	19.05	1.90	27.14	1.42	20.24	5.20	74.29	2.46	35.18
36	KGBV-36(Ju/II/S)	4.08	58.24	3.18	45.45	2.85	40.66	5.40	77.14	3.88	55.37
37	KGBV-37(Ju/II/S)	5.93	84.76	6.44	92.06	6.50	92.86			4.72	67.42
38	KGBV-38(Ju/II/S)	3.29	46.94	2.62	37.36	0.83	11.90	4.43	63.35	2.79	39.89
39	KGBV-39(Ku/II/S)	1.08	15.38	4.00	57.14	0.00	0.00			1.27	18.13
40	KGBV-40(Ku/I/S)	3.45	49.35	3.27	46.67	7.00	100.00	7.00	100.00	5.18	74.00
41	KGBV-41(Ku/III/S)	3.93	56.19	0.33	4.76	1.60	22.86	6.00	85.71	2.97	42.38
42	KGBV-42(Ku/I/S)	0.20	2.86	0.50	7.14	3.25	46.43	6.25	89.29	2.55	36.43
43	KGBV-43(Ku/II/S)	3.20	45.71	1.00	14.29					1.05	15.00
44	KGBV-44(Ku/II/S)	1.80	25.71	1.50	21.43			0.00	0.00	0.83	11.79
45	KGBV-45(Ku/III/S)	0.00								0.00	0.00

Sr. No.	KGBV Code	Average Achievement Class wise(GUJARATI)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		TOTAL	
		marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)
46	KGBV-46(Ku/II/S)	0.00								0.00	0.00
47	KGBV-47(Kh/I/S)	3.28	46.83	1.75	25.00	3.53	50.42	6.50	92.86	3.76	53.78
48	KGBV-48(Me/I/S)	3.64	51.95	2.82	40.34	3.88	55.46	6.50	92.86	4.21	60.15
49	KGBV-49(Na/I/S)	3.06	43.70	2.07	29.59	0.58	8.27	4.67	66.67	2.59	37.06
50	KGBV-50(Na/I/S)	3.44	49.11	3.26	46.62	3.83	54.76	5.86	83.67	4.10	58.54
51	KGBV-51(Pc/II/M)	0.00	0.00	0.00	0.00	0.58	8.23	2.70	38.57	0.82	11.70
52	KGBV-52(Pc/I/M)	0.00	0.00	0.04	0.57	0.18	2.60	0.60	8.57	0.21	2.94
53	KGBV-53(Pc/I/S)	3.36	47.96	2.54	36.26	0.88	12.50	5.00	71.43	2.94	42.04
54	KGBV-54(Pc/I/S)	0.00	0.00	0.00	0.00	0.05	0.71	0.59	8.40	0.16	2.28
55	KGBV-55(Pc/II/M)			0.29	4.08					0.07	1.02
56	KGBV-56(Pc/II/M)			0.00	0.00	0.50	7.14	0.50	7.14	0.25	3.57
57	KGBV-57(Pt/I/S)	4.04	57.71	2.25	32.14	3.62	51.65	5.94	84.82	3.96	56.58
58	KGBV-58(Pt/I/S)	2.59	36.97	2.43	34.69	1.19	17.01	4.00	57.14	2.55	36.45
59	KGBV-59(Pt/I/S)	5.94	84.82	0.63	9.02	0.57	8.16	5.77	82.42	3.23	46.11
60	KGBV-60(Pt/I/S)	3.44	49.11	0.33	4.76	0.63	8.93	4.29	61.22	2.17	31.01
61	KGBV-61(Pt/I/S)	1.00	14.29	2.00	28.57	0.14	2.04	6.60	94.29	2.44	34.80
62	KGBV-62(Ra/I/M)	2.33	33.33	2.62	37.36	5.10	72.86	5.67	80.95	3.93	56.13
63	KGBV-63(Ra/III/S)									0.00	0.00
64	KGBV-64(Ra/II/M)	3.50	50.00	1.57	22.45	1.40	20.00	4.50	64.29	2.74	39.18
65	KGBV-65(Sb/I/M)	2.50	35.71	1.77	25.27	1.86	26.53	5.36	76.57	2.87	41.02
66	KGBV-66(Sb/II/M)	0.09	1.30	0.00	0.00	0.53	7.62	3.33	47.62	0.99	14.13
67	KGBV-67(Sb/I/S)	4.40	62.86	1.88	26.89	4.77	68.13	4.21	60.20	3.82	54.52
68	KGBV-68(Sr/I/S)	4.13	58.93	2.27	32.43	4.20	60.00	4.83	69.05	3.86	55.10

Sr. No.	KGBV Code	Average Achievement Class wise(GUJARATI)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		TOTAL	
		marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)
69	KGBV-69(Sr/I/S)	4.88	69.64	3.39	48.39	0.94	13.36	5.61	80.16	3.70	52.89
70	KGBV-70(Sr/III/S)	2.26	32.30	3.45	49.35	3.00	42.86	6.67	95.24	3.85	54.94
71	KGBV-71(Sr/II/S)	0.73	10.39	0.00	0.00	0.00	0.00	1.00	14.29	0.43	6.17
72	KGBV-72(Sn/I/M)	0.62	8.79	0.71	10.08	0.71	10.20	2.59	37.04	1.16	16.53
73	KGBV-73(Sn/I/M)	3.75	53.57	0.62	8.84	3.14	44.90	5.73	81.82	3.31	47.28
74	KGBV-74(Sn/II/S)	0.13	1.79	1.50	21.43	3.55	50.65	4.40	62.86	2.39	34.18
75	KGBV-75(Sn/III/S)	2.50	35.71	0.82	11.69	1.19	17.01	4.67	66.67	2.29	32.77
76	KGBV-76(Sn/III/S)	1.00	14.29	2.91	41.56	2.18	31.17	3.33	47.62	2.36	33.66
77	KGBV-77(Sn/III/S)	3.17	45.24	0.75	10.71	2.00	28.57	4.75	67.86	2.67	38.10
78	KGBV-78(Sn/II/S)	0.57	8.16	0.00	0.00	1.14	16.33			0.43	6.12
79	KGBV-79(Sn/III/S)	1.14	16.33	0.67	9.52	1.60	22.86	2.00	28.57	1.35	19.32
80	KGBV-80(Sn/III/M)	0.00	0.00	1.00	14.29	0.00	0.00			0.25	3.57
81	KGBV-81(Vd/I/M)	0.00	0.00	0.21	3.01	0.41	5.84	0.95	13.61	0.39	5.61
82	KGBV-82(Vd/I/M)	0.61	8.70	0.16	2.23	0.80	11.43	2.77	39.61	1.08	15.49
83	KGBV-83(Vd/I/S)	0.31	4.40	0.48	6.91	0.43	6.10	3.17	45.34	1.10	15.69
84	KGBV-84(Vd/I/S)	3.50	50.00	0.61	8.66	2.22	31.77	3.74	53.44	2.52	35.97
85	KGBV-85(VI/I/S)	2.00	28.57	2.82	40.26	1.00	14.29	4.41	63.05	2.56	36.54
86	KGBV-86(VI/II/S)	2.65	37.91	0.50	7.14	1.33	19.05			1.12	16.03
<b>AVERAGE</b>		<b>2.17</b>	<b>30.97</b>	<b>1.70</b>	<b>24.33</b>	<b>2.17</b>	<b>30.99</b>	<b>4.26</b>	<b>60.81</b>	<b>2.57</b>	<b>36.77</b>

\*Shaded regions indicate that there were no students of that class in that particular KGBV

The overall performance of the girls at KGBV in the Gujarati section of the achievement test administered was 36.77%. KGBV-10(Ba/I/S), KGBV-37(Ju/II/S) and KGBV-40(Ku/I/S) showed better performance than other KGBVs. The achievement of the most of the KGBVs is very poor in this subject even though it happens to be the local language of the state.

**Table 3.5.15(d) Average achievement IN ENGLISH for each KGBV**

Sr. No.	KGBV Code	Average Achievement Class wise(ENGLISH)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		TOTAL	
		marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)
1	KGBV-01(Ah/I/S)	5.95	85.06	2.06	29.37	1.41	20.13	0.00	0.00	2.35	33.64
2	KGBV-02(Ah/III/S)	4.18	59.74	1.50	21.43	1.41	20.17	0.20	2.86	1.82	26.05
3	KGBV-03(Ah/III/S)	4.55	64.94	1.11	15.87	1.20	17.14	1.10	15.71	1.99	28.42
4	KGBV-04(Ah/III/S)	3.86	55.10	1.17	16.67	3.50	50.00	2.25	32.14	2.69	38.48
5	KGBV-05(Am/I/S)	6.40	91.43	1.43	20.41	2.67	38.10	3.50	50.00	3.50	49.98
6	KGBV-06(Am/III/S)	6.20	88.57	2.75	39.29	2.60	37.14	3.00	42.86	3.64	51.96
7	KGBV-07(Ba/I/S)	2.67	38.10	0.54	7.74	0.00	0.00	0.00	0.00	0.80	11.46
8	KGBV-08(Ba/II/M)	5.00	71.43	2.25	32.14	2.20	31.43			2.36	33.75
9	KGBV-09(Ba/II/M)	7.00	100.00	0.00	0.00	1.00	14.29			2.00	28.57
10	<b>KGBV-10(Ba/I/S)</b>	6.44	92.06	5.73	81.87	6.14	87.66	6.17	88.20	6.12	87.45
11	KGBV-11(Ba/III/S)	5.28	75.40	1.83	26.19	1.40	20.00	0.00	0.00	2.13	30.40
12	KGBV-12(Ba/III/S)	5.73	81.82	3.67	52.38	2.00	28.57	1.43	20.41	3.21	45.79
13	KGBV-13(Ba/II/S)	5.17	73.81	1.29	18.37	1.40	20.00	0.00	0.00	1.96	28.04
14	KGBV-14(Ba/I/S)	5.70	81.43	2.50	35.71	2.55	36.36	3.00	42.86	3.44	49.09
15	KGBV-15(Ba/I/S)	4.50	64.29	0.26	3.76	1.29	18.37	0.11	1.59	1.54	22.00
16	KGBV-16(Ba/II/S)	4.00	57.14	0.83	11.90	0.25	3.57	3.00	42.86	2.02	28.87
17	KGBV-17(Bh/I/S)	6.04	86.31	4.10	58.57	4.40	62.86	5.00	71.43	4.89	69.79
18	KGBV-18(Bh/III/S)	6.08	86.90	3.17	45.24	4.60	65.71	3.17	45.24	4.25	60.77
19	KGBV-19(Bh/I/S)	2.67	38.10	0.00	0.00	0.00	0.00			0.67	9.52
20	KGBV-20(Bh/I/S)	4.55	64.94	0.42	5.95	1.00	14.29	0.00	0.00	1.49	21.29
21	KGBV-21(Bh/III/S)	5.17	73.81	3.00	42.86	0.00	0.00	0.00	0.00	2.04	29.17
22	KGBV-22(Bh/I/S)	4.93	70.41	3.64	52.04	1.40	20.00			2.49	35.61
23	KGBV-23(Da/I/S)	6.20	88.57	2.40	34.29	2.09	29.87	1.08	15.48	2.94	42.05
24	KGBV-24(Da/I/S)	5.38	76.79	0.60	8.57	0.71	10.20	2.40	34.29	2.27	32.46



Sr. No.	KGBV Code	Average Achievement Class wise(ENGLISH)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		TOTAL	
		marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)
25	KGBV-25(Da/I/S)	5.53	78.99	5.33	76.19	1.85	26.46	3.89	55.56	4.15	59.30
26	KGBV-26(Da/I/S)	5.80	82.86	4.13	58.93	2.58	36.84	0.73	10.39	3.31	47.25
27	KGBV-27(Da/III/S)	5.00	71.43	2.64	37.76	1.18	16.81	1.00	14.29	2.45	35.07
28	KGBV-28(Da/II/S)	0.00	0.00	5.00	71.43	2.00	28.57	2.00	28.57	2.25	32.14
29	KGBV-29(Da/I/S)	3.29	46.94	2.43	34.69	0.33	4.76			1.51	21.60
30	KGBV-30(Ja/I/S)	6.00	85.71	3.17	45.24	5.46	78.02	2.80	40.00	4.36	62.24
31	KGBV-31(Ja/III/S)	6.18	88.31	0.33	4.76	2.40	34.29	4.00	57.14	3.23	46.13
32	KGBV-32(Ja/III/S)	6.08	86.90	2.20	31.43	0.89	12.70			2.29	32.76
33	KGBV-33(Ju/I/S)	5.60	80.00	4.89	69.84	4.27	61.04	4.38	62.50	4.78	68.35
34	KGBV-34(Ju/III/S)	6.50	92.86	1.42	20.24	2.39	34.13	2.63	37.50	3.23	46.18
35	KGBV-35(Ju/III/S)	6.67	95.24	4.20	60.00	2.33	33.33	4.70	67.14	4.48	63.93
36	KGBV-36(Ju/II/S)	6.08	86.81	3.09	44.16	1.38	19.78	0.80	11.43	2.84	40.54
37	KGBV-37(Ju/II/S)	6.73	96.19	5.11	73.02	6.00	85.71			4.46	63.73
38	KGBV-38(Ju/II/S)	6.14	87.76	3.62	51.65	3.83	54.76	4.00	57.14	4.40	62.83
39	KGBV-39(Ku/II/S)	6.46	92.31	1.00	14.29	4.00	57.14			2.87	40.93
40	KGBV-40(Ku/I/S)	6.91	98.70	4.47	63.81	7.00	100.00	5.50	78.57	5.97	85.27
41	KGBV-41(Ku/III/S)	5.93	84.76	0.00	0.00	1.00	14.29	6.00	85.71	3.23	46.19
42	KGBV-42(Ku/I/S)	5.67	80.95	0.17	2.38	4.25	60.71	3.25	46.43	3.33	47.62
43	KGBV-43(Ku/II/S)	5.60	80.00	1.20	17.14					1.70	24.29
44	KGBV-44(Ku/II/S)	5.60	80.00	2.50	35.71			0.00	0.00	2.03	28.93
45	KGBV-45(Ku/III/S)	5.00	71.43							1.25	17.86
46	KGBV-46(Ku/II/S)	7.00	100.00							7.00	100.0
47	KGBV-47(Kh/I/S)	4.00	57.14	1.14	16.33	0.71	10.08	2.33	33.33	2.05	29.22
48	KGBV-48(Me/I/S)	5.77	82.47	2.94	42.02	3.71	52.94	2.00	28.57	3.60	51.50
49	KGBV-49(Na/I/S)	6.06	86.55	3.39	48.47	3.89	55.64	1.33	19.05	3.67	52.43

Sr. No.	KGBV Code	Average Achievement Class wise(ENGLISH)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		TOTAL	
		marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)
50	KGBV-50(Na/I/S)	5.19	74.11	4.21	60.15	3.19	45.58	3.43	48.98	4.00	57.20
51	KGBV-51(Pc/II/M)	4.88	69.75	0.13	1.90	2.15	30.74	1.80	25.71	2.24	32.03
52	KGBV-52(Pc/I/M)	0.83	11.90	0.00	0.00	0.03	0.43	0.13	1.90	0.25	3.56
53	KGBV-53(Pc/I/S)	5.07	72.45	3.04	43.41	1.38	19.64	0.14	2.04	2.41	34.38
54	KGBV-54(Pc/I/S)	2.00	28.57	0.14	2.04	0.05	0.71	0.35	5.04	0.64	9.09
55	KGBV-55(Pc/II/M)			0.00	0.00					0.00	0.00
56	KGBV-56(Pc/II/M)			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
57	KGBV-57(Pt/I/S)	6.20	88.57	3.20	45.71	5.15	73.63	3.63	51.79	4.54	64.92
58	KGBV-58(Pt/I/S)	6.41	91.60	3.00	42.86	3.86	55.10	2.11	30.08	3.84	54.91
59	KGBV-59(Pt/I/S)	6.75	96.43	5.68	81.20	2.57	36.73	3.85	54.95	4.71	67.33
60	KGBV-60(Pt/I/S)	4.31	61.61	1.94	27.78	1.30	18.57	4.57	65.31	3.03	43.32
61	KGBV-61(Pt/I/S)	3.50	50.00	1.67	23.81	1.00	14.29	4.40	62.86	2.64	37.74
62	KGBV-62(Ra/I/M)	5.67	80.95	2.77	39.56	3.00	42.86	1.11	15.87	3.14	44.81
63	KGBV-63(Ra/III/S)										
64	KGBV-64(Ra/II/M)	6.06	86.61	0.79	11.22	1.30	18.57	2.00	28.57	2.54	36.24
65	KGBV-65(Sb/I/M)	5.63	80.36	1.72	24.54	2.14	30.61	2.12	30.29	2.90	41.45
66	KGBV-66(Sb/II/M)	4.64	66.23	0.00	0.00	0.27	3.81	0.00	0.00	1.23	17.51
67	KGBV-67(Sb/I/S)	5.27	75.24	2.53	36.13	4.77	68.13	5.57	79.59	4.53	64.77
68	KGBV-68(Sr/I/S)	6.81	97.32	5.81	83.01	5.00	71.43	3.72	53.17	5.34	76.23
69	KGBV-69(Sr/I/S)	6.38	91.07	4.87	69.59	3.94	56.22	4.33	61.90	4.88	69.70
70	KGBV-70(Sr/III/S)	5.43	77.64	4.91	70.13	2.50	35.71	4.89	69.84	4.43	63.33
71	KGBV-71(Sr/II/S)	4.45	63.64	0.00	0.00	0.00	0.00	0.00	0.00	1.11	15.91
72	KGBV-72(Sn/I/M)	5.38	76.92	2.26	32.35	1.96	28.06	1.26	17.99	2.72	38.83
73	KGBV-73(Sn/I/M)	3.83	54.76	1.10	15.65	1.46	20.82	2.86	40.91	2.31	33.03
74	KGBV-74(Sn/II/S)	3.50	50.00	0.13	1.79	2.27	32.47	1.60	22.86	1.87	26.78
75	KGBV-75(Sn/III/S)	5.50	78.57	2.36	33.77	2.67	38.10	4.50	64.29	3.76	53.68

Sr. No.	KGBV Code	Average Achievement Class wise(ENGLISH)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		TOTAL	
		marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)
76	KGBV-76(Sn/III/S)	6.20	88.57	2.36	33.77	1.09	15.58	2.08	29.76	2.93	41.92
77	KGBV-77(Sn/III/S)	5.17	73.81	1.75	25.00	0.00	0.00	1.50	21.43	2.10	30.06
78	KGBV-78(Sn/II/S)	4.00	57.14	0.00	0.00	0.14	2.04			1.04	14.80
79	KGBV-79(Sn/III/S)	3.71	53.06	0.00	0.00	1.40	20.00	4.00	57.14	2.28	32.55
80	KGBV-80(Sn/III/M)	4.50	64.29	4.00	57.14	2.67	38.10			2.79	39.88
81	KGBV-81(Vd/I/M)	3.20	45.71	0.11	1.50	0.50	7.14	0.52	7.48	1.08	15.46
82	KGBV-82(Vd/I/M)	4.48	63.98	0.00	0.00	0.55	7.91	0.05	0.65	1.27	18.13
83	KGBV-83(Vd/I/S)	4.38	62.64	0.77	11.06	0.80	11.50	0.78	11.18	1.69	24.09
84	KGBV-84(Vd/I/S)	5.07	72.38	2.15	30.74	0.95	13.53	1.11	15.87	2.32	33.13
85	KGBV-85(VI/I/S)	6.17	88.10	4.82	68.83	2.90	41.43	5.22	74.63	4.78	68.25
86	KGBV-86(VI/II/S)	5.92	84.62	0.83	11.90	1.00	14.29			1.94	27.70
<b>AVERAGE</b>		<b>5.31</b>	<b>75.79</b>	<b>2.16</b>	<b>30.92</b>	<b>2.13</b>	<b>30.47</b>	<b>2.26</b>	<b>32.27</b>	<b>2.97</b>	<b>42.36</b>

\*Shaded regions indicate that there were no students of that class in that particular KGBV

The overall performance of the girls at KGBV in the English section of the achievement test administered was 42.36%. KGBV-10(Ba/I/S) and KGBV-46(Ku/II/S) show better performance when compared to KGBVs in English subject, when all the classes are considered. The achievement of the most of the KGBVs is very poor in this subject even though we can see that class V students could perform better than the other classes.

**Table\_3.5.15(e)Average achievement IN HINDI for each KGBV**

Sr. No.	KGBV Code	Average Achievement Class wise(HINDI)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		TOTAL	
		marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)
1	KGBV-01(Ah/I/S)	1.14	16.23	1.83	26.19	4.36	62.34	0.64	9.09	1.99	28.46
2	KGBV-02(Ah/III/S)	0.82	11.69	2.29	32.65	4.88	69.75	0.70	10.00	2.17	31.02
3	KGBV-03(Ah/III/S)	1.73	24.68	3.11	44.44	6.10	87.14	2.50	35.71	3.36	47.99
4	KGBV-04(Ah/III/S)	1.29	18.37	1.83	26.19	3.25	46.43	2.94	41.96	2.33	33.24
5	KGBV-05(Am/I/S)	1.07	15.24	1.57	22.45	5.33	76.19	1.00	14.29	2.24	32.04
6	KGBV-06(Am/III/S)	0.00	0.00	1.63	23.21	3.20	45.71	1.56	22.22	1.60	22.79
7	KGBV-07(Ba/I/S)	0.67	9.52	1.21	17.26	1.48	21.12	0.85	12.09	1.05	15.00
8	KGBV-08(Ba/II/M)	0.00	0.00	2.50	35.71	4.80	68.57			1.83	26.07
9	KGBV-09(Ba/II/M)	1.50	21.43	3.00	42.86	4.00	57.14			2.13	30.36
10	KGBV-10(Ba/I/S)	5.89	84.13	5.00	71.43	6.86	98.05	6.48	92.55	6.06	86.54
11	KGBV-11(Ba/III/S)	0.94	13.49	2.67	38.10	5.40	77.14	1.25	17.86	2.57	36.65
12	KGBV-12(Ba/III/S)	1.91	27.27	2.89	41.27	7.00	100.00	2.00	28.57	3.45	49.28
13	KGBV-13(Ba/II/S)	1.50	21.43	3.00	42.86	4.60	65.71	0.00	0.00	2.28	32.50
14	KGBV-14(Ba/I/S)	1.45	20.71	3.92	55.95	6.45	92.21	5.00	71.43	4.21	60.08
15	KGBV-15(Ba/I/S)	0.00	0.00	2.26	32.33	6.14	87.76	1.56	22.22	2.49	35.58
16	KGBV-16(Ba/II/S)	0.67	9.52	2.50	35.71	3.50	50.00	4.00	57.14	2.67	38.10
17	KGBV-17(Bh/I/S)	1.04	14.88	3.05	43.57	7.00	100.00	3.00	42.86	3.52	50.33
18	KGBV-18(Bh/III/S)	2.00	28.57	1.75	25.00	5.40	77.14	2.33	33.33	2.87	41.01
19	KGBV-19(Bh/I/S)	0.00	0.00	0.57	8.16	4.00	57.14			1.14	16.33
20	KGBV-20(Bh/I/S)	0.36	5.19	2.00	28.57	3.50	50.00	1.00	14.29	1.72	24.51
21	KGBV-21(Bh/III/S)	0.00	0.00	3.00	42.86	4.86	69.39	1.00	14.29	2.21	31.63
22	KGBV-22(Bh/I/S)	0.86	12.24	3.43	48.98	6.00	85.71			2.57	36.73
23	KGBV-23(Da/I/S)	1.50	21.43	3.33	47.62	5.00	71.43	1.17	16.67	2.75	39.29
24	KGBV-24(Da/I/S)	0.06	0.89	0.53	7.62	1.57	22.45	0.20	2.86	0.59	8.45
25	KGBV-25(Da/I/S)	0.88	12.61	2.50	35.71	4.74	67.72	1.67	23.81	2.45	34.96

Sr. No.	KGBV Code	Average Achievement Class wise(HINDI)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		TOTAL	
		marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)
26	KGBV-26(Da/I/S)	0.07	0.95	2.29	32.74	4.11	58.65	0.73	10.39	1.80	25.68
27	KGBV-27(Da/III/S)	0.75	10.71	1.79	25.51	3.82	54.62	1.57	22.45	1.98	28.32
28	KGBV-28(Da/II/S)	0.00	0.00	7.00	100.00	3.00	42.86	4.00	57.14	3.50	50.00
29	KGBV-29(Da/I/S)	0.43	6.12	1.43	20.41	0.67	9.52			0.63	9.01
30	KGBV-30(Ja/I/S)	5.44	77.78	3.67	52.38	6.62	94.51	3.80	54.29	4.88	69.74
31	KGBV-31(Ja/III/S)	2.00	28.57	2.78	39.68	6.10	87.14	4.25	60.71	3.78	54.03
32	KGBV-32(Ja/III/S)	1.00	14.29	0.20	2.86	5.00	71.43			1.55	22.14
33	KGBV-33(Ju/I/S)	4.07	58.10	3.56	50.79	6.82	97.40	4.25	60.71	4.67	66.75
34	KGBV-34(Ju/III/S)	2.40	34.29	2.75	39.29	3.83	54.76	3.25	46.43	3.06	43.69
35	KGBV-35(Ju/III/S)	0.00	0.00	1.50	21.43	5.58	79.76	1.90	27.14	2.25	32.08
36	KGBV-36(Ju/II/S)	1.77	25.27	4.18	59.74	3.38	48.35	1.10	15.71	2.61	37.27
37	KGBV-37(Ju/II/S)	4.40	62.86	5.00	71.43	7.00	100.00			4.10	58.57
38	KGBV-38(Ju/II/S)	1.57	22.45	2.92	41.76	4.92	70.24	2.83	40.37	3.06	43.70
39	KGBV-39(Ku/II/S)	0.77	10.99	3.00	42.86	4.00	57.14			1.94	27.75
40	KGBV-40(Ku/I/S)	2.09	29.87	2.40	34.29	7.00	100.00	4.00	57.14	3.87	55.32
41	KGBV-41(Ku/III/S)	3.67	52.38	0.00	0.00	4.40	62.86	4.00	57.14	3.02	43.10
42	KGBV-42(Ku/I/S)	0.87	12.38	1.67	23.81	6.63	94.64	1.25	17.86	2.60	37.17
43	KGBV-43(Ku/II/S)	0.40	5.71	1.00	14.29					0.35	5.00
44	KGBV-44(Ku/II/S)	0.60	8.57	3.00	42.86			0.00	0.00	0.90	12.86
45	KGBV-45(Ku/III/S)	0.00	0.00							0.00	0.00
46	KGBV-46(Ku/II/S)	1.00	14.29							1.00	14.29
47	KGBV-47(Kh/I/S)	1.50	21.43	2.46	35.20	4.12	58.82	4.17	59.52	3.06	43.74
48	KGBV-48(Me/I/S)	1.73	24.68	0.82	11.76	6.29	89.92	2.58	36.90	2.86	40.82
49	KGBV-49(Na/I/S)	2.88	41.18	2.64	37.76	5.79	82.71	2.22	31.75	3.38	48.35
50	KGBV-50(Na/I/S)	2.06	29.46	2.74	39.10	4.95	70.75	2.43	34.69	3.05	43.50
51	KGBV-51(Pc/II/M)	0.53	7.56	0.87	12.38	2.67	38.10	1.30	18.57	1.34	19.15

Sr. No.	KGBV Code	Average Achievement Class wise(HINDI)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		TOTAL	
		marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)
52	KGBV-52(Pc/I/M)	0.00	0.00	0.04	0.57	1.58	22.51	0.00	0.00	0.40	5.77
53	KGBV-53(Pc/I/S)	1.07	15.31	2.15	30.77	4.88	69.64	0.71	10.20	2.20	31.48
54	KGBV-54(Pc/I/S)	0.00	0.00	0.00	0.00	0.10	1.43	0.35	5.04	0.11	1.62
55	KGBV-55(Pc/II/M)			1.00	14.29					0.25	3.57
56	KGBV-56(Pc/II/M)			0.00	0.00	1.00	14.29	0.00	0.00	0.25	3.57
57	KGBV-57(Pt/I/S)	2.04	29.14	2.95	42.14	6.69	95.60	1.81	25.89	3.37	48.20
58	KGBV-58(Pt/I/S)	2.24	31.93	2.38	34.01	4.38	62.59	1.53	21.80	2.63	37.58
59	KGBV-59(Pt/I/S)	1.00	14.29	2.89	41.35	4.48	63.95	2.00	28.57	2.59	37.04
60	KGBV-60(Pt/I/S)	1.88	26.79	2.61	37.30	4.50	64.29	3.00	42.86	3.00	42.81
61	KGBV-61(Pt/I/S)	2.00	28.57	1.33	19.05	4.00	57.14	2.20	31.43	2.38	34.05
62	KGBV-62(Ra/I/M)	1.00	14.29	2.62	37.36	5.00	71.43	1.56	22.22	2.54	36.32
63	KGBV-63(Ra/III/S)										
64	KGBV-64(Ra/II/M)	1.75	25.00	2.57	36.73	0.80	11.43	2.00	28.57	1.78	25.43
65	KGBV-65(Sb/I/M)	0.13	1.79	1.72	24.54	4.50	64.29	1.12	16.00	1.87	26.65
66	KGBV-66(Sb/II/M)	0.00	0.00	0.50	7.14	3.13	44.76	0.67	9.52	1.08	15.36
67	KGBV-67(Sb/I/S)	1.33	19.05	2.00	28.57	3.54	50.55	1.14	16.33	2.00	28.62
68	KGBV-68(Sr/I/S)	2.63	37.50	3.51	50.19	6.87	98.10	3.11	44.44	4.03	57.56
69	KGBV-69(Sr/I/S)	4.13	58.93	2.81	40.09	4.90	70.05	2.72	38.89	3.64	51.99
70	KGBV-70(Sr/III/S)	2.13	30.43	4.73	67.53	5.50	78.57	3.56	50.79	3.98	56.83
71	KGBV-71(Sr/II/S)	0.27	3.90	2.90	41.43	1.00	14.29	0.50	7.14	1.17	16.69
72	KGBV-72(Sn/I/M)	1.00	14.29	1.71	24.37	3.82	54.59	1.22	17.46	1.94	27.68
73	KGBV-73(Sn/I/M)	0.50	7.14	2.14	30.61	4.49	64.08	2.64	37.66	2.44	34.87
74	KGBV-74(Sn/II/S)	0.13	1.79	2.63	37.50	5.91	84.42	1.80	25.71	2.61	37.35
75	KGBV-75(Sn/III/S)	1.67	23.81	2.73	38.96	4.19	59.86	2.25	32.14	2.71	38.69
76	KGBV-76(Sn/III/S)	2.40	34.29	2.82	40.26	5.18	74.03	2.17	30.95	3.14	44.88
77	KGBV-77(Sn/III/S)	1.00	14.29	1.67	23.81	4.00	57.14	1.50	21.43	2.04	29.17

Sr. No.	KGBV Code	Average Achievement Class wise(HINDI)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		TOTAL	
		marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)
78	KGBV-78(Sn/II/S)	0.00	0.00	0.00	0.00	1.57	22.45			0.39	5.61
79	KGBV-79(Sn/III/S)	0.71	10.20	2.00	28.57	4.00	57.14	2.00	28.57	2.18	31.12
80	KGBV-80(Sn/III/M)	0.00	0.00	3.00	42.86	3.67	52.38			1.67	23.81
81	KGBV-81(Vd/I/M)	0.00	0.00	1.00	14.29	3.41	48.70	0.38	5.44	1.20	17.11
82	KGBV-82(Vd/I/M)	0.61	8.70	0.88	12.50	2.94	41.98	0.82	11.69	1.31	18.72
83	KGBV-83(Vd/I/S)	0.15	2.20	1.81	25.81	4.24	60.63	1.04	14.91	1.81	25.88
84	KGBV-84(Vd/I/S)	0.90	12.86	1.61	22.94	3.76	53.76	1.07	15.34	1.84	26.23
85	KGBV-85(VI/I/S)	2.17	30.95	0.27	3.90	3.65	52.14	2.28	32.51	2.09	29.88
86	KGBV-86(VI/II/S)	1.73	24.73	0.61	8.73	6.00	85.71			2.09	29.79
<b>AVERAGE</b>		<b>1.31</b>	<b>18.66</b>	<b>2.22</b>	<b>31.77</b>	<b>4.42</b>	<b>63.18</b>	<b>1.94</b>	<b>27.69</b>	<b>2.47</b>	<b>35.32</b>

\*Shaded regions indicate that there were no students of that class in that particular KGBV

The overall performance of the girls at KGBV in the Hindi section of the achievement test administered was 35.32%. KGBV-10(Ba/I/S) shows better performance compared to other KGBVs in Hindi subject, when all the classes are considered. The achievement of the most of the KGBVs is very poor in this subject even though know and appreciate Hindi as our National language.

