



A Study on the Role of Kanya Shiksha Parisar in Empowering School Girls of Madhya Pradesh

Research Report

PAC 23.09



Principal Investigators

Dr. Shruti Tripathi
Dr. Kalpana Maski

REGIONAL INSTITUTE OF EDUCATION
(National Council of Educational Research and Training)
SHYAMLAK HILLS, BHOPAL
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यत्र नार्यस्तु पूज्यन्ते, रमन्ते तत्र देवताः ।
यत्रैतास्तु न पूज्यन्ते, सर्वास्तत्राफलाः क्रियाः ॥

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NCERT

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Foreword

Education is a powerful tool for transforming lives, and initiatives like Kanya Shiksha Parisar (KSP) play a crucial role in ensuring that girls from marginalized communities receive quality education, skill development, and a nurturing environment for their holistic growth. This research study critically examines the role of Kanya Shiksha Parisars in Madhya Pradesh by assessing their impact on academic achievement, life skills, vocational training, and overall empowerment of girls.

Through a comprehensive analysis of various parameters the study brings forth key insights into the strengths and challenges of these institutions. It highlights the dedication of teachers, the structured educational framework, and the commitment of KSPs to fostering self-reliance among girls, while also identifying areas that require attention.

The findings of this research are particularly relevant in the context of NEP 2020, which emphasizes equitable and inclusive education, skill-based learning, and experiential pedagogy. The study provides a well-rounded perspective on how KSPs can evolve to meet the changing educational landscape and prepare girls for future academic, professional, and social challenges.

I commend the efforts of the researchers and all those involved in this important study. The insights and recommendations presented here will be valuable in shaping policies, improving institutional practices, and strengthening KSPs as centers of excellence for girls' education. It is my sincere hope that this study serves as a guiding document for all those working towards the empowerment and upliftment of girls through education.

Prof. Jaydip Mandal
Principal, Regional Institute of Education, Bhopal

Preface

The education and empowerment of girls play a crucial role in shaping a more equitable and progressive society. The Kanya Shiksha Parisar (KSP) under the Tribal Welfare Department of the Government of Madhya Pradesh, is a significant initiative of the government, which provides residential schooling and holistic learning opportunities to girls from marginalized communities. This study, "A Study on the Role of Kanya Shiksha Parisar in Empowering School Girls of Madhya Pradesh," aims to assess the impact of KSPs in fostering academic, vocational, and life skills among students while identifying areas that require further strengthening.

The research, grounded in extensive fieldwork, includes school visits, focus group discussions, and interviews with students and stakeholders. It discusses the institution and its contributions to academic growth, skill development, leadership, and empowerment. This research delves into multiple aspects of KSPs, including teaching-learning processes, access to resources, residential facilities, vocational training, health and well-being, and community participation. By gathering insights from teachers, school heads, students, and parents, the study captures the lived experiences of those directly engaged with these institutions. A key focus has been on aligning the findings with the National Education Policy (NEP) 2020, which emphasizes experiential learning, skill-based education, and inclusive schooling.

The study also highlights the strengths and challenges and brings forth the best practices that can serve as models for improvement. Based on these findings, recommendations have been proposed to enhance the overall efficiency and effectiveness of KSPs. It is our belief that this research will contribute to ongoing efforts to enhance the quality of education in KSPs and further empower girls through meaningful learning experiences, skill-building, and holistic development.

Dr. Shruti Tripathi
Dr. Kalpana Maski
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Acknowledgements

The completion of this research, "A Study on the Role of Kanya Shiksha Parisar in Empowering School Girls of Madhya Pradesh," has been made possible through the invaluable support, guidance, and contributions of numerous individuals and institutions. We extend our heartfelt gratitude to everyone who has played a significant role in this academic endeavor.

We are profoundly thankful to Prof. Dinesh Prasad Saklani, Director, NCERT, for his invaluable encouragement and unwavering support in facilitating this research. His vision for inclusive and quality education has been an inspiration throughout our study. Our sincere appreciation goes to Prof. Jaydip Mandal, Principal, Regional Institute of Education, Bhopal, for his continuous guidance and constructive feedback. His guidance has been instrumental in shaping this research into a meaningful academic contribution.

We extend our heartfelt gratitude to Dr. Dharmendra Patil, Junior Project Fellow, for his dedicated assistance in data collection, field visits, and research coordination. His efforts have greatly contributed to the smooth execution of this study.

We acknowledge with deep appreciation the expertise and insights of the tool finalization team comprising Prof. Manjeet Sengupta, Prof. Kiran Mathur, and Prof. Rajesh Khambayat, whose valuable inputs helped refine the research tools and framework.

The data analysis team, comprising Prof. Nityanand Pradhan, Dr. Ashwini Kumar Garg, Dr. Rohen N. Meetei, and Dr. Virag Garala, deserves special recognition for their support and diligent efforts in helping us organize, interpret, and derive meaningful conclusions from the collected data. Their analytical contributions have enriched the study's findings.

We are grateful to the Tribal Affairs Department, Government of Madhya Pradesh, for their cooperation and for providing access to relevant information and field support. Their collaboration has been crucial in understanding the operational framework of Kanya Shiksha Parisar.

A special word of thanks goes to the Principals of various Kanya Shiksha Parisars, who extended their support in facilitating interviews, focus group discussions, and classroom observations. Their commitment to girls' education and empowerment is truly commendable. We also express our appreciation to the printer for their meticulous attention to detail and professionalism in ensuring the timely printing of this research.

We are deeply indebted to all individuals and institutions; teachers, students, parents, community members, and school administrators who have directly or indirectly contributed to this research. Their insights, experiences, and cooperation have been invaluable in making this study comprehensive and impactful.

Above all, we bow in gratitude to God Almighty, whose divine grace and blessings have guided us at every step of this academic pursuit.

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Chapter-1

Introduction

1.0 Background of the Study

Education is one of the most powerful tools for social transformation, particularly in a country like India, where gender disparities continue to exist despite progress in various fields. Women, who make up nearly half of the global population, have historically faced discrimination and marginalization due to deep-rooted patriarchal norms. These societal structures have often denied women access to education, economic opportunities, and decision-making roles. However, with the rise of feminist movements and policy interventions, significant improvements have been made in advancing gender equality. Among the most critical aspects of this movement is educational empowerment, which plays a crucial role in enabling women to achieve independence, dignity, and a voice in society.

‘हमारे सामने विभिन्नताओं को खत्म करने की चुनौती नहीं है बल्कि उनके साथ रहते हुए एक रहने की है।’

— रवीन्द्रनाथ टैगोर



‘The Problem is not how to wipe out the differences but how to unite with the differences intact.’

— Rabindranath Tagore

Source-NCERT Annual Report-2022-23Picture-1

In India, the government and civil society have taken significant steps to promote girls' education as a means to reduce inequality and foster socio-economic development.

Education is not only a fundamental right but also a powerful means of reducing inequality and fostering independence, particularly for women who face discrimination in many areas of life. Women's empowerment has become a global concern, with discussions on women's political and social rights taking center stage in numerous formal and informal campaigns. The concept of women's empowerment was particularly emphasized at the International Women's Conference in Nairobi in 1985.

Education serves as a significant milestone in the journey toward women's empowerment. It enables women to overcome challenges, break free from traditional roles, and transform their lives. Despite advancements in education, a substantial portion of Indian women remains illiterate, marginalized, and exploited. Education plays a vital role in reducing these inequalities and enhancing women's status within their families and communities. By providing practical knowledge and skills, education fosters empowerment and capacity-building, leading to improved livelihoods and greater financial independence.

Recognizing the transformative impact of education, numerous initiatives have been launched at both the national and state levels to ensure access to quality education for girls. One such initiative is the Kanya Shiksha Parisar (KSP), a government-run residential schooling program in Madhya Pradesh aimed at providing quality education to underprivileged and marginalized girls. This program plays a crucial role in bridging the gender gap in education and empowering girls with the knowledge and skills needed to improve their lives and contribute to society.



(Source-Primary Data) Picture 2- School Photo KSP Sehore

For India to achieve its full potential as a developed nation, it is imperative that women receive education and empowerment to contribute meaningfully to society. Only when women can fully utilize their capabilities and talents can they actively participate in the nation's overall growth and development.

1.1 Evolution and Reforms in India's Education System

Earlier education policies in India primarily focused on ensuring access and equity in education. The National Policy on Education (NPE) of 1986, later revised in 1992, sought to improve education quality and inclusivity. However, several goals of these policies remained unfulfilled. A significant milestone in India's education system was the Right of Children to Free and Compulsory Education Act (RTE), 2009, which provided a legal framework for ensuring free elementary education for all children. (NEP 2020, p. 5)

The National Education Policy (NEP) 2020 aims to transform Indian education by emphasizing inclusivity, flexibility, and modernization to meet the needs of a rapidly changing world. Key features of NEP 2020 include:

- Foundational literacy and numeracy to be achieved by Grade 3
- Universal early childhood education by 2030
- A new 5+3+3+4 curricular structure, integrating science, arts, and humanities
- Introduction of vocational education from Grade 6
- A four-year integrated B.Ed. as the minimum qualification for teachers by 2030
- Higher education reforms, including multidisciplinary institutions, flexible curricula, and an Academic Bank of Credits
- Gender Inclusion Fund and special education zones to promote educational equity
- Integration of technology through the National Educational Technology Forum (NETF)
- Continuous professional development programs for teachers
- Holistic assessment reforms, including the PARAKH assessment center
- Governance restructuring under the Higher Education Commission of India (HECI)
- Increased public education spending to 6% of GDP
- Promotion of multilingualism, value-based education, and Indian cultural traditions

1.1.1 Evolution of Gender Perspectives in Education

In the early years following independence, educational policies reinforced traditional gender roles, designing curricula for girls that prepared them for future roles as wives

and mothers. This gender-specific approach persisted for decades. However, a major shift occurred with the Hansa Mehta Committee (1964), which rejected gender-based curriculum differentiation. The committee argued that such segregation reinforced outdated social norms and instead advocated for an inclusive and equitable educational framework for all students.

1.1.2 Major Education Commissions in India

India's education system has evolved significantly, influenced by various educational commissions that shaped policies and reforms. Some of the most influential commissions include:

1. Hunter Commission (1882): Focused on expanding primary education and improving educational institutions under British rule.
2. Sadler Commission (1917): Recommended higher education reforms, emphasizing scientific approaches and university autonomy.
3. Kothari Commission (1964-66): Proposed a national education policy, a common school system, and the integration of vocational education into mainstream curricula.
4. National Policy on Education (1986): Based on recommendations from the Chattopadhyaya Committee, this policy emphasized universal primary education, educational equity, and a greater focus on science and technology.
5. National Policy on Education (1992): Revised the 1986 policy, with an increased emphasis on quality education, decentralization, and adaptation to socio-economic changes.
6. National Curriculum Framework (2005): Provided guidelines for a learner-centered curriculum with an emphasis on co-curricular integration.
7. National Education Policy (NEP) 2020: Introduced a comprehensive overhaul of the education system, focusing on foundational literacy, vocational education from Grade 6, multidisciplinary higher education, and increased public investment.

Each of these commissions addressed contemporary educational needs, shaping the current educational landscape in India. With the introduction of NEP 2020, the country aims to align its education system with global standards, ensuring greater accessibility, quality, and inclusivity for future generations.

1.2 The Need for Educational Empowerment in India

Education is a fundamental human right and a key driver of economic and social progress. However, despite numerous government initiatives aimed at promoting education for girls, gender discrimination, socio-cultural biases, economic constraints,

and systemic inequalities continue to hinder their educational opportunities. In a country like India, where deep-rooted patriarchal norms still persist, girls' education is often undervalued, leading to significant disparities in literacy rates, enrollment, and career opportunities. To ensure holistic development and gender equality, it is crucial to address these challenges and promote educational empowerment for girls at all levels.



(Source-Primary Data) Picture -3 School games and activity

1.2.1 Challenges Hindering Girls' Education in India

Despite notable advancements in education policies, several barriers continue to prevent girls from accessing and completing their education. These challenges can be categorized into the following key areas:

1. Gender Discrimination and Societal Norms

India's traditional patriarchal mindset continues to favor boys' education over girls'. Many families, especially in rural areas, consider education for boys a priority because they are perceived as future breadwinners. Conversely, girls are often expected to take on domestic responsibilities, get married early, and conform to traditional gender roles. This discriminatory mindset discourages families from investing in their daughters' education, limiting their future prospects.

Additionally, in some conservative communities, there is a belief that educated girls become “less marriageable” or that they may adopt “modern” values that contradict traditional norms. These regressive attitudes result in high dropout rates, lower enrollment numbers, and restricted career aspirations for girls.

2. Economic Constraints and Financial Burden

Poverty remains one of the most significant barriers to girls’ education in India. In low-income households, parents often *prioritize their limited resources for educating sons rather than daughters*. Many families believe that since girls will eventually be married off, *investing in their education does not yield financial benefits* for the family.

Additionally, indirect costs associated with education, such as transportation, uniforms, school supplies, and tuition fees, make it difficult for many families to afford schooling for their daughters. *Child labor is another economic factor that affects girls* disproportionately, as they are often required to assist with household chores, care for siblings, or contribute to family earnings instead of attending school.

3. Early Marriage and Child Labor

Child marriage is still a major issue in India, especially in states with poor socio-economic conditions. According to the National Family Health Survey (NFHS), a significant percentage of girls in rural India are married off before the legal age of 18, *forcing them to drop out of school and assume household responsibilities*. Once married, most girls are discouraged or outright prohibited from continuing their education, further *perpetuating the cycle of illiteracy and economic dependency*.

Similarly, many young girls are engaged in child labor- either as domestic workers, agricultural laborers, or in small industries—due to economic hardships. These practices deprive them of a formal education and opportunities for self-improvement, reinforcing gender inequalities in employment and decision-making power.

4. Lack of Safe and Accessible Schools

Many girls in rural and semi-urban areas *face geographical barriers that limit their access to schools*. In some regions, *the nearest school is located miles away*, making it difficult for girls to commute, especially when there is no safe or affordable transportation available. *Long travel distances expose girls to safety risks, including harassment and violence*, discouraging parents from sending them to school.

Moreover, inadequate infrastructure in schools-such as the lack of separate toilets for girls, proper sanitation facilities, and clean drinking water-creates additional obstacles. Many girls drop out once they reach puberty due to the lack of menstrual hygiene facilities and a supportive environment in schools.

5. High Dropout Rates and Limited Career Opportunities

Even when girls enroll in school, high dropout rates remain a pressing concern. In addition to economic constraints and social pressures, factors such as:

- Lack of female teachers and role models
- Rigid and outdated curricula that do not align with girls' aspirations
- Limited career counseling and exposure to vocational training
- Social stigmas surrounding higher education for girls contributes to low retention rates and limited professional opportunities for women in various fields. This results in a lack of economic independence and lower participation of women in the workforce, reinforcing societal gender disparities.

1.2.2 The Role of Education in Women's Empowerment

The concept of women's empowerment is relatively recent, with 2001 being declared the "Women Empowerment Year." Educating women leads to the creation of stronger families and, by extension, a better society, ultimately contributing to the progress of a nation. A progressive nation guarantees freedom and equality for all its citizens, irrespective of gender, religion, caste, creed, or color. Recent UNESCO data highlights that education can significantly impact development in various ways:

- Equal access to education for all children could increase per capita income by 23% over 40 years.
- Providing primary education to all women could reduce child marriages and child mortality by one-sixth and maternal deaths by two-thirds.
- Educating women can help prevent child marriages, as it provides women with the knowledge and power to make informed decisions.

Education empowers women by helping them understand and claim their rights. It fosters tolerance, promotes democratic values, and encourages political participation. Equal access to education improves employment prospects and boosts economic growth, ultimately contributing to a 23% increase in per capita income over the next 40 years.

Female education is a crucial issue for both individuals and society in India, as educated women play a vital role in the country's growth and progress. Women's

empowerment begins with education, which equips them to face challenges, break through societal constraints, and transform their lives. Therefore, it is essential not to overlook the link between education and women's rights, especially as India continues its rise as a global powerhouse. Education for women is undeniably the most powerful tool for improving their social standing and overall well-being.

Education not only addresses inequalities but also provides a means for women to improve their status within their families and communities, fostering a sense of agency and involvement. It is a catalyst for change, enabling women to take charge of their lives and contribute to societal development.



Empowerment, in this context, refers to creating an environment where individuals can make informed decisions and work towards social reform, either independently or collectively. Through acquiring knowledge, skills, and authority, education enhances women's intrinsic capabilities and confidence. Empowerment also paves the way for transformational leadership, where women can take control, act independently, and shape their futures. It is a transformative process that allows women to command their fate and improve their life circumstances.

Education plays a pivotal role in shaping the future of women, providing them with the tools to break free from traditional roles and societal expectations. Through education, women gain the confidence to pursue their dreams, challenge stereotypes, and contribute meaningfully to the economy and society. The benefits of education extend beyond individual growth; it empowers women to participate in decision-making processes, advocate for their rights, and influence policies that promote gender equality.

Furthermore, educated women are more likely to raise educated children, leading to a generational impact. Their children are more likely to be healthy, well-nourished, and successful in their own educational pursuits, creating a cycle of positive change. By fostering gender equality, education also tackles issues like child marriage, gender-based violence, and economic dependency, ensuring that women have more autonomy over their lives.

In the broader context, the empowerment of women through education is essential for achieving sustainable development. When women are educated, they are more likely to invest in their communities, create businesses, and contribute to the development of a nation's workforce. Women's education leads to stronger economies, healthier families, and more inclusive societies, ultimately benefiting everyone. Thus, education is not just a means of personal advancement; it is a powerful tool for social transformation and global progress.

Women's education drives empowerment in several areas:

- **Social Change:** It challenges harmful practices such as Sati, early marriages, and dowry systems, leading to societal progress.
- **Economic Improvement:** It opens up job opportunities, reduces poverty, and strengthens family incomes.
- **Balanced Aspirations:** It helps women set realistic, goal-oriented aspirations based on their interests and abilities.
- **Personality Development:** Education nurtures personal growth, cultivating well-rounded individuals.

- **Effective Communication:** It teaches women how to express themselves effectively and resolve conflicts.
- **Role Model:** Educated women become role models for their families and communities, promoting healthy relationships.
- **Physical Strength:** Education imparts knowledge about health, fitness, and overall well-being.
- **Population Control:** It improves the sex ratio and helps manage population growth.
- **Utilizing Schemes:** Education encourages participation in national programs like Sarva Shiksha Abhiyan and Total Literacy Campaigns.

1.2.3 The constitutional provisions supporting women's rights include:

- **Article 14:** Guarantees equal rights and opportunities for men and women in all fields.
- **Article 15 (1):** Prohibits discrimination based on religion, race, sex, caste, or any other ground.
- **Article 16:** Ensures equal opportunities in public appointments for all citizens.
- **Article 39 (d):** Mandates equal pay for equal work for both men and women.
- **Article 42:** Requires the state to ensure humane working conditions and maternity benefits.

In addition to the Constitution, several laws have been enacted to protect and empower women, including:

- **Hindu Succession Act, 1956:** Grants women the right to inherit parental property.
- **Dowry Prohibition Act, 1961:** Bans dowry practices and prevents the exploitation of women.
- **Equal Remuneration Act, 1976:** Ensures equal pay for equal work, irrespective of gender.
- **Medical Termination of Pregnancy Act, 1971:** Legalizes abortion for health-related reasons.
- **Criminal Law Amendment Act, 1983:** Addresses crimes against women.
- **Indecent Representation of Women (Prohibition) Act, 1986:** Bans the offensive portrayal of women in media.
- **Protection of Women from Domestic Violence Act, 2005:** Provides protection to women from violence within the home.

The National Policy for the Empowerment of Women, 2001, aims to advance and empower women by focusing on:

- **Education:** Ensuring equal access to education for women and girls, eliminating discrimination, and improving educational quality. The policy emphasizes increasing enrollment and retention rates for girls, particularly from marginalized communities.
- **Skill Development:** Promoting vocational and technical education for lifelong learning.
- **Reducing Gender Gaps:** Addressing gender disparities in secondary and higher education.

This holistic approach seeks to elevate women's status by providing them with the resources and opportunities they need to actively participate in society (MIJMRD, Vol. 1, and August 2016, 1-9) thereby fostering their empowerment.

1.2.4 Progress and Challenges in Women's Education in India

The quality in education and society.

Over the decades, the educational status of women in India has shown remarkable improvement, reflecting broader societal advancements and continuous efforts toward gender equity. According to the 2011 Census, India's overall literacy rate stood at 74.00%, with the female literacy rate recorded at 65.46%. This was a significant rise from 54.16% in 2001 and a substantial leap from just 8.86% in 1951.

From 1951 to 2011, the steady increase in women's literacy illustrates a positive trend in educational attainment. Notably, during the period 1991 to 2001, female literacy increased by 14.87%, outpacing the male literacy increase of 11.72%. This 3.15% higher growth in female literacy highlights significant progress toward achieving gender parity in education.

Regional data, including state-wise literacy rates, provide further insights into regional disparities and progress. These statistics underscore the ongoing efforts to enhance educational opportunities for women across India—an essential step for fostering societal development and sustainable growth.

1.2.5 Girls' Enrollment Trends

The data in Table- 1 reveals a consistent decline in girls' enrollment as they progress from primary to secondary and higher education levels. This trend becomes more pronounced at the undergraduate and postgraduate levels, indicating a significant drop-off in enrollment among girls in higher stages of education. Addressing this gap requires targeted policies and initiatives to ensure that girls are not only enrolled in

school but are also encouraged and supported to pursue higher education and professional careers.

Table -1 Level-wise Enrolment in School & Higher Education

| Level | All Category (in '000') | | |
|------------------------|--------------------------|--------|-------|
| | Male | Female | Total |
| Primary (I-V) | 67223 | 62769 | 12999 |
| Upper Primary(VI-VII) | 33746 | 32035 | 65780 |
| Elementary (I-VIII) | 100969 | 94804 | 19577 |
| Secondary(IX-X) | 19484 | 17477 | 36961 |
| I-X | 120453 | 112281 | 23273 |
| Sr.Secondary(IX-XI) | 11747 | 10406 | 22153 |
| I-XII | 132199 | 122688 | 25662 |
| Under Graduate | 12723 | 10815 | 23538 |
| Post Graduate | 1744 | 1631 | 3374 |
| M Phil | 16 | 19 | 35 |
| Ph.D | 50 | 34 | 84 |
| P.G.Diploma | 164 | 51 | 215 |
| Diploma | 1500 | 624 | 2124 |
| Certificate | 81 | 95 | 176 |
| Integrated | 51 | 32 | 83 |
| Higher Education Total | 16329 | 13301 | 79629 |

(Source: Educational Statistics at a Glance 2014)

Education serves as a powerful tool for empowering individuals and communities, especially women and girls. In India, female literacy has witnessed significant progress over the years. According to the 2011 Census, the country's overall literacy rate stands at 74.00%, with female literacy at 65.46%. This represents a remarkable improvement from the past, as female literacy increased from just 8.86% in 1951 to 65.46% in 2011. The steady rise in literacy rates highlights India's ongoing efforts toward societal development and gender equality.

1.2.6 Female Literacy Rate in India (2010 - 2021, %)

The female literacy rate in India has shown significant growth over the years, reflecting the country's continuous efforts to promote education and gender equality. In 2021, the female literacy rate reached 91.95%, marking a notable improvement. Between 2010 and 2021, female literacy increased by 14.4%, highlighting substantial progress in educational access and awareness. Additionally, on a year-on-year basis,

the literacy rate saw a 0.6% increase in 2021, further demonstrating India's commitment to enhancing educational opportunities for women and fostering a more equitable society.

