

# Role of Kasturba Gandhi Balika Vidyalaya in the Educational Development of Scheduled Tribe Girls in Jharkhand

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## Abstract

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*Elementary education for all the children of age group 6-14 years in the India is an essentiality. It is considered as fundamental to all round development of the individual, both at material and spiritual levels. Elementary education is known to lead to better family health and slower population growth. It creates in the individual, the capacity to take advantage of technological changes, leading to enhancement in productivity and economic benefit.*

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### Introduction

The Government of Jharkhand runs various schemes to universalise elementary education in the State. All the educational ventures are developed and implemented by the Ministry of Human Resources, Government of Jharkhand, through The Department of Primary Education and the Department of Secondary Education. Jharkhand lags behind substantially in literacy rate in comparison to the national literacy levels. The overall literacy level in Jharkhand is 54 per cent in comparison to the national average of 65 per cent.

The female literacy level in the State is dismally low at only 39 per cent against the national female literacy level of 54 per cent. The literacy level of the Scheduled Tribes in the State (41 per cent) is also below the national average literacy level for the Scheduled Tribes (47 per cent).

Gender-wise, the literacy level for the Scheduled Tribes males in the State (54 per cent) is lower in comparison to the literacy level for the Scheduled Tribes males at the national level (59 per cent). Similarly, the literacy level for the Scheduled Tribes females in the State

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(27 per cent) is lower in comparison to the literacy level for the Scheduled Tribes females at the national level (35 per cent).

This shows that the State needs to provide special attention towards improving the literacy level of the people of the State in general and the Scheduled Tribes and the women in particular through focussed interventions directed towards the Scheduled Tribes and women.

### **Sarva Shiksha Abhiyan**

One of the major interventions for the development of education after creation of Jharkhand was the implementation of *Sarva Shiksha Abhiyan* (SSA) - a mission mode program of the Government of India to achieve Universalisation of Elementary Education (UEE) under Education for All (EFA) Program. Jharkhand Government has initiated a number of programs under SSA. Thrust has been given to improve educational facilities through SSA; particularly to increase female literacy among SC and ST communities in the State.

In the entire state Implementation of Kasturba Gandhi Balika Vidyalaya (KGBV) Yojana is a viable intervention in this endeavor particularly in providing opportunity to continue education to the girls from marginalised groups who are out of school or have not completed elementary education. The scheme has been operationalised in the year 2000 in over 3000 educationally backward blocks in the country, where the female rural literacy rate is below the national average and the gender gap in literacy is higher than the national average.

### **Thrust areas of KGBVs**

- Focus on educationally backward blocks in terms of girl's education.
- Focus on disadvantaged sections of girls, like those belonging to the Scheduled Castes, Scheduled Tribes, Minorities, etc.
- Gender specific issues and focus on the educational needs of adolescent girls.
- Girls: Reinforcing their needs for participating in educational programs.

Norms and guidelines are issued with regard to location of school building and other infrastructural aspects of KGBVs. Accordingly, it is decided that School building should not be in a crowded place and boundary wall should be ensured with school and hostels (separate kitchen) in the same campus along with residential facilities for teachers inside the campus.

Further, as per norm pupil teacher ratio should not be more than 30:1. There should be adequate number of teaching (subject teacher) and non-teaching staffs. Campaign activities visualised to be an important aspect to motivate parents to send their daughters' to KGBVs.

### **Curriculum**

- NCERT Curriculum has been adopted in the schools.
- Arrangements are made for bridge course for drop-outs and over aged girls.
- Course content of bridge courses should cover Classes I to V and course duration is maintained for each girl separately.
- Extra curricular activities are ensured.

### **Monitoring and Community Support**

There is thrust for evolving a proper strategy for external monitoring and supervision of KGBVs and community support as well.