**Table\_3.5.15(f) Average achievement in SOCIAL SCIENCE for each KGBV**

Sr. No.	KGBV Code	Average Achievement Classwise(SOCIAL SCIENCE)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		TOTAL	
		marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)
1	KGBV-01(Ah/I/S)	3.45	49.35	3.72	53.17	3.95	56.49	2.64	37.66	3.44	49.17
2	KGBV-02(Ah/III/S)	2.73	38.96	6.14	87.76	5.24	74.79	3.60	51.43	4.43	63.23
3	KGBV-03(Ah/III/S)	2.27	32.47	3.33	47.62	4.20	60.00	3.40	48.57	3.30	47.16
4	KGBV-04(Ah/III/S)	2.14	30.61	3.83	54.76	4.25	60.71	5.13	73.21	3.84	54.83
5	KGBV-05(Am/I/S)	4.87	69.52	4.14	59.18	4.33	61.90	3.00	42.86	4.09	58.37
6	KGBV-06(Am/III/S)	3.00	42.86	3.25	46.43	2.70	38.57	4.67	66.67	3.40	48.63
7	KGBV-07(Ba/I/S)	1.00	14.29	1.00	14.29	2.26	32.30	1.00	14.29	1.32	18.79
8	KGBV-08(Ba/II/M)	3.00	42.86	4.75	67.86	3.80	54.29			2.89	41.25
9	KGBV-09(Ba/II/M)	5.00	71.43	3.00	42.86	3.00	42.86			2.75	39.29
10	KGBV-10(Ba/I/S)	4.67	66.67	6.92	98.90	6.23	88.96	6.78	96.89	6.15	87.86
11	KGBV-11(Ba/III/S)	2.94	42.06	4.83	69.05	4.50	64.29	1.75	25.00	3.51	50.10
12	KGBV-12(Ba/III/S)	4.55	64.94	4.22	60.32	3.00	42.86	3.14	44.90	3.73	53.25
13	KGBV-13(Ba/II/S)	2.33	33.33	4.86	69.39	3.20	45.71	2.00	28.57	3.10	44.25
14	KGBV-14(Ba/I/S)	4.15	59.29	5.50	78.57	5.64	80.52	5.44	77.78	5.18	74.04
15	KGBV-15(Ba/I/S)	4.00	57.14	2.84	40.60	2.57	36.73	4.11	58.73	3.38	48.30
16	KGBV-16(Ba/II/S)	3.00	42.86	4.17	59.52	2.25	32.14	6.00	85.71	3.85	55.06
17	KGBV-17(Bh/I/S)	5.00	71.43	5.70	81.43	6.00	85.71	6.50	92.86	5.80	82.86
18	KGBV-18(Bh/III/S)	3.92	55.95	4.42	63.10	4.60	65.71	6.17	88.10	4.78	68.21
19	KGBV-19(Bh/I/S)	0.00	0.00	1.00	14.29	2.50	35.71			0.88	12.50
20	KGBV-20(Bh/I/S)	2.00	28.57	3.83	54.76	2.17	30.95	3.00	42.86	2.75	39.29
21	KGBV-21(Bh/III/S)	2.08	29.76	2.00	28.57	2.43	34.69	5.00	71.43	2.88	41.11
22	KGBV-22(Bh/I/S)	2.86	40.82	5.71	81.63	4.20	60.00			3.19	45.61
23	KGBV-23(Da/I/S)	4.20	60.00	6.07	86.67	4.64	66.23	4.17	59.52	4.77	68.11
24	KGBV-24(Da/I/S)	2.63	37.50	3.67	52.38	1.57	22.45	2.60	37.14	2.62	37.37
25	KGBV-25(Da/I/S)	3.24	46.22	5.50	78.57	5.15	73.54	5.00	71.43	4.72	67.44



Sr. No.	KGBV Code	Average Achievement Class wise(SOCIAL SCIENCE)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		TOTAL	
		marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)
26	KGBV-26(Da/I/S)	2.93	41.90	5.21	74.40	4.26	60.90	4.27	61.04	4.17	59.56
27	KGBV-27(Da/III/S)	2.44	34.82	5.86	83.67	2.76	39.50	4.29	61.22	3.84	54.80
28	KGBV-28(Da/II/S)	0.00	0.00	3.00	42.86	3.00	42.86	3.00	42.86	2.25	32.14
29	KGBV-29(Da/I/S)	2.71	38.78	4.14	59.18	2.00	28.57			2.21	31.63
30	KGBV-30(Ja/I/S)	3.61	51.59	4.83	69.05	4.08	58.24	5.00	71.43	4.38	62.58
31	KGBV-31(Ja/III/S)	4.00	57.14	3.22	46.03	4.10	58.57	5.50	78.57	4.21	60.08
32	KGBV-32(Ja/III/S)	3.83	54.76	4.13	59.05	4.67	66.67			3.16	45.12
33	KGBV-33(Ju/I/S)	3.87	55.24	5.78	82.54	5.73	81.82	6.00	85.71	5.34	76.33
34	KGBV-34(Ju/III/S)	4.60	65.71	4.92	70.24	4.00	57.14	5.38	76.79	4.72	67.47
35	KGBV-35(Ju/III/S)	3.17	45.24	5.90	84.29	5.33	76.19	6.60	94.29	5.25	75.00
36	KGBV-36(Ju/II/S)	3.08	43.96	4.27	61.04	4.31	61.54	4.20	60.00	3.96	56.63
37	KGBV-37(Ju/II/S)	4.40	62.86	5.56	79.37	6.00	85.71			3.99	56.98
38	KGBV-38(Ju/II/S)	3.43	48.98	5.38	76.92	4.00	57.14	4.57	65.22	4.34	62.07
39	KGBV-39(Ku/II/S)	3.85	54.95	3.17	45.24	2.00	28.57			2.25	32.19
40	KGBV-40(Ku/I/S)	4.45	63.64	6.07	86.67	6.00	85.71	6.50	92.86	5.76	82.22
41	KGBV-41(Ku/III/S)	4.53	64.76	3.00	42.86	4.60	65.71	4.00	57.14	4.03	57.62
42	KGBV-42(Ku/I/S)	4.27	60.95	4.33	61.90	4.13	58.93	3.75	53.57	4.12	58.84
43	KGBV-43(Ku/II/S)	2.20	31.43	2.20	31.43					1.10	15.71
44	KGBV-44(Ku/II/S)	3.20	45.71	4.50	64.29			3.00	42.86	2.68	38.21
45	KGBV-45(Ku/III/S)	3.00	42.86							3.00	42.86
46	KGBV-46(Ku/II/S)	3.00	42.86							3.00	42.86
47	KGBV-47(Kh/I/S)	1.56	22.22	3.46	49.49	2.82	40.34	4.17	59.52	3.00	42.89
48	KGBV-48(Me/I/S)	5.05	72.08	5.00	71.43	4.94	70.59	4.00	57.14	4.75	67.81
49	KGBV-49(Na/I/S)	4.76	68.07	4.86	69.39	5.63	80.45	4.33	61.90	4.90	69.95
50	KGBV-50(Na/I/S)	4.63	66.07	4.63	66.17	5.33	76.19	5.43	77.55	5.00	71.49
51	KGBV-51(Pc/II/M)	1.94	27.73	4.67	66.67	2.76	39.39	4.00	57.14	3.34	47.73

Sr. No.	KGBV Code	Average Achievement Class wise(SOCIAL SCIENCE)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		TOTAL	
		marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)
52	KGBV-52(Pc/I/M)	0.33	4.76	0.88	12.57	1.67	23.81	1.93	27.62	1.20	17.19
53	KGBV-53(Pc/I/S)	2.93	41.84	5.58	79.67	3.25	46.43	3.57	51.02	3.83	54.74
54	KGBV-54(Pc/I/S)	1.17	16.67	0.43	6.12	0.65	9.29	1.24	17.65	0.87	12.43
55	KGBV-55(Pc/II/M)			1.71	24.49					1.71	24.49
56	KGBV-56(Pc/II/M)			0.00	0.00	0.50	7.14	0.00	0.00	0.13	1.79
57	KGBV-57(Pt/I/S)	3.92	56.00	5.30	75.71	5.08	72.53	5.31	75.89	4.90	70.03
58	KGBV-58(Pt/I/S)	5.76	82.35	4.86	69.39	4.67	66.67	4.47	63.91	4.94	70.58
59	KGBV-59(Pt/I/S)	4.06	58.04	5.53	78.95	4.62	65.99	5.23	74.73	4.86	69.42
60	KGBV-60(Pt/I/S)	2.56	36.61	4.89	69.84	3.40	48.57	4.57	65.31	3.86	55.08
61	KGBV-61(Pt/I/S)	3.50	50.00	3.67	52.38	1.57	22.45	3.80	54.29	3.13	44.78
62	KGBV-62(Ra/I/M)	3.58	51.19	5.00	71.43	3.40	48.57	3.67	52.38	3.91	55.89
63	KGBV-63(Ra/III/S)										
64	KGBV-64(Ra/II/M)	2.63	37.50	3.43	48.98	2.40	34.29	3.50	50.00	2.99	42.69
65	KGBV-65(Sb/I/M)	2.75	39.29	5.56	79.49	4.75	67.86	4.92	70.29	4.50	64.23
66	KGBV-66(Sb/II/M)	1.09	15.58	2.60	37.14	4.13	59.05	2.89	41.27	2.68	38.26
67	KGBV-67(Sb/I/S)	5.27	75.24	4.41	63.03	4.08	58.24	4.36	62.24	4.53	64.69
68	KGBV-68(Sr/I/S)	4.13	58.93	5.73	81.85	5.40	77.14	5.61	80.16	5.22	74.52
69	KGBV-69(Sr/I/S)	4.63	66.07	5.71	81.57	5.52	78.80	5.33	76.19	5.30	75.66
70	KGBV-70(Sr/III/S)	3.30	47.20	6.00	85.71	5.50	78.57	4.00	57.14	4.70	67.16
71	KGBV-71(Sr/II/S)	2.73	38.96	2.80	40.00	2.00	28.57	4.00	57.14	2.88	41.17
72	KGBV-72(Sn/I/M)	1.92	27.47	3.24	46.22	3.61	51.53	2.85	40.74	2.90	41.49
73	KGBV-73(Sn/I/M)	3.25	46.43	5.90	84.35	5.26	75.10	5.91	84.42	5.08	72.57
74	KGBV-74(Sn/II/S)	2.50	35.71	4.25	60.71	4.45	63.64	4.60	65.71	3.95	56.44
75	KGBV-75(Sn/III/S)	4.67	66.67	3.91	55.84	4.43	63.27	5.08	72.62	4.52	64.60
76	KGBV-76(Sn/III/S)	4.40	62.86	4.55	64.94	4.18	59.74	4.92	70.24	4.51	64.44

Sr. No.	KGBV Code	Average Achievement Class wise(SOCIAL SCIENCE)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		TOTAL	
		marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)
77	KGBV-77(Sn/III/S)	3.33	47.62	3.75	53.57	6.00	85.71	3.75	53.57	4.21	60.12
78	KGBV-78(Sn/II/S)	1.00	14.29	3.50	50.00	2.71	38.78			1.80	25.77
79	KGBV-79(Sn/III/S)	2.00	28.57	3.00	42.86	2.20	31.43	3.00	42.86	2.55	36.43
80	KGBV-80(Sn/III/M)	3.00	42.86	6.00	85.71	4.33	61.90			3.33	47.62
81	KGBV-81(Vd/I/M)	1.20	17.14	4.79	68.42	4.05	57.79	2.62	37.41	3.16	45.19
82	KGBV-82(Vd/I/M)	1.83	26.09	2.75	39.29	3.40	48.57	4.77	68.18	3.19	45.53
83	KGBV-83(Vd/I/S)	2.85	40.66	3.87	55.30	4.73	67.60	3.96	56.52	3.85	55.02
84	KGBV-84(Vd/I/S)	4.73	67.62	5.45	77.92	4.26	60.90	4.96	70.90	4.85	69.34
85	KGBV-85(VI/I/S)	5.17	73.81	6.55	93.51	4.95	70.71	4.71	67.24	5.34	76.32
86	KGBV-86(VI/II/S)	2.81	40.11	3.72	53.17	1.67	23.81			2.05	29.27
<b>AVERAGE</b>		<b>3.29</b>	<b>47.00</b>	<b>4.24</b>	<b>60.55</b>	<b>3.87</b>	<b>55.29</b>	<b>4.12</b>	<b>58.87</b>	<b>3.88</b>	<b>55.43</b>

\*Shaded regions indicate that there were no students of that class in that particular KGBV

The overall performance of the girls at KGBV in the Social Science section of the achievement test administered was 55.43%. KGBV-10(Ba/I/S) and KGBV-40(Ku/I/S) show better performance in Social Science when compared to other KGBVs, when all the classes are considered. The achievement of the most of the KGBVs is much better than the condition of the languages in all the classes.

**Table\_3.5.15(g) Average achievement IN SCIENCE for each KGBV**

Sr. No.	KGBV Code	Average Achievement Class wise(SCIENCE)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		TOTAL	
		marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)
1	KGBV-01(Ah/I/S)	5.00	71.43	0.89	12.70	4.00	57.14	3.55	50.65	3.36	47.98
2	KGBV-02(Ah/III/S)	2.82	40.26	3.29	46.94	3.65	52.10	4.50	64.29	3.56	50.90
3	KGBV-03(Ah/III/S)	4.00	57.14	1.22	17.46	3.00	42.86	3.50	50.00	2.93	41.87
4	KGBV-04(Ah/III/S)	4.14	59.18	2.58	36.90	4.25	60.71	3.13	44.64	3.53	50.36
5	KGBV-05(Am/I/S)	4.73	67.62	2.00	28.57	3.83	54.76	5.50	78.57	4.02	57.38
6	KGBV-06(Am/III/S)	4.80	68.57	3.00	42.86	3.30	47.14	2.67	38.10	3.44	49.17
7	KGBV-07(Ba/I/S)	1.67	23.81	0.42	5.95	1.74	24.84	2.46	35.16	1.57	22.44
8	KGBV-08(Ba/II/M)	1.00	14.29	2.00	28.57	3.20	45.71			1.55	22.14
9	KGBV-09(Ba/II/M)	4.50	64.29	1.00	14.29	1.67	23.81			1.79	25.60
10	KGBV-10(Ba/I/S)	5.89	84.13	5.62	80.22	2.27	32.47	4.91	70.19	4.67	66.75
11	KGBV-11(Ba/III/S)	5.00	71.43	2.67	38.10	2.30	32.86	2.25	32.14	3.05	43.63
12	KGBV-12(Ba/III/S)	4.45	63.64	2.89	41.27	3.83	54.76	4.43	63.27	3.90	55.73
13	KGBV-13(Ba/II/S)	4.83	69.05	2.29	32.65	3.60	51.43	2.00	28.57	3.18	45.43
14	KGBV-14(Ba/I/S)	3.05	43.57	4.42	63.10	3.00	42.86	4.00	57.14	3.62	51.67
15	KGBV-15(Ba/I/S)	1.50	21.43	0.37	5.26	2.71	38.78	4.56	65.08	2.28	32.64
16	KGBV-16(Ba/II/S)	4.33	61.90	0.83	11.90	4.25	60.71	4.67	66.67	3.52	50.30
17	KGBV-17(Bh/I/S)	5.58	79.76	4.75	67.86	4.30	61.43	4.88	69.64	4.88	69.67
18	KGBV-18(Bh/III/S)	5.33	76.19	4.42	63.10	3.80	54.29	3.83	54.76	4.35	62.08
19	KGBV-19(Bh/I/S)	2.00	28.57	0.00	0.00	1.83	26.19			0.96	13.69
20	KGBV-20(Bh/I/S)	3.27	46.75	1.67	23.81	2.83	40.48	4.00	57.14	2.94	42.05
21	KGBV-21(Bh/III/S)	2.50	35.71	1.00	14.29	2.29	32.65	4.00	57.14	2.45	34.95
22	KGBV-22(Bh/I/S)	3.64	52.04	3.71	53.06	2.40	34.29			2.44	34.85
23	KGBV-23(Da/I/S)	4.60	65.71	3.00	42.86	3.18	45.45	4.50	64.29	3.82	54.58
24	KGBV-24(Da/I/S)	3.94	56.25	0.47	6.67	2.00	28.57	3.30	47.14	2.43	34.66
25	KGBV-25(Da/I/S)	4.18	59.66	1.25	17.86	3.74	53.44	5.22	74.60	3.60	51.39

Sr. No.	KGBV Code	Average Achievement Classwise(SCIENCE)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		TOTAL	
		marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)
26	KGBV-26(Da/I/S)	4.27	60.95	3.25	46.43	2.84	40.60	3.00	42.86	3.34	47.71
27	KGBV-27(Da/III/S)	4.25	60.71	2.71	38.78	3.59	51.26	4.14	59.18	3.67	52.48
28	KGBV-28(Da/II/S)	0.00	0.00	2.00	28.57	2.00	28.57	5.00	71.43	2.25	32.14
29	KGBV-29(Da/I/S)	3.71	53.06	1.29	18.37	4.00	57.14			2.25	32.14
30	KGBV-30(Ja/I/S)	5.72	81.75	2.67	38.10	2.77	39.56	5.00	71.43	4.04	57.71
31	KGBV-31(Ja/III/S)	4.82	68.83	0.78	11.11	2.30	32.86	4.30	61.43	3.05	43.56
32	KGBV-32(Ja/III/S)	5.00	71.43	1.47	20.95	2.67	38.10			2.28	32.62
33	KGBV-33(Ju/I/S)	5.40	77.14	5.11	73.02	2.64	37.66	5.13	73.21	4.57	65.26
34	KGBV-34(Ju/III/S)	5.40	77.14	2.00	28.57	2.67	38.10	4.25	60.71	3.58	51.13
35	KGBV-35(Ju/III/S)	4.17	59.52	2.90	41.43	3.79	54.17	5.90	84.29	4.19	59.85
36	KGBV-36(Ju/II/S)	5.31	75.82	4.45	63.64	2.92	41.76	4.70	67.14	4.35	62.09
37	KGBV-37(Ju/II/S)	5.87	83.81	7.00	100.00	4.00	57.14			4.22	60.24
38	KGBV-38(Ju/II/S)	5.00	71.43	2.15	30.77	3.67	52.38	4.35	62.11	3.79	54.17
39	KGBV-39(Ku/II/S)	5.77	82.42	4.00	57.14	4.00	57.14			3.44	49.18
40	KGBV-40(Ku/I/S)	5.55	79.22	4.00	57.14	4.00	57.14	5.00	71.43	4.64	66.23
41	KGBV-41(Ku/III/S)	5.60	80.00	0.00	0.00	3.20	45.71	4.00	57.14	3.20	45.71
42	KGBV-42(Ku/I/S)	4.33	61.90	2.00	28.57	4.00	57.14	3.25	46.43	3.40	48.51
43	KGBV-43(Ku/II/S)	4.00	57.14	2.60	37.14					1.65	23.57
44	KGBV-44(Ku/II/S)	3.20	45.71	2.00	28.57			4.00	57.14	2.30	32.86
45	KGBV-45(Ku/III/S)	3.00	42.86							0.75	10.71
46	KGBV-46(Ku/II/S)	5.00	71.43							1.25	17.86
47	KGBV-47(Kh/I/S)	4.11	58.73	1.82	26.02	3.24	46.22	3.67	52.38	3.21	45.84
48	KGBV-48(Me/I/S)	5.91	84.42	1.59	22.69	4.12	58.82	3.92	55.95	3.88	55.47
49	KGBV-49(Na/I/S)	5.71	81.51	2.36	33.67	3.42	48.87	4.56	65.08	4.01	57.28
50	KGBV-50(Na/I/S)	5.31	75.89	4.84	69.17	3.48	49.66	3.86	55.10	4.37	62.46
51	KGBV-51(Pc/II/M)	3.65	52.10	0.87	12.38	3.09	44.16	4.10	58.57	2.93	41.80

Sr. No.	KGBV Code	Average Achievement Classwise(SCIENCE)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		TOTAL	
		marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)
52	KGBV-52(Pc/I/M)	0.50	7.14	0.20	2.86	1.61	22.94	2.47	35.24	1.19	17.05
53	KGBV-53(Pc/I/S)	4.57	65.31	2.69	38.46	3.25	46.43	3.71	53.06	3.56	50.81
54	KGBV-54(Pc/I/S)	1.67	23.81	0.07	1.02	1.25	17.86	2.12	30.25	1.28	18.23
55	KGBV-55(Pc/II/M)			0.86	12.24					0.21	3.06
56	KGBV-56(Pc/II/M)			0.00	0.00	2.00	28.57	0.00	0.00	0.50	7.14
57	KGBV-57(Pt/I/S)	5.32	76.00	3.75	53.57	1.92	27.47	4.69	66.96	3.92	56.00
58	KGBV-58(Pt/I/S)	5.65	80.67	4.00	57.14	2.43	34.69	4.16	59.40	4.06	57.98
59	KGBV-59(Pt/I/S)	5.19	74.11	3.84	54.89	2.76	39.46	4.46	63.74	4.06	58.05
60	KGBV-60(Pt/I/S)	4.06	58.04	2.33	33.33	3.75	53.57	4.14	59.18	3.57	51.03
61	KGBV-61(Pt/I/S)	5.00	71.43	2.33	33.33	3.86	55.10	3.80	54.29	3.75	53.54
62	KGBV-62(Ra/I/M)	4.17	59.52	1.77	25.27	3.90	55.71	4.56	65.08	3.60	51.40
63	KGBV-63(Ra/III/S)										
64	KGBV-64(Ra/II/M)	3.19	45.54	2.14	30.61	3.40	48.57	4.00	57.14	3.18	45.47
65	KGBV-65(Sb/I/M)	4.00	57.14	1.74	24.91	3.75	53.57	3.40	48.57	3.22	46.05
66	KGBV-66(Sb/II/M)	2.91	41.56	0.50	7.14	2.67	38.10	3.89	55.56	2.49	35.59
67	KGBV-67(Sb/I/S)	5.80	82.86	4.18	59.66	3.38	48.35	4.79	68.37	4.54	64.81
68	KGBV-68(Sr/I/S)	5.44	77.68	4.81	68.73	3.67	52.38	4.50	64.29	4.60	65.77
69	KGBV-69(Sr/I/S)	5.25	75.00	3.94	56.22	2.00	28.57	4.94	70.63	4.03	57.61
70	KGBV-70(Sr/III/S)	4.30	61.49	3.82	54.55	4.00	57.14	4.56	65.08	4.17	59.56
71	KGBV-71(Sr/II/S)	3.09	44.16	0.00	0.00	1.00	14.29	3.00	42.86	1.77	25.32
72	KGBV-72(Sn/I/M)	3.77	53.85	0.91	13.03	2.11	30.10	3.63	51.85	2.60	37.21
73	KGBV-73(Sn/I/M)	3.50	50.00	2.24	31.97	3.97	56.73	4.82	68.83	3.63	51.88
74	KGBV-74(Sn/II/S)	4.00	57.14	2.13	30.36	2.36	33.77	4.60	65.71	3.27	46.75

Sr. No.	KGBV Code	Average Achievement Classwise(SCIENCE)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		TOTAL	
		marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)
75	KGBV-75(Sn/III/S)	5.33	76.19	2.09	29.87	3.38	48.30	4.50	64.29	3.83	54.66
76	KGBV-76(Sn/III/S)	4.60	65.71	3.00	42.86	3.45	49.35	4.08	58.33	3.78	54.06
77	KGBV-77(Sn/III/S)	4.67	66.67	1.50	21.43	5.00	71.43	3.50	50.00	3.67	52.38
78	KGBV-78(Sn/II/S)	1.43	20.41	0.00	0.00	4.71	67.35			1.54	21.94
79	KGBV-79(Sn/III/S)	2.71	38.78	0.67	9.52	2.20	31.43	1.00	14.29	1.65	23.50
80	KGBV-80(Sn/III/M)	5.00	71.43	3.50	50.00	1.67	23.81			2.54	36.31
81	KGBV-81(Vd/I/M)	3.00	42.86	0.05	0.75	3.05	43.51	4.38	62.59	2.62	37.43
82	KGBV-82(Vd/I/M)	3.61	51.55	0.47	6.70	3.45	49.23	3.95	56.49	2.87	40.99
83	KGBV-83(Vd/I/S)	4.62	65.93	1.35	19.35	3.00	42.86	5.04	72.05	3.50	50.05
84	KGBV-84(Vd/I/S)	4.63	66.19	2.24	32.03	3.34	47.74	4.04	57.67	3.56	50.91
85	KGBV-85(VI/I/S)	5.83	83.33	3.55	50.65	2.10	30.00	4.91	70.20	4.10	58.54
86	KGBV-86(VI/II/S)	5.46	78.02	1.22	17.46	4.00	57.14			2.67	38.16
<b>AVERAGE</b>		<b>4.31</b>	<b>61.57</b>	<b>2.26</b>	<b>32.27</b>	<b>3.10</b>	<b>44.24</b>	<b>3.94</b>	<b>56.26</b>	<b>3.40</b>	<b>48.58</b>

\*Shaded regions indicate that there were no students of that class in that particular KGBV

The overall performance of the girls at KGBV in the Science section of the achievement test administered was 48.58%. KGBV-10(Ba/I/S) showed better performance than other KGBVs except in class VI and when all the classes are considered together we find that KGBV-17(Bh/I/S) shows consistency in performance with average performance 69.7%. Achievement of the most of the KGBVs is poor taking into consideration of the importance of the subject in day to day life.

**Table 3.5.15(h) Average achievement in MATHEMATICS for each KGBV**

Sr. No.	KGBV Code	Average Achievement Class wise(MATHEMATICS)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		TOTAL	
		marks (8)	% avg. (100)	marks (8)	% avg. (100)	marks (8)	% avg. (100)	marks (8)	% avg. (100)	marks (8)	% avg. (100)
1	KGBV-01(Ah/I/S)	2.82	35.23	0.78	9.72	0.77	9.66	0.27	3.41	1.16	14.50
2	KGBV-02(Ah/III/S)	2.27	28.41	4.21	52.68	1.35	16.91	0.60	7.50	2.11	26.37
3	KGBV-03(Ah/III/S)	2.55	31.82	1.89	23.61	3.60	45.00	1.70	21.25	2.43	30.42
4	KGBV-04(Ah/III/S)	2.00	25.00	4.67	58.33	3.00	37.50	1.13	14.06	2.70	33.72
5	KGBV-05(Am/I/S)	4.40	55.00	4.86	60.71	3.83	47.92	1.00	12.50	3.52	44.03
6	KGBV-06(Am/III/S)	0.80	10.00	4.50	56.25	1.20	15.00	3.11	38.89	2.40	30.03
7	KGBV-07(Ba/I/S)	0.00	0.00	0.63	7.81	0.30	3.80	0.46	5.77	0.35	4.35
8	KGBV-08(Ba/II/M)	2.50	31.25	1.75	21.88	0.80	10.00			1.26	15.78
9	KGBV-09(Ba/II/M)	2.00	25.00	2.00	25.00	1.00	12.50			1.25	15.63
10	KGBV-10(Ba/I/S)	3.56	44.44	4.38	54.81	5.64	70.45	3.13	39.13	4.18	52.21
11	KGBV-11(Ba/III/S)	3.78	47.22	4.67	58.33	1.00	12.50	0.00	0.00	2.36	29.51
12	KGBV-12(Ba/III/S)	3.00	37.50	3.22	40.28	4.83	60.42	2.29	28.57	3.34	41.69
13	KGBV-13(Ba/II/S)	2.67	33.33	0.71	8.93	1.00	12.50	1.00	12.50	1.35	16.82
14	KGBV-14(Ba/I/S)	2.40	30.00	3.42	42.71	3.91	48.86	1.44	18.06	2.79	34.91
15	KGBV-15(Ba/I/S)	2.00	25.00	1.53	19.08	3.86	48.21	0.78	9.72	2.04	25.50
16	KGBV-16(Ba/II/S)	2.00	25.00	2.50	31.25	0.00	0.00	4.00	50.00	2.13	26.56
17	KGBV-17(Bh/I/S)	1.58	19.79	3.15	39.38	5.20	65.00	3.00	37.50	3.23	40.42
18	KGBV-18(Bh/III/S)	3.00	37.50	1.33	16.67	6.33	79.17	2.83	35.42	3.38	42.19
19	KGBV-19(Bh/I/S)	0.67	8.33	0.43	5.36	0.50	6.25			0.40	4.99
20	KGBV-20(Bh/I/S)	2.27	28.41	3.42	42.71	0.33	4.17	1.00	12.50	1.76	21.95
21	KGBV-21(Bh/III/S)	1.58	19.79	1.00	12.50	1.14	14.29	0.00	0.00	0.93	11.64
22	KGBV-22(Bh/I/S)	2.50	31.25	0.93	11.61	2.40	30.00			1.46	18.21
23	KGBV-23(Da/I/S)	4.60	57.50	1.93	24.17	0.45	5.68	0.92	11.46	1.98	24.70
24	KGBV-24(Da/I/S)	2.38	29.69	3.80	47.50	1.00	12.50	0.40	5.00	1.89	23.67
25	KGBV-25(Da/I/S)	3.24	40.44	3.92	48.96	3.81	47.69	0.89	11.11	2.96	37.05



Sr. No.	KGBV Code	Average Achievement Class wise(MATHEMATICS)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		TOTAL	
		marks (8)	% avg. (100)	marks (8)	% avg. (100)	marks (8)	% avg. (100)	marks (8)	% avg. (100)	marks (8)	% avg. (100)
26	KGBV-26(Da/I/S)	2.07	25.83	3.38	42.19	0.47	5.92	0.18	2.27	1.52	19.05
27	KGBV-27(Da/III/S)	2.69	33.59	3.86	48.21	3.18	39.71	1.86	23.21	2.89	36.18
28	KGBV-28(Da/II/S)	0.00	0.00	5.00	62.50	3.00	37.50	1.00	12.50	2.25	28.13
29	KGBV-29(Da/I/S)	2.86	35.71	4.57	57.14	0.33	4.17			1.94	24.26
30	KGBV-30(Ja/I/S)	3.78	47.22	4.17	52.08	4.62	57.69	3.00	37.50	3.89	48.62
31	KGBV-31(Ja/III/S)	2.09	26.14	1.22	15.28	2.20	27.50	3.60	45.00	2.28	28.48
32	KGBV-32(Ja/III/S)	3.67	45.83	2.60	32.50	2.89	36.11			2.29	28.61
33	KGBV-33(Ju/I/S)	4.53	56.67	6.33	79.17	4.82	60.23	4.50	56.25	5.05	63.08
34	KGBV-34(Ju/III/S)	3.80	47.50	5.33	66.67	2.17	27.08	1.63	20.31	3.23	40.39
35	KGBV-35(Ju/III/S)	1.67	20.83	5.20	65.00	5.88	73.44	3.00	37.50	3.94	49.19
36	KGBV-36(Ju/II/S)	3.77	47.12	4.27	53.41	1.85	23.08	1.00	12.50	2.72	34.03
37	KGBV-37(Ju/II/S)	5.33	66.67	6.56	81.94	6.50	81.25			4.60	57.47
38	KGBV-38(Ju/II/S)	4.86	60.71	5.31	66.35	3.25	40.63	1.70	21.20	3.78	47.22
39	KGBV-39(Ku/II/S)	3.08	38.46	6.17	77.08	4.00	50.00			3.31	41.39
40	KGBV-40(Ku/I/S)	4.36	54.55	4.60	57.50	4.00	50.00	2.00	25.00	3.74	46.76
41	KGBV-41(Ku/III/S)	3.93	49.17	0.00	0.00	1.00	12.50	1.00	12.50	1.48	18.54
42	KGBV-42(Ku/I/S)	3.87	48.33	2.50	31.25	3.13	39.06	0.00	0.00	2.37	29.66
43	KGBV-43(Ku/II/S)	1.40	17.50	1.00	12.50					0.60	7.50
44	KGBV-44(Ku/II/S)	1.60	20.00	2.50	31.25			1.00	12.50	1.28	15.94
45	KGBV-45(Ku/III/S)	4.00	50.00							1.00	12.50
46	KGBV-46(Ku/II/S)	2.00	25.00							0.50	6.25
47	KGBV-47(Kh/I/S)	1.33	16.67	2.71	33.93	2.06	25.74	0.00	0.00	1.53	19.08
48	KGBV-48(Me/I/S)	5.45	68.18	2.88	36.03	3.41	42.65	2.33	29.17	3.52	44.01
49	KGBV-49(Na/I/S)	2.76	34.56	3.63	45.31	2.89	36.18	1.78	22.22	2.77	34.57
50	KGBV-50(Na/I/S)	4.44	55.47	5.03	62.83	3.38	42.26	1.57	19.64	3.60	45.05
51	KGBV-51(Pc/II/M)	1.00	12.50	1.53	19.17	1.76	21.97	1.60	20.00	1.47	18.41

Sr. No.	KGBV Code	Average Achievement Class wise(MATHEMATICS)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		TOTAL	
		marks (8)	% avg. (100)	marks (8)	% avg. (100)	marks (8)	% avg. (100)	marks (8)	% avg. (100)	marks (8)	% avg. (100)
52	KGBV-52(Pc/I/M)	0.00	0.00	0.08	1.00	0.12	1.52	0.33	4.17	0.13	1.67
53	KGBV-53(Pc/I/S)	1.29	16.07	2.88	36.06	1.63	20.31	0.43	5.36	1.56	19.45
54	KGBV-54(Pc/I/S)	0.00	0.00	0.14	1.79	0.55	6.88	0.00	0.00	0.17	2.17
55	KGBV-55(Pc/II/M)			0.29	3.57					0.07	0.89
56	KGBV-56(Pc/II/M)			0.00	0.00	0.50	6.25	0.00	0.00	0.13	1.56
57	KGBV-57(Pt/I/S)	4.60	57.50	4.95	61.88	2.62	32.69	2.38	29.69	3.64	45.44
58	KGBV-58(Pt/I/S)	3.53	44.12	5.86	73.21	6.71	83.93	1.47	18.42	4.39	54.92
59	KGBV-59(Pt/I/S)	7.00	87.50	7.00	87.50	3.86	48.21	3.62	45.19	5.37	67.10
60	KGBV-60(Pt/I/S)	1.69	21.09	5.83	72.92	3.80	47.50	1.71	21.43	3.26	40.73
61	KGBV-61(Pt/I/S)	6.00	75.00	4.67	58.33	3.14	39.29	1.80	22.50	3.90	48.78
62	KGBV-62(Ra/I/M)	0.67	8.33	0.00	0.00	2.20	27.50	0.78	9.72	0.91	11.39
63	KGBV-63(Ra/III/S)										
64	KGBV-64(Ra/II/M)	0.50	6.25	1.86	23.21	0.00	0.00	1.50	18.75	0.96	12.05
65	KGBV-65(Sb/I/M)	1.50	18.75	3.64	45.51	4.86	60.71	0.80	10.00	2.70	33.74
66	KGBV-66(Sb/II/M)	0.00	0.00	0.70	8.75	0.27	3.33	0.00	0.00	0.24	3.02
67	KGBV-67(Sb/I/S)	1.80	22.50	1.76	22.06	4.23	52.88	2.79	34.82	2.65	33.07
68	KGBV-68(Sr/I/S)	3.88	48.44	5.81	72.64	2.60	32.50	3.78	47.22	4.02	50.20
69	KGBV-69(Sr/I/S)	3.50	43.75	6.90	86.29	5.10	63.71	2.83	35.42	4.58	57.29
70	KGBV-70(Sr/III/S)	2.09	26.09	2.82	35.23	3.50	43.75	4.11	51.39	3.13	39.11
71	KGBV-71(Sr/II/S)	1.18	14.77	0.70	8.75	1.00	12.50	0.00	0.00	0.72	9.01
72	KGBV-72(Sn/I/M)	3.46	43.27	1.44	18.01	2.61	32.59	0.41	5.09	1.98	24.74
73	KGBV-73(Sn/I/M)	3.50	43.75	4.71	58.93	3.80	47.50	2.86	35.80	3.72	46.49
74	KGBV-74(Sn/II/S)	2.75	34.38	4.00	50.00	4.09	51.14	1.80	22.50	3.16	39.50
75	KGBV-75(Sn/III/S)	3.33	41.67	2.82	35.23	2.38	29.76	2.17	27.08	2.67	33.43
76	KGBV-76(Sn/III/S)	4.80	60.00	4.00	50.00	1.09	13.64	1.83	22.92	2.93	36.64
77	KGBV-77(Sn/III/S)	2.67	33.33	1.50	18.75	0.00	0.00	2.00	25.00	1.54	19.27

Sr. No.	KGBV Code	Average Achievement Class wise(MATHEMATICS)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		TOTAL	
		marks (8)	% avg. (100)	marks (8)	% avg. (100)	marks (8)	% avg. (100)	marks (8)	% avg. (100)	marks (8)	% avg. (100)
78	KGBV-78(Sn/II/S)	0.14	1.79	1.50	18.75	0.71	8.93			0.59	7.37
79	KGBV-79(Sn/III/S)	2.00	25.00	1.33	16.67	2.20	27.50	0.00	0.00	1.38	17.29
80	KGBV-80(Sn/III/M)	4.00	50.00	6.50	81.25	1.00	12.50			2.88	35.94
81	KGBV-81(Vd/I/M)	0.20	2.50	2.21	27.63	1.95	24.43	0.14	1.79	1.13	14.09
82	KGBV-82(Vd/I/M)	1.04	13.04	1.31	16.41	1.83	22.88	0.32	3.98	1.13	14.08
83	KGBV-83(Vd/I/S)	1.54	19.23	1.68	20.97	3.24	40.55	0.74	9.24	1.80	22.50
84	KGBV-84(Vd/I/S)	4.00	50.00	2.67	33.33	4.68	58.55	2.85	35.65	3.55	44.38
85	KGBV-85(VI/I/S)	5.00	62.50	6.27	78.41	2.88	35.94	2.14	26.72	4.07	50.89
86	KGBV-86(VI/II/S)	2.23	27.88	1.89	23.61	2.67	33.33			1.70	21.21
<b>AVERAGE</b>		<b>2.73</b>	<b>34.07</b>	<b>3.08</b>	<b>38.51</b>	<b>2.57</b>	<b>32.17</b>	<b>1.53</b>	<b>19.06</b>	<b>2.48</b>	<b>30.95</b>

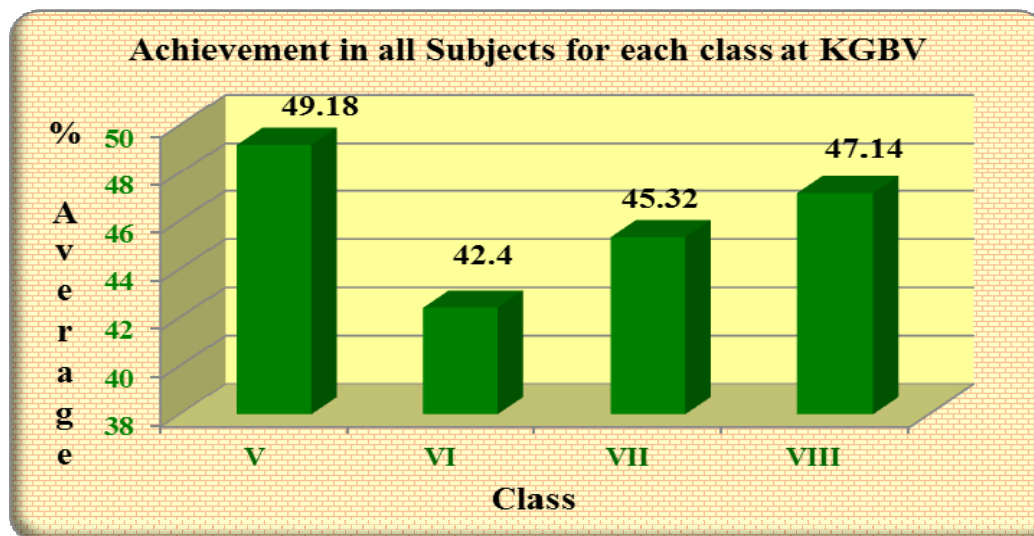
\*Shaded regions indicate that there were no students of that class in that particular KGBV

The overall performance of the girls at KGBV in the Mathematics section of the achievement test administered was 30.95%. KGBV-59(Pt/I/S) showed better performance, than other KGBVs especially in class V and class VI scoring 87.5%. The achievement of the most of the KGBVs is very poor in Mathematics. This is a serious issue as when basics in mathematics are not strong then their higher education is going to suffer.

Table\_3.5.16(a) Average achievement Class wise (**ALL SUBJECTS**) for different classification of KGBVs

Sr. No.	KGBV	Average Achievement Class wise(ALL subjects)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		ALL CALSSES TOGETHER	
		marks (50)	% avg. (100)	marks (50)	% avg. (100)	marks (50)	% avg. (100)	marks (50)	% avg. (100)	marks (50)	% avg. (100)
1	Managed by MS	16.91	33.82	14.14	28.28	18.00	36.00	17.50	35.00	16.62	33.24
2	Managed by SSA	25.84	51.68	23.02	46.04	24.28	48.56	25.24	50.48	24.51	49.02
	<b>Total</b>	<b>24.59</b>	<b>49.18</b>	<b>21.20</b>	<b>42.40</b>	<b>22.66</b>	<b>45.32</b>	<b>23.57</b>	<b>47.14</b>	<b>22.88</b>	<b>45.76</b>
1	TYPE I	25.65	51.30	21.64	43.28	22.94	45.88	23.13	46.26	23.18	46.36
2	TYPE II	21.81	43.62	18.82	37.64	19.09	38.18	22.63	45.26	20.37	40.74
3	TYPE III	23.75	47.50	21.17	42.34	23.76	47.52	25.80	51.60	23.49	46.98

Graph\_3.5 Achievement of all subjects for each class at KGBV of Gujarat State



From the above table it can be observed that if we look at the different classification of the KGBVs against the average performance, we find that the KGBVs managed by MS show lower performance than the others.

The graph\_3.5 shows the average achievement of all the subjects for each class at KGBV in each class. It reflects that there is not much variation in the average achievement amongst the classes when the results of all KGBVs of Gujarat State are considered.

Table\_3.5.16(b) Average achievement Class wise (**PHYSICAL EDUCATION**) for different classification of KGBVs

Sr. No.	KGBV	Average Achievement Class wise(Physical Education)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		ALL CALSSES TOGETHER	
		marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)
1	Managed by MS	2.93	41.86	4.11	58.71	3.69	52.71	3.44	49.14	3.63	51.86
2	Managed by SSA	4.57	65.29	5.19	74.14	4.81	68.71	4.76	68.00	4.85	69.29
<b>Total</b>		<b>4.34</b>	<b>62.00</b>	<b>4.97</b>	<b>71.00</b>	<b>4.52</b>	<b>64.57</b>	<b>4.48</b>	<b>64.00</b>	<b>4.60</b>	<b>65.71</b>
1	TYPE I	4.60	65.71	5.00	71.43	4.53	64.71	4.35	62.14	4.65	66.43
2	TYPE II	3.54	50.57	5.00	71.43	4.06	58.00	4.82	68.86	4.26	60.86
3	TYPE III	4.22	60.29	4.80	68.57	4.78	68.29	4.81	68.71	4.63	66.14

From the above table it can be observed that if we look at the different classification of the KGBVs against the average performance, we find that the KGBVs irrespective of the type or management class VI students are showing better performance in physical education.