Table -2 Literacy Rates in Madhya Pradesh- 1951 to 2001

| Year | 1951 | 1961 | 1971 | 1981 | 1991 | 2001 |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Total % | 13.6 | 21.4 | 27.2 | 38.6 | 44.6 | 64.1 |
| Male % | 20.2 | 32.9 | 39.4 | 49.3 | 58.5 | 76.5 |
| Female% | 4.9 | 8.9 | 13.9 | 26.9 | 29.4 | 50.6 |

(Source: Census of India 1951 to 2001) Table-2 Literacy Rate of MP (1951-2001)

Educating girls transforms communities and nations. Educated girls are healthier, earn higher wages, marry later, and contribute to economic growth and societal stability. Female education boosts economies, reduces inequality, and fosters secure, resilient societies.

Table 3-State wise Literacy rate in India 2021 Interestingly, female's literacy level saw a significant jump as compared to males between 2011-2021 The female literacy rate in person state wise is shown in the below table.

| Sr.N. | State/Union Territory | Literacy Rate in % | Literacy Rate in % (Male) | Literacy Rate in % |
|--------------|------------------------------|---------------------------|----------------------------------|---------------------------|
| 1 | Kerala | 94.0 | 96.1 | 92.1 |
| 2 | Lakshadweep | 91.8 | 95.6 | 87.9 |
| 3 | Mizoram | 91.3 | 93.3 | 89.3 |
| 4 | Goa | 88.7 | 92.6 | 84.7 |
| 5 | Tripura | 87.2 | 91.5 | 82.7 |
| 6 | Daman & Diu | 87.1 | 91.5 | 79.5 |
| 7 | Andaman & Nicobar Island | 86.6 | 90.3 | 82.4 |
| 8 | NCT of Delhi | 86.2 | 90.9 | 80.8 |
| 9 | Chandigarh | 86.0 | 90.0 | 81.2 |
| 10 | Puducherry | 85.8 | 91.3 | 80.7 |
| 11 | Maharashtra | 82.8 | 89.5 | 75.9 |
| 12 | Sikkim | 81.4 | 86.6 | 75.6 |
| 13 | Tamil Nadu | 80.1 | 86.8 | 73.4 |
| 14 | Nagaland | 79.6 | 82.8 | 76.1 |
| 15 | Manipur | 79.2 | 86.1 | 72.4 |

| | | | | |
|----|----------------------|------|------|------|
| 16 | Uttarakhand | 78.8 | 87.4 | 70.0 |
| 17 | Gujarat | 78.0 | 85.8 | 69.7 |
| 18 | West Bengal | 76.3 | 81.7 | 70.5 |
| 19 | Dadra & Nagar Haveli | 76.2 | 85.2 | 64.3 |
| 20 | Punjab | 75.8 | 80.4 | 70.7 |
| 21 | Haryana | 75.6 | 84.1 | 65.9 |
| 22 | Karnataka | 75.4 | 82.5 | 68.1 |
| 23 | Meghalaya | 74.4 | 76.0 | 72.9 |
| 24 | Odisha | 72.9 | 81.6 | 64.0 |
| 25 | Assam | 72.2 | 77.8 | 66.3 |
| 26 | Chhattisgarh | 70.3 | 80.3 | 60.2 |
| 27 | Madhya Pradesh | 69.3 | 78.7 | 59.2 |
| 28 | Uttar Pradesh | 67.7 | 77.3 | 57.2 |
| 29 | Jammu & | 67.2 | 76.8 | 56.4 |
| 30 | Andhra Pradesh | 67.0 | 74.9 | 59.1 |
| 31 | Jharkhand | 66.4 | 76.8 | 55.4 |
| 32 | Rajasthan | 66.1 | 79.2 | 52.1 |
| 33 | Arunachal Pradesh | 65.4 | 72.6 | 57.7 |
| 34 | Bihar | 61.8 | 71.2 | 51.5 |

(Source-Dr. Pallavi Kumari, Associate Professor, ICFAI University Jharkhand, India Role of Women Empowerment in achieving social transformation and sustainable development,p,135)

As of the latest data, Madhya Pradesh has a literacy rate of 69.3% overall. The literacy rate for males in the state stands at 78.7%, while the female literacy rate is significantly lower at 59.2%. This disparity highlights the ongoing challenges in achieving gender parity in education within the state. Although Madhya Pradesh has made progress in increasing literacy, the gender gap remains a critical issue, necessitating focused efforts to improve educational access and quality for girls and women in the region.

1.2.7 Educational Challenges in Tribal Areas of India

In 2004, India ranked 127th out of 177 countries on the Human Development Index (HDI), highlighting significant challenges in life expectancy, school enrollment, literacy, and living standards. Literacy, a crucial factor for stable and sustainable livelihoods, remains particularly low in India's tribal areas.

Although elementary education was declared a fundamental right in 1950, its full implementation has yet to be achieved. According to the 2001 Census, India's national literacy rate was 65%, with male literacy at 74.5% and female literacy at 54%. However, significant disparities persist, particularly among Scheduled Tribes (STs). The literacy rate for ST males averaged 40%, while ST females had a literacy rate of only 18%.

Research indicates that systemic discrimination against disadvantaged groups is widespread. Many tribal communities lack access to quality education, suffer from inadequate school infrastructure, and face unequal treatment in educational institutions. Addressing these challenges is essential to ensuring educational equity and social inclusion for India's tribal populations.



(Source-Primary Data) Picture-6, KSP, Varaseoni Balaghat Digital Education

1.2.8 Tribal Education in the context of Madhya Pradesh

Madhya Pradesh, located in central India, is a state with diverse cultural, geographical, and ethnic communities. It is home to a significant population of tribal communities, which form an integral part of its social and cultural fabric. As of the 2011 Census, 21.08% of Madhya Pradesh's population belongs to Scheduled Tribes. This means that one in five people in the state is from a tribal community. These tribal groups are primarily concentrated in the forested, hilly, and remote regions of the state, and their lifestyle and traditions are closely tied to the land and natural resources. The tribes of Madhya Pradesh include communities like the Bhils, Gonds, Sahariyas, Kols, Baigas, and many others. These communities, despite being rich in culture and traditions, have historically faced numerous socio-economic challenges, particularly in the fields of education, health, and infrastructure.

1.2.9 Territorial Distribution of Tribes of Madhya Pradesh

Madhya Pradesh is one of the largest states in India. In Madhya Pradesh, different tribal communities are spread across regions, each with its own cultural and geographical characteristics. There are 46 Scheduled Tribes (ST) in the state. According to the 2011 Census, the tribal population in Madhya Pradesh is 21.1% of the total population, which means 15.31 million out of 72.62 million people belong to Scheduled Tribes.

Tribal people mainly live in forest and hilly areas, between the Narmada River in the north and the Godavari River in the southeast. The main tribal groups in Madhya Pradesh are the Gond, Bhil, Baiga, Korku, Bhariya, Halba, Kaul, Mariya, and Sahariya tribes.

The Bhil tribe is the largest, with a population of 4,618,068, making up 37.7% of the total tribal population. The Gond tribe is the second largest, with 4,357,918 people, which is 35.6% of the total tribal population. Other major tribes include Kol, Korku, Sahariya, and Baiga. Together, these six tribes make up 92.2% of the tribal population in the state.

Most tribal people earn their living through agriculture, forest products, and local crafts. They have their own unique cultures, customs, and lifestyles.

In the North-East MP region, the Kols, Madiya, Agariya, Panika, and Khairwar tribes are found in districts such as Shahdol, Sidhi, Jabalpur, Rewa, and Satna. The Southern MP region is home to the Gond, Bhariya, Baiga, Madiya, and Halba tribes, concentrated in Mandla, Balaghat, Seoni, Chhindwara, Betul, and Hoshangabad. In

Western MP, the Bhil and Bhilala tribes are primarily in districts like Khandwa, Khargone, Jhabua, Ratlam, Dhar, and Alirajpur.



(Source: <https://vanya.codecartel.co.in/tribal-map.html>) Picture-7

Central MP is characterized by the presence of the Gond and Korku tribes, spread across Betul, Hoshangabad, Jabalpur, Harda, Narsinghpur, and Raisen. Lastly, the North-West MP region has the Sahariya and Saur tribes, distributed across Gwalior, Bhind, Morena, Shivpuri, Tikamgarh, Chhatarpur, and Sagar. Each of these tribes contributes significantly to the cultural and social fabric of the state.

Tribal population

| Region | Tribes | Districts |
|---------------|-----------------------------------------|----------------------------------------------------------------|
| North-East MP | Kols, Madiya, Agariya, Panika, Khairwar | Shahdol, Sidhi, Jabalpur, Rewa, Satna |
| Southern MP | Gond, Bhariya, Baiga, Madiya, Halba | Mandla, Balaghat, Seoni, Chhindwara, Betul, Hoshangabad |
| Western MP | Bhil, Bhilala | Khandwa, Khargone, Jhabua, Ratlam, Dhar, Alirajpur |
| Central MP | Gond, Korku | Betul, Hoshangabad, Jabalpur, Harda, Narsinghpur, Raisen |
| North-West MP | Sahariya, Saur | Gwalior, Bhind, Morena, Shivpuri, Tikamgarh, Chhatarpur, Sagar |

(Source-<https://vanya.codecartel.co.in/tribal-map.html>)

1.2.10 Scheduled Tribe Literacy Rate of India and Madhya Pradesh

Education in tribal areas of Madhya Pradesh has traditionally been a significant challenge due to various factors such as geographic isolation, lack of resources, inadequate infrastructure, and socio-cultural barriers. Tribes in these regions often face linguistic and cultural differences that make it harder for them to access mainstream education. Additionally, poverty, child labor, and early marriages, especially for girls, further exacerbate the issue. However, over the years, the state has made several efforts to improve the educational status of these tribal communities.

Table -4 Scheduled Tribe Literacy Rates of India and Madhya Pradesh

| | Total | | Rural | | Urban | |
|----------------|-------|-------|-------|------|-------|------|
| India | 2001 | 2011 | 2001 | 2011 | 2001 | 2011 |
| | 47.1 | 58.96 | 54.0 | 56.6 | 69.1 | 76.7 |
| Madhya Pradesh | 41.2 | 50.6 | 40.0 | 49.3 | 57.2 | 66.7 |

Table -4 Scheduled Tribe Literacy Rates of India and Madhya Pradesh

In 2001, the total population of India was 47.1%, while the rural population stood at 54.0% and urban population was 69.1%. By 2011, the total population increased to 58.96%, whereas the rural and urban population grew to 56.6% and 76.7%. In Madhya Pradesh, the total population was 41.2% in 2001, with the rural and urban population at 40.0% and 57.2%. By 2011, the total population in the state had risen to 50.6%, while the rural and urban population had increased to 49.3% and 66.7%. Over the decade, both India and Madhya Pradesh saw a significant rise in total population, while urbanization also continued to grow, though the rural areas still accounted for a larger share in both regions in 2011.

1.2.11 Challenges Faced by Tribal Students in Accessing Education

- 1. Geographic Barriers:** Many tribal areas are located in remote and forested regions, making access to schools difficult. Poor road connectivity and lack of transportation facilities have often resulted in low school attendance, especially for girls.
- 2. Lack of Infrastructure:** Schools in tribal areas are often ill-equipped with basic facilities such as proper classrooms, toilets, electricity, and clean drinking water. Inadequate infrastructure affects the quality of education and discourages students from attending school regularly.

3. **Language Barrier:** Many tribal children speak their own languages and dialects, which are not used in the formal education system. This creates a language barrier that affects their comprehension and learning ability.
4. **Cultural Attitudes:** In some tribal communities, education for girls is not prioritized, and they are often expected to stay home and take care of domestic chores. This gender bias restricts their access to education and limits their future opportunities.
5. **Economic Constraints:** Many tribal families live below the poverty line, and education is often seen as a secondary priority compared to basic survival needs. This financial hardship prevents many children, especially girls, from attending school regularly.

1.2.12 Government Schemes for Enhancing Girls' Education in Madhya Pradesh

All common spaces and facilities within the school campus, designed for both students and teachers, should be made fully accessible to everyone. This includes providing barrier-free access to all areas such as entrances, exits, corridors, classrooms, libraries, laboratories, dining areas, play areas, toilets, furniture, and learning materials. When infrastructure is inadequate or poorly maintained, it can create significant barriers for certain groups of students. For example, one of the primary reasons for low school attendance among adolescent girls is the lack of proper toilet and sanitation facilities that cater to all students, including those with disabilities (NCFSE 2023, p. 558).

Residential schooling can offer significant benefits for girls by reducing their domestic work load and providing them with more time to focus on their studies. It fosters stronger relationships with teachers, increasing self-confidence and academic commitment (Shah, 2011; Jones et al., 2015a; Willemsen, 2016). Boarding schools also ease concerns for parents, especially those from poor, rural families, by eliminating the risks and challenges associated with long and potentially unsafe journeys to school. For instance, data from Morocco's National Government Programme, which provided dormitories and scholarships, showed a 20% improvement in national test scores (Muskin et al., 2011). However, while these advantages are significant, they must be weighed against the additional costs and potential risks, including increased vulnerability to violence within the boarding school environment.

Here is a structured list of government schemes aimed at enhancing girls' education:

1. **Kanya Shiksha Parisar Scheme (Grades 6-12):** Administered by the Tribal Welfare Department, this school focuses on improving the education of tribal girls by enhancing their learning experience, preparing them for exams, and supports

girls by providing free hostel accommodation, textbooks, writing materials, computer training, and newspapers etc...i.e their overall development. It also promotes community participation.

2. **Kasturba Gandhi Balika Vidyalaya (KGBV):** This initiative aims to provide primary education to girls in rural and economically disadvantaged areas, especially for backward class and BPL girls. It focuses on bridging the enrollment gap and offers residential schooling to improve access to quality education.
3. **Eklavya Model Residential Schools (EMRS):** Established to provide quality education to ST children in remote areas, EMRS schools help prepare students for higher education and employment. Each school accommodates 480 students from Class VI to XII and emphasizes holistic development. By 2022, the plan is to have an EMRS in every block with over 50% ST population.
4. **Jawahar Navodaya Vidyalayas (JNVs):** These schools nurture rural talent by offering high-quality education and residential facilities to children with special aptitude. JNVs aim to provide education that competes with the best, allowing rural students to compete with urban peers.
5. **Beti Bachao, Beti Padhao:** This initiative seeks to improve girls' education and address gender imbalances in society.
6. **UDAAN:** A scheme that promotes the enrollment of girls in technical education institutions through academic support and incentives.
7. **Mahila Samakhya:** Focuses on empowering rural women through education and various empowerment programs.
8. **Sakshar Bharat:** Aimed at improving female literacy among adults aged 15 and above.
9. **Mid-Day Meal Scheme:** A program designed to increase school attendance among girls by providing meals and creating employment opportunities for women.
10. **Usha Kiran Scheme:** Raises awareness about the Domestic Violence Act of 2005 and offers shelter to women affected by domestic violence through help centers.
11. **Ladli Laxmi Scheme:** This scheme works to improve the sex ratio, education, and health of girl children by providing National Saving Certificates for girls up to age five, financial support for education at various levels, and monthly allowances for girls in higher grades.
12. **Gaon Ki Beti Yojana:** Provides financial assistance to enhance the education of girls in rural areas.
13. **Development of Special Education Zone for Women:** Establishes special education zones in Bhopal, Gwalior, Indore, and Jabalpur offering various courses, including Engineering, Medical, Para-Medical, Interior Decoration, Food Processing, and Computer Science.

- 14. Kanya Utkarshatha Shiksha Kendra Yojana:** Provides 50-seat hostels for girls at non-tribal block headquarters to support the education of tribal girls.
- 15. Free Bicycle Yojana:** Offers free bicycles to all 9th-grade girls to encourage continued education.
- 16. Kanya Shaksharta Protsahan Yojana:** Provides financial support to SC/ST girls in 9th and 11th grades, offering Rs 1000 and Rs 2000 respectively.
- 17. Aashram Shala:** Provides primary education for SC/ST girls from remote areas to ensure access to quality education.

These schemes highlight Madhya Pradesh's commitment to improving girls' education and empowerment by addressing various barriers and promoting gender equality.

Higher Education Initiatives for Women:

- 1. Open and Distance Learning (ODL) for Women:** Offers flexible access to higher education opportunities for women.
- 2. Post-School Diploma:** Provides support for the construction of women's hostels in polytechnic institutions, enhancing access to technical education.
- 3. Post Graduate Indira Gandhi Scholarship for Single Girl Child:** Provides financial support for single girl children pursuing post-graduate education.
- 4. Day Care Centres:** Supports the education of women in universities and colleges by offering daycare facilities for their children.
- 5. Development of Women's Studies:** Encourages the inclusion of women-centric academic programs and research within educational institutions.
- 6. Capacity Building of Women Managers:** Aims to develop leadership and managerial skills among women in higher education institutions.
- 7. Post-Doctoral Fellowships for Women:** Provides funding and support for women pursuing post-doctoral research opportunities.

These initiatives are designed to close the gender gaps in education and empower girls and women throughout India. Empowering women and girls is vital for achieving sustainable development. Key strategies should focus on safeguarding their rights and ensuring access to education, healthcare, proper nutrition, property rights, equal opportunities, legal support, and robust institutional frameworks. Additionally, access to media and efficient dispute resolution mechanisms are critical. Timely intervention to address socio-cultural barriers is essential for effectively advancing the empowerment of women and girls.

1.3 Study Area of present Research: Kanya Shiksha Parisar

The present research focuses on the Kanya Shiksha Parisar (KSP) program, which was launched in Madhya Pradesh to address the educational disparities between boys and girls in India. Cultural norms and economic constraints have historically prioritized boys' education over girls', resulting in lower enrollment rates, higher dropout rates, and limited opportunities for women to contribute to the economy and society. The Kanya Shiksha Parisar scheme was established to promote gender equality in education by providing girls, especially from marginalized communities, with access to quality education.

The Kanya Shiksha Parisar scheme is a state-implemented program under the Tribal Welfare Department, aimed at providing quality education with residential facilities to Scheduled Tribe (ST) girls from class 6 to class 12. Initiated in 2012-2013, the scheme's objective is to prepare these girls for modern technology and competitive national environments. The program operates under the secondary education board curriculum, with each Kanya Shiksha Parisar offering 490 seats. Admission to class 6 is based on merit through a combined online exam.

The beneficiaries of this scheme are ST girls, and the selection process involves a merit-based system via an online exam. The scheme provides various benefits such as free education, food, hostel accommodation, and material support. It is available in both urban and rural areas. Applicants can register online through the MPTAAS portal at <https://www.tribal.mp.gov.in/MPTAAS>. There is no application fee, and the process is facilitated by the Assistant Commissioner/District Coordinator at the District Tribal Welfare Office.

Financial support under this scheme includes free educational and residential services for all enrolled students, along with a monthly scholarship provided by the state government for ST students. The school is meticulously managed by the Madhya Pradesh Special and Residential Academic Society (MPSARAS). This committee is composed of dedicated members with a strong commitment to educating children and ensuring good governance. They closely monitor the school's growth in all aspects, aiming for academic excellence and individual transformation.

1.3.1 Features of the Kanya Shiksha Parisar Scheme

- 1. Educational Support:** The Kanya Shiksha Parisar Scheme aims to enhance educational opportunities for girls, particularly from marginalized communities, by providing essential resources and support to address barriers to education.

2. **Focus on Marginalized Groups:** This scheme specifically targets SC/ST girls, working to improve educational outcomes for those facing significant social and economic challenges, ensuring they are not left behind.
3. **Residential Facilities:** To support SC/ST girls, especially those from remote areas, the scheme provides free hostel accommodation, ensuring consistent access to quality education without the challenge of long-distance commuting.
4. **Holistic Support:** The Kanya Shiksha Parisar Scheme offers a comprehensive approach to education by providing academic support, computer training, textbooks, and materials, all designed to develop exceptional students both academically and personally.

The Kanya Shiksha Parisar Scheme plays a vital role in enhancing educational opportunities for SC/ST girls, particularly those from marginalized communities in Madhya Pradesh. By addressing critical barriers such as access to quality education, providing residential facilities, and offering comprehensive academic and personal support, the scheme ensures that these girls have the resources and opportunities to excel. Through its holistic approach, the Kanya Shiksha Parisar Scheme not only promotes educational advancement but also empowers girls to contribute meaningfully to society, helping them break free from socio-economic constraints. This initiative reflects a significant step towards gender equality and inclusive education in the state.

1.3.2 Mission and Vision of KSP

The mission of Kanya Shiksha Parisar (KSP) is to provide a strong foundation for lifelong learning. It aims to inspire a passion for education in girls, nurturing their growth at every stage.

Its vision is to transform Kanya Shiksha Parisar into a dynamic learning environment where both students and staff are dedicated to realizing the full potential of each child. The scheme is committed to delivering world-class education that not only focuses on academic achievement but also promotes physical well-being, psychological health, spiritual growth, and a deep sense of social responsibility.

Currently, a total of 81 Kanya Shiksha Parisar's are operational under the Kanya Shiksha Parisar Scheme in various districts of Madhya Pradesh shown in Table -.