### **KGBV in the Context of Jharkhand**

Under KGBV Yojna in Jharkhand, 74 schools have already been made functional in the first phase and another 84 schools are planned to be started shortly by the Department of Human Resources Development, Government of Jharkhand. These schools are meant for the drop out girls to facilitate them to continue their education by providing a second opportunity for mainstreaming. Under the scheme, these girls were being provided an opportunity to complete their education upto Class VIII. KGBV has emerged as a landmark in girl's education in Jharkhand. The objective of KGBV is to ensure access and quality education to the girls of disadvantaged groups of the society by setting up residential schools with boarding facilities. Keeping in view the objectives of KGBVs broad objective of the study was to find out the role of Kasturba Gandhi Balika Vidyalayas in the educational development of Scheduled Tribe girls in Jharkhand and how effective there have been in mainstreaming these girls in the education system. The specific objectives of the study were:

1. To find out the physical status of Kasturba Gandhi Balika Vidyalayas, including the infrastructure facilities available.
2. To assess as to what extent KGBVs are equipped to impart quality education to the clientele group.

3. To explore the role of Kasturba Gandhi Balika Vidyalayas in promoting education among Scheduled Tribe girls in Jharkhand.

### **Sampling Plan**

The state of Jharkhand is administratively divided into 5 divisions. There are 74 KGBVs (first phase) in the State in 74 different blocks, spread across 16 districts of the 5 divisions. For this study, 5 KGBVs were randomly selected from each of the 5 divisions. Thus, a total of 25 KGBVs were selected for this study.

### **Research Method**

In each selected school, two separate schedules were administered, one for the school warden and another was the observation schedule. Separate schedule was administered to the Block Extension Education Officer (BEEO) of the selected blocks. Thus, 25 BEEOs were covered under the study.

Keeping in view the objectives of the study, thrust was given to find out the socio-economic and educational status of ST students studying in these schools. In order to find out the role of these schools on educational development of students particularly of the ST students, the sample drawn consisted of both, ST students (73 per cent) and non-ST student (27 per cent).

From each school, a total of 15 students were randomly selected - 5 each from Class VI, Class VII and Class VIII. A separate schedule was administered to their students and their Parents. In this way the study covers a total of 375 students and many parents.

### Profile of Students

#### *Average Age of Students Admitted in KGBVs*

The average age of ST students admitted in KGBVs in comparison to non-ST students is found to be slightly higher. The average age of ST students studying in Class VI was 13.20 years, while the average age of ST students studying in Classes VII and Class VIII was 13.99 years and 14.45 years respectively.

#### **Educational Profile of Students at the Time of Admission to KGBV**

53 per cent ST students presently in KGBVs had completed education of Class V level while another 27 per cent of the ST students had completed studies up to Class VI earlier. Another 8 per cent ST students had education of Class VII level. While less than 1 per cent had completed up to Class VIII. About 6 per cent ST students were such who had completed only Class IV, while 5 per cent had completed Class III before joining KGBV. About 1 per cent such ST students were admitted to KGBVs who had never been to school before.

Overall (ST and non-ST), half the students (51 per cent) presently studying in KGBVs had completed studies upto Class V.

#### **Reasons for Drop out from Previous School**

Following reasons have been reported by the students and their parents for drop-out:

- Poverty of the parents.
- Location of the middle school far away from the village.

Teacher absenteeism was the reason for drop-out for 15 per cent ST students and 20 per cent overall students.

Around 13 per cent ST students and 17 per cent overall students currently studying in KGBV said that they did not leave their previous school, they were regularly attending school, however, they stated that since all the expenses in KGBVs are borne by the Government, they preferred KGBV.

#### **Position and Profile of Teachers**

Three-fourths (71 per cent) KGBVs had 4 teachers in the school, while remaining one-fourths (29 per cent) KGBVs had 3 teachers. All KGBVs except one had a science teacher. Data also revealed that in 29 per cent schools, there was no separate mathematics teacher.