Table\_3.5.16(c) Average achievement Class wise (**GUJARATI**) for different classification of KGBVs

Sr. No.	KGBV	Average Achievement Class wise(GUJARATI)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		ALL CALSSES TOGETHER	
		marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)
1	Managed by MS	1.45	20.71	0.78	11.14	1.23	17.57	3.28	46.86	1.54	22.00
2	Managed by SSA	2.70	38.57	1.89	27.00	2.11	30.14	4.64	66.29	2.67	38.14
<b>Total</b>		<b>2.51</b>	<b>35.86</b>	<b>1.66</b>	<b>23.71</b>	<b>1.88</b>	<b>26.86</b>	<b>4.35</b>	<b>62.14</b>	<b>2.44</b>	<b>34.86</b>
1	TYPE I	2.76	39.43	1.68	24.00	1.94	27.71	4.27	61.00	2.51	35.86
2	TYPE II	2.18	31.14	1.64	23.43	1.55	22.14	4.07	58.14	2.11	30.14
3	TYPE III	2.06	29.43	1.63	23.29	1.83	26.14	4.81	68.71	2.41	34.43

From the above table it can be observed that if we look at the different classification of the KGBVs against the average performance, we find that the KGBVs managed by MS show lower performance than the others.

Table\_3.5.16(d) Average achievement Class wise (**ENGLISH**) for different classification of KGBVs

Sr. No.	KGBV	Average Achievement Class wise( <b>ENGLISH</b> )									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		ALL CALSSES TOGETHER	
		marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)
1	Managed by MS	4.83	69.00	0.99	14.14	1.21	17.29	1.2	17.14	1.74	24.86
2	Managed by SSA	5.54	79.14	2.71	38.71	2.37	33.86	2.88	41.14	3.39	48.43
<b>Total</b>		<b>5.44</b>	<b>77.71</b>	<b>2.36</b>	<b>33.71</b>	<b>2.07</b>	<b>29.57</b>	<b>2.52</b>	<b>36.00</b>	<b>3.05</b>	<b>43.57</b>
1	TYPE I	5.43	77.57	2.56	36.57	2.13	30.43	2.52	36.00	3.05	43.57
2	TYPE II	5.52	78.86	1.35	19.29	1.75	25.00	2.1	30.00	2.92	41.71
3	TYPE III	5.42	77.43	2.28	32.57	2.02	28.86	2.72	38.86	3.18	45.43

From the table3.5.16(d) it can be observed that if we look at the different classification of the KGBVs against average performance, we find that the KGBVs managed by MS show lower performance than others except in class V. Type II KGBV shows very poor performance in class VI.

Table\_3.5.16(e) Average achievement Class wise (**HINDI**) for different classification of KGBVs

Sr. No.	KGBV	Average Achievement Class wise( <b>HINDI</b> )									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		ALL CALSSES TOGETHER	
		marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)
1	Managed by MS	0.64	9.14	1.40	20.00	3.24	46.29	1.11	15.86	1.87	26.71
2	Managed by SSA	1.64	23.43	2.38	34.00	4.62	66.00	2.22	31.71	2.74	39.14
<b>Total</b>		<b>1.49</b>	<b>21.29</b>	<b>2.18</b>	<b>31.14</b>	<b>4.26</b>	<b>60.86</b>	<b>1.98</b>	<b>28.29</b>	<b>2.56</b>	<b>36.57</b>
1	TYPE I	1.56	22.29	2.16	30.86	4.25	60.71	1.88	26.86	2.58	36.86
2	TYPE II	1.29	18.43	2.26	32.29	3.45	49.29	1.87	26.71	2.18	31.14
3	TYPE III	1.48	21.14	2.22	31.71	4.81	68.71	2.45	35.00	2.78	39.71

From the table\_3.5.16(e) it can be observed that if we look at the different classification of the KGBVs against the average performance, we find that the KGBVs managed by MS show lower performance than the others. Type II KGBV shows very poor performance in class VII.

Table\_3.5.16(f) Average achievement Class wise (**SCIENCE**) for different classification of KGBVs

Sr. No.	KGBV	Average Achievement Class wise( <b>SCIENCE</b> )									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		ALL CALSSES TOGETHER	
		marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)
1	Managed by MS	3.45	49.29	1.10	15.71	3.04	43.43	3.84	54.86	2.71	38.71
2	Managed by SSA	4.70	67.14	2.72	38.86	3.04	43.43	4.26	60.86	3.61	51.57
<b>Total</b>		<b>4.53</b>	<b>64.71</b>	<b>2.39</b>	<b>34.14</b>	<b>3.04</b>	<b>43.43</b>	<b>4.17</b>	<b>59.57</b>	<b>3.42</b>	<b>48.86</b>
1	TYPE I	4.62	66.00	2.43	34.71	2.97	42.43	4.18	59.71	3.41	48.71
2	TYPE II	4.31	61.57	2.05	29.29	3.17	45.29	4.25	60.71	3.36	48.00
3	TYPE III	4.44	63.43	2.45	35.00	3.23	46.14	4.08	58.29	3.54	50.57

From the above table it can be observed that if we look at the different classification of the KGBVs against the average performance, we find that the KGBVs managed by MS show lower performance than the others except in class VI and VIII. Type II KGBV shows very poor performance in class VI in Science.

Table\_3.5.16(g) Average achievement Class wise (**SOCIAL SCIENCE**) for different classification of KGBVs

Sr. No.	KGBV	Average Achievement Class wise( <b>SOCIAL SCIENCE</b> )									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		ALL CALSSES TOGETHER	
		marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)
1	Managed by MS	2.26	32.29	3.83	54.71	3.54	50.57	3.81	54.43	3.46	49.43
2	Managed by SSA	3.63	51.86	4.63	66.14	4.26	60.86	4.53	64.71	4.25	60.71
<b>Total</b>		<b>3.44</b>	<b>49.14</b>	<b>4.46</b>	<b>63.71</b>	<b>4.07</b>	<b>58.14</b>	<b>4.38</b>	<b>62.57</b>	<b>4.09</b>	<b>58.43</b>
1	TYPE I	3.66	52.29	4.55	65.00	4.16	59.43	4.33	61.86	4.20	60.00
2	TYPE II	2.77	39.57	3.91	55.86	3.38	48.29	4.13	59.00	3.43	49.00
3	TYPE III	3.34	47.71	4.52	64.57	4.18	59.71	4.69	67.00	4.13	59.00

From the table\_3.5.16(g) it can be observed that if we look at the different classification of the KGBVs against the average performance, we find that the KGBVs managed by MS and type II show lower performance than the others in social science subject.

Table\_3.5.16(h) Average achievement Class wise (**MATHEMATICS**) for different classification of KGBVs

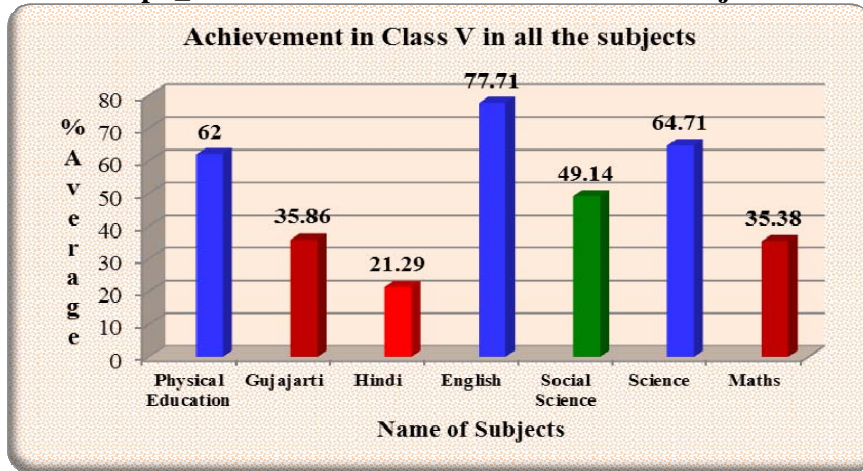
Sr. No.	KGBV	Average Achievement Classwise(MATHEMATICS)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		ALL CALSSES TOGETHER	
		marks (8)	% avg. (100)	marks (8)	% avg. (100)	marks (8)	% avg. (100)	marks (8)	% avg. (100)	marks (8)	% avg. (100)
1	Managed by MS	1.36	17.00	1.92	24.00	2.06	25.75	0.82	10.25	1.66	20.75
2	Managed by SSA	3.08	38.50	3.51	43.88	3.08	38.50	1.94	24.25	2.99	37.38
<b>Total</b>		<b>2.83</b>	<b>35.38</b>	<b>3.18</b>	<b>39.75</b>	<b>2.81</b>	<b>35.13</b>	<b>1.70</b>	<b>21.25</b>	<b>2.71</b>	<b>33.88</b>
1	TYPE I	3.03	37.88	3.27	40.88	2.96	37.00	1.60	20.00	2.80	35.00
2	TYPE II	2.20	27.50	2.62	32.75	1.71	21.38	1.37	17.13	2.09	26.13
3	TYPE III	2.79	34.88	3.26	40.75	2.90	36.25	2.25	28.13	2.84	35.50

From the above table it can be observed that overall achievement in the subject of mathematics is very low through the KGBVs in the state. The achievement in Mathematics is very poor in class VIII, irrespective of the type of management or type of KGBV. Achievement is much lower than the overall average with KGBVs managed by MS and Type II in all the classes.

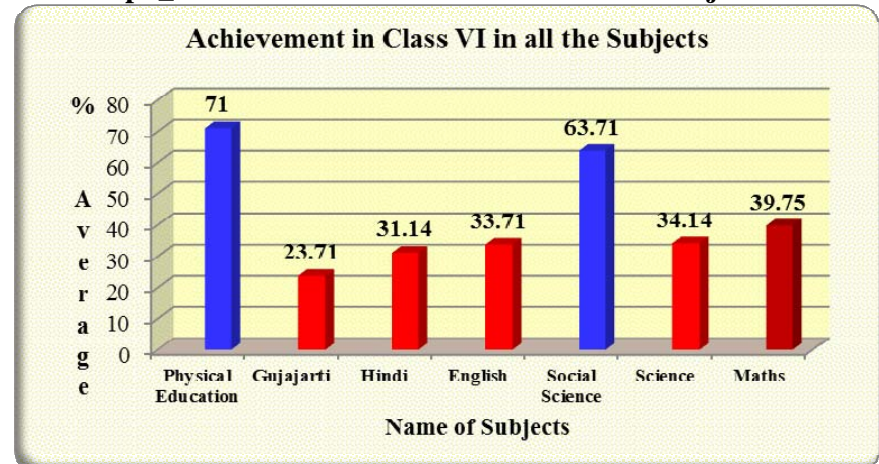
The achievement in all the subjects is not similar in each of the class at KGBV. The achievement in all the subjects, of girls of KGBV of Gujarat State, in each class can be graphically depicted as in Graph\_3.6, Graph\_3.7, Graph\_3.8 and Graph\_3.9. These graphs depict the data from tables 3.5.16(b)to(h).



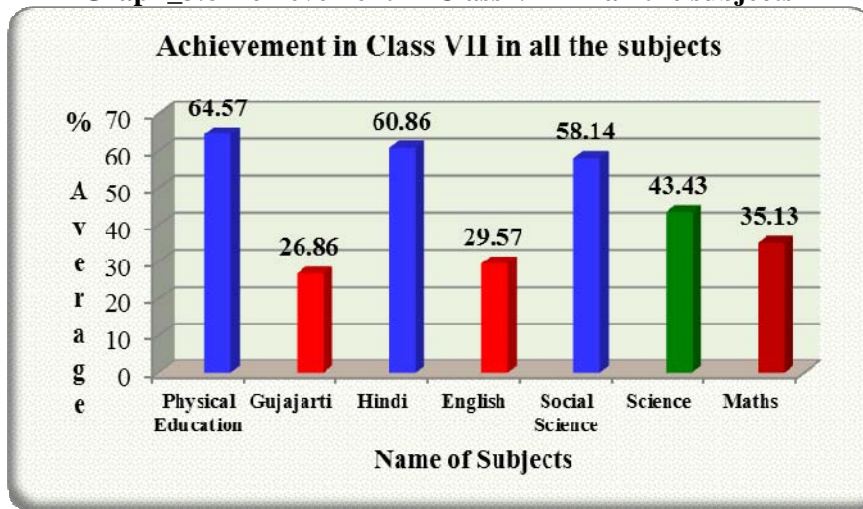
**Graph\_3.6 Achievement in Class V in all the subjects**



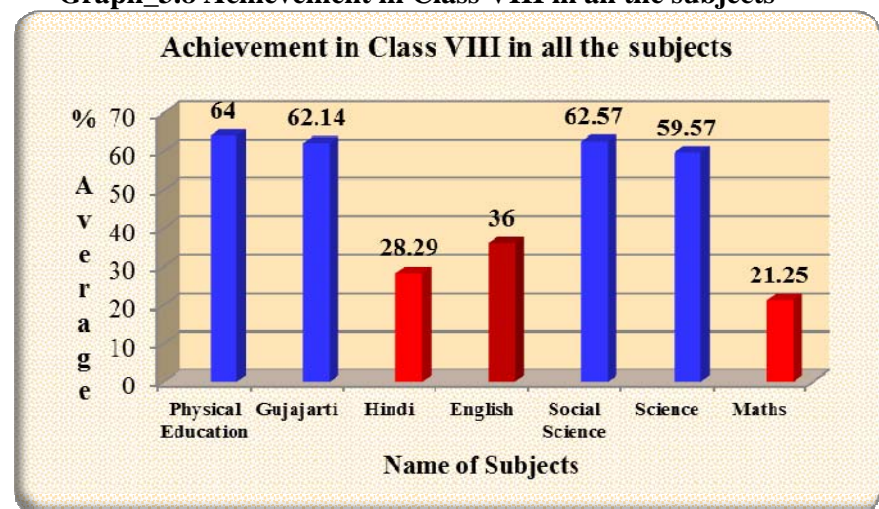
**Graph\_3.7 Achievement in Class VI in all the subjects**



**Graph\_3.8 Achievement in Class VII in all the subjects**



**Graph\_3.8 Achievement in Class VIII in all the subjects**

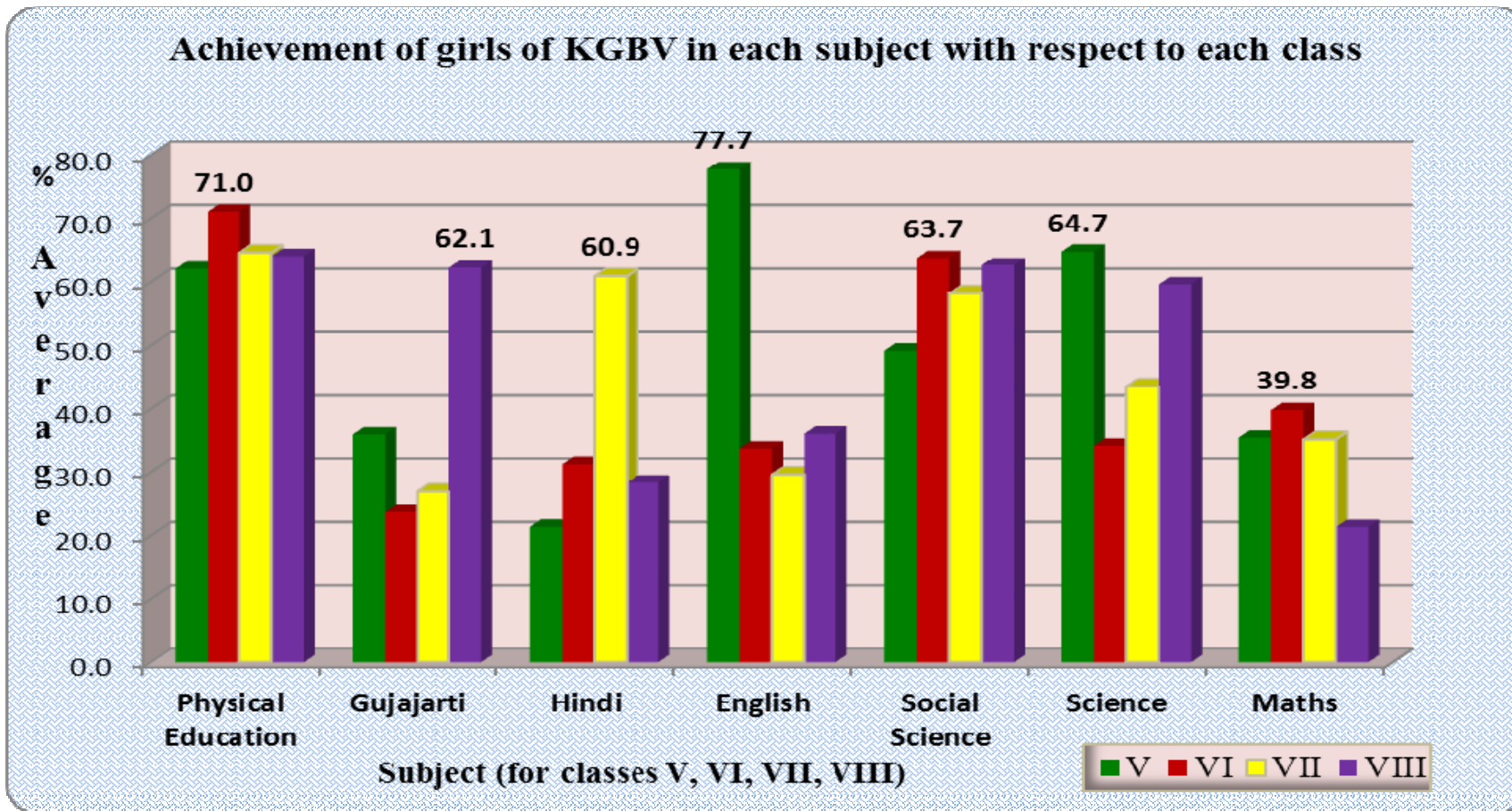


The following observations can be made in this regard from tables\_3.5.16(b)to(h) and the graphs 3.6 to 3.9:

- ❑ The average achievement of girls in physical education is good (above 62%) in all the classes. The girls from Class VI (71.0%) show better performance compared to other classes in physical education.
- ❑ The average achievement of girls in Gujarati is poor in all the classes except Class VIII (62.14%). Class VI and class VII show achievement below 30.0% while in class V it is 35.8%.
- ❑ The average achievement of girls in Hindi is poor in all the classes except Class VII (60.86%). The remaining classes score below 32.0%.
- ❑ The average achievement of girls in English is poor in all classes except Class V (77.71%). The remaining classes score 36.0% or below.
- ❑ The average achievement of girls in Social Science is good (above 62.0%) in all classes except for class V (49.14%).
- ❑ The average achievement of girls in Science is good in class V and class VIII poor in class VI.
- ❑ The average achievement of girls in Mathematics is poor in class VIII. The remaining classes show a little better picture on comparison.
- ❑ The average achievement of girls of KGBV from class VIII is better in four subjects of the seven (above 60.0%). It is poor (below 30.0%) in Hindi and Mathematics while a little higher in English (36.0%).
- ❑ The average achievement of girls of KGBV from class V is better in three subjects of the seven (above 60.0%). It is very poor in Hindi.
- ❑ The average achievement of the girls of KGBV in class VII is better in three subjects of the seven (above 58.0%). It is very poor (below 30.0%) in Gujarati and English.
- ❑ The average achievement of girls at KGBV in class VI is low compared to the other districts in all the subject except for Physical Education and Social Science. The scores in languages and science are very low and the score in mathematics is a also low.

The average achievement of each class in all the subjects can be shown in a comparative form for better clarification at a glance. The graph\_3.10 shows it in the next page.

Graph\_3.10 Comparison of achievement of girls of KGBV from all the class in each subject



\*The highest average achievement in each subject is specified over the respective bar.

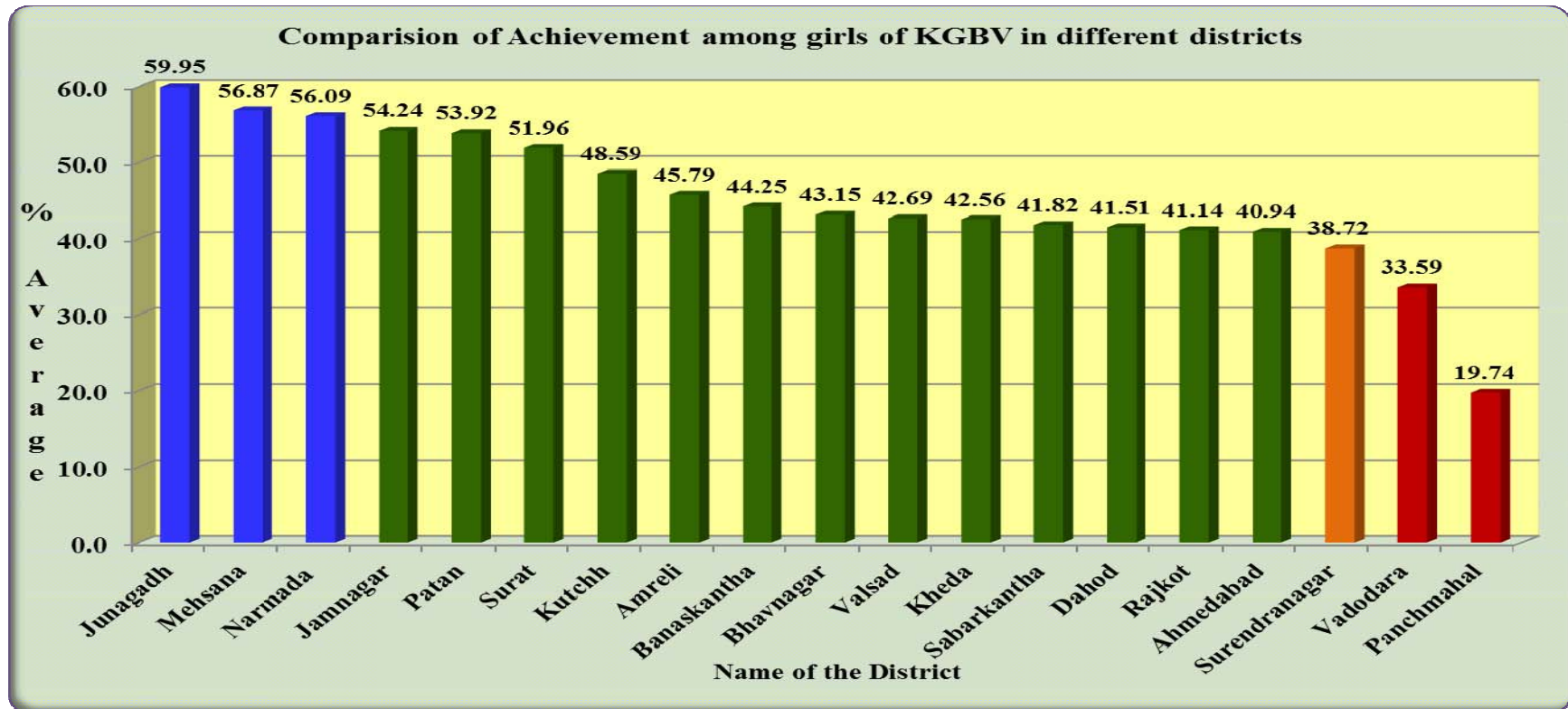
Table\_3.5.17(a) Average achievement in **ALL SUBJECTS** for districts of Gujarat having KGBVs

Sr. No.	District	Average Achievement Class wise (ALL subjects)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		ALL CALSSES	
		marks (50)	% avg. (100)	marks (50)	% avg. (100)	marks (50)	% avg. (100)	marks (50)	% avg. (100)	marks (50)	% avg. (100)
1	Ahmedabad	19.99	39.98	19.11	38.22	23.35	46.70	19.42	38.84	20.47	40.94
2	Amreli	25.57	51.14	20.57	41.14	24.17	48.34	21.26	42.52	22.89	45.79
3	Banaskantha	22.22	44.44	21.03	42.06	23.32	46.64	21.92	43.84	22.12	44.25
4	Bhavnagar	19.67	39.34	19.39	38.78	23.48	46.96	23.75	47.50	21.57	43.15
5	Dahod	21.35	42.70	22.15	44.30	18.24	36.48	21.28	42.56	20.76	41.51
6	Jamnagar	28.16	56.32	19.93	39.86	27.76	55.52	32.63	<b>65.26</b>	27.12	54.24
7	<b>Junagadh</b>	30.77	61.54	30.70	<b>61.40</b>	29.33	58.66	29.10	58.20	29.98	<b>59.95</b>
8	Kheda	19.83	39.66	17.07	<b>34.14</b>	21.71	43.42	26.50	53.00	21.28	42.56
9	Kutchh	24.94	49.88	19.22	38.44	29.02	58.04	24.00	48.00	24.30	48.59
10	<b>Mehsana</b>	32.68	<b>65.36</b>	22.41	44.82	32.06	<b>64.12</b>	26.58	53.16	28.43	56.87
11	Narmada	30.43	60.86	27.29	54.58	28.69	57.38	25.76	51.52	28.04	56.09
12	<b>Panchmahal</b>	<b>10.74</b>	<b>21.48</b>	<b>8.24</b>	<b>16.48</b>	<b>10.55</b>	<b>21.10</b>	<b>9.95</b>	<b>19.90</b>	<b>9.87</b>	<b>19.74</b>
13	Patan	29.01	58.02	26.54	53.08	24.80	49.60	27.49	54.98	26.96	53.92
14	Rajkot	21.48	42.96	18.20	36.40	20.05	40.10	22.50	45.00	20.56	41.12
15	Sabarkantha	19.88	39.76	17.69	35.38	24.70	49.40	21.37	42.74	20.91	41.82
16	Surat	25.78	51.56	27.20	54.40	24.25	48.50	26.68	53.36	25.98	51.96
17	Surendranagar	20.34	40.68	18.31	36.62	21.27	42.54	17.52	35.04	19.36	38.72
18	Vadodara	17.28	<b>34.56</b>	13.49	<b>26.98</b>	19.31	38.62	17.10	<b>34.20</b>	16.80	<b>33.59</b>
19	Valsad	15.25	<b>30.50</b>	21.39	42.78	21.58	43.16	27.16	54.32	21.35	42.69
	<b>TOTAL</b>	<b>24.59</b>	<b>49.18</b>	<b>21.20</b>	<b>42.40</b>	<b>22.66</b>	<b>45.32</b>	<b>23.57</b>	<b>47.14</b>	<b>22.88</b>	<b>45.76</b>

The above table reflects the average performance of the girls of the KGBV district wise in all subjects. Junagadh and Mehsana have shown better performance compared to other districts. Panchmahal district shows very poor performance. It is closely followed by Vadodara.

The average achievement of girls of KGBV of the districts in all subjects and all classes together can be represented in graphical form as below.

**Graph\_3.11 Comparison of Achievement among girls of KGBV in different districts of Gujarat State**



From the above graph we can say that when average performance of all the classes in all the subjects together is considered, the districts Junagadh, Mehsana and Narmada show better performance. While Panchmahal shows the lowest achievement which is followed by Vadodara and Surendranagar. The remaining districts fall between the range of 40.0%-55.0% in average achievement of the girls of the KGBVs of the state.

Table\_3.5.17(b) Average achievement in PHYSICAL EDUCATION for districts of Gujarat having KGBVs

Sr. No.	District	Average Achievement Classwise( PHYSICAL EDUCATION)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		ALL CALSSES	
		marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)
1	Ahmedabad	4.06	58.05	5.14	73.47	4.56	65.11	4.74	67.71	4.63	66.09
2	<b>Amreli</b>	5.47	<b>78.14</b>	5.01	71.57	6.35	<b>90.71</b>	5.25	75.00	5.52	<b>78.86</b>
3	Banaskantha	3.90	55.71	5.00	71.43	4.54	64.86	2.91	41.57	4.09	58.39
<b>4</b>	<b>Bhavnagar</b>	<b>1.45</b>	<b>20.71</b>	<b>1.69</b>	<b>24.14</b>	<b>1.79</b>	<b>25.57</b>	<b>1.37</b>	<b>19.57</b>	<b>1.58</b>	<b>22.50</b>
5	Dahod	4.16	59.43	4.15	59.29	3.71	53.00	3.89	55.57	3.98	56.82
6	Jamnagar	4.25	60.71	4.53	64.71	4.8	68.57	5.18	74.00	4.69	67.00
7	Junagadh	5.19	74.14	5.92	84.57	5.51	78.71	4.59	65.57	5.30	75.75
8	Kheda	4.06	58.00	3.71	53.00	5.24	74.86	5.67	<b>81.00</b>	4.67	66.71
9	Kutchh	4.89	69.86	4.94	70.57	5.48	78.29	3.81	54.43	4.78	68.29
10	<b>Mehsana</b>	5.14	73.43	6.35	<b>90.71</b>	5.71	81.57	5.25	75.00	5.61	80.18
11	Narmada	5.28	75.43	5.46	78.00	5.50	78.57	5.03	71.86	5.32	75.96
<b>12</b>	<b>Panchmahal</b>	<b>1.55</b>	<b>22.14</b>	<b>2.72</b>	<b>38.86</b>	<b>2.43</b>	<b>34.71</b>	<b>2.01</b>	<b>28.71</b>	<b>2.18</b>	<b>31.11</b>
13	Patan	4.78	68.29	5.72	81.71	5.14	73.43	5.23	74.71	5.22	74.54
14	Rajkot	3.96	56.57	4.64	66.29	4.10	58.57	5.08	72.57	4.45	63.50
15	Sabarkantha	3.52	50.29	5.29	75.57	5.49	78.43	4.25	60.71	4.64	66.25
16	Surat	3.85	55.00	5.28	75.43	4.47	63.86	4.78	68.29	4.60	65.64
17	Surendranagar	3.69	52.71	4.58	65.43	4.61	65.86	3.50	50.00	4.10	58.50
18	Vadodara	3.17	45.29	3.83	54.71	3.81	54.43	3.55	50.71	3.59	51.29
19	Valsad	2.08	<b>29.71</b>	4.87	69.57	4.51	64.43	4.92	70.29	4.10	58.50
	<b>TOTAL</b>	<b>4.34</b>	<b>62.00</b>	<b>4.97</b>	<b>71.00</b>	<b>4.52</b>	<b>64.57</b>	<b>4.48</b>	<b>64.00</b>	<b>4.60</b>	<b>65.71</b>

The above table reflects the average performance of the girls of the KGBV district wise in physical education. Amreli, Kheda and Mehsana have shown better performance compared to other districts. Bhavnagar and Panchmahal districts shows very poor performance.

**Table 3.5.17(c) Average achievement in GUJARATI for districts of Gujarat having KGBVs**

Sr. No.	District	Average Achievement Class wise( GUJARATI)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		ALL CALSSES	
		marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)
1	Ahmedabad	1.00	14.29	1.10	15.71	1.94	27.71	3.82	54.57	1.97	28.07
2	Amreli	1.97	28.14	1.00	14.29	1.32	18.86	2.11	30.14	1.60	22.86
3	Banaskantha	2.24	32.00	2.30	32.86	3.20	45.71	4.86	69.43	3.15	45.00
4	Bhavnagar	1.90	27.14	2.12	30.29	2.47	35.29	4.03	57.57	2.63	37.57
5	Dahod	1.23	17.57	1.54	22.00	1.58	22.57	4.38	62.57	2.18	31.18
6	<b>Jamnagar</b>	2.83	40.43	2.92	41.71	4.04	57.71	6.83	97.57	4.16	59.36
7	<b>Junagadh</b>	3.98	56.86	3.00	42.86	2.94	42.00	5.06	72.29	3.75	53.50
8	Kheda	3.28	46.86	1.75	25.00	3.53	50.43	6.50	92.86	3.77	53.79
9	Kutchh	1.71	24.43	1.77	25.29	2.96	42.29	4.81	68.71	2.81	40.18
10	Mehsana	3.64	52.00	2.82	40.29	3.88	55.43	6.50	92.86	4.21	60.14
11	Narmada	3.25	46.43	2.67	38.14	2.21	31.57	5.26	75.14	3.35	47.82
12	<b>Panchmahal</b>	<b>0.84</b>	<b>12.00</b>	<b>0.48</b>	<b>6.86</b>	<b>0.44</b>	<b>6.29</b>	<b>1.88</b>	<b>26.86</b>	<b>0.91</b>	<b>13.00</b>
13	Patan	3.40	48.57	1.53	21.86	1.23	17.57	5.32	76.00	2.87	41.00
14	Rajkot	2.92	41.71	2.09	29.86	3.25	46.43	5.08	72.57	3.34	47.64
15	Sabarkantha	2.33	33.29	1.22	17.43	2.39	34.14	4.30	61.43	2.56	36.57
16	Surat	3.00	42.86	2.28	32.57	2.03	29.00	4.53	64.71	2.96	42.29
17	Surendranagar	1.43	20.43	1.00	14.29	1.72	24.57	3.92	56.00	2.02	28.82
18	Vadodara	1.10	15.71	0.36	5.14	0.96	13.71	2.66	38.00	1.27	18.14
19	Valsad	2.00	28.57	1.66	23.71	1.17	16.71	3.53	50.43	2.09	29.86
<b>TOTAL</b>		<b>2.51</b>	<b>35.86</b>	<b>1.66</b>	<b>23.71</b>	<b>1.88</b>	<b>26.86</b>	<b>4.35</b>	<b>62.14</b>	<b>2.44</b>	<b>34.86</b>

The above table reflects the average performance of the girls of KGBV district wise in Gujarati. Junagadh and Jamnagar have shown better performance compared to other districts. Panchmahal district shows very poor performance. But over all the state performs very poor with its official language. The performance of class VIII is better compared to other classes.

**Table\_3.5.17(d)** Average achievement in **HINDI** for districts of Gujarat having KGBVs

Sr. No.	District	Average Achievement Class wise( HINDI)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		ALL CALSSES	
		marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)
1	Ahmedabad	1.24	17.71	2.27	32.43	4.65	66.43	1.69	24.14	2.46	35.18
2	Amreli	0.53	7.57	1.60	22.86	4.27	61.00	1.28	18.29	1.92	27.43
3	Banaskantha	1.45	20.71	2.89	41.29	5.02	71.71	2.11	30.14	2.87	40.96
4	Bhavnagar	0.71	10.14	2.30	32.86	5.13	73.29	1.22	17.43	2.34	33.43
5	Dahod	0.62	8.86	2.70	38.57	3.27	46.71	1.56	22.29	2.04	29.11
6	<b>Jamnagar</b>	2.81	40.14	2.21	31.57	5.91	84.43	4.03	57.57	3.74	53.43
7	Junagadh	2.37	33.86	3.32	47.43	5.26	75.14	2.67	38.14	3.41	48.64
8	Kheda	1.50	21.43	2.46	35.14	4.12	58.86	4.17	59.57	3.06	43.75
9	Kutchh	1.17	16.71	1.84	26.29	5.51	78.71	2.31	33.00	2.71	38.68
10	Mehsana	1.73	24.71	0.82	11.71	6.29	89.86	2.58	36.86	2.86	40.79
11	Narmada	2.47	35.29	2.69	38.43	5.37	76.71	2.33	33.29	3.22	45.93
12	<b>Panchmahal</b>	<b>0.40</b>	<b>5.71</b>	<b>0.68</b>	<b>9.71</b>	<b>2.04</b>	<b>29.14</b>	<b>0.47</b>	<b>6.71</b>	<b>0.90</b>	<b>12.82</b>
13	Patan	1.83	26.14	2.43	34.71	4.81	68.71	2.11	30.14	2.80	39.93
14	Rajkot	1.38	19.71	2.59	37.00	2.90	41.43	1.78	25.43	2.16	30.89
15	Sabarkantha	0.49	7.00	1.41	20.14	3.72	53.14	0.98	14.00	1.65	23.57
16	Surat	2.29	32.71	3.49	49.86	4.57	65.29	2.47	35.29	3.21	45.79
17	Surendranagar	0.82	11.71	2.08	29.71	4.09	58.43	1.51	21.57	2.13	30.36
18	Vadodara	0.42	6.00	1.32	18.86	3.59	51.29	0.83	11.86	1.54	22.00
19	Valsad	2.17	31.00	0.44	6.29	4.83	69.00	2.00	28.57	2.36	33.71
	<b>TOTAL</b>	<b>1.49</b>	<b>21.29</b>	<b>2.18</b>	<b>31.14</b>	<b>4.26</b>	<b>60.86</b>	<b>1.98</b>	<b>28.29</b>	<b>2.56</b>	<b>36.57</b>

The above table reflects the average performance of the girls of the KGBV district wise in Hindi. Class v performance is very poor in all the districts. Panchmahal scores the lowest in all classes. The performance of class VII is better compared to other classes.