Table 5: Allocation of Kanya Shiksha Parisar in various Districts of Madhya Pradesh

| S. No. | District | Name of KSP |
|--------|----------|---------------------------------|
| 1 | Dhar | Kanya Shiksha Parisar,Gandhwani |
| 2 | Dhar | Kanya Shiksha Parisar,Dharmपुर |
| 3 | Dhar | Kanya Shiksha Parisar,Tirla |
| 4 | Dhar | Kanya Shiksha Parisar,Dhar |
| 5 | Dhar | Kanya Shiksha Parisar,Bagh |
| 6 | Dhar | Kanya Shiksha Parisar,Dahi |
| 7 | Dhar | Kanya Shiksha Parisar,Manavar |
| 8 | Dhar | Kanya Shiksha Parisar,Sardarpur |
| 9 | Dhar | Kanya Shiksha Parisar,Umarvan |
| 10 | Syopur | Kanya Shiksha Parisar,Syopur |
| 11 | Khandwa | Kanya Shiksha Parisar,Ashapur |
| 12 | Khandwa | Kanya Shiksha Parisar,Khandva |
| 13 | Khandwa | Kanya Shiksha Parisar,Rajur |
| 14 | Khargone | Kanya Shiksha Parisar,Khargone |
| 15 | Khargone | Kanya Shiksha Parisar,Jhirnya |
| 16 | Khargone | Kanya Shiksha Parisar,Maheswar |
| 17 | Khargone | Kanya Shiksha Parisar, Dhulkot |
| 18 | Khargone | Kanya Shiksha Parisar,Gongava |
| 19 | Jhabua | Kanya Shiksha Parisar,Jhabua |
| 20 | Jhabua | Kanya Shiksha Parisar,Rama |
| 21 | Jhabua | Kanya Shiksha Parisar,Thandla |
| 22 | Jhabua | Kanya Shiksha Parisar,Ranapur |
| 23 | Jhabua | Kanya Shiksha Parisar,Petlavaad |
| 24 | Jhabua | Kanya Shiksha Parisar,Meghnagar |
| 25 | Indore | Kanya Shiksha Parisar,Indore |
| 26 | Balaghat | Kanya Shiksha Parisar,Balaghat |
| 27 | Balaghat | Kanya Shiksha Parisar,Paraswada |

| | | |
|----|------------|----------------------------------|
| 28 | Balaghat | Kanya Shiksha Parisar,Baihar |
| 29 | Badwani | Kanya Shiksha Parisar,Badwani |
| 30 | Badwani | Kanya Shiksha Parisar,Rajpur |
| 31 | Badwani | Kanya Shiksha Parisar,Pati |
| 32 | Badwani | Kanya Shiksha Parisar,Neewali |
| 33 | Badwani | Kanya Shiksha Parisar,Sendhva |
| 34 | Badwani | Kanya Shiksha Parisar,Badwani |
| 35 | Badwani | Kanya Shiksha Parisar,Pansemal |
| 36 | Burhaanpur | Kanya Shiksha Parisar,Khaknaar |
| 37 | Betul | Kanya Shiksha Parisar,Bhesdehi |
| 38 | Betul | Kanya Shiksha Parisar,Betul |
| 39 | Betul | Kanya Shiksha Parisar,Chicholi |
| 40 | Katni | Kanya Shiksha Parisar,Katni |
| 41 | Mandla | Kanya Shiksha Parisar,Mandla |
| 42 | Mandla | Kanya Shiksha Parisar,Bichiya |
| 43 | Mandla | Kanya Shiksha Parisar,Mohgaon |
| 44 | Mandla | Kanya Shiksha Parisar,Mavai |
| 45 | Mandla | Kanya Shiksha Parisar,Bijadandi |
| 46 | Shivpuri | Kanya Shiksha Parisar,Shivpuri |
| 47 | Singrauli | Kanya Shiksha Parisar,Singrauli |
| 48 | Seoni | Kanya Shiksha Parisar,Seoni |
| 49 | Seoni | Kanya Shiksha Parisar,Kurai |
| 50 | Dindori | Kanya Shiksha Parisar,Dindori |
| 51 | Dindori | Kanya Shiksha Parisar,Mehandwani |
| 52 | Dindori | Kanya Shiksha Parisar,Shahpura |
| 53 | Dindori | Kanya Shiksha Parisar,Bajag |
| 54 | Dindori | Kanya Shiksha Parisar,Amarpur |
| 55 | Dindori | Kanya Shiksha Parisar,Karanjiya |
| 56 | Chhindwara | Kanya Shiksha Parisar,Junnardev |
| 57 | Chhindwara | Kanya Shiksha Parisar,Harrai |

| | | |
|----|-------------|------------------------------------|
| 58 | Chindwara | Kanya Shiksha Parisar,Chhinwada |
| 59 | Chhindwara | Kanya Shiksha Parisar,Tamia |
| 60 | Chhindwara | Kanya Shiksha Parisar,Bichua |
| 61 | Harda | Kanya Shiksha Parisar,Harda |
| 62 | Bhopal | Kanya Shiksha Parisar ,Bhopal |
| 63 | Hoshangabad | Kanya Shiksha Parisar,Hoshangabad |
| 64 | Raisen | Kanya Shiksha Parisar,Raisen |
| 65 | Ratlam | Kanya Shiksha Parisar,Sailana |
| 66 | Ratlam | Kanya Shiksha Parisar,Ratlam |
| 67 | Shahdol | Kanya Shiksha Parisar,Shahdol |
| 68 | Shahdol | Kanya Shiksha Parisar,Jaitpur |
| 69 | Shahdol | Kanya Shiksha Parisar,Budhar |
| 70 | Sidhi | Kanya Shiksha Parisar,Sidhi |
| 71 | Sidhi | Kanya Shiksha Parisar,Kusmi |
| 72 | Umariya | Kanya Shiksha Parisar,Umariya |
| 73 | Umariya | Kanya Shiksha Parisar,Jaithari |
| 74 | Alirajpur | Kanya Shiksha Parisar,Sondva |
| 75 | Alirajpur | Kanya Shiksha Parisar,Katthiwada |
| 76 | Alirajpur | Kanya Shiksha Parisar,Udaygarh |
| 77 | Alirajpur | Kanya Shiksha Parisar,Alirajpur |
| 78 | Alirajpur | Kanya Shiksha Parisar,Jobat |
| 79 | Alirajpur | Kanya Shiksha Parisar,Bhabhra |
| 80 | Anuppur | Kanya Shiksha Parisar,Pushprajgarh |
| 81 | Sehore | Kanya Shiksha Parisar,Sehore |

The scheme aims to ensure that these girls receive a well-rounded education, which includes not only academic support but also access to modern technologies, extracurricular activities, and a competitive learning environment. These schools play a vital role in empowering girls, especially those from rural and remote areas, by providing them with the resources and opportunities needed to excel academically and personally.

1.3.3 NEP 2020 and Girl Empowerment

The National Education Policy (NEP) 2020 is a transformative policy aimed at overhauling India's education system to make it more inclusive, equitable, and accessible to all students, including girls. The NEP recognizes the importance of girl empowerment through education and has integrated various provisions to promote gender equality and create an enabling environment for girls to access quality education. Below is an analysis of how the NEP 2020 supports girl empowerment:

1. Emphasis on Gender Equality

One of the core principles of the NEP 2020 is promoting gender equality in the education system. The policy aims to ensure that girls, as well as boys, have equal access to quality education, irrespective of their socio-economic background. It acknowledges the deep-rooted gender disparities that still exist in education, especially in rural areas, and proposes steps to eliminate them.

- The NEP 2020 advocates for reducing the gender gap at all levels of education, particularly focusing on increasing the participation of girls in secondary and higher education. It recognizes that empowering girls through education is critical for their socio-economic development and the overall growth of the nation.

2. Support for Girls in the Schooling System

The policy introduces several initiatives aimed at improving access to education for girls, particularly in marginalized communities. The NEP promotes gender-sensitive teaching and curriculum to eliminate gender bias in schools and create an environment that fosters both academic and personal growth for girls.

- **Free and Compulsory Education for Girls:** NEP 2020 emphasizes the importance of ensuring that all girls, especially those from disadvantaged backgrounds, are provided with free and compulsory education until the age of 18. This provision seeks to break the barriers that often prevent girls from accessing education, such as financial constraints and social norms.
- **Increased Focus on Secondary Education:** The policy recognizes that dropout rates for girls, especially during secondary education, remain high due to factors like early marriage, lack of safety, and social expectations. To address this, NEP 2020 calls for creating safe, supportive, and flexible educational environments that encourage girls to complete their schooling, including the introduction of special schemes and incentives for girls in secondary education.

3 . Focus on Vocational and Skill Development

The NEP 2020 places a strong emphasis on vocational education and skill development, which is essential for empowering girls. It proposes introducing vocational training from the early stages of schooling, offering girls opportunities to develop skills that can enhance their employability and independence.

- The policy envisions a multidisciplinary approach where girls can pursue a range of skills such as technology, healthcare, agriculture, and entrepreneurship, which can provide them with career options outside the traditional paths. This is particularly important for empowering girls in rural and underserved areas, where traditional educational structures may not always meet their needs.
- By focusing on practical skills, the NEP encourages girls to become financially independent and break free from dependency. This supports the broader goal of empowering women in all aspects of society.

4. Encouraging Female Role Models and Leadership

The NEP 2020 also emphasizes the importance of fostering leadership among girls. By creating educational environments that encourage girls to take on leadership roles, participate in sports, cultural activities, and decision-making, the policy aims to build their confidence and self-esteem.

- **Gender-Neutral Curriculum:** The policy calls for the development of gender-neutral textbooks and curricula that represent both male and female role models equally. This will help in breaking stereotypes and motivating girls to aspire to various leadership positions across different sectors.
- **Encouragement of Women in STEM:** The NEP highlights the importance of encouraging girls to participate in Science, Technology, Engineering, and Mathematics (STEM) fields, where they are traditionally underrepresented. By promoting equal opportunities in STEM education, the policy helps create pathways for girls to succeed in these critical and emerging areas.

5. Addressing Social and Cultural Barriers

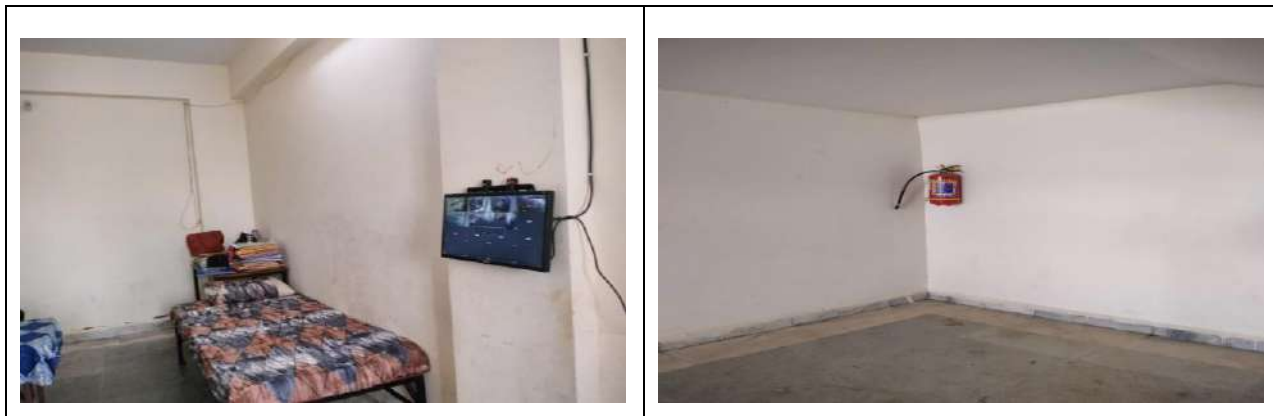
In many parts of India, girls face significant social and cultural barriers that hinder their access to education, including early marriage, household responsibilities, and societal attitudes about girls' roles in the family. The NEP 2020 addresses these barriers directly by promoting community engagement and awareness programs.



(Source-Primary Data) Picture 8 –KSP Career Counseling Seoni and Udaygarh, Activity on Teachers Day

- **Involvement of Parents and Communities:** The policy recognizes the need for community participation in girl education. It emphasizes the importance of involving parents and local communities in educational initiatives, sensitizing them about the benefits of educating girls. By creating awareness and fostering a culture of education, the NEP aims to reduce societal pressure on girls to leave school early or refrain from pursuing further education.
- **Safety and Security Measures:** Ensuring the safety of girls in schools is a priority of the NEP. It suggests creating safer learning environments through the

establishment of security protocols, gender-sensitive policies, and the implementation of anti-bullying measures. It also calls for the establishment of more girls' hostels in remote areas to ensure that girls can continue their education without fear of discrimination or violence.



(Primary Data) Ppicture-9 Safety and Security

6. Support for Adolescent Girls

The NEP also focuses on the specific needs of adolescent girls, who often face unique challenges as they transition through puberty. The policy recognizes that this age group requires targeted support, including health and well-being programs, along with educational initiatives to help them navigate this phase of life.

- **Menstrual Hygiene Management:** The NEP highlights the importance of ensuring access to menstrual hygiene products and education, which is critical for keeping girls in school during menstruation and preventing dropouts due to health-related issues.



(Source-Primary Data) Picture -10 Sanitary Pad machine

- **Adolescent Education and Life Skills:** The NEP calls for the introduction of life skills education that addresses not only academic skills but also social, emotional, and health-related aspects, particularly aimed at empowering adolescent girls to make informed decisions about their bodies, careers, and life choices.



(Source-Primary Data) Picture-11 Dinning hall Lunch Photos

7. Empowering Girls through Digital Education

In the wake of the COVID-19 pandemic, the NEP 2020 advocates for leveraging technology and digital platforms to provide access to education for all, including girls. The policy envisions expanding digital literacy programs and ensuring that girls have access to online learning resources.

- The goal is to bridge the gender digital divide, ensuring that girls are equally equipped with the skills needed to thrive in a technology-driven world. Digital education can also help girls in rural areas where access to physical schools may be limited, providing them with the opportunity to continue their education remotely.
- The NEP 2020 represents a significant step forward in addressing gender disparities in education and promoting the empowerment of girls in India. By focusing on access, equity, skill development, leadership, and the elimination of social and cultural barriers, the policy paves the way for a more inclusive and equitable educational system. If implemented effectively, the NEP has the potential to unlock new opportunities for girls, enabling them to become active

participants in the social, political, and economic spheres of society. Through education, the *NEP 2020* can play a crucial role in fostering a future where girls are truly empowered.

1.3.4 Empowering School Girls through Kanya Shiksha Parisar in Madhya Pradesh

Kanya Shiksha Parisar (KSP), meaning 'Girls' Education Complex,' is an initiative by the government of Madhya Pradesh aimed at enhancing educational opportunities and empowering school girls. The aim of Kanya Shiksha Parisar, Bijadandi, is to support holistic development by providing middle and high-quality education to Scheduled Tribe (ST) students in remote areas. The program addresses gender disparities in education, provides a safe learning environment, and equips girls with the skills and confidence needed for modern life.



(Source-Primary Data)

Picture No- 12, KSP Shivpuri

Our journey in the field of education is deeply rooted in our family's legacy of educationalists. Our guardians and the institutions where we studied have instilled in us a profound love for knowledge and a comprehensive approach to education. Driven by a strong passion and mission for teaching, we established this institution in 2012 with the aim of imparting scientific, modern, and progressive education to the children of Central India.

Kanya Shiksha Parisar School acknowledges the importance of skill enhancement and peer learning. To this end, we encourage students to engage in co-curricular activities and provide dedicated activity rooms for dance, music, art, and indoor/outdoor sports.

1.4 Statement of the Problem:

Girls' education plays a crucial role in fostering social equity and economic development. However, in many regions, barriers such as inadequate infrastructure, limited resources, socio-cultural constraints, and gender disparities continue to hinder

girls' access to quality education. To address these challenges, Kanya Shiksha Parisar (KSP) was established in Madhya Pradesh as a specialized initiative to provide a safe, inclusive, and empowering learning environment for schoolgirls.

This study focuses on evaluating the role of the Kanya Shiksha Parisar initiative in empowering schoolgirls in Madhya Pradesh. Despite various government and non-government efforts to enhance female education, the state continues to face challenges related to gender disparities in education, especially in rural and marginalized communities. Kanya Shiksha Parisar, a program aimed at providing dedicated spaces for the education of girls, seeks to address these challenges by creating safe and supportive environments for schoolgirls.

This study also seeks to critically examine the role of KSP in empowering schoolgirls, identifying strengths, weaknesses, opportunities, and challenges (SWOC) in its implementation. By assessing the quality of education, teaching-learning processes, community engagement, and socio-economic impact, the research aims to provide valuable insights and recommendations to enhance KSP's effectiveness in fostering girls' education and empowerment. However, the extent to which this initiative contributes to empowering girls in terms of academic achievement, self-confidence, socio-economic mobility, and participation in community and political life remains unclear. While KSP aims to enhance educational opportunities and promote holistic development, there is limited research on its effectiveness in achieving these goals. Hence the problem for the present study is

“A Study on the Role of Kanya Shiksha Parisar in Empowering School Girls of Madhya Pradesh”

1.5 Need and justification of the Study:

Education is a powerful instrument of change, and empowering girls through targeted educational initiatives is crucial for fostering inclusive development. The study is expected to provide a nuanced understanding of the effectiveness of Kanya Shiksha Parisar in empowering school girls. By exploring the alignment of Kanya Shiksha Parisar with NEP 2020, the study can identify areas where the program is in harmony with national educational objectives and areas where adjustments may be necessary. This alignment is crucial for ensuring that educational initiatives contribute effectively to the broader national educational framework. An analysis of the curriculum and educational resources within Kanya Shiksha Parisar in the context of NEP 2020 can provide recommendations for curriculum enhancement. This outcome can lead to the creation of a curriculum that not only imparts knowledge but also fosters critical thinking, creativity, and skills essential for the holistic development of school girls.

The study's examination of the socio-economic impact of Kanya Shiksha Parisar can shed light on how the program influences the lives of school girls beyond the classroom. Understanding these impacts can help in modifying interventions that address socio-economic barriers to education, contributing to the overall empowerment of the girls and their communities. Ultimately, the most significant outcome and benefit of the study would be the empowerment of school girls in Madhya Pradesh. Through a better understanding of what works and what can be improved within Kanya Shiksha Parisar, the study can contribute to creating an educational environment that equips girls with the knowledge, skills, and confidence to pursue their aspirations and become active contributors to society. The study's outcomes are composed to inform policy, improve program design, and contribute to the broader discourse on empowering school girls, with the ultimate goal of positively impacting the lives of girls in Madhya Pradesh and serving as a model for similar initiatives nationwide.

1.6 Objectives of the Study:

Education is a key driver of social change, and Kanya Shiksha Parisar (KSP) in Madhya Pradesh aims to empower schoolgirls by providing a supportive learning environment. This study evaluates KSP's infrastructure, resources, and educational impact, assessing its alignment with the National Education Policy (NEP) 2020. By identifying strengths and areas for improvement, the study offers recommendations to enhance KSP's effectiveness, ensuring it contributes meaningfully to the holistic development and empowerment of girls in education. The following objectives have been identified for the study:

1. To assess the infrastructure and facilities provided by Kanya Shiksha Parisar in Madhya Pradesh and evaluate their effectiveness in creating an empowering learning environment for school girls.
2. To examine the educational resources offered within Kanya Shiksha Parisar, and its alignment with the principles and objectives outlined in the National Education Policy of 2020.
3. To study the role of teachers and administrators in Kanya Shiksha Parisar in fostering a supportive and inclusive educational environment.
4. To investigate the impact of Kanya Shiksha Parisar on the lives of school girls, exploring changes in educational aspirations, self-confidence, barriers and overall empowerment.
5. To make an in-depth analysis of selected KSPs to gain an understanding of the issues associated with their quality of education, inter alia teaching learning process, infrastructure, learning assessment, teaching work force and community ownership, capacity building of teachers.

6. To conduct a SWOC (Strengths, Weaknesses, Opportunities, and Challenges) analysis of Kanya Shiksha Parisar to evaluate its overall effectiveness in providing quality education for schoolgirls.
7. To provide suggestions based on the findings to enhance the effectiveness of Kanya Shiksha Parisar and contribute to the ongoing efforts to align educational initiatives with the goals of the National Education Policy 2020.

1.7 Research Questions:

The following research questions are framed for the present investigation-

1. What are the infrastructure and other facilities provided by Kanya Shiksha Parisar in Madhya Pradesh and how effective are they in creating an empowering learning environment for school girls.
2. What are the educational resources offered within Kanya Shiksha Parisar, and their alignment with the principles and objectives outlined in the National Education Policy of 2020?
3. What is the achievement level of students enrolled in Kanya Shiksha Parisar?
4. What is the number and the quality of human resource available in the school and their role in fostering a supportive and inclusive educational environment?
5. What is the role of teachers and school administrators in monitoring and supervising improvement in the lives of school girls, changes in educational aspirations, self-confidence, barriers and overall empowerment?
6. What steps/actions can be taken for the improvement of the schools in order to enhance the empowerment of girls?

1.8 Significance of the Study:

The significance of this study lies in its potential to contribute valuable insights into the effectiveness of the Kanya Shiksha Parisar initiative in empowering schoolgirls in Madhya Pradesh. This research is important as it evaluates how a focused educational program can impact not only the academic success of girls but also their broader empowerment, including self-confidence, socio-economic independence, and active participation in community and societal development. By understanding the role of such programs, this study can inform policymakers, educators, and social reformers on the best practices for promoting gender equality through education in regions where traditional gender roles often limit girls' opportunities. Furthermore, the findings could provide a foundation for scaling up the Kanya Shiksha Parisar model or developing similar interventions in other states, ultimately contributing to the national goal of achieving gender equality and empowering women in India. The study also holds the potential to shed light on how educational programs can be tailored to overcome local

barriers to girls' education, ensuring that no girl is left behind in the pursuit of a brighter and more equitable future.

1.9 Chapterization in the Study:

The report of the whole study was distributed in 7 chapters. Chapter-wise distribution of the contents of the report is given below:

Chapter 1: Introduction: This chapter introduces the study, outlining the background and context of girl education, specifically in Madhya Pradesh. It highlights the significance of girl education in societal development and the empowerment of women. This chapter starts with a brief introduction of the topic then explains the statement of the problem, need, importance, objectives and implications with a focus on the role of Kanya Shiksha Parisar in empowering girls

Chapter 2: Literature Review-The literature review examines existing research on girls' education and its role in empowerment. It traces the historical evolution of girls' education in India, highlighting government initiatives aimed at promoting education for girls. Special emphasis is placed on targeted educational programs to enhance access, quality, and inclusivity. This chapter also identifies gaps in existing literature and establishes the need for the current study.

Chapter 3: Methodology: This Chapter outlines the research methodology used for the study. It describes the research design, including details of data collection methods. The chapter explains the study area, focusing on Madhya Pradesh, and details the sampling techniques used to select schools and participants. It also discusses the tools used for data analysis and addresses the ethical considerations involved in the study.

Chapter 4: Data Analysis and Interpretation-This chapter would contain the analysis and interpretation of the data collected from the respondents. The researcher would be using MS Office and SPSS for analysis and would represent it through various tables, graphs and deals with the inferences, conclusion, and discussion of findings and recommendations of the study.

Chapter 5: SWOC Analysis-This chapter provides a SWOC (Strengths, Weaknesses, Opportunities, and Challenges) analysis of the educational initiatives aimed at empowering schoolgirls. It identifies key strengths, such as improved enrollment and infrastructure, along with weaknesses, including gaps in implementation. The chapter also explores opportunities for enhancing learning environments and the challenges faced in sustaining these efforts.

Chapter 6: Case Studies- This chapter presents real-life case studies showcasing the impact of educational initiatives on schoolgirls. It highlights success stories, challenges, and best practices through interviews, surveys, and observations. The case studies provide qualitative insights into how educational programs influence students, teachers, families, and communities.

Chapter 7: Findings and Suggestions- This chapter contains the main findings inferred from data analysis and provides researcher's recommendations for improvement. It also presents an executive summary of the research, outlining key takeaways and potential strategies for enhancing girls' education and empowerment.



(Source-Primary Data) Picture -13 KSP Shivpuri

CHAPTER-II

Review of Related Literature

2.0 Introduction

This chapter provides a comprehensive review of the existing studies, reports, and literature that explore the role of educational initiatives in empowering girls, with a particular focus on the state of Madhya Pradesh. The empowerment of girls through education is not only a fundamental human right but also a critical element in achieving gender equality and fostering broader socio-economic development. Education equips girls with the knowledge, skills, and confidence necessary to overcome societal barriers, enhance their quality of life, and contribute meaningfully to their communities.

This review will be organized into three main sections. The first section delves into the historical context of female education in India, examining the evolution of women's access to education from colonial times to the present, and how socio-cultural factors have shaped educational opportunities for girls. The second section explores the impact of various educational schemes and policies on girls' empowerment, evaluating how governmental and non-governmental initiatives have contributed to improving girls' enrollment, retention, and overall academic performance across India.

The third and final section focuses specifically on the Kanya Shiksha Parisar, a state-level initiative in Madhya Pradesh designed to support the education of girls in marginalized communities. This section examines the goals, strategies, successes, and challenges of the program, as well as its specific role in enhancing the educational and socio-economic empowerment of girls in the region. By synthesizing findings from various studies, this chapter aims to provide a well-rounded understanding of the intersection between education and girls' empowerment in the context of Madhya Pradesh.

2.1 Historical Context of Female Education in India

The history of female education in India is marked by significant social and cultural challenges. In the ancient and medieval periods, girls from elite or royal families had access to education, while the majority of women were excluded from formal learning. It was not until the 19th century, under the influence of social reformers like Raja Ram

Mohan Roy and Ishwar Chandra Vidyasagar, that female education began to be promoted more systematically. However, colonial policies under the British Empire largely focused on the education of boys and neglected girls, especially in rural and tribal areas (Chaudhary, 2017).