#### **Educational and Professional Qualification of Teachers**

Around 44 per cent teachers in KGBVs were graduate, while remaining 56 per cent teachers were post graduate. Around 46 per cent teachers had some kind of professional qualification while the remaining 54 per cent teachers do not have any professional qualification. Amongst the teachers who had some kind of professional qualification, 78 per cent were B.Ed. qualified, while 12 per cent teachers had done a course in Computer Application. Remaining (10 per cent) teachers had done other courses like, LLB, Music, Typing, etc.

#### **Experience of the Teachers**

Two-third (64 per cent) teachers were fresher, who had no prior experience of teaching in school.

## Infrastructure Facilities in KGBVs

### Location of KGBVs

About 80 per cent KGBVs were located in the block where they were sanctioned. In the remaining 20 per cent cases, KGBVs were located in some other block of the same district.

Availability of infrastructural facility is pertinent in imparting quality education. In view of this it was observed that in 64 per cent, of the school buildings were found to be in "Good Condition". As far as number of classrooms is concerned 68 per cent of the schools had three class-rooms while only in one KGBV there was four class-rooms.

Two-thirds of the schools (68 per cent) were found to have electricity connection in working condition. In another 8 per cent schools, there was electricity connection but it was not in working condition.

In all the KGBVs, except in block Iechagarh, district Seraikela, there was proper and adequate toilet facility for the students.

For drinking water facility there is either hand pump or facility of overhead tank or supply water. Only in 4 per cent of the schools children use the hand pump located outside the school campus.

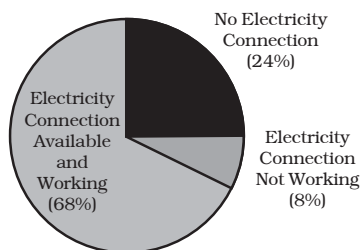


Fig. 1: Availability of Electricity in the School

In 44 per cent schools, there was boundary wall. However, in another 20 per cent schools, boundary wall was incomplete. In the remaining one-third of the schools (36 per cent), there was no boundary wall.

### Seating Arrangement

In three-fourth of the schools (76 per cent) there were desks and benches in the classrooms. In the remaining one-fourth of the schools (24 per cent), *durries* were provided in the classrooms.

### School Uniform

There was dress code for students for school hours. All the students had been provided one set of school uniform (1 skirt, 1 shirt, 1 neck tie and 1 pair of shoes) free of cost at the time of admission. It was observed that there was requirement for additional uniform sets.

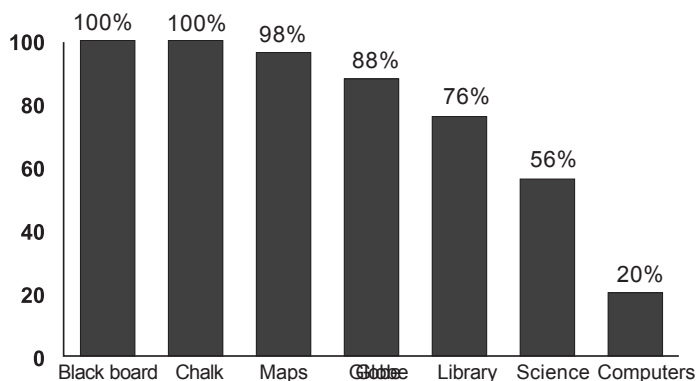
### Availability of Teaching Learning Materials (TLMs)

As far as TLMs are concerned all the students were provided with the textbooks as per the curriculum. Almost all (96 per cent) schools had variety of maps available in the school.

As such, there was no formal library facility in its true sense with proper seating arrangements for reading.

### Status of Vocational Education to Children

In 92 per cent KGBVs there was provision for vocational education. Such as painting, sewing, embroidery, knitting, making artificial jewelry, horticulture, music, dancing, handicraft works, etc. Suitable training is being provided to the students. In remaining 8 per cent



**Fig. 2:** Availability of TLMs/TLEs

KGBVs, there was no provision for vocational education. As far as games and sports is concerned, variety of indoor and outdoor games and sports equipments were available in the schools.