**Table\_3.5.17(e)** Average achievement in **ENGLISH** for districts of Gujarat having KGBVs

Sr. No.	District	Average Achievement Class wise( ENGLISH)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		ALL CALSSES	
		marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)
1	Ahmedabad	4.63	66.14	1.46	20.86	1.88	26.86	0.89	12.71	2.22	31.64
2	Amreli	6.30	90.00	2.09	29.86	2.63	37.57	3.25	46.43	3.57	50.96
3	Banaskantha	5.15	73.57	1.89	27.00	1.82	26.00	1.37	19.57	2.56	36.54
4	Bhavnagar	4.91	70.14	2.39	34.14	1.90	27.14	2.04	29.14	2.81	40.14
5	Dahod	5.20	74.29	3.22	46.00	1.54	22.00	1.85	26.43	2.95	42.18
6	Jamnagar	6.09	87.00	1.90	27.14	2.92	41.71	3.40	48.57	3.58	51.11
7	<b>Junagadh</b>	6.29	89.86	3.72	53.14	3.37	48.14	3.30	47.14	4.17	59.57
8	Kheda	4.00	57.14	1.14	16.29	0.71	10.14	2.33	33.29	2.05	29.21
9	Kutchh	6.02	86.00	1.56	22.29	4.06	58.00	3.69	52.71	3.83	54.75
10	Mehsana	5.77	82.43	2.94	42.00	3.71	53.00	2.00	28.57	3.61	51.50
11	Narmada	5.62	80.29	3.80	54.29	3.54	50.57	2.38	34.00	3.84	54.79
12	<b>Panchmahal</b>	<b>3.20</b>	<b>45.71</b>	<b>0.55</b>	<b>7.86</b>	<b>0.72</b>	<b>10.29</b>	<b>0.49</b>	<b>7.00</b>	<b>1.24</b>	<b>17.71</b>
13	Patan	5.43	77.57	3.10	44.29	2.78	39.71	3.71	53.00	3.76	53.64
14	Rajkot	5.86	83.71	1.78	25.43	2.15	30.71	1.56	22.29	2.84	40.54
15	Sabarkantha	5.18	74.00	1.42	20.29	2.39	34.14	2.56	36.57	2.89	41.25
16	Surat	5.77	82.43	3.90	55.71	2.86	40.86	3.24	46.29	3.94	56.32
17	Surendranagar	4.64	66.29	1.55	22.14	1.52	21.71	2.54	36.29	2.56	36.61
18	Vadodara	4.28	61.14	0.76	10.86	0.70	10.00	0.62	8.86	1.59	22.71
19	<b>Valsad</b>	6.17	88.14	2.83	40.43	1.95	27.86	5.57	79.57	4.13	59.00
<b>TOTAL</b>		<b>5.44</b>	<b>77.71</b>	<b>2.36</b>	<b>33.71</b>	<b>2.07</b>	<b>29.57</b>	<b>2.52</b>	<b>36.00</b>	<b>3.05</b>	<b>43.57</b>

The above table reflects the average performance of the girls of the KGBV district wise in English. Class V of Amreli, Kutch, Junagadh, Valsad have shown very good performance compared to other class in all the districts. Panchmahal district shows very poor performance except for class V. the performance of class V is better compared to other classes.

**Table 3.5.17(f)** Average achievement in **SOCIAL SCIENCE** for districts of Gujarat having KGBVs

Sr. No.	District	Average Achievement Class wise( SOCIAL SCIENCE)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		ALL CALSSES	
		marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)
1	Ahmedabad	2.65	37.86	4.26	60.86	4.41	63.00	3.69	52.71	3.75	53.61
2	Amreli	3.93	56.14	3.70	52.86	3.52	50.29	3.83	54.71	3.75	53.50
3	Banaskantha	3.46	49.43	4.21	60.14	3.64	52.00	3.78	54.00	3.77	53.89
4	Bhavnagar	2.64	37.71	3.78	54.00	3.65	52.14	5.17	73.86	3.81	54.43
5	Dahod	3.02	43.14	4.78	68.29	3.34	47.71	3.89	55.57	3.76	53.68
6	Jamnagar	3.81	54.43	4.06	58.00	4.28	61.14	5.25	75.00	4.35	62.14
7	<b>Junagadh</b>	3.76	53.71	5.30	<b>75.71</b>	4.89	69.86	5.35	<b>76.43</b>	4.83	68.93
8	Kheda	1.56	<b>22.29</b>	3.46	49.43	2.82	40.29	4.17	59.57	3.00	42.89
9	Kutchh	3.56	50.86	3.88	55.43	4.18	59.71	4.31	61.57	3.98	56.89
10	Mehsana	5.05	72.14	5.00	71.43	4.94	70.57	4.00	57.14	4.75	67.82
11	<b>Narmada</b>	4.69	67.00	4.74	67.71	5.48	<b>78.29</b>	4.88	69.71	4.95	<b>70.68</b>
12	<b>Panchmahal</b>	<b>1.59</b>	<b>22.71</b>	<b>2.21</b>	<b>31.57</b>	<b>1.76</b>	<b>25.14</b>	<b>2.15</b>	<b>30.71</b>	<b>1.93</b>	<b>27.54</b>
13	Patan	3.96	56.57	4.85	69.29	3.87	55.29	4.68	66.86	4.34	62.00
14	Rajkot	3.10	44.29	4.21	60.14	2.90	41.43	3.58	51.14	3.45	49.25
15	Sabarkantha	3.04	43.43	4.19	59.86	4.32	61.71	4.06	58.00	3.90	55.75
16	Surat	3.70	52.86	5.06	72.29	4.60	65.71	4.74	67.71	4.53	64.64
17	Surendranagar	2.90	41.43	4.23	60.43	4.13	59.00	4.30	61.43	3.89	55.57
18	Vadodara	2.65	37.86	4.22	60.29	4.11	58.71	4.08	58.29	3.77	53.79
19	<b>Valsad</b>	5.17	<b>73.86</b>	5.13	73.29	3.31	47.29	3.76	53.71	4.34	62.04
	<b>TOTAL</b>	<b>3.44</b>	<b>49.14</b>	<b>4.46</b>	<b>63.71</b>	<b>4.07</b>	<b>58.14</b>	<b>4.38</b>	<b>62.57</b>	<b>4.09</b>	<b>58.43</b>

The above table reflects the average performance of the girls of the KGBV district wise in Social Science. Junagadh , Narmada and Valsad have shown better performance compared to other districts. Panchmahal district shows very poor performance.

**Table\_3.5.17(g)** Average achievement in **SCIENCE** for districts of Gujarat having KGBVs

Sr. No.	District	Average Achievement Class wise( SCIENCE)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		ALL CALSSES	
		marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)	marks (7)	% avg. (100)
1	Ahmedabad	3.99	57.00	2.00	28.57	3.70	52.86	3.67	52.43	3.34	47.71
2	Amreli	4.77	68.14	2.50	35.71	3.57	51.00	4.08	58.29	3.73	53.29
3	Banaskantha	3.62	51.71	2.25	32.14	2.86	40.86	3.66	52.29	3.10	44.25
4	Bhavnagar	3.72	53.14	2.59	37.00	2.91	41.57	4.18	59.71	3.35	47.86
5	Dahod	4.16	59.43	2.00	28.57	3.56	50.86	4.19	59.86	3.48	49.68
6	Jamnagar	5.18	74.00	1.64	23.43	2.58	36.86	4.65	66.43	3.51	50.18
7	Junagadh	5.19	74.14	3.94	56.29	3.28	46.86	4.86	69.43	4.32	61.68
8	Kheda	4.11	58.71	1.82	26.00	3.24	46.29	3.67	52.43	3.21	45.86
9	Kutchh	4.56	65.14	2.43	34.71	3.80	54.29	4.06	58.00	3.71	53.04
10	Mehsana	5.91	84.43	1.59	22.71	4.12	58.86	3.92	56.00	3.89	55.50
11	Narmada	5.51	78.71	3.60	51.43	3.45	49.29	4.21	60.14	4.19	59.89
12	<b>Panchmahal</b>	<b>2.60</b>	<b>37.14</b>	<b>0.78</b>	<b>11.14</b>	<b>2.24</b>	<b>32.00</b>	<b>2.48</b>	<b>35.43</b>	<b>2.03</b>	<b>28.93</b>
13	Patan	5.04	72.00	3.25	46.43	2.94	42.00	4.25	60.71	3.87	55.29
14	Rajkot	3.68	52.57	1.96	28.00	3.65	52.14	4.28	61.14	3.39	48.46
15	Sabarkantha	4.24	60.57	2.14	30.57	3.27	46.71	4.02	57.43	3.42	48.82
16	Surat	4.52	64.57	3.14	44.86	2.67	38.14	4.25	60.71	3.65	52.07
17	Surendranagar	3.89	55.57	1.78	25.43	3.21	45.86	3.73	53.29	3.15	45.04
18	Vadodara	3.96	56.57	1.03	14.71	3.21	45.86	4.35	62.14	3.14	44.82
19	Valsad	5.83	83.29	2.38	34.00	3.05	43.57	5.19	74.14	4.11	58.75
	<b>TOTAL</b>	<b>4.53</b>	<b>64.71</b>	<b>2.39</b>	<b>34.14</b>	<b>3.04</b>	<b>43.43</b>	<b>4.17</b>	<b>59.57</b>	<b>3.42</b>	<b>48.86</b>

The above table reflects the average performance of the girls of the KGBV district wise in Science. Narmada, Mehsana, Valsad and Jamnagar have shown very good performance compared to other class in all the districts. Panchmahal district shows very poor performance except for class V. The performance of class VI is poor in most of the districts.

**Table\_3.5.17(h)** Average achievement in **MATHEMATICS** for districts of Gujarat having KGBVs

Sr. No.	District	Average Achievement Class wise( MATHEMATICS)									
		CLASS V		CLASS VI		CLASS VII		CLASS VIII		ALL CALSSES	
		marks (8)	% avg. (100)	marks (8)	% avg. (100)	marks (8)	% avg. (100)	marks (8)	% avg. (100)	marks (8)	% avg. (100)
1	Ahmedabad	2.41	30.13	2.89	36.13	2.18	27.25	0.92	11.50	2.10	30.00
2	Amreli	2.60	32.50	4.68	58.50	2.52	31.50	2.06	25.75	2.97	42.36
3	Banaskantha	2.39	29.88	2.48	31.00	2.23	27.88	1.64	20.50	2.19	31.21
4	Bhavnagar	1.93	24.13	1.71	21.38	2.65	33.13	1.71	21.38	2.00	28.57
5	Dahod	2.97	37.13	3.78	47.25	1.75	21.88	0.87	10.88	2.34	33.46
6	Jamnagar	3.18	39.75	2.66	33.25	3.23	40.38	3.30	41.25	3.09	44.18
7	<b>Junagadh</b>	3.99	49.88	5.50	68.75	4.08	51.00	2.36	29.50	3.98	56.89
8	Kheda	1.33	16.63	2.71	33.88	2.06	25.75	0.00	0.00	1.53	21.79
9	Kutchh	3.03	37.88	2.79	34.88	3.03	37.88	1.00	12.50	2.46	35.18
10	<b>Mehsana</b>	5.45	68.13	2.88	36.00	3.41	42.63	2.33	29.13	3.52	50.25
11	Narmada	3.60	45.00	4.33	54.13	3.14	39.25	1.67	20.88	3.19	45.50
12	<b>Panchmahal</b>	0.57	7.13	0.82	10.25	0.91	11.38	0.47	5.88	0.69	9.89
13	<b>Patan</b>	4.56	57.00	5.66	70.75	4.03	50.38	2.20	27.50	4.11	58.75
14	Rajkot	0.58	7.25	0.93	11.63	1.10	13.75	1.14	14.25	0.94	13.39
15	Sabarkantha	1.10	13.75	2.04	25.50	3.12	39.00	1.20	15.00	1.87	26.64
16	Surat	2.66	33.25	4.06	50.75	3.05	38.13	2.68	33.50	3.11	44.46
17	Surendranagar	2.96	37.00	3.09	38.63	1.99	24.88	1.58	19.75	2.41	34.36
18	Vadodara	1.70	21.25	1.97	24.63	2.93	36.63	1.01	12.63	1.90	27.18
19	Valsad	5.00	62.50	4.08	51.00	2.77	34.63	2.18	27.25	3.51	50.11
<b>TOTAL</b>		<b>2.83</b>	<b>35.38</b>	<b>3.18</b>	<b>39.75</b>	<b>2.81</b>	<b>35.13</b>	<b>1.70</b>	<b>21.25</b>	<b>2.71</b>	<b>33.88</b>

The average performance of girls of the KGBV district wise in Mathematics is in a very sorry state with almost all districts except for Patan and Junagadh. The performance in class VIII is very bad in all the districts except Jamnagar district. Panchmahal district shows lowest performance.

**Table 3.5.18 Comparison of Achievement with Attendance of teachers and students and PTR (District wise)**

Sr. No.	District	% Average Achievement ALL CLASSES together								% Attendance (DoV)		PTR	
		PE	Gujarati	Hindi	English	SS	Science	Maths	All Subjects	Teachers	Students	Records	DoV
1	Ahmedabad	66.09	28.07	35.18	31.64	53.61	47.71	30.00	40.94	75.00	60.22	16.81	13.50
2	Amreli	78.86	22.86	27.43	50.96	53.50	53.29	42.36	45.79	46.15	79.05	11.38	19.50
3	Banaskantha	58.39	45.00	40.96	36.54	53.89	44.25	31.21	44.25	90.24	76.91	15.95	13.59
4	Bhavnagar	22.50	37.57	33.43	40.14	54.43	47.86	28.57	43.15	83.33	59.69	21.78	15.60
5	Dahod	56.82	31.18	29.11	42.18	53.68	49.68	33.46	41.51	92.31	75.99	16.23	13.36
6	Jamnagar	67.00	59.36	53.43	51.11	62.14	50.18	44.18	54.24	77.78	88.52	23.22	26.43
7	Junagadh	75.75	53.50	48.64	59.57	68.93	61.68	56.89	59.95	77.27	94.25	14.23	17.35
8	<b>Kheda</b>	66.71	53.79	43.75	29.21	42.89	45.86	21.79	42.56	50.00	85.15	50.50	86.00
9	Kutchh	68.29	40.18	38.68	54.75	56.89	53.04	35.18	48.59	100.00	77.31	19.64	15.18
10	Mehsana	80.18	60.14	40.79	51.50	67.82	55.50	50.25	56.87	80.00	45.54	22.40	12.75
11	Narmada	75.96	47.82	45.93	54.79	70.68	59.89	45.50	56.09	75.00	91.79	17.25	21.11
12	<b>Panchmahal</b>	31.11	13.00	12.82	17.71	27.54	28.93	9.89	19.74	86.21	65.32	15.31	11.60
13	Patan	74.54	41.00	39.93	53.64	62.00	55.29	58.75	53.92	92.00	81.76	19.96	17.74
14	Rajkot	63.50	47.64	30.89	40.54	49.25	48.46	13.39	41.12	62.50	72.03	17.88	20.60
15	Sabarkantha	66.25	36.57	23.57	41.25	55.75	48.82	26.64	41.82	106.25	93.17	15.56	13.65
16	Surat	65.64	42.29	45.79	56.32	64.64	52.07	44.46	51.96	87.50	92.52	20.06	21.21
17	Surendranagar	58.50	28.82	30.36	36.61	55.57	45.04	34.36	38.72	92.31	86.40	17.54	16.42
18	Vadodara	51.29	18.14	22.00	22.71	53.79	44.82	27.18	33.59	91.67	91.02	20.42	20.27
19	Valsad	58.50	29.86	33.71	59.00	62.04	58.75	50.11	42.69	100.00	96.49	17.10	16.50
<b>Average</b>		<b>65.71</b>	<b>34.86</b>	<b>36.57</b>	<b>43.57</b>	<b>58.43</b>	<b>48.86</b>	<b>33.88</b>	<b>45.76</b>	<b>86.69</b>	<b>79.66</b>	<b>17.69</b>	<b>16.25</b>

The above table reflects the comparison of the PTR against the achievement of the girls amongst the KGBVs of the districts of Gujarat State.

The following observations can be made:

- ❑ Junagadh has the best PTR in KGBV amongst all districts. It also stands as a best performer in all subjects except for Hindi and Gujarati.

- ❑ Mehsana shows best performance in PE and Gujarati, while it has the highest PTR value.
- ❑ Valsad and Patan show good performance in English. Kheda and Panchmahal show the lowest achievement among the girls of KGBV.
- ❑ Patan shows the best performance in Mathematics among all the districts of Gujarat having KGBV.
- ❑ Narmada shows good performance in all subjects except the languages and Mathematics.
- ❑ Panchmahal shows very poor performance in all the subjects inspite of having a good PTR, but the district shows low attendance on the day of visit.

**Table\_3.5.19 Comparison of Achievement with Attendance of teachers and students and PTR (KGBV wise)**

Sr. No.	KGBV Code	% Average Achievement ALL CLASSES together								% Attendance (DoV)		PTR	
		PE	Gujarati	Hindi	English	SS	Science	Maths	All Subjects	Teachers	Students	Record	DoV
1	KGBV-01(Ah/I/S)	68.83	24.59	28.46	33.64	49.17	47.98	14.50	37.70	40.00	44.68	18.80	21.00
2	KGBV-02(Ah/III/S)	67.55	26.96	31.02	26.05	63.23	50.90	26.37	41.42	100.00	43.08	21.67	9.33
3	KGBV-03(Ah/III/S)	57.77	44.74	47.99	28.42	47.16	41.87	30.42	42.38	100.00	96.08	12.75	12.25
4	KGBV-04(Ah/III/S)	70.20	16.11	33.24	38.48	54.83	50.36	33.72	42.25	75.00	72.88	14.75	14.33
5	KGBV-05(Am/I/S)	86.34	28.10	32.04	49.98	58.37	57.38	44.03	50.75	28.57	90.63	13.71	43.50
6	KGBV-06(Am/III/S)	71.34	17.58	22.79	51.96	48.63	49.17	30.03	41.41	66.67	57.69	8.67	7.50
7	KGBV-07(Ba/I/S)	33.64	12.64	15.00	11.46	18.79	22.44	4.35	16.65	66.67	68.00	33.33	34.00
8	KGBV-08(Ba/II/M)	34.46	11.79	26.07	33.75	41.25	22.14	15.78	26.25	100.00	87.50	10.00	8.75
9	KGBV-09(Ba/II/M)	47.62	36.31	30.36	28.57	39.29	25.60	15.63	31.58	100.00	83.33	9.00	7.50
10	KGBV-10(Ba/I/S)	89.13	87.71	86.54	87.45	87.86	66.75	52.21	79.11	100.00	98.33	17.14	16.86
11	KGBV-11(Ba/III/S)	66.09	17.50	36.65	30.40	50.10	43.63	29.51	38.93	100.00	74.60	21.00	15.67
12	KGBV-12(Ba/III/S)	70.41	69.25	49.28	45.79	53.25	55.73	41.69	54.79	100.00	85.71	21.00	18.00
13	KGBV-13(Ba/II/S)	42.79	32.76	32.50	28.04	44.25	45.43	16.82	34.30	100.00	60.00	7.50	4.50
14	KGBV-14(Ba/I/S)	76.21	67.19	60.08	49.09	74.04	51.67	34.91	58.54	83.33	75.56	15.00	13.60
15	KGBV-15(Ba/I/S)	57.72	41.43	35.58	22.00	48.30	32.64	25.50	37.35	100.00	72.46	23.00	16.67
16	KGBV-16(Ba/II/S)	66.07	38.39	38.10	28.87	55.06	50.30	26.56	43.00	50.00	34.88	10.75	7.50
17	KGBV-17(Bh/I/S)	87.95	61.10	50.33	69.79	82.86	69.67	40.42	65.50	100.00	57.94	26.75	15.50
18	KGBV-18(Bh/III/S)	71.96	50.42	41.01	60.77	68.21	62.08	42.19	56.38	100.00	28.57	28.00	8.00
19	KGBV-19(Bh/I/S)	16.33	3.49	16.33	9.52	12.50	13.69	4.99	10.86	100.00	72.22	18.00	13.00
20	KGBV-20(Bh/I/S)	62.42	18.15	24.51	21.29	39.29	42.05	21.95	32.59	50.00	63.41	20.50	26.00
21	KGBV-21(Bh/III/S)	47.07	21.00	31.63	29.17	41.11	34.95	11.64	30.55	100.00	84.00	25.00	21.00
22	KGBV-22(Bh/I/S)	64.29	42.50	36.73	35.61	45.61	34.85	18.21	39.26	75.00	59.02	15.25	12.00

Table\_3.5.19 Comparison of Achievement with Attendance of teachers and students and PTR (KGBV wise) [... contd. ... ]

Sr. No.	KGBV Code	% Average Achievement ALL CLASSES together								% Attendance (DoV)		PTR	
		PE	Gujarati	Hindi	English	SS	Science	Maths	All Subjects	Teachers	Students	Record	DoV
23	KGBV-23(Da/I/S)	58.66	41.57	39.29	42.05	68.11	54.58	24.70	46.55	100.00	73.60	15.63	11.50
24	KGBV-24(Da/I/S)	41.87	10.18	8.45	32.46	37.37	34.66	23.67	26.89	100.00	76.04	13.71	10.43
25	KGBV-25(Da/I/S)	67.81	28.33	34.96	59.30	67.44	51.39	37.05	49.22	100.00	95.61	19.00	18.17
26	KGBV-26(Da/I/S)	74.23	32.27	25.68	47.25	59.56	47.71	19.05	43.19	100.00	77.45	25.50	19.75
27	KGBV-27(Da/III/S)	61.60	33.49	28.32	35.07	54.80	52.48	36.18	43.00	100.00	82.76	21.75	18.00
28	KGBV-28(Da/II/S)	46.43	46.43	50.00	32.14	32.14	32.14	28.13	38.00	66.67	54.55	7.33	6.00
29	KGBV-29(Da/I/S)	32.31	5.78	9.01	21.60	31.63	32.14	24.26	22.43	75.00	49.23	16.25	10.67
30	KGBV-30(Ja/I/S)	82.29	74.94	69.74	62.24	62.58	57.71	48.62	65.11	83.33	84.76	17.50	17.80
31	KGBV-31(Ja/III/S)	61.38	54.69	54.03	46.13	60.08	43.56	28.48	49.34	50.00	92.73	27.50	51.00
32	KGBV-32(Ja/III/S)	38.85	24.07	22.14	32.76	45.12	32.62	28.61	31.96	100.00	91.84	49.00	45.00
33	KGBV-33(Ju/I/S)	90.96	69.68	66.75	68.35	76.33	65.26	63.08	71.32	100.00	93.65	21.00	19.67
34	KGBV-34(Ju/III/S)	64.69	35.32	43.69	46.18	67.47	51.13	40.39	49.65	25.00	98.00	12.50	49.00
35	KGBV-35(Ju/III/S)	77.20	35.18	32.08	63.93	75.00	59.85	49.19	55.93	75.00	98.04	12.75	16.67
36	KGBV-36(Ju/II/S)	72.64	55.37	37.27	40.54	56.63	62.09	34.03	50.88	50.00	96.00	25.00	48.00
37	KGBV-37(Ju/II/S)	67.14	67.42	58.57	63.73	56.98	60.24	57.47	61.57	100.00	85.00	10.00	8.50
38	KGBV-38(Ju/II/S)	81.93	39.89	43.70	62.83	62.07	54.17	47.22	55.80	100.00	93.22	11.80	11.00
39	KGBV-39(Ku/II/S)	64.29	18.13	27.75	40.93	32.19	49.18	41.39	39.17	100.00	69.64	28.00	19.50
40	KGBV-40(Ku/I/S)	90.95	74.00	55.32	85.27	82.22	66.23	46.76	71.04	100.00	84.76	35.00	29.67
41	KGBV-41(Ku/III/S)	63.10	42.38	43.10	46.19	57.62	45.71	18.54	44.70	100.00	94.23	13.00	12.25
42	KGBV-42(Ku/I/S)	61.85	36.43	37.17	47.62	58.84	48.51	29.66	45.40	100.00	85.54	20.75	17.75
43	KGBV-43(Ku/II/S)	30.00	15.00	5.00	24.29	15.71	23.57	7.50	17.10	100.00	90.91	14.67	13.33



Table\_3.5.19 Comparison of Achievement with Attendance of teachers and students and PTR (KGBV wise) [... contd. ... ]

Sr. No.	KGBV Code	% Average Achievement ALL CLASSES together								% Attendance (DoV)		PTR	
		PE	Gujarati	Hindi	English	SS	Science	Maths	All Subjects	Teachers	Students	Record	DoV
44	KGBV-44(Ku/II/S)	32.50	11.79	12.86	28.93	38.21	32.86	15.94	24.55	100.00	54.29	17.50	9.50
45	KGBV-45(Ku/III/S)	17.86	0.00	0.00	17.86	10.71	10.71	12.50	10.00	100.00	83.33	12.00	10.00
46	KGBV-46(Ku/II/S)	17.86	0.00	3.57	25.00	10.71	17.86	6.25	11.50	100.00	21.21	16.50	3.50
47	KGBV-47(Kh/I/S)	66.69	53.78	43.74	29.22	42.89	45.84	19.08	42.56	50.00	85.15	50.50	86.00
48	KGBV-48(Me/I/S)	80.16	60.15	40.82	51.50	67.81	55.47	44.01	56.87	80.00	45.54	22.40	12.75
49	KGBV-49(Na/I/S)	74.11	37.06	48.35	52.43	69.95	57.28	34.57	53.02	40.00	84.85	19.80	42.00
50	KGBV-50(Na/I/S)	77.87	58.54	43.50	57.20	71.49	62.46	45.05	59.16	100.00	98.15	15.43	15.14
51	KGBV-51(Pc/II/M)	43.71	11.70	19.15	32.03	47.73	41.80	18.41	30.40	80.00	93.67	15.80	18.50
52	KGBV-52(Pc/I/M)	15.27	2.94	5.77	3.56	17.19	17.05	1.67	8.92	100.00	64.23	24.60	15.80
53	KGBV-53(Pc/I/S)	56.64	42.04	31.48	34.38	54.74	50.81	19.45	40.93	57.14	10.53	13.57	2.50
54	KGBV-54(Pc/I/S)	14.63	2.28	1.62	9.09	12.43	18.23	2.17	8.51	100.00	89.38	18.83	16.83
55	KGBV-55(Pc/II/M)	15.82	1.02	3.57	0.00	6.12	3.06	0.89	4.29	100.00	90.48	7.00	6.33
56	KGBV-56(Pc/II/M)	13.69	3.57	3.57	0.00	1.79	7.14	1.56	4.42	100.00	53.85	4.33	2.33
57	KGBV-57(Pt/I/S)	80.15	56.58	48.20	64.92	70.03	56.00	45.44	59.89	100.00	84.55	24.60	20.80
58	KGBV-58(Pt/I/S)	79.65	36.45	37.58	54.91	70.58	57.98	54.92	55.99	100.00	85.59	23.60	20.20
59	KGBV-59(Pt/I/S)	85.28	46.11	37.04	67.33	69.42	58.05	67.10	61.59	100.00	89.58	19.20	17.20
60	KGBV-60(Pt/I/S)	65.30	31.01	42.81	43.32	55.08	51.03	40.73	46.91	100.00	96.00	15.00	14.40
61	KGBV-61(Pt/I/S)	62.16	34.80	34.05	37.74	44.78	53.54	48.78	45.19	60.00	51.72	17.40	15.00
62	KGBV-62(Ra/I/M)	67.43	56.13	36.32	44.81	55.89	51.40	11.39	45.50	50.00	57.14	19.25	22.00
63	KGBV-63(Ra/III/S)									100.00	100.00	6.00	6.00
64	KGBV-64(Ra/II/M)	59.57	39.18	25.43	36.24	42.69	45.47	12.05	36.73	66.67	88.33	20.00	26.50

\*Shaded region with on figures indicates that there were no students of class V, class VI, class VII and class VIII in that particular KGBV.

Table\_3.5.19 Comparison of Achievement with Attendance of teachers and students and PTR (KGBV wise) [... contd.]

Sr. No.	KGBV Code	% Average Achievement ALL CLASSES together								% Attendance (DoV)		PTR	
		PE	Gujarati	Hindi	English	SS	Science	Maths	All Subjects	Teachers	Students	Record	DoV
65	KGBV-65(Sb/I/M)	67.18	41.02	26.65	41.45	64.23	46.05	33.74	45.52	120.00	100.00	21.60	18.00
66	KGBV-66(Sb/II/M)	46.78	14.13	15.36	17.51	38.26	35.59	3.02	23.95	100.00	91.84	8.17	7.50
67	KGBV-67(Sb/I/S)	84.78	54.52	28.62	64.77	64.69	64.81	33.07	56.00	100.00	85.87	18.40	15.80
68	<a href="#">KGBV-68(Sr/I/S)</a>	82.58	55.10	57.56	76.23	74.52	65.77	50.20	65.68	60.00	93.14	20.40	31.67
69	<a href="#">KGBV-69(Sr/I/S)</a>	82.91	52.89	51.99	69.70	75.66	57.61	57.29	63.87	100.00	100.00	20.40	20.40
70	<a href="#">KGBV-70(Sr/III/S)</a>	71.64	54.94	56.83	63.33	67.16	59.56	39.11	58.54	100.00	98.28	19.33	19.00
71	KGBV-71(Sr/II/S)	25.45	6.17	16.69	15.91	41.17	25.32	9.01	19.74	100.00	72.88	19.67	14.33
72	KGBV-72(Sn/I/M)	50.52	16.53	27.68	38.83	41.49	37.21	24.74	33.67	100.00	92.66	27.25	25.25
73	KGBV-73(Sn/I/M)	70.42	47.28	34.87	33.03	72.57	51.88	46.49	50.85	80.00	87.38	20.60	22.50
74	KGBV-74(Sn/II/S)	75.75	34.18	37.35	26.78	56.44	46.75	39.50	45.14	100.00	60.38	17.67	10.67
75	KGBV-75(Sn/III/S)	62.81	32.77	38.69	53.68	64.60	54.66	33.43	48.36	100.00	87.69	21.67	19.00
76	KGBV-76(Sn/III/S)	74.46	33.66	44.88	41.92	64.44	54.06	36.64	49.74	100.00	97.73	22.00	21.50
77	KGBV-77(Sn/III/S)	68.45	38.10	29.17	30.06	60.12	52.38	19.27	42.04	100.00	100.00	9.33	9.33
78	<a href="#">KGBV-78(Sn/II/S)</a>	32.14	6.12	5.61	14.80	25.77	21.94	7.37	16.07	50.00	100.00	10.00	20.00
79	KGBV-79(Sn/III/S)	46.39	19.32	31.12	32.55	36.43	23.50	17.29	29.27	100.00	62.50	12.00	7.50
80	KGBV-80(Sn/III/M)	45.83	3.57	23.81	39.88	47.62	36.31	35.94	33.33	100.00	80.00	5.00	4.00
81	KGBV-81(Vd/I/M)	36.21	5.61	17.11	15.46	45.19	37.43	14.09	24.24	100.00	86.08	15.80	13.60
82	KGBV-82(Vd/I/M)	48.51	15.49	18.72	18.13	45.53	40.99	14.08	28.49	66.67	88.20	26.83	35.50
83	KGBV-83(Vd/I/S)	58.79	15.69	25.88	24.09	55.02	50.05	22.50	35.73	100.00	90.76	19.83	18.00
84	KGBV-84(Vd/I/S)	61.56	35.97	26.23	33.13	69.34	50.91	44.38	45.90	100.00	97.71	18.71	18.29
85	KGBV-85(VI/I/S)	70.84	36.54	29.88	68.25	76.32	58.54	50.89	55.79	100.00	96.67	17.14	16.57
86	KGBV-86(VI/II/S)	46.12	16.03	29.79	27.70	29.27	38.16	21.21	29.58	100.00	96.08	17.00	16.33
<b>AVERAGE</b>		<b>58.40</b>	<b>36.77</b>	<b>35.32</b>	<b>42.36</b>	<b>55.43</b>	<b>48.58</b>	<b>30.95</b>	<b>44.46</b>	<b>86.69</b>	<b>79.66</b>	<b>17.69</b>	<b>16.25</b>

The table\_3.5.19 shows the achievement of girls in each KGBV of the Gujarat state along with the PTR and the % attendance of teachers and students on the day of visit. The achievement considered here is from the achievement test conducted by the project team. All the care was taken to provide similar environment to the girls to write the test at their own KGBVs on the day of visit. The residents of the KGBV were not aware of the test to be conducted by the project team. The following observations can be made from the data in the table, although the scope of subjectivity is not denied:

- ❑ There were two KGBVs, **KGBV, Manki (Deesa) of Banaskantha [KGBV-10(Ba/I/S)]** and **KGBV, Kajardi (Una) of Junagadh [KGBV-33(Ju/I/S)]** excelling in academics when compared to the other KGBVs.
- ❑ The KGBVs where the achievement is on an average good in all the subjects are KGBV-17(Bh/I/S) ,KGBV-18(Bh/III/S), KGBV-30(Ja/I/S), KGBV-34(Ju/III/S), KGBV-37(Ju/II/S), KGBV-40(Ku/I/S), KGBV-48(Me/I/S), KGBV-50(Na/I/S), KGBV-57(Pt/I/S), KGBV-58(Pt/I/S), KGBV-59(Pt/I/S), KGBV-68(Sr/I/S), KGBV-69(Sr/I/S) and KGBV-70(Sr/III/S).
- ❑ The KGBVs where the achievement is on an average poor in all the subjects are KGBV-07(Ba/I/S), KGBV-19(Bh/I/S), KGBV-29(Da/I/S), KGBV-43(Ku/II/S), KGBV-44(Ku/II/S), KGBV-45(Ku/III/S), KGBV-45(Ku/III/S), KGBV-46(Ku/II/S), KGBV-52(Pc/I/M), KGBV-54(Pc/I/S) and KGBV-78(Sn/II/S).
- ❑ While there were two KGBVs, There were two KGBVs, **KGBV, Godhra [KGBV-55(Pc/II/M)]** and **KGBV, Doli (Santrampur) [KGBV-56(Pc/II/M)]** from Panchmahal district showing the least scores of achievement amongst the girls in all the subjects. It is ironical that these two KGBVs show the lowest PTR as in the records.

### **3.6.0 Analysis and Interpretation of Data for Objective six**

[Objective 6: To study the academic, administrative, & financial support provided by CRCC, BRCC and District Gender co-coordinators]

All the units of the government are required to function well for the better implementation of the scheme. The following were the findings related to objective six:

- The academic classes are reported to be monitored properly by CRCC in approximately 94.0% of the cases and it is stated that in most of the cases (i.e. 92.0%) get feedback regarding the teaching learning process and the content taught.
- Approximately 83.0% of the teachers stated that they get academic support from CRCC and/or OIC Gender.
- Most of them agree that timely help is provided at all level for KGBV.
- Books for reading are provided by the functionaries for the girls to inculcate reading habit is a regular.
- Sometimes the availability of stationery is so much delayed that the actual purpose for which it was required is managed by for the time being, and finally when it is obtained it is of no use. The availed stationery now becomes a responsibility to be taken care of.
- The CRCCs/BRCCs remain aware for the children of KGBV to participate in various activities and competitions according to their ability.
- The training of the curriculum transaction is provided by the CRCCs/BRCCs to the teachers.
- The gender co-ordinators also help in providing guidance for teaching the students using TLM.

The response of the teachers regarding the type of the academic, administrative, & financial support provided by CRCC, BRCC and District Gender co-coordinators were as follows:

- 8.21% (22) teachers responded that they did not get any kind of help from the CRCC, BRCC and District Gender co-coordinators.
- 43.90% (108) teachers have said that they receive help in for of Books, CD, stationery, etc. for the KGBV
- 15.04% (37) teachers have said that help is provided by conducting trainings, workshops, etc. regarding educational matters concerned to KGBV.
- About 10.57% (26) teachers have said that TLM is provided and 10.16% (25) teachers have said that all kind of help for the KGBV is provided.

- ❑ About 12.19% (30) teachers have reported that OIC gender co-ordinator provides guidance to manage the girls at KGBV.
- ❑ 12.19% (30) teachers have said that the information regarding KGBV was obtained from BRCC/CRCC during the training of KGBV.
- ❑ There were other responses from the teachers regarding the kind of help; such as: help in petty cash availability 1.63% (four), guidance in preparation of question papers, arranging activities and register maintenance 0.81% (two), explanation of difficult teaching points 5.28% (13), expense of exposure visit, other co-curricular activities, etc. 6.10% (15), vocational training and to provide project materials 2.03% (five), conducting Math/Science Exhibition 1.63% (four) and providing tea/nasta and cosmetic items 3.25% (eight)

The response of the teachers for the feedback provided regarding the teaching learning process by the concerned authorities was as follows:

- ❑ About 3.40% (10) teachers from those who had given responses regarding the above aspect said that they did not get any kind of guidance and feedback from anyone regarding the teaching learning process at KGBV.
- ❑ About 37.32% (106) teachers have said that CRCC provides guidance regularly.
- ❑ About 30.63% (87) teachers said that they get required feedback and guidance from CRCC/BRCC/OIC Gender/School inspectors.
- ❑ 19.01% (54) teachers have said that head teachers and Balsakhi of the KGBV give them feedback regarding their teaching methods.
- ❑ 10.56% (30) teachers have said that the trainers and the experts provide the required feedback during or after the training programme.
- ❑ About 4.22% (12) teachers have said that SPD and an organization named Care India give training and feedback.
- ❑ About 1.76% (5) teachers have said that visiting officials of various projects, nodal officer of monitoring SSA (Dr. R. C. Patel), etc. give them guidance for improving the teaching learning process at KGBV.
- ❑ 2.82% (eight) teachers have said that DPC/CRP/ MS District provide required feedback and guidance for the teaching process at KGBV.
- ❑ There were responses such as guidance and feedback from: TLM 1.76% (five), self learning from books 2.11% (six), from girls at KGBV 1.06% (three), KGBV induction training of fifteen days 2.11% (six) and guidance is provided when asked for 1.06% (three).