A landmark study by Desai (2011) discusses how British colonial policies systematically suppressed female education, focusing on the spread of western education for men, while Karlekar (1991) provides a comprehensive historical overview of the gradual rise of women's educational institutions in India. Dube (2013) explores the social and cultural barriers to women's education in rural India, particularly in conservative communities where education for girls was seen as unnecessary. Patel (2000) highlights that female education, particularly in rural areas, remained a distant goal well into the 20th century.

Studies like Khan and Zaidi (2016) and Sharma (2014) show how post-independence India has seen gradual improvements in female literacy rates, though progress has been uneven across different regions. Mookerjee (2002) traces the efforts of several women's organizations in the 20th century that advocated for the education of girls in rural India.

2.2. Impact of Educational Schemes and Policies on Girls Empowerment

Government initiatives and schemes aimed at promoting girls' education have played a significant role in enhancing female literacy and empowerment. Programs like Beti Bachao Beti Padhao, Sarva Shiksha Abhiyan, and Mid-Day Meals have been instrumental in improving school enrollment and retention rates for girls, especially in rural areas.

Duflo (2012) and Singh & Roy (2016) argue that targeted educational schemes significantly impact the social status of girls, leading to better health outcomes, delayed marriage, and increased participation in the workforce. According to Thorat & Attewell (2008), initiatives such as free textbooks, scholarships, and incentives for school attendance have been particularly successful in increasing girls' school enrollment in states like Uttar Pradesh, Bihar, and Madhya Pradesh.

Kabeer (2005) emphasizes that education provides girls with a platform to challenge social norms, giving them a voice in both public and private spheres. Similarly, studies by Jha & Parveen (2014) and Krishna & Patel (2019) show that educational schemes in India have significantly improved girls' decision-making abilities, both within households and communities. Agarwal (2013) provides an in-depth analysis of the effects of female education on family economics and child welfare in rural settings.

On a regional scale, Singh & Kaur (2017) examined the role of the Kanya Vidyalaya Scheme in Haryana, revealing how girls' educational schemes can directly impact societal attitudes toward gender roles. Ravi & Pradhan (2015) focused on the Sarva Siksha Abhiyan and its success in reducing the gender gap in literacy rates across Indian states, particularly in Madhya Pradesh.

Studies highlight significant barriers to educational development among tribal communities, impacting their overall human development. According to the UNDP, education is a key driver of socio-economic progress (UNDP, 2015). Mahatma Gandhi emphasized education's role in Sarvodaya (universal upliftment). However, challenges such as geographical isolation, poverty, language barriers, and cultural differences persist (Xaxa, 2005). Dr. Verrier Elwin documented the struggles of Central and North-Eastern tribal groups, noting their exclusion from mainstream development (Elwin, 1964). Desai and Patel (2017) found that low literacy rates stem from poor infrastructure and a lack of quality teachers. The United Nations SDG 4 stresses inclusive and equitable education for sustainable development (UNO, 2015). Despite policies like the RTE Act and welfare programs, gaps in implementation remain (Singh & Sharma, 2020).

Let's discuss this in more detail.

2.3 Role of Educational Institutions in Girls' Empowerment:

Empowerment is a complex and evolving concept with different meanings over time (Jha et al., 2018). In this project, we understand empowerments as an ongoing process where marginalized individuals or communities gain access to resources and opportunities, enabling them to participate in social spaces they were previously excluded from. Initiatives like Kanya Shiksha Parisar play a crucial role in this process by providing tribal girls with quality education, skill development, and a supportive environment to build confidence and independence. This approach ensures that improvements in education, employment, gender equality, and political participation are not just final goals but continuous steps toward long-term social transformation. Empowerment also involves challenging and negotiating with powerful social structures that resist change, and institutions like Kanya Shiksha Parisar help bridge these gaps by fostering resilience and self-reliance among young girls (Rowlands, 1995).

Siddhad, C., & Mujalde, S. (2024) examine the educational status of tribal communities in Khargone District, Madhya Pradesh, revealing the significant challenges faced by these populations, including poverty, unemployment, debt, and early marriages. These issues are compounded by limited access to education, leaving

these communities vulnerable and unable to assert their rights effectively. With increasing population pressures and dwindling forest resources, the economic conditions of tribal groups have worsened. However, education is seen as a powerful tool to drive socio-economic, social, and political transformation in these communities.

The study identifies multiple factors contributing to the low educational attainment among tribal people, including deep-rooted superstitions, traditional beliefs, resistance to educating girls, poverty, child labor, early marriages, and various cultural and geographical obstacles. To improve the situation, the study calls for better access to education, awareness programs, and supportive government policies aimed at overcoming these barriers (Siddhad & Mujalde, 2024).

Thangamani (2015) also discusses the challenges faced by Scheduled Castes (SCs) and Scheduled Tribes (STs) in India, particularly in relation to their low literacy levels when compared to the general population. The study emphasizes the critical role of education in uplifting these communities socio-economically. Focusing on Sathyamangalam Taluk, Thangamani identifies superstitions as a significant barrier to education and advocates for targeted government interventions to address these challenges.

India's education system, now the second largest globally, has made considerable progress with rising school and college enrollment rates. Government programs such as Sarva Shiksha Abhiyan and the Mid-Day Meal Scheme have made elementary education more accessible. The 2011 Census reported an increase in the national literacy rate to 74%, with female literacy growth outpacing male literacy. While Kerala boasts the highest literacy rate at 93.91%, Bihar continues to have the lowest at 63.82%. Although the gender gap in literacy has narrowed, significant disparities remain. The study underscores the importance of ongoing policy efforts to improve education for tribal communities and further reduce literacy gaps (Thangamani, 2015).

Rama Joshi and Joanna Liddle (1986), in *Daughters of Independence: Gender, Caste and Class in India*, explore the intersection of gender, caste, and class, and their profound impact on the lives of women in India. The book sheds light on the multiple challenges women face due to these overlapping social factors and calls for continued advocacy, reforms, and policies aimed at achieving gender justice and equality.

The authors emphasize that women play a critical role in both society and the economy, and empowering them through education is key to addressing gender inequality. Educated women are not only able to uplift their families, but also contribute significantly to their communities. When women secure stable jobs and

access to economic opportunities, their empowerment strengthens, creating a ripple effect of positive social change. The Indian government has made efforts to promote women's empowerment, but continued focus on education is essential to achieving lasting progress.

Gupta, V. (1986) in his article Tribal Education in Madhya Pradesh discusses the significant gaps in education that prevent tribal communities from integrating into the mainstream. He argues that tribes in Madhya Pradesh, which rely primarily on agriculture and forest produce for sustenance, remain marginalized and economically disadvantaged due to a lack of education. Gupta suggests that improving educational access is crucial for enhancing the economic conditions of these communities and breaking the cycle of exploitation.

Education is recognized as a fundamental driver of women's economic empowerment, yet many women, especially in rural areas, continue to face significant barriers to education. Educated girls gain better access to opportunities across social, professional, economic, and familial spheres. Basic training and skill development are essential for preparing women to succeed and thrive. Denying women and girls access to education perpetuates inequality, which ultimately harms everyone. Improving education and providing proper counseling for women can drastically enhance their opportunities and perspectives.

Paranjape and Sarina (1989), in their chapter Women's Education Status from Women and Development, highlight the deep-seated educational disparities between men and women, particularly in rural India. The authors stress that overcoming barriers such as entrenched cultural norms, economic constraints, and limited infrastructure is crucial for improving women's access to education. They argue that improving women's education is fundamental to their empowerment and socio-economic progress, recommending targeted interventions such as infrastructure development and community engagement to promote inclusion and address these educational inequities.

S. Claassens (1993), in her report Co-operation is Power? Women Economic Groups and Cooperatives in Dodoma Region, Tanzania, underscore the transformative impact of women's cooperatives on empowerment and socio-economic development. The report highlights how women's cooperatives foster economic empowerment through income generation and financial stability, social empowerment by challenging gender norms, and skill development in leadership and management. Additionally, these cooperatives enhance livelihoods by improving access to markets and financial services. Claassens advocates for increased support from both government and NGOs to bolster these cooperatives, emphasizing their critical role in driving economic and social change.

Yadav, A. K. (1994) presents a successful case study from Dungarpur district in Rajasthan, where a high tribal population achieved a significant literacy target. Through the formation of 12,000 literacy classes and the training of 15,000 volunteers, a series of innovative strategies, including household contact, slogan writing, and volunteer selection, led to improved literacy rates. The initiative resulted in greater enrollment in education, increased interest in development programs, higher vaccination rates, reduced alcohol consumption, and a decline in child marriages, illustrating the far-reaching benefits of literacy for tribal communities.

Pillai (1995), in *Women and Empowerment*, explores the crucial link between education and women's empowerment. The study shows how education equips women with the knowledge and skills needed to make informed decisions and participate actively in economic and social activities. However, Pillai also points out that persistent socio-cultural barriers and gender biases continue to hinder women's full empowerment. The report calls for comprehensive educational reforms and policies that address these obstacles and ensure that women have the tools they need to reach their full potential.

The collective works of Paranjape & Sarina (1989) and Pillai (1995) highlight the critical role of education in advancing gender equality and empowerment, underscoring the need for targeted measures to address barriers to education and promote women's participation in all sectors of society.

In *Women, Education and Empowerment: Pathways towards Autonomy* (Anonuevo, 1995), the author stresses that education is essential for enhancing women's autonomy and socio-economic status. By providing women with the skills and confidence to challenge gender norms, education empowers women to advocate for their rights and achieve personal and professional growth. However, the study highlights that effective educational reform requires supportive policies to address socio-economic and cultural barriers and ensure equal access to education, underlining its critical role in achieving gender equality and empowerment.

Smita Narula's 1999 report, *Broken People: Caste Violence Against India's "Untouchables"*, highlights the persistent and brutal violence faced by Dalits, also referred to as "Untouchables," in India. Narula explores the deeply entrenched caste-based discrimination that continues to affect these communities, underscoring how such discrimination is reinforced by both societal norms and institutional practices. The report calls for urgent reforms to strengthen legal protections, improve enforcement of laws, and raise awareness to end caste-based violence. Narula advocates for strong, immediate efforts to combat caste discrimination and promote equality and justice for all marginalized groups in India.

K.L. Sharma's 1997 report, *Social Stratification in India: Issues and Themes*, delves into the complex layers of social inequalities in India, focusing on caste, class, and gender. Sharma emphasizes that social stratification is deeply embedded in India's historical and cultural frameworks. The report stresses the need for comprehensive policy reforms, educational initiatives, and efforts to dismantle entrenched societal norms in order to advance social justice and equality. Sharma concludes that ongoing research and concerted action are essential for challenging these inequalities.

R. Mehra's 1997 article, *Women, Empowerment, and Economic Development*, argues that empowering women is critical for economic growth and development. Mehra highlights that women's active participation in the labor market and their access to resources significantly contribute to economic productivity and growth. Furthermore, empowered women make better decisions regarding family health and education, resulting in improved social outcomes. The article also identifies barriers such as gender discrimination and limited access to resources, advocating for targeted policies to improve women's access to education, healthcare, and economic opportunities as essential steps toward achieving sustainable development and broader social progress.

M. Seth's 2001 work, *Women and Development: The Indian Experience* offers a comprehensive analysis of the evolution of women's development in India, evaluating both historical progress and contemporary challenges. Seth examines government policies aimed at improving women's status, acknowledging their successes while highlighting areas needing improvement. The book underscores women's significant role in the informal economy and advocates for better access to resources and markets. Despite advancements in literacy and health, the report identifies persistent disparities, particularly in rural areas, and stresses the importance of education, economic opportunities, and social support for women's empowerment.

The 2002 study *Curbing Social Evils through Empowerment of Women* by Narayana and Rajesh, featured in *Empowerment of Women and Ecological Development*, stresses the transformative role of empowered women in addressing social issues such as domestic violence, child marriage, and gender discrimination. The study demonstrates how women, when empowered, challenge harmful social norms and contribute to social change. Additionally, women's increased involvement in community decision-making results in more inclusive and equitable development. The study calls for better educational and economic opportunities for women, noting that women's empowerment is crucial for sustainable development and improving both social and environmental outcomes.

In his 2002 work, *School Facilities and Student Performance*, Earthman, G.I. explores how school facilities impact student learning and teacher effectiveness. Earthman

highlights the importance of comfortable classroom temperatures and low noise levels for effective learning. Poorly maintained school buildings, particularly older ones, contribute to diminished academic performance, while overcrowded classrooms exacerbate these challenges, especially for students from lower socioeconomic backgrounds. The report emphasizes that improving physical school environments and reducing class sizes can lead to better student outcomes.

Unterhalter's 2005 study on global inequality and gender equality in education critiques the persistent gender disparities in education, despite progress in enrollment rates. The study advocates for a capabilities approach that goes beyond just increasing access to education and focuses on improving the quality and relevance of education to enhance individuals' capabilities. Unterhalter critiques the Millennium Development Goal for gender equality, arguing that true gender equality requires addressing underlying social and economic factors. The study calls for policy reforms that improve educational quality and tackle social barriers to ensure equitable opportunities for all students.

Ramanujam and Thenmozhi's 2006 article, *Empowerment of Women*, published in *Kison World*, explores the essential elements of women's empowerment. It highlights that economic empowerment, particularly financial independence, is crucial for women's autonomy. Education plays a pivotal role in empowering women by providing them with the skills to participate in the economy and improve their quality of life. Moreover, education boosts women's social status and confidence, enabling them to challenge gender norms and assert their rights. The article emphasizes the positive impact of education on women's health, as educated women are better equipped to make informed health choices. Additionally, the article discusses the role of empowered women in community development and political processes, underscoring their contribution to inclusive growth.

In 2006, the NCERT published a *Position Paper on Gender Issues in Education* that addresses the challenges faced by rural girls in accessing education. The paper discusses how government policies have resulted in fewer schools and educational resources in rural areas, creating a significant gap between urban and rural access to education. Rural children often face difficulties accessing education due to geographical, social, and physical barriers, leading to disparities in educational opportunities.

Mukherjee's 2005 report, *Women and Urban Crime*, examines the rising rates of violence against women in urban areas. The report highlights the specific risks that urban settings pose to women, such as increased violence and exploitation, and calls for improved legal protections and support services. Mukherjee emphasizes the need

for greater community awareness and improved safety measures to protect women's rights and enhance their safety in cities.

The edited volume *Modernity, Feminism and Women Empowerment* (2001) by Abha Avasthi and A.K. Srivastava explores the intersection of modernity and feminism in shaping women's empowerment. The authors note that while modernity has opened up new opportunities for women, traditional norms and resistance continue to present challenges. Feminism's advocacy has played a critical role in pushing for gender equality and legal reforms, but achieving full empowerment will require ongoing efforts to address economic disparities, societal attitudes, and access to resources. The book stresses the importance of sustaining the progress made by modernity and feminism to create a more equitable society for women.

The National Curriculum Framework 2000 (NCFSE) published by NCERT in 2006 highlights the limitations of viewing gender issues merely from the perspective of girls' education. The framework places gender equality within the broader context of social cohesion rather than focusing on it as a separate issue of progress or change. The framework, according to critics, reinforces traditional gender roles, which undermines the potential of education to address deep-rooted gender inequalities in India.

In the 2007 *Women's Link* article *Education as a Strategy for Women's Empowerment*, K. Surekha Rao emphasizes the importance of education as a catalyst for women's empowerment. Rao argues that education enhances women's economic opportunities, social status, and self-confidence. It enables women to take leadership roles, improve health outcomes, and contribute to community development. The article advocates for targeted policies to overcome barriers to education, particularly for marginalized communities, and stresses that investing in education is essential for individual and societal progress.

Chakraborty's 2009 work on women's education and empowerment in colonial Bengal highlights the critical role of educational reforms in empowering women during this period. The expansion of educational opportunities led to higher literacy rates and social mobility for women, helping them enter new employment sectors and public life. Despite resistance from traditional norms and colonial policies, educated women became advocates for social reforms and played significant roles in challenging patriarchal norms. These educational initiatives laid the foundation for future advancements in women's rights and education in India, contributing to post-colonial reforms aimed at improving gender equality.

In *Empowering Women: Education and the Pathways of Change* (Aslam, 2013), the report underscores the transformative power of education in empowering women. It discusses how education not only improves economic opportunities and health outcomes but also boosts women's confidence and social participation. Educated women contribute to the social and political fabric of their communities, making education a critical tool for achieving gender equality and empowering future generations.

UNESCO's 2014 report on *Puberty Education & Menstrual Hygiene Management* discusses how improving menstrual hygiene management in schools promotes gender equality and inclusive education. The study shows that girls in Kiribati face significant challenges in managing menstruation during school hours, which negatively impacts their learning experience. The report provides recommendations for addressing these challenges to improve the educational environment for girls.

R.A. Bhat's 2015 report, *Role of Education in the Empowerment of Women in India*, highlights the transformative impact of education on women's empowerment. The report explores how education improves women's economic opportunities, raises awareness of rights, and enhances social participation. It stresses the importance of overcoming barriers such as poverty, cultural attitudes, and poor infrastructure to make education accessible to all women, underscoring the importance of investing in women's education for India's progress.

P.K. Ojha's 2016 report, *Role of Education in Empowering Rural Women for Sustainable Development in India*, demonstrates how education is a key factor in empowering rural women. The report shows that education enhances their socio-economic status, decision-making abilities, and health outcomes. Educated women contribute significantly to community development and environmental sustainability. Ojha calls for targeted policies that support educational opportunities for rural women, recognizing education as essential for sustainable development and socio-economic progress.

Bhatti, Hemant Kumar's 2016 study on the scheduled tribes of Chhattisgarh reveals that compulsory school education has not yet reached rural and forested areas, contributing to the spread of Naxalite ideology. The study identifies the lack of education in these areas as a key factor in the economic and social marginalization of tribal communities.

In Abraham, M. K. (2017), the author explores the challenges faced by value education and women's empowerment in India, focusing on deep-rooted issues such as caste, communalism, and poverty. These challenges underscore the need for more than

just intellectual growth—there is also a need to foster spiritual, moral, and social values, especially among young women. Societal norms often place women in subordinate roles, limiting opportunities and perpetuating discrimination.

Education emerges as a powerful tool for women to recognize their self-worth and reclaim their rightful place in society. In particular, Christian educational institutions play a pivotal role by promoting values like self-awareness, respect for others, environmental sensitivity, and altruism. These values help empower women to become agents of positive social change, embodying the Spirit of Christ and contributing to a more just and compassionate society.

The article "‘And now I’m free’: Women’s empowerment and emancipation through entrepreneurship in Saudi Arabia and Sweden" by Alkhaled S. and Berglund K. (2018), explores how entrepreneurship serves as a means of empowerment for women in two culturally distinct settings. In Saudi Arabia, despite strict gender norms, entrepreneurship enables women to achieve financial independence and personal freedom, challenging the societal restrictions imposed on them. In contrast, Sweden’s supportive environment and gender equality policies facilitate women's entrepreneurial endeavors, leading to greater autonomy and empowerment. Both case studies highlight how entrepreneurship can boost self-confidence and economic stability, though women in Saudi Arabia face more significant barriers. The study emphasizes that supportive policies and resources are essential to fostering women’s entrepreneurship and highlights the potential of entrepreneurship as a transformative tool for women’s empowerment and social change.

The 2019 report by Barrett, P., Treves, A., Shmis, T., Ambasz, D. & Ustinova, M. stresses the critical role that safe, healthy, and well-designed school environments play in enhancing academic success. Factors such as school proximity, class size, and building resilience against natural disasters contribute significantly to improving both student outcomes and teacher retention. The report also underscores that the physical design of schools influences learning, with good lighting, air quality, and age-appropriate settings creating a conducive learning atmosphere. Moreover, equitable access to quality educational facilities—regardless of gender, disability, or location—supports retention and promotes fairness in education. The study calls for infrastructure investments that address challenges like water-related illnesses and poor indoor air quality to ensure a sustainable learning environment for all students.

In Banerjee's 2020 article on India’s National Education Policy (NEP) 2020, the policy’s transformative potential is analyzed. NEP 2020 aims to improve education quality and accessibility through holistic reforms, but the article highlights implementation challenges such as inadequate infrastructure, lack of funding, and

resistance from various stakeholders. Disparities between urban and rural education are also a significant concern. The article concludes that while NEP 2020 holds the promise of transforming India's education system, overcoming these challenges requires effective planning, resource allocation, and stakeholder collaboration.

In World Bank's 2021 report, a \$250 million investment project aimed at empowering girls in Angola is discussed. The World Bank's initiative targets improving education and health services in vulnerable regions, specifically addressing learning poverty. The project includes improving access to sexual and reproductive health services, scaling up second-chance education programs, and introducing scholarships for youth. By empowering girls, the project aims to foster better health, reduce adolescent pregnancies, and enhance life prospects. The report underscores the importance of investing in girls' education as a strategy for sustainable development, drawing parallels to India's need for similar investments in girls' education to ensure long-term national prosperity.

Sarma and Saikia's (2021) paper on NEP 2020 offers a comprehensive review of its potential to transform India's education system. While the policy's progressive vision is acknowledged, the authors emphasize that its successful implementation will require collaborative efforts, addressing its limitations and overcoming challenges to ensure its effectiveness across India's diverse educational landscape.

In the study "Role of Education in Women Empowerment" by Jaysawal and Saha (2023), education is recognized as a critical factor in empowering women. The study reveals that education enhances women's awareness of their rights, boosts self-efficacy, and creates opportunities for economic independence. Additionally, it improves health outcomes and enables women to engage in social and political decision-making, challenging traditional gender roles and promoting gender equality. The study emphasizes that investing in women's education is essential for broader social and economic development.

Sasikumar and Sujatha (2024) examine the critical role of higher education in empowering women in India. While significant progress has been made in female enrollment, challenges such as regional disparities and a shortage of female educators persist. The authors advocate for systemic reforms and a wider array of academic programs to better support women. This paper provides valuable recommendations for policymakers and educators, offering a roadmap to enhance women's participation and success in higher education.

Chandra R.'s analysis in "Women Empowerment in India – Milestones & Challenges" reflects on the country's progress in empowering women through legal reforms,

education, and employment opportunities. However, persistent issues such as gender inequality, cultural barriers, and resource limitations continue to impede progress. The article calls for a more holistic approach that strengthens laws, increases educational and job opportunities, and works to change entrenched gender biases. It stresses the importance of cooperation between government, NGOs, and community leaders to create an enabling environment for women.

The chapter “The Double Disadvantage of Gender and Social Exclusion in Education” from *Girls Education in the 21st Century* by M. Lockheed discusses how girls face compounded challenges when gender and social exclusion intersect. This dual disadvantage significantly impacts their educational opportunities, often resulting in higher dropout rates and poorer outcomes. The chapter calls for targeted interventions and improved policies to address these compounded challenges and ensure that all girls have equitable access to quality education.

In “Empowering Women through Education” by Meera KP and Jumana MK, education is highlighted as a fundamental tool for empowering women. Educated women are more likely to achieve financial independence, secure employment, and challenge gender norms. However, barriers such as socio-economic challenges, cultural norms, and poor infrastructure can limit access to education. The article advocates for effective policies and community support to overcome these obstacles and maximize education’s role in women’s empowerment.

The KGBV (Kasturba Gandhi Balika Vidyalaya) scheme is a vital initiative in India for educating girls, especially in backward areas. It has shown significant progress and holds immense potential for transforming the education landscape for girls in these regions. To ensure the sustainability and growth of the scheme, the government needs to develop a long-term strategy, which includes extending education up to class 10 and expanding the program to urban areas as well.

