

# **Appendices**

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*\* All tools translated from Gujarati*

## Appendix - 1

### Questionnaire for Girl child

Please provide following information. There are three types of questions.  
You need to choose your response as per the type of the question. Your response can be

- (1) A written statement against/ below the question in the space provided
  - (2) A tick mark ☐ against the question
  - (3) A tick mark (✓) on the box indicating ☐ Yes or ☐ No
- This is not an examination hence no answer is right or wrong
  - Wherever you need you can ask us

(i)	<b>Name :</b>	<u>                    </u>	<u>                    </u>	<u>                    </u>
		Last Name	First Name	Middle Name
(ii)	<b>School:</b>			
	<b>Address:</b>			
		Village: Narmada	Block :	District:
(iii)	<b>Date of birth:</b>			
(iv)	<b>Age:</b>			
(v)	<b>Standard:</b>			

**(1) Father's/Guardian's occupation :**

- (A) Agriculture ☐ (B) Government employee ☐ (C) Pvt. Employee ☐  
 (D) Agriculture labourer ☐ (E) Other (Mention) \_\_\_\_\_

**(2) Caste**

- (A) Scheduled Tribe ☐ (B) Scheduled Caste ☐ (C) SEBC ☐  
 (D) Other ☐

**(3) Do you come to school regularly ?**

Yes	No
-----	----

**If 'no', specify the reason from the following**

- |   |                          |
|---|--------------------------|
| (A) Do not like to come to school               | <input type="checkbox"/> |
| (B) Have to assist parents at home              | <input type="checkbox"/> |
| (C) Have to take care of younger sister/brother | <input type="checkbox"/> |
| (D) Afraid of punishment at school              | <input type="checkbox"/> |
| (E) School is far from home                     | <input type="checkbox"/> |

- (F) When my parents go out of village in search of work, I miss class during this time ☐
- (G) Other (Specify) \_\_\_\_\_ ☐

**(4) Up to what standard do you wish to study**

- (A) Till standard 8 ☐ (B) Till standard 10 ☐ (C) Till standard 12 ☐
- (D) College and ahead ☐

**(5) What grade did you secure in your last examination?**

- ☐ A ☐ B ☐ C ☐ D ☐ E

**(6) Do you find particular subjects difficult? If 'yes', which?**

☐ Yes ☐ No

- (A) Gujarati ☐ (B) English ☐ (C) Sanskrit ☐ (D) Hindi ☐ (E) Math ☐
- (F) Science and Technology ☐ (G) Introduction to Computer ☐ (H) Other \_

**(7) Besides school, do you get help from some other source ? If 'yes', from where?**

- (A) Private tuition ☐ (B) Parents ☐ (C) Elder brother/sister ☐
- (D) Other (Specify) \_\_\_\_\_

**(8) In case of difficulty in studies, do you seek help from the teachers? If 'yes', how do teachers react on such occasions?**

- (A) Avoid us saying "will explain later" ☐
- (B) Ask to pay attention when they teach so that, you need not have to ask for help later ☐
- (C) Explain in the manner in which I understand ☐
- (D) Other (Specify) \_\_\_\_\_

**(9) Why do you come to school ?**

- (A) Because school provides food ☐
- (B) I don't know, I have to come because my parents send me from home ☐
- (C) Because I get to learn from school ☐
- (D) Because school gives scholarship ☐
- (E) Because School provides uniform ☐
- (F) Other (specify) \_\_\_\_\_

**(10) Do you participate in playing games in school?**

☐ Yes ☐ No

If 'no', why?

☐



- (A) I don't like playing games
- (B) I have been instructed not to participate in games from my home ☐
- (C) I am afraid of getting hurt ☐
- (D) Other (Specify) \_\_\_\_\_

**(10) When do you skip school?**

- (A) When I am ill ☐
- (B) When I have to take care of younger siblings ☐
- (C) When I don't feel like going to school ☐
- (D) When school is in morning ☐
- (E) When there is an out of routine programme in the school ☐
- (F) When there is work in the field ☐
- (G) When my parents require me ☐
- (H) Other (Specify) \_\_\_\_\_

**(11) Have you ever failed ?**

Yes	No
-----	----

**(12) Have you ever left school before ? If 'yes', why?**

- (A) I did not like to come to school ☐
- (B) I had to assist parents at home ☐
- (C) I had to take care of younger siblings ☐
- (D) I was afraid of teachers ☐
- (E) Other (Specify) \_\_\_\_\_

**(13) It is more important to attend farm than school during harvest season ?**

Yes	No
-----	----

**(14) Do you understand whatever teachers teach?**

Yes	No
-----	----

**(15) Do your teachers understand whatever you speak ?**

Yes	No
-----	----

**(16) Is there a toilet for girl children in your school?**

Yes	No
-----	----

**If 'yes', is it in the usable condition?**

Yes	No
-----	----

**(17) Do you participate in everyday school activities?**

Yes	No
-----	----

- (A) Prayer ☐
- (B) Cleaning of school premise ☐
- (C) Serving mid -day meal ☐
- (D) Cleaning water-tank ☐
- (E) Watering plants ☐

(F) Other (Specify) \_\_\_\_\_

**(18) Do you have any health related problem ?**

Yes	No
-----	----

**If 'yes', what?**

(A) Early fatigue ☐

(B) Epilepsy ☐

(C) Falling ill every now and again ☐

(D) Other (Specify) \_\_\_\_\_

**(19) Do you receive iron tablet regularly ?**

Yes	No
-----	----

**If 'yes', do you find it has helped?**

Yes	No
-----	----

**(20) Do you participate in *baal kishori mela*?**

Yes	No
-----	----

**If 'yes', has it helped in solving your confusion/problem?**

Yes	No
-----	----

**(21) Do you go for wage earning ?**

Yes	No
-----	----

**If, yes, when?**

(A) During school hours ☐

(B) After school hours ☐

(D) Only during vacation and holidays ☐

(□) Other (Specify) \_\_\_\_\_

**(22) Do your parents migrate for work during the year ?**

Yes	No
-----	----

**If 'yes', answer the following questions.**

(A) You also go along with your parents and start studying in the new school ☐

(B) You go along but do not join school there ☐

(C) You do not go with your parents but stay in the seasonal hostel ☐

(D) You stay back with your relatives and continue studying ☐

(E) Other (Specify) \_\_\_\_\_

**(23) Do you receive scholarship?**

Yes	No
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**(23) (i) If 'yes', how do you receive scholarship?**

(A) We receive it in our bank accounts ☐

(B) We receive it in cash in the school ☐

(C) We don't know ☐

(D) Our parents keep information about scholarship ☐

(E) Other (Specify) \_\_\_\_\_

**(23) (ii) Where do you spend your scholarship ?**

☐

(A) Scholarship is spent in managing household expenses

(B) We don't know

☐

(C) In catering educational needs like purchasing books, note-books etc.

☐

(D) On our personal needs

☐

(E) Other (Specify) \_\_\_\_\_

**(24) Are you willing to go out of your village after standard 8 ?**

Yes

No

**(25) Will you be able to advance your study only if scholarship is available?**

Yes

No

**(26) What do you wish to do after your study ?**

(A) Will do job

☐

(B) Will do my own business

☐

(C) Whatever my parents decide

☐

(D) I've not decided yet

☐

(D) Other (Specify) \_\_\_\_\_

**(27) Do your parents check your exam result?**

Yes

No

**If 'yes', how do they react?**

(A) On securing good grades/marks congratulate and encourage

☐

(B) Scold on securing less mark

☐

(C) Encourage to do better in the subject in which less marks were secured

☐

(D) Meet the teacher and draw teacher's attention in whose subject I had secured less mark

☐

(E) Teach the subject in which I had performed poorly

☐

(F) Arrange for the tuition of the subject in which I had performed poorly

☐

(G) See the result but gives no reaction

☐

(H) Other (Specify) \_\_\_\_\_

**(28) Does anybody from your family help you in your study ? If 'yes', who?**

(i) (A) Mother ☐ (B) Father ☐ (C) Other \_\_\_\_\_

**(ii) How do your parents/family members help you in study?**

(A) Buy necessary books, note-books, pen, pencils and such like stationary items

☐

(B) Help in doing homework given from school

☐☐

(C) Sit along and help prepare during exam

(D) Try to explain the unit that I do not understand

☐

(E) Other (Specify) \_\_\_\_\_

**(29) What are the hindering factors to your study? State in the following space**

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**(30) Your woman ideal (famous female personalities)**

(A) \_\_\_\_\_ (B) \_\_\_\_\_ (C) \_\_\_\_\_ (D) \_\_\_\_\_

(E) \_\_\_\_\_ (F) \_\_\_\_\_ (G) \_\_\_\_\_ (H) \_\_\_\_\_

**(31) How do you think your study will be helpful to you? (Why do you study?)**

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## Appendix – 2

### Questionnaire for teachers

The following questions are on girl child education. You are requested to read the questions carefully and answer them. There are three types of questions. You are required to answer them as per the type of the question.

(1) By writing against/below the question in the space indicated

(2) By tick marking in the box ☐ against the question

(3) By choosing ☐ Yes or ☐ No with the help of a tick mark (✓)

(i)	<b>Teacher's Name :</b>	<div style="display: flex; justify-content: space-between; border-bottom: 1px solid black; margin-bottom: 5px;"> <span style="width: 33%;"></span> <span style="width: 33%;"></span> <span style="width: 33%;"></span> </div> <div style="display: flex; justify-content: space-between;"> <span>Last Name</span> <span>First Name</span> <span>Middle Name</span> </div>
(ii)	<b>School Name:</b> <b>School Address :</b>	<div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">C.R.C : _____</div> <div style="display: flex; justify-content: space-between;"> <span>Village :</span> <span>Block:</span> <span>District: Narmada</span> </div>
(iii)	<b>Mobile No:</b>	
(iv)	<b>Subject that you teach:</b>	<div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <span>(A) Language <input type="checkbox"/></span> <span>(B) Science and Mathematics <input type="checkbox"/></span> </div> <div style="display: flex; justify-content: space-between;"> <span>(C) Social Science <input type="checkbox"/></span> <span>(D) Other _____</span> </div>

**(1) Gender:**

(A) Male: ☐ (B) Female: ☐

**(2) Caste:**

(A) ST ☐ (B) SC ☐ (C) SEBC: ☐ (D) Other \_\_\_\_\_

**(3) Educational Qualification:**

(A) 10 + 2 ☐ (B) Graduate ☐ (C) Post-graduate ☐ (D) Ph.D. ☐ (E) Other \_\_\_\_\_

**(4) Professional Qualification:**

(A) P.T.C ☐ (B) B.Ed. ☐ (C) M.Ed. ☐ (D) Other \_\_\_\_\_

**(5) Experience (in years):**

(A) 1 to 5 ☐ (B) 6 to 10 ☐ (C) More than 10 years ☐

**(6) Type of residence:**

(A) Local ☐ (B) Commuter from outside ☐

**(7) Languages known:**

(A) Gujarati ☐ (B) Hindi ☐ (C) English ☐ (D) Other \_\_\_\_\_

**(8) Do you take attendance in any of the upper primary grades ? If 'yes', give following information?**

Yes	No
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Standard	Number of Girl children	
	Constantly Absent	Irregular
6		
7		
8		
Total		

**(13) Do you think girl child education needs encouragement in the Narmada district? If 'yes', how according to you girl child education can be encouraged in the district?**

Yes

No

**(14) As per your observation all the girl children who enrol in primary do they all complete their education till upper primary?**

Yes

No

**If 'no', how many of them drop out as per your estimate?**

**(15) According to you, what are the reasons responsible for girl child drop out?**

(A) The community does not give importance to girl child education?

(B) Because of the poor economic condition of parents

☐

(C) Girl children are not interested in education

☐

(D) Girl children have to assist their parents in earning

☐

(E) Parents are not aware about girl child education

☐

(F) Girl children face health related problems

☐

(G) Girl children face security related problems

☐

(H) Other (Specify) \_\_\_\_\_

**(16) Do you think that the local community is aware about girl child education?**

Yes

No

**(17) State any special experience of enrolment survey that you carry out at the**

commencement of the new academic year \_\_\_\_\_

**(18) Do you face any problems with regard to the enrolment of girl children?**

Yes

No

If 'yes', please state the problems that you face \_\_\_\_\_

**(19) Do you face any problems with regard to the retention of girl children in school?**

Yes

No

If 'yes', what type of retention problems do you face, please state \_\_\_\_\_

**(20) Do you understand local dialect of students?**

Yes

No

**(21) Do students understand your language ?**

Yes

No

**(23) Has somebody migrated from your class?**

Yes

No

**(24) Has somebody immigrated to your class?**

Yes

No

**(25) Do you observe rise in the number of absentee girl children during the harvest time**

Yes

No

**(26) What efforts do you put to bring back constantly absent children?**

(A) We send message through absentees' classmates/neighbors for coming regularly to school. ☐

(B) We call parents of the child in school and tell them to send their child regularly to school. ☐

(C) We personally contact parents and explain the importance of coming regularly to school ☐

(D) Do not put any efforts

(E) We discuss the matter of absentees with the SMC members ☐

(F) Other (Specify) \_\_\_\_\_

**(27) How your efforts to bring back absentees are responded?**

(A) Parents understand us and start sending their wards to school ☐

(B) Parents do not have time to meet us. ☐

(C) Parents' attitude is whether to send their child to school or not is their personal prerogative school should not interfere in it. ☐

(D) During personal meetings parents assure to send their children regularly, but children do not come regularly afterwards ☐

(E) Parents express helplessness saying in spite of their repeated persuasions, the child is not ready to come. ☐

(F) Other (Specify) \_\_\_\_\_

**(28) Do you get support from the local community in the school related works?**

**If 'no', what could be the reason for not getting support?**

Yes

No

(A) Community does not give importance to education ☐

(B) Community does not consider school a part of the society. ☐

(C) The impression of school in society is of an institution which is supposed to provide education, material related to education, mid-day meal, scholarships, uniforms etc.; not as an entity which requires help or support ☐

(D) There is a lack of goodwill towards school and teachers in the community

(E) Other (Specify) \_\_\_\_\_ ☐

**(29) What, according to you, is the main reason for parents to send their children to school?**

(A) Parents believe that their child will get a job in future. ☐

(B) Parents believe that their child will be civilised. ☐

(C) Parents believe that their child will get food in the school ☐

(D) Parents believe that child will bring scholarship from school ☐

(E) Parents believe that child will get education in the school. ☐

(F) Other (Specify) \_\_\_\_\_

**(30) Is there a facility for indoor games in the school for girl children. If 'yes', which are they?**

(A) Carom ☐ (B) chess ☐ (C) Snakes and ladder ☐ (E) Other \_\_\_\_\_

**(31) State briefly about the objectives, arrangement, success/failure of *baal kishori mela***

(i) Objective (for whom ?, with what objective?): \_\_\_\_\_

(ii) Arrangements (who?, how?, where) : \_\_\_\_\_

(iii) Success/failure (whether should be arranged or not) : \_\_\_\_\_



(iv) Other: \_\_\_\_\_

**(32) Whether *baal kishori melas* are organised regularly?**

Yes

No

**(33) Whether *baal kishori melas* are helpful to girl children of standard 6,7,8?**

**If 'yes', how?**

(A) *Baal kishori melas* provide a platform to the girl children of upper primary to find solution of their problems and confusions which they are shy of discussing in general ☐

(B) Helps girl children to understand their physical and mental conditions ☐

(C) Helps girl children to come out of inferiority complex associated with biological changes ☐

(D) Other (Specify) \_\_\_\_\_

**(34) Do you find the girl children of your school to be malnourished?**

**If 'yes', what could be the reasons for malnourishment?**

Yes

No

(A) Girl children have formed the habit of eating fast food and packaged food ☐

(B) Lack of information on balanced food ☐

(C) Their food habit at home does not include balanced food ☐

(D) Due to poor economic condition girl children are unable to get nutritious food. ☐

(E) Other (Specify) \_\_\_\_\_

**(35) Is the iron tablet distribution regularly?**

Yes

No

**(36) Is the *doodh sanjeevani yojna* implemented in the Narmada district?**

Yes

No

**If 'yes', has it helped improve the health condition of children?**

Yes

No

**(37) Are the facilities available to girl children through various schemes and programmes sufficient?**

Yes

No

**If 'no', According to you, what facilities should be covered? State in brief \_\_\_\_\_**

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

**(38) Is the curriculum difficult for the girl children?**

Yes

No

**(39) By and large how do girl children perform in the examination? State in brief**

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**(40) As per your observation, is/are there a subject/subjects in which girl**

**children constantly perform low? If 'yes', in which subject/s?**

Yes

No

(A) Gujarati ☐ (B) English ☐ (C) Sanskrit ☐ (D) Hindi ☐

(E) Mathematics ☐ (F) Science and Technology ☐ (G) Introduction to  
Computer ☐ (H) Other \_\_\_\_\_

**(41) If some girl children do not perform well in the examination, what  
corrective measures do you take for them?** \_\_\_\_\_

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**(42) Do girl children discuss study related matters with other girl children?**

Yes

No

**(43) Do girl children discuss study related matters with boy children?**

Yes

No

**(44) Your suggestions for addressing the problems of girl child education**

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### Appendix – 3

#### Questionnaire for head teachers

The following questions are on girl child education. You are requested to read the questions carefully and answer them. There are three types of questions. You are required to answer them as per the type of the question.