**Infrastructure Facilities in Hostels**

Infrastructural facilities in the hostels in terms of electricity was found to be in satisfactory condition in 84 per cent. However, in 16 per cent of the hostels, there was no electricity connection. Whereas, 80 per cent of the KGBVs had generator facility, while in the remaining it was lacking.

As per norms of KGBVs only in three-fourth (76 per cent) of the KGBV hostels, there was separate kitchen facility. In the remaining 24 per cent KGBV hostels there was no separate kitchen facility.

**Boarding Facilities**

Boarding facility in terms of availability of beds, could not find to be satisfactory. Only in one-fourth (24 per cent) of the KGBVs, separate cots were available for

each student. As far as Medical and Telephone Facility is concerned it is available in two-third (64 per cent) of KGBV and only in one-fourth (24 per cent) of the KGBV hostels respectively.

**Recreation Facilities in Hostel**

In 88 per cent KGBVs, television was available in the hostel, while in the remaining 12 per cent KGBVs television was not available.

**Perception of Students about KGBV**

**(i) Perception about Teaching Methodology**

Among ST student, 73 per cent student found teaching methodology very satisfactory and satisfactory respectively. According to them teaching had made learning easy, interesting and joyful, because variety of teaching aids is used during teaching.

**(ii) School Environment**

As per academic environment of the schools is concerned, About 98 per cent students (both ST and non-ST) mentioned

that the school environment was joyful in terms of learning together, teaching-learning strategy, TLEs/TLMs and other facilities as compared to their previous school. Along with learning environment, extra curricular activities and vocational training impetrated has created a joyful environment in the school.

(iii) **Perception about Behaviour of Teachers**

About 36 per cent students expressed that the behaviour of teachers in school was "cordial", while 43 per cent ST students were of the same view.

(iv) **Scholarship**

Under KGBV scheme, there is a provision of scholarship of Rs. 50/- for the students. Around 42 per cent students said that they get a monthly scholarship of Rs. 50/- from the school. On the other hand, about 53 per cent students said that they do not get any scholarship, while the remaining 5 per cent students said that they were not aware of any scholarship. When asked, it was informed that the scholarship amount of Rs. 50/- for each

month is directly deposited in the bank. Hence the students are not aware of the same.

(v) **Quality of Food**

As far as quality of food is concerned, 54 per cent ST students told that the quality of food was very good and good respectively. While 2 per cent ST students told the food was 'average'. For remaining 2 percent ST students however food was 'bad'.

(vi) **Strength and Weaknesses of KGBVs**

Effort has been made to find out Strength and Weaknesses of KGBVs in terms of teaching-learning strategies and extra - curricular activities.

Multiple responses recorded shown in the table below:

(vii) **Weaknesses about KGBV**

- Inadequate number of beds and desk-bench in the classroom
- Lack of playground
- Unsatisfactory toilet facility
- Lack of cleanliness/hygiene in and around school

**Table 1: Strengths of KGBV**

<i>Description</i>	<i>ST Students (%)</i>	<i>Overall (%)</i>
Teaching Method is good	73	74
There are Extra curricular activities	66	70
All activities of KGBV are good	56	54
All facilities are available in the school/hostel	49	49
Quality of food is good	54	49
Behavior of teachers is cordial	43	36
Vocational trainings imparted	19	18
Overall discipline of the school is good.	9	10

In spite of the above stated weaknesses, all students expressed their desire to stay in hostel and study in KGBV. Specific reasons behind this stated by the students mentioned below:

imparted in the school would help her in future in contributing financially to the family. Positive behavioural and attitudinal changes in the child observed by parents are of satisfaction. She

**Table 2 : Reasons for Staying in Hostel**

<i>Description</i>	<i>ST Students (%)</i>	<i>Overall (%)</i>
Get more time to study.	45	45
Like to stay in KGBV hostel because they get all facilities.	33	32
Holistic development opportunities available in the school/hostel.	28	31
Attention and support of teachers provided in studies.	10	10

### **Perception of Parents about KGBVs**

#### **(i) Reasons for Sending the Child to School**

Till recent past, particularly in rural areas, people would not give much importance to education of their girl child. Opening and functioning of KGBVs has been able to bring an attitudinal change and change in the perceptions among parents regarding education of their girl child. Now they accept that education will bring development and success in their daughter's life.