Key elements for the scheme's success include upholding secular practices, providing comprehensive training for teachers, and ensuring continuous financial support. Introducing a zero-class strategy and offering holistic life skills education will further help in the overall development of girls. Additionally, creating opportunities for child participation, encouraging the use of libraries, and establishing clear partnerships with NGOs will enrich the learning experience. To ensure the safety and well-being of the girls, non-negotiable safety measures and strict guidelines must be enforced. Alumni support programs can also provide continuity and mentorship, ensuring long-term success. By implementing these enhancements, the KGBV scheme will not only empower girls but also help turn backward areas into thriving, educationally rich communities.

Khushboo Singh quotes Pandit Jawaharlal Nehru, who famously said, "If you educate a man, you educate an individual; but if you educate a woman, you educate a whole family. Empowering women means empowering Mother India." This insight underscores the significance of educating women, who make up nearly half of the population, in shaping the nation's economic and social progress. Education is a powerful tool for women to challenge traditional gender roles and transform their lives. However, gender-based discrimination in education continues to be a challenge in India. According to the 2011 Census, female literacy was recorded at 65.46%, compared to over 80% for males. This gender disparity highlights the need for a focused approach to improving education for women, which can in turn enhance their rights, dignity, and security.

Eileen Malone Beach emphasizes the interconnectedness of education, healthcare, and income in empowering women. The paper calls for a renewed focus on providing relevant, quality, and holistic education for women, which is essential for fostering long-term social and economic progress.

The study "Women Empowerment Under Madhya Pradesh Government-An Overview" by Anamika Pandey and Arun Pandey (2018) highlights the important role of women in India's development. Despite being revered, women in India have historically faced discrimination and violence. To address these issues, the Madhya Pradesh government has implemented various schemes aimed at improving women's health, safety, education, and employment. These efforts have had a positive impact on women's empowerment in the state, easing financial burdens on families and helping women access better opportunities.

According to Neufeldt, R., Patnaik, K., & Carneal, C. C. (2016), India has faced challenges in human development, as evidenced by its low ranking on the Human Development Index (HDI). In 2004, India was ranked 127th out of 177 countries, measuring life expectancy, school enrollment, literacy, and living standards. Literacy, in particular, remains a key factor in improving quality of life. Unfortunately, many tribal areas in India still lack basic educational resources. Although elementary education has been a fundamental right for children since 1950, full access to it has not yet been realized.

The 2001 Census reveals a stark literacy gap in India, with an overall literacy rate of 65%. The gender gap was significant—74.5% of men were literate, compared to only 54% of women. The situation was even worse for Scheduled Tribes (ST), where only 40% of males and a mere 18% of females were literate. This highlights the urgent need for targeted interventions to bridge the educational divide and ensure that tribal communities, in particular, have access to quality education.

A large study on education in India also pointed out systemic discrimination against underprivileged groups. This takes shape in several ways, including:

- Limited access to good-quality education
- Poor school facilities
- Unequal treatment of students in classrooms

These factors make it especially difficult for tribal communities to access quality education and improve their overall living conditions. Addressing these inequalities is crucial for ensuring that all Indian children—especially those from marginalized communities—have the opportunity to succeed academically and thrive socially.

2.4 Physical Infrastructure and Facilities

Jawahar Navodaya Vidyalayas (JNVs) and Eklatya Model Residential Schools (EMRSs) benefit from significantly larger financial allocations and better-established norms for physical infrastructure and facilities compared to Kasturba Gandhi Balika Vidyalayas (KGBVs) and Ashram Schools. However, the mere presence of better norms does not always translate into a functional, supportive learning environment for girls. Even when these norms are met, they do not guarantee an empowering space for female students.

Kanya Shiksha Parisars (KSPs), established under the Tribal Welfare Department, aim to empower tribal girls through residential schooling. While these schools prioritize girls' education and holistic development, they face similar infrastructure challenges as KGBVs and Ashram Schools. Although KSPs provide essential services like residential facilities, libraries, and hobby clubs for skill development, the quality and maintenance of these resources are inconsistent. In comparison to JNVs and EMRSs, which benefit from standardized facilities and better funding, KSPs often struggle with limited resources, which impacts the learning experience and environment. However, KSPs excel in offering girls opportunities for hobby-based learning, including cooking, music, handicrafts, and wellness programs, though gaps in digital infrastructure, classroom quality, and sports facilities still remain. These deficiencies hinder the creation of an inclusive, enabling environment.

While financial investments in schools like JNVs, EMRSs, and KSPs are important, it's equally critical to ensure that these resources translate into meaningful, empowering experiences for girls. Efforts should focus on creating a nurturing, safe, and inclusive educational setting that genuinely fosters growth and empowerment.

Safety and Security

Several alarming incidents related to girls' safety have been reported in the context of Ashram Schools. Jawahar Navodaya Vidyalayas (JNVs) are the only institutions with a formal safety protocol, though there has been no formal evaluation to determine how effectively these measures are implemented in practice. The lack of a clear safety protocol and inadequate emphasis on security in many cases has resulted in poor safety provisions. While the concerns regarding safety and security in JNVs have prompted stricter disciplining, this approach often lacks a more supportive, positive problem-solving framework.

Kasturba Gandhi Balika Vidyalayas (KGBVs) show mixed results in this area. While some instances of an enabling safety approach can be seen in isolated Alternative Learning Programs (ALPs), it has rarely been institutionalized across the board. Programs like Udaan, which are supported by CARE, combine counseling with teacher training to effectively address adolescent issues, which help manage safety concerns more proactively.

Kanya Shiksha Parisars (KSPs) face similar safety and security challenges. Despite being designed to offer a safe space for learning, KSPs often fall short in terms of infrastructure. Gaps in security measures like boundary walls, CCTV surveillance, and security personnel are common. Inadequate lighting in hostels and playgrounds increases risks to students' safety. Although KSPs maintain constant supervision due to their residential format, the absence of clear safety protocols and regular safety audits remains a significant concern. Moreover, teachers and wardens often lack comprehensive training on managing adolescent issues and ensuring student welfare. The absence of counseling services further exacerbates the problem, leaving students without proper support for personal and emotional challenges.

To address these concerns, schools must implement not only physical safety measures but also a comprehensive support system that includes regular safety audits, counseling, teacher training, and robust institutional protocols focused on student well-being.

Food, Health and Nutrition

Jawahar Navodaya Vidyalayas (JNVs) and **Kasturba Gandhi Balika Vidyalayas (KGBVs)** are relatively consistent in organizing periodic health check-ups and ensuring basic medical provisions. These schools typically maintain first aid kits, stock essential medicines for common ailments, and have doctors on call when necessary.

Kanya Shiksha Parisars (KSPs), however, face challenges similar to KGBVs in ensuring adequate food, health, and nutrition services. While they do provide meals and basic healthcare, concerns about the quality of food and nutrition remain. Inconsistent dietary diversity, irregular access to fresh fruits and vegetables, and occasional lapses in meal planning affect the overall health and well-being of students. Although basic health check-ups are conducted, the availability of medical personnel varies across KSPs. In many cases, there is no full-time healthcare professional, and emergency medical support relies on local government hospitals, which may not always be easily accessible. Moreover, menstrual health management is a critical issue, with some campuses experiencing shortages of sanitary napkins and lacking comprehensive awareness programs on hygiene.

To improve student well-being, KSPs require more structured nutrition programs, consistent and well-monitored health services, and better access to medical care and counseling. Regular health monitoring, awareness sessions on adolescent health, and stronger partnerships with local healthcare providers are essential to improving health standards.

2.5 Learning and Empowerment of Girls

Residential schools play a significant role in promoting girls' education and empowerment. However, their impact remains inconsistent, especially within large, publicly funded programs. Accelerated Learning Programs (ALPs) such as Mahila Shikshan Kendras (MSKs) and Udaan have had notable success in enhancing both cognitive and psychosocial development. These programs combine diverse teaching methods with holistic activities like music, dance, theatre, and excursions. They also emphasize gender equality, which helps girls challenge traditional gender norms and develop aspirations. However, academic outcomes often suffer due to a lack of qualified teachers, especially at the post-primary level. Kasturba Gandhi Balika Vidyalayas (KGBVs), which evolved from the success of ALPs, generally show less intensity in their curriculum. However, KGBVs managed by Mahila Samakhya (MS) have a slightly stronger focus on gender empowerment compared to those run under Sarva Shiksha Abhiyan (SSA).

For Kanya Shiksha Parisars (KSPs), which primarily serve tribal girls, several challenges hinder their potential for fully empowering students. Traditional teaching methods dominate, and there is limited use of innovative approaches such as project-based or theatre-based education, which have proven successful in ALPs. While hobby clubs do offer opportunities for vocational and creative skills development, these remain separate from the academic curriculum, and their integration is inconsistent. A shortage of trained teachers, especially in higher grades, negatively impacts academic

performance. Furthermore, limited access to digital learning tools restricts students from acquiring vital 21st-century skills. While KSPs provide a supportive residential environment, empowerment programs focusing on leadership, life skills, and gender equality are often sparse or irregularly implemented.

Despite these challenges, KSPs have great potential to empower girls. By investing in areas like teacher training, digital literacy, and structured skill-building programs, the overall learning outcomes and empowerment of tribal girls can be significantly improved. With the right interventions, these institutions can become powerful tools for changing the trajectory of young girls' lives and preparing them for brighter futures (CBPS Bangalore pg 6-8).

The article “A study on Women Empowerment in India” by K. Sayulu, G. Sardar, and B. provides a comprehensive overview of the status of women in Indian society, emphasizing the ongoing struggles against economic, social, and political inequalities. The article positions empowerment as a process that allows women to gain control over their lives, assert their rights, and contribute meaningfully to society. It effectively addresses gender disparities, particularly in comparison to Western societies, and highlights the patriarchal structures that continue to hinder progress. However, the article could be strengthened by including concrete examples of successful empowerment initiatives in India, such as policies like Beti Bachao Beti Padhao, self-help groups, and local governance reservations. These examples would provide tangible evidence of progress. Additionally, incorporating statistical data on literacy rates, workforce participation, and political representation would deepen the analysis. The discussion on education and economic independence as key drivers of empowerment could also further enrich the article. While the article provides a strong foundation for understanding the challenges and opportunities in women's empowerment, a more detailed exploration of real-world interventions and measurable outcomes would make the argument more compelling.

In her work, *The Residential School System*, Erin Hanson (2009) provides a deeply unsettling yet essential account of the suffering endured by Indigenous children in Canada. She paints a stark picture of these schools as institutions of forced assimilation, where Indigenous culture, language, and identity were systematically erased. The physical, emotional, and sexual abuse suffered by students, along with inadequate education and neglect, is conveyed with harrowing detail. The inclusion of mortality statistics, particularly from P.H. Bryce's 1907 report, further highlights the devastating impact of these institutions. The article does an excellent job of detailing the failures of both the church and state, which knowingly allowed such inhumane conditions to persist. However, while it focuses on the horrors of the past, it could benefit from extending the discussion to the present-day consequences of the

residential school system. Intergenerational trauma within Indigenous communities, along with ongoing efforts towards reconciliation, truth commissions, and reparations, deserve more attention. Including survivor testimonies would add a personal dimension and deepen the emotional resonance of the piece. Overall, this article serves as a crucial examination of a dark chapter in history, but expanding its focus to include the lasting impact and current efforts for justice would make the analysis even more powerful.

Educational institutions play a crucial role in empowering girls by implementing various strategies. They ensure enrollment by creating structured environments and offering scholarships to support students. These institutions improve the quality of education by incorporating gender-sensitive curricula and providing teacher training. Furthermore, they create safe learning spaces by addressing issues like violence and providing support services, including counseling. Many schools also foster empowerment through leadership programs, career guidance, and community engagement. These efforts often include working with parents and advocating for supportive policies that encourage girls' education. In addition to academics, schools provide health education, nutritional support, and specialized programs like all-girls schools or extracurricular activities, which help promote personal development. Regular monitoring and feedback are crucial for identifying gaps and improving interventions. Collectively, these initiatives contribute to both the personal growth of girls and the broader societal change by preparing them for leadership roles.

The education of girls in residential schools abroad and in India reveals notable differences, primarily influenced by varying resources and educational standards. Foreign residential schools typically offer high-quality education supported by advanced facilities, modern technology, and a well-rounded curriculum that includes academic excellence, personality development, life skills, and extracurricular activities. These schools often have a low student-teacher ratio, modern amenities, and strong health and safety protocols, providing a conducive learning environment. In contrast, Indian residential schools vary significantly in terms of educational quality, with some institutions offering excellent education and resources, while others struggle due to inadequate funding and infrastructure. In India, the curriculum tends to emphasize academics, often at the expense of extracurricular activities and life skills. Additionally, the student-teacher ratio in Indian schools is generally higher, limiting personalized attention for each student. The infrastructure and facilities also differ widely, with some schools facing significant resource constraints. Social and cultural contexts in India further impact educational outcomes. Moreover, access to education in India is often limited by geographical and economic barriers, particularly in rural and tribal areas. While foreign residential schools benefit from broader access and

more government support, Indian schools face numerous challenges that hinder their ability to provide equitable educational opportunities. Despite these disparities, there is significant potential for improvement in both settings, and addressing these gaps could enhance the educational experience for girls in both India and abroad.

Educational institutions play a vital role in empowering girls by adopting a variety of approaches. First and foremost, they ensure enrollment by creating structured and supportive environments, often providing scholarships to ease financial barriers. They enhance the quality of education by implementing gender-sensitive curricula and offering specialized teacher training. Furthermore, schools foster empowerment by creating safe and inclusive learning spaces, addressing issues such as violence, and providing essential support services like counseling and mentorship. Leadership programs and career guidance also contribute significantly to empowering girls, helping them develop the skills and confidence necessary to pursue their aspirations.

In addition to academics, schools focus on the holistic development of girls through health education, nutritional support, and specialized programs such as all-girls schools and extracurricular activities. Regular monitoring and feedback mechanisms help identify gaps in the system, allowing for timely interventions and improvements. Community engagement is another essential element, with schools involving parents and advocating for policies that support girls' education and empowerment. Together, these efforts contribute to the personal growth of girls and foster societal change by helping them become agents of transformation in their communities.

When comparing the education of girls in residential schools abroad with that of residential schools in India, there are notable differences influenced by various factors. Residential schools abroad typically offer high-standard education supported by advanced facilities, cutting-edge technology, and a broad, holistic curriculum that emphasizes academic excellence, personality development, life skills, and extracurricular activities. These schools benefit from a low student-teacher ratio, modern amenities, and robust health and safety protocols, which create a nurturing environment for girls' growth.

In contrast, Indian residential schools display significant variation in terms of quality. While some schools offer excellent education and resources, others face challenges due to inadequate infrastructure and limited resources. Indian schools often place more emphasis on academics and may lack a strong focus on extracurricular activities and life skills development. Additionally, the student-teacher ratio is generally higher, which can limit the individualized attention that girls receive. The quality of facilities and infrastructure varies widely, with some schools struggling to meet basic educational standards. Social and cultural factors also influence educational outcomes,

and access to education is often constrained by geographical and economic barriers, particularly in rural and tribal areas. In contrast, residential schools abroad generally have broader access and receive more government support, making education more inclusive. Despite these disparities, there is considerable potential for improvement in both Indian and foreign settings, and efforts to address these gaps can enhance the educational experiences for girls.

Regarding Kanya Shiksha Parisar, no specific studies have been found in the literature reviewed. However, in alignment with the vision of the National Education Policy (NEP) 2020, which emphasizes 'equitable and inclusive education' and the empowerment of girls to promote gender equality, the role of Kanya Shiksha Parisar becomes increasingly important. These institutions, which aim to empower tribal girls in Madhya Pradesh, align with national goals for girls' education and equity. This study, therefore, will contribute valuable insights into the role of Kanya Shiksha Parisar in empowering schoolgirls in the state, furthering the understanding of how such institutions can support gender equality and educational access in underserved communities.

CHAPTER III

Research Methodology

3.1 Introduction

This chapter outlines the methodology employed to conduct “A Study on the Role of Kanya Shiksha Parisar, in Empowering School Girls of Madhya Pradesh” on 26 selected Kanya Shiksha Parisars (KSPs) in Madhya Pradesh. The methodology was decided as per the objectives and nature of the study. The investigator has presented the detailed information about the need of the project, objectives, scope of the project, method, sample, tools, process of data collection and techniques of data analysis in the following pages.

3.2. Need and Justification of the project

Education serves as a powerful catalyst for social transformation, and empowering girls through targeted educational initiatives is crucial for fostering inclusive and sustainable development. This study examines the effectiveness of Kanya Shiksha Parisar in empowering schoolgirls, with a particular emphasis on its alignment with the National Education Policy (NEP) 2020.

The study examined how Kanya Shiksha Parisar integrates national educational goals, identifying both areas of alignment and those requiring improvement. This analysis is essential in understanding the program’s role within the broader educational framework envisioned by NEP 2020.

Additionally, the study assesses the curriculum and educational resources offered within Kanya Shiksha Parisar, providing insights and recommendations for curriculum enhancement. The findings contribute to the development of an educational approach that not only imparts academic knowledge but also nurtures critical thinking, creativity, and essential life skills—promoting the holistic development of schoolgirls.

Beyond academics, the study explores the socio-economic impact of Kanya Shiksha Parisar, highlighting its influence on students’ lives beyond the classroom. These insights help inform more effective interventions to address socio-economic challenges, ultimately fostering greater empowerment and long-term success for these girls.

3.3 Research Objectives

Education is a key driver of social change, and Kanya Shiksha Parisar (KSP) in Madhya Pradesh aims to empower schoolgirls by providing a supportive learning environment. This study evaluates KSP's infrastructure, resources, and educational impact, assessing its alignment with the National Education Policy (NEP) 2020. By identifying strengths and areas for improvement, the study offers recommendations to enhance KSP's effectiveness, ensuring it contributes meaningfully to the holistic development and empowerment of girls in education. The following objectives have been identified for the study:

1. To assess the infrastructure and facilities provided by Kanya Shiksha Parisar in Madhya Pradesh and evaluate their effectiveness in creating an empowering learning environment for school girls.
2. To examine the educational resources offered within Kanya Shiksha Parisar, and its alignment with the principles and objectives outlined in the National Education Policy of 2020.
3. To study the role of teachers and administrators in Kanya Shiksha Parisar in fostering a supportive and inclusive educational environment.
4. To investigate the impact of Kanya Shiksha Parisar on the lives of school girls, exploring changes in educational aspirations, self-confidence, barriers and overall empowerment.
5. To make an in-depth analysis of selected KSPs to gain an understanding of the issues associated with their quality of education, inter alia teaching learning process, infrastructure, learning assessment, teaching work force and community ownership, capacity building of teachers.
6. To conduct a SWOC (Strengths, Weaknesses, Opportunities, and Challenges) analysis of Kanya Shiksha Parisar to evaluate its overall effectiveness in providing quality education for schoolgirls.
7. To provide suggestions based on the findings to enhance the effectiveness of Kanya Shiksha Parisar and contribute to the ongoing efforts to align educational initiatives with the goals of the National Education Policy 2020.

3.4 Delimitations of the Study:

1. The study is confined to the state of Madhya Pradesh and does not extend to other states or regions with similar educational initiatives.
2. The research focuses exclusively on schoolgirls who are part of the Kanya Shiksha Parisar program only.

3. The study will examine the current status and impact of the program in the present educational year, without considering historical data prior to the program's implementation or long-term effects beyond the school years.

3.5 Method of Data Collection

The present study was conducted on the role of Kanya Shiksha Parisar in empowering girls in Madhya Pradesh. The aim is to study the effectiveness of Kanya Shiksha Parisar in providing quality education, fostering self-confidence, and promoting the holistic development of schoolgirls. The research focuses on assessing the infrastructure, curriculum, teaching-learning process, and socio-economic impact of Kanya Shiksha Parisar. To achieve this, both quantitative and qualitative data collection methods were employed. Primary data was gathered through surveys, semi-structured interviews, focus group discussions, and classroom observations conducted with students, teachers, and administrators of Kanya Shiksha Parisar. The study yields both quantitative and qualitative data for which mixed method design was used for data analysis.

3.5.1 Sample

The study adopted a stratified random sampling method to ensure fair representation across different districts of Madhya Pradesh. A sample was drawn from 26 Kanya Shiksha Parisar schools, capturing diversity in geographic, socio-economic, and cultural contexts. The selected Kanya Shiksha Parisars represent two operational models—one comprising government-aided institutions, and the other being KSP Sehore, which functions under a public-private partnership (PPP) model. This approach allowed for a comparative analysis of the different administrative and educational frameworks within the program and presented in chapter on case study. The sampling included the following important groups:

1. **School Girls:** Students from Secondary Stage I and II (Classes 9 to 12) were selected from each school. Stratification was done based on class levels to capture a range of academic and vocational experiences.
2. **Teachers:** Teachers involved in both academic subjects and vocational training were sampled. Care was taken to include educators with varied teaching experiences to provide a balanced view of instructional practices.
3. **School Administrators:** Their visions helped to assess the program's operational aspects and its alignment with NEP 2020.

The stratified random sampling method ensured that the voices of all important stakeholders, students, teachers, administrators, were adequately represented. The data

collected from these 26 schools provided a well-rounded understanding of the impact of Kanya Shiksha Parisar on girls' empowerment.

Table 3.1 -The distribution of Sample

| S. No | Place of Parisar | No. of Students | No. of Teachers |
|-------|-----------------------------------------------|-----------------|-----------------|
| 1 | Kanya Shiksha Parisar, Dhar,Dhar | 50 | 5 |
| 2 | Kanya Shiksha Parisar, Khandwa,Khandwa | 50 | 5 |
| 3 | Kanya Shiksha Parisar, Maheshwar,Khargone | 50 | 5 |
| 4 | Kanya Shiksha Parisar, Jhabua,Jhabua | 50 | 5 |
| 5 | Kanya Shiksha Parisar, Indore,Indore | 50 | 5 |
| 6 | Kanya Shiksha Parisar, Varaseoni ,Balaghat | 50 | 5 |
| 7 | Kanya Shiksha Parisar, Badwani,Badwani | 50 | 5 |
| 8 | Kanya Shiksha Parisar, Betul,Betul | 50 | 5 |
| 9 | Kanya Shiksha Parisar, Katni,Katni | 50 | 5 |
| 10 | Kanya Shiksha Parisar, Khaknar,Burhanpur | 50 | 5 |
| 11 | Kanya Shiksha Parisar, Bijadandi,Mandla | 50 | 5 |
| 12 | Kanya Shiksha Parisar, Shivpuri,Shivpuri | 50 | 5 |
| 13 | Kanya Shiksha Parisar, Seoni,Seoni | 45 | 5 |
| 14 | Kanya Shiksha Parisar, Dindori,Dindori | 45 | 5 |
| 15 | Kanya Shiksha Parisar, Harda,Harda | 45 | 5 |
| 16 | Kanya Shiksha Parisar, Hoshangabad,Hoshangabd | 45 | 5 |
| 17 | Kanya Shiksha Parisar Jabalpur | 40 | |
| 18 | Kanya Shiksha Parisar, Raisen,Raisen | 50 | 5 |
| 19 | Kanya Shiksha Parisar, Ratlam,Ratlam | 50 | 5 |
| 20 | Kanya Shiksha Parisar, Shahdol,Shahdol | 45 | 5 |
| 21 | Kanya Shiksha Parisar, Sidhi,Sidhi | 50 | 5 |
| 22 | Kanya Shiksha Parisar, Sehore,Sehore | 50 | 5 |

| | | | |
|----|-------------------------------------------------|------|-----|
| 23 | Kanya Shiksha Parisar, Umaria, Umariya | 50 | 5 |
| 24 | Kanya Shiksha Parisar, Pushprajgarh Anuppur | 50 | 5 |
| 25 | Kanya Shiksha Parisar, Chindwara, Chhindwara | 54 | 5 |
| 26 | Kanya Shiksha Parisar, Udaigarh, Alirajpur | 40 | 5 |
| | Total | 1259 | 130 |

(Source-Primary Data)

The study focused on 26 Kanya Shiksha Parisars (KSPs) across Madhya Pradesh. Though each KSP accommodates a varying number of girl students, the study selected a sample of 1259 girls from all selected school to ensure consistency in data collection. These residential schools aim to empower girls through academic education and vocational training, particularly supporting those from marginalized communities.