The teachers were asked regarding the work they do at KGBV after being recruited there as a teacher/head teacher. Those who responded (178 teachers) to this aspect have described in detail regarding the job responsibilities they have at KGBV. The responses are as follows:

- ❑ 75.84% (135) teachers feel that the major task at KGBV is the teaching process and the administrative work of KGBV.
- ❑ 50.56% (90) teachers are of the opinion that the work at KGBV is more of planning activities for the girls to make them more active in participating in sports and other events.
- ❑ 39.39% (71) teachers feel taking care of the routine, rules, etc. has to be followed in KGBV.
- ❑ 31.46% (56) teachers opine that their work is also inculcating values like honesty, co-operation, community respect, team work, etc. in the girls of KGBV.
- ❑ 38.20% (68) teachers feel that their major task is making timetable, making registers and maintaining them. i.e. official/administrative duties.
- ❑ About 28.09% (50) teachers have said that theirs is a twenty four hour job at KGBV.
- ❑ About 43.82% (78) teachers have described their job to be waking up early in the morning and doing regular activities like yoga, exercise, prayer, etc.
- ❑ 26.97% (48) teachers have said that their work is to supervise the overall work of the girls distributed in team for different tasks.
- ❑ About 19.66% (35) teachers have said that their job is teaching dropout children from beginning and classifying them as per their achievement to CL1, CL2, CL3 and CL4.
- ❑ 15.73% (28) teachers have said that they have to take care of the sick girls and providing assistance till they get well along with other responsibilities at KGBV.
- ❑ 25.28% (45) teachers have said that they have to attend the physical facilities of the KGBV regularly.
- ❑ 6.18% (11) teachers feel that they have to teach girls to know their rights and duties and make them responsible for themselves. 3.93% (seven) teachers feel that they have to teach the girls to protect themselves from the evils prevailing in the society.
- ❑ 8.43% (15) teachers feel that the most of the time goes in counseling activities. The counselee changes, they could be the girls, their parents, fellow teachers and other staff. The topic of discussion also keeps on changing for each.

- ❑ 1.69% (three) teachers feel that their work also includes giving the girls career options and making them aware of the needs of the society. Helping them to set a goal for their future.
- ❑ About 6.18% (11) teachers feels that at KGBV they play a role of a mother/parent to the resident girls. It is true as for the girls the resident teachers are the source of everything like mother/parents are at home for the children.

### **3.7.0 Analysis and Interpretation of Data for Objective seven**

[Objective 7: To study the perception of different functionaries regarding the impact of KGBV on girls' retention and education]

The perception of different functionaries regarding the impact of KGBV on girls' retention and education has been compiled on the basis of the data from the questionnaires and interactions with the functionaries during the field visits through questions like their opinion about the benefit of residential schools to girls, the potential of the scheme for retention of girls and accommodating all the never enrolled and drop-outs in the district.

With regard to **the benefits of KGBV as residential school for the resident girls**, we obtained the following responses from the teachers:

- ❑ 54.88% teachers opined that residential facility developed in the students a feeling of community living, unity, harmony and living and sharing with each other.
- ❑ 3.66% of functionaries opined that it is rich experience for the girls to know different people and deal with them.
- ❑ 30.59% functionaries reported that it was an opportunity for girls from very poor households to avail education.
- ❑ 12.20% teachers said that while living together with girls it was possible for us to draw out the innate abilities of the girls.
- ❑ 54.88% functionaries opined that all facilities which otherwise children in poor households would not have dreamt of are made available to them.
- ❑ 24.39% of functionaries said that residential facilities contributed in the overall development of the girls.
- ❑ 3.66% of teachers said that complete care can be taken in residential schools.
- ❑ 30.49% teachers said that lot of extra activities can be planned in residential schools.
- ❑ 24.39% functionaries opined that there was a lot of scope in residential school to develop self-dependency.
- ❑ 12.20% teachers said that residential school permits lot of free time for self-study without any disturbance.

- ❑ 24.39% teachers said that since teachers are there with children for 24 hours of the day there is lot of scope of improvement.
- ❑ 18.29% functionaries said that children learn cleanliness and organization self-work along with other good habits.
- ❑ 54.88% functionaries said that the vocational skills taught are a good training for making them self-reliant in future.
- ❑ 24.39% functionaries reported that burden of security while commuting and problem of transport gets reduced.
- ❑ 12.20% teachers said that there is lot of scope of peer learning and this especially helps in case of dull students.
- ❑ 9.76% focused on the scope of character making and life building education.
- ❑ 13.41% highlighted on the scope of inculcation of values like tolerance, adjustments qualities like confidence, communication etc.
- ❑ 2.44% talked of the opportunity for the deprived sections which otherwise would not have been the case.
- ❑ 4.88% felt that residential school has more opportunity for quality education in comparison to schools.
- ❑ 12.20% felt that residential schooling facility made parents tension free.
- ❑ 1.22% aware children n society, hunger for education generated, lot of time for academic activities, lot of time for academic activities
- ❑ 36.59% functionaries felt that the provision of nutrient rich food is the best benefit to these children who would otherwise not have such meal.
- ❑ 24.39% teachers said that living with teachers has made them bold and fear of teachers is removed.
- ❑ 12.20% teachers said that residential facility has helped them interact with girls coming from various communities and thus come out of rigid social system and blind beliefs.
- ❑ 1% teacher emphatically stated that over aged girls do not shy in residential school in company of other girls who otherwise would never have been to co-education schools.

With regard to **the perception of functionaries regarding the contribution of KGBV on girls' retention**, the following were the responses from the teachers of the KGBV:

- ❑ It was opined by 5.34% of the functionaries that since there was no commuting it was continuous and children would stay at school.



- ❑ 2.14% teachers said that since they were learning vocational skills in KGBV there was scope of being self-reliant so help retention.
- ❑ 26.69% teachers said that parents were really happy with the residential facility since this was only for girls and their social customs did not permit them to send their girl child to co-education schools. Moreover these schools had all the facilities.
- ❑ 1.07% said that it also developed a lot of confidence in the girls which was reflected in their social interactions who were interested in further studies.
- ❑ 20.28% teachers said that with residential schools the children did not have the burden of carrying out the household responsibilities so they will study better and retain.
- ❑ 5.34% teachers felt that there was lot of free environment to the students as compared to their home environment hence they could be retained.
- ❑ 3.20% teachers felt that there is a scope of lot of other activities and 5.34% felt that skills also could be developed since lot of time is available in residential schools so retention can be facilitated.
- ❑ While 7.47% that KGBV is the only scheme available for girls of the deprived sections with residential nature. This is to say that with the present state it could be inferred that KGBV facilitates retention. However 8.17% teachers did not give any response while 28.83% teachers had given irrelevant answers and hence are not considered.
- ❑ In response of whether all the drop-out and never enrolled children in the district, of the total 306 teachers 54 (17.56%) did not response, 15 (5.95%) had given in appropriate answers so the analysis is carried out of the rest 252 teachers and 19 gender coordinators.
- ❑ 3.5% of teachers said that due to the rigid thoughts of the parents they could not bring the girls to the school.
- ❑ 8.33% of teachers as well as gender coordinators said that child labour at times becomes difficult to curb and is the reason for not being able to cover all drop-outs.
- ❑ 59.52% teachers said that all the drop-outs and never enrolled had been covered.
- ❑ 1% teachers said that in spite of the efforts made parents refused to send their children to school.
- ❑ 3.57% teachers said that with efforts of teachers and gender coordinators we have been able to cover all the out of school.

- ❑ 2.38% teachers said that they cannot say whether all out of school children are covered or not.
- ❑ 11.90% said that with survey being carried out all the out of school children are largely covered.

The **teachers** were asked to describe how they see their **future at KGBV**. The responses carried mixed feelings of both the extremes. They were as follows:

- ❑ 42.48% (130) teachers responded that ‘If the job is permanent then the future is good. In a contract basis job insecurity results into no plans for future.’
- ❑ 26.14% (80) teachers said that ‘We see our future bright as we can contribute to the growth of the girls in the best possible way. We feel good as we are contributing for the betterment of the society.’
- ❑ 10.46% (32) teachers said that they were interested in working and staying with the kids(girls) in KGBV and will work as long they are allowed to work at KGBV.
- ❑ About 7.84% (24) teachers said that the future is bright for as well as the girls at KGBV as learning is there and life skills are learnt staying at KGBV.
- ❑ About 6.86% (21) teachers said that if it was feasible to work staying with family then it is good, as family responsibilities could be attended properly.
- ❑ 3.27% (10) of the teachers said that they did not get any benefits as in a government job. Moreover they did not have a scope of career growth as their knowledge is not updated after they enter KGBV.
- ❑ About 2.94% (nine) teachers said that due to the less salary they were not able to fulfill the needs of the family properly.
- ❑ About 0.98%(three) teachers said that it was difficult for any women to work at KGBV fulltime with other responsibilities to take care of in her life. So, they do not have a future working at KGBV.

The teachers were asked to describe how they see the **future of the girls at KGBV**. They were as follows:

- ❑ 83.10% (236) teachers were of the opinion that along with teaching, the girls are also taught sports activities, self-protection skills and vocational skills are also taught which will be useful for them in future. All round development was taken care of at KGBV, so their future was good. Girls got an opportunity to be groomed for a better future at KGBV.

- ❑ 46.48% (132) teachers said that the future is bright for the girls at KGBV as their daily needs are taken care of, safe shelter and healthy food is also provided. The physical facilities are given and a homely feel is provided by the teachers of KGBV.
- ❑ 36.27% (103) teachers felt that the future of the girls at KGBV looked progressive as at KGBV the girls are given every possible exposure.
- ❑ 14.44% (41) teachers reported that the parents of the girls availing this scheme also felt that the future of their child was bright as the facilities and education at KGBV were far better than their homes. Orphans get a home at KGBV.
- ❑ 10.21% (29) teachers felt that at KGBV, the self confidence and self reliance in girls was nurtured for their well being.
- ❑ 4.93% (14) teachers felt that KGBVs gave a new direction of growth in the girls life who were otherwise not getting it.
- ❑ 3.52% (10) teachers felt that further classes should be added after VIII at KGBV as for the some girls future is bright till they are in KGBV.
- ❑ 0.35% (one) teacher said that more KGBVs are required to cater to the actual needs of the society.

The teachers were asked regarding **the intellectual capability of the resident girls of KGBV to enter in secondary education**. The responses were obtained from 250 teachers. They are as follows:

- ❑ Of the teachers who had responded, 92.80% (232) felt that they are capable for secondary education as whatever is taught to them is absorbed by them and would be useful for their higher studies. The learning is different for every girl and personal care was being taken for their individual upliftment.
- ❑ 14.0% (35) teachers said that appropriate exposure and guidance is given for the all round growth and development of the girls to continue their education in regular schools after KGBV.
- ❑ 7.60% (19) teachers have said that extra classes are taken for the girls to cover the content where they are weak, so that during the regular schooling in future no problems are faced by them.
- ❑ 6.0% (15) teachers have said that the girls at KGBV show enthusiasm in learning and in other activities at KGBV and in school.
- ❑ 3.20% (eight) teachers said that the parents of the resident girls are guided and counseled for continuing education of their girl child after KGBV.

- ❑ 1.2% (three) teachers have said that as these girls belong to remote places, there is a problem in understanding the local language. In spite of this problem they have the capability to go for further classes in regular school after KGBV.
- ❑ 0.80% (two) teachers were of the opinion that some adjustment problems may be faced as at times their age and knowledge level does not match the girls at regular schools. The feeling of inferiority complex may even force them to quit the school.
- ❑ One teacher was of the opinion that except for grammar and mathematics, in all the other subjects they are capable to cope up with the regular schooling after KGBV.

There were 83 teachers who felt that the girls from KGBV are not capable intellectually to enter secondary education. The reasons provided by them for their belief was as follows:

- ❑ 51.81% (43) teachers felt that these girls every time required remedial teaching, repetitive efforts and creative approach of teaching as most of them were slow learners. The pace of teaching should be according to the understanding ability of the girls which was difficult to attain in the regular secondary schools.
- ❑ 20.48% (17) teachers said that the financial condition of the parents was very poor to support education of girls/children. So education for these girls ends once they leave KGBV.
- ❑ 18.07% (15) teachers said that the dropout girls have difficulty in matching the levels of learning in higher classes. Their age and knowledge do not match together with the girls at regular school, so adjustment problems may arise.
- ❑ 14.46% (12) teachers said that as these girls are from remote places where there was no centre for higher education. Staying away from home and studying is not supported by the family so irrespective of the intellectual capability the education is discontinued once they leave KGBV.
- ❑ 12.05% (10) teachers said that the parents of the resident girls are guided and counseled not to involve the children in child labour and early marriages but to educate their girls for making them self sufficient.
- ❑ 6.02% (five) teachers said that the education of the girls is discontinued as their community doesn't believe in education as a requirement to lead a healthy life.
- ❑ 3.61% (three) teachers said that as these girls belong to remote places away from the modern societies there is a problem of language of understanding, difference in food habits, change in living environment/routine and their shy nature. All these hinder the further education for them at any other place than KGBV.
- ❑ 1.20% (one) teacher felt that understanding class VIII mathematic was difficult.

The response of teachers (only 266 teachers responded for this aspect) regarding **the readiness amongst parents in continuing their education** after KGBV are as follows:

- ❑ 40.23% (107) teachers said that during parents meet they are explained the importance of studying further for the girls. They are also informed regarding the options available for the girls to study. Being informed helps them to decide in a positive way. Parents are guided and counseled not to involve the children in child labour and early marriages.
- ❑ 27.82% (74) teachers said that the parents are interested to continue education for the girls. This is often inquired in the parents meeting at KGBVs.
- ❑ 19.92% (53) teachers said that the progress in girls is observed and appreciated by the parents and their community. So, they wish for a better future for their girls.
- ❑ 16.54% (44) teachers said that educated and/ aware parents are interested in further educating their girls but not all of them.
- ❑ 14.29% (38) teachers said that the topic of educating the girls for making them self sufficient is the main focus in the parent-teacher meet at KGBVs. Financial conditions of parents and other problems are also discussed at length.
- ❑ 13.16% (35) teachers said that parents are ready for secondary education if it were in KGBV or similar residential schools but not in regular co-education schools.
- ❑ 4.89% (13) teachers reported that parents are not interested in educating girls after they attain maturity. The girls are married of early in their community.
- ❑ One teacher said that the girls from KGBV have a certain amount of money in their bank accounts which can be used for the further studies by them.

The response of teachers (only 208 teachers responded to this aspect), regarding **the discussion of teachers with the parents for continuing the education of girls after KGBV**, were as follows:

- ❑ Of the teachers who responded, 74.52% (155) teachers have said that even if there is no positive support/interest from the parents, they are made aware of the growth of their child, her chances of improving if educated further, options available and importance of education in life. There is resistance due to the community and the location of their residence.
- ❑ 39.9% (83) teachers said that the parents are counseled for educating their girl child and are explained its benefits in her life. They are counseled not to involve the children in child labour and early marriages. Other personal problems at home are

also discussed. (eg. Sick mother, looking after siblings, cooking, earning for the family, etc.)

- ❑ 7.21% (15) teachers said that availability of residential schools convinces the parents as they are affordable and the girls are safe.
- ❑ 5.29% (11) teachers said that unaware parents are not interested in spite of explaining them the importance of education.
- ❑ 3.85% (eight) teachers said that parents believed that education would improve the status of living of the girls.
- ❑ 2.40% (five) teachers said that no parent ever refuses for the further education of the girls after KGBV.

**The teachers were asked to share their experience at KGBV.** The responses were distinct and very unique in nature. They were as follows:

- ❑ Many of them just briefed out their knowledge, regarding this scheme and its benefits to the girls, which they acquired staying at KGBV.
- ❑ Ten teachers said that they also learnt along with the girls many eternal values (like tolerance, sharing, adjusting, cooperation etc.), craft work, sports, etc. which might help them in future.
- ❑ As they live together they learn to help each other as a family and live as a family.
- ❑ Few of them have stated that the salary they receive is not as per the work they do at KGBV. Along with this there is one more concern of the job being not permanent at KGBV. They have said that if our recruitment was permanent then we can work with added enthusiasm for the benefit of the girls at KGBV.
- ❑ Four of the teachers have responded that initially there was a different kind of feeling for everything and everyone at KGBV but now the girls seem to be our own and KGBV is like a home for us.
- ❑ The teachers at KGBV agree to it that there are lots of problems but they add that they have learnt to grow in these problems and come out of it.
- ❑ The teachers say that the stay at KGBV have made them learn certain lessons of life which were never possible to be learnt while working in the regular school. The experiences here have been both good and bad.
- ❑ The teachers have admitted that initially there were troubles related to keeping them at KGBV but now they enjoy with them.
- ❑ Thirty teachers of 306 have reported that alcoholism amongst the villagers, watch man, etc. create trouble for them at KGBV.

- ❑ The teachers said that there should be some separate residential facility for the teachers at KGBV.
- ❑ The teaches have said that when only two teachers are present, then taking leave for going home becomes difficult.
- ❑ Some quotes from the teachers which reflect their experience of KGBV:
  - “My personality has developed and living together has enforced new learning and the feeling of cooperation has developed.”
  - “My family constituted of me and my mother and here there are so many girls whose nurturing is in my hands. This gives me a feel as if a good work of service is being done. I wish to continue living with these girls life long.”
  - “When the feeling of oneness is created with the girls, the girls talk about themselves and we come to know about their conditions of living they come from. We get a feeling of happiness that with the help of this scheme we would be able to give them something.”
  - “When I had joined KGBV then I had a question in mind as to why and how long should I live with these girls. There was a problem as to whether it would be possible to live here. But as we go about reading a book, we have to read each letter and page for proper understanding it. Each girl is like a book and the eagerness of understanding them as a teacher and making them understand as a teacher goes on increasing. I have got to learn a lot because of KGBV”
  - “I have been working here since two years. Every girl here has a different story and living with them makes us think for doing something new and thereby making their story a more interesting and beautiful one.”

### **3.8.0 Analysis and Interpretation of Data for Objective eight**

[Objective 8: To study the problems faced by beneficiaries and functionaries]

There are problems of different nature are faced by the functionaries (teachers, CRCC/BRCC/CRP/OIC Gender District/State Gender co-ordinator/ Director MS) and the beneficiaries (girls). They can be explained as follows:

With regard to the problem faced by teachers in managing KGBV:

- ❑ 5 (1.76%) teachers reported that the structure of the building was inadequate as per the requirement of the residents girls and teachers.
- ❑ 4 (1.41%) teachers said that the toilets were not in usable condition and regular maintenance and repair is required.

- ❑ 56 (19.72%) KGBV teachers said that there are no classrooms only dormitories are available. The concept of KGBV as a residential unit has been properly kept in mind but its use as a study centre has to be now focused for the improvement in the existing status of the KGBVs.
- ❑ 20 (7.04%) teachers felt that there should be separate computer lab since there is otherwise scarcity of space in rooms.
- ❑ 17 (5.99%) separate staff quarter or at least a separate room is required for teachers.
- ❑ 1 (0.35%) KGBV teacher reported that rooms available were not adequate. The available rooms have to be used as classrooms, dormitories, library, office and store room as well. This causes inconvenience on a regular basis.
- ❑ 37 (13.03%) had no managerial problems of any kind at KGBV.
- ❑ 5 (1.76%) teachers said that dormitories should have wardrobes for everything cannot be placed in trunks. 11 (3.87%) teachers said that a cupboard is required in store room to place things properly. This would ensure proper storage of the personal things of the girls and the teachers at KGBV.
- ❑ 11 (3.87%) teachers said that the building needed repair and there was leakage.
- ❑ 6 (2.11%) said that more number of bathrooms were required.
- ❑ 9 (3.17%) teachers said that a separate kitchen shed was required. The kitchen shed adjacent to the classrooms created distraction during the class hours and also the smoke and noises from the kitchen was disturbing for the children of the KGBV.
- ❑ 3 (1.06%) teachers said that a proper drainage was required at the KGBV.
- ❑ 22 (7.75%) teachers have not responded regarding the aspect where they had to list the problem regarding the building of KGBV.

With regard to availability of gas cylinder and firewood, the problems faced at KGBV were stated as;

- ❑ 50 (17.86%) teachers said that at KGBV they had no problem with regard to the fuel for cooking.
- ❑ 7 (2.50%) teachers said that there is no official connection for gas cylinder and private cylinders are really costly. 30 (10.71%) reported that there is no gas connection.
- ❑ 20 (7.14%) teachers have problem in availing kerosene for use at KGBV.
- ❑ 28 (10.00%) teachers said that they have problem in availability of fuel on time. 27 (9.64%) teachers reported that they have problem in getting firewood.



- ❑ 22 (7.86%) teachers reported the problem in transportation facility due to remote location of the KGBV.
- ❑ 21 (7.50%) teachers said that cylinder is not available on time hence we largely have to depend on firewood.
- ❑ 12 (4.29%) teachers reported that the available firewood is not sufficient.
- ❑ 7 (2.50 %) said that coal was a costly fuel for daily use at KGBV.

The problems were identified for the situation when one or more teacher is found to be absent. They are as follows:

- ❑ More than 17.0% of teachers stated that it was not a problem for them at all.
- ❑ 16 (5.5%) found it difficult to teach.
- ❑ 21 ( 7.5%) teachers stated that managing the KGBV as per schedule was difficult.
- ❑ 10 (3.2%) teachers stated that teaching maths and science was difficult.
- ❑ 22 (7.86%) stated that teaching suffers as the regular time table is disturbed.
- ❑ 22 (7.86%) said that they somehow manage the situation but there is problem in handling the students. They planned study time is disturbed and some activity to engage all the students have to be thought of.

The other functionaries faced problems in their role of managing the KGBV. They can be explained as follows:

- ❑ The most difficult task is to get a girl to KGBV after convincing her parents, the girl herself and the community. To gain the faith of the parents that their child will be secure and not abused at KGBV. It is the most challenging and time consuming task.
- ❑ Once the girl is in the KGBV, then the second challenge arises. That is to train them with regular habits of self-hygiene and the routine at KGBV. There is lot of resistance initially, they find it strange to take a bathe every day, brush their teeth, comb their hair, etc. It is difficult but with time things start to fall into places and these same girls start to ask for things to maintain themselves with the ongoing trend. (eg. A girl at KGBV asked for a jeans instead of the usual salwar-kurta they are given to OIC Gender, on visit to KGBV and interacting with them.)
- ❑ The girls having addiction to gutka, chuuna, drugs, etc. find it difficult to adjust to the environment at KGBV. They run away and remain dropouts always.
- ❑ The reduction in number of girls at KGBV increases their field work and there is a repetition of teaching to bring all the girls at same level.

- ❑ Regular maintenance of the KGBV building is not being done even after continuous reminders. eg. Broken windows/doors/gate, electrical maintenance, timely meeting stationery needs, leaking ceilings, etc.
- ❑ The funds for the daily meal (30 rupees/day) is insufficient now as the cost of everything has increased.
- ❑ The absence of subject teachers for teaching all the subject creates inappropriate learning in that particular subject and burden for the other teacher also increases.
- ❑ The trainings as required by the teachers at the KGBV needed to be undertaken regularly to update their professional skills. In absence of these the teachers are facing difficulties.
- ❑ The threat of losing the job is so high with the functionaries that they fail to share their problems in time to authorities and they do not report the inappropriate things happening which results in managing things/activities within the limited resources at the KGBV.
- ❑ There is excess of supplies at times which consumes space/rooms which can otherwise be used as classroom or dormitory.
- ❑ There are lot of articles which are no more in usable condition, still they lie in some corner of the KGBV wasting the space and thus the otherwise useful space becomes the storage/dumping place.
- ❑ The salary of the functionaries is insufficient to meet the regular needs of the family and also very less compared to the job responsibilities they are undertaking. (It is rupees four-five thousand for the full time teachers, rupees eight thousand for OIC Gender of district.)
- ❑ The functionaries mostly teachers find it tough to live within the space provided for the girls to learn and sleep.
- ❑ The teachers with family to take care of find it difficult to stay at KGBV full time.
- ❑ The teachers find difficulty in inculcating regular habits in the children as there is lot of resistance from the girls to accept the environment and routine at KGBV.
- ❑ The gender coordinators at district level feel that there should be someone just to take care of KGBVs under them, so tasks can be streamlined and timely attended to, the CRCCs and BRCCs have lot more other work to be attended with regard to the schools in the district.
- ❑ Due to lack of regular maintenance of the building in KGBVs, rainy season brings in lots of problems. The leaking ceilings reduce the space of interaction in the building

and at the same time the fire wood also has to be accommodated in the building for proper storage.

### **3.9.0 Suggestions from the functionaries**

During the field visits and the interactions with the functionaries at various levels we obtained a number of suggestions which they wanted to express from their experiences and the difficulties they face in managing the KGBV units. These have been divided into different subheadings as follows:

#### **3.9.1 Suggestions from OIC Gender, District/State Gender coordinator/ Director MS**

- Government scheme should have a long term vision, 'eg. What would happen of the girls after class VIII?'. The design should aim at the overall development of the girls at KGBV and there by develop them into self-supporting individuals.
- The salary of functionaries at all the levels needs to be increased and job security should be there, i.e. permanent positions as teachers, etc.
- The classes must be increased to at least class X, so that after studying at KGBV and with the vocational skills they have they can establish in the society and support themselves with their own ability. This would give each girl a life of dignity.
- Assistant Gender Coordinator should be there for each district, so that there is a resource person working especially for KGBV. This would reduce the workload on CRCC/BRCC and district gender coordinator.
- A counselor needs to be appointed at KGBV to take care of the adjustment problems and to address the parents of the girls.
- There is a need for increasing the number of KGBVs to accommodate the increasing number of the girls.
- Food allowance must be increased to increase the quality and quantity of the food for the girls at KGBV. Timely and adequate supply of the stationery should be there.
- Every KGBV needs to have subject wise recruitment. Female teacher are a preferred at KGBV.

#### **3.9.2 Suggestions from CRCCs/BRCCs/CRP/BRP**

- The salary of the teachers at KGBV (Balsakhi) should be increased.
- All the teachers at KGBV should be made full-time.
- The food allowance (maintenance) grant is 30 rupees at present which needs to be increased to 70 rupees as the cost of each commodity has increased.
- The quality of work/work efficiency would be better if there is salary revision from the existing one and also if the job is secure.

- ❑ Training to all the teachers at KGBV to update their knowledge and to improve teaching skills is required. eg. Computer training, vocational training, preparing TLM, teaching science using activities, etc.
- ❑ In absence of specific teacher for a subject, the learning suffers as it is taken by another teacher who might not be efficient with that subject or would be overloaded with this extra work apart from hers.
- ❑ There are certain needs for the KGBV which are very important for better functioning of the school. They are; increase of maintenance grant, classrooms (atleast five), bore well for drinking water, a room for the watch man/woman, proper store room, dining hall, shed for drying clothes, more secure compound wall, cot (atleast 120 for type I) and atleast two dormitory rooms.
- ❑ The government should show interest in providing a building for the schools which are in rented places as soon as possible, because running a KGBV of 50 girls in two rooms or in just 100 sq. m. area is very difficult.

## CHAPTER 4

### FINDINGS, CONCLUSION, SUGGESTIONS

#### 4.0.0 Introduction

The final and the most important any part of research work is the major findings drawn out after analysis and interpretation of the obtained data. The findings help the researcher/s to reach to a conclusion, give suggestions and indicate some actionable points to improve upon the existing situation. This section includes the major findings, conclusion, suggestions and actionable points drawn out from the present study.

#### 4.1.0 Major Findings

The major findings have been broadly divided into nine sections; eight based on the objectives of the study and ninth stating some interrelated prominent findings:

##### 4.1.1 Findings related to the status of KGBVs in terms of availability, adequacy, usability, relevance and appropriate utilization of material resources

- ❑ In all at present, 50 (58.1%) KGBVs have their own building while the remaining run in rented accommodation. The difficulties faced at a rented accommodation by the resident teachers and girls are many. Many of these have the permission to have their own building but it is either under construction or the construction is yet to begin due to several administrative problems.
- ❑ With regard to access, in more than 55.0% of the cases the market is within 0-5 km, in about 65.12% cases the nearest hospital is within 0-5 km from KGBV while in most of the cases i.e. 91.86% the nearest village is within 0-5% km and in case of need the CRCC immediately is there to help. However the teachers expressed a fear that since there was no other responsible male member with them and if they are not able to catch up with the CRCC it becomes a grave problem especially in the other 45% KGBV where the distance is more than 5km and transportation facilities are meagre.
- ❑ The state of the gate and compound wall are important as they provide the security to KGBV. But in about 14.0% cases the compound wall is stated to be in poor/very poor state and in about 21.0% of the cases the gate is stated to be in poor/very poor state.
- ❑ The cleanliness of the beddings, bed sheets, etc. and the rooms on the whole is a major part in cleanliness of the KGBV which has been stated to be good and average

in many cases but still about 20.0 - 25.0 % cases these attributes have been stated to be in poor or very poor condition.

- ❑ Cleanliness of the kitchen is a major concern in many cases, so how far we can talk of hygiene is a question. But we still have about 40% of the KGBVs function in very good condition taking care of the cleanliness and hygiene.
- ❑ Most of the ratings fall under average category, so we can conclude that things might have been provided in good condition but maintenance of the same is a subjective matter.
- ❑ Aesthetic appeal to the place is given by the residents of the KGBV. It creates an positive environment for living and growing. It is observed that in fifteen KGBVs efforts have been there to create and nurture this aspect.
- ❑ There is availability of grains, pulses, vegetables, etc. is there at almost all the KGBVs. The quality of these is another issue. But we can for sure say that grocery items to cook a balanced diet are available at most of the KGBVs.
- ❑ The absence of bedding in one KGBV on one side and the excess of the same in twelve KGBVs show two extremes of the status of availability. The care needs to be taken regarding the issue of the items for the girls, as if in excess it is a waste and it also occupies excess space for storage at KGBV. The data collection was done in winter season, inspite of that it was observed that in ten KGBVs blankets were not there and in nine they were in excess. The bunk provided to the KGBVs is not appropriately used at all the places, it serves the purpose of a stand or a storage rack for the excess beddings, bags of the girls, etc.
- ❑ In more than 17.0% of KGBVs sweaters and mufflers were not provided, it few KGBVs on questioning the girls they said they have sweaters they brought from home and in some cases shawls were provided to the girls.
- ❑ In more than 20.0% of the cases the girls at KGBV were not issued socks and shoes.
- ❑ The availability of the basic stationery for study was also not provided at some KGBVs, eg. Textbooks were not given in about 21.0% of the cases, pencil and notebooks not given in about 8.0% of the cases, etc. The status of teaching and learning in such a situation is questionable.
- ❑ Most of the registers were available at the KGBVs and the entries were found to be regular in many of them but if things were as regular then it should reflect in the outcome in all aspects, which was not found. eg. It is more important to conduct

parent teacher meeting regularly and effectively than just maintaining a regular register of the same.

#### **4.1.2 Findings related to the profile of the teachers and students**

The records of the students and teachers at the KGBV were the source data to generate these findings. The findings recorded in this section are from the data which we could avail on the day of visit to the KGBV for the data collection (there were cases where records were not maintained/not available for verification). They are as follows:

- ❑ 43.9% of the teachers have done PTC and except for the 7.0% of the teachers who did not respond and have stated some other degree, all of them were either graduates or post graduates with a professional degree. This indicates that the staff recruited is well qualified.
- ❑ The presence of good number of physical education teachers have been reflected in their achievements in the subject and various competitions at state and national levels. But in spite of having good number of teachers from Arts background (approximately 45.0%) the achievement in languages is not observed, be it English, Hindi or even Gujarati.
- ❑ Of the total recruitment there is only 1.1% with graduation in science and there would be some in the post graduate category also, but still they do not fulfill the need of the science/mathematics teachers at KGBV. Well educated and well trained staff would surely contribute to the betterment of the existing situation.
- ❑ About 18.7% of them have received training in teaching skills. About 36% of them have obtained training in teaching mathematics and science and four percent have received training for administrative skills. The training records are not available at many KGBVs and many teachers being newly recruited have not yet received any training.
- ❑ The teachers at the KGBV have discussed regarding the training they require. They feel they need training in making and using TLM effectively for teaching the girls at KGBV, teaching of mathematics in class VIII, activity oriented approach in teaching science, vocational skill that needs to be taught to the children at KGBV, etc.
- ❑ Nearly half of the girls come from the families having farming as their livelihood (45.12%) and 21.75% of the girls have their parents working as daily wage labourers. About 0.93% of the girls at KGBV are orphans. Other occupations observed among the parents of the girls at KGBV are service, migratory workers, salt industry workers, etc. Still farming is not taught as vocational skill at KGBVs.

- ❑ The talent of the girls is observed and nurtured at the KGBV. Each girl stands out unique because of her distinct talent and other children can learn from it. The talents of girls recorded at KGBV by the teachers are knitting, sewing, embroidery, cooking drawing, dancing, singing, etc. But it is really very strange that majority of the girls are from the farmer's family and yet their innate skill regarding farming is not considered and nurtured as required.
- ❑ The average age of the girls at KGBVs in Gujarat, in class V, VI, VII and VIII are 11.13, 11.86, 12.64 and 13.65 years respectively.

#### **4.1.3 Findings related to the Enrolment patterns, retention rate and dropout rate of girls in KGBVs**

It is a limitation of the study that we were not able to study the pattern of enrollment, retention and dropout rate patterns as it should have been done. This was because we could not get appropriate records regarding the above details from all the KGBVs due to lack of maintenance of records, change in the administrative staff (so the new staff reported that they were not aware of anything prior to their service), the time constraint of the project, etc. The following are the findings from the obtained data:

- ❑ The enrolment details of the present year as in the records available was as follows: out of 6243 girls at KGBVs 1957 were from OBC category, 2095 were ST children, 282 were SC children, 62 from general category and 47 were from minority community.
- ❑ The comparison of the students enrolled, those present on previous day, those present in register and those present in head count shows variation. However is not so significant. The excess number of students as per head count may be those number of students who are present in KGBV but are yet to be assigned classes.
- ❑ The number of girls at KGBV who had been to school previously is a whopping 66.54%. But the identification whether these girls were really dropouts was not possible. There were about 12.67% of the girls who had never been to school. It has to be noted that the records for about 21.0% of the girls' educational status before coming to KGBV is not known from the records available at KGBV.
- ❑ On average 86.69% of teachers were found present on the day of visit and 79.66% of students present on the day of visit. It was observed that the KGBVs managed by MS show higher percentage of student and teacher attendance on the day of visit.
- ❑ On an average PTR is found to be 16.25 on the day of visit and as per the records it is 17.69. Only in few KGBVs it is above 40 which are difficult to manage situation



with regard to the teacher present at the KGBV and the teaching is sure to suffer along with the excess of work load on the teachers. Otherwise it seems to be practically ideal situation to enhance teaching learning process.

- ❑ With regard to PTR for each district having KGBVs we can observe that Valsad stands best with regard to both teacher and student attendance. Amreli shows lowest percentage of teacher's attendance and Mehsana shows lowest in student attendance.
- ❑ In Kheda the PTR was found to be high. PTR was found lowest in Panchmahal which is a positive aspect for the girls of KGBV but the achievement shows lowest scores in the district.

#### **4.1.4 Findings related to the social relationship within staff members, teachers and girls and amongst girls**

The overall institutional success depends on the working environment at the place, in this cases it is created by the social relationships among the staff members and among teachers and the students and among the students of the KGBV. Overall it was found to be good in most of the cases. The findings can be listed as follows:

- ❑ The job satisfaction is lacking among the teachers who are working at KGBVs, due to low salary against the nature of responsibility they have. (About 65.0% are not satisfied with the salary they receive). In spite of the low salary the teachers (about 73.0%) are wishing to continue to work at KGBV and about 96.4% have said that they enjoy being at KGBV.
- ❑ With regard to the preferences made by teachers from among their fellow colleagues, across all 86 (100%) KGBVs it was found that teachers were comfortable and at ease with all the staff members and in any situation could work with any colleague nominated by head teacher or CRC. The preferences shown should only be interpreted as the potential of the fellow colleague in dealing with the demand of the task at hand.
- ❑ The teachers also expressed that they have learnt to live in cooperation and harmony with all in KGBV. They identify the strengths and potentials of the colleagues and learn from each other the skills to live life successfully.
- ❑ The behaviour of the cooks and security personnel have been stated to be good, trustworthy, satisfactory and cooperative in all activities at KGBV in majority of the cases. In two KGBVs there are no persons serving as cooks and security persons. Whereas in some cases (1.65%), teachers have reported their behaviour to be unhealthy and infact a security issue for them which needs to be urgently addressed.

#### **4.1.5 Findings related to the teaching learning process in KGBVs through achievement of students and observation of class-room teaching**

The KGBV's main concern was to provide quality education to the girls who could not get the opportunity to study or had to discontinue their education for some reason. So, teaching learning process at KGBV and the achievement show the existing status of the concern for which KGBVs were set up. The following were the observations made:

- ❑ The Annual academic calendar is available in 43 (37.7%) KGBVs only but it is not displayed at any place in the KGBV. So how far it is followed is a question. The use of class timetable on a regular basis is also questionable as all the children in many of the cases are not always aware as to what they would learn in the next class. It is like whosoever is free comes and teaches.
- ❑ The introduction of lesson was stated to be good (36.0%) or average (26.3%) in most of the cases. The content to be taught was well explained as the responses show more than 80% cases in average/good /very good rating. The illustrations provided and the communication ability was found to be average in nearly 35.0% of the cases. The skill of questioning has also been rated 'good' in 35.1% of the cases but has also been stated to be poor or very poor in 28.0% cases. During the class it had been observed that the questions are usually addressed to the whole class and the response is in chorus. So the understanding of individual child's ability is difficult.
- ❑ The confidence while teaching was found to be good/very good in almost half of the cases which is a good indicator for successful teaching. Summarization was down well as it has been rated 'average/good/very good' in most of the cases (about 63.0%).
- ❑ The blackboard work and use of teaching aids is very important for effective learning of the concept being taught, but both these needs to be incorporated in better way in most of the KGBVs. Of the total observation made almost 30.0% classes were of Science but still the use of teaching aids doesn't seem to be sufficient.
- ❑ In only 16.67% of the cases the teacher conducted activity during the classroom teaching.
- ❑ The teacher gave practice work in about 35.09% cases; this ensures practice of the concept taught.
- ❑ It was observed that in about 77.2% of the cases the teachers have responded that evaluation of learning apart from regular examination in academic year is conducted in form of tests, orals, etc. They have stated that remedial teaching is provided

wherever and whenever needed and again the child is evaluated. They have claimed that this process continues till the child achieves the level of understanding required.