Parents expressed that by providing education, they want their daughter to be capable of earning her livelihood and they also want to make her independent (56 per cent). They further added that their daughter should study further (35 per cent) to learn more. It will facilitate her in solving problems herself and make her an educated citizen (17 per cent parents).

Parents belonging to ST community mentioned that Vocational Skill training

maintains discipline in her daily activities mentioned by parents.

#### **(ii) Development and Achievements of Students**

Ninety six per cent parents (both ST and non-ST) said that there had been improvement in the academic achievements of their daughters after they have been enrolled in KGBVs. The remaining 4 per cent said that they could not say anything on this matter as they are not literate and it is beyond their comprehension to assess this change. Observations of both ST and non-ST parents are found to be quite similar. Developments in achievements of students as observed by the parents are mentioned below:

#### **Role of KGBV in development of Girls' Education**

Staying in remote rural areas and getting education was a dream for the parents, particularly for the parents from ST



**Table 3: Achievements of Students**

<i>Description</i>	<i>ST Parents (%)</i>	<i>Overall (%)</i>
Her understanding has improved, particularly in English, Hindi and Mathematics.	54	54
She is able to share her experiences and things learnt in school. She is eager to learn new things.	31	35
Earlier she could not speak Hindi. Now she can communicate in Hindi.	16	12

community. Now they can see their dreams come true for their daughter by providing them education in KGBVs in their area. The perception of parents regarding education of girls has changed. Now they believe that education is equally important for girls for better life and living. Development of self-esteem and self confidence through education will facilitate girls to contribute for the family, community and the society, as a useful and productive citizen they mentioned.

#### **Overall Perception of ST Parents about KGBV**

Ninety per cent parents were satisfied with working of KGBVs in terms of food, safety measures for the security purpose, provision of extra-curricular activities including sports and medical facilities. 96 per cent parents were satisfied with the availability of textbooks for children in KGBVs.

About 94 per cent parents were satisfied with the school uniform given to their children. Opening of KGBVs motivated and generated aspirations to parents (ST community, particularly) for further education of their daughters. All parents said that they wish their daughters to continue studies after

passing out from KGBV. However, 14 per cent said that because of poverty they would not be able to send their daughter to pursue higher education after KGBV. They wish that every girl in the village should enroll in KGBV.

During interactions, it was realised that both parents and the children wanted to continue education in KGBV and beyond. They find KGBV as an opportunity to enter in the mainstream of education and lead a better life. Precisely parents and the children were satisfied with the education and overall facilities available in KGBV and hence assured that they would inform their friends and relatives about KGBV so that more and more girls could avail this opportunity.

#### **Imparting Quality Education to Students**

Quality in and of education has always been a priority area and a prominent agenda of various committees and commissions from time to time. Efforts have been made accordingly to achieve quality in education. The NPE 1986 and the Program of Action 1992 had recommended a number of measures for improvement in content and processes of classroom teaching, improvement in

school facilities, provision of additional teachers, standardising levels of learning for primary stage and many more.

Quality of education is complex and relative in nature. It depends on a number of parameters and various contexts, such as rural, urban, tribal, non-tribal, socially disadvantaged and marginalised groups etc. On the other hand it is also a fact that by providing one or two inputs/conditions, quality education can not be ensured. Quality education is based on number of factors. Precisely the major factors that influence quality in elementary education are as follows:

- Basic infrastructure and other facilities
- Learning environment
- Teacher and teacher preparation
- Curriculum and teaching-learning material
- Teaching-learning process
- Instructional time (Teaching-learning time)
- Evaluation, monitoring and supervision
- Community participation and support

Keeping in view the above analysis regarding various infrastructural facilities it is observed that various conditions for imparting quality education as enumerated above are existing in KGBVs.