(1) By writing against/below the question in the space indicated

(2) By tick marking in the box ☐ against the question

(3) By choosing ☐ Yes or ☐ No with the help of a tick mark (✓)

(i)	Head teacher's Name :	_____	_____	_____
		Last Name	First Name	Middle Name
(ii)	School Name:	_____		
	School Address :	_____		
		C.R.C : _____		
		Village :	Block:	District: Narmada
(iii)	Mobile No:	_____		

(1) Gender:

(A) Male: ☐ (B) Female: ☐

(2) Caste:

(A) ST ☐ (B) SC ☐ (C) SEBC: ☐ (D) Other \_\_\_\_\_

(3) Educational Qualification:

(A) 10 + 2 ☐ (B) Graduate ☐ (C) Post-graduate ☐ (D) Ph.D. ☐ (E) Other \_\_\_\_\_

(4) Professional Qualification:

(A) P.T.C ☐ (B) B.Ed. ☐ (C) M.Ed. ☐ (D) Other \_\_\_\_\_

(5) Experience (in years):

(i) In teaching

(A) 1 to 5 ☐ (B) 6 to 10 ☐ (C) More than 10 years ☐

(ii) As a head teacher

(A) 1 to 5 ☐ (B) 6 to 10 ☐ (C) More than 10 years ☐

(6) Type of residence:

(A) Local ☐ (B) Commuter from outside ☐

**(7) Languages known:**

(A) Gujarati ☐ (B) Hindi ☐ (C) English ☐ (D) Other \_\_\_\_\_

**(8) What grade did your school secure in the last *gunotsav*?**

A	B	C	D	E
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**(9) Please furnish information about the enrolled children in your school in the following table**

Academic Year :	Standard	Enrolled girl children	Enrolled boy children	Total enrolled children
2014-15	6			
	7			
	8			
2013-14	6			
	7			
	8			
2012-13	6			
	7			
	8			
2011-12	6			
	7			
	8			

**(10) State any special experience of enrolment survey that you carry out at the commencement of the new academic year \_\_\_\_\_**

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**(11) Do you face any problems with regard to the enrolment of girl children?**

Yes	No
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If 'yes', please state the problems that you face \_\_\_\_\_

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**(13) Do you think that the local community is aware about girl child education?**

Yes

No

**(14) Please furnish information about the children who have left (dropped out from) the school in the following table**

Academic Year :	Standard	Drop out girl children	Drop out boy children	Total drop out children
2014-15	6			
	7			
	8			
2013-14	6			
	7			
	8			
2012-13	6			
	7			
	8			
2011-12	6			
	7			
	8			

**(15) Do you think girl child education needs encouragement in the Narmada district? If 'yes', how according to you girl child education can be encouraged in the district?**

Yes

No

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**(16) According to you, what are the reasons responsible for girl child drop out?**

(A) The community does not give importance to girl child education? ☐

(B) Because of the poor economic condition of parents ☐

(C) Girl children are not interested in education ☐

(D) Girl children have to assist their parents in earning ☐

- (E) Parents are not aware about girl child education ☐
- (F) Girl children face health related problems ☐
- (G) Girl children face security related problems ☐
- (H) Other (Specify) \_\_\_\_\_

**(17) What matters do you discuss in the School Management Committee (SMC) meeting?**

- (A) Matters with regards to the construction and maintenance of school ☐
- (B) Matters with regard to school funds ☐
- (C) Matters with regard to bringing back irregular and absent children to school ☐
- (D) Matters with regard to the programmes that are to be organised in school in near future ☐
- (E) Matters with regard to the grants to be made available to the school ☐
- (F) Matters with regard to the hindering factors to the girl child education ☐
- (G) Other (Specify) \_\_\_\_\_

**(18) Do you face any problems with regard to the retention of girl children in school?**

Yes	No
-----	----

If 'yes', what type of retention problems do you face, please state \_\_\_\_\_

**(19) Do you understand local dialect of students?**

Yes	No
-----	----

**(20) Do students understand your language ?**

Yes	No
-----	----

**(21) Has somebody migrated from your school?**

Yes	No
-----	----

**(22) Has somebody immigrated to your school?**

Yes	No
-----	----

**(23) What efforts do you put to bring back constantly absent children?**

- (A) We send message through absentees' classmates/neighbors for coming to school regularly. ☐
- (B) We call parents of the child in school and tell them to send their child regularly to school. ☐

(C) We personally contact parents and explain the importance of coming to school regularly. ☐

(D) Do not put any efforts

(E) We discuss the matter of absentees with the SMC members ☐

(F) Other (Specify) \_\_\_\_\_

**(24) How your efforts to bring back absentees are responded?**

(A) Parents understand us and start sending their wards to school ☐

(B) Parents do not have time to meet us. ☐

(C) Parents' attitude is whether to send their child to school or not is their personal prerogative school should not interfere in it. ☐

(D) During personal meetings parents assure to send their children regularly, but children do not come regularly afterwards ☐

(E) Parents express helplessness saying in spite of their repeated persuasions, the child is not ready to come. ☐

(F) Other (Specify) \_\_\_\_\_

**(25) Do you get support from the local community in the school related works?**

☐ Yes

☐ No

**(26) Is there a facility for indoor games in the school for girl children. If 'yes', which are they?**

(A) Carom ☐ (B) chess ☐ (C) Snakes and ladder ☐ (E) Other \_\_\_\_\_

**(27) State briefly about the objectives, arrangement, success/failure of *baal kishori mela***

(i) Objective (for whom ?, with what objective?): \_\_\_\_\_

(ii) Arrangements (who?, how?, where) : \_\_\_\_\_

(iii) Success/failure (whether should be arranged or not ): \_\_\_\_\_

(iv) Other : \_\_\_\_\_

**(28) Whether *baal kishori melas* are organised regularly?**

☐ Yes

☐ No

**(29) Whether *baal kishori melas* are helpful to girl children of standard 6,7,8?**

☐ Yes

☐ No

**(30) Do you find the girl children of your school to be malnourished?**

If 'yes', what could be the reasons for malnourishment?

☐ Yes

☐ No

- (A) Girl children have formed the habit of eating fast food and packaged food ☐
- (B) Lack of information on balanced food ☐
- (C) Their food habit at home does not include balanced food ☐
- (D) Due to poor economic condition girl children are unable to get nutritious food. ☐
- (E) Other (Specify) \_\_\_\_\_

**(31) Is the iron tablet distribution in your school regular?**

**(32) Is the *doodh sanjeevani yojna* implemented in the Narmada district?**

**If 'yes', has it helped improve the health condition of children?**

**(33) Are the facilities available to girl children through various schemes and programmes sufficient?**

**If 'no', according to you, what facilities should be covered? State in brief** \_\_\_\_\_

**(34) Is the curriculum difficult for the girl children?**

**(35) By and large how do girl children perform in the examination? State in brief** \_\_\_\_\_

**(36) As per your observation, is/are there a subject/subjects in which girl children constantly perform low? If 'yes', in which subject/s?**

- (A) Gujarati ☐ (B) English ☐ (C) Sanskrit ☐ (D) Hindi ☐
- (E) Mathematics ☐ (F) Science and Technology ☐ (G) Introduction to Computer ☐ (H) Other \_\_\_\_\_

**(37) If some girl children do not perform well in the examination, what corrective measures do you take for them?** \_\_\_\_\_

**(38) Do girl children discuss study related matters with other girl children?**

**(39) Do girl children discuss study related matters with boy children?**

**(40) Your suggestions for addressing the problems of girl child education** \_\_\_\_\_



## Appendix - 4

### Questionnaire for girl children's socio –economic status

- Read the following statements carefully and choose your response with a tick mark (✓)
- This is not an examination hence none of your response is right or wrong
- You can ask us wherever you feel necessary

(i)	<b>Student's Name:</b>	_____	_____	_____
		Last Name	First Name	Middle Name
(ii)	<b>School:</b> <b>Address:</b>			
		Village: Narmada	Block :	District:
(iii)	<b>Standard</b>	Std. 6 <input type="checkbox"/> Std. 7 <input type="checkbox"/> Std. 8 <input type="checkbox"/>		
(iv)	<b>Age:</b>			
(v)	<b>Date of birth:</b>			

**(1) Marital status:** (A) Married (B) Unmarried

**(2) Category:** ST SC SEBC ☐ Other ☐

**(3) How many members are there in your family?**

(A) 2 ☐ (B) 3 ☐ (C) 4 ☐ (D) 5 ☐ (E) 6 ☐ (F) Other (Specify) \_\_\_\_\_

**(4) Who are there in your family?**

(A) Mother ☐ (B) Father ☐ (C) Sister (D) Brother ☐

(E) Grandfather ☐ (F) Grandmother ☐ (G) Other (Specify) \_\_\_\_\_

**(5) Type of Family:** (A) Joint ☐ (B) Nuclear ☐

(If grandparents or uncle and aunt are staying together tick (✓) on 'Joint')

**(6) Residential area:** (A) Urban ☐ (B) Town ☐ (C) Rural ☐

**(7) Education in Family:** Tick (✓) ☐ against the option applicable to you

**(i) Mother:** (A) Ph.D. ☐ (B) Post-graduate ☐ (C) Graduate ☐

(D) Diploma ☐ (E) Higher Secondary ☐ (F) Secondary ☐

(G) Primary ☐ (H) Illiterate ☐

**(ii) Father:** (A) Ph.D. ☐ (B) Post-graduate ☐ (C) Graduate ☐

(D) Diploma ☐ (E) Higher Secondary ☐ (F) Secondary ☐

(G) Primary ☐ (H) Illiterate ☐

(iii) **Other family members educated:** Member (1) \_\_\_\_\_ Education \_\_\_\_\_

Member (2) \_\_\_\_\_ Education \_\_\_\_\_ Member (3) \_\_\_\_\_ Education \_\_\_\_\_

Member (4) \_\_\_\_\_ Education \_\_\_\_\_ Member (5) \_\_\_\_\_ Education \_\_\_\_\_

(8) **Is there anybody in your family who holds position at state, district, block or village level** (e.g. *sarpanch*, President, Chairman or Member in *panchayat* body or in dairy board).

Yes

No

If 'yes', which position \_\_\_\_\_

(9) **Occupation:** Give information about your family members in the following table with the help of a tick mark (✓). Put a dash mark (–) in the column that does not apply to you. (Give information about **only** those who are involved in some occupation)

Sl. No.	Members of the family	Name of the occupation e.g. farmer, agri-labourer, teacher, mason, merchant etc.	Govt. servant	Own business	No occupation
(1)	Father				
(2)	Mother				
(3)	Brother				
(4)	Sister				
(5)	Other				
(6)	Other				

(10) **Do you do anything for earning? If 'yes', what?**

Yes

No

(A) Labourer in farm

☐

(B) Labourer at tea stall or at shop

☐

(C) Labourer at hotel or roadside '*dhaba*'

☐

(D) Other (Specify) \_\_\_\_\_

**(11) What is your family's annual income?**

- (A) Less than ₹ 40000 ☐ (B) ₹ 40001 to ₹ 100000 ☐  
(C) ₹ 100001 to ₹ 249999 ☐ (D) ₹ 250000 to ₹ 500000 ☐  
(E) More than ₹ 500000 ☐

**(12) Does your father own land?**

Yes	No
-----	----

If 'yes',

**(i) Is there irrigation facility for the land?**

Yes	No
-----	----

**(ii) Do you use following machinery/utensils in your farm?**

- (A) Tractor ☐  
(B) Thrasher ☐  
(C) Pesticide sprayer ☐  
(D) Other (Specify) \_\_\_\_\_

**(13) Do your parents migrate to city in search of work ?**

Yes	No
-----	----

If 'yes', how frequent do they migrate in a year?

- (A) Once a year ☐  
(B) Twice a year ☐  
(C) Every now and again ☐  
(D) Other (Specify) \_\_\_\_\_

**(14) Give details about your habitat in the following table**

Sl.No.	Habitat	Pucca	Kuchcha
(1)	Own		
(2)	Rented		
(3)	With relatives		
Other (4)			

**(15) What are the sources of your family income?**

- (A) Father's job ☐ (B) Mother's job ☐ (C) Farming ☐  
(D) Animal husbandry ☐ (E) Other (Specify) \_\_\_\_\_

**(16) Do you have your own vehicle at home?**

If 'yes', which?

- (A) Bicycle ☐ (B) Two wheeler ☐ (C) Four wheeler ☐  
(D) Other (Specify) \_\_\_\_\_

**(17) Which of the following places have latrine facility?**

- (A) At home ☐ (B) At school ☐ (C) Public latrine (in the village/town) ☐  
(D) At any place where you use (Specify) \_\_\_\_\_

**(18) Do you have domestic animal?**

Yes

No

**If 'yes', which?**

(A) Cow ☐ (B) Ox ☐ (C) Buffalo ☐ (D) Cat ☐ (E) Goat ☐

(F) Dog ☐ (G) Donkey ☐ (H) Other (Specify) \_\_\_\_\_

**(19) Do you go for firewood collection?**

Yes

No

**(20) Which of the following fuel do you use?**

Yes

No

(A) Firewood ☐ (B) Kerosene ☐ (C) L.P.G stove ☐

(D) Solar cooker ☐ (E) Electric stove ☐ (F) Other (Specify) \_\_\_\_\_

**(21) How often do (or from your family) you go for shopping?**

(A) Every day ☐ (B) Once in two days ☐ (C) Twice a week ☐

(D) Once in a week ☐ (E) Other (Specify) \_\_\_\_\_

**(22) Generally, what items do you buy?**

(A) Grocery items and eatables ☐ (B) Vegetables ☐ (C) Milk ☐

(D) Clothes ☐ (E) Ornaments ☐ (F) Home décor ☐ (G) Other (Specify) \_\_\_\_\_

**(23) Besides textbooks, do you use self-study material, or reference material for your study?**

Yes

No

**(24) Do you feel that your education will end abruptly because of your economic condition ?**

Yes

No

**(25) Do you feel that you will not be able to complete your study?**

Yes

No

**If 'yes', what will be the reason for not completing your study?**

(A) You parents cannot afford your educational expenses? ☐

(B) You are going to get married soon hence education does not remain a priority anymore. ☐

(C) You parents believe that since you are a girl what you require is just primary education, you need not require to study further. ☐

(D) Other (specify) \_\_\_\_\_

**(26) Do you go for tuition?**

Yes

No

**(27) How do you spend your vacation?**

(A) Doing home work ☐

(B) Visiting new places ☐

(C) Visiting relative ☐

(D) Working in farm ☐

(E) Working at hotel or 'dhaba' ☐

(F) Other (Specify) \_\_\_\_\_

**(28) Do you have your study room at home?**

Yes

No

**(29) Do you have your study table at home?**

Yes

No

**(30) What do you do when you fall ill?**

(A) Apply local herbs available at home

☐

(B) Perform certain rituals like tying thread or talisman

☐

(C) Visit local dispensary

☐

(D) Visit doctor

☐

(E) Visit quack

☐

(F) Other (Specify) \_\_\_\_\_

**(31) Do you receive daily newspaper?**

Yes

No

**(32) Do you have television at home?**

Yes

No

**(33) How do you send and receive messages?**

(A) Through letters ☐ (B) Through telephone ☐ (C) Through mobile ☐

(D) Through fax ☐ (E) Through e-mail ☐ (F) Other (Specify) \_\_\_\_\_

**(34) Do you use internet?**

Yes

No

**If 'yes', where do you avail the internet facility?**

(A) At home ☐ (B) At school ☐ (C) At internet café ☐

(D) Other (Specify) \_\_\_\_\_

**(35) In your day to day life what transport facility do you avail?**

(A) Public transport (State transport bus etc.)