3.5.2 Research Tools

The investigator used the following self-developed tools for data collection as per the objectives of the study. All the tools were developed in the workshop held at RIE Bhopal involving external and internal resource persons.

- 1. Surveys and Questionnaires:** Structured questionnaires were administered to school girls, teachers, to gather quantitative data on their experiences, perceptions, and the effectiveness of the program. Responses were systematically coded and analyzed using statistical tools to identify patterns and trends.
- 2. Interviews:** Semi-structured interviews were conducted with teachers, school administrators. These interviews provided in-depth understandings into the functioning of Kanya Shiksha Parisar and its alignment with NEP 2020. Thematic analysis was used to extract main themes and narratives.
- 3. Focus Group Discussions (FGDs):** FGDs were organized with school girls to capture their perspectives on curriculum, extracurricular activities, and empowerment. The discussions were transcribed and analyzed thematically to highlight common concerns and suggestions.
- 4. Observation Schedules:** Classroom observations were carried out to assess teaching methodologies, student engagement, and the use of educational resources. Observation notes were analyzed to identify effective practices and areas needing improvement.
- 5. Document Analysis:** Official records, school reports, and curriculum materials were reviewed to evaluate their alignment with NEP 2020 and gender

empowerment goals. The data was cross-referenced with survey and interview findings for validation.

3.5.2.1 Questionnaire for KSP Head Teacher:

This interview aims to gather insights from the heads of Kanya Shiksha Parisar on teaching-learning processes, student challenges, and innovative practices to enhance education quality. It will explore academic performance compared to regular schools, success stories, teaching methods, and the teacher-student ratio's impact on personalized learning. The discussion will cover extracurricular activities, leadership opportunities, and access to libraries, labs, and sports facilities, along with resource challenges. Key topics include health and nutrition-meal quality, plans, and student well-being—along with safety measures, medical check-ups, and emergency care. The interview will also focus on counseling services, stress-free learning initiatives, life skills training, and vocational education, while identifying areas for improvement. Literacy programs in financial, digital, and media skills, along with physical and mental health support, will be discussed. Additionally, parental involvement, community outreach, and feedback mechanisms for monitoring social-emotional development will be explored. These insights will help shape strategies for both academic and personal growth of students at 'Kanya Shiksha Parisar'.

3.5.2.2 Observation Schedule for Kanya Shiksha Parisar:

The observation tool focuses on assessing the infrastructure, resources, and activities at Kanya Shiksha Parisar. It examines the availability, adequacy, quality, and usage frequency of key facilities like classrooms, laboratories, libraries, playgrounds, hostels, and smart classes. Special attention is given to essential resources such as toilets, ramps, sports materials, musical instruments, and teaching-learning materials (TLMs). Additionally, the tool observes the range of activities conducted, including literary and cultural programs, extension activities, health and wellness initiatives, life skills training, and vocational education. This structured approach helps identify gaps and areas for improvement, ensuring a supportive and enriching learning environment for the students. The tool for infrastructure and learning resources is presented in Table-3.2 (A) and Table 3.2 (B).

Table 3.2 (A) KSPs Infrastructure and learning resources

| Part -A Infrastructure and Resources | | | | | | | | | | | | |
|--------------------------------------|--------------------|-------|--------------|----|----------|------------|------------|---------|------------------|-------------------|--------|--------|
| Sr. No. | Dimensions | Item | Availability | | Adequacy | | Quality | | | Frequency of uses | | |
| | | | Yes | No | Adequate | Manageable | Inadequate | Average | Need Improvement | Frequently | Rarely | Hardly |
| 1 | Classroom | 1 | | | | | | | | | | |
| 2 | Laboratory | 2 | | | | | | | | | | |
| 3 | Library | 3 | | | | | | | | | | |
| 4 | Playground | 4 | | | | | | | | | | |
| 5 | Toilets | 5 | | | | | | | | | | |
| 6 | Smart Class | B1 | | | | | | | | | | |
| 7 | Computer Lab | B2 | | | | | | | | | | |
| 8 | Common Room | C1 | | | | | | | | | | |
| 9 | Multipurpose Hall | C2 | | | | | | | | | | |
| 10 | Sick Room | D2 | | | | | | | | | | |
| 11 | Ramps | E | | | | | | | | | | |
| 12 | Hostels | F1 | | | | | | | | | | |
| 13 | Boundary wall | I-IV | | | | | | | | | | |
| 14 | TLMs | H | | | | | | | | | | |
| 15 | Musical Instrument | I-V | | | | | | | | | | |
| 16 | Sports Material | I-VII | | | | | | | | | | |

Table No.3.2. Part-B Activity conducted in the KSP

| Part-B ACTIVITIES | | |
|-------------------|-----------------------|--------------------|
| Sl.no. | Dimensions | Item |
| 1 | Literary and Cultural | 1,2,3,4,5,6,10,13, |
| 2 | Extension | 1,2,3,11,15,16 |
| 3 | Health and Wellness | 7, |
| 4 | Life Skill | 8,12 |
| 5 | Vocational | 13,14 |

3.5.2.3 Questionnaire for Teacher:

The tool for teachers assess five key components of education and school functioning. Holistic Development of Learners examines efforts to nurture students' physical, cognitive, socio-emotional, and moral growth. Promotion of 21st Century Skills evaluates the integration of critical thinking, creativity, and digital literacy.

Development of Vocational Skills focuses on hands-on training and career readiness. Teaching-Learning Strategies analyzes instructional methods aligned with NEP 2020. School Culture assesses inclusivity, discipline, and student-teacher relationships, while Parental and Community Involvement measures engagement with families and local stakeholders. This tool ensures a well-rounded assessment of teachers' roles in fostering quality education. The distribution of items corresponding to components mentioned in Table 3.

Table 3.3 Distribution of items corresponding to Girl's Empowerment

| Sr. No | Statement | Item No. |
|--------|----------------------------------------------|---------------------|
| 1 | Holistic Development of Learners | 4,11,23,10,19,20,13 |
| 2 | Promotion of 21 st Century Skills | 2, 12,15,18, |
| 3 | Development of Vocational Skills | 5,16,17 |
| 4 | Teaching Learning Strategies | 1, 3,6, 7 |
| 5 | School Culture | 14, 8,9 |
| 6 | Parental and Community Involvement | 21, 22,24, |

3.5.2.4 Questionnaire for Students:

The student perception tool gathers insights into the academic, personal, and social experiences of girls at Kanya Shiksha Parisar. It covers learning environments, curriculum and pedagogy, teaching methods, access to learning resources, residential environment, health care services, and holistic development. The tool also explores vocational training, 21st-century skills like teamwork and leadership, and home and community support. This comprehensive approach helps identify strengths and areas for improvement, ensuring the well-rounded development of students. The distribution of items along all components of student perception is mentioned below

Tool -Student Perception
Table 3.4: Learning Environment in the KSP

| Sr. No | Statement | Item | Agree | Disagree | Cants say |
|--------|--------------------------------------------------------------------------------|------|-------|----------|-----------|
| 1 | I enjoy studying at the Kanya Shiksha Parisar. | 1 | | | |
| 2 | Whenever necessary, my teachers assist me and teach me even after class hours. | 2 | | | |

| | | | | | |
|---|--------------------------------------------------------------------------|----|--|--|--|
| 3 | My teachers encourage and inspire me to progress further. | 3 | | | |
| 4 | I can share my thoughts with teachers in the classroom without any fear. | 15 | | | |

3.5 Curriculum and Pedagogy implemented in the KSP

| Sr. No | Statement | Item | Agree | Disagree | Cants say |
|--------|--------------------------------------------------------------------------------------------------------------------------------------|------|-------|----------|-----------|
| 1 | I have received awards for my academic achievements. | 4 | | | |
| 2 | When I didn't score well in a subject, my teachers at the Kanya Shiksha Parisar provided me with opportunities to improve my grades. | 6 | | | |
| 3 | I find the subjects and topics taught in class to be very interesting, enjoyable, and useful. | 7 | | | |
| 4 | My teachers use videos, diagrams, and PowerPoint presentations to teach and explain lessons. | 8 | | | |
| 5 | While teaching, they provide practical examples from nearby villages. | 9 | | | |

3. 6 Access to Learning Resources

| Sr. No | Statement | Item | Agree | Disagree | Cants say |
|--------|------------------------------------------------------------------------------------|------|-------|----------|-----------|
| 1 | I have access to all the necessary textbooks and study materials for each subject. | 10 | | | |
| 2 | I regularly use the school library for studying. | 11 | | | |
| 3 | I get opportunities to work in the school's computer lab. | 12 | | | |
| 4 | We are given hands-on experiments in the laboratories. | 13 | | | |

3.7 Residential Environment in the KSP

| Sr. No | Statement | Item | Agree | Disagree | Cants say |
|--------|----------------------------------------------------------------------|------|-------|----------|-----------|
| 1 | The hostel is clean and livable. | 16 | | | |
| 2 | However, the hostel requires better safety measures. | 17 | | | |
| 3 | The food provided at the Kanya Shiksha Campus is good. | 20 | | | |
| 4 | I am aware of the rules of the Kanya Shiksha Campus hostel. | 21 | | | |
| 5 | Regular safety drills and instructions are conducted at the Parisar. | 22 | | | |

3.8 Availability of Health Care Services in the Parisar

| Sr. No | Statement | Item | Agree | Disagree | Cants say |
|--------|----------------------------------------------------------------------------------|------|-------|----------|-----------|
| 1 | The number of toilets for the girls living in the hostel is insufficient. | 18 | | | |
| 2 | The toilets are not clean and hygienic. | 19 | | | |
| 3 | Healthcare staff, doctors, or nurses are available at the Kanya Shiksha Parisar. | 23 | | | |
| 4 | Emergency medical services are available whenever required. | 24 | | | |

3.9 Holistic Development of the Girls

| Sr. No | Statement | Item | Agree | Disagree | Cants say |
|--------|------------------------------------------------------------------------------------|------|-------|----------|-----------|
| 1 | There is a sports period at the Kanya Shiksha Parisar. | 14 | | | |
| 2 | By participating in activities at the campus, I feel physically fit and healthy. | 29 | | | |
| 3 | I do not get the support of a mentor at the Kanya Shiksha Parisar when needed. | 35 | | | |
| 4 | However, I have received emotional support from counselors during difficult times. | 36 | | | |

| | | | | | |
|---|-------------------------------------------------------------------------------------------|----|--|--|--|
| 5 | I have good relationships with my peers. | 38 | | | |
| 6 | My peers support me in times of need. | 39 | | | |
| 7 | The Kanya Shiksha Parisar has helped me in the following areas: a.Physical Development | 50 | | | |
| 8 | b.Career Development | 50 | | | |
| 9 | c.Personality Development | 50 | | | |

3.10 Promotion of Vocational Education Skills among Girls

| Sr. No | Statement | Item | Agree | Disagree | Cants say |
|--------|-----------------------------------------------------------------------------------------------------------------------------|------|-------|----------|-----------|
| 1 | We are taken on industrial visits. | 27 | | | |
| 2 | We receive career guidance from the Kanya Shiksha Campus from time to time. | 37 | | | |
| 3 | Vocational training is provided at the Kanya Shiksha Parisar, such as making dolls, rakhi, painting, and electrical models. | 45 | | | |
| 4 | This vocational training will help me choose my future career. | 46 | | | |

3.11 Implementation of 21stCentury Skills according to NEP 2020

| Sr. No | Statement | Item | Agree | Disagree | Cants say |
|--------|--------------------------------------------------------------------------------------------|------|-------|----------|-----------|
| 1 | I successfully complete subject-related, challenging projects and assignments. | 5 | | | |
| 2 | I get opportunities to participate in music, arts, and drama at the Kanya Shiksha Parisar. | 25 | | | |
| 3 | Studying at the Kanya Shiksha Campus has helped me develop teamwork and leadership skills. | 28 | | | |
| 4 | During school activities, I develop a sense of unity with my classmates. | 30 | | | |

| | | | | | |
|----|-------------------------------------------------------------------------------------------------------------------------|----|--|--|--|
| 5 | While working in groups, I cultivate empathy. | 31 | | | |
| 6 | I enjoy working in groups. | 32 | | | |
| 7 | I have had opportunities to lead as a class monitor, house captain, group leader, or student administrator. | 33 | | | |
| 8 | By participating in activities as a leader, I have improved my communication skills and ability to connect with others. | 34 | | | |
| 9 | I can easily resolve issues and disputes among my peers. | 40 | | | |
| 10 | I participate in competitions like debates and speeches. | 41 | | | |
| 11 | I complete all tasks or activities on time. | 42 | | | |
| 12 | Stress management techniques, such as yoga and meditation, are taught at the Kanya Shiksha Campus. | 43 | | | |
| 13 | I get opportunities to solve problems and make decisions through projects and other activities. | 44 | | | |

3.12 Home and Community Support for Parisars Girls

| Sr. No | Statement | Item | Agree | Disagree | Cants say |
|--------|---------------------------------------------------------------------|------|-------|----------|-----------|
| 1 | I also get to take part in community and social programs. | 26 | | | |
| 2 | I regularly talk to my parents about school activities and studies. | 47 | | | |
| 3 | My parents can speak to my teachers or staff whenever required. | 48 | | | |
| 4 | Parents should be more involved in school-related matters. | 49 | | | |

3.5.2.5 Focus group discussion:

The focus group discussion aims to explore various aspects of empowerment, self-confidence, and skill development among students at the Kanya Shiksha Campus. Participants will be encouraged to share their understanding of "empowerment" and "self-confidence". They will reflect on how their experiences at the campus, including self-defense training, decision-making exercises, conflict resolution strategies, and stress management sessions, have influenced their self-confidence and self-esteem. The discussion will also cover leadership opportunities provided at the institution, prompting students to share specific instances where they felt capable and independent. Additionally, the session will explore skill development programs conducted at the campus, including vocational activities, field trips, and expert-led discussions, to understand their impact on students' learning. Students will be asked whether the education they receive prepares them for competitive environments and future challenges. Furthermore, the discussion will examine whether they are informed about issues affecting girls and women and whether there has been a shift in community attitudes toward them since joining the campus. Lastly, participants will be encouraged to share if they have a role model, either within or outside the school, who inspires them to pursue their dreams.

3.5.2.6 Interview Schedule School Heads:

The interview schedule for school heads aims to gather insights into the role of Kanya Shiksha Parisar in empowering schoolgirls in Madhya Pradesh. It seeks to understand the activities organized by the school for the holistic development of learners, encompassing physical, cognitive, socio-emotional, and moral growth. The discussion also focuses on strategies implemented to strengthen relationships among key stakeholders, including teachers, students, school heads, parents, and the community. Additionally, school heads will share teaching-learning strategies aligned with the National Education Policy (NEP) 2020, particularly in curricular transactions. The interview will explore the vocational skill development programs offered by the school and whether they observe the NEP 2020 recommendation of 10 bag-less days, such as organizing internships with local artists, artisans, and industries.

Furthermore, school heads will highlight the promotion of 21st-century skills through various curricular activities and the steps taken to ensure parental and community involvement in school initiatives. The interview will also address the provision of educational, vocational, and personal guidance to students, as well as measures taken to ensure their safety and security. Another critical aspect includes the quality of residential facilities available to learners and the level of satisfaction with these provisions. School heads will be encouraged to discuss the challenges they face in

managing the school, whether academic, administrative, financial, or related to human resources. Finally, they will be invited to share their suggestions for improving the overall quality of education, ensuring that Kanya Shiksha Parisar continues to support and empower schoolgirls effectively.

All these tools are developed by the investigator, finalized and contextualized in the workshop held at RIE, Bhopal. Data was collected by visiting selected schools. The collected data was processed in computer software (Excel and SPSS) and accordingly interpretations are made.

3.6 Procedure of Data collection

The data collection from Kanya Shiksha Parisar (KSP) followed a systematic process. The Junior Project Fellow (JPF) and investigators conducted visits to all 26 selected Kanya Shiksha Parisars across various districts of Madhya Pradesh. Prior to the data collection, permission was obtained from the Tribal Department. During the visits, the research fellow engaged with head teachers, teachers, and students to gather data. The head teachers were briefed about the study's objectives and the tools to be used for data collection. Subsequently, detailed explanations regarding the questionnaire and the type of information required were provided to all participating teachers. The head teachers and teachers extended their full cooperation, facilitating the collection of necessary data. Data from students were collected in the presence of their teachers, ensuring a supportive environment. The data collection period details are outlined below.

Table-3.13: Phases of Data Collection (Madhya Pradesh KSPs)

| Phase | Duration | Place |
|-------|-------------------------|-----------------------------------|
| I | 30 August 2024 | Raisen |
| II | 18 September 2024 | Sehore |
| III | 28 September 2024 | Hoshangabad |
| III | 27 Sept.-1 October 2024 | Indore,Dhar,Alirajpur, Badwani |
| IV | 3-4 October 2024 | Betul,Chhindawara |
| V | 17 October 2024 | Maheswar |
| VI | 21-24 October-2024 | Anuppur,Dindori, Mandla |
| VII | 11-14 November 2024 | Satna,Sidhi,Singrauli |
| VIII | 20-22 November 2024 | Jhabua |

| | | |
|----|---------------------|------------------------|
| IX | 9-12 December 2024 | Katni,Jabalpur Umariya |
| X | 17-19 December 2024 | Seoni,Balaghat |

Data was collected through structured interviews and discussions on infrastructure, academic programs, vocational training, NEP 2020 implementation, and community involvement. Observations of classrooms, labs, libraries, and hostels were also conducted. Responses were recorded manually and digitally, using coded data sheets to ensure accuracy and confidentiality. With consent, photographs of school facilities and activities were taken. To ensure data reliability, we cross-verified responses and conducted follow-ups if needed. Finally, data was analyzed using SPSS and Excel, with open-ended responses grouped into key themes for insights.

3.7 Techniques of Data Analysis:

The data analysis for the study on Kanya Shiksha Parisar (KSP) incorporated both quantitative and qualitative methods to ensure comprehensive insights. In the quantitative analysis, all numerical data from questionnaires and structured interviews were systematically entered into Excel, followed by careful data cleaning to eliminate errors and inconsistencies. Descriptive statistics, including mean, and percentage, were used to summarize key variables such as student enrollment, participation in vocational programs, and residential facilities. The qualitative analysis involved thematic analysis, where open-ended responses from interviews, focus group discussions, and observation notes were transcribed and categorized into themes such as holistic development, NEP 2020 implementation, and the promotion of 21st-century skills. To ensure reliability, a triangulation method was employed by comparing responses from students, teachers, and school heads, allowing for the identification of commonalities and discrepancies. The findings were visually represented using bar graphs, pie charts, and tables for better clarity, while qualitative insights were supplemented with direct quotes and observations to add depth to the statistical results. The analyzed data provided meaningful conclusions about the role of KSP in empowering schoolgirls, highlighting both achievements and challenges. Based on these findings, recommendations were developed to enhance KSP programs, with a particular focus on vocational training, community involvement, and effective implementation of NEP 2020 strategies.

3.8 Conclusion

The present chapter has given a detailed account of method, sample, tools, procedure of data collection and analysis. The collected data was entered in MS Excel and analyzed and calculated as per the objectives of the study. The detail of the analysis and interpretation is presented in chapter-IV.

CHAPTER IV

Analysis and Interpretation of data

4.0. Backdrop

This chapter is dedicated to the analysis and interpretation of data collected from key stakeholders of KSP, namely students, teachers, and school heads, in order to draw conclusions regarding the role of KSP in empowering girl children in the study area, Madhya Pradesh. The data was gathered using various tools, including interview schedules for teachers and school heads, Focus Group Discussion (FGD) guidelines for students, and a school information schedule. The data was then analyzed and interpreted using the qualitative technique of thick description.

The results of the study, relating to objectives 1 to 4, are presented in the following six sections:

- 4.1. School Infrastructure
- 4.2. Learning Resources and Learning Activities
- 4.3. Teaching and Non-Teaching Workforce
- 4.4. Perception of Students
- 4.5. Role Perception vis-à-vis Role Performance of Teachers
- 4.6. Role Perception vis-à-vis Role Performance of School Heads

The analysis and interpretation of results related to objective No. 5 are presented in Chapter V of the report. An analysis of the Strengths, Weaknesses, Opportunities, and Challenges (SWOC) regarding KSP's role in empowering schoolgirls, based on the results from Chapters IV and V, is provided in Chapter VI of the report.

4.1. School Infrastructure

To analyze the school infrastructure of Kanya Shiksha Parisar's, data was collected through observation of various items, which were then grouped into different dimensions **for** a comprehensive assessment. These dimensions are categorized as follows:

1. **Infrastructure Availability:** This dimension focuses on the presence of essential infrastructure within the school, including physical buildings, classrooms, sanitation facilities, playgrounds, and other basic amenities required for a conducive learning environment.

2. **Adequacy of Available Infrastructure:** This refers to whether the available infrastructure meets the needs of the students and staff. It assesses whether the quantity of resources, such as classrooms, seating arrangements, and lab equipment's, are sufficient to accommodate the student population and support effective teaching and learning.
3. **Quality of Available Infrastructure:** This dimension evaluates the condition and standard of the available infrastructure. It looks at factors like the maintenance of facilities, safety standards, and the general state of the school buildings, furniture, and other physical resources.
4. **Frequency of Use of Available Infrastructure:** This refers to how often the available infrastructure is utilized for educational and extracurricular activities. It helps to measure whether resources are being maximized and effectively integrated into the school.

Through these dimensions, the analysis provides a detailed understanding of how the school's infrastructure supports the overall educational environment, student development and in-turn empowerment.

4.1.1 Analysis of Infrastructure Availability

The data regarding the Availability of Infrastructure and Resources at Kanya Shiksha Parisar in Madhya Pradesh offers valuable insights into the provision and effectiveness of resources aimed at creating an empowering learning environment for schoolgirls. A detailed analysis and interpretation of dimension are provided in Table 4.2 below.

Table 4.1.1.: Percentage of Availability of Infrastructure resources

| | SET-A | AVAILABILITY | |
|-------|------------------------------|--------------|--------|
| | Infrastructure and Resources | Yes (%) | No (%) |
| S.No. | Dimensions | | |
| 1 | Classroom | 100 | 0 |
| 2 | Laboratory | 88.5 | 11.5 |
| 3 | Library | 92.3 | 7.7 |
| 4 | Playground | 92.3 | 7.7 |
| 5 | Toilets | 100 | 0 |
| 6 | Smart Class | 88.5 | 11.5 |
| 7 | Computer Lab | 80.8 | 19.2 |
| 8 | Common Room | 100 | 0 |
| 9 | Multipurpose Hall | 88.5 | 11.5 |
| 10 | Sick Room | 80.8 | 19.2 |
| 11 | Ramps | 73.1 | 26.9 |

| | | | |
|----|--------------------|------|-----|
| 12 | Hostels | 100 | 0 |
| 13 | Boundary wall | 100 | 0 |
| 14 | TLMs | 100 | 0 |
| 15 | Musical Instrument | 96.2 | 3.8 |
| 16 | Sports Material | 100 | 0 |

The data in Table 4.2 highlights the availability of resources at Kanya Shiksha Parisar in Madhya Pradesh, showing that the infrastructure offers exceptional resource provision. Essential facilities such as classrooms, toilets, common rooms, hostels, boundary walls, teaching-learning materials (TLMs), and sports materials are all fully provided, with 100% availability. Additionally, some facilities, including libraries (92.3%), playgrounds (92.3%), and musical instruments (96.2%), show high availability, with only minor gaps of about 7-8%.