As far as curriculum is concerned Jharkhand has adopted NCERT syllabus for school education including KGBVs as well. During study hours, teachers are available to provide guidance and solve their difficulties. In all KGBVs examinations are conducted on regular

basis i.e., monthly, quarterly, half-yearly and annually.

Organisations of various co-curricular activities such as, debates, quiz competitions, spelling and word meaning competitions, general knowledge test etc., have been able to create an environment which is conducive for learning. Learning environment of KGBVs has been able to create awareness and interest of students in studies, facilitating them to strive for better results. Prizes are distributed for motivating students.

Students in each class have been classified into categories A, B, C and D as per their achievement level. However, data revealed that there is no arrangement for remedial teaching for students who were weak and slow in learning (21 per cent schools) while 8 per cent of parents mentioned about the Bridge Courses. The teachers in KGBV are also aware of quality education. In 17 per cent schools, the teachers told that they use child friendly teaching methods while teaching, such as, demonstration method, illustrations and citing various examples to explain different curricular areas and for better comprehension. Regular monitoring and evaluation of children are conducted in order to assess their achievement level and to identify their areas of hard spots.

### **Role of KGBV in Promoting Education of ST Children**

Jharkhand is a state where more than 26 per cent population is tribal (Census 2001), who primarily lives in the rural areas of the state. The tribals are the marginalised and disadvantaged

community in all aspects due to their traditional style of living and poor social and economic conditions over the centuries. The rural tribal women and girls have always been deprived of proper education and have been the most disadvantaged group of the society.

These groups constitute a sizeable proportion and although engaged in pursuits of vocational activities in primary or secondary sectors, have failed to take the advantage of various educational programs. They are unable to acquire knowledge of three R's (reading, writing and arithmetic) and to upgrade their vocational skills which in turn will be able to contribute towards their family and the society at large.

KGBVs have been successful in attracting these targeted girls once again to mainstream them in the education system, providing them a second opportunity and be at par with children from general category. In Jharkhand, there are large numbers of blocks where female literacy rate is lower than the national female literacy rate. In these blocks the female literacy rate needs to be increased, to empower the women and made them emancipate from ignorance and poverty.

A new avenue has been created for the rural girls from ST community to continue their education since the functioning of KGBVs across the state. KGBVs have provided a platform in reducing gender gap in education which is an important step towards achieving the goal of UEE. It is education that will provide the next generation with the tools to fight poverty and conquer diseases. It is this parity in education that will ensure a future in which girls

are safe, healthy, protected and empowered.

Education of girls is inextricably linked to other aspects of human development. It allows women greater control of their lives and provides them with skills to contribute to the societies. Through women empowerment produces all the other developmental and social benefits. It is envisaged that the initiative of KGBV is to provide educational facilities to the girls belonging to ST, SC, minorities and marginalised sections of the society. And in turn prove to be significant in empowerment of the girls in rural areas. More so, this will pave the way for the girls in ST communities to be in the main stream who are mostly first generation learners.

Schedule tribes community who were unable to avail the educational facilities earlier has now found to be interested in sending their daughters to school. They have realised the importance of education, particularly for their daughters. The study revealed that now more and more parents are coming forward and are motivated to send their girls to KGBV to continue their education, which could not afford due to socio-economic constraints.

Data also revealed that as much as 92 per cent parents are now expecting that their dream about their daughter's education would come true. They observe that there is improvement in various aspects of their personality with regard to their daughter's behaviour and attitudinal change, communication skills, discipline, awareness regarding personal healthcare and hygiene. They were found to be satisfied with their daughter's overall progress in school.

Number of over aged children is more in ST category as compared to general followed by SC categories. The scheme has provided opportunities to such children to join KGBV and pursue their education. Since KGBVs are functioning from recent past it is envisaged that gradually it would be established with all basic amenities and infrastructure facilities to meet the needs. In spite of some of the shortcomings it has successfully been able to mobilise girls for their participation in the process of education.