☐

(B) Transport run by private enterprise (e.g. jeep, rickshaw etc.)

☐

(C) Private (your own) vehicle

☐

(D) Other (Specify) \_\_\_\_\_

**(36) How do you come to school?**

(A) On foot

☐

(B) By bicycle

☐

(C) By school bus/van/rickshaw

☐

(D) Your own vehicle

☐

(E) By state transport bus/vehicle

☐

(F) Other (Specify) \_\_\_\_\_

## Appendix - 5

### **Observation schedule on facilities and support to the girl children**

- (1) Girl children's toilet
- (2) Mid-day meal facility, including kitchen, food, food distribution etc.
- (3) Games for girl children
- (4) Participation of girl children in school and school related activities like
  - (i) Prayer
  - (ii) Cultural events/programmes organised in/by school
  - (iii) Maintaining school and school premises and any other activities concerning girl children that come to the notice of the researcher during his school visits.

## Appendix - 6

### Perception scale for the parents of girl children

There are twenty five statements in the following table. Each statement is followed by three columns for expressing agreement, disagreement and indecisiveness with it. The first column is for showing agreement with the statement, the second column is for expressing indecisiveness over the statement and the third statement is for showing disagreement with the statement. You are required to read each of the statements carefully and express your opinion by tick marking (✓) against the statement in the appropriate column. You may ask wherever you feel necessary.

- Fill in the details in the table below

(i)	<b>Your Name</b>	<div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="display: flex; justify-content: space-between;"> <span>Last Name</span> <span>Your name</span> </div>
(ii)	<b>Your daughter's name:</b>	<div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="display: flex; justify-content: space-between;"> <span>Last Name</span> <span>Your daughter's name</span> </div>
(iii)	<b>Standard:</b>	
(iv)	<b>School where your daughter studies:</b>	
(v)	<b>Address</b>	Village: _____ Block: _____ District: Narmada
(vi)	<b>Mobile number:</b>	

- Read the following statements and choose (✓) any of the three options.

	Statement	Agree	Indecisive	Disagree
(1)	Primary education is all girl children need.			
(2)	There is nothing wrong in girls and boys sitting together in school.			
(3)	Girls should take college education.			

	Statement	Agree	Indecisive	Disagree
(4)	If in family either boy's or girl's education is affordable, in such case only boy should be educated.			
(5)	Girl children are not comfortable with science, mathematics and technical subjects.			
(6)	When girl children are educated they become affronts			
(7)	There is nothing wrong if girls are engaged in school for preparing tea or food.			
(8)	It is the responsibility of the elder girl child to take care of younger siblings at home even at the cost of school.			
(9)	For secondary education (after std. 8) If the girl child is required to go out of the village she should go.			
(10)	There is no point in teaching a girl child because at the end she has to go to her in-laws, her education and earnings will be beneficial to her in-laws.			
(11)	In order to work in the farms during harvest time if a girl child does not attend school for a few days it is acceptable.			
(12)	If a girl child is educated further, finding a suitable match becomes a problem.			
(13)	Taking mid-day food to farm is the work to be done by girl children.			
(14)	Boy children too should do tasks like cooking, fetching drinking water, sweeping etc.			
(15)	Tasks associated with live stoke like cleaning of manger, milking, cutting grass, feeding are to be done by girl children.			
(16)	Girl should not be engaged in the tasks which demand hard physical strength.			
(17)	Girl children's opinion should be considered in the important family matters, especially those which have direct bearing on them.			
(18)	Before marriage girl's opinion has to be considered.			
(19)	Girls should inform parent before going out.			



	<b>Statement</b>	<b>Agree</b>	<b>Indecisive</b>	<b>Disagree</b>
(20)	It is not safe for girls to stay out till late.			
(21)	For self-defense girls should learn judo, karate etc.			
(22)	Girls should be cautious for selection of clothes lest they become easy prey to teasing.			
(23)	Girls should play outdoor games like cricket, volleyball etc.			
(24)	Girls are talkative by nature.			
(25)	Girls are more obedient than boys.			

## Appendix – 7

### Excerpts from the interview with the District Primary Education Officer, Narmada



**Researcher:** You have been working here since 2012 in the Narmada district, how do you find Narmada district different from other districts?

**DPEO:** Narmada district is geographically different. It lies in the eastern fringe of the state. It is divided in four blocks. Much of its area is covered with hills and mountains. In the interior forest areas earlier road, water and electricity were scarce. Under the Forest Act these areas have developed to a considerable extent and its effect can be seen in education also.

**Researcher:** In this area some girl child education problems have come to notice. Do you think that the low enrolment and high dropout rates of girl children are amongst the major problems of upper primary in the district?

**DPEO:** In the present condition I do not agree with this question because in 2002 the honorable chief minister launched the *praveshotsav* programme (a state sponsored enrolment campaign) from the interior place of Dediapada of this district as a result of which enrolment has increased steadily and drop out ratio has gone down also. Because of the SSA programme infrastructure has developed to a very good extent. Now the low enrolment and high dropout rate incidents are few and far between.

**Researcher:** According to you what are the major factors that hinder the education of the girl child in the Narmada district?

**DPEO:** To some extent the problems of girl child education are in the Dediapada block and amongst the girl children of tribal groups. The major hindrance here is the prevalent belief in the region that not to give too much education to the girl children. To counter this problem my teachers conduct door to door survey, convince parents and bring the girl children to school. In the 2002 – 03 the dropout rate was 14 per cent. We have been able to bring it down to 2.30 per cent. Now the enrolment rate is 100 per cent. This year

we conducted a resurvey in the five villages of the block to enrol out of school children. We also did cross checking through our CRCs, BRCs and inspectors to ensure no child is left out.

**Researcher:** How, according to you, the problems related to girl child education could be overcome in the district?

**DPEO:** In my view there is no girl child education problem. In the district Eklavya (residential schools for children from tribal community) schools and Kasturba Gandhi Balika Vidyalaya are functional in Selamba (Sagbara) and Nighat (Dediapada). In Selamba we have strength of 130 girl children and in Nighat there are 102 girl children. We have given admission to the drop out girl children of above 10 years of age. The government has taken complete responsibility of their education under SSA. The scheme has been very successful in the district.

**Researcher:** How the programmes and schemes of the state government to encourage the education of the girl children are received in the district?

**DPEO:** Whether the scheme is from centre or from state or from district *panchayat* we ensure hundred per cent implementation of all schemes. Teachers adopt activity based teaching approach. Gender activities are done keeping boys and girls together as per RTE Act guidelines. There are separate toilet blocks for girls and boys.

**Researcher:** Some time ago there was a report that not having separate toilet block in school was a major reason behind girl children's absence in the school

**DPEO:** This matter went to the honorable Supreme Court. As per the direction the honorable Supreme Court in almost all schools of the district there are separate toilet blocks for boys and girls; except one school wherein there is a lack of space for separate toilet and there are hardly any girl children in that school.

**Researcher:** Do you think that the state government's efforts have yielded some positive results?

**DPEO:** The issue of girl child education became prominent after 2002 when the chief minister asked for girl child in the form of alms. He emphasised preventing female infanticide. Government launched various schemes like NPEGEL, residential schools etc. Girl children directly benefited from these schemes.

**Researcher:** Do you think that the problems of girl child education in the Narmada district are unique/peculiar to the region?

**DPEO:** Yes, I agree with this because most of the area of this region is covered with forest and hills. There are two developing blocks in the district. Orthodoxy is prevalent

here. The tribal community is still not ready for the education of girl children. In the border villages of Sagbara block orthodox belief system of tribal community is playing role in keeping girl children away from education. There are some tribal families who still believe in setting fire to the trees up on the mountains as a part of their tradition. It will take some time for condition to improve. The condition is better than what it was in 2001. In this district under the BRGF scheme and Gujarat pattern a good amount is sanctioned for the girl child education. I am happy to inform you that in the current year I have received permission to spend forty lakhs for *praveshotsav* kits under Gujarat pattern. We will give kits containing shoes, shocks, water bag, slate, pen to the children. Last year also we had distributed kits. We do it to attain hundred per cent enrolment.

**Researcher:** How does seasonal migration affect the education of girl children in the Narmada District?

**DPEO:** We run season hostels for migrating children. There are around one thousand students residing in the seasonal hostels of Sagbara block. Incidentally, just today inspection is going on from SSA, Gandhinagar. We arrange tent classes for those who immigrate here as a workforce during the sugarcane season. Beside this, there are Eklavya Schools where all expenses are born by the government. There are two KGBV Schools where all expenses are covered under SSA. There are forty eight Ashram schools in the district. In the Rajpipla there is a big girl's hostel which is managed by *Adivasi Bharuch Seva Sangh*. All these efforts take care of problem of migration in the district.

**Researcher:** What are the programmes going on in the Narmada district for increasing the enrolment and retention of girl children in the Narmda district?

**DPEO:** *Praveshotsav*, *Vidyalakshmi Bond*, *Baal Kishori Mela* are some of the schemes. *Vidyalakshmi Bond* is implemented where the literacy rate is below thirty five per cent. Under the scheme a bond is given to a girl child in standard one. She receives the amount when she completes eight years of her schooling. Through various gender activities we try to impart education to girl children.

**Researcher:** What is *Baal Kishori Mela*? Is it only for tribal districts?

**DPEO:** This scheme is for developing blocks. Last year as an experiment we launched it in Nandod and Tilakwada as well. We received a very good response. But for the current year we did not receive grant for it from SSA and we could not arrange it.

**Researcher:** The children of the Narmada district have been found malnourished and malnourishment adversely affects their education. How do you think this problem could be addressed?

**DPEO:** Malnutrition was the problems of district as well as of the entire state. The chief minister through the ICDS launched different schemes for the children of 0-3 years of age. They are provided nutritious food three times a day. Besides this, the mid-day meal scheme is going on. In our district 99 per cent of the children are the beneficiary of this scheme. Under the Gujarat pattern in the Dediapada block *Doodh Sanjeevani* Scheme is under way for the last three years. These programmes are helpful in solving the problem of malnutrition.

**Researcher:** According to you, at least up to what standard girl children should get education?

**DPEO:** According to me, girl children should receive as much education as boy children do. Girl and boys are equal. There should be no limit to education. If I say girl should study up to standard twelve, I would say my thinking is low. I believe that girl should also receive education just like boys. Just as my kids are able to study, the children of this area also should get the same level of education.

**Researcher:** How do you think programmes like Kasturba Gandhi Balika Vidyalaya (KGBV) and National Programme for Education of Girls at Elementary Level (NPEGEL) are helpful in facilitating education of the girl children in the district?

**DPEO:** Under NPEGEL different activities are carried out for girl children. They have yielded good results. This year at the district level *Khelmahakumbha* (mega sports event) girl children from Nighat KGBV stood first and won price of rupees one lakh twenty thousand. Four of the girl children went to state level competition. Girls are at par with boys at all fronts. NPEGEL and KGBV schools have shown good results. In such residential schools teachers have to stay with students for twenty hours. There girls children are well taken care of. The two government managed KGBV schools are functioning very well in the district.

**Researcher:** Would you recommend opening such schools in other two blocks i.e Nandod and Tilakwada?

**DPEO:** I am in favour of it, but it is difficult to find girl children who fulfill the admission criteria for such schools. Presently, we have a capacity of one hundred fifty students in the existing schools. For now, we can give admissions in the existing two schools only. The government has granted permission to KGBV, Selamba to admit girl

children in standard 9. The next year KGBV, Nihat will get the same permission. The KGBV, Selamba will have standard 10 by then. The government has given permission of residence to the girl children of other schools in these schools. This will help reduce the incidents of dropout after standard 8.

**Researcher:** But there are no such residential schools for girl children in the Nandod and Tilakwada blocks.

**DPEO:** Eklavya schools are there. In Eklavya school students get admission after clearing entrance test. These are also residential schools.

**Researcher:** What are the special provisions for the girls belonging to disadvantaged groups like ST, SC, OBC and differently able?

**DPEO:** Various aids are provided through SSA and Social Justice Department to such groups. For example, the SSA, IT provides kits for mentally challenged children. The kit contains educational aids for them. Camps are arranged with the parents of such children. For ST children, irrespective of their income, scholarship is provided. A child with 70 per cent attendance gets 10 kilo of grain. Children are encouraged to come to school through such schemes.

**Researcher:** Given the geographical condition of the district, what challenges do you face in keeping check on schools of the district?

**DPEO:** The entire structure is in place for inspection. There is an inspector per 50 schools. After the launch of SSA, there is a CRC per 7 to 8 schools and a BRC in each block. A CRC's monthly tour is scheduled in advance and put online. Besides, block education officer arranges surprise visits to schools. Whenever we feel there is some irregularity in some school, we arrange a surprise visit to that school.

**Researcher:** Do you think that keeping the special needs of the Narmada district in perspective customized schemes and programmes would work better in the district?

**DPEO:** I agree with this because regional elements, like local dialect, play major role. Some students do not understand some teachers' language. Through my experience in Kutch, I can say that regions have their own dialects and an outside teacher will not be able to understand it. In Narmada district also there are three to four different dialects which even I do not understand.

**Researcher:** What programmes do you suggest for the Narmada district?

**DPEO:** There are enough programmes. If we receive suggestions from people, we will take them positively.

**Researcher:** Do you think that there should be special syllabus for S.T students that incorporate local elements needs?

**DPEO:** I do not agree with this because of the reason that we want to do away with regionalism and want to progress towards global culture. If students are given regional education only, they will be like ‘frogs of well’. They will not come to know about outside world; they will not be able to progress.

**Researcher:** Thank you for your time and sharing your views.

## Appendix – 8

### Excerpts from the interview with the District Gender Coordinator, Narmada



**Researcher:** How do you perceive the status of girl child education in the Narmada district?

**DGCo:** The status of girl child education in the district is positive. Earlier there was not much of awareness amongst the parents. Now due to the programmes oriented towards spreading awareness on the importance of girl child education, majority of the parents now know the importance of girl child education. Bringing girl children to school is not a major issue, now it is the issue of retaining them in the school because of the problems like migration of parents; but the condition is improving.

**Researcher:** What are the retention related problems do you face in the Narmada district?

**DGCo:** In the Narmada district girl children, especially from tribal community, are married off at early age, they are engaged in child labour and sibling care. They are also discriminated against boy children as it is believed girl child has to go to her in laws after marriage. She is required to manage household chores. The major problem for retaining girl children in school is parents' economic condition. When parents go away for wage earning girl child has to take responsibility of the house and she has to leave her education.