However, moderate gaps are evident in certain key areas. Laboratories, smart classes, multipurpose halls, and computer labs show availability ranging from 80.8% to 88.5%. These gaps suggest room for improvement, as these facilities are vital for promoting scientific inquiry, digital literacy, and versatile activities essential for modern education. A noticeable deficit exists in inclusive infrastructure, with ramps having the lowest availability at 73.1%, leaving 26.9% of the institution without such provisions. This lack of ramps could hinder access for differently abled students, underlining the need for a more inclusive approach. Similarly, health-related facilities reflect a significant absence, as sick rooms are available in only 80.8% of cases, indicating a gap of 19.2%. This raises concerns about the immediate provision of medical support for students during emergencies.

The overall effectiveness of these resources in creating an empowering learning environment is mixed. On the positive side, the complete availability of classrooms, hostels, boundary walls, toilets, and common rooms ensures a secure and conducive atmosphere for learning. The high availability of TLMs, musical instruments, and sports materials reflects an effort to provide diverse learning opportunities and extracurricular engagement, essential for the overall development of students. Kanya Shiksha Parisar has made commendable efforts in providing essential resources, with many achieving 100% availability. However, addressing the moderate to significant gaps in inclusive infrastructure, technology integration, and health-related facilities is essential to fully realize the objective of creating an empowering learning environment for school girls. The following figure-4.1 shows the graphical presentation of the availability of infrastructure and resources in KSP schools.

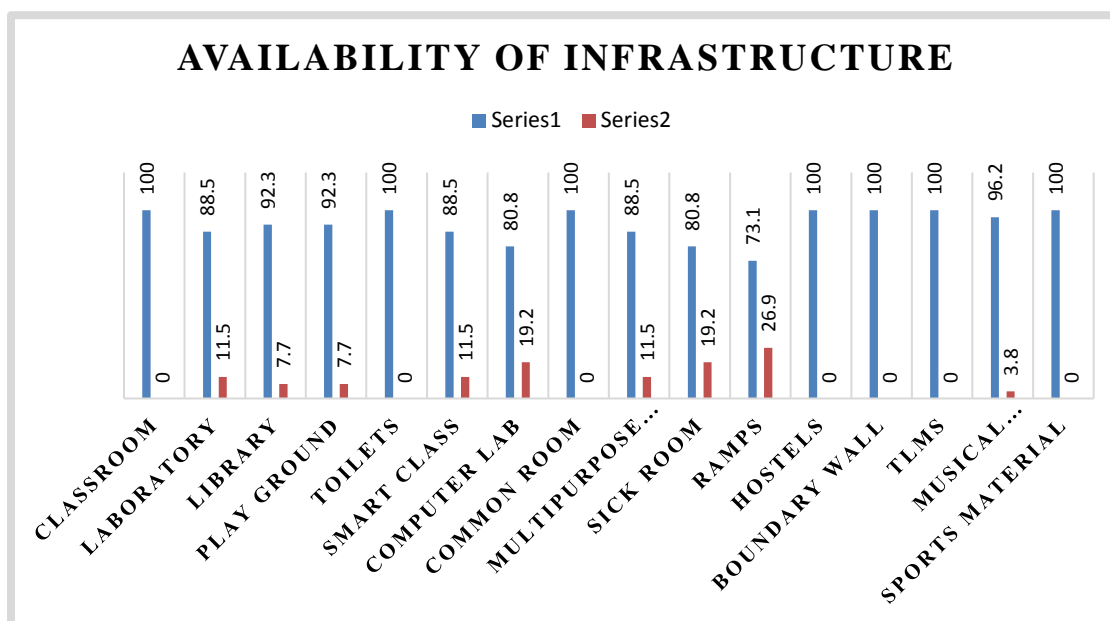


Figure-4.1: Percentage of Schools with Available vs. Unavailable Resources

4.1.2 Analysis of Adequacy of Resources at Kanya Shiksha Parisar (KSP) in Madhya Pradesh

Similarly, the responses have been tabulated and their percentages calculated to assess the adequacy of resources at Kanya Shiksha Parisar (KSP). The data presented in Table 4.1.2 for adequacy of resources highlights how well various resources meet the needs of schoolgirls, categorized into Adequate, Manageable, and Inadequate. The following Table 4.1.2 presents the dimension on Infrastructure Adequacy, in percentage of the observed data.

Table 4.4.1.2: Percentage of Adequacy of Infrastructure resources at KSP

| S.no. | SET-A | ADEQUACY | | |
|-------|-----------------------------------------|--------------|----------------|----------------|
| | Infrastructure and Resources Dimensions | Adequate (%) | Manageable (%) | Inadequate (%) |
| 1 | Classroom | 50 | 19.23 | 30.77 |
| 2 | Laboratory | 61.54 | 7.69 | 30.77 |
| 3 | Library | 53.85 | 15.38 | 30.77 |
| 4 | Playground | 46.15 | 7.69 | 46.15 |
| 5 | Toilets | 50 | 19.23 | 30.77 |
| 6 | Smart Class | 34.62 | 50 | 15.38 |
| 7 | Computer Lab | 42.31 | 3.85 | 53.85 |
| 8 | Common Room | 76.92 | 7.69 | 15.38 |
| 9 | Multipurpose Hall | 69.23 | 0 | 30.77 |

| | | | | |
|----|--------------------|-------|---|-------|
| 10 | Sick Room | 69.23 | 0 | 30.77 |
| 11 | Ramps | 69.23 | 0 | 30.77 |
| 12 | Hostels | 69.23 | 0 | 30.77 |
| 13 | Boundary wall | 69.23 | 0 | 30.77 |
| 14 | TLMs | 100 | 0 | 0 |
| 15 | Musical Instrument | 88.46 | 0 | 11.54 |
| 16 | Sports Material | 100 | 0 | 0 |

Table 4.2 reveals that Teaching-Learning Materials (TLMs) and Sports Materials are considered 100% adequate, indicating that these resources fully meet the needs of the students and contribute significantly to their academic and extracurricular development. Musical Instruments also stand out, with 88.46% of respondents finding them highly adequate, though a small portion (11.54%) reported them as inadequate.

In case of essential infrastructure with Varied Adequacy, a significant portion of the infrastructure, including Common Rooms (76.92%), Multipurpose Halls (69.23%), Sick Rooms (69.23%), Hostels (69.23%), Boundary Walls (69.23%), and Ramps (69.23%), is largely considered adequate. A minor percentage of respondents identified gaps in these resources, suggesting that while these facilities generally meet the requirements, they could benefit from minor improvements to ensure full adequacy.

Whereas resources such as Laboratories (61.54%), Libraries (53.85%), and Toilets (50%) were identified as moderately adequate. However, a considerable portion of respondents (30.77%) found these facilities lacking in terms of adequacy. These gaps highlight the need for attention to enhance these critical educational and hygienic facilities, ensuring they meet the full needs of the students. On other side, significant Gaps in Classrooms and Computer Labs: Both Classrooms (50%) and Computer Labs (53.85%) were categorized as "adequate," yet a notable portion of respondents 30.77% for classrooms and 53.85% for computer labs found them inadequate. These deficiencies point to the need for improvements in the quality or availability of these resources, which are crucial for effective teaching and learning, particularly in today's digital age. Smart Classes received mixed reviews, with 34.62% considering them adequate, 50% seeing them as manageable, and 15.38% finding them inadequate. This division indicates an opportunity for KSP to invest in further integrating smart technology and digital resources to better meet the evolving needs of students.

But, playgrounds show a mixed adequacy rating, with 46.15% finding them inadequate and an equal portion rating them as adequate. Toilets also face challenges, as only 50% of respondents consider them adequate, with 30.77% identifying them as

inadequate. These areas require attention, particularly in terms of space, cleanliness, and hygiene, to ensure they are fully adequate for the students' well-being.

In Conclusion, while Kanya Shiksha Parisar offers a solid foundation in terms of resource availability and adequacy, particularly in Teaching-Learning Materials, Sports Materials, and Common Rooms, there are areas that require further attention. These include Classrooms, Computer Labs, Smart Classes, Playgrounds, and Toilets, which need targeted improvements to enhance their adequacy. Addressing these gaps will better support the objective of creating an empowering and comprehensive learning environment for schoolgirls. Figure 2 shows the graphical representation of the finding.

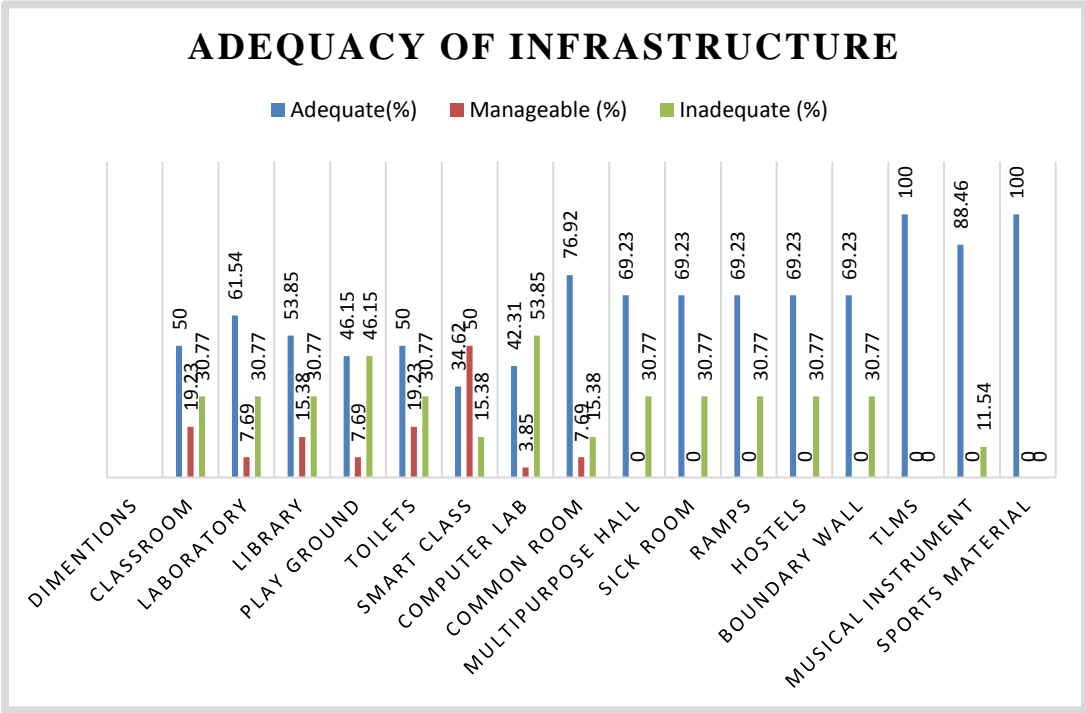


Figure-4.2 Percentage of Schools with Resources Rated as Adequate, Manageable, or Inadequate.

4.1.3 Analysis of Quality of Resources at Kanya Shiksha Parisar (KSP) in Madhya Pradesh

To assess the quality of resources, responses were recorded using a three-point scale: Good, Average, and Need Improvement. The following Table 4.1.3 presents dimension on Infrastructure Quality, in percentage.

Table 4.1.3: Percentage of Quality of Infrastructure resources

| | SET-A | QUALITY OF INFRASTRUCTURE | | |
|--------|-----------------------------------------|---------------------------|-------------|---------------------|
| S. No. | Infrastructure and Resources Dimensions | Good (%) | Average (%) | Need improvement(%) |
| 1 | Classroom | 50 | 19.23 | 30.77 |
| 2 | Laboratory | 61.54 | 7.69 | 30.77 |
| 3 | Library | 53.85 | 15.38 | 30.77 |
| 4 | Playground | 46.15 | 7.69 | 46.15 |
| 5 | Toilets | 50 | 19.23 | 30.77 |
| 6 | Smart Class | 34.62 | 50 | 15.38 |
| 7 | Computer Lab | 42.31 | 3.85 | 53.85 |
| 8 | Common Room | 76.92 | 7.69 | 15.38 |
| 9 | Multipurpose Hall | 69.23 | 0 | 30.77 |
| 10 | Sick Room | 69.23 | 0 | 30.77 |
| 11 | Ramps | 69.23 | 0 | 30.77 |
| 12 | Hostels | 69.23 | 0 | 30.77 |
| 13 | Boundary wall | 69.23 | 0 | 30.77 |
| 14 | TLMs | 100 | 0 | 0 |
| 15 | Musical Instrument | 88.46 | 0 | 11.54 |
| 16 | Sports Material | 100 | 0 | 0 |

The above table 4.4.3 shows that Teaching-Learning Materials (TLMs) and Sports Materials are rated 100% as good, meeting students' academic and extracurricular needs. Musical Instruments are rated 88.46% as good, although 11.54% suggest improvements. Where some of them found to be good but with minor gaps such as Common Rooms (76.92%) and facilities like Multipurpose Halls, Sick Rooms, Ramps, Hostels, and Boundary Walls (69.23%) are rated good, though some improvements are needed.

In some areas like Laboratories (61.54%) and Libraries (53.85%) are generally rated good, but 30.77% find them lacking. Toilets are mixed, with 50% rating them good, and 30.77% seeking improvements in hygiene and maintenance and Smart Classes and Computer Labs need substantial upgrades, with 50% of Smart Class ratings as average, and 53.85% of Computer Lab ratings as need improvement, hindering students' access to modern digital tools. Where, Playgrounds show mixed perceptions, with 46.15% considering them inadequate. Classrooms, while 50% rated good, also need improvements.

In summary, Kanya Shiksha Parisar has made notable strides in providing quality resources, especially TLMs and Sports Materials. However, enhancing Smart Classes, Computer Labs, Classrooms, and Playgrounds will create a more empowering learning environment, fostering holistic development for schoolgirls and preparing them for future challenges. Addressing these gaps will promote an inclusive, supportive environment conducive to both academic and extracurricular growth. The following figure no.4.3 shows the graphical presentation of the quality aspect of the resources in KSP schools.

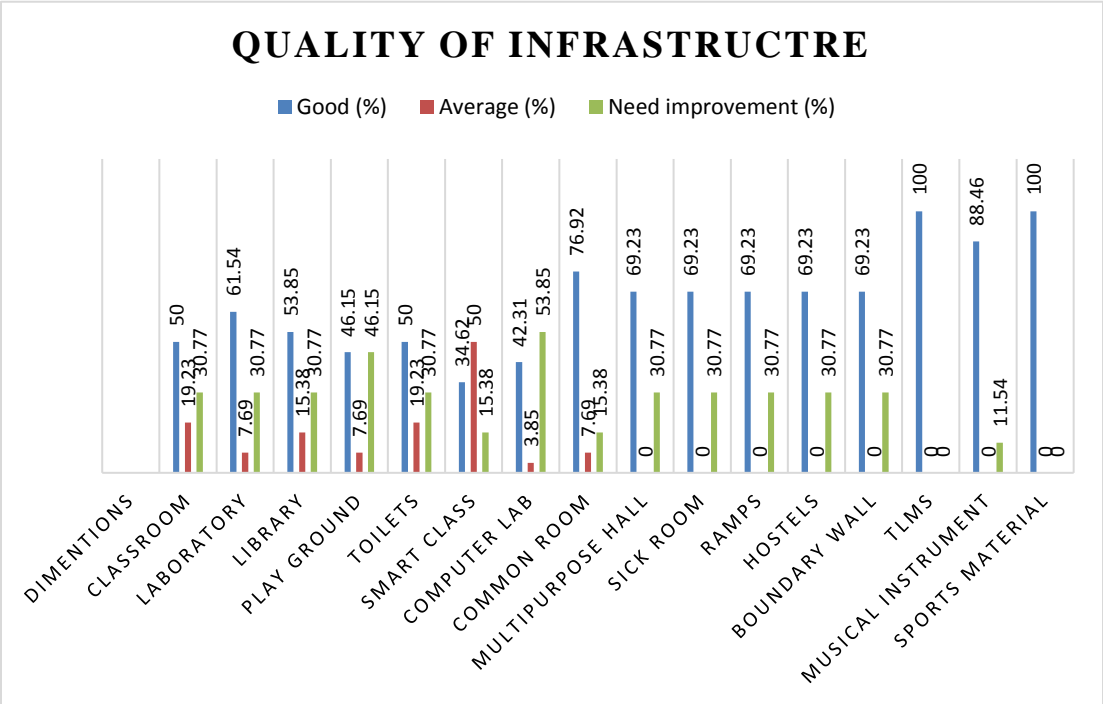


Figure-4.3 Percentage of Schools by Resource Quality (Good, Average, Need Improvement)

4.1.4 Analysis of Frequency on the Uses of Infrastructure Resources at Kanya Shiksha Parisar (KSP) in Madhya Pradesh

To determine the frequency of infrastructure resource usage, the percentage method was applied to responses categorized as Frequently Used, Rarely Used, and Hardly Used. The following Table 4.1.4 presents dimension on Frequency of Infrastructure Use, in percentage of the observed data.

Table No.4.1.4: Percentage of Frequency of use of Infrastructure Resources

| | SET-A | FREQUENCY | | |
|--------|--------------------|----------------|------------|------------|
| Sl.no. | Dimensions | Frequently (%) | Rarely (%) | Hardly (%) |
| 1 | Classroom | 100 | 0 | 0 |
| 2 | Laboratory | 38.46 | 30.77 | 30.77 |
| 3 | Library | 38.46 | 30.77 | 30.77 |
| 4 | Playground | 69.23 | 0 | 30.77 |
| 5 | Toilets | 69.23 | 0 | 30.77 |
| 6 | Smart Class | 69.23 | 0 | 30.77 |
| 7 | Computer Lab | 38.46 | 7.69 | 53.85 |
| 8 | Common Room | 61.54 | 7.69 | 30.77 |
| 9 | Multipurpose Hall | 69.23 | 0 | 30.77 |
| 10 | Sick Room | 69.23 | 0 | 30.77 |
| 11 | Ramps | 69.23 | 0 | 30.77 |
| 12 | Hostels | 100 | 0 | 0 |
| 13 | Boundary wall | 69.23 | 0 | 30.77 |
| 14 | TLMs | 100 | 0 | 0 |
| 15 | Musical Instrument | 57.69 | 30.77 | 11.54 |
| 16 | Sports Material | 100 | 0 | 0 |

The data presented in table no. 4.1.4 reveals that Classrooms, for instance, are used 100% "Frequently," indicating that they are in full utilization and remain the primary resource for the students. Laboratories show a more mixed usage, with 38.46% of students using them "Frequently," while 30.77% report using them "Rarely," and another 30.77% "Hardly" at all. Similarly, the library, shows a pattern of underutilization, with 38.46% of students using it "Frequently" and 30.77% using it both "Rarely" and "Hardly." This reflects inconsistent usage, possibly due to factors like insufficient books, poor accessibility, or a lack of time for students to visit.

With respect to the playground, a facility crucial for physical activity and well-being is utilized by 69.23% of students "Frequently," with the remaining 30.77% using it "Hardly." Toilets and smart classrooms are both used frequently by 69.23% of students, yet some students report limited access, as indicated by the 30.77% response in the "Hardly" category. Also, the computer lab shows the most significant "Rarely Used", with only 38.46% of students using it "Frequently," 7.69% using it "Rarely," and 53.85% reporting they use it "Hardly."

Facilities such as the common room (61.54% "Frequently"), multipurpose hall (69.23% "Frequently"), and sick room (69.23% "Frequently") are used regularly, but

not universally, with "Hardly" responses indicating that their use may be restricted by accessibility or scheduling conflicts. Similarly, ramps, essential for ensuring accessibility for students with disabilities, show 69.23% "Frequent" use and 30.77% "Hardly" use, suggesting that while available, their accessibility might not be sufficient for all students, especially those with mobility challenges. Hostels, with 100% "Frequent" usage, are a critical resource for students requiring accommodation, demonstrating their indispensable role in supporting the educational environment. The boundary wall, used "Frequently" by 69.23% of students, appears to serve primarily as a safety feature rather than a space contributing to educational or recreational activities. Teaching-learning materials (TLMs) are used 100% "Frequently," highlighting their importance in enhancing the quality of education. However, musical instruments show varied use, with 57.69% using them "Frequently," 30.77% "Rarely," and 11.54% "Hardly," suggesting they are more specialized resources used primarily in specific programs or events. Finally, sports materials, with 100% "Frequent" use, emphasize the importance of physical activity in the students' overall learning experience, promoting both physical and mental well-being.

In conclusion, while the data reveals that many infrastructure resources are utilized effectively, there are key areas, such as the laboratory, library, computer lab, and certain specialized facilities like musical instruments, where utilization is inconsistent. Addressing these gaps by improving access, resources, and integration into the daily routine could further enhance the learning environment and empower students. Following Figure 4.4 is the graphical representation.

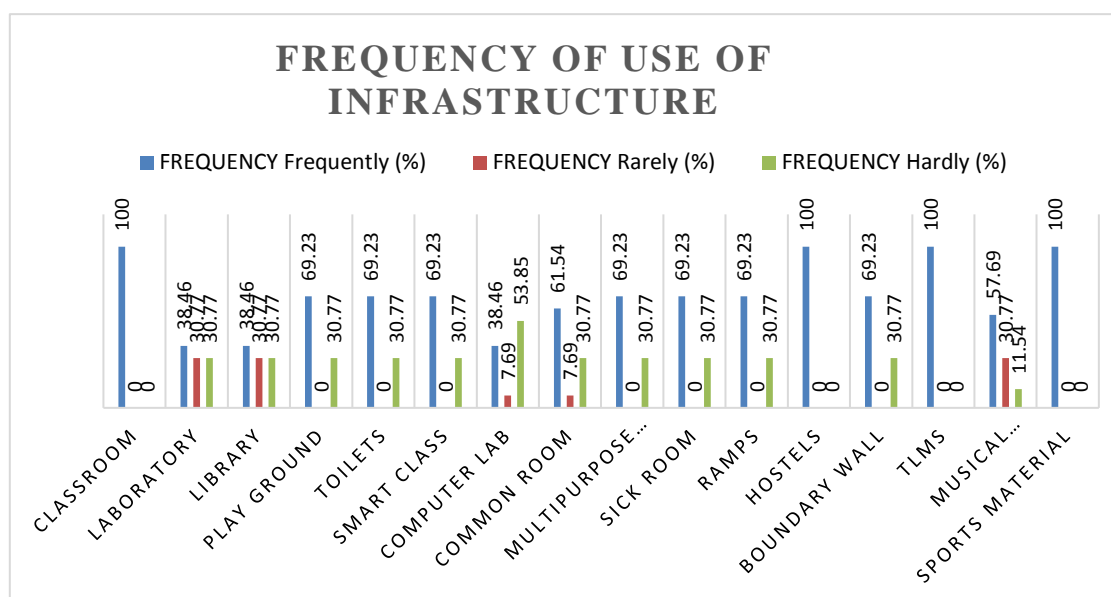


Figure-4.4 Percentage of Schools by Resource Usage (Frequently, When Needed, Hardly Used)



(Source Primary Data) Picture-13 KSP Hostel Building Seoni

4.2 Learning Resources and Learning Activities

The availability and effectiveness of learning resources and activities play a pivotal role in shaping students' overall educational experience. At Kanya Shiksha Parisar, a variety of programs and initiatives are implemented to enhance the development of schoolgirls, not only in academics but also in other essential life skills. These activities, ranging from literary and cultural programs to vocational training, are designed to nurture creativity, promote physical and mental well-being, and prepare students for future challenges. This section explores the assessment of different types

of learning activities offered, highlighting their impact on students' social, cognitive, and practical skill development.