- ❑ The major amount of the time in the class for students was spent by listening, asking questions and taking initiatives was a less observed feature. There were a few cases where the state of confusion among the students was observed but it was not attended during the class by the teacher teaching the concept.
- ❑ Students were not at all enthusiastic in learning in 2.6% of the classes observed. While in about 5.5% of the cases enthusiasm was observed more than 90% of the time in the class. Students did not participate in any activity in 9.6% of the classes observed. While in about 6.0% of the cases participation in activities was observed for more than 90% of time.

However when all this is compared with the student achievement there exists no correlation and research team here would like to admit the classroom observation was not done by a pedagogue in education but the investigating team with minimum exposure in job of such nature and vision of education. The teaching learning process was found to be good but the achievement poor in academics. This would be further reflected from the extremely poor achievement scores of students in the subjects taught to them at the KGBV.

- ❑ There are a good number of students scoring between 55 and 75 % marks and about 37.0% students scoring above 85% in the subject. The average percentage of students scoring below 35% is 15.68% which needs to be taken care off, as Physical Education is an important aspect of child' growth.
- ❑ The understanding regarding the subject Hindi and Gujarati is very poor compared to physical Education as the average percentage of students scoring below 35% is 57.06% in Gujarati and 51.13% in Hindi. There are only about 12.0% of the students scoring above 85% in the subject.
- ❑ The understanding regarding the subject English and Mathematics is also very poor compared to physical Education and Social Studies as the average percentage of students scoring below 35% is 45.27% in English and 51.82% in Mathematics. There are only about 21.0% of the students scoring above 85% in the subject in English and about 6.0% students scoring above 85% in the subject in Mathematics.
- ❑ The achievement of science among the students of all the classes is low. The percentage of students scoring below 35% is 30.81% and in class VI and class VII it

is very poor. But there are about 12.0% of the students scoring above 85% in the subject Science.

- ❑ The percentage average achievement of the KGBVs spread across the state in all the subjects together is 45.76%. The same for each subject: 65.71% Physical Education, 34.86% Gujarati, 43.57% English, 36.57% Hindi, 48.86% in science, 58.43% social science and 33.88% in Mathematics. The achievement of girls is in a very sorry state except for physical education. But in districts Panchmahal and Bhavnagar achievement in even Physical Education was found to be very poor.
- ❑ The districts Junagadh, Mehsana and Narmada show better performance comparatively than other districts of the state while the districts Panchmahal, Vadodara and Surrendranagar show very low performance when all the subjects are considered together.

#### **4.1.6 Findings related to the academic, administrative, & financial support provided by CRCC, BRCC and District Gender coordinators**

The KGBVs cannot exist without the support of the District Gender Coordinators, CRCC, BRCC, BRP, etc. These people become the facilitators for everything for the residents of KGBV. The better the academic, administrative and financial support received by the KGBV the better should be the status of that KGBV in terms of growth development and education of the girls. The following were the findings:

- ❑ Approximately 83.0% of the teachers stated that they get academic support from CRCC and/or OIC Gender.
- ❑ The academic classes are reported to be monitored properly by CRCC in approximately 94.0% of the cases and it is stated that in most of the cases (i.e. 92.0%) get feedback regarding the teaching learning process and the content taught. If this is the case then the teaching learning processes at KGBV should have been better than what has been observed in the present study.
- ❑ About 83.0% of the teachers found difficulty in arranging activities for the girls at KGBV. This could be due to the difference in levels of acceptance of self and the environment of KGBV among the girls.
- ❑ More than 80.0% have stated that there is problem in availing the daily requirements like milk, vegetables, etc. and the grants are also not received timely. But about 73.0% of the teachers stated that he books, uniforms, sweaters and other necessities are availed timely at KGBVs.

- ❑ About 75.16% of the teachers stated that there is a concern regarding the security of the girls at KGBV.
- ❑ The teachers at KGBV (in approximately 78.0%) felt that they could frankly suggest mistakes/changes to each other. This is a positive attribute to nurture ones talents and develop those qualities which are required to excel professionally.
- ❑ The type of support received were described in terms of availing stationery, exhibition and tour organisation, register maintenance, information regarding KGBV, vocational training, guidance from OIC gender district, etc.
- ❑ Most of the teachers responded that they received training from the CRCC/CRP, BRCC/BRP, school inspectors and OIC Gender district, CARE India, etc. Some of them have that usually the training is regarding the teaching learning process and content to be taught.
- ❑ In few cases it has been stated that they do not receive any kind of training from any source.
- ❑ Books for reading are provided by the functionaries for the girls to inculcate reading habit is a regular.
- ❑ Sometimes the availability of stationery is so much delayed that the actual purpose for which it was required is managed by for the time being, and finally when it is obtained it is of no use. The availed stationery now becomes a responsibility to be taken care of.
- ❑ The CRCCs/BRCCs remain aware for the children of KGBV to participate in various activities and competitions according to their ability.
- ❑ The gender co-ordinators also help in providing guidance for teaching the students using TLM. In one case it was found that a retired BRCC and the teachers from neighbouring school provided training to the teachers.

#### **4.1.7 Findings related to the perception of different functionaries regarding the impact of KGBV on girls' retention and education**

- ❑ With regard to the benefits acquired by girls in the residential schools, 54.88% teachers opined that residential facility developed in the students a feeling of community living, unity, harmony and living and sharing with each other. They also added that it is rich experience for the girls to know different people and deal with them.
- ❑ 30.59% functionaries reported that it was an opportunity for girls from very poor households to avail education. 54.88% functionaries opined that all facilities which

otherwise children in poor households would not have dreamt of are made available to them at KGBV.

- ❑ The teachers said that while living together with girls it was possible for us to draw out the innate abilities of the girls, complete care can be taken and residential facilities contributed in the overall development of the girls.
- ❑ The teachers felt that at KGBVs there is a scope of lot of other activities, vocational training, skill development and social interaction is learnt, so retention can be facilitated.
- ❑ 26.69% teachers said that parents were really happy with the residential facility since this was only for girls and their social customs did not permit them to send their girl child to co-education schools. Moreover these schools had all the facilities.
- ❑ About 60.0% of teachers felt that most of the never enrolled and dropouts have been covered in the KGBVs. The teachers have reported that due to the rigid thoughts of the parents they can not bring the girls to the school. The teachers as well as gender coordinators said that child labour at times becomes difficult to curb and is the reason for not being able to cover all drop-outs.
- ❑ KGBV has played a very important role in making the people of EBB realize the importance of education in a girls life.
- ❑ KGBV made it practical for parents of the girls at KGBV to see their girl child in school and learning, because for them meeting the daily needs is difficult, so education could never appear in the list of tasks for their children.
- ❑ Retention of the girls is still an issue because after class VIII the many parents take these children back home and to the same environment in which value of being educated hardly stands. They either marry them off or the girl goes back to help in contributing to the family income along with the parents.
- ❑ There is an increase in the readiness of parents to teach the child further but in some school like KGBV where the child is secure and taken care off. Many of them continue studying in ashram shalas and regular schools in the vicinity of their residence.

#### **4.1.8 Findings related to the problems faced by beneficiaries and functionaries**

The problems faced by the beneficiaries, i.e the girls of KGBV could not be identified in their words as during interaction most of them were too shy to respond. Only few girls responded when asked regarding the problems. The following problems identified by the team after interaction with the girls, teachers and the direct responses of the girls:

- ❑ Adjustment to the environment of KGBV was a problem for the rural girls who did not follow any routine apart from cooking and earning when at home. At KGBVs they were supposed to get up early, take a bath, being confined to the campus, food variety found is different from their homes, etc. They come from communities where girls hardly make choices, so opening up for them is very difficult.
- ❑ Language for communication with these girls was their mother tongue, which is not always known by all the girls and staff of KGBV. This lack of mode of expression makes them feel isolated in the group.
- ❑ Habit Inculcation is a difficult phase initially for the first timers. The regular cleaning and personal hygiene (eg. Brushing teeth, toilet training, bathing, washing hands, etc) is also not very readily accepted by these young girls. They do not like these activities for themselves.
- ❑ Addiction to tobacco, lime, etc. in some girls makes them rebellious as their addiction cannot be satisfied at KGBV. Such girls run away and remain drop outs.
- ❑ The uncertainty of what after the study at KGBV makes these girls insecure as not all parents are ready to teach them anywhere other than KGBV due to various reasons.
- ❑ Most of the little girls have come to the KGBV to eat healthy food, live at a safe place, wear better clothes, etc. but not for studying. So studying becomes a compulsion and not a need for them. They lack the interest for studying as they fail to find the application of the knowledge learnt here back in their community they come from.
- ❑ Many girls who have got adjusted to the KGBV routine do not want to go back to their homes as their homes lack the facilities, care and concern found at KGBV.
- ❑ Once the girls attain maturity, education is discontinued by the parents as they do not feel KGBV also safe for their girls. This is also due to the social practices and beliefs among the parents.

The problems faced by the teachers and other beneficiaries can be stated in the following subsections:

**Administrative Problems:** The various kinds of administrative problems faced by the functionaries are as follows,

- ❑ The arrangement for making the **food** for the residents becomes difficult if the number of girls is excess. Even otherwise the availability of grocery and fire wood on time is not there always.

- ❑ The girls of KGBV are not provided **milk** regularly in any place in Gujarat. In very few places buttermilk is provided occasionally. The description regarding the quality of food is meaningless where the availability and adequacy of the food is a concern. The maximum purchase of milk is 4 litre per day at a KGBV where the milk is purchased on regular basis. One can easily visualize what the girls would get if the strength is 100 or even 50. The reason stated is unavailability but it is not so always.
- ❑ The **security** concern for the safe residence of the girls is not seen among the authorities. There are about 8% of the KGBVs with no compound wall or gate. The KGBVs with broken gates and all are also there, but no attempts to repair it are done. Ill maintained buildings i.e. broken window panes, doors, etc. show way to the reptiles and harmful insects in the rainy season. The inappropriate security personal whom the administration is forced to keep serve no purpose at the KGBVs. The rented buildings for the KGBVs are insecure due to the location and constraints in usage of the building by the landlords and neighbours.
- ❑ There is lack of vision among the teachers and authorities regarding the academic achievement of the girls at KGBV. Throughout the data collection it was found that there were very few authorities whose main concern was the **academic education** of the girls at KGBV. They were more focused regarding their food, facilities, vocational training, cultural activities and their dwelling. The recruitment of the teachers is on basis of merit, which does not always provide teachers to teach all the subjects to the girls at KGBV. Mathematics and Science teaching in class VIII have been reported to be difficult for the other subject teachers.
- ❑ **Sanitation** is another issue at these residential schools. There is lack of maintenance of the drainage, toilet, bathrooms, washing area, etc. in many a cases we found that the outlet from kitchen is left open in the compound. The concept of cleanliness and hygiene was found lacking among the residents.
- ❑ **More staff needs to be recruited for taking care of KGBVs exclusively.** The gender coordinators at district level feel that there should be someone just to take care of KGBVs under them, so tasks can be streamlined and timely attended to, the CRCCs and BRCCs have lot more other work to be attended with regard to the schools in the district.



**Problems related to inadequacy:** There are several problems existing at KGBVs due to the inadequacy in various aspects. They have been stated as below:

- ❑ There are no classrooms exclusively for studying, the dormitories are used as one during the day time. The learning environment is not created the space is less, i.e. multiple classes are being taken at one place. 56 (19.72%) KGBV teachers said that there are no classrooms only dormitories are available.
- ❑ The absence of store rooms for the extra materials leads to the dormitories being used as store rooms. These excess of supplies at times consumes space/rooms which can otherwise be used as classroom or dormitory.
- ❑ There are lot of articles which are no more in usable condition and some are not used (sewing machine, RO System, computers, etc), still they lie in some corner of the KGBV wasting the space and thus the otherwise useful space becomes the storage/dumping place.
- ❑ Library concept is being nurtured but no space for a library is found at KGBVs. The books are bundle, tied and kept away and are not always freely accessible by the kids when they feel like reading. There is a lack of sufficient cupboards or shelves for storage at KGBVs.

**Problems related to uncertainty:**

- ❑ The uncertainty is with regard to the appointment of teachers as it is on contract basis. 42.48% of the teachers have reported that if the job is permanent then the future is good and they can plan for professional growth. There is a threat to these teachers always. They cannot raise their voice for the fear of losing the job. The threat of losing the job is so high with the functionaries that they fail to share their problems in time to authorities and they do not report the inappropriate things happening which results in managing things/activities within the limited resources at the KGBV.
- ❑ 64.71% of the teachers have said that they are not happy with the salary they receive against the workload they have at KGBV. This arises uncertainty of future continuation of the job at KGBV itself. The salary of the functionaries is insufficient to meet the regular needs of the family and also very less compared to the job responsibilities they are undertaking. (It is rupees four-five thousand for the full time teachers, rupees eight thousand for OIC Gender of district.)
- ❑ Unavailability of staff rooms/quarters, staff toilets, bathrooms and cupboards also lead to the baggage lying in the rooms which can be utilized for the study purposes.

#### **4.1.9 Other interrelated findings**

The findings regarding achievement of the girls at the KGBV are related to teachers profile, students profile, social environment, physical facilities, etc. at the KGBV. They can be stated as below:

- ❑ In spite of all the facilities being provided, utilization of funds for the academic upliftment of the girls, good teaching learning environment, qualified teachers, etc. the academic achievement of the girls is poor.
- ❑ We have found that every KGBV doesn't have a teacher from science discipline and the teachers teaching Mathematics and Science to the girls at these KGBVs have stated that they find difficulty in teaching the class VIII. This could be one of the reason for extremely low achievement in mathematics (% Average Achievement for Mathematics in KGBVs of Gujarat State was found to be 33.88%).
- ❑ The low achievement in languages is also alarming (% Average Achievement for Gujarati is 34.86%, Hindi is 36.57% and English is 43.57% as per the findings in KGBVs of Gujarat State). The poor result in Gujarati raises an issue as to how much did the girls understand the question in the other subjects when they could barely read.
- ❑ The achievement in Physical education is the highest (% Average Achievement for Physical Education in KGBVs of Gujarat State was found to be 65.71%) and interaction with the students also revealed that they love to play and learn, do exercises, etc. The girls are able to relate this subject to their daily lives. We did not find a Physical educator in every KGBV, still the achievement is good.
- ❑ Junagadh has the best PTR in KGBV amongst all districts and it also stands as a best performer in all subjects except for Hindi and Gujarati. Mehsana shows best performance in PE and Gujarati, while it has the highest PTR value. Valsad and Patan show good performance in English. Kheda and Panchmahal show the lowest achievement among the girls of KGBV in English. Patan shows the best performance in Mathematics among all the districts of Gujarat having KGBV. Narmada shows good performance in all subjects except the languages and Mathematics. Panchmahal shows very poor performance in all the subjects in spite of having a good PTR, but it shows low attendance on day of visit.
- ❑ There were two KGBVs, KGBV, Manki (Deesa) of Banaskantha [KGBV-10(Ba/I/S)] and KGBV, Kajardi (Una) of Junagadh [KGBV-33(Ju/I/S)] excelling in academics when compared to the other KGBVs. While there were two KGBVs,

There were two KGBVs, KGBV, Godhra [KGBV-55(Pc/II/M)] and KGBV, Doli (Santrampur) [KGBV-56(Pc/II/M)] from Panchmahal district showing the least scores of achievement amongst the girls in all the subjects. It is ironical that these two KGBVs show the lowest PTR as in the records.

- ❑ The teachers serving in the KGBVs are qualified but are under paid when their work profile is taken into consideration. They are serving on contract basis, so threat to their job always exists. They live at the KGBV away from their families and they do not even have a room to be used personally at the KGBV. The quantity of food available to the residents of the KGBV is not sufficient. (eg. milk and the milk products do not find space in the menu of KGBV, there is lack of green vegetables and the quantity available is also not sufficient for all the residents of the KGBV.) Thus, the basic needs for the teacher as a human being are not being satisfied at KGBV.

[As per 'Maslow's Hierarchy of Needs' if the lower level needs are not satisfied then the next level cannot be achieved. The needs according to hierarchy are basic (Physiological) needs, security and safety, love and affection, Self Esteem and Self-respect, Self Actualization and Asthetic. The basic (Physiological) needs, security and safety, love and affection are the lower level needs which provide motivation for the achievement of higher level needs.]

In such a condition where the attainment of the lower level needs is uncertain quality input in work cannot be expected. They are looking for better job options to quit any time. This is affecting their work of teaching and administration at KGBV and hence the achievement of the girls at KGBV.

#### **4.2.0 Discussion of the findings**

**Through the scheme of KGBV we talk of education at KGBV to those girls who have barely had meal each day her life. They come here not with the purpose for which KGBV was actually designed.** It needs to be consciously planned in future as the actual goal should not be lost from the authority's side. KGBV gives a dream to the girls who are ready to strive and puts in lots of efforts to build up their personality holistically.

The number of dropouts have decreased over a period of time but still all the never enrolled or dropouts have yet to be covered under this scheme. The hurdles to achieve this are superstitious beliefs, blind faith, evils of the society like child marriages, etc. It becomes very difficult to convince parents that education is going to good to their girl.

The security of future for the girls can attract more number of girls to KGBV, but it is difficult to bring in balance between the tribes/communities they belong to and the society we are training the girls to live in. So the struggle is ongoing for them whether it was to enter KGBV or a life after the stay at KGBV. *So, the main aim needs to be the education which they can relate and apply in their lives after the stay at KGBV. The education attained must take them away from the evils of the society but not their rich culture which they belong to.*

There is lack of vision among the teachers and authorities regarding the academic achievement of the girls at KGBV. [Throughout the data collection it was found that there were very few authorities whose main concern was the **academic education** of the girls at KGBV. They were more focused regarding their food, facilities, vocational training, cultural activities and their dwelling. This could be one of the reasons for the low achievement among the girls. The recruitment of the teachers is on basis of merit, which does not always provide teachers to teach all the subjects to the girls at KGBV. Mathematics and Science teaching in class VIII have been reported to be difficult for the other subject teachers.]

It has to be acknowledged that the most difficult task is to get a girl to KGBV after convincing her parents, the girl herself and the community. To gain the faith of the parents that their child will be secure and not abused at KGBV. It is the most challenging and time consuming task. To achieve this the physical facilities, dwelling, food, etc. are the incentives but the actual goal should not be lost.

Once the girl is in the KGBV, then the second challenge arises. That is to train them with regular habits of self-hygiene and the routine at KGBV. There is lot of resistance initially, they find it strange to take a bath every day, brush their teeth, comb their hair, etc. It is difficult but with time things start to fall into places and these same girls start to ask for things to maintain themselves with the ongoing trend. (eg. *A girl at KGBV asked for a jeans instead of the usual salwar-kurta they are given to OIC Gender, on visit to KGBV and interacting with them.*) The teachers find difficulty in inculcating regular habits in the children as there is lot of resistance from the girls to accept the environment and routine at KGBV.

The reduction in number of girls at KGBV increases their field work and there is a repetition of teaching to bring all the girls at same level. This occupies lots of time and energy of the teachers and they are never appreciated for these efforts in any terms.

Regular maintenance of the KGBV building is not being done even after continuous reminders. eg. Broken windows/doors/gate, electrical maintenance, timely meeting stationery needs, leaking ceilings, etc. Due to lack of regular maintenance of the building in KGBVs, rainy season brings in lots of problems. The leaking ceilings reduce the space of interaction in the building and at the same time the fire wood also has to be accommodated in the building for proper storage. The funds for the daily meal (30 rupees/day) are insufficient now as the cost of everything has increased.

The trainings as required by the teachers at the KGBV needed to be undertaken regularly to update their professional skills. In absence of these the teachers are facing difficulties in the important subjects like mathematics, languages, etc.

The functionaries mostly teachers find it tough to live within the space provided for the girls to learn and sleep. The teachers with family to take care of find it difficult to stay at KGBV full time. Some arrangement needs to be made for the teachers of the KGBV, so that their personal life does not suffer. This would ensure more enthusiasm and commitment towards the work they are doing at KGBV. If they are happy and satisfied, it will pass on to the children in their growth and development also.

#### **4.3.0 Conclusion**

The study conducted here reflects a mixed picture of the impact of KGBVs on retention and education of the girls. It can be observed that success has been achieved in bringing the girls to KGBVs with the consent of their parents. This indicates certain level of awareness has been created among the people of EBB by the functionaries of KGBVs. But the retention pattern could not be studied as desired due to the time constraint of the project and unavailability of well-maintained records of the girls at KGBVs. The promise to quality education which was the underlying focus of the KGBV scheme needs to be now focused. The girls who are brought here must be oriented to understand the real purpose of them being at KGBV, it is much beyond good food, clothes, play and a safe stay. A dream has to be nurtured in them for a better and secure future by making them self-reliant and helping them to grow knowing and respecting the realities of both the worlds, one from which they come and the one which we are training them for.

#### **4.4.0 Suggestions for improvement in functioning of KGBV**

All the units have to work for the same goal, hand in hand for any scheme to be a success. There needs to be respect for each other's work and role in the management of the KGBV. Once we are aware of the areas where there is malfunctioning, the efforts to improve it has to be made. This has to happen at all levels of the management

(functionaries) of the KGBV. The suggestions (segregated for the three main functioning levels at KGBV) are the ones which the project team has derived from the findings and their personal experience during the field visits.

#### **4.4.1 Suggestions to the State Office**

The following aspects need immediate attention of the state authorities for the improvement of the existing status of the KGBVs in the state:

##### **❑ Infrastructure / physical facilities:**

The design of the KGBV building needs reconsideration keeping in mind the needs of the resident girls and the teachers. More number of rooms are required which can serve as classrooms, storerooms, staff rooms, library, etc. A store room for surplus furniture and beddings and good cupboards and shelf in kitchen for grocery items is required to stop the dormitories from being dumping station and better utilization of space.

New building need to be planned considering plus one floor so that more ground is available for play and vegetation. The utilization of the terrace for drying clothes, charging the solar bulbs, etc. can be made practical. This would enhance the aesthetic appeal of the compound.

Proper sanitation facilities need to be provided and maintained regularly. There has to be regular maintenance of the building, compound wall, gate, ceiling, electric wiring, etc. The compound should be adequately lighted for use in late evening and night.

Telephone facilities should be made available and maintained at the KGBVs.

##### **❑ Salary of the functionaries and capacity building of the teachers:**

The salary of the functionaries requires revision keeping in mind the rising cost of living and in consideration to their job profile at KGBV. The assurance of job security will give more commitment to the work they are doing.

There needs to be regular capacity building of the teachers with respect to the content to be taught to the students and specific training needs to be given to the teachers to address the girls of KGBV.

The recruitment of the teachers should be as per subject requirement of the KGBV, as specific subjects to be taught in higher classes need specialization. This will ensure the quality of the teaching learning process at the KGBV.

The leave allocation for the teachers must be specific to the location of their residence from the KGBV and it should be allotted in such a manner that there should not be any burden on the teachers present in the KGBV.

❑ **Food and stationary grant :**

Food and stationary grant can be decentralized to the KGBV level. This would ensure effective use of the funds at the time of need at KGBV. Food allowance needs to be increased so that better quality and variety of food can be provided to the girls regularly.

❑ **Monitoring the functioning of all the units regularly :**

The decentralization of power in case of finance and training organization, etc. will lead to different kinds of activities happening in the KGBVs. But it needs to be checked regularly for appropriate functioning of each unit and to see to it that the powers are not being misused. This would help in keeping a check on the proper utilization of the facilities provided and issue of the items needed at the KGBV.

Recruitment of staff exclusively for KGBV functioning under the OIC Gender, district will help in better orientation and achievement of the goals of the scheme. This will reduce the burden on the CRCC/BRCC who have other tasks to be performed on a regular basis.

**4.4.2 Suggestions for OIC Gender, District/CRCC/BRCC/BRP /CRP**

The following are the major areas of concern which can be efficiently looked after by the OIC Gender, District/CRCC/BRCC/BRP /CRP for the improvement of the existing status of the KGBVs in the state:

❑ **Food availability, adequacy and quality**

There needs to be a close check on the menu and the quality of the food served at the KGBV. This will ensure appropriate usage of the funds in providing the quality of food for the girls. The inclusion of milk in the regular diet has to be encouraged. There is lack of variety in vegetables at most of the KGBVs. More variety of vegetables can be introduced as per availability in season. There can be a provision of fruits atleast once in a week for the girls.

The time gap between the meals has to be evenly distributed for the health of the girls. At many places we found that after dinner at 6 or 7'o clock the next meal is a light snack/and tea at morning 9 or 10 o'clock.

The fuel for the cooking has to be made available regularly and there has to be sufficient stock maintained in case of emergency.

❑ **Identification of the training needs of the staff of the KGBV:**

The exact training needs of the teachers needs to be identified and reported to the higher authorities and timely training and assistance has to be provided to the teachers for enhancing the teaching learning process at KGBV. Content in Mathematics and Science

was reported to be difficult for teachers and need rigorous and serious training from skilled and willing teachers.

The preparation and use of Teaching Learning Material has to be encouraged and taught to the teachers at the KGBV for ensuring understanding among the students.

Appropriate feedback and assistance can be provided to the teachers in their regular activities apart from teaching, eg. Maintaining of record.

**□ Being facilitators for the KGBVs functioning in their area :**

All the activities in the KGBV can be supervised, progress of girls in scholastic and co-scholastic area. They need to be encouraged to come up with whatever talents they have and appropriate exposure can be given to nurture the individuals to the best of their capabilities.

The OIC Gender, District/CRCC/BRCC/BRP /CRP should act as facilitators for the betterment of the activities planned at the KGBV. They should ascertain the need based allotment of facilities and items for the KGBV.

**□ Record of Continuing Education of the girls from KGBV**

The need and importance of education has to be explained to the parents of the girls at KGBV. They should be encouraged to send their daughters to school after studying at KGBV. They should be made aware of the possible options (residential schools like Ashram shala or the regular government schools) so that the education is continued. Appropriate help needs to be provided for getting admission in such schools.

The OIC Gender, District/CRCC/BRCC/BRP /CRP should possess proper information and records of the educational status of the girls after they have completed their studies at KGBV. These girls must be invited to the KGBVs at annual functions or any get-together to share their experience in higher studies. They can motivate the existing students for better performance in studies and an interest for higher education can be generated in girls.

**4.4.3 Suggestions for teaching staff of the KGBV**

Teachers play the role of parents at KGBV. They are the mentors for the girls and source of guidance to be with them always. The teachers can bring in miracles in the life of these little girls. The following are some aspects if taken care of, wonders can happen at KGBV and the lives of the girls:

**□ Health Awareness :**

The girls need to be taught the ways to keep their bodies clean to avoid any type of infections especially; Skin related which is common in the girls from the rural and tribal belt. They must be taught to take turns to check the nails, hair, clothes, etc. of their friends.



The maintenance and usage of First Aid Kit needs to be taught to them to act wisely in the hour of need.

❑ **Kitchen Garden:**

The girls at the KGBV are mostly from the farmer family or labourers working in the formers. There is an innate talent for farming in them which can be nurtured and used for self-sufficiency at the KGBV. They must also be taught to grow flowering plants which will increase the aesthetic value of the place which is ultimately like their home.

❑ **Capacity building:**

Each child is different and unique in abilities. They need to be groomed according to their abilities and their pace of learning. Mathematics, science, languages, etc need to be taught to them in simpler ways which they can related to their surroundings.

The achievement in subjects learnt at the KGBV is low with many of the girls. The underlying cause has to be identified and addressed for the improvement in each girl.

Even achievement in mother tongue is drastically low which needs to be addressed since quality education is the motto.

Remedial teaching needs to be provided and innovative ways of teaching needs to be identified for bringing in the required change in the achievement of the girls.

❑ **Life-long Character building:**

The girls at KGBV are round the clock with the teachers, so there is a lot of scope of value inculcation, life skill teaching, etc. Each girl can be observed for the values she has when she come to the KGBV and a continuous record can be maintained regarding the exposure given and the improvement/betterment needs to be recorded. They need to be appreciated for the good values they practice. Four years is a long period, if the teacher wishes and puts in efforts every girl can turn into a responsible citizen of the nation.

A quote by the Iron man of India, Sardar Vallabhai Patel stands very relevant here. It says, ***“Education without character is of no value. We must be intent on producing citizens of Free India, but not the helpless ones loitering for jobs.”***

KGBV could be a place where girls can be transformed into such individuals who are sure to contribute to the betterment of the society in future.

**APPENDICES**  
**APPENDIX A: LIST OF KGBVs**

Sr. No	Name of Block	Name of Cluster	Name of Village	Type	Run by SSA/MS	New Address July-11
<b>District: AHMEDABAD</b>						
1	BAVLA	BAGODARA	BAGODARA	I	SSA	B/h. Bagodara Primary School, Nr. Lake, At. Bagodara, Ta. Bavla, Di. Ahmedabad
2	RANPUR	JALILA	JALILA	III	SSA	Inside Jalila Primary School, At. Jalila, Ta. Ranpur, Di. Ahmedabad
3	VIRAMGAM	SACHANA	SACHANA	III	SSA	Inside Sachana Primary School, At. Sachana, Ta. Viramgam, Di. Ahmedabad
4	SANAND	CHANGODAR	CHACHARAWADI VASANA	III	SSA	Inside Chacharawadi Primary School, At. Chacharawadi Vasana, Ta. Sanand, Di. Ahmedabad
<b>District: AMRELI</b>						
5	JAFARABAD	SAGARSHALA	MITIYALA	I	SSA	Nr. Grampanchayat, At. Mitiyala, Ta. Jafrabad, Di. Amreli, Pin. 365540
6	RAJULA	RAJULA-1	RAJULA	III	SSA	B/h. Telephone Exchange, Khakjabai Road, At. Rajula, Ta. Rajula, Di. Amreli, Pin. 365560
<b>District: BANASKANTHA</b>						
7	DANTA	AMBAJI-2	AMBAJI	I	SSA	Front of Hindustan Fortune, Koteswar Road, At. & Po. Ambaji, Ta. Danta, Di. Banaskantha
8	THARAD	MOTI PAVAD	MOTI PAVAD	II	MS	Kasturba Gandhi Balika Vidhyalay, At. Moti Pavad, Ta. Tharad, Di. Banaskantha,
9	DHANERA	KUWARLA	KUWARLA	II	MS	Kasturba Gandhi Balika Vidhyalay, At. Kuwarla, Ta. Dhanera, Di. Banaskantha,
10	DEESA	AAGTHALA	MANKI	I	SSA	At. & Po. Manki, Ta. Deesa, Di. Banaskantha
11	DIODAR	LAVANA	LAVANA	III	SSA	Opp. Telephone Exchange, At. & Po. Lavana, Ta. Diodar, Di. Banaskantha
12	WAV	DHIMA	DHIMA	III	SSA	Building of Vishnuyagn Dharmashala, At. & Po. Dhima, Ta. Wav, Di. Banaskantha
13	KANKREJ	THARA-1	THARA-1	II	SSA	Inside of Police Station, At. & Po. Thara, Ta. Kankrej, Di. Banaskantha
14	BHABHAR	BHABHAR NAVA-1	BHABHAR NAVA	I	SSA	Diryakaran Jain Vadi, Roliyanagar, At. Bhabharnava, Ta. Bhabhar, Di. Banaskantha
15	AMIRGADH	IQUBALGADH	IQUBALGADH	I	SSA	Front of Ramjimandir, At. & Po. Iqbalgadh, Ta. Amirgadh, Di. Banaskantha
16	DANTIWADA	DANTIWADA	DANTIWADA	II	SSA	House of Modi Pragajibhai Hiraji, At. & Po. Dantiwada

Sr. No	Name of Block	Name of Cluster	Name of Village	Type	Run by SSA/MS	New Address July-11
<b>District: BHAVNAGAR</b>						
17	MAHUVA	KALSAR	UNCHA KOTDA	I	SSA	Nr. Water Tank, At. Uncha Kotda, Ta. Mahuva,
18	PALITANA	SETRUNJI DEM	SETRUNJI DEM	III	SSA	Opp. Shetrunji Dem Primary School, At. Shetrunji Dem, Ta. Palitana, Di. Bhavnagar
19	BOTAD	RAJPARA	NAGALPAR	I	SSA	Nagalpar Primary School, Gadhada Road, At. Nagalpar, Ta. Botad, Di. Bhavnagar
20	BHAVNAGAR	SIDSAR	SIDSAR	I	SSA	Nr. BRC Bhavan, Nirdosanandnagar, At. Sidsar, Ta. Bhavanagar, Di. Bhavnagar
21	GHOCHA	GHOCHA	GHOCHA	III	SSA	Nr. Helath Centre, At. Ghogha, Ta. Ghogha,
22	TALAJA	TALAJA	PAVTHI	I	SSA	Pavthi Primary School Campus, At. & Po. Pavthi, Ta. Talaja, Di. Bhavnagar
<b>District: DAHOD</b>						
23	DHANPUR	BHORVA	PAV	I	SSA	Nichvas Faliya Pav, At. Pav, Po. Nalu, Ta. Dhanpur, Di. Dahod
24	DEVGADH BARIA	SHIKSHANUBHAV	MOTI KHAJOORI	I	SSA	Patel Faliya, At. & Po. Moti Khajuri, Ta. Devgad Baria, Di. Dahod
25	DAHOD	KATHALA	KHANGELA	I	SSA	Nr. Sitalamata Varge Faliya, At. & Po. Khagela, Ta. Dahod, Di. Dahod
26	LIMKHEDA	AGARA (U)	AGARA	I	SSA	In Agara (U) Primary School Campus, At. & Po. Agara, Ta. Limkheda, Di. Dahod
27	GARABADA	BORIYALA	GANGARADA	III	SSA	In Gangarada Primary School Campus, At. & Po. Gangarada, Ta. Garbada, Di. Dahod
28	FATEPURA	NANI DHADHELI	DABLARA	II	SSA	C/o. Ramsunjai Lulabhai Pargi House, At. Mahuda Faliya Dablara, Po. Vasiyakui, Ta. Fatepura, Dahod
29	ZALOD	MUVADA KUMAR	THERKA	I	SSA	C/o. Ratansing Virabhai Sangada House, At. & Po. Therka Tal Faliya, Ta. Zalod, Di. Dahod
<b>District: JAMNAGAR</b>						
30	DWARKA	MITHAPUR	AARAMBHADA	I	SSA	Kasturba Gandhi Balika Vidhyalay, Okha Highway, Front of Jalaram Temple, Chopgi Primary School, Nr. Matiyadada Temple, At. Aarambhada, Dwarka
31	KALYANPUR	BHATIYA	BHATIYA	III	SSA	Kasturba Gandhi Balika Vidhyalay, Pandit Dindyal Chowk, Nr. Ambaliya Transport, At. Bhatiya, Ta. Kalyanpur, Di. Jamnagar
32	JAM KHAMBHALIYA	VADTRA	VADTRA	III	SSA	Kasturba Gandhi Balika Vidhyalay, Gram Samajvadi, Opp. Taluka School Vadtra, At. Vadtra,

Sr. No	Name of Block	Name of Cluster	Name of Village	Type	Run by SSA/MS	New Address July-11
<b>District: JUNAGADH</b>						
33	UNA	KESRIYA	KAJARADI	I	SSA	At. Kajaradi, Ta. Una, Di. Junagadh
34	VERAVAL	SONARIYA	KAJALI	III	SSA	Nr. Joyti Petrol Pump, Una Highway, At. Kajali, Ta. Veraval, Di. Junagadh, Pin. 362268
35	SUTRAPADA	DHAMLEJ	DHAMLEJ	III	SSA	KGBV Dhamlej, At. Dhamlej, Ta. Sutrapada, Di. Junagadh
36	MANGROL (Urban)	TOWER	MANGROL	II	SSA	Shaktinagar, B/h. Government Hospital, At. Mangrol, Ta. Mangrol, Di. Junagadh
37	UNA (Urban)	UNA-3	UNA	II	SSA	Nr. Old Bus Stand, At. Una, Ta. Una, Di. Junagadh,
38	VERAVAL (Urban)	VERAVAL-1	VERAVAL	II	SSA	Opp. Bus Stand, Nr. Dr. Pansanni Hospital, Somnatha Society, At. Veraval, Ta. Veraval, Di. Junagadh, Pin. 362265, Ph. No. 02876-224000
<b>District: KUTCHH</b>						
39	RAPAR	BALASAR	BALASAR	II	SSA	Kasturba Gandhi Balika Vidhayalay, B/h. Check Post, At. Balasar, Ta. Rapar, Di. Kutchh
40	BHACHAU	CHOBARI	CHOBARI	I	SSA	Kasturba Gandhi Balika Vidhayalay, Ganshyamnagar, B/h. Primary School, At. Chobari, Ta. Bhachau, Di. Kutchh
41	ANJAR	ANJAR	ANJAR	III	SSA	Kasturba Gandhi Balika Vidhayalay, Opp. Primary School No.-16, In BRC Bhavan Compound, At. Anjar, Ta. Anjar, Di. Kutchh
42	BHUJ	KODAKI	KODAKI	I	SSA	Kasturba Gandhi Balika Vidhayalay, In Kodaki Group School Compound, At. Kodaki, Ta. Bhuj,
43	BHUJ (Urban)	BHUJ	BHUJ	II	SSA	Kasturba Gandhi Balika Vidhayalay, Mundra Rilocation, Cross Road, Pramukhswaminagar, Panchayati Primary School, At. Bhuj, Ta. Bhuj
44	LAKHAPAT	DOLATPAR	DOLATPAR	II	SSA	Kasturba Gandhi Balika Vidhayalay, At. Dolatpar (Mafatnagr), Ta. Lakhpat, Di. Kutchh
45	ABADASA	NALIYA	NALIYA	III	SSA	Kasturba Gandhi Balika Vidhayalay, B/h. Taluka Panchyat, BRC Bhavan, At. Naliya, Ta. Abadasa, Di. Kutchh
46	GANDHIDHAM	ANTARJAL	KIDANA	II	SSA	Kasturba Gandhi Balika Vidhayalay, Sector-5, Sathavara Society, Sarvodaya Primary School, At. Kidana, Ta. Gandhidham, Di. Kutchh