**Researcher:** The problems that you have mentioned are they observed in all four blocks or are they confined to the tribal areas like Dediapada and Sagbara?

**DGCo:** Yes, it can be said that the problem is not of the entire district, but mostly found in the tribal areas. In the Nandod and Tilakwada blocks parents and girl children do not have to migrate much. Wage earning means are available in these two blocks. Along with migration, there is problem of transport prevalent in the deep forest areas of Dediapada and Sagbara. It becomes difficult for girl children to regularly go to school due to the difficult geographical condition.



**Researcher:** So what measures do you suggest to face these challenges?

**DGCo:** Parents' awareness is the first thing that is required. Programmes like *praveshotsav* are helpful in spreading awareness regarding enrolment. But just enrolment is not enough; it has to be ensured that the child gets good education. Another important thing is nutritious food through mid-day meal scheme. If a girl child gets good food and she is healthy, she will be ready to receive education.

**Researcher:** Besides *praveshotsav*, what are the other programmes of government that have been successful in retaining girl children in school and bringing their dropout rate down?

**DGCo:** *Praveshotsav* is playing major role in retaining girl children in school. Beside it, mid-day meal, *vidyadeep yojana*, *vidyalakshmi* bond, STP (Special Training Programme) classes are playing major role in ensuring that no child is left out of school. Kasturba Gandhi Balika Vidyalaya – residential schools for girl children and ashram schools have been proved very important in retaining girl children in school.

**Researchers:** What are *vidyadeep yojana*, *vidyalakshmi bond* and STP classes?

**DGCo:** *Vidyalakshmi* bond is a kind fellowship given to a girl child in the form of a bond. A thousand rupees bond is given to a girl child at the time of her admission in the school. The bond matures at the time when she finishes her primary schooling, and she receives the money. Under *vidyadeep* scheme girl children belonging to SC, ST, OBC and minority communities receive scholarship. The scholarship is for educational purpose. The STP classes are for the dropout and out of school children. The STP classes ensure that due to migration, the child does not lose her/his education.

**Researcher:** How is the response of the local community to these schemes? Has the apathy towards girl child education gone down?

**DGCo:** Yes, whatever schemes have been launched from state level, all schemes have been wonderfully successful. We have seen positive impact of all programmes. They have created positive impact. The response from the area is good.

**Researcher:** How does seasonal migration impact enrolment? You have already spoken about migration, how does it impact enrolment and retention of girl children?

**DGCo:** Once a girl child of migrating parents drops out, parents do not take initiative and send the child again in school. The STP classes and seasonal hostels specifically target such dropout children. They provide opportunity for re-enrolment. An STP class tries to cover the lag that the child might have suffered due to dropping out. An STP class allows a drop out to enrol in her age appropriate class.

**Researcher:** Who does the survey for the dropout children?

**DGCo:** State level STP unit decides over a team. From the district a team is selected. Survey is carried out locally by the team. The district does the monitoring and state unit does cross checking. The details that include names of the dropout children and their villages are available on line.

**Researcher:** Is there a difference between the surveys conducted by school teachers at the beginning of the year and the one conducted for STP class?

**DGCo:** Yes, the survey conducted at the commencement of a new academic year by the school teachers is the survey for enrolment of the children who have completed their five years, whereas survey for STP class is conducted for out of school and dropout children.

**Researcher:** How is the attitude of tribal community towards girl children in general and towards their education in particular?

**DGCo:** The attitude of parents is that what girls will do with more education. When girls reach to standards seven or eight preparation for their marriages already begins. Before completing standards eight they get married. Child marriage is an issue here. Because of the financial condition of the family, a grown up girl child has to go along with parents for wage earning. The financial condition of the parents is a perpetual problem. Because of the financial condition of the community education does not receive its due attention.

**Researcher:** What is the minimum level of education do you recommend for girl children?

**DGCo:** I would say in the Narmada district each girl child should receive at least education up to standard ten and if parents are capable and aware they should allow her to study till standard twelve.

**Researcher:** In which blocks *Kasturba Gandhi Balika Vidyalaya* (KGBV) and National Programme for Education of Girls at Elementary Level (NPEGEL) are functional?

**DGCo:** NPEGEL schools are in Dediapada and Sagbara which are Educationally Backward Blocks and KGBV schools are also in these two blocks; one is in Nighat in Dediapada and other is in Selamba in Sagbara. They are model – 1 type schools in which hundred girl children are provided residential schooling facility.

**Researcher:** If such residential schools are opened in more numbers, do you think it will help solving the problems of girl child enrolment and retention in the district?

**DGCo:** Yes, it will be of great help. Presently, the two KGBV schools are functioning very well in the district. In the residential schools like these detail care of the girl children's needs are taken. This helps them focus on their studies. Such schools should be opened in other two blocks i.e. Nandod and Tilakwada.

**Researcher:** Malnourishment has been observed in the girl children of the Narmada district. The distribution of iron tablets is going on the schools. Do you think it has helped?

**DGCo:** Yes, it is a very good thing. Iron deficiency has been prominently observed, particularly in tribal community because compare to their urban counterparts, children of rural areas do not have information or access to nutritious food. Here people eat because it is a survival need. The folic acid tablet help reduce iron deficiency in girl children. It should be distributed in all districts.

**Researcher:** In the mid-day meal scheme is it taken care that children's nutrition needs are met?

**DGCo:** Whenever a school is visited either by state level or district level or block level or CRC level representatives, the quality of mid-day meal is checked by all. During monitoring we check mid-day meal kitchen, storeroom, grains etc. We ask also about the quality of food and ensure that they are not served the same food daily. Weekly menu is given to school in advance and each day different food has to be served so that children can have nutritiously balanced food.

**Researcher:** We have learnt that *baal kishori mela* are held in the district, can you give some details about it?

**DGCo:** *Kishori melas* are for adolescent girls of upper primary standards who are undergoing physical change. This programme is a huge success in catering to the needs of the girl children who are facing sudden physical and mental changes and are at sea to make sense of these changes. They are often hesitant to discuss this with their parents or teachers. In the *baal kishori mela* girl children are made to understand the physical and mental changes. The guidance is given to them by doctors and psychiatrists. Efforts are made to dispel inferiority complex and misconceptions attached with menstruation period like they should not go out, touch others and books during this time. They are made to realise that it is a natural process. It is a three days' fair. On the third day girl children are able to share their confusions and complexes clearly and openly and get solution to their problems.

**Researcher:** When is it held?

**DGCo:** It is held once a year. Its planning is done at the state level.

**Researcher:** What are the schemes available in the district for girl children belonging to Scheduled Tribe (ST), Scheduled Caste (SC), Other Backwards Castes (OBCs), minority and differently abled groups?

**DGCo:** Whatever routine schemes are implemented from state government for such groups they are available in the Narmada district for them. Besides these schemes, in the Narmada district '*dudh sanjeevani scheme*' (a state sponsored scheme under which flavoured milk is supplied to the primary school children) is also available in the district.

**Researcher:** What is your personal experience from the field during your visits and interactions with various community members?

**DGCo:** When I came to Narmada district as a Gender Coordinator and went to school for the first time, I realised that there are people in the state of Gujarat who even do not understand pure Gujarati language. Even today whenever I am on a school visit, I have to keep a local BRC or CRC with me who work as interpreters and make my interaction possible with the local people. During meetings with parents children and elderly people come and touch feet. It was shocking for me. The ignorance that is seen in the parents can be seen in the children also. I give an example from KGBV school of what drama a girl child can perform to run away from school. Letting lose her hair and shaking her head frantically, she would behave as if she had been possessed by some spirit. She would run and jump over the school gate. We had to chase her down and bring her back to school. We faced such cases in the interior places of Dediapada and Sagbara blocks. We felt that students themselves want to stay away from school. They too wish to go to fields and work or play. We have to constantly make efforts to keep them in school by making teaching interesting.

**Researcher:** What is the response of parents when you bring such incidents to their notice?

**DGCo:** It is the same ignorance. Parents too believe that their child has been possessed. They would take the child to a quack for the cure. Parents' endorsement to child's possession drama gives them encouragement to perpetuate it whenever they are bored or want to be out of school or hostel.

**Researcher:** What solution do you suggest to remove the dislike of school from children?

**DGCo:** Activity based learning can provide solution to this problem. Teaching with *pragna* approach where child has to participate and learn through self-interest can be successful here. We see in the science fair that there is no dearth of creativity in these children.

**Researcher:** Do you think that incorporating local elements in the curriculum can arouse interest in the students?

**DGCo:** Yes, if we can incorporate regional elements in the curriculum it will be easy for her to relate. As the child is familiar with her surrounding, it will be interesting for her to study and grasp. The child from interior area where there is no electricity cannot learn computer. But the same child can have a class outside on nature, local flora and fauna in the absence of electricity.

**Researcher:** How does the socio-economic condition of the parents affect the education of girl children?

**DGCo:** Parents are unaware and ignorant about the importance of education. Parents are unaware because community is unaware. Those very few who have become aware send their girl children to school, but there is large number of people in the interior areas who are struggling to make their two ends meet. For them survival is a priority. Their economic condition adversely affects the girl child education. In large families elder girl children must take care of younger siblings only then the parents can go out for wage earning.

**Researcher:** What are your observations on the participation and academic performance of girl children compare to boy children in school?

**DGCo:** We always want to ensure balanced participation of girls and boys. Now we see that the level of participation of boys and girls is same and the performance of girls is exceeding than that of boys. Whether it is *khel mahakumbh*, science fair or cultural programmes girls' participation is greater and their performance is better. Girl children excel in both, academic and co-curricular activities.

**Researcher:** Do you think that keeping the special needs of the Narmada district in perspective customized schemes and programmes would work better in the district?

**DGCo:** Yes, state level planning formulates programmes keeping the general needs of all districts of the state. In each district each block has different needs. Only district level planning can address these needs properly.

**Researcher:** Would you like to recommend programmes for girl child education or suggest some changes in the existing programme?

**DGCo:** Girl children need to have gender education in the way it is given through *baal kishori melas* where they learn a taboo kind of subject in a fun way through activities. Celebration of World Daughter's Day in school spreads awareness regarding importance of daughter amongst parents. It gives girl child a sense of honour of being born as a girl. Spreading awareness amongst parents and community can be done through programmes that bring community members together and make them aware about the state government's efforts through different schemes that are aimed at improving the status of girl child education. In the school girl children who perform well in the in different areas can be felicitated in the school on a particular day. This will be an encouraging factor.

**Researcher:** How do you perceive the girl child education in the near future?

**DGCo:** The state government programmes that we have been getting for the girl child education have been working well in the district. We have seen the positive effects of them in the district. If these programmes are continued in the same manner, we will see better status of girl child education in future. If these programmes are continued, in future we will see the same status of girl child education in the rural areas that we see it today in urban areas.

**Researcher:** Thank you for the interview and your cooperation.

## Appendix - 9

### Letter from the institution



Centre of Advanced Study in Education  
Faculty of Education & Psychology  
The M. S. University of Baroda  
Vadodara – 390 002  
Phone No. 0265 2795516, 2792631  
Fax No. 0265 2795516

18 July 2013

To

The District Education Officer

Narmada

Rajpipla

Respected Sir,


This is to inform you that Mr. Rupendrasinh Parmar is a registered Ph.D. student of the Department of Education, Maharaja Sayajirao University of Vadodara, Gujarat. The title of his study is "A Study of the Problems of Girl Child Education in the Narmada District of Gujarat". As a part of his study he needs to collect data from your office. He also needs to visit schools, BRCs, CRCs, gender coordinator and Head Teachers that are under your supervision. He would like to collect data using appropriate tools and techniques from the offices and individuals. The data thus collected will be used for the research purpose only. We request you to provide him necessary support and cooperation for his research.

Regards

R.S. Mani  
Guiding Teacher

  
Head

Head  
Centre of Advanced Studies in Education [CASE]  
Faculty of Education & Psychology  
The M.S. University of Baroda  
Vadodara

  
Dean  
FACULTY OF EDUCATION & PSYCHOLOGY  
M. S. UNIVERSITY OF BARODA  
BARODA


## Appendix – 10

### Letter from District Primary Education Officer, Narmada



પ્રતિ,  
જેડર કો-ઓર્ડિનેટર,  
તમામ  
બી.આર.સી,  
સી.આર.સી,  
ટી.પી.ઓ,  
મુખ્ય શિક્ષક,  
એસ. એમ. સી. સભ્યો  
જિલ્લો: નર્મદા

શ્રી રૂપેન્દ્રસિંહ ભગવાનસિંહ પરમાર, સેન્ટર ઓફ અડવાન્સ સ્ટડી ઈન એજ્યુકેશન, ડીપાર્ટમેન્ટ ઓફ એજ્યુકેશન, મહારાજા સયાજીરાઓ યુનિવર્સિટી ઓફ બરોડા, વડોદરાથી પી. એચ. ડી. કરી રહ્યા છે. તેમનો પી. એચ.ડી નો વિષય નર્મદા જીલ્લાના કન્યા કેળવણીના પ્રશ્નો ઉપર છે. તેઓ શૈક્ષણિક હેતુ માટે આપની પાસેથી માહિતી માટે આવેલ છે. આપશ્રી તેમને સહકાર આપશો.

  
જિલ્લા પ્રાથમિક શિક્ષણ અધિકારી

નર્મદા  
જિલ્લા પંચાયત નર્મદા

### English translation

20/03/14

To,  
Gender coordinator, All BRCs, CRCs, TPOs, Head Teachers, SMC Members  
Dist: Narmada

Sh. Rupendrasinh Parmar is doing Ph.D. from Centre of Advanced Study in Education, Dept. of Education. The Maharaja Sayajirao University of Baroda, Vadodara. He is doing Ph.D. on Problems of Girl Child Education in the Narmada district. He has come to collect information from you for an academic purpose. You may cooperate with him.

S/d  
District Primary Education Officer  
Narmada  
District Panchayat Narmada



## Appendix – 11

### Pro-forma of Return

#### પરત

આ સાથે પ્રશ્નાવલી સેટ નં \_\_\_\_\_ શાળા \_\_\_\_\_ ગામ \_\_\_\_\_ તાલુકા \_\_\_\_\_ માંથી શ્રી રૂપેન્દ્રસિંહ પરમાર, રીસર્ચ ફેલો, એમ. એસ. યુનિ. ને તારીખ \_\_\_\_\_ નાં રોજ માહિતી ભરી નીચે મુજબ પરત કરેલ છે.

(૧) મુખ્ય શિક્ષક માટેની પ્રશ્નાવલી = ૧

(૨) શિક્ષક માટેની પ્રશ્નાવલી = ૨

(૩) કન્યાઓ માટેની પ્રશ્નાવલી (૯\*૨) = ૧૮

(૪) કન્યાઓના વાલીની પ્રશ્નાવલીઓ = \_\_\_\_\_

કુલ =

આચાર્યની સહી:

સિક્કો:

#### English Translation

#### Returned

Herewith we returned questionnaire set no. \_\_\_\_\_ from School \_\_\_\_\_ Village: \_\_\_\_\_ Block: \_\_\_\_\_ with furnished information to Shree Rupendrasinh Parmar, research fellow, the M.S.Uni. on the date: \_\_\_\_\_ in the following manner:

(1) Questionnaire for head teacher = 1

(2) Questionnaire for teachers = 2

(3) Questionnaire for girl children (9\*2) = 18

(4) Questionnaire for girl children's parents' = \_\_\_\_\_

Total =

Principal's Signature

Seal

#### A copy of the original pro-forma of return

આ સાથે પ્રશ્નાવલી સેટ નં ૧૮ શાળા પ્રાથમિક શાળા હોલાર ગામ હોલાર તાલુકા મંચી શ્રી રૂપેન્દ્રસિંહ પરમાર, રીસર્ચ ફેલો, એમ. એસ. યુનિ. ને તારીખ ૨૧/૦૨/૨૦૧૫ નાં રોજ માહિતી ભરી નીચે મુજબ પરત કરેલ છે.