Days are not far when these schools would prove to be a viable alternative in rural areas in promoting education amongst ST girls, facilitating government and non-government agencies in achieving the goal of Universal Elementary Education (UEE) under Education for All (EFA).

### **Learnings and Recommendations**

The learning from the study has been classified into three broad heads, namely, academic, administrative and infrastructure along with recommendations for strengthening the working of KGBVs.

#### **Academic Issues**

- Teacher Pupil ratio as per norms (1:32) in the KGBVs indicates a positive step towards the concern for quality education.
- Efforts should be made to appoint separate teachers for all subjects.
- Preference should be given to recruit trained teachers only.
- In-service training should be provided to the existing teachers in

KGBVs to facilitate improvement in teaching-learning process.

- To inculcate reading habit among children, there should be a fixed time in the time table when the children should go to the library and have access to variety of books, journals, magazines and newspapers.

#### **Administrative Issues**

- Provision of one additional set of uniform, stationary items and toiletries should be ensured to avoid inconvenience of the students.
- Quality of food given in the hostel should be regularly monitored so that a basic minimum standard is maintained on the quality of stuff served to the students.
- Parents should be encouraged to attend parent teacher meetings as parent teacher meetings are an important source of information for the parents to know about their ward's progress and achievement level.
- More and more parents should be encouraged and invited to attend the school functions by which they will be able to identify the potentialities and talents of their wards.

#### **Infrastructural Issues**

- Efforts should be made to expedite the process of establishing KGBVs in the same block where they have been sanctioned.
- Basic infrastructural facilities with regard to boundary wall, class rooms, should be constructed to

create desired learning environment in the school.

- Adequate arrangements for costs and provision of telephone should be made available in the hostel for safety and convenience of the hostellers.

### Conclusion

From the research study conducted in 25 KGBVs spread over 5 districts and ascertaining the views of the parents, teachers and teachings regarding the role of KGBVs, their contribution towards educational development of tribal girls in Jharkhand, following conclusions can be drawn:

- KGBV scheme has made a good beginning and started fulfilling the expectations of the government, parents and children from ST communities in particular. As far as infrastructural facilities are concerned it needs more concerted efforts to improve the same for better achievements of the students.
- Though inadequate in some aspects girls from disadvantaged community in the rural areas have got opportunity to continue their education. It has given them the exposure which has opened the window of the world for them.
- Lack of trained subject teachers is one of the important areas where it calls for immediate attention of state authorities. This has direct affects on the quality of teaching, hence definite and positive intervention need to ensure.
- KGBVs should be up-graded up to high school if not +2 level, so

that such students may get the facility for completion of education up to a respectable standard. It is this parity in education that will ensure a future in which girls are safe, healthy, protected and empowered.

- Since most of the students who are admitted in KGBVs are from socially and economically disadvantaged society there should be provision of more and more skill training enabling them to undertake income generating activities in future which will facilitate them to establish themselves in their life and contribute for the society. This kind of education will provide the next generation with the tools to fight poverty and disease. It has generated hope and aspirations among ST parents to visualise a better life and living in future for their daughters.
- Since the scheme has rendered positive and appreciable results, it is desired to extend the coverage of KGBVs in all the blocks predominantly ST community where the scheme has not been extended as yet.
- The state Government is committed to achieve UEE within the targeted period of time therefore it has to work harder in the future, to rectify and address the shortcomings of workings of KGBVs to achieves its objectives.
- Concerted, systematic determined and calculated efforts, suitable policy decisions and their execution, monitoring and

supervision at all levels with involvement and missionary zeal is called for on the part of government teachers, community people and

local body members to fulfill the goals of KGBV in imparting quality education enabling the tribal girls to achieve a brighter future.

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**Note:** This Article is based on a Research Study undertaken by the author and Shri Vikram Srivastav as Research Associate, Unit Head, AMS (an NGO) sponsored by Jharkhand Education Project Council, under Ministry of Human Resources, Govt. of Jharkhand, Ranchi, during 2007-08.