Sr. No	Name of Block	Name of Cluster	Name of Village	Type	Run by SSA/MS	New Address July-11
<b>District: KHEDA</b>						
47	BALASHINOR	MONA BRANCH-1	BALASHINOR	I	SSA	Kasturba Gandhi Balika Vidhyalay, Gopeshwar Temple, At. Balasinor, Ta. Balasinor, Di. Kheda
<b>District: MEHSANA</b>						
48	SATLASANA	SATLASANA	VAV	I	SSA	Kasturba Gandhi Balika Vidhyalay, Nr. Water Purvatha, Dharoi Road, At. Vav, Ta. Satlasana,
<b>District: NARMADA</b>						
49	SAGBARA	SELAMBA	SELAMBA	I	SSA	KGBV Selmaba, Navapada Road, Nr. Teachers Quarters, At. & Po. Selamba, Ta. Sagbara, Narmada
50	DEDIYAPADA	ZARNAVADI	NIGHANT	I	SSA	KGBV Nighat, Nr. Teachers Quarters, At. Nighat , Po. Zarnavadi, Ta. Dediapada, Di. Narmada
<b>District: PANCHMAHAL</b>						
51	HALOL		DHINKVA	II	MS	KGBV Building, At. & Po. Dhinkva, Ta. Halol, Di. Panchmahal
52	GHOGHAMBA		ZAB	I	MS	KGBV Building, At. Zab (Vav), Po. Bakrol, Ta. Ghoghamba, Di. Panchmahal,
53	MORVA (H)	VADODAR	RAJAYITA	I	SSA	At. Navi Vasahat Motikyar, Po. Rajayata, Ta. Morva (Hadaf), Di. Panchmahal
54	KADANA	DINTVAS	DINTVAS	I	SSA	C/o. Damor Kalubhai House, At. & Po. Dintvas, Ta. Kadana, Di. Panchmahal
55	GODHRA	ORVADA	ORVADA	II	MS	KGBV, C/o. Bhalabhai Luhar House, Nr. Primary School, At. & Po. Orvada, Ta. Godhra, Panchmahal
56	SANTRAMPUR	DOLI	DOLI (Limadi)	II	MS	C/o. Pateliya Laljibhai Hirabhai House, At. & Po. Doli (Limdi) Talav Muvada Faliya , Ta. Santrampur, Di. Panchmahal
<b>District: PATAN</b>						
57	SAMI	SAMI	SAMI	I	SSA	Opp. Momai Mata Mandir, Mujpur Road, At. Sami, Ta. Sami, Di. Patan
58	SANTALPUR	ZEKADA	KOLIWADA	I	SSA	Nayatwada Road, At. Kolivada, Ta. Santalpur,
59	RADHANPUR	GOTARAKA	GOTARAKA	I	SSA	In Campus of Government Primary School, At. Gotarka, Ta. Radhanpur, Di. Patan
60	PATAN	BHATSAN	KOITA	I	SSA	Patan-Deesa Highway, In Samanya Vidhyalay Compund, At. Koita, Ta. Patan, Di. Patan
61	HARIJ	RODA	JASWANTPURA	I	SSA	On Patan-Dunawada Road, At. Virajinagar, Ta. Harij

Sr. No	Name of Block	Name of Cluster	Name of Village	Type	Run by SSA/MS	New Address July-11
<b>District: RAJKOT</b>						
62	VANKANER	MATEL	MATEL	I	MS	KGBV Building, At. & Po. Matel, Ta. Vakaner,
63	MALIYA MIYANA	BHAVPAR	BHAVPAR	III	SSA	C/o. Pravibhai jashapar House, Nr. Shreeram Temple, B/H. ICDS Centre, At. & Po. Bhavpar, Ta. Maliya Miyana, Di. Rajkot,
64	JASDAN	VINCHHIYA	VINCHHIYA	II	MS	KGBV, C/o. Barcha Veenaben Anilbhai House, Old Sarvoday School, Main Market, Shipaiseri, At. & Po. Vinchhiya, Ta. Jasdand, Di. Rajkot,
<b>District: SABARKANTHA</b>						
65	KHEDBRAHMA	DELVADA	DELVADA	I	MS	KGBV Building, At. & Po. Delvada, Ta. Khedbrahma, Di. Sabarkantha,
66	MEGHRAJ	DHIMDA	DHIMDA	II	MS	KGBV Building, At. & Po. Dhimda, Ta. Meghraj, Di. Sabarkantha,
67	MALPUR	UBHARAN	MAGODI	I	SSA	B/h. Magodi Primary School, At. Magodi, Ta. Malpur, Di. Sabarkantha,
<b>District: SURAT</b>						
68	NIZAR	KUKARMUNDA	UTAVAD	I	SSA	KGBV, Utavad Primary School, At. Utavad, Ta. Nizar, Di. Surat
69	UMARPADA	GHANAWAD	GHANAWAD	I	SSA	KGBV, Ghanavad Primary School, At. Ghanavad, Ta. Nizar, Di. Surat
70	SONGADH	SONGADH	AMLIPADA	III	SSA	KGBV, Amlipada Primary School, At. Amlipada, Ta. Songadh, Di. Surat
71	UCHCHAL	MIRKOT	PANKHARI	II	SSA	KGBV, Pankhari Primary School, At. Pankhari, Ta. Uchchhal, Di. Surat
<b>District: SURENDRANAGAR</b>						
72	SAYALA	DOLIYA	DOLIYA	I	MS	Next to Jain Temple, Nr. Old Bhojanshala, Ahmedabad Highway, At. & Po. Doliya, Ta. Sayala, Di. Surendranagar,
73	CHOTILA	CHIRODA (Thanga)	CHIRODA (Thanga)	I	MS	KGBV Building, At. & Po. Chiroda (Thanga), Ta. Chotila, Di. Surendranagar
74	MULI	MULI	GADHAD	II	SSA	KGBV, Gadhad Vadi Vistar, At. Gadhad, Ta. Muli, Di. Surendranagar
75	LIMBDI	RALOL	RALOL	III	SSA	KGBV, B/h. Ralol Kumar School, At. Ralol, Limdi
76	HALVAD	MERUPAR	MERUPAR	III	SSA	KGBV, Nr. Merupar Pay Cantre, At. Merupar, Ta. Halvad, Di. Surendranagar

Sr. No	Name of Block	Name of Cluster	Name of Village	Type	Run by SSA/MS	New Address July-11
<b>District: SURENDRANAGAR</b>						
77	DHANGDHRA	DHOLI	KHAMBHADA	III	SSA	KGBV, Nr. In Primary School, At. Khambhda, Ta. Dhrangadhra, Di. Surendranagar
78	PATDI	PATDI	PATDI	II	SSA	KGBV, At. Patdi, Ta. Patdi, Di. Surendranagar
79	LAKHTAR	LAKHTAR-1	LAKHTAR	III	SSA	KGBV, " Shanti Kunj", Kumbhar Paru, House of Makwana Rameshkumar C., Out of Ugaman Darwaja, At. Lakhtar, Ta. Lakhtar, Di. Surendranagar
80	CHUDA	CHUDA	CHUDA	III	MS	C/o. Harunbhai Gafurbhai Sidatar House (Mithavala), Nr. Kansaraseri, Matajini Madhvali Gali, Bigbazar, At. & Po. Chuda, Ta. Chuda, Di. Surendranagar,
<b>District: VADODARA</b>						
81	JETPUR PAVI	BORDHA	BORDHA	I	MS	KGBV Bordha, At. & Po. Bordha, Ta. Jetpur Pavi, Di. Vadodara,
82	KAWANT	KAWANT	KAWANT	I	MS	KGBV Paravala Building, Sabirbhai Vora's House, B/h. Naswadi Chowki, At. & Po. Kwant, Ta. Kwant, Di. Vadodara,
83	NASWADI	POCHAMBA	POCHAMBA	I	SSA	Nr. Primary School, Pochamba, At. Pochamba, Ta. Naswadi, Di. Vadodara
84	CHHOTA UDEPUR	ZOZ	GAMAN FALIYA	I	SSA	Gamanfaliya Main Road, At. Gamanfaliya, Ta. Chhotaudepur, Di. Vadodara
<b>District: VALSAD</b>						
85	KAPARADA	DABKHAL	LAUKAR	I	SSA	Sarva Shiksha Abhiyan, Teachers Quarters, At. Laukar, Ta. Kaparada, Di. Valsad
86	DHARAMPUR (R)	GUNDIYA	GUNDIYA	II	SSA	Sarva Shiksha Abhiyan, Teachers Quarters, At. Gundiya, Ta. Dharampur, Di. Valsad

## APPENDIX B: Schedule followed for data Collection from KGBVs

List I : [1 to 47 KGBVs] [21<sup>st</sup> November, 2011 to 15<sup>th</sup> December, 2011]

List II : [48 to 60 KGBVs] [21<sup>st</sup> December, 2011 to 27<sup>th</sup> December, 2011]

List III : [60 to 86 KGBVs] [28<sup>th</sup> December, 2011 to 13<sup>th</sup> January, 2012]

### Project : IMPACT OF KGBVs ON GIRLS EDUCATION AND RETENTION

#### List I: Schedule of the Data Collection completed (Page 1 of 2)

Sr. No.	Name		Date of Visit	No. of Days	Name of the Field Investigators
	District	Block			
1	<b>KUTCH</b> (eight of eight)	Lakpat	22 <sup>nd</sup> Nov., 2011	4	Nirmit Patel; Jyotsna Vasava
2		Nalia(Abdasa)	22 <sup>nd</sup> Nov., 2011		Ajeet Baldaniya; Anisha Rathod
3		Bhuj urban	21 <sup>st</sup> Nov., 2011		Nirmit Patel; Jyotsna Vasava
4		Bhuj urban	21 <sup>st</sup> Nov., 2011		Ajeet Baldaniya; Anisha Rathod
5		Anjar	23 <sup>rd</sup> Nov., 2011		Nirmit Patel; Jyotsna Vasava
6		Gandhidham	23 <sup>rd</sup> Nov., 2011		Ajeet Baldaniya; Anisha Rathod
7		Rapar	24 <sup>th</sup> Nov., 2011		Ajeet Baldaniya; Anisha Rathod
8		Bhachau	24 <sup>th</sup> Nov., 2011		Nirmit Patel; Jyotsna Vasava
9	<b>RAJKOT</b> (three of three)	Malia	30 <sup>th</sup> Nov., 2011	3	Nirmit Patel; Jyotsna Vasava
10		Wankaner	29 <sup>th</sup> Nov., 2011		Nirmit Patel; Jyotsna Vasava
11		Jasdhan	28 <sup>th</sup> Nov., 2011		Nirmit Patel; Jyotsna Vasava
12	<b>SURRENDRANAGAR</b> (seven of seven)	Halvad	1 <sup>st</sup> Dec., 2011	5	Nirmit Patel; Jyotsna Vasava
13		Dhangadra	2 <sup>nd</sup> Dec., 2011		Nirmit Patel; Jyotsna Vasava
14		Lakhtar	1 <sup>st</sup> Dec., 2011		Ajeet Baldaniya; Anisha Rathod
15		Limdi	30 <sup>th</sup> Nov., 2011		Ajeet Baldaniya; Anisha Rathod
16		Chuda	28 <sup>th</sup> Nov., 2011		Ajeet Baldaniya; Anisha Rathod
17		Patdi	2 <sup>nd</sup> Dec., 2011		Ajeet Baldaniya; Anisha Rathod
18		Chotila	27 <sup>th</sup> Nov., 2011		Nirmit Patel; Jyotsna Vasava
19		Sayla	27 <sup>th</sup> Nov., 2011		Ajeet Baldaniya; Anisha Rathod
20		Muli	27 <sup>th</sup> Nov., 2011		Dr. Priti Chaudhary; Dr. Kashyapi Awasthi



**List I: Schedule of the Data Collection completed (Page 2 of 2)**

Sr. No.	Name		Date of Visit	No. of Days	Name of the Field Investigators
	District				
21	<b>AHMEDABAD (four of four)</b>	Ranpur	29 <sup>th</sup> Nov., 2011	3	Ajeet Baldaniya; Anisha Rathod
22		Bavla	3 <sup>rd</sup> Dec., 2011		Nirmit Patel; Jyotsna Vasava
23		Sanand	3 <sup>rd</sup> Dec., 2011		Ajeet Baldaniya; Anisha Rathod
24		Viramgam	2 <sup>nd</sup> Dec., 2011		Ajeet Baldaniya; Anisha Rathod
25	<b>PATAN (FIVE OF FIVE)</b>	Sami	5 <sup>th</sup> Dec., 2011	3	Nirmit Patel; Jyotsna Vasava
26		Harij	6 <sup>th</sup> Dec., 2011		Nirmit Patel; Jyotsna Vasava
27		Patan	7 <sup>th</sup> Dec., 2011		Nirmit Patel; Jyotsna Vasava
28		Santalpur	7 <sup>th</sup> Dec., 2011		Ajeet Baldaniya; Anisha Rathod
29		Radhanpur	6 <sup>th</sup> Dec., 2011		Ajeet Baldaniya; Anisha Rathod
30	<b>BANASKANTHA (ten of ten)</b>	Bhabar	8 <sup>th</sup> Dec., 2011	6	Ajeet Baldaniya; Anisha Rathod
31		Diyadar	9 <sup>th</sup> Dec., 2011		Ajeet Baldaniya; Anisha Rathod
32		Sihori(Kankrej)	10 <sup>th</sup> Dec., 2011		Ajeet Baldaniya; Anisha Rathod
33		Vav	12 <sup>th</sup> Dec., 2011		Nirmit Patel; Jyotsna Vasava
34		Tharad	12 <sup>th</sup> Dec., 2011		Nirmit Patel; Jyotsna Vasava
35		Dhanera	10 <sup>th</sup> Dec., 2011		Nirmit Patel; Jyotsna Vasava
36		Dantiwada	9 <sup>th</sup> Dec., 2011		Nirmit Patel; Jyotsna Vasava
		Dantiwada (2 <sup>nd</sup> visit)	11 <sup>th</sup> Dec., 2011		Dr. Priti Chaudhary; Dr. Kashyapi Awasthi
37		Deesa	8 <sup>th</sup> Dec., 2011		Nirmit Patel; Jyotsna Vasava
38		Amirgadh (Iqbalgadh)	13 <sup>th</sup> Dec., 2011		Ajeet Baldaniya; Anisha Rathod
39	Danta	13 <sup>th</sup> Dec., 2011	Ajeet Baldaniya; Anisha Rathod		
40	<b>MEHSANA (1/1)</b>	Satlasana	14 <sup>th</sup> Dec., 2011	1	Ajeet Baldaniya; Anisha Rathod
41	<b>SABARKANTHA (three of three)</b>	Khedbrahma	14 <sup>th</sup> Dec., 2011	2	Nirmit Patel; Jyotsna Vasava
42		Meghraj	15 <sup>th</sup> Dec., 2011		Ajeet Baldaniya; Anisha Rathod
43		Malpur	15 <sup>th</sup> Dec., 2011		Nirmit Patel; Jyotsna Vasava
44	<b>VADODARA (1/4)</b>	Jetpur-pavi	27 <sup>th</sup> Nov. 2011	1	Dr. Jyotsna Amin; Ms Rugi P. A.
45	<b>PANCHMAHAL (THREE OF SIX)</b>	Halol	3 <sup>rd</sup> Dec., 2011	3	Ms Rugi P. A.
46		Godhara	17 <sup>th</sup> Dec., 2011		Dr. Jyotsna Amin; Ms Rugi P. A.
47		Morwa	11 <sup>th</sup> Dec., 2011		Dr. Jyotsna Amin; Ms Rugi P. A.

**Project : IMPACT OF KGBVs ON GIRLS EDUCATION AND RETENTION**

**List II: Schedule for Data Collection**

Sr. No.	Name		Date of Visit	No. of Days	Name of the Field Investigators
	District	Block			
48	<b>JUNAGADH (one of six)</b>	Mangrol	22 <sup>nd</sup> December, 2011	1	Nirmit Patel; Jyotsna Vasava
49	<b>AMRELI (two of two)</b>	Jaffrabad	24 <sup>th</sup> December, 2011	2	Ajeet Baldaniya
50		Rajula	23 <sup>rd</sup> December, 2011		Ajeet Baldaniya
51	<b>BHAVNAGAR (six of six)</b>	Mahuva	23 <sup>rd</sup> December, 2011	4	Nirmit Patel; Jyotsna Vasava
52		Tadaja	24 <sup>th</sup> December, 2011		Nirmit Patel; Jyotsna Vasava
53		Palitana	26 <sup>th</sup> December, 2011		Ajeet Baldaniya
54		Ghogha	27 <sup>th</sup> December, 2011		Ajeet Baldaniya
55		Bhavnagar	26 <sup>th</sup> December, 2011		Nirmit Patel; Jyotsna Vasava
56		Botadh	27 <sup>th</sup> December, 2011		Nirmit Patel; Jyotsna Vasava
57	<b>JAMNAGAR (three of three)</b>	Khambhadia	21 <sup>st</sup> December, 2011	2	Ajeet Baldaniya
58		Dwarka	21 <sup>st</sup> December, 2011		Nirmit Patel; Jyotsna Vasava
59		Kalyanpur	22 <sup>nd</sup> December, 2011		Ajeet Baldaniya
60	<b>PANCHMAHAL (one of six)</b>	Ghoghamba	24 <sup>th</sup> December, 2011	1	Dr. Priti Chaudhari; Dr. Kashyapi Awasthi; Dr. Jyotsna Amin;

**Project : IMPACT OF KGBVs ON GIRLS EDUCATION AND RETENTION**

**List III : Schedule for Data Collection**

Sr. No.	Name		Date of Visit	No. of Days	Name of the Field Investigators
	District	Block			
61	<b>JUNAGADH (five of six)</b>	Veraval	30th December, 2011	4	Nirmit Patel; Jyotsna Vasava
62		Veraval	31st December, 2011		Ajeet Baldaniya
63		Sutrapada	29th December, 2011		Ajeet Baldaniya
64		Una	28th December, 2011		Ajeet Baldaniya
65		Una	29th December, 2011		Nirmit Patel; Jyotsna Vasava
66	<b>KHEDA (1/1)</b>	Balashinor	31st December, 2011	1	Nirmit Patel; Jyotsna Vasava
67	<b>PANCHMAHAL (TWO OF SIX)</b>	Santrampur	1st January, 2012	1	Dr. Jyotsna Amin ; Dr. Kashyapi Awasthi
68		Kadana	1st January, 2012		Dr. Jyotsna Amin ; Dr. Kashyapi Awasthi
69	<b>DAHOD (seven of seven)</b>	Fatehpura	2nd January, 2012	6	Ajeet Baldaniya; Nirmit Patel
70		Jhalod	2nd January, 2012		Ajeet Baldaniya; Nirmit Patel
71		Dahod	3rd January, 2012		Ajeet Baldaniya; Nirmit Patel
72		Limkheda	4th January, 2012		Ajeet Baldaniya; Nirmit Patel
73		Dhanpur	5th January, 2012		Ajeet Baldaniya; Nirmit Patel
74		Garbada	6th January, 2012		Ajeet Baldaniya; Nirmit Patel
75		Devgadhbaria	7th January, 2012		Ajeet Baldaniya; Nirmit Patel
76	<b>VADODARA (Three OF FOUR)</b>	Chota Udaipur	11th January, 2012	2	Nirmit Patel; Jyotsna Vasava
77		Kanvat	10th January, 2012		Nirmit; Jyotsna; Ajeet
78		Nasvadi	11th January, 2012		Ajeet Baldaniya
79	<b>NARMADA (two of two)</b>	Dediapada	12th January, 2012	1	Nirmit Patel; Jyotsna Vasava
80		Sagbara	12th January, 2012		Ajeet Baldaniya
81	<b>SURAT (four of four)</b>	Nizar	1st January, 2012	4	Dr. Priti Chaudhari; Jyotsna Vasava
82		Umarpada	5th January, 2012		Dr. Priti Chaudhari; Jyotsna Vasava
83		Songadh	4th January, 2012		Dr. Priti Chaudhari; Jyotsna Vasava
84		Uchal	13th January, 2012		Nirmit; Jyotsna; Ajeet
85	<b>VALSAD (two of two)</b>	Dhanpur	2nd January, 2012	2	Dr. Priti Chaudhari; Jyotsna Vasava
86		Kaprada	3rd January, 2012		Dr. Priti Chaudhari; Jyotsna Vasava



## APPENDIX C: TOOL (IN ENGLISH)

Department of Education [CASE]  
Faculty of Education and Psychology  
The Maharaja Sayajirao University of Baroda  
Vadodara: 390 002  
Phone (O): 0265 2784969, 2795516, 0265 2792631

**T 1**

### Information Schedule

Date of Survey: \_\_\_\_\_  
Name of the Surveyor: \_\_\_\_\_  
Name of the KGBV: \_\_\_\_\_  
Village: \_\_\_\_\_ Cluster: \_\_\_\_\_  
Block: \_\_\_\_\_ District: \_\_\_\_\_  
Name of the CRCC \_\_\_\_\_  
Name of the BRCC \_\_\_\_\_  
Name of the OIC, Gender, District \_\_\_\_\_

Signature and stamp of any one of these authorities present

Year of establishment: \_\_\_\_\_

[ 2001 – 2003 : 1, 2004 – 2006 : 2, 2007 – 2011: 3 ]

Management of the school: [Mahila Samakhyas-1 / SSA-2 ]

Type of school: 1 / 2 / 3

Building: Rented -1 / Own - 2

#### Physical access:

Distance in kilometre from nearest village, hospital and Market:

[0-5 km: 1, 6-10 km: 2, 11-15 km: 3, 16-20: 4, more than 20: 5]

Distance from nearest village : \_\_\_\_\_

Distance from nearest hospital : \_\_\_\_\_

Distance from nearest market: \_\_\_\_\_

Telephone connection: YES 1/ NO 2

Type of transport facility available: Public 1/ Private 2/ Both 3

Frequency of transportation facility to the nearest town place?

\_\_\_\_\_  
\_\_\_\_\_

### Observation Schedule

[The scale used in this observation schedule should be interpreted as **1 –Very Poor, 2 – Poor, 3 – Average, 4 – Good, 5 – Very Good**. Encircle the appropriate response.]

Is the kitchen shed or room clean and hygienic? Yes - 1/No -2

Describe your stand by rating the following aspects:

Indicators	Rating				
Location of room/shed	1	2	3	4	5
Cleanliness of kitchen shed/room & surroundings	1	2	3	4	5

How the arrangement of fuel made? [gas cylinder -1, wood-2, both-3]

List all the available utensils and its number.

Name of the Utensil	Number	Name of the Utensil	Number

What is the source of water?

[Panchayat taps-1/ Municipal corporation tap-2/ hand pump-3/ well-4/ any other-5]

Is there a water tank for storage for water? Yes 1/ No 2

How many? \_\_\_\_\_ Where is it placed? \_\_\_\_\_

Is it connected to the toilets, bathrooms, kitchen and laundry area? Yes 1/ No 2

What is the arrangement for sewage?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Where is the outlet for waters from toilet, bathroom, kitchen and laundry area?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How is the building electrified?

1.Concealed      2.Hanging live wires      3. Wiring using pipes

Is the store room clean and hygienic? Yes-1/No-2

Describe your stand by rating the following aspect:

Cleanliness of Store room	1	2	3	4	5
---------------------------	---	---	---	---	---

- List out the available grains, pulses, spices and vegetables on the day of visit

Name of grains, pulses, spices, vegetables	Availability	Amount in Kilograms/quintal
Rice		
Wheat		
Wheat flour		
Vegetables (Name the available)		
Spices (Name the available)		
Pulses ( )		

**Rate its quality on the given scale**

Quality of grains, pulses, vegetables	Rating				
Rice	1	2	3	4	5
Wheat	1	2	3	4	5
Wheat flour	1	2	3	4	5
Pulses	1	2	3	4	5
vegetables	1	2	3	4	5

**Menu of meal:**

Sr. No.	Day	Write down the names of each items for following		
		Breakfast	Lunch	Dinner
1	Monday			
2	Tuesday			
3	Wednesday			
4	Thursday			
5	Friday			
6	Saturday			
7	Sunday			

Is the meal served according to the weekly menu? Yes 1 / No 2

**Quality of meal**

List the food item prepared on day of visit and rate	Rating				
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5

- Does the KGBV have a complete compound wall and gate? Yes 1/ No 2

State of	Rating				
compound wall	1	2	3	4	5
gate	1	2	3	4	5

**Cleanliness and hygiene of compound**

<b>Indicators</b>	<b>Rating</b>				
Cleanliness	1	2	3	4	5
Systematic vegetation/plantation	1	2	3	4	5
Space management	1	2	3	4	5
Levelling of land	1	2	3	4	5
Aesthetically	1	2	3	4	5

**Cleanliness and condition of rooms**

<b>Indicators</b>	<b>Rating</b>				
Cleanliness of beddings	1	2	3	4	5
Cleanliness of bed sheets	1	2	3	4	5
Proper stacking of trunks	1	2	3	4	5
Overall cleanliness of room	1	2	3	4	5
Space management	1	2	3	4	5
Aesthetically	1	2	3	4	5











**Training**

Name	Training received Yes 1 / No 2	No. of days	By whom	Content of training	Satisfied / Unsatisfied	Your future requirement / need

**Profile of girls\***

Sr. No	Name	Caste / category	Native place (with taluka and district)	Age (yrs)	Std	Special ability	Parental occupation	Year of Enrolment	Have you been to school earlier? Yes 1 / No 2	If yes, when, which school and why left? (Write details)

**\*Extra sheets provided to enter the profile of the girls of KGBV**



Enrolment and drop out of girls in last five years												
Sr. No.	Class	Caste / Category	2006-07		2007-08		2008-09		2009-2010		2010-11	
			Enrolled	Drop out	Enrolled	Drop out	Enrolled	Drop out	Enrolled	Drop out	Enrolled	Drop out
5	Students' from other standards	SC										
		ST										
		OBC										
		Minority										
		others										
		BPL										

**Attendance record**

Sr. No.	Class	Total girls enrolled	Presence recorded in hostel attendance register	Presence recorded in class attendance register on previous day	Presence recorded in class attendance register	Presence recorded on head count on day of visit
1	I					
2	II					
3	III					
4	IV					
5	V					
6	VI					
7	VII					
8	VIII					

**Enrolment pattern category wise for the academic year 2011-2012**

Sr. No.	Class	SC	ST	OBC	Minority	BPL	Others	Total girls enrolled
1	V							
2	VI							
3	VII							
4	VIII							
5	Others if any							
Total								

**Maintenance of Registers:**

Sr. No.	Name of register	Available	Whether date-wise maintenance of records (write Yes / No)	Remarks if any
1	Hostel register			
2	Grade-wise attendance register			
3	Storage register			
4	Teachers' register			
5	Parents' visit register			
6	Inward register			
7	Outward register			
8	Stationary register			
9	Dead stock register			
10	Leave / movement Register			
11	Distribution register			
12	Visit book			
13	Any other			

### **Focused Group Discussion for girls**

1. Do you enjoy being here?
2. How many friends do you have? Name them
3. With whom do you share the problems you have?
4. With whom would you like to be play, eat and sleep?
5. Which teachers do you like the most?
6. Can you communicate with your teachers without hesitation?

### **Questionnaire to study the perception of teachers regarding impact of KGBVs on Girls' education and retention**

1. How do you see your future in KGBV?

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2. Are you satisfied with the salary against the work load? Yes 1/No 2

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3. Explain your work load.

4. Would you wish to continue in future ? Yes 1/No 2 Why?

5. How do you see the future of the girls in KGBV?

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6. Are these girls intellectually capable of entering into secondary education?  
Yes 1 / No 2.

7. If No, Give reasons for your answer

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8. Are the families of these girls socially prepared for sending their daughters to secondary schools in the village or nearby villages? Yes 1/ No 2.

Give reasons for your answer

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9. Have you ever discussed this matter during the parents' visit? Yes 1/ No 2.

10. Do you think such discussions during PTA meetings would convince the parents and motivate them to jointly break the socio-cultural shackles? Yes 1/ No 2

11. What according to you is the advantage of elementary schools of residential nature especially for girls?

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12. As teachers in residential school; do you think you have more scope of value inculcation and habit development? Yes 1/ No 2

13. What efforts do you put in for the same?

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Do you feel the scheme helps in girls' education and retention? Yes 1/ No 2   
Explain. \_\_\_\_\_

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14. Do you think the scheme must have covered all the drop-out/out of school girl children in your taluka? Yes 1 / No 2

15. How do you like this scheme?

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16. Describe your experience of being with KGBV

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17. Do you have problem in getting academic support from CRCC, BRCC and OIC, gender? Yes 1/ No 2

Which type of help? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 18. Has your classes being observed by the CRCCs? Yes 1/No 2
- 19. Do you have problem in getting feedback on the teaching-learning process?  
Yes 1/No 2 By whom? \_\_\_\_\_
- 20. Do you find problems in taking sufficient care of girls, inculcating values,etc.?  
Yes 1/No 2.
- 21. Do you have any problems in organizing activities for girls? Yes 1/No 2.
- 22. Do you have any problems in organizing PTA meetings? Yes 1/No 2.
- 23. Do you have any problems in availing daily requirements like milk, vegetables?  
Yes 1/No 2
- 24. Do you receive the grants timely? Yes 1/ No 2
- 25. Are the books, uniforms, sweaters and other necessities timely available?  
Yes 1/ No 2.

26. Any problems related to building of KGBV  
\_\_\_\_\_  
\_\_\_\_\_

27. Any problems related to fuel wood/ gas cylinders.  
28. State the problems related to excess number of girls or inadequate number of girls at  
KGBV. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

29. What are the problems faced due to absence of one or more teachers at KGBV?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 30. Do you have problems pertaining to the security of the girls? Yes 1/ No 2
- 31. Write at least one good quality of your fellow colleagues   
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

32. If only two of the teachers are to go for picnic whom would you like to go along with?

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33. Can you frankly suggest mistakes/changes to each other? Yes 1/ No 2

34. In case of a dispute/problem, whom would you share it with?

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35. How is the behaviour of the peon, accountant, cook and helpers? Yes 1/No 2

36. Do you enjoy being here? Yes 1/No 2

Why?

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**T5**

**Questionnaire for CRCC / BRCC/BRP**

1. Describe your experience of managing KGBV
2. What is your understanding of the scheme? (objective, reach)
3. How do you like this scheme?
4. How do you see the future of KGBV?
5. Do you feel the scheme helps in girls' education and retention?
6. Do you think the scheme must have covered all the drop-out/out of school girl children in your cluster?

**Interview Schedule to study Perception of OIC Gender, district**

1. Describe your experience of managing KGBV
2. What is your understanding of the scheme? (objective, reach)
3. How do you like this scheme?
4. How do you see the future of KGBV?
5. Do you feel the scheme helps in girls' education and retention?
6. Do you think the scheme must have covered all the drop-out/out of school girl children in your cluster?
7. Give your suggestions to improve the functioning of the KGBV scheme.

**Interview Schedule to study Perception of OIC Gender, State**

1. Describe your experience of managing KGBVs in state
2. What is your understanding of the scheme? (objective, reach)
3. How do you like this scheme?
4. Do you feel the scheme helps in girls' education and retention?
5. Do the needful sections of girls like drop-outs, never enrolled get a chance of being educated?
6. Do you believe that the scheme must have covered all the drop-out/out of school girl children in the state?
7. How far does the available data support your belief?
8. How do you see the future of the girls in KGBV?

**Interview Schedule to study Perception of Director, Mahila Samakhya**

1. What is your perception about the management of KGBV by Mahila Samakhya
2. Describe your experience of managing KGBVs in state
3. What is your understanding of the scheme? (objective, reach)
4. How do you like this scheme?
5. Do you feel the scheme helps in girls' education and retention?
6. Do the needful sections of girls like drop-outs, never enrolled get a chance of being educated?
7. Do you believe that the scheme must have covered all the drop-out/out of school girl children in the state?
8. How far does the available data support your belief?
9. How do you see the future of the girls in KGBV?

**OBSERVATION SCHEDULE**  
**For Observing Teaching Learning Process at KGBVs**

❑ **Academic Planning**

1. Did the authorities have the Annual Academic Calendar? [Yes-1, No -2]
2. Did the authorities have the weekly time table? [*Observe and verify*]

[Write 1-Yes, 2-No for the responses in the table below ]:

Grade / Class	Weekly Timetable		
	Available	Displayed	Followed
5			
6			
7			
8			
Other			

❑ **Classroom Teaching** (*Details of class observation on the day of visit*)

[ONE CLASS OF TWO TEACHERS TO BE OBSERVED IN EACH KGBV]

1. Name of the Teacher: \_\_\_\_\_
2. Subject: \_\_\_\_\_
3. Class/Grade: \_\_\_\_\_
4. Topic/Content: \_\_\_\_\_
5. Duration: \_\_\_\_\_

6. Organization of teaching learning process:

[*Encircle the appropriate number in the boxes rating the teaching learning process, where 0-Not Done, 1-Very Poor, 2-Poor, 3-Average, 4-Good and 5-Very Good*]

Sr. No.	Component	Rating					
		0	1	2	3	4	5
1	Introduction of the lesson	0	1	2	3	4	5
2	Explanation of the topic	0	1	2	3	4	5
3	Illustrations provided	0	1	2	3	4	5
4	Relating the content with child's environment	0	1	2	3	4	5
5	Skill of questioning	0	1	2	3	4	5
6	Communication ability	0	1	2	3	4	5

7	Confidence while teaching	0	1	2	3	4	5
8	Blackboard work	0	1	2	3	4	5
9	Use of teaching aids	0	1	2	3	4	5
10	Summarization of the content taught	0	1	2	3	4	5

**7. Activity/Activities during the classroom teaching:**

(a) Did the teacher conduct any activity/activities during the teaching?

[Yes-1, No -2]

(b) Name of the activity: \_\_\_\_\_ - \_\_\_\_\_

(c) Describe the activity: \_\_\_\_\_

\_\_\_\_\_

**8. Participation of students during teaching process in the classroom:**

[Encircle the appropriate percentage in the box below indicating the student participation during the class room teaching]

Components	Percentage of student participation										
	0	10	20	30	40	50	60	70	80	90	100
Students' listen	0	10	20	30	40	50	60	70	80	90	100
Ask Question	0	10	20	30	40	50	60	70	80	90	100
Student initiates	0	10	20	30	40	50	60	70	80	90	100
Answer	0	10	20	30	40	50	60	70	80	90	100
Participate in activities	0	10	20	30	40	50	60	70	80	90	100
Enthusiastic of learning	0	10	20	30	40	50	60	70	80	90	100
Silent/confusion	0	10	20	30	40	50	60	70	80	90	100

**9. Home work / Exercises to strengthen classroom learning**

1. Did the teacher give any kind of home work in the class? [Yes-1, No -2]

2. Description of the home work given:

\_\_\_\_\_

**10. Evaluation**

How is the learning evaluated apart from the regular examination conducted in the academic year? \_\_\_\_\_

\_\_\_\_\_

## ACHIEVEMENT TEST

## ÈäëÓÇ - 5

ÈâÓä¼ :

½çÇ : 50

ÖÑÒ ð 2.00 »Ôâ»

ãÕÈâÉäòìçì ÌâÑ ð

KGBVìçì ÌâÑ ð

ÍýWì – 1 »îÖÑâî ïáâíëÔâ ×bÊíÑâîÉä ÒíçÒ ×bÊ ÍÖîÊ »Óä  
¼âÔä ÁçÒâ ÍèÓäë. (7)

(ÍâÛ, ÕÚëÔâ, ãÈìçÒâò, ÓÚëÄâÇ, »ÌãÁÒâÈ, ÄîÄâ,  
sÕcÀ, »ÖÓÈ)

(1) ÌÈâ Óí½íçì ÑèÛ ..... Àë.

(2) ÕÕâÓë .....éÄÕçì Áâëæáë.

(3) ÍâÇä ÍÚëÔâ ..... ÌâîÈÕä.

(4) éÌâÛâÑâî ..... ÍâÇäÉä »í½Ûâ »ÓÕâ Áíæáë.

(5) áâÓíçÒìä †ãwÃáë ..... »ÍÄâî ÍÚëÓÕçì  
Áíæáë.

(6) áâ¼â ãÊÕÖìä ÍýÕöãÈë .....»Úë Àë.

(7) ánì, ÕsÝ áë ..... áë áâíÇä ÍâÒâìä  
Á#ãÓÒâÈ Àë.

ÍýWì – 2 Õâ»ÒÑâîíÉä ãÕ×ëØÇ ×íÈä ÕâÑèìä ¼âÔä ÁçÒâÑâî  
Ô¼âë. (4)

- (1) ãÚÑâÔÒ ëï¿í ÍÕêÈ Àë. (1) .....
- (2) Ñ½ì ÚíãxÒâÓ ãÕYâÉäô Àë. (2)  
 .....
- (3) ½çÔâïç PèÔ ÖçïÊÓ Àë. (3) .....
- (4) ÓâÑìçï ãÊÔ ¿íK¼çï Àë. (4) .....

**ÍýWì – 3 ÖÑâìâÉäô x bÊ Ô¼âë.**

**(3)**

- (1) ÖçÓÁ (1) .....
- (2) ÐÍ»í (2) .....
- (3) áÊë¼âæ (3) .....

**ÍýWì – 4 ãìmìãÔã¼È x bÊí »ë Õ¿ì ÌÊãÔ#ó.**

**(2)**

- (1) ã»Èâï (1) .....
- (2) ÔÅ»â (2) .....