(૧) મુખ્ય શિક્ષક માટેની પ્રશ્નાવલી = ૧

(૨) શિક્ષક માટેની પ્રશ્નાવલી = ૨

(૩) કન્યાઓ માટેની પ્રશ્નાવલી (૯\*૨) = ૧૮

(૪) કન્યાઓના વાલીની પ્રશ્નાવલીઓ = ૭

કુલ = ૩૦

આચાર્યની સહી: \_\_\_\_\_

સિક્કો: \_\_\_\_\_

મુખ્યશિક્ષક  
પ્રાથમિક શાળા હોલાર  
તા. જાંવેર, જ. નર્મદા.

## Appendix – 12

### Course work Certificate



#### THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA CERTIFICATE

*[As per O.Ph.D. 2 under UGC (Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree) Regulation, 2009 for 15 Credits to be earned by Ph.D. Scholars]*

This is to certify that **Parmar Rupendrasinh Bhagawansinh**, Research Scholar, registered under UGC (Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree) Regulation, 2009, vide Registration Certificate Number **102** dated **03/10/2011**, for pursuing Ph.D. on has undertaken and completed the course work with the Grade B.

#### STATEMENT OF CREDITS EARNED

Name of Research Scholar: **Parmar Rupendrasinh Bhagawansinh**

Faculty/Institution: Faculty of Education And Psychology


Department: Department of Education

Paper Number	Course Title	Course Credits	Grade Earned
<b>Core Courses – 09 Credits [Offered At University Level]</b>			
I.	Introduction To Research & Research Writings	3	C
II.	Introduction To Basic Computer Functions & Application For Research Purposes	3	B
III.	Quantitative Research Techniques & Data Analysis	3	E
<b>Departmental Courses – 06 Credits [Offered at Departmental Level]</b>			
IV.	Review of Related Literature In The Field of Girl Child Education	3	A
V.	Theoretical and Conceptual Framework on Girl Child Education	3	B
<b>Overall Grade</b>			<b>B</b>

A/A3/34

Date of Issue: 02-06-2015

Place: Vadodara

  
Registrar (I/c.)

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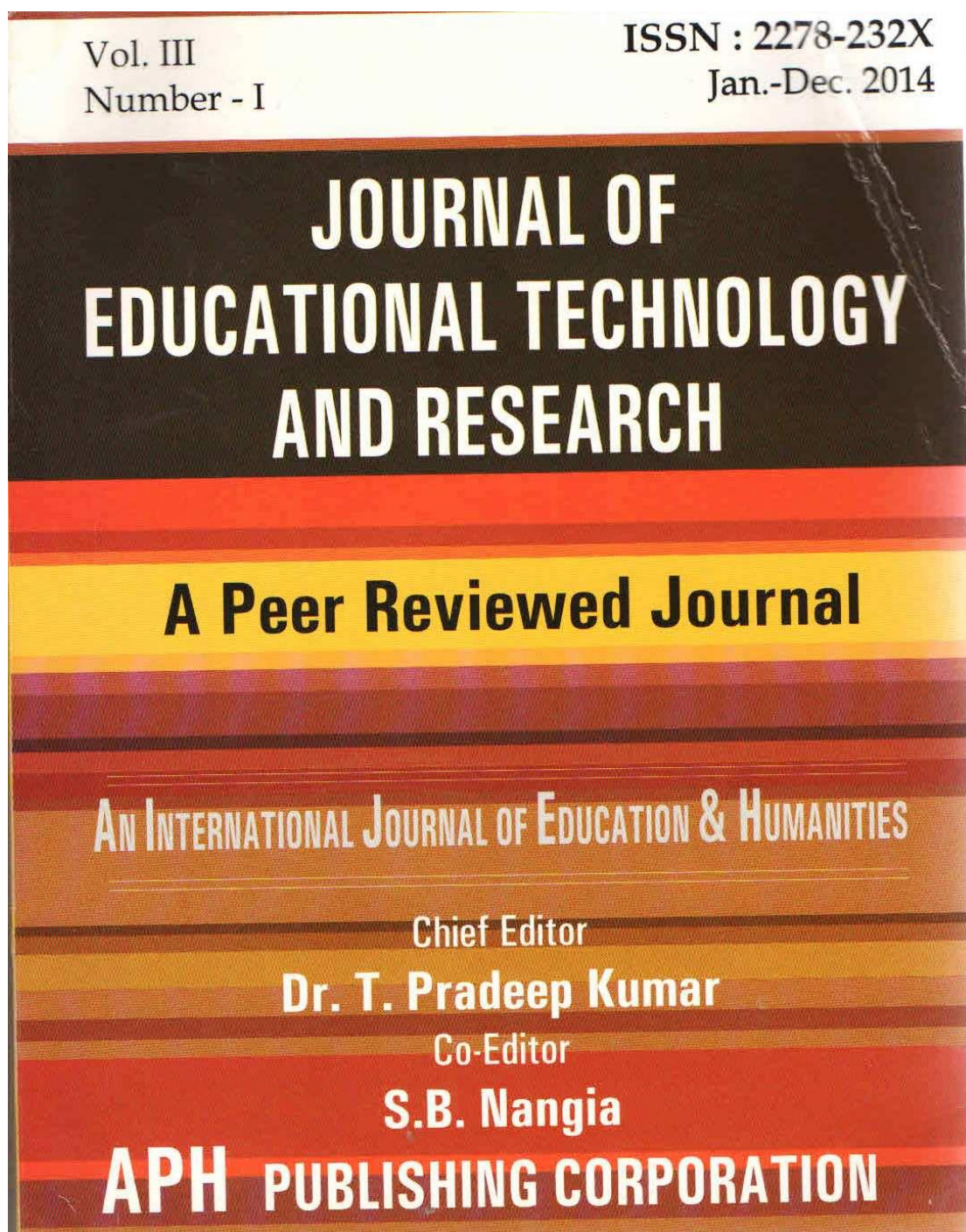
**Grade Conversion Table and Grade Calculation Formula**

Grade	Grade Points	Range
O	10	Above 9.01
A	9	8.01 – 9.00
B	8	7.01 – 8.00
C	7	6.01 – 7.00
D	6	5.01 – 6.00
E	5	4.01 – 5.00
F	4	Below 4.00

$$\text{Overall Grade} = \frac{\sum (\text{Grade Points} \times \text{Credits})}{\sum \text{Credits}}$$

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**Publication – 1**





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## Girls' Enrolment in India at Elementary Level: An Analysis

Dr. R. S. Mani\* and Rupendrasinh Parmar\*\*

There is a gradual and steady increase in the enrolment of girls at elementary level. The increase in participation may be observed from 1990's. This healthy trend has set in due to more parents' awareness towards education and rise of political consciousness concerning education. From 13.8 million boys and 5.4 million girls enrolled at the primary level in 1950-51, the number rose to 69.7 million boys and 61.1 million girls in 2004-2005. At the upper primary level, the enrolment increased from 2.6 million boys and 0.5 million girls to 28.5 million boys and 22.7 million girls in the corresponding period (Rath, A. K.2008).

The proportion of girls in the total enrolment has also been growing steadily. Girls' enrolment at the primary stage increased from 28.1 percent in 1950-51 to 46.7 percent in 2004-2005. At the upper primary stage, girls' enrolment rose from 16.1 in 1950-51 to 44.4 percent in 2004-2005. The overall improvement in girls' enrolment with respect to total population of girls clearly shows that there is a near universal enrolment at primary level. The gap in the upper primary level is narrowing steadily resulting in more transition to the secondary level. This has implications for the infrastructure development. More schools and more classrooms need to be created at the upper primary level and secondary level.

"Enrolment of Scheduled Caste girls (S. C) have increased steadily, The Gross Enrolment Ratio(GER) for SC girls at primary level have climbed up from 64.8 percent in 1986-87 to 106.6 percent in 2004-2005 and at upper primary stage, from as low as 26.6 percent in 1986-87 to 61.5 percent in 2004-2005. In the case of ST girls, the GER at primary level have gone up from 68 percent in 1986-87 to 115.5 percent by 2004-2005 and from 21.9 percent in 1986-87 to 59.5 in 2004-2005 for upper primary level. The overall gender gap in enrolment at the primary stage has dropped to 4.6 percentage points and at the upper primary level it has reduced to 8.0 percentage points in 2005. There are only 48 districts out of a total of 600 districts in India, with a gender gap above 10 percentage points at the primary stage (Rath, A. K 2008)".

The educationally backward districts are focused for the targeted inputs and enrichment of the programme, *for example*, Banaskantha, Sabarkanta, Panch Mahals and Dangs are chosen for the multipronged approach to the elementary education programme with the support of the World Bank and other agencies. The major premise seems to be linkage between the socio-economic status of parents and the increase in elementary education enrolment. More the socio-economic status better is the enrolment in urban as well as rural areas. It is also some extent true in the case of tribal girls' education also.

Kothari, R. G. *et.al* conducted a study at primary level to study the enrolment, retention in rural and urban areas of Vadodara. It was found that the enrolment has been increasing gradually. The performance has to be improved. The socio-economic condition seems to be the reason for the performance.

---

\*Case, Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara - 390002, E-mail: subramani\_mudaliar@yahoo.com

\*\*Research Fellow, CASE, Faculty of Education and Psychology, The Maharaja Sayajirao University, of Baroda, Vadodara-390 002

**The literacy in Gujarat:** Literacy in Gujarat is gradually increasing in the past decade. The male literacy is more than that of the female literacy. The districts that are urban and economically forward have more literacy than the districts that have low socio-economic status and more people residing being rural and agriculture as the main occupation. The migrant population in Gujarat is also significant. It is also contributing significantly to the literacy of the people. The liberal policies towards education and participation of the private bodies in education have increased the literacy of the majority of the people in Gujarat.

Literacy is a factor of many processes operating at the same time. There is much of comparison in literacy than in any other social or economic variable for the reason that the literacy is taken as the ability of the person to read and write in a language known to the person and communicate with the people fluently. The Census 2011 has been trying to distinguish the people with literacy as those people who have the knowledge of the language up to five years old. The current attempt is to consider the knowledge of language up to the age of 7 years. To draw this arbitrary line is also becoming difficult. The dialects are more and languages are interwoven to make the situation more complex. The multilingual population is increasing that needs to be accounted for education. A multilingual person has more access to knowledge and could interact with more people with ease and access.

**Table-1: Showing Ranking of Districts by Literacy Rate and Sex in Gujarat: 2011**

Rank	Persons		Males		Females	
	District	Literacy rate	District	Literacy Rate	District	Literacy rate
1	2	3	4	5	6	7
1.	Ahmdabad	86.65	Ahmadabad	92.44	Ahmadabad	80.29
2.	Surat	86.65	Surat	91.05	Surat	81.02
3.	Anand	85.79	Anand	93.23	Anand	77.76
4.	Gandhinagar	85.78	Gandhinagar	93.59	Gandhinagar	77.37
5.	Navsari	84.78	Navsari	90.06	Navsari	79.30
6.	Kheda	84.31	Kheda	93.40	Kheda	74.67
7.	Mahesana	84.26	Mahesana	91.88	Mahesana	76.12
8.	Bharuch	83.03	Bharuch	88.80	Bharuch	76.79
9.	Rajkot	82.20	Rajkot	88.67	Rajkot	75.26
10.	Vadodara	81.21	Vadodara	87.59	Vadodara	74.40
11.	Valsad	80.94	Valsad	86.48	Valsad	74.96
12.	Junagadh	76.88	Junagadh	85.80	Junagadh	67.59
13.	Bhavnagar	76.84	Bhavnagar	86.15	Bhavnagar	66.92
14.	The Dangs	76.80	The Dangs	84.98	The Dangs	68.75
15.	Porbandar	76.63	Porbandar	84.56	Porbandar	68.32
16.	Sabarkantha	76.60	Sabarkantha	87.45	Sabarkantha	65.29
17.	Amreli	74.49	Amreli	81.82	Amreli	66.97
18.	Jamnagar	74.40	Jamnagar	82.35	Jamnagar	65.97

Rank	Persons		Males		Females	
	District	Literacy rate	District	Literacy Rate	District	Literacy rate
19.	Patan	73.47	Patan	84.28	Patan	62.01
20.	Narmada	73.29	Narmada	82.60	Narmada	63.62
21.	Surendranagar	73.19	Surendranagar	83.47	Surendranagar	62.20
22.	PanchMahals	72.32	PanchMahals	84.07	PanchMahals	59.95
23.	Kachchh	71.58	Kachchh	80.60	Kachchh	61.62
24.	Tapi	69.23	Tapi	76.86	Tapi	61.69
25.	Banaskantha	66.39	Banaskantha	79.45	Banaskantha	52.58
26.	Dohad	60.60	Dohad	72.14	Dohad	49.02

Source: [http://censusindia.gov.in/2011-prov-results/prov\\_data\\_products\\_gujarat.html](http://censusindia.gov.in/2011-prov-results/prov_data_products_gujarat.html)

Table-1 gives the comparative picture of the literacy of males and females to the total in the each district. There is a gradual improvement in the total literacy of each of the district. However, there are some most backward districts. Some districts are progressive in achieving literacy. Table No.2 presents the backward districts with regard to the female literacy in Gujarat.

**Table-2: Showing the Backward Districts with Respect to the Female Literacy in Gujarat State**

Sr. No.	Type of District	Percentage Female literacy rate
1.	The most backward districts	49 to 60
	Dohad	49.02
	Banaskantha	52.58
	Panch Mahals	59.95
2.	Backward districts	60 to 64
	Tapi	61.69
	Kachchh	61.62
	Surendranagar	62.20
	Patan	62.01
	Narmada	63.62
3.	Moderate development districts	65 to 69
	Jamnagar	65.97
	Sabarkantha	65.29
	Amreli	66.97
	Bhavnagar	66.92



Sr. No.	Type of District	Percentage Female literacy rate
	Junagadh	67.59
	Porbandar	68.32
	The Dangs	68.75
4.	Districts Progressive in total female literacy	70 to 82 and above
	Ahmedabad	80.29
	Surat	81.02
	Anand	77.76
	Gandhinagar	77.37
	Navsari	79.30
	Kheda	74.67
	Mahesana	76.12
	Bharuch	76.79
	Rajkot	75.26
	Vadodara	74.40
	Valsad	74.96

Table-No.2 showing the female literacy in different districts in Gujarat is further classified into four categories based on the female literacy and its tendency to achieve towards the total literacy. It may be observed in the table that the most back ward districts have improved their scores in regard to the female literacy *for example*, The Dangs, Sabarkantha and PanchMahals. However, the most backward districts namely the PanchMahals, Dohad, Banaskanta needs focused attention for development. The Dangs although shows some improvement, it needs further attention in order that the development is sustained.

**Table-3: Showing the Distribution of Villages and Schools in Narmada District, Gujarat**

Narmada District	Types of Upper Primary Schools	Villages	Schools	No. of Cluster in NPEGEL Block
	Primary school with Upper Primary	368	497	
	Upper Primary school	04	04	
	Total	372	501	

Name of the Taluka			
Dediapada	Primary school with Upper Primary	97	124
	Upper Primary school	01	01
	Total	98	125

Nandod	Primary school with Upper Primary	152	221	
	Upper Primary school	02	02	
	Total	154	223	
Sagbara	Primary school with Upper Primary	71	96	14
	Upper Primary school		Nil	
	Total	71	96	
Tilakwada	Primary school with Upper Primary	48	56	
	Upper Primary school	01	01	
	Total	49	57	

Table-3 shows the total number of villages and upper primary schools in Narmada District. Dediapada, Nandod and Sagbara talukas have more villages and more number of schools in comparison to Tilakwada taluka. Majority of the upper primary schools are with the primary schools in all the talukas in Narmada. Upper primary as a separate unit are very less in number in Dediapada, Nandod, Tilakwada and Sagbara does not have any upper primary school as a separate unit. Although, villages in Dediapada taluka and Sagbara taluka are identified as socio-economically backward, they have a significant number of primary school with upper primary schools. Children in these talukas have access to the school. Dediapada and Sagbara talukas are the backward talukas and they have NPEGEL block with cluster of schools as shown in the Table-3 (Dedipada -25 clusters, Sagbara-14 clusters). This emphasis for girls' education in the backward talukas has helped in promotion of girls' education in the District Narmada.

**Declining dropout rates of girls at elementary level:** Girls dropout rate in 2004-2005 was lower than for boys, at primary level that is 25.42 percent compared to 31.81 percent for boys. Since 2000, girls' dropout rates have fallen by 16.5 percent points in just four years, compared to a reduction of only 4.1 percent points over the entire last decade (1990-2000). With respect to the repetition rates have been fast declining (Rath, 2008, Rao, R, Biswal, A). The girls who enter the primary level try to continue studies and school efficiency is gradually improving with girls completing the elementary cycle of education in lesser time. The alternative modes of schooling such as open schooling has also contributed to enrolment and further, the new policy of enrolling girls of migrant parents the stage reached by the student has encouraged more participation of girls *for example*, Gujarat state. The DISE data on Elementary education, 2008, 2012-2013 and 2013-2014) shows promising trends of enrolment, retention of students. The increase in the literacy rate in Census 2011 is partially attributed to the increase in the levels of attainment at elementary level (C. Chandramouli, 2013 Revised Census Report 2011). The numbers of out of school children are also declining from 32 million in 2001-2002 to 7.5 million in 2006-2007 of the total age cohort of girls in the 6-14 years age group, 3.9 percent are reportedly out of school. In the 6-11 years age group, out of school girls are 3.34 percent and in the 11-14 age group they are 5.3 percent. The inclusion of the older girls who have dropped out are included in the education through various strategies and programmes *for example*, Flexi school programme in Karnataka state, Mobile school programme in Jammu and Kashmir state. The mid day meal programme has acted as a good motivator for the retention of the girls and boys in the school. Most of the states have mid day meal programme such as Karnataka, Tamil Nadu andhra Pradesh, Gujarat, Madhya Pradesh, Uttar Pradesh, etc.

**Table-4: Showing NPEGEL Block Wise Details in Gujarat State**

No.	District	Block	No. of Cluster
1.	Ahmadabad	Viramgam	16
	Ahmadabad	Sanand	17
	Ahmadabad	Ranpur	07
	Ahmadabad	Bavla	12
	Ahmadabad Total		52
2.	Amreli	Jafrabada	08
	Amreli	Rajula	13
	Amreli Total		19
3.	Banaskantha	Amirgath	10
	Banaskantha	Bhabhar	11
	Banaskantha	Danta	27
	Banaskantha	Dantiwada	13
	Banaskantha	Deesa	50
	Banaskantha	Deodar	21
	Banaskantha	Dhanera	16
	Banaskantha	Kankarej	30
	Banaskantha	Tharad	33
	Banaskantha	Vav	23
	Banaskantha Total		234
4.	Bhavnagar	Botad	13
	Bhavnagar	Ghogha	09
	Bhavnagar	Palitana	19
	Bhavnagar	Talaja	23
	Bhavnagar	Mahuva	26
	Bhavnagar Total		90
5.	Dahod	Dahod	34
	Dahod	Garbada	18
	Dahod	Limkheda	30
	Dahod	Dhanpur	17
	Dahod	Fatepura	22
	Dahod	Zalod	39
	Dahod	Dev. Baria	26
	Dahod Total		186

**Table-4: Showing NPEGEL Block Wise Details in Gujarat State Continued....**

No.	District	Block	No. of Cluster
6.	Jamnagar	Dwarka	15
	Jamnagar	Jamkalyanpur	26
	Jamnagar	Jamkhambhaliya	28
	Jamnagar	Jodiya	14
	Jamnagar Total		83
7.	Junagadh	Veraval	13
	Junagadh	Sutrapada	12
	Junagadh	Una	25
	Junagadh Total		50
8.	Kachchh	Rapar	37
	Kachchh	Bhachau	22
	Kachchh	Anjar	17
	Kachchh	Bhuj	41
	Kachchh	Mandvi	23
	Kachchh	Mundra	15
	Kachchh Total		155
9.	Kheda	Balasinor	18
	Kheda Total		18
10.	Mehsana	Satlasana	12
	Mehsana Total		12
11.	Narmada	Dediyapada	25
	Narmada	Sagbara	14
	Narmada Total		39
12.	PanchMahal	Ghoghamba	25
	PanchMahal	Godhra	45
	PanchMahal	Halol	28
	PanchMahal	Jambughoda	6
	PanchMahal	Kadana	19
	PanchMahal	Khanpur	15
	PanchMahal	Morva Hadaf	17
	PanchMahal	Santrampur	34
	PanchMahal	Shahera	29
	PanchMahal Total		218

**Table-4: Showing NPEGEL Block Wise Details in Gujarat State Continued....**

No.	District	Block	No. of Cluster
13.	Patan	Harij	9
	Patan	Sami	21
	Patan	Radhanpur	14
	Patan	Santalpur	12
	Patan Total		56
14.	Rajkot	Jasdan	24
	Rajkot	Maliya	12
	Rajkot	Vankaner	20
	Rajkot Total		56
15.	Sabarkantha	Khedbrahma	31
	Sabarkantha	Meghrej	29
	Sabarkantha	Malpur	19
	Sabarkantha Total		79
16.	Surat	Nizar	15
	Surat	Umarpada	9
	Surat Total		24
17.	Surendranagar	Halvad	15
	Surendranagar	Dhrangadhra	17
	Surendranagar	Patdi-Dasada	13
	Surendranagar	Lakhtar	8
	Surendranagar	Muli	9
	Surendranagar	Chotila	14
	Surendranagar	Sayala	16
	Surendranagar	Chuda	9
	Surendranagar	Limbdi	16
	Surendranagar Total		117
18.	Vadodara	Jetpur-pavi	28
	Vadodara	Kawant	16
	Vadodara	Naswadi	20
	Vadodara Total		64
	Total		1552

The study of the Table- 4 showing the NPEGEL clusters in different districts and blocks reveals that the clusters are provided considering the population of girls in that district and blocks. It is also considered that the tribal and backward regions are almost entirely covered by the NPEGEL clusters *for example*, in Narmada district, Dediapada is a backward tribal block it has 25 clusters. The other block is in Sagbara and it also has backward and tribal population in significant number and it has

14 clusters. This distribution of clusters seems to cater to the minimal needs of the population in the district. However, the rising number of population of girls and boys needs more facilities in terms of schools, clusters, teachers and grant for the maintenance. The population in Narmada district speak many languages such as Marathi, Gujarati and to some extent the tribal dialect. Some people are able to understand to some extent Hindi.

**More girls move to Upper primary level:** The no detention policy and favourable schemes towards the girls' education as a conservative measure has increased the transition rates from primary level to upper primary level. The introduction of Continuous and Comprehensive Evaluation (CCE) has increased the chances of students to accumulate more scores resulting in more success. This CCE scheme has been implemented in the state of Andhra Pradesh and it has a promising trend. The transition rate has improved from 71.98 in 2003 to 80.64 percent in 2005. The gains in the transition rates of girls (8.6 percentage points) have been higher than that of boys (7.65 percentage points). This has led to sharper decline in the gender gap in transition rates from 4.03 percentage points to 3.02 percentage points.

In the case of Scheduled Caste (SC) girls, the transition rate has increased from 80 percent in 2004-2005 to 83 percent in 2005-2006 leaving a gender gap of 3 percentage points. The picture is comparable in the case of ST girls for whom the transition rate has increased from 85 percentages in 2004-2005 to 88 percent in 2005-2006 leaving the gender gap of 2 percentage points. This healthy trend has to continue. The enrolment of more SC girls and Muslim girls to elementary education need to be planned such that more participation is ensured. The current rate of development in elementary level and the synchronized programmatic changes in schemes have resulted in more productivity. The role of NGO's has been commendable. India may need another twenty more years to achieve the total literacy. The gender gap will be almost totally reduced to insignificant level.

**Enrolment of Girls and Dropout in the State of Gujarat:** In this paper the state of Gujarat is taken as a case for analysis of the progress of elementary education. Gujarat state is economically better than other states in India. The Gross Domestic Product of many cities in Gujarat is next to Maharashtra which occupies first position in India. However, nearly half of the districts in Gujarat have various tribal population having rich heritage and culture. The tribal population has been backward in education *for example*, Banaskanta, Sabarkanta, PanchMahals and Dangs (Choudhuri, p. 2010). The girls' education in Gujarat is very low in terms of enrolment, retention and promotion.

Ghansham Shah (1981) reported that Chaudhuri girls had 64.3 percent and 71.1 percent in the age groups of 7-10 and 11-15 and some tribal girls have no schooling. Shah and Patel report that 63.3 percent of the 5-17 years old tribal girls in the house-listing survey were illiterate and 59.6 percent of the 5-17 years old girls the interview survey did not go to school at all. Thus, it seems reasonable to estimate that in spite of a significant increase in the enrolment of tribal girls in standard first, about 60 percent or more of the school age tribal girls do not as yet ever attained schooling. Tribal Research and Training Institute (TRTI) in a research study observed that 50 to 80 percent of the girls in different blocks have dropped out during their primary education. The dropout rate was greater in the backward blocks, all the girls enrolled in standard I in 1966-67 had dropped out during their primary education. The rates of wastage and stagnation were considered lower in Ashram schools than in village schools (Panchayat schools). The overall wastage among standard I enrollees in Ashram schools was about 40-50 percent in Masavi's study and about 20 to 30 percent in Lal's study. However, the pattern of wastage and stagnation in Ashram schools was similar to that in village schools (Talesara, H.1994).

Narmada District in Gujarat has been recently created. It has Rajpipla as its head quarters. It has majority of tribals. It has four talukas namely Dediapada, Nandod, Sagbara and Tilakwada. The talukas Dediapada and Sagbara are socio-economically and Educationally backward talukas.

The dropout rate of boys and girls in Narmada District is shown in the following Table- 5.

**Table-5: Showing out of School Children in the Age Group of 6-11 Years in Narmada in Year 2011-2012**

Sr. No.	Taluka	All Communities			Scheduled Caste			Scheduled Tribe			Muslim		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	Dediya Pada	85	57	142	0	0	0	85	55	140	0	02	02
2.	Nandod	22	15	37	1	1	2	21	14	35	0	0	0
3.	Sagbara	27	17	44	0	0	0	27	15	42	0	0	0
4.	Tilak Wada	06	0	06	0	0	0	06	0	06	0	0	0
	Total	140	89	229	1	1	2	139	84	223	0	2	2

Source: ssa Gujarat table 26,2 GER dropouts in Narmada district

The dropout in the age group of 6-11 years in Narmada District of boys and girls have been significantly less in comparison to the drop out observed in the older group (Table- 6) that is boys and girls of 11-16 years. It is significant that in both the age groups (6-11 years and 11-16 years) the drop out is observed in all communities and S. T community more than other categories considered for analysis. The drop out of younger girls are closer to the drop out observed with the boys. However, the drop out of the younger group i.e. 6-11 needs to reduced by providing more incentives, transport or vehicle free to come to school and other provisions that may attract children to schools. The tribal children who are enrolled on continuous basis and perform well need to be rewarded. The parents also may be given some incentive such as giving one or two increment. Home conditions and peer group pressure seems to be important factor that prevents the children from going to school. Although the school environment has been changed significantly, the school environment being conducive to tribal children is a point that needs to be considered. The classroom of tribal children is same as that of other schools.

**Table-6: Showing out of School Children in the Age Group of 11-16 Years in Narmada in Year 2011-2012**

Sr. No.	Taluka	All Communities			Scheduled Caste			Scheduled Tribe			Muslim		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	Dediya pada	502	500	1002	2	0	2	490	497	987	3	2	5
2.	Nandod	211	174	385	2	3	5	207	167	374	1	1	2
3.	Sagbara	246	216	462	0	0	0	242	210	452	2	7	9
4.	Tilak wada	18	26	44	0	0	0	16	21	37	0	4	4
	Total	977	916	1893	4	3	7	955	895	1850	6	14	20

Source: ssa Gujarat table 26,2 GER dropouts in Narmada district



The dropout in the older group students of age group 6-16 has been more in all communities for the classroom is not more attractive for them. There is a specific and targeted attempt to reduce this dropout rate among the tribal children. The new programmes of providing audio programmes free and showing films of development, learning and science and technology may motivate them to learn better. The local examples of the better learner maybe given to motivate them. The motivational programme need to sustain them on a regular basis. The problem potable water is a regular feature. The problem of getting electricity for irrigation and running industry. When such problem is solved, Children will be able to attend to the classes. The vocational programme may be provided with training such that they could earn while learning. It will motivate them to do activity and learn along with the activity. The joy and fun involved in learning is almost lost in the classroom for many children. This is a feature that needs to be considered while planning the incentives and programmes for these children. The S. C. children and the Children belonging to Islamic faith although they are in significant population the children dropping out is insignificant for the reason that they have developed more consciousness.

The number being attracted to the school belonging to minority groups is small. It needs to be encouraged on a point basis. More grant may be given to these schools to take care of their needs. The free uniform, textbooks, fee exemption and freeship and scholarship is not able to sustain them for longer. They need more of funds for development. There is a tendency to compare the minority children with other communities. It seems that minority community children do not get opportunity to get benefit and grow along the mainstream children. The tuition classes held for them in the school is not able to attract them more for it is the same teacher teaching the same way. Further, the students who are generally weak in academic continue to be weak in the course of their studies further in the school. There is a need to boost their morale and boost their achievement through achievement motivation programmes and incentives that are real, purposive and creative.