**ÍýWì – 5 ãìmìãÔã¼È x bÊí »ë ãÕrJÉäô x bÊ ãÔã¼#ó.**

**(2)**



- (1) xâiãÈ (1) .....
- (2) áâÁ'âÊä (2) .....

ÍýWì – 6 ìä¿èlà Õâ»Òìç ãÚnÊäÑâĩ ĐâØâĩÈÓ »Óí.

(3)

(1) ½âÒ ÊèË áâíë Àë.

.....

(2) ĐâÓÈ áâíÇí Êëx Àë.

.....

(3) áâíÇë ÓíÁ ÖÕâÓë ÕÚëÔâ êÄÕçĩ Áíæáë.

.....

ÍýWì – 7 ãÕĐâ½ "á' Ñâĩ áâíëÔ »ëãíÃÔ ÔëÃÓìë áìç#í Öë»nÅ  
 ÔëÃÓ "ì' ãÕĐâ½ÑâĩÉä xíËä Èèè ÔäÃä ÊíÓä ÁíÁí.

(5)

- |       |       |
|-------|-------|
| (1) A | (1) m |
| (2) E | (2) h |
| (3) H | (3) a |
| (4) M | (4) k |
| (5) K | (5) e |

**ÍýWì – 8** àäçè ááíèÔâ àâÑíè àí½ýèÁâÑâí Ô¼í.

**(2)**

(1) »âëÑÔ (1) .....

(2) Ñ½ì (2) .....

**ÍýWì – 9** ¼âÔä ÁgÒâ íèÓâë.

**(5)**

(1) ááíçâ ÓâÁÒìçì àâÑ ..... Àë.(ÑÚâÓâwÃ÷,  
½çÁÓâÈ, ííÁâí)

(2) àâ½ãÓ»è ÑÈ ááíÕâí Û» ..... ÕØòlä éíÑÓë  
ÑÛë Àë. (18, 25, 30)

(3) ÍìçâÒÈä ÓâÁìçì ÑâÛ¼çì .....sÈÓìçì Àë.  
(½ýâmÒ, ãÁÍÔâ, ÈâÔç»â)

(4) sÉâãì» sÕÓâÁÒìä ÖisÉâáílä ÑçÈÈ.....  
ÕØòlä ÛíÒ Àë. (3, 5, 7)

(5) ½ýâÑ ÍìçâÒÈÑâí ÕÚäÕÃä»âÑ .....»Óë Àë.  
(ÍýÑç¼, ÈÔâÃä, ÖÓíç)

**ÍýWì – 10** àäçèà ÍýWìí ÁÕâí Ô¼í.

**(2)**

(1) ½çÁÓâÈìâ ÈãÓÒâ ã»làÓë »Òâ »Òâ á¼âÈ  
áâÕëÔâ Àë.

.....  
.....  
.....

**ÍýWì – 11** là<sub>ç</sub>èlà Õâ»Òí ¼Óâî ÚíÒ Èí √ là áè ¼íÃâ ÚíÒ Èí  
? là àìxâlà »Óí. (3)

(1) êîÃ ÓÇÍýÊëxìçì ÍýâÇä Àë.

(2) ÕìsîãÈ WÕÖì »ÓÈä ÌÉä.

(3) »â<sub>ç</sub> áë ÍâÓÊxô» ÍÊâÉô Àë.

**ÍýWì – 12** ¼âÔä ÁgÒâ ÌèÓâë.  
(4)

(1) áâÖíâÔÖìçì ÂâÂ ..... ÔâÛâÇ»Èâ  
ËÓâÖÈçì ÌÉä.

(ÖïÖëÊìxâÔÈâ, WÕÖì, ÚÔì<sub>ç</sub>Ôì)

(2) áîØËä ÈÓä»ë ..... ÕìsîãÈìí éíÒí½ ÉâÒ Àë.

(áÓÃçÖä, Öâ½, áâîíí)

(3) À Í½ ËÓâÖÈçì ÍýâÇä ..... Àë.

(»âì¼ÁèÓí, ÑcÀÓ, ½âÒ)

(4) »ÊÑâĩ ÑíÃçĩ ÍýâÇä ..... Àë. (ãÁÓâî,  
ÚÓÇ, ÖÖÔçĩ)

ÍýWì – 13 làçèlà Êâ¼Ôâ ½Çí.  
(6)

(1)	9648	(2)	346
	<u>+ 7629</u>		<u>? 24</u>

(3) ÓÑëxë #ãíÒâ 235 Ñâĩ ¼ÓäÊëÔí ÓëãÀÒí  
#ãíÒâ 285 Ñâĩ Öëçä ÊäËí, Èí Èèèë »ëÃÔâ  
#ãíÒâ Ìí »ë Ìç»Öâì Éxë¬

ÍýWì – 14 làçè ááíèÔä áâ»öäÈ ÊíÓí.  
(2)

(1) ã»ÓÇ XY ÊíÓí.

ACHIEVEMENT TEST

ĒâëÓÇ - 6

ÈâÓä¼ :

½çÇ : 50

ÖÑÒ ð 2.00 »Ôâ»

ãÕĒâÉäòìçì ìâÑ ð

KGBVìçì ìâÑ ð

ÍýWì – 1 ãÕÐâ½ "á' ìè áìç#Í Öâ¿âë ÁÕâï"ï' ãÕÐâ½ÑâïÉä  
xíĒä Èèèè ÔäÃä ÊíÓä ÁíÁí.

(7)

"á'

"ï'

(1) áâï¼lä Öîâæ  
áâ»âÓ

(1) ÈâÅ ÁëÕí

(2) ÈâÅâÖì

(2) Ñìâ Óí½

(3) xÕâÖì  
»ÓÕä

(3) ÄïÅâ ìâÇäÉä

(4) »ýíĒ, ÖèÓ, ÂëÓ  
ÍèÕô»

(4) ÚGÒ

(5) ÍýâÉòìâ

(5) »ënÖÓ

(6) ánì, ÕsÝ áìè ÓÚëÃâÇ  
áâ»âÓ

(6) ÑÅÊâ ÁëÕí

(7) ÈÑâ»ç  
Á#ãÓÒâÈ

(7) ÍâÒâìä

ÍýWì – 2 #ãÆÍýÒí½lí áÉô áâìä Ôâ»ÒÑâï ÍýÒí½ »Óí.

(4)

(1) Êï½ Éæ ÁÕçï. - .....

.....  
(2) áâ»âx ÍâÊâÛ áë» »ÓÕâ. -  
.....

.....  
**ÍýWì – 3 Õâ»ÒÑâïïÉä ãÕxëØÇ xíĚí**

**(3)**

(5) Èâáí áìâÉ ÌâÛâ ÚÈä. (1) .....

(6) »çïÕâÓí ÒçÕâì »èÊä ÍÅÒí. (2)  
.....

(7) ÁèÄä ÕýÁlà ÌâÓ Óë. (3)  
.....

**ÍýWì – 4 ãÕï½ ÍãÓÕÈòì ã»Áä#ó**

**(3)**

(1) ÍçÝ (1) .....

(2) ãÚÓì (2) .....

(3) xëÓ (3) .....

**ÍýWì – 5 ÑçÚâÕÓí »â áÉô Êë»Ó ÕâPÒ Ñë ÍýÒí½ »Óëó**

**(4)**

(1) áâÌäù Úílâ - .....

.....  
**(2) NèlÒ áâi»là-** .....

**ÍyWì – 6** àäèlâ x bÊilâ iÚçÕçl Ò¼í.

**(3)**

(1) girl (1) .....

(2) table (2) .....

(3) book (3) .....

**ÍyWì – 7** àäèlâ x bÊilè ÒíçÒ »ýÑÑâi ½íÄÕäèè Òâ»Òí ÌâÕä

Ò¼í.

**(4)**

(1) helpful to am all I.

.....

(2) name My Ram is. ....

(3) go there Let's. ....

(4) need some brinjals I. ....

**ÍyWì – 8** ¼âÕä ÁçÒâ léÓäë.

**(7)**

- (8) ÐâÓÈlà ÊãÜÇë ..... ÑÚâÖâ½Ó  
 áâÕëÔâë Àë. (ãÚnÊ, áÓĬ, Ĭĩ½âÔlà ¼âĂä)
- (9) ÍöTÕä ÍÓ »çÔ ..... ÐèãÑ¼ĩÁí ÑÑ Àë. (7, 5,3)
- (10) ÊçãĬÒâĬĭ ÖĩÉä êĩçĭ ãx¼Ó  
 .....Àë. (ãÚÑâÔÒ, ÑâénĂ  
 áëÕÓsĂ, ã½ÓĬâÓ)
- (11) ÐâÓÈlà ÑDÒÑâĩÉä ..... ÍÖâÓ ÉâÒ Àë.  
 (ãÕØöÕÖë, »»ôÕöÈ,Ñ»ÓÕöÈ )
- (12) ÓÇÍýÊëxÑâĩ ÕsÈä ..... Àë. (áíÀä, ÕËâÓë,  
 ÑGÒÑ)
- (13) ÐâÓÈlà ÍãWçÑë ..... Êëx áâÕëÔí Àë. (çãĬ,  
 Íãã»sÈãĬ, ĬëĬâÛ)
- (14) ÍöTÕãĬí áâ»âÓ ..... ÁëÕí Àë. (ĬâÓĩ½ä,  
 ÖĬÓÁĬ, Ôãĩçĭ)

ÍýWì – 9 ĬãçèĬá ÍýWìĬäë ÁÕãĩ ááĬí.

(2)

(1) ¾Ĭ ÍÊâÉòĬâ »íæ ÍÇ Ĭë ½çÇËÑíô Ô¼í.

.....

.....



**ÍyWì – 10 ¼âÔä ÁgÒâ ÍèÓäë.**

**(5)**

- (1) ÖÁäÕlí Ó¿làtÑ» áë»Ñ ..... Àë.
- (2) ÍâÇälí ÑÇKÒ sÝíÈ ..... Àë.
- (3) ÕìsãÈìçì .....áí½ ÁÑàìÑâíÉä ÍâÇä áèè  
"ávÒÜâÓìçì xíØÇ »Óë Àë.
- (4) ¿çĩ»è ..... ¿çĩ»äÒ ÈçýÕí ÚíÒ Àë.
- (5) ÍâÇäìçì ét»ÒlàĩÈç ..... Àë.

**ÍyWì – 11 ¼âÔä ÁgÒâ ÍèÓäë.**

**(5)**

- (1) 6 ? 6 ? 6 ? 6 è ¾âÈ sÕ#íè ..... Ô¼âÒ.
- (2) 5<sup>3</sup> Ñâí ¾âÈâí» ..... Àë.
- (3) 2<sup>7</sup> è xbÊíÑâí..... Ô¼âÒ.
- (4) 3<sup>4</sup>Ñâí áâÈâÓ ..... Àë.
- (5) 2<sup>3</sup> ? 3<sup>2</sup> = 2 ? 2? 2 ? 3 ?.....

**ÍyWì – 12 Ìä¿èlà Êâ¼Ôâ ½Çí.**

**(3)**

- (1) #. 500 Ñâí ¼ÓäÈëÔä ÕsÈç #. 400 Ñâí Õè¿Èâí  
Ìí Éxè »è ¼íÃ¬ »èÃÔâ Ã»â¬

**T12**

## ËäëÓÇ - 7

ÈâÖä¼ :

½çÇ : 50

ÖÑÒ ð 2.00 »Ôâ»

ãÕËäÉäòìçì ìâÑ ð

KGBVìçì ìâÑ ð

ÍýWì – 1 »îÖÑâî ïáâíëÔâ ×bÊíÑâîÉä ÒígÒ ×bÊ ÍÖîÊ »Óä  
¼âÔä ÁgÒâ ÍèÓäë. (7)

(ÑÚãøô ÍÈíÁãÔ, çìçÛÈâ, àìÒãÑÈ, sãÉÓÈâ, »enÖÓ,  
Ñì, ÖîÈçãÔÈ , ÖËâÓë)

(1) Èì ÈîÊçÓsÈ Èí ..... ÈîÊçÓsÈ.

(2) ¼íÓâ»..... ÔëÕâÉä ÌÓâíÓ Íâçì ÉÈçì ÌÉä.

(3) ÈÑâ»çìâ ÖëÕìÉä..... Éæ ×»ë Àë.

(4) áâÍçë vÒâÒâÑ ..... »ÓÕäë Áíæáë.

(5) Òí½Éä áâÍçâ ÑÌÑâî..... áâÕë Àë.

(6) Òí½ÖèÝìâ Ó¿ÒÈâ .....Àë.

(7) áâÍÇë .....áâÚâÓ ÔëÕí Áíæáë.

**ÍýWì – 2 ãÕÓç}âÉäô ×bÊ Ô¼âë.**

**(3)**

(1) ÁÒ (1) .....

(2) »âÒÓ (2) .....

(3) ÑçS»ëÔ (3) .....

**ÍýWì – 3 ÖÑâìâÉäô ×bÊ Ô¼âë.**

**(2)**

(1) áÕâÁ (1) .....

(2) ËÓÈä (2) .....

**ÍýWì – 4 #ãÆ ÍýÒí½í áÉô áâlä Õâ»ÒÑâí ÍýÒí½ »Óí.**

**(2)**

(1) ÚìÒç ÌëÖä ÁÕçï. -  
.....

(2) ÈÔíáíÁ ÉÕçï. - .....

**ÍýWì – 5 éã¿È ÁíÁ ãÑÔâå#.**

**(4)**

"á'	"ï'
(1) »çïÈä ÍçÝ	( 1 ) ÖöãwÃ »ë ÖÁôìÚâÓ
(2) ÍýÁáíãÈ	( 2 ) ÌÚâÊçÓ ìëÃâ
(3) »çÔÊäí	( 3 ) Öâî áíÓ ÖçïÊÓ
(4) ÚÑâÓâ ¾Ó	( 4 ) »Çô

ÍýWì – 6 x bÊâë »â ÕâkÒ Ñë ÍýÒí½ »Óëó  
(3)

(1) Íçwí - .....

(2) ÑëïÚÊä - .....

(3) ÖâÊç - .....

ÍýWì – 7 ¼èÃÈâ áÜÓ Ô¼í Áëìí ½çÁÓâÈäÑâï áÉô ìâÁçìâï  
»îÖÑâ áâìëÓí Àë. (7)

(1) f ..... m ..... ly ( »çÃçïï )

(2) m ..... n ..... y ( ÌìÖâ )

(3) f ..... o ..... er ( ÌèÔ )

(4) d ..... c ..... or ( Áí»ÃÓ )

(5) y ..... u ..... g ( ÒçÕâì )

(6) h ..... u ..... e ( ¾Ó )

(7) b ..... o t..... er ( Ðâæ )

ÍýWì – 8 ãÕÐâ½ "á' ìè áìç#Í Öâ¿âë ÁÕâì"ì' ãÕÐâ½ÑâìÉä  
xíËä Èèèè ÔäÃä ÊíÓä ÁíÁí.

(3)

"á'

"ï'

(4) ÍëÖëãì»

(1) ìÊä

(5) »cÀ

(2) ÑÚâÖâ½Ó

(6) ìâæÔ

(3) á¼âÈ

(4) ÍÚâÅ

ÍýWì – 9 ¼âÔä ÁgÒâ ÌèÓâë.

(4)

(15) ÐâÓÈ Êëxìä ÓâÁËâìä..... Àë. (ãÊÍÚä,  
áâ½ýâ, ½âìËäì½Ó)

(16) ÍöTÕä ÍÓ ½ÓÑâìçì ÍýÑâç ÌËë ..... Àë.  
(ÖÑâì, áÖÑâì, ÖËâÓë)

(17) ÊçâìÒâìä ÖíÉä Ôâìä ìÊä..... Àë. (ìÑôÊä,  
ìâæÔ, Èáìä)

(18) ÍöTÕäìä ½íÚâ éíÓ ÊíÓÔä áâÅä »âìãì» Óë¼âè  
..... »Úë Àë. (ãÕøöÕöÈ, »»ôÕöÈ,  
Ñ»ÓÕöÈ)

**ÍyWì – 10** ãÕÐâ½ "á' ìè àìç#Í Öâ¿âë ÁÕâï"ï' ãÕÐâ½ÑâiÉä  
 xíËä Èèèè ÔäÃä ÊíÓä ÁíÁí.

(4)

"á'	"ï'
(1) »Ê	(1) ã»Ôí½ýâÑ
(2) ¾ìÈâ	(2) ½ýâÑ / ¾ìÖëÑä
(3) ÊÛ	(3) ¾ìÖëÑä
(4) ÕÁì	(4) nÒçÃì
	(5) ÖëÑä

**ÍyWì – 11** ¼âÔä ÁgÒâ ìèÓäë.

(3)

- (1) ÑâìÕ xÓäÓÑâi íííä ÁëÑ ..... »âÒô »Óë  
 Àë. (\_ÊÒ, ãxÓâ, ÊÑìä)
- (2) ¾ãÃÒâÛìä »âiÃâìä ½ãÈìí Íy»âÓ  
 ..... Àë. (ãìÒÈ»âÔäì½ãÈ, Õ»ý½ãÈ,  
 ÖçÓë¼½ãÈ)
- (3) ÍâÇàìä áíÊÓ ¿âÔÈçï ÕâÛì ..... Àë.  
 (ÚíÃä, ÖïÑÓäì, sÃäÑÓ)

**ÍyWì – 12** ½ÇÈÓä »Óä ¼âÔä ÁgÒâÑâi áíãÈÑ ÁÕâï Ô¼íë.

(8)

- |     |                 |     |       |
|-----|-----------------|-----|-------|
| (1) | $7 - 8$         | (1) | ..... |
| (2) | $15 - 20$       | (2) | ..... |
| (3) | $6 + (-6)$      | (3) | ..... |
| (4) | $(-23) + 17$    | (4) | ..... |
| (5) | $(-2) + (-3)$   | (5) | ..... |
| (6) | $12^2$          | (6) | ..... |
| (7) | $3.5 \times 10$ | (7) | ..... |
| (8) | $11 \times 9^2$ | (8) | ..... |

**T13**

**ACHIEVEMENT TEST**

**ÈäëÓÇ - 8**

ÈäÓä¼ :

½çÇ : 50

ÖÑÒ ð 2.00 »Ôâ»

ãÕÈäÉäòìçì ìâÑ ð

KGBVìçì ìâÑ ð

ÍýWì - 1 ¼âÔä ÁgÒâ ÌèÓäë.

(7)

- (1) áâíçë ÖÖâÓë ..... êÄÕçï Áíæáë.
- (2) áâíçë ÖöÜílä ..... »ÓÕä Áíæáë.
- (3) »ÖÓÈÉä ..... ÖÓÖ ìë Àë.
- (4) ÀÝäí éíÒí½ ..... °ÈçÑāī ŌĒâÓë ÉâÒ Àë.
- (5) áīā¼ .....Éä ÖâĪ »ÓÕä Áíæáë.
- (6) ÊíÀĪ ÑëÊâìë ..... »Úë Àë.
- (7) ùçâæ ŌĒâÓŌâ .....áâŌì Á#Óä Àë.

**ÍýWì – 2 ÖÑâĪâÉäô ×bÊ Ô¼âë.**

**(3)**

- (1) ÍÚâÅ (1) .....
- (2) ÌÐ (2) .....
- (3) ÎèÔ (3) .....

**ÍýWì – 3 ÖīāĒ ÁíÁí.**

**(4)**

- (1) áãÐ + áâÖ (1) .....
- (2) Öç + áçÀ (2) .....
- (3) ÍãÓ + æÜâ (3) .....
- (4) āĪÓz + ÑŪ (4) .....



ÍýWì – 4 ÖÑâîâÉäô x bÊ ãÔã¼#ó  
(3)

(1) xÝç -

(2) Á<sup>-</sup> -

(3) ÖÚÖâ -

ÍýWì – 5 ÑçÚâÖÓí »â áÉô Êë»Ó ÖâPÒ Ñë ÍýÒí½ »Óëó  
(4)

(1) ìäîîÖ ÅâÔîâ - .....

.....

(2) îèÔâ ì ÖÑâîâ - .....

.....

ÍýWì – 6 ìäçèîâ x bÊîîâ îÜçÖçì Ô¼í.  
(3)

(4) friend (1) .....

(5) bench (2) .....

(6) flower (3) .....

ÍýWì – 7 ãÖÓç}âÉäô x bÊ Ô¼âë.  
(4)

(1) sad (1) .....

- |           |           |
|-----------|-----------|
| (2) young | (2) ..... |
| (3) soft  | (3) ..... |
| (4) long  | (4) ..... |

**ÍyWì – 8 ¼âÖâ ÁgÒâ ÍèÓâë.**

**(7)**

- (1) ÖçÓÈ ..... ÌÊàìë ã»làÓë áâÕëÔçì Àë.  
(ÑãÚÖâ½Ó, ÌÑôÊâ, Èáíä)
- (2) ÊçãìÒâÑâì ÔíÊä ÕËç ÕsÈä ..... ÊëxÑâì  
Àë. ( ÓãxÒâ, ÐâÓÈ, çãì)
- (3) ÍÒâôÕÓçìí Ì½âÁáë .....Íý»âÒìä ÕÑsÒâ  
Àë. (ÕìãWÕ», sÉãì», ÍýâÊëãx»)
- (4) »cÀÑâì ÉÒëÓí Ðç»íí áë ..... Íý»âÒìä  
ááíã^â Àë. (ÑàìÕ ÖãÁôÈ, »çÊÓÈ ÖãÁôÈ, éYí½í  
jâÓâ ÖãÁôÈ)
- (5) ÕìÐãì» xíÊáë ..... »ýããÈèë Õë½  
áâpÒí. (áíYíã½», xìÜãç», ÊããÑô»)
- (6) áÑëãÓ»â ¼íÀìä xíË ..... áë »Óä ÚÈä.  
(#Áíí, »íÔíïÖ, ÅëÔ ÚâéÖä)
- (7) ÊÒâìíÊ ÕÓsÕÈäáë ..... ÕÑâÁìä sÉãìä  
»Óä ÚÈä. (áâÒô, ÍýâÉòìä, ÌýíÑí)

**ÍýWì – 9 ¼âÔä ÁgÒâ ÍèÓí.**

**(7)**

- (1) ÍâÇäìçì ét»ÔìãîîÊç ..... ÖëãìxÒÖ Àë. ( $0^\circ$ ,  $100^\circ$ ,  $10^\circ$ )
- (2) ÍÊâÉòìâ ÑçKÒ sÕ#Íí ..... Àë. (áë», ÝÇ, çâÓ)
- (3) ÊâÊçÈ^Õ ..... áíÕâÊ#Íë ÍýÕâÚä sÕ#ÍÑâî ÑÛë Àë. (»ãîòì, ÍâÓí, ÖÍÓ)
- (4) ÖèÒòlä ÍÄä»lí ½ýÚ ..... Àë. (İçË, Ñî½Û, xç»ý)
- (5) ĐèãÑìçì İiÊâÓÇ ÖçËâÓÕâÑâî.....ÖÁäÕ ÑÚÕlí Đâ½ ĐÁÕë Àë. (éiÊÓ, áÛäÖÒâ, æÈÓÅä )
- (6) ÕâÈâÕÓÇìçì ÊiâÇ ÑâíÕâ.....ÖâÈì ÕíÓâÒ Àë. (áëãÑÃÓ, ÉÓÑíãÑÃÓ, İëÓíãÑÃÓ)
- (7) áâî¼lí ..... Đâ½ ÔënÖlà Ñâî» »âÒô »Óë Àë. (İëÝÑãÇ, »ä»ä, »läãì»â)

**ÍýWì – 10 ¼âÔä ÁgÒâ ÍèÓí.**

**(6)**

- (1) 13 .....ÖïKÒâ Àë.
- (2)  $2^7 ? 2^5 =$  .....
- (3)  $(a + b)^2 =$  .....

(4)  $\frac{1}{4}$   $\frac{1}{2}$   $\frac{3}{4}$  P, Q, R  $\frac{1}{4}$   $\frac{1}{2}$   $\frac{3}{4}$  RP + PQ = QR  $\frac{1}{4}$   $\frac{1}{2}$   $\frac{3}{4}$  .....  $\frac{1}{4}$   $\frac{1}{2}$   $\frac{3}{4}$   $\frac{1}{4}$   $\frac{1}{2}$   $\frac{3}{4}$   $\frac{1}{4}$   $\frac{1}{2}$   $\frac{3}{4}$ .

(5) 4, 6, 7, 3, 5  $\frac{1}{4}$   $\frac{1}{2}$   $\frac{3}{4}$  » .....  $\frac{1}{4}$   $\frac{1}{2}$   $\frac{3}{4}$ . (4, 6, 5)

(6)  $\frac{1}{4}$   $\frac{1}{2}$   $\frac{3}{4}$  »  $\frac{1}{4}$   $\frac{1}{2}$   $\frac{3}{4}$   $\frac{1}{4}$   $\frac{1}{2}$   $\frac{3}{4}$   $\frac{1}{4}$   $\frac{1}{2}$   $\frac{3}{4}$   $\frac{1}{4}$   $\frac{1}{2}$   $\frac{3}{4}$   $\frac{1}{4}$   $\frac{1}{2}$   $\frac{3}{4}$   $\frac{1}{4}$   $\frac{1}{2}$   $\frac{3}{4}$  .....  $\frac{1}{4}$   $\frac{1}{2}$   $\frac{3}{4}$   $\frac{1}{4}$   $\frac{1}{2}$   $\frac{3}{4}$   $\frac{1}{4}$   $\frac{1}{2}$   $\frac{3}{4}$   $\frac{1}{4}$   $\frac{1}{2}$   $\frac{3}{4}$   $\frac{1}{4}$   $\frac{1}{2}$   $\frac{3}{4}$ .

**ÍyWì – 11  $\frac{1}{4}$   $\frac{1}{2}$   $\frac{3}{4}$   $\frac{1}{4}$   $\frac{1}{2}$   $\frac{3}{4}$ .**

**(2)**

(1)  $\frac{1}{4}$   $\frac{1}{2}$   $\frac{3}{4}$  #  $\frac{1}{4}$   $\frac{1}{2}$   $\frac{3}{4}$  :  $(2^2)^2$  ?  $(2^3)^2$

## APPENDIX D: LIST OF CODES FOR KGBVs

Sr. No	Name of District	CODE	Name of Block	Name of Cluster	Name of Village	Type of KGBV	Run by SSA/MS
1	AHMEDABAD	<b>KGBV-01 [Ah/I/S]</b>	BAVLA	BAGODARA	BAGODARA	I	SSA
2		<b>KGBV-02 [Ah/III/S]</b>	RANPUR	JALILA	JALILA	III	SSA
3		<b>KGBV-03 [Ah/III/S]</b>	VIRAMGAM	SACHANA	SACHANA	III	SSA
4		<b>KGBV-04 [Ah/III/S]</b>	SANAND	CHANGODAR	CHACHARAWADI VASANA	III	SSA
5	AMRELI	<b>KGBV-05 [Am/I/S]</b>	JAFARABAD	SAGARSHALA	MITIYALA	I	SSA
6		<b>KGBV-06 [Am/III/S]</b>	RAJULA	RAJULA-1	RAJULA	III	SSA
7	BANASKANTHA	<b>KGBV-07 [Ba/I/S]</b>	DANTA	AMBAJI-2	AMBAJI	I	SSA
8		<b>KGBV-08 [Ba/II/M]</b>	THARAD	MOTI PAVAD	MOTI PAVAD	II	MS
9		<b>KGBV-09 [Ba/II/M]</b>	DHANERA	KUWARLA	KUWARLA	II	MS
10		<b>KGBV-10 [[Ba/I/S]</b>	DEESA	AAGTHALA	MANKI	I	SSA
11		<b>KGBV-11 [Ba/III/S]</b>	DIODAR	LAVANA	LAVANA	III	SSA
12		<b>KGBV-12 [Ba/III/S]</b>	WAV	DHIMA	DHIMA	III	SSA
13		<b>KGBV-13 [Ba/II/S]</b>	KANKREJ	THARA-1	THARA-1	II	SSA
14		<b>KGBV-14 [Ba/I/S]</b>	BHABHAR	BHABHAR NAVA-1	BHABHAR NAVA	I	SSA
15		<b>KGBV-15 [Ba/I/S]</b>	AMIRGADH	IQUBALGADH	IQUBALGADH	I	SSA
16		<b>KGBV-16 [Ba/II/S]</b>	DANTIWADA	DANTIWADA	DANTIWADA	II	SSA
17	BHAVNAGAR	<b>KGBV-17 [Bh/I/S]</b>	MAHUVA	KALSAR	UNCHA KOTDA	I	SSA
18		<b>KGBV-18 [Bh/III/S]</b>	PALITANA	SETRUNJI DEM	SETRUNJI DEM	III	SSA
19		<b>KGBV-19 [Bh/I/S]</b>	BOTAD	RAJPARA	NAGALPAR	I	SSA
20		<b>KGBV-20 [Bh/I/S]</b>	BHAVNAGAR	SIDSAR	SIDSAR	I	SSA
21		<b>KGBV-21 [Bh/III/S]</b>	GHOOGHA	GHOOGHA	GHOOGHA	III	SSA
22		<b>KGBV-22 [Bh/I/S]</b>	TALAJA	TALAJA	PAVTHI	I	SSA

Sr. No	Name of District	CODE	Name of Block	Name of Cluster	Name of Village	Type of KGBV	Run by SSA/MS
23	DAHOD	<b>KGBV-23 [Da/I/S]</b>	DHANPUR	BHORVA	PAV	I	SSA
24		<b>KGBV-24 [Da/I/S]</b>	DEVGADH BARIA	SHIKSHANUBHAV	MOTI KHAJOORI	I	SSA
25		<b>KGBV-25 [Da/I/S]</b>	DAHOD	KATHALA	KHANGELA	I	SSA
26		<b>KGBV-26 [Da/I/S]</b>	LIMKHEDA	AGARA (U)	AGARA	I	SSA
27		<b>KGBV-27 [Da/III/S]</b>	GARABADA	BORIYALA	GANGARADA	III	SSA
28		<b>KGBV-28 [Da/II/S]</b>	FATEPURA	NANI DHADHELI	DABLARA	II	SSA
29		<b>KGBV-29 [Da/I/S]</b>	ZALOD	MUVADA KUMAR	THERKA	I	SSA
30		JAMNAGAR	<b>KGBV-30 [Ja/I/S]</b>	DWARKA	MITHAPUR	AARAMBHADA	I
31	<b>KGBV-31 [Ja/III/S]</b>		KALYANPUR	BHATIYA	BHATIYA	III	SSA
32	<b>KGBV-32 [Ja/III/S]</b>		JAM KHAMBHALIYA	VADTRA	VADTRA	III	SSA
33	JUNAGADH	<b>KGBV-33 [Ju/I/S]</b>	UNA	KESRIYA	KAJARADI	I	SSA
34		<b>KGBV-34 [Ju/III/S]</b>	VERAVAL	SONARIYA	KAJALI	III	SSA
35		<b>KGBV-35 [Ju/III/S]</b>	SUTRAPADA	DHAMLEJ	DHAMLEJ	III	SSA
36		<b>KGBV-36 [Ju/II/S]</b>	MANGROL (Urban)	TOWER	MANGROL	II	SSA
37		<b>KGBV-37 [Ju/II/S]</b>	UNA (Urban)	UNA-3	UNA	II	SSA
38		<b>KGBV-38 [Ju/II/S]</b>	VERAVAL (Urban)	VERAVAL-1	VERAVAL	II	SSA
39	KUTCHH	<b>KGBV-39 [Ku/II/S]</b>	RAPAR	BALASAR	BALASAR	II	SSA
40		<b>KGBV-40 [Ku/I/S]</b>	BHACHAU	CHOBARI	CHOBARI	I	SSA
41		<b>KGBV-41 [Ku/III/S]</b>	ANJAR	ANJAR	ANJAR	III	SSA
42		<b>KGBV-42 [Ku/I/S]</b>	BHUJ	KODAKI	KODAKI	I	SSA
43		<b>KGBV-43 [Ku/II/S]</b>	BHUJ (Urban)	BHUJ	BHUJ	II	SSA
44		<b>KGBV-44 [Ku/II/S]</b>	LAKHAPAT	DOLATPAR	DOLATPAR	II	SSA
45		<b>KGBV-45 [Ku/III/S]</b>	ABADASA	NALIYA	NALIYA	III	SSA
46		<b>KGBV-46 [Ku/II/S]</b>	GANDHIDHAM	ANTARJAL	KIDANA	II	SSA

Sr. No	Name of District	CODE	Name of Block	Name of Cluster	Name of Village	Type of KGBV	Run by SSA/MS
47	KHEDA	<b>KGBV-47 [Kh/I/S]</b>	BALASHINOR	MONA BRANCH-1	BALASHINOR	I	SSA
48	MEHSANA	<b>KGBV-48 [Me/I/S]</b>	SATLASANA	SATLASANA	VAV	I	SSA
49	NARMADA	<b>KGBV-49 [Na/I/S]</b>	SAGBARA	SELAMBA	SELAMBA	I	SSA
50		<b>KGBV-50 [Na/I/S]</b>	DEDIYAPADA	ZARNAVADI	NIGHANT	I	SSA
51	PANCHMAHAL	<b>KGBV-51 [Pc/II/M]</b>	HALOL		DHINKVA	II	MS
52		<b>KGBV-52 [Pc/I/M]</b>	GHOGHAMBA		ZAB	I	MS
53		<b>KGBV-53 [Pc/I/S]</b>	MORVA (H)	VADODAR	RAJAYITA	I	SSA
54		<b>KGBV-54 [Pc/I/S]</b>	KADANA	DINTVAS	DINTVAS	I	SSA
55		<b>KGBV-55 [Pc/II/M]</b>	GODHRA	ORVADA	ORVADA	II	MS
56		<b>KGBV-56 [Pc/II/M]</b>	SANTRAMPUR	DOLI	DOLI (Limadi)	II	MS
57	PATAN	<b>KGBV-57 [Pt/I/S]</b>	SAMI	SAMI	SAMI	I	SSA
58		<b>KGBV-58 [Pt/I/S]</b>	SANTALPUR	ZEKADA	KOLIWADA	I	SSA
59		<b>KGBV-59 [Pt/I/S]</b>	RADHANPUR	GOTARAKA	GOTARAKA	I	SSA
60		<b>KGBV-60 [Pt/I/S]</b>	PATAN	BHATSAN	KOITA	I	SSA
61		<b>KGBV-61 [Pt/I/S]</b>	HARIJ	RODA	JASWANTPURA	I	SSA
62	RAJKOT	<b>KGBV-62 [Ra/I/M]</b>	VANKANER	MATEL	MATEL	I	MS
63		<b>KGBV-63 [Ra/III/S]</b>	MALIYA MIYANA	BHAVPAR	BHAVPAR	III	SSA
64		<b>KGBV-64 [Ra/II/M]</b>	JASDAN	VINCHHIYA	VINCHHIYA	II	MS
65	SABARKANTHA	<b>KGBV-65 [Sb/I/M]</b>	KHEDBRAHMA	DELVADA	DELVADA	I	MS
66		<b>KGBV-66 [Sb/II/M]</b>	MEGHRAJ	DHIMDA	DHIMDA	II	MS
67		<b>KGBV-67 [Sb/I/S]</b>	MALPUR	UBHARAN	MAGODI	I	SSA
68	SURAT	<b>KGBV-68 [Sr/I/S]</b>	NIZAR	KUKARMUNDA	UTAVAD	I	SSA
69		<b>KGBV-69 [Sr/I/S]</b>	UMARPADA	GHANAWAD	GHANAWAD	I	SSA
70		<b>KGBV-70 [Sr/III/S]</b>	SONGADH	SONGADH	AMLIPADA	III	SSA
71		<b>KGBV-71 [Sr/II/S]</b>	UCHCHAL	MIRKOT	PANKHARI	II	SSA

Sr. No	Name of District	CODE	Name of Block	Name of Cluster	Name of Village	Type of KGBV	Run by SSA/MS
72	SURENDRANAGAR	<b>KGBV-72 [Sn/I/M]</b>	SAYALA	DOLIYA	DOLIYA	I	MS
73		<b>KGBV-73 [Sn/I/M]</b>	CHOTILA	CHIRODA (Thanga)	CHIRODA (Thanga)	I	MS
74		<b>KGBV-74 [Sn/II/S]</b>	MULI	MULI	GADHAD	II	SSA
75		<b>KGBV-75 [Sn/III/S]</b>	LIMBDI	RALOL	RALOL	III	SSA
76		<b>KGBV-76 [Sn/III/S]</b>	HALVAD	MERUPAR	MERUPAR	III	SSA
77		<b>KGBV-77 [Sn/III/S]</b>	DHANGDHRA	DHOLI	KHAMBHADA	III	SSA
78		<b>KGBV-78 [Sn/II/S]</b>	PATDI	PATDI	PATDI	II	SSA
79		<b>KGBV-79 [Sn/III/S]</b>	LAKHTAR	LAKHTAR-1	LAKHTAR	III	SSA
80		<b>KGBV-80 [Sn/III/M]</b>	CHUDA	CHUDA	CHUDA	III	MS
81		VADODARA	<b>KGBV-81 [Vd/I/M]</b>	JETPUR PAVI	BORDHA	BORDHA	I
82	<b>KGBV-82 [Vd/I/M]</b>		KAWANT	KAWANT	KAWANT	I	MS
83	<b>KGBV-83 [Vd/I/S]</b>		NASWADI	POCHAMBA	POCHAMBA	I	SSA
84	<b>KGBV-84 [Vd/I/S]</b>		CHHOTA UDEPUR	ZOZ	GAMAN FALIYA	I	SSA
85	VALSAD	<b>KGBV-85 [VI/I/S]</b>	KAPARADA	DABKHAL	LAUKAR	I	SSA
86		<b>KGBV-86 [VI/II/S]</b>	DHARAMPUR (R)	GUNDIYA	GUNDIYA	II	SSA