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- Naorem Jibolata Devi**, Govt. Degree College Kamalpur, Dhalai Tripura-799285. E-mail: jibolatanaorem@gmail.com
- P. Padma Ganga**, M.Phil.Education at Mother Teresa Women's University at Kodaikanal (Tamil Nadu).
- Parvez**, Associate Professor, Department of Education, A.M.U., Aligarh-202002, U.P (India).
- R. Portia**, M.Sc (Chem.), M.Phil (Chem.), M.Ed., UGC-NET (Edu.), M.Sc (Psy.), Research Scholar, Manonmanium Sundaranar University, Tirunelveli, Tamil Nadu, India.
- R. Sangeetha**, Ph.D Scholar, Department of Education, Mother Teresa Women's University, Kodaikanal.
- R.S. Mani (R. Subramani Mudaliar)**, Associate Professor in Education, CASE, Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara.
- R.S. Varahala Dora**, Research Scholar, Department of Education, Andhra University, Visakhapatnam. E-mail: rsvdora@yahoo.com
- Rajni Chaturvedi**, Principal, Rao Mohar Singh College of Education, Sector- 74, Gurgaon. E-mail: rajni\_c@indiatimes.com
- Ramendra Kumar Parhi**, Lecturer in Education, M.A. (Double), M.Phil. (Education), M.Ed., B.Ed., UGC-NET (Education.), PGDGC (NCERT), Ph.d. (Edn.) Tathagat Teachers' Training College, Dhanbad, Jorapipar, Kalyanpur, Dhanbad, Jharkhand.
- Rashmi Mehrotra**, Principal, College of Education, Teerthankar Mahaveer University, Moradabad, Uttar Pradesh.
- Rhonda Divecha**, Assistant Professor, Human Development Specialization, Nirmala Niketan College of Home Science (Affiliated to University of Mumbai), New Marine Lines, Mumbai – 400020. E-mail: rhondiv@rediffmail.com
- Ritika Narang**, Asst. Professor, Govt. Bikram College of Commerce, Patiala (Punjab). E-mail: maini\_ritika@rediffmail.com
- Rupendrasinh Parmar**, Research Fellow, CASE, Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara.
- S.S. Vijayanchali**, Assistant Professor, Department of Home Science, The Gandhigram Rural Institute-Deemed University, Gandhigram, Dindigul District, Tamil Nadu, India.
- Santosh Motiram Mulawkar**, Associate Professor, Govt. College of Education, Ambajogai Dist. beed-431517, Maharashtra India. E-mail: santoshmulawkar@gmail.com
- Shakir**, Research Scholar, Department of Education, A.M.U., Aligarh, 202002. U.P (India)
- Sravnkumar Sriram**, Lecturer, Department of Social Work, University College, Mahatma Gandhi University, Nalgonda. E-mail: msw\_sriram@yahoo.com
- Sudha Upadhaya**, Assistant Professor, DPBS (PG) College, Anoopshahr, Bulandshahr (UP), E-mail: jiten. E-mail: wisdom@gmail.com
- Surinder Singh**, Principal, Baba Mangal Singh Institution of Education, Bughipura, (Moga) Distt. Moga (Punjab).
- T. Babji Reddy**, Department of Anthropology, Sri Venkateswara University, Tirupati. E-mail: t.babjireddy@gmail.com
- T. Pradeep Kumar**, Assistant Professor, St.Pauls M.Ed College, Bangalore, Karnataka, E-mail: drtpradeepkumar@yahoo.com
- T.S. Reena Ruby**, Assistant Professorm, Department of Education, Mother Teresa Women's University, Kodaikanal.
- V.V. Malagi**, Chairman and Dean Faculty of Education, Karnataka State Women's University, Bijapur-586101. E-mail: drvvvmalagi@gmail.com

# Problems of Girl Child Education in Gujarat

Dr. R.S. Mani (R. Subramani Mudaliar)\* and Rupendrasinh Parmar\*\*

## ABSTRACT

Education of girls in Gujarat is slowly progressing. The causes for the slow progress are many. The girls coming from the Islamic faith are very slow. The tribal girls are progressing more than the Scheduled Caste girls. The achievement of the other backward caste students are average. The enrolment rate has gradually increased in all the category of students. The transition rate of students moving from the primary level to the higher or upper primary level is also increasing consistently showing a steady growth of the elementary education. This may lead to make the Secondary education compulsory also.

## INTRODUCTION

India is one of the most populous countries in the world. This population may be considered as an asset or a liability. Many a people opine that the ever increasing population is bringing more problems and constraints on the economy, growth of the nation and development of the population. The educated population is an asset to the nation and it is considered as a capital (Education Commission, 1964-1966). The increasing population has increased the consumption. The green revolution that took place in India is not sufficient to feed the increased population. The Swaminathan Foundation is working on the new green concepts to grow more thus ushering in the second green revolution. The biotechnology created new varieties of wheat and it served the purpose. Now the biotechnology has made a mark in introducing the new IR varieties of rice. These revolutions are able to sustain the population for a few years. These technologies have entered in vegetables and fruits. The basic education has become the backbone of the nation. The economic development is directly linked with the extent to which the educated population is able to have access to the education and facilitate the uneducated to get educated at faster rate. The growing nation like India has many problems of resources, trained manpower and the problems of the attitude of people to suppress the growth of the weaker sections and the underprivileged in terms of the economic advantages that ensues the educated growth.

The right to education could be realized when the people participating in the movement of education are willing to participate fully and develop the values of growth. Govinda, R (2010) states that "implementing the principal of equal rights requires shared experiences and narrowing the range of inequalities...". Any nation could claim the literacy by virtue of its populace mastering the listening, writing, speaking and reading at least in the mother tongue of the learner. Some of the islands and small countries have become literate early in comparison to neighbouring countries and India such as Phillipines, Japan, Singapore etc., The eastern countries (including India) are making fast strides to achieve the complete literacy. The literacy rates have grown significantly in every successive census. This growth may bring some complacence on the part of the countries growing in the region. Further, it also means that India needs to project its needs in terms of achieving primary education to all its citizens in the right sense of the term.

The secondary education need to be made compulsory to ensure the nominal growth of the general education for all. The Education for all of the nine populous countries growth shows the significant growth in the past decade in comparison to other decades.

## PRIMARY EDUCATION IN INDIA

Primary education is the base of every country's all round development and progress. It provides

\*Associate Professor in Education, CASE, Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara.

\*\*Research Fellow, CASE, Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara.



firm foundation for the development of every citizen and the nation as a whole. The passage of time from pre-independence era to the post British rule was an attempt to circumvent the lack of growth in the British regime. The Poverty played its role more in education as good as the hunger. The intent and purpose of education provided by the British is clear in the words of Lord William Bantik, stated that 'the object of British Government ought to be the promotion of European literature and science among the natives of India; and that all the funds appropriated for the purpose of education would be best employed in English education alone'. The Hunter Commission (1882) for the first time in British rule looked into the quality and character of instructions imparted in schools. It observed, "The great majority of those who prosecute beyond the primary stage will never go beyond the curriculum of the middle or at farthest of the high schools. It is therefore it is of utmost importance that the education they received should be as thorough and sound as possible" It also recommended that Government shall take over the entire responsibility of primary education and leaving secondary education to private enterprise and some schools may be provided grant-in-aid to such schools who fulfill the conditions laid by the Department of Public Instruction. The Hartog Committee (1929) recommended that at upper primary level diversification of courses be introduced. More industry and commerce oriented courses be offered. It observed that the nine month teacher training programme was insufficient time to equip the teachers with all the required professional knowledge and skills. The stipend was allocated for being in the training for becoming the teachers. It also observed that the service conditions of teachers need to be improved. Sir Sayajirao Gaekwad III took pioneering steps to provide primary education in Baroda and Amreli states during the British rule in India. Anne Besant and Sarojini Devi Naidu did a noteworthy work for the women of rural India during the Colonial Period. The Sergent Report (1944) had visualized a system of universal, compulsory and free education for all boys and girls between the age of 6-14. The Secondary Education Commission (1952-53) made significant observations that the education imparted is isolated from life, all round development of the child is neglected, lack of personalization due to large size classes.

Education Commission (1964-66) suggested that at least 50 percent of the children of 5-6 age groups be enrolled by 1986. It also suggested that directive principle contained in Article 45 should be achieved within a given time frame. In order to achieve the objectives of equal access, full time retention and quality education, the conditions of schools needs to be improved. It recommended the free supply of books and essential materials to all children and scholarship for the needy.

Yashpal Committee Report (1992) emphasized learning without burden in the sense that the understanding and comprehension in the learning need to be more emphasized than the rote learning. The committee further emphasized the need for more pupil participation and freedom for more communication between students and teachers at Primary level

Recent developments in Primary Education: In 2002 the Indian Constitution was amended to make education a fundamental right of every child of the country. This was acknowledged as an important step by many. "Primary education is expected to lay the foundation of a child to grow into a responsible and useful citizen of the country. In order to meet the constitutional directives of providing free and compulsory education for every child up to the age of 14 years, the development of education at primary level has to be a highly significant element of our education reconstruction (Ahmed, F. Garg, S 2007). On 26<sup>th</sup> August, 2009 Right to Education of Children to Free and Compulsory Education Act 2009 was passed in the Parliament. The Act purports to provide free and compulsory education to all children of the age of six to fourteen years. Govinda, R (2010) clearly states that the Act effectively shifts the discourse on universalization from provision to entitlement; from norm based and supply oriented planning to need based and entitlement oriented planning.

### **WOMEN EDUCATION IN INDIA WITH SPECIFIC REFERENCE TO GIRL CHILD**

Women in India are revered by one and all. There are several instances of the women being scholars of repute during Vedic period such as Pandit Gargi, etc., Manu smriti was a framework for the life of women and at the same time it emphasized the role and responsibility of men in the family

and society. 'To meet the existing challenges of equity of men and women the National Policy for Empowerment of Women (2001) envisages introduction of a gender perspective in the budgeting process as an operational strategy' Sahoo, N and Das, B.C. (2010). Rights of women can be discussed with reference to gender bias and violence against women. The UNDP report (1997) reveals that Indian women get only 25 percent of the share in the earned income, worked burden on them is extreme as they work 69 hours a week while men work 59 hours. In this context, the Ninth plan document (1997-2002) incorporated Women Component Plan (WCP) directing both the central and State Government to ensure that not less than 30 percent of the funds/benefits are earmarked for women related sectors. The tenth plan document (2002-2007) reinforces commitment to gender budgeting to establish gender differential impact and to translate gender commitments into budgetary commitments. The tenth plan proposes that both the women component plan and gender budgeting should play a complementary role and ensure through both preventive and post facto action, that women receive their rightful share from all women related general development sectors. Sahoo, N and Das, B.C. (2010).

Progressive thinkers across the ideological spectrum agree that education is one of the most significant factors to bring a paradigm shift in the status of women. The skewed sex ratio and the high infant mortality are as such a cause can be the effect of the gender disparity in educational opportunity. It is recognized that in rural India, out of every 100 girls enrolled in class-I only six entered Class XII.

In urban areas, the situation is also similarly alarming where only fourteen girls of every 100 make it to Class XII. In rural area a majority of girls drop out at primary level. Out of the 100 who enroll in Class I only 40 join class V. The girls' dropout rate is much higher among the disadvantaged groups, the Scheduled Castes and the Scheduled Tribes. The girls and women belonging to linguistic and religious minorities and families living in inaccessible forests and hill locked areas are also major sufferers of schooling system. If they will be deprived of seeing the light of a knowledge society the rights for women may be experienced in remote possibility. It is high time to ponder on the issue of rights of children especially girls in getting free and compulsory education at 6-14 years of age (Sahoo, N and Das, B.C 2010).

Gujarat Council of Educational Research and Training (GCERT), Gandhinagar (2004) has identified the following problems for achieving Universalization of Elementary Education by reviewing the research studies in elementary education:

- Non-enrolment
- High drop out
- Non-attendance
- Low Achievement
- Seasonal migration
- Low literacy rate
- Lack of proper management of schools
- Lack of social awareness

Source: Dave, S and Khedkar, P.D. Enhancing quality of elementary education pp.122

**Table No.1 Showing the dropout rates at Primary and Upper Primary levels in India, 1999-2000 to 2004-2005 Class I-IV**

Stage	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Boys	39.7	38.4	35.9	33.7	31.37
Girls	41.9	39.9	33.7	28.6	24.82
Total	40.7	39.0	34.9	31.5	28.49

Source: SES, MHRD, Provisional (2004/2005)

The dropout rate from Standard I to IV has reduced by 7.33 percent for boys from the year 2000-01 to 2004-05. In the case of girls it has reduced to 17.08 percent. The overall reduction in the drop out of students from Classes I to IV is 12.21 percent.

This trend clearly shows that the dropout rate is gradually reducing resulting in more attendance, retention and learning. The transition rate from the primary to upper primary in the later years as seen in the flash statistics given by the NUEP and A, New Delhi clearly shows that the large percentage are going to the upper primary showing an increase in the enrolment in the secondary level.

**Table No. 2 Showing the dropout rate in India from Class I to Class VIII**

Stage	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Boys	50.3	52.9	52.3	51.8	50.10
Girls	57.7	56.9	53.4	52.9	50.76
Total	53.7	54.6	52.8	52.3	50.39

Source: SES, MHRD Provisional (2004-2005)

Table No. 2 shows the percentage increase in the dropout rate in Classes I to VIII from the year 2000-2001 to 2004-2005. Boys show an increase in the attendance and flattening every year at around fifty percent and above. Girls show increase in the dropout in the beginning and in the successive years the dropout rate has gradually decreased in percentage. The overall dropout also shows gradual decrease from 53.7 percent to 50.39 percent (Dave, S and Khedkar, P.D.2010)

There are several instances and examples that show the importance of women in public life and family. The girl child has to be properly educated liberally to enable her to become a responsible woman for building the family and nation. The 2001 census and 2011 census show increase in the population of women in the country.

The Census 2001 shows the female literacy as 54.16 percent as compared to the male literacy of 75.8 percent. There is no significant difference in terms of the population. The girls' population has also grown in significant numbers. The recent flash statistics released by the National University for Educational Planning and Administration, New Delhi shows that the girls are coming to upper primary level to the extent of 80 percent and above. The Table No.3 shows the enrolment and retention of girls in Gujarat state from 2008-09 to 2010-2011.

**Table No.3 Showing the enrolment, retention and completion rate at primary level in Gujarat state**

Year	Gross Enrolment Ratio Primary level	Gross Enrolment Ratio Upper Primary level	Gross Completion Rate at Primary level	Net Enrolment Ratio Primary level	Net Enrolment Ratio Upper Primary
2008-2009	107.73	57.66	91.60	86.03	41.86
2009-2010	109.02	59.75	100.10	85.80	42.42
2010-2011	110.20	69.18	96.94	85.73	48.77

This is a significant achievement at the national level. The universal compulsory primary education is being achieved by most of the states in India. The Gujarat state shows that the girls admitted in first standard continue in the upper primary. (Table No.3) The dropout rate has reduced remarkably. (Table No.3) This shows the repetition rate at primary level in Gujarat has gradually increased from 7.83 percent to 9.62 percent.

When you compare the statistics in Table No.2 and Table No.3, it is possible to see the increase in the enrolment gradually going above the fifty percent. This shows that the Sarva Shiksha Abhiyan movement is a relatively a success showing marginal improvement in the

enrolment and retention. Further, the planned target to achieve may require another twenty to thirty years provided adequate support is provided to elementary education. The creation of the separate Ministry for the Elementary education has given the adequate opportunity to see the spread and growth of the elementary education clearly. The allocation of the funds for the elementary education in the Eleventh and Twelfth plans are substantial that may result in something meaningful in terms of achievement.

The factors facilitating this achievement may be that the Government of Gujarat has made the education of the girl child free, free textbooks and uniform is being distributed to all the students. The Government has started the Vidya Lakshmi bond for girl child. Every year the girl child is given ₹1000/- towards her expenses. The Kasturba Gandhi Kanya Kelavani programme, although started five years back, has shown significant achievement in enrolment, retention and achievement. The high retention rate achieved in the successive years 2008-09 to 2010-2011 shows that significant retention of girls up to 80 percent and above. (Table No.4). This is a trend that needs to be sustained for further growth of girls' education in Gujarat.

**Table No.4 Showing retention of total girls in percentage of Primary level (Grade I-V) in Gujarat**

2008-2009	82.83
2009-2010	84.59
2010-2011	80.83

There is a positive view of girls' education due to the modernization taking place in Gujarat. The infrastructure facilities for girls education in rural areas of Gujarat has gradually improved *for example*, there are more schools with two rooms (pucca concrete construction), two teachers (one being the head teacher), the drinking water facilities and toilet facilities have also improved. But, regular water and electricity supply is sometimes a problem. The fans, light are in working conditions. This has provided the required impetus for the growth. However, there is a need to improve the facilities such as providing of the furniture such as benches, chairs, cupboards and storing space for the materials. Sports facilities are very less.

The competency movement has begun in the earnest in Gujarat. The primary teachers are selected based on the statewide test being conducted by the Department of Education, Gandhinagar. This has several advantages such as (i) teachers with the better competency will enter the primary level, (ii) Teachers will go the rural areas and they will contribute properly for the reason they will be getting full salary on the contract for five years. (iii) The vidya sahayak scheme will continue to work (iv) The one thousand teachers selected on district basis need assessment by professionals has some relevance for the needs of the rural areas. (v) This trend of selection may improve the quality and standard of the primary education in Gujarat.

The Department of Education, Gandhinagar has trained few scholars under the Gujarat Chief Ministers Scholarship Fund to accredit the primary schools. The scholars were trained at Pune for a few weeks. This accreditation task is taken up by the Committee duly constituted by the Hon. Chief Minister of Gujarat and the Department of Education, Gandhinagar. The teams are prepared for accreditation. The accreditation will start from the current year 2012-2013. A web portal for the Primary education in Gujarat is also envisaged for showing the facilities, capacities, growth, achievement, progress and gaps in the development.



**Table No. 5 Showing the Average repetition rate at primary and upper primary level in Gujarat**

	Average Percentage Repetition Rate Primary level	Average Percentage Repetition Rate Upper Primary level	Average Percentage Dropout Rate Primary Level	All students Total Percentage	Percentage Boys	Percentage Girls
2007-2008			2.72			
2008-2009	7.83	4.23	3.86			
2009-2010	5.83	2.75		4.27	3.79	4.83
2010-2011	9.62	4.99				

The average repetition rate has reduced at primary and upper primary schools remarkably. This situation has arisen due to the fact that the students have become more politically aware of the value of education for life. The value addition that may take place due to education in their life has made them to study hard and attend school regularly. The rise in the inflation has affected the life of every one. The prices have been soaring up resulting in the children coming to know that the education is going to make a change in their life for earning a better income. The necessities have increased for the simple reason that the villages are becoming more aware of the resources and facilities. Further, the semi urban area has developed fast resulting in more pressure on the villages to subscribe their view of the increasing the facilities at the village level also. The facilities such communication through mobile technology, land line becoming very cheap, road transport available to most of the places, the mobility of the students have increased for education. Some students are commuting daily to the nearby semi urban area of district for their upper primary or high school education. There is a positive addition in the recent years that the progressive schools are allowed to add the upper primary level in villages. This has brought more satisfaction to the parents and students. Hostels for girls at high school level in district place are at higher demand. The facilities in the girls' hostels in rural area are increasing. The paying guest scheme is also working well with the families to add to their income.

More girls may be attracted to the school by changing the time of the school according to the convenience of the students during day time. This experiment is being carried out in Karnataka under the flexi school programme. The leader for this change being Sri Kurhade. It seems that the problem of the girl child is not achievement or retention but other social and economic factors that hinders their studies, *for example*, early child marriage, the need to work with parents during harvesting season, migration to other districts or state for few months for the work. This problem may be to some extent solved when the schools in two states or district accept the achievement of the girls and provide for further instruction through flexi schools. The teachers also may be given the chance to shift along with the students when the entire section is being covered by the problem of shifting. Such arrangements are already available in schools of Jammu and Kashmir. This arrangement in Jammu and Kashmir schools is for the first six months- the teacher and students are in the school placed on the top of the hill. In another half of the year the teacher and students come down the hill to another school on the foot hill for the studies and instruction. This has shown much better results and achievement in Jammu and Kashmir.

**Prediction:** This swelling numbers is going to increase the admissions in the secondary level. The idea of making secondary level also as the compulsory programme for all is a welcome thought of the National University of Educational Planning and Administration, New Delhi in a National Seminar on the Secondary education in India.

The school education is not uniform in India by management, type, location or needs of the people. The common school system that was thought of as a panacea for the educational problems in India was a thinking that made people to think more divergently than before the idea of common

school system was mooted. Similar idea that gets floated often in the educational circles seriously is that the girls' education may be improved by separating the girls' schools. However, there are more supporters for co-education for the reason more than one. The co-education brings the girls closer to the reality of the society by interacting with the boys in the school. The mutual co-operation and sharing brings more healthy results in education and society. The state policy of subsidizing the girls' education makes the many a management to think more of a co-education than the exclusive girls' education schools. Furthermore, the philanthropy of the ester years for schooling in the form of donation is not forth coming very easily. It is more so for the girls schools.

### **Education of the girls' was belonging to SC, ST and Other Backward Caste and Muslim girls.**

The Education of the girls' belonging to the Scheduled Caste is lagging behind for several years in comparison to the Scheduled Tribe girls or Other Backward Caste girls. The girls belonging to the Muslim faith are also lagging behind others in a significant way. This widening gap needs to be bridged in order to ameliorate the conditions and meet the needs of the people who have been deprived for centuries. The socio-economic conditions of the Muslim parents in rural areas are average or low. This has resulted in the girls giving a helping hand to their parents in earning. The elder girl becomes the caretaker for the younger ones. The girls are married at an early age. This brings the factor of the in-laws co-operating the education of the girl child. The Dawoodi Vora community helps each other. They have their own schools also. The Table No.6 shows the girls enrolment of Muslim girls at upper primary level.

**Table No. 6 Showing the Girls enrolment of Muslim girls at upper primary level Transition rate from Primary to Upper Primary level of Muslim girls in Gujarat state**

	Percentage Girls Enrolment Upper Primary		All	Boys	Girls
2007-2008		91.60			
2008-2009	47.97	93.87	90.65	91.26	89.93
2009-2010	47.73				
2010-2011	47.37				

The Table No.6 clearly shows the gradual increase of the girls' enrolment in successive years at upper primary level of Muslim girls in Gujarat. The Muslim girls in Gujarat get sensitized to the problems of girls faster than the others in the Hindu communities for the deprivation of girls education is more clearly seen in the girls belonging to the Islamic faith. However, the efforts made by the Hindu communities, the various communities in the Islamic faith have resulted in the rise in the enrolment of the Muslim girls in Gujarat. Further, the girls in the Hindu communities are not discriminating them any more for education. The religious faith separates Hindu girls from the Muslim girls with regard to religion after the schooling is over. The problems of the language and religious faith become important in their life for it determines the movement of the girls in their families and society. The educated bride finds difficult to get an educated bridegroom in their sub-community. This phenomenon is also seen in the Hindu community girls belonging to the linguistic minorities.

Girls become the torch bearers of education of their younger siblings. But they are less acknowledged and provided with any facility worth the name for education. The reference books available in regional languages for teaching of any subject in elementary level are far scarce. The text book, workbook and their own experience of the schooling becomes the basis for the education of the young ones. The training of teachers including the nursery teachers is not properly paid due respect for the reason that the facilities for the training is not forth coming in many institutions. All

girls are not able to go for PTC courses for educating the children at home. The tuition at home or at other available resource (a tuition teacher) is the best alternative available for a learner at elementary level. It is more true for the girl child.

The enrolment of the girl child in the upper primary has steadily increased in the successive years 2008-2009 to 2010-2011. The growth in the past three years seem to be significant than the five years from the year 2000. This may be due to the continuous campaign done by the Sarva Shiksha Abhiyan along with the Department of Education, Gandhinagar. In Gujarat, nearly half of the districts were covered by the District Primary Education Project funded by the World bank. They were showing significant results in terms of enrolment. The districts Sabakantha, Banaskantha and Dangs were chosen as the most economically backward districts and the girls' enrolment in these districts were very low. The DPEP took special interest in bringing about changes in these districts by providing the programmatic inputs. The growth is rather slow.

Table No.7 shows the details of the percentage enrolment of girls belonging to various communities Scheduled caste, Scheduled tribe, other backward communities, Muslim girl child in Upper primary level in Gujarat state.

**Table No.7 Showing the enrolment and retention of S.C., S.T. and Muslim girls in Gujarat state**

	Percentage S.C. Girls Enrolment In upper Primary Class I to VII/VIII	Percentage S.T. Girls Enrolment In upper Primary Class I to VII/VIII	Percentage S.C. Girls Enrolment In upper Primary	Percentage S.T. Girls Enrolment In upper Primary	Percentage OBC Girls Enrolment In upper Primary	Percentage Muslim Girls Enrolment In upper Primary	Percentage OBC Girls Enrolment In upper Primary
2008-2009	46.90	48.20	46.20	47.91	49.43	4.75	45.40
2009-2010	46.83	48.08	46.71	48.02	50.15	6.44	45.28
2010-2011	46.46	47.91	46.14	48.49	49.63	8.12	45.36

Source: DISE 2010-2011 Elementary Education in India Flash Statistics, New Delhi: NUEP and A

This steady increase in the enrolment could be partially subscribed to the political interest evinced by the Government and various political parties in organizing the pravesha utsav in different schools in the villages in Gujarat and districts of the concern.

**Narmada District Development in Elementary Education :** Narmada district has four talukas namely Nandod, Sagbara, Tilakwada and Dediapada. It is the southern part of Gujarat. The district head quarter of Narmada is Rajpipla. The Area of the district is 2755sq.km as per 2001 census, the population of Narmada district is 5, 14,404 with 187 persons per sq.km.

**Geography:** Narmada district shares its border with the state of Maharashtra and it is bounded with Surat in the South, Vadodara in the north and Bharuch in the west. Geographical location of Narmada district is 21.24 degree to 22 degree North (Latitude) and 72.4 degree to 73.15 degree East (Longitude). The main rivers of this district are Narmada, Karjan, Main, Ashwini and Tarap. Average rainfall is 1,100mm.

**Education in Narmada district:** There are 663 primary, 56 secondary and 23 higher secondary schools. There are 6 training institutions offering several industrial training programmes which include fitting, computer operations, diesel mechanics etc. Some of the colleges present in the district are M.R. Arts and Science College and Ratnasinhji Mahida Commerce College.

**Economy:** The main occupation of the people residing in the Narmada district is Agriculture. The main crops that are grown in this area are banana, cotton. Industries that are in the production in the past two decades are textiles, sugar, chemicals. Over 860 Small Scale Industries (SSIs) engaged in repair and services, wood products, paper and food products are present in the district. The

Narmada district is relatively rich in terms of presence of fauna and flora. 550 floral species and wide range of wild life species are present in the district.

**School Education in Narmada District:** The Narmada district is a growing district with tribal population covered almost in all the four talukas namely Nandod, Sagbara, Tilakwada and Dediapada. This district was recently created by taking some places from Vadodara, Bharuch and Surat Districts. It has more importance for its beauty of the nature and people for they are simple and hard working. There are 663 primary schools in the district. This has a variety of the managements with varied resources. Some are Ashram shailas maintained by the grant of the government, some schools in the taluka place are public schools funded by the voluntary agencies from abroad *for example*, Singapore. They are having good facilities and better staff. Some schools are maintained by the government grant. Majority of the schools are private schools. This has consonance with the policy of the government to give the responsibility of education to the private organizations to fund, maintain and show participation of relevance and quality.

The interior of the rural areas donor have better road facilities. The transport is limited. The communication is continuous. The mobile communication is continuous resulting in more networking and correspondence in terms of the developmental problems and issues. The problems of nature are more *for example*, water ingress into the land. The people are not having adequate resources to maintain safety equipment and other resources required to meet the calamity. The food growth and supply is sufficient to feed the population. However, the people are not rich. They need support for most of them are farmers, laborers, or depending on the business that may take place in a taluka or district place.

Some talukas are politically active since the freedom movement of the country *for example*, Tilakwada. There are many people who belong to the Gandhian thought and they are service oriented. Majority of the schools at elementary level have the Gujarati as the medium of instruction. Some public schools have English as the medium of instruction. Most of the schools have the building. The electric supply is limited. However, tube light or some ordinary bulbs are fixed in the classrooms that serve the purposes of lighting. Some schools have separate toilet facilities for the girls.

In the interior areas of rural place the thatched huts, mud houses, some stone houses are found. The roofing is done with the tiles with bamboo as girders or the iron bar as the girder. Some schools have pucca concrete roof. Some schools have clean drinking water facility. The rural roads are contoured, rocky and muddy and interspersed with small rivulets or streams. Small bridges are built by local a person that serves the purposes in summer and winter. In rainy season the water overflows obstructing the passage of people, goods and trespassers.

Majority of the people have less income than their needs, some have average income that enables them to do some business or agriculture. Very few are involved in the industries. The Narmada district is well connected by road with all the four districts such as Vadodara, Surat, Bharuch and Valsad. Nominal train facilities are there for the travel of people and goods.

The literacy rate in Narmada is relatively high inspite of the fact that the majority of the people are coming from tribal areas. More interestingly the tribal's in each of the taluka are not the same in terms of the tribal language, tradition, culture, modes and habits. The living style is simple and constructive. The people are active and hard working. The populations of the children are growing in these talukas as they do not have any contraceptive measures. They believe that the children are the wealth and they grow along the nature with effort and interaction and support from people and government.

The growth of the ashram schools in Gujarat could be seen in the Table No.8. The Narmada district has 46 ashram schools and it stands 5<sup>th</sup> in the rank of having the ashram schools in the state of Gujarat. (Baldania, V.M 2012). It shows that the tribal populations are being educated. The Government is funding these schools fully and maintained completely in terms of the grant. Ashram schools provide facilities such as free boarding, uniform, books, writing material etc. on a regular

basis. The ashram schools are fully residential in most of the places. There may be some day scholars. The enrolment rate of the Scheduled Caste students and Scheduled Tribe students have marginally increased. The numbers of schools to provide for education to S.C. and S.T. students have also marginally increased. The overall growth of the schools at primary level in cities is significant. The rural areas are also attracting the investors to education. Education as an investment is not a high priority for the private businessmen. The return on investment is sought after by many people resulting in more charges on the pupil in various terms such as donation, fees, building fund fees, etc. The S.C. and S.T. parents also want their wards to be educated in Private schools. The cost of education is almost private cost. The government provisions are applicable mostly to the Government schools and the schools that take grant from the government. It is also applicable to the schools run by the Nagarpalika (Nagarpalika schools are situated in Vadodara, Rajkot, Surat). The growth of the ashram schools in Gujarat is shown in Table No.8.

Table No.8 showing the number of ashram schools for Scheduled tribes in Gujarat

Sr.No.	Name of the District	Number of Ashram Schools	Rank Considering Number of Schools
1.	Surat	95	1
2.	Dahod	70	2
3.	Valsad	50	3
4.	Sabarkanta	46	4
5.	Narmada	46	5
6.	Vadodara	38	6
7.	Panchmahals	36	7
8.	Navsari	22	8
9.	Banaskanta	22	9
10.	Dangs	12	10
11.	Bharuch	08	11
12.	Junagadh	03	12
13.	Ahmedabad	01	
14.	Kheda	01	
15.	Surendranagar	01	
16.	Porbandar	01	
17.	Jamnagar	01	
18.	Patan	01	
	<b>Total</b>	<b>454</b>	

Source: Department of Tribal Development, Gujarat State, 2011.

Surat, Dahod, Valsad, Sabarkanta, Narmada, Vadodara, Panchmahals, Navsari, Banaskanta, Dangs have significant number of ashram schools and they have tribal population to support and educate. Bharuch and Junagadh also have significant tribal population but they do not have many ashram schools. The children belonging to these areas either have to go to other ashram schools or look for education in private schools. The Right to Education Act is making the education at elementary level compulsory and it applies to Private schools. The current proviso is that the Private schools need to give 25 percent of the seats to the S.C. /S.T. and OBC students. The scholarship need to be provided by the Department of Social Welfare, Government of Gujarat, Gujarat and the Department of Education, Gandhinagar selectively considering the needs of the children and their parents.

The tribal populations are migratory also. The migration is generally during the harvest season. They move out of their place for nearly three months to four months *for example*, tribal population in

Surat, Dangs, etc., regularly migrate to Maharashtra for helping sugar cane farmers for the harvest. This disturbs the education of their children. These children need to be given adequate support and proviso to educate continuously after their return. The flexi schools that have started in Karnataka may be an example to follow. The tribal education could continue continuously provided schools are flexible in admitting the students in any one of the quarter of the year. The supportive material, teaching and evaluation need to be provided on a special basis by the Department of Tribal Development, Gujarat and the Department of Education, Gandhinagar. The education is progressing slowly for the children of S.C. and S.T. The progress of the OBC is also average. The achievement needs to be considered from the point of view of completing the year and passing the examination. The continuous and comprehensive evaluation that is being introduced from the current year need to properly support to see more growth. The school comprehensive examination being given 200 marks and the weightage to it as the 30 percent will help the student to do well in the examination.

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