To analyze the activities conducted in KSP schools, the data has been categorized based on the frequency of activities: Conducted Regularly, Sometimes, Rarely, and Hardly and grouped into different dimensions and categorized as follows:

1. **Literary and Cultural Activities:** This includes the various programs and events organized by the school to promote literacy skills, creativity, and cultural awareness among students. These activities play an important role in enhancing students' social and cognitive development.
2. **Extension Activities:** These are activities conducted beyond the standard curriculum, aimed at enriching the students' educational experience. Extension activities can include community outreach programs, environmental initiatives, and other projects that foster social responsibility.
3. **Health and Wellness:** This dimension assesses the activities related to promoting physical health, mental wellness, and overall well-being. This includes health check-ups, hygiene awareness programs, fitness initiatives, and counseling services available for students.
4. **Life Skill Activities:** These are activities designed to equip students with essential life skills such as decision-making, problem-solving, communication, teamwork, and leadership. Life skill programs aim to prepare students for challenges beyond school life.
5. **Vocational Activities:** These activities are aimed at developing practical skills that can be applied in various vocations. Vocational programs provide students with hands-on experience in trades such as carpentry, tailoring, agriculture, or technology, thereby empowering them with skills that enhance employability.

4.2.1 Analysis of Activities Conducted among the KSP Schools

Table no. 4.2.1 shows that the analysis of activities conducted in Kanya Shiksha Parisar schools highlights varying levels of implementation and consistency across different domains. Literary and cultural activities are conducted regularly in 50% of the schools, with 19.23% conducting them sometimes and 30.77% organizing them as per need. While these activities are never completely absent, the irregularity in their execution reflects a lack of consistent focus on promoting cultural enrichment and creativity among students.

Table 4.2.1: Percentage of Activities conducted in the area of Literary & Cultural activities, Extension Activities, Health & Wellness, Life Skill and Vocational Activities.

| Sl.no. | Dimensions | ACTIVITIES CONDUCTED ON DIFFERENT PARAMETERS | | | |
|--------|-----------------------|----------------------------------------------|-------------------------|---------------------------|----------------------|
| | | Conducted Regularly (%) | Conducted Sometimes (%) | Conducted aa per Need (%) | Conducted Hardly (%) |
| 1 | Literary and Cultural | 50 | 19.23 | 30.77 | 0 |
| 2 | Extension | 0 | 69.23 | 11.54 | 19.23 |
| 3 | Health and Wellness | 80.77 | 11.54 | 3.85 | 3.85 |
| 4 | Life Skill | 96.3 | 0 | 3.7 | 0 |
| 5 | Vocational | 96.15 | 0 | 0 | 3.85 |

Table no. 4.2.1 shows that the analysis of activities conducted in Kanya Shiksha Parisar schools highlights varying levels of implementation and consistency across different domains. Literary and cultural activities are conducted regularly in 50% of the schools, with 19.23% conducting them sometimes and 30.77% organizing them as per need. While these activities are never completely absent, the irregularity in their execution reflects a lack of consistent focus on promoting cultural enrichment and creativity among students.

Extension activities, on the other hand, are conducted sometimes in 69.23% of the schools, with 19.23% conducting them rarely and 11.54% on an as-needed basis. The infrequency of these activities suggests they are not an integral part of the curriculum, thereby missing an opportunity to provide students with broader exposure and learning experiences.

Health and wellness activities show a stronger regularity, being conducted in 80.77% of schools, with 11.54% conducting them sometimes and only 7.7% rarely. This demonstrates a commendable emphasis on student well-being. However, the gaps in certain schools highlight the need for improvements to ensure consistent access to health-related support and infrastructure.

Life skills activities are the most consistently conducted, with 96.30% of schools organizing them regularly and only 3.70% conducting them rarely. This near-universal implementation underscores a significant commitment to equipping students with essential personal and professional skills to navigate challenges effectively.

Similarly, vocational activities are conducted regularly in 96.15% of schools, with only 3.85% reporting limited implementation. The high focus on vocational training

reflects the alignment of the curriculum with the need for skill-based education and practical career preparation.

Key findings reveal that while life skills and vocational activities are well-integrated, literary, cultural, and extension activities require more structured and regular implementation to ensure holistic student development. Health and wellness activities, although showing promising regularity, need targeted efforts to bridge gaps in certain schools. Achieving greater consistency across all activity domains is essential to ensure a balanced and comprehensive learning environment. Figure -4.5 represents the graphical representation.

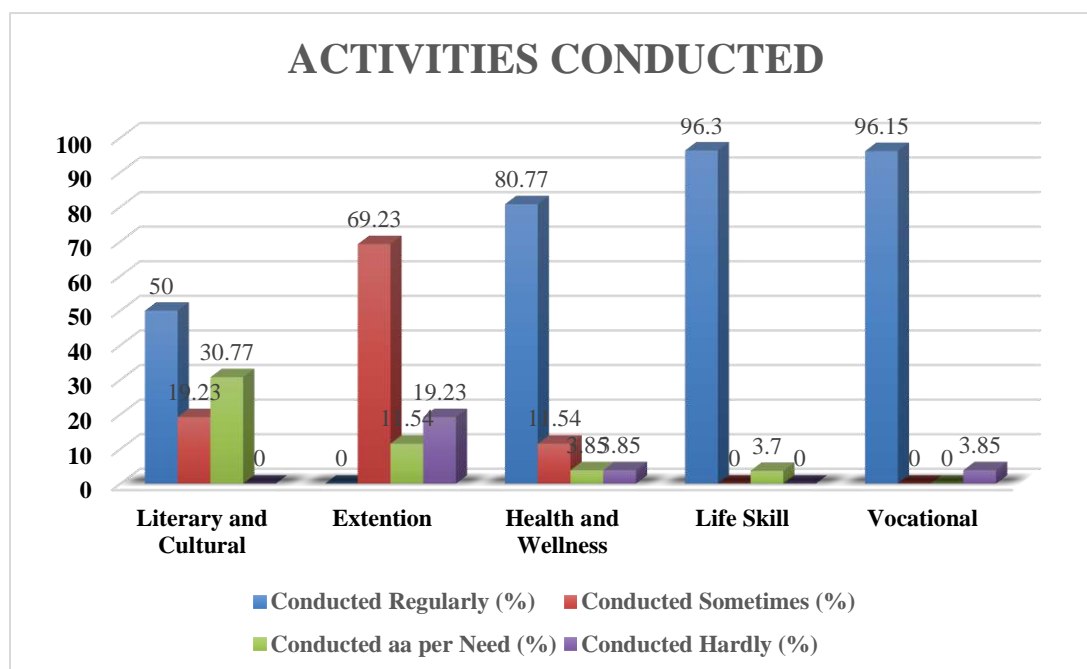


Figure-4.5 Percentage of Activities Conducted in Kanya Shiksha Parisar across various categories. Each bar group highlights the proportion of activities conducted "Regularly," "Sometimes," "As per Need," and "Hardly."

4.2.2 Perception of Students

This section focuses on the analysis and interpretation of results related to the investigation of how Kanya Shiksha Parisar has impacted the lives of schoolgirls, particularly in terms of their educational aspirations, self-confidence, perceived barriers, and overall empowerment. The study aims to provide insights into the influence of the program on the personal and educational development of the schoolgirls involved.

Data for this analysis was collected using an opinionnaire with a three-point scale (Agree, Disagree, and Can't Say), enabling a deeper understanding of the respondents'

views on various aspects of their empowerment and aspirations. The results are presented in tabular form, followed by a detailed analysis and interpretation of the findings. These results offer a comprehensive understanding of how Kanya Shiksha Parisar contributes to shaping the educational and personal journeys of schoolgirls, identifying both successes and potential areas for program improvement. Table 4.3.1 shows

4.2.3 Learning Environment at KSP

The learning environment at Kanya Shiksha Parisar plays a crucial role in shaping the educational experience of schoolgirls. To assess the effectiveness of this environment, data was collected from students to gauge their perceptions and experiences. The learning environment at Kanya Shiksha Parisar significantly contributes to the overall development of schoolgirls, particularly in fostering an atmosphere where they feel engaged, supported, and inspired. To assess the effectiveness of this environment, enjoyability, teacher assistance, encouragement and inspiration, and the freedom to express themselves without fear were taken into consideration. This data was analyzed to understand the overall impact of the learning environment on their academic growth, personal development, and sense of empowerment and shown in Table 4.3.1.

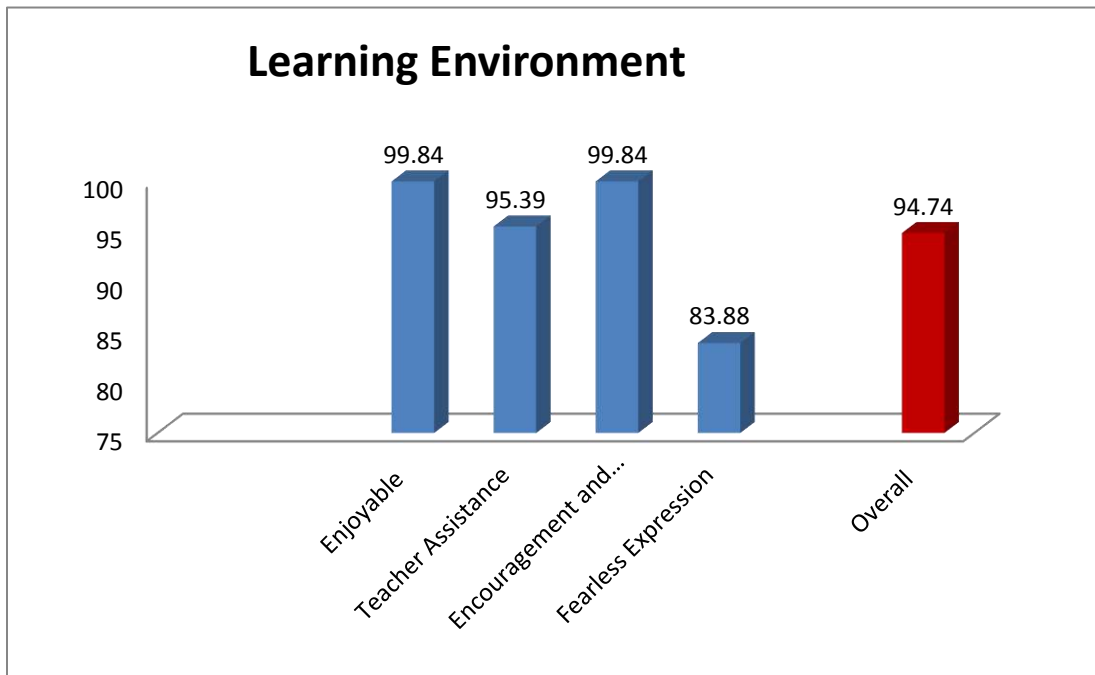
Table 4.3.1 Number and Percentage of Student Responses for "Learning Environment" at KSP

| Sr. No. | Statement | N=1259 | | | | | |
|---------|--------------------------------------------------------------------------------|---------------------------------|-------|----------|-------|-----------|------|
| | | No. and Percentage of Responses | | | | | |
| | | Agree | | Disagree | | Can't say | |
| | | N | % | N | % | N | % |
| 1 | I enjoy studying at the Kanya Shiksha Parisar. | 1257 | 99.84 | 0 | 0.00 | 2 | 0.16 |
| 2 | Whenever necessary, my teachers assist me and teach me even after class hours. | 1201 | 95.39 | 13 | 1.03 | 45 | 3.57 |
| 3 | My teachers encourage and inspire me to progress further. | 1257 | 99.84 | 2 | 0.16 | 0 | 0.00 |
| 4 | I can share my thoughts with teachers in the classroom without any fear. | 1056 | 83.88 | 171 | 13.58 | 32 | 2.54 |
| | Overall | 1192.75 | 94.74 | 46.50 | 3.69 | 19.75 | 1.57 |

The responses collected from 1259 students regarding various aspects of the learning environment at Kanya Shiksha Parisar highlight a highly positive perception among students, with a strong emphasis on enjoyment, teacher assistance, encouragement, and freedom of expression.

1. **Enjoyability of Studying:** The overwhelming majority of students (99.84%) agreed with the statement "I enjoy studying at the Kanya Shiksha Parisar," with only 0.16% of students indicating that they did not enjoy their studies. This suggests that the learning environment is highly enjoyable and engaging, contributing significantly to student satisfaction and motivation.
2. **Teacher Assistance:** A large proportion of students (95.39%) reported that their teachers assist them and provide extra help even after class hours. Only 4.6% of students expressed uncertainty or disagreement regarding teacher support. This indicates that the teachers at Kanya Shiksha Parisar are proactive in providing additional support, ensuring that students feel guided in their learning journey.
3. **Encouragement and Inspiration from Teachers:** Nearly all respondents (99.84%) agreed that their teachers encourage and inspire them to progress further, with only a small percentage (0.16%) disagreeing. This suggests that teachers at Kanya Shiksha Parisar play a key role in motivating students, fostering a growth mindset, and helping them strive for academic and personal success.
4. **Fearless Expression in the Classroom:** A significant majority of students (83.88%) feel comfortable sharing their thoughts with teachers in the classroom without fear, though 13.58% of students reported that they did not feel fully at ease in expressing themselves. This indicates that while most students experience a safe and supportive environment, there may be room for improvement in ensuring that all students feel completely confident in their ability to express themselves without hesitation.

Overall Analysis: On average, 94.74% of students agreed with the statements related to enjoy ability, teacher assistance, encouragement, and fearless expression, demonstrating a highly positive perception of the learning environment at Kanya Shiksha Parisar. However, there are small areas for improvement, particularly in fostering even more fearless expression in the classroom. These insights suggest that the school's learning environment is generally empowering and effective, with a strong foundation for further enhancing student engagement and participation. All of these parameters are visually represented in the Figure 4.6 which provides a clear overview of the students' responses regarding the learning environment.

Figure – 4.6 Percenzage of different aspect of Learning Environment

4.2.4 Implementation of Curriculum and Pedagogy

The data collected from 1,259 respondents reflects an overwhelmingly positive perception of the academic environment and teaching methods at Kanya Shiksha Parisar (KSP). Students have expressed high levels of satisfaction with various aspects of curriculum delivery, pedagogical techniques, and teacher support, as detailed in Table 4.3.2.

Table 4.3.2 Number and Percentage of Student Responses regarding Curriculum and Pedagogy

| Sr. No. | Statement | N = 1259 | | | | | |
|---------|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-------|----------|-------|-----------|------|
| | | No. and Percentage of Responses | | | | | |
| | | Agree | | Disagree | | Can't say | |
| | | N | % | N | % | N | % |
| 1 | I have received awards for my academic achievements. | 795 | 63.15 | 391 | 31.06 | 73 | 5.80 |
| 2 | When I didn't score well in a subject, my teachers at the KanyaShiksha Campus provided me with opportunities to improve my grades. | 1184 | 94.04 | 44 | 3.49 | 31 | 2.46 |

| | | | | | | | |
|---------|-----------------------------------------------------------------------------------------------|---------|-------|-------|------|-------|------|
| 3 | I find the subjects and topics taught in class to be very interesting, enjoyable, and useful. | 1242 | 98.65 | 7 | 0.56 | 10 | 0.79 |
| 4 | My teachers use videos, diagrams, and PowerPoint presentations to teach and explain lessons. | 1154 | 91.66 | 54 | 4.29 | 51 | 4.05 |
| 5 | While teaching, they provide practical examples from nearby villages. | 1250 | 99.29 | 3 | 0.24 | 6 | 0.48 |
| Overall | | 1125.00 | 89.36 | 99.80 | 7.93 | 34.20 | 2.72 |

1. **Awards for Academic Achievements:** A significant portion of students (63.15%) agreed that they have received awards for their academic achievements, while 31.06% disagreed, and 5.80% were unsure. This suggests that while awards are a motivator for many students, there is a noticeable group who may not have received recognition for their academic performance. This could be an area for further improvement in recognizing a broader range of achievements.
2. **Opportunities to Improve Grades:** A remarkable 94.04% of students reported that when they struggled in a subject, their teachers provided opportunities to improve their grades, while only 3.49% disagreed, and 2.46% were unsure. This reflects a strong emphasis on student support and opportunities for academic growth, indicating that teachers at Kanya Shiksha Parisar are committed to helping students overcome challenges and succeed.
3. **Interest and Enjoyment in Subjects:** An overwhelming 98.65% of students found the subjects and topics taught in class to be interesting, enjoyable, and useful, with only 0.56% disagreeing and 0.79% unsure. This highlights the effectiveness of the curriculum and teaching methods in engaging students, suggesting that the material is both relevant and appealing to the students.
4. **Use of Multimedia and Visual Aids:** 91.66% of students agreed that their teachers use videos, diagrams, and PowerPoint presentations to teach and explain lessons, while 4.29% disagreed and 4.05% were unsure. This shows that a majority of teachers incorporate modern teaching tools to enhance the learning experience, though there is still a small percentage who may not fully utilize these methods.
5. **Use of Local Resources:** An impressive 99.29% of students agreed that their teachers provide practical/local examples during lessons, which helps contextualize learning. Only 0.24% disagreed, and 0.48% were unsure. This indicates that the teachers are effectively using real-life examples to make lessons more relatable and relevant to students' lives.

Overall Analysis: On average, 89.36% of students agreed with the statements regarding academic support, teaching methods, and the relevance of lessons. The overall responses reflect a strong satisfaction with the academic experience at Kanya Shiksha Parisar, with students feeling engaged, supported, and motivated. However, there are areas, such as recognition for academic achievements, where improvements can be made to ensure that all students feel equally acknowledged for their efforts. The above parameters are visually represented in the figure 4.7 which provides a clear and comprehensive overview of the curriculum and pedagogy at Kanya Shiksha Parisar.

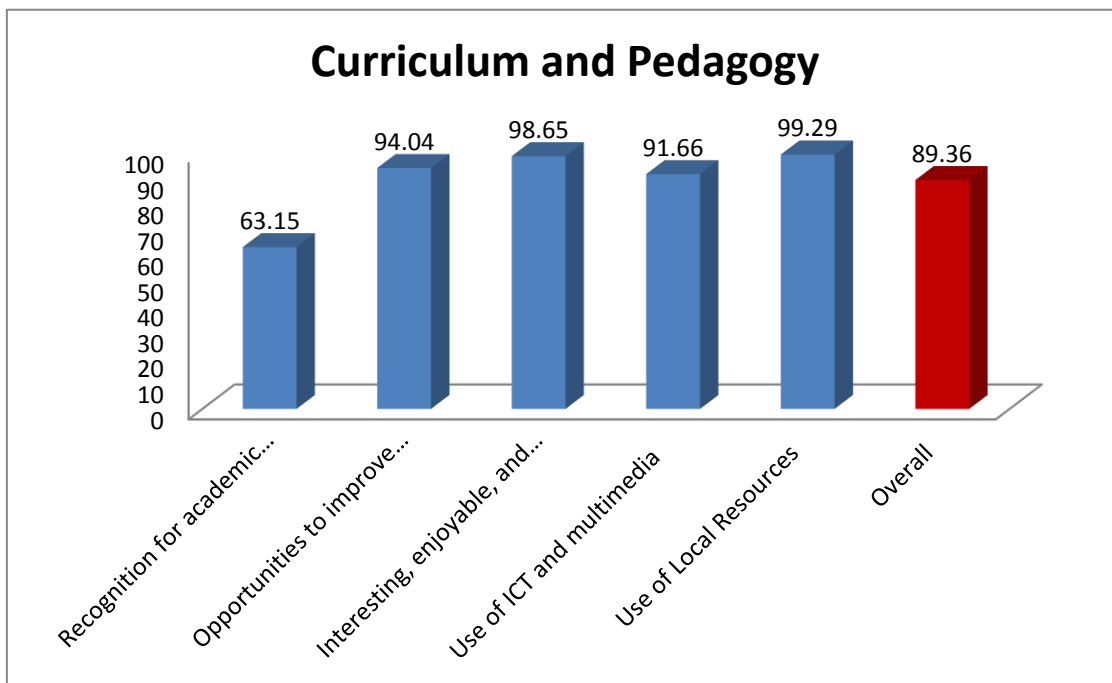


Figure -4.7 Percentage of different aspect of Curriculum and Pedagogy

4.2.5 Access to Learning Resources

Access to quality learning resources is a crucial factor in ensuring effective education. The availability of textbooks, libraries, computer labs, and hands-on laboratory experiments significantly enhances students' learning experiences. The data collected from 1,259 students provides insights into their access to these resources at Kanya Shiksha Parisar (KSP). Table 4.3.3 outlines student responses regarding the accessibility and utilization of various learning tools.

Table 4.3.3: Number and Percentage of Student Responses regarding Access to Learning Resources

| Sr. No. | Statement | N = 1259 | | | | | |
|---------|------------------------------------------------------------------------------------|---------------------------------|-------|----------|-------|-----------|------|
| | | No. and Percentage of Responses | | | | | |
| | | Agree | | Disagree | | Can't say | |
| | | N | % | N | % | N | % |
| 1 | I have access to all the necessary textbooks and study materials for each subject. | 1166 | 92.61 | 79 | 6.27 | 14 | 1.11 |
| 2 | I regularly use the school library for studying. | 927 | 73.63 | 248 | 19.70 | 84 | 6.67 |
| 3 | I get opportunities to work in the school's computer lab. | 842 | 66.88 | 375 | 29.79 | 42 | 3.34 |
| 4 | We are given hands-on experiments in the laboratories. | 965 | 76.65 | 267 | 21.21 | 27 | 2.14 |
| | Overall | 975.00 | 77.44 | 242.25 | 19.24 | 41.75 | 3.32 |

- 1. Access to Textbooks and Study Materials:** A significant majority (92.61%) of students agree that they have access to all the necessary textbooks and study materials for each subject, suggesting that the school is effectively providing essential resources. Only a small proportion (6.27%) disagrees, and just 1.11% are unsure, indicating minimal issues with material availability.
- 2. Use of the School Library:** While 73.63% of students regularly use the school library for studying, a considerable portion (19.70%) disagrees, and 6.67% are uncertain. This suggests that although the library is a key resource for most students, some may find it less accessible or not regularly use it, possibly due to convenience or availability of alternative study spaces.
- 3. Opportunities to Work in the Computer Lab:** 66.88% of students report having opportunities to use the school's computer lab, but 29.79% disagree, indicating that nearly one-third of students may not have consistent access. This discrepancy suggests that the demand for computer lab access could be higher than the available opportunities, limiting its use for some students. Only 3.34% are unsure, showing that most have a clear sense of their lab access.
- 4. Hands-On Experiments in Laboratories:** A positive majority (76.65%) of students feel they are given opportunities to engage in hands-on experiments in the laboratories, reflecting a strong practical learning experience. However, 21.21% disagree, suggesting that a segment of the student body might not have sufficient opportunities for hands-on learning. Only 2.14% are unsure, indicating clarity around this aspect of the school's educational offering.

Overall Analysis: On average, 77.44% of respondents agree with the statements, which reflect overall satisfaction with access to resources and opportunities for academic engagement. However, there are clear areas where improvements could be made, particularly in ensuring that all students have equal access to computer labs and hands-on experiments, where dissatisfaction is slightly higher.

Thus the school excels in providing textbooks and study materials, with very few students expressing dissatisfaction. The use of the library is fairly strong but could be increased with more accessible hours or alternative spaces. Computer lab access and hands-on laboratory experiments may require additional attention to ensure equal opportunities for all students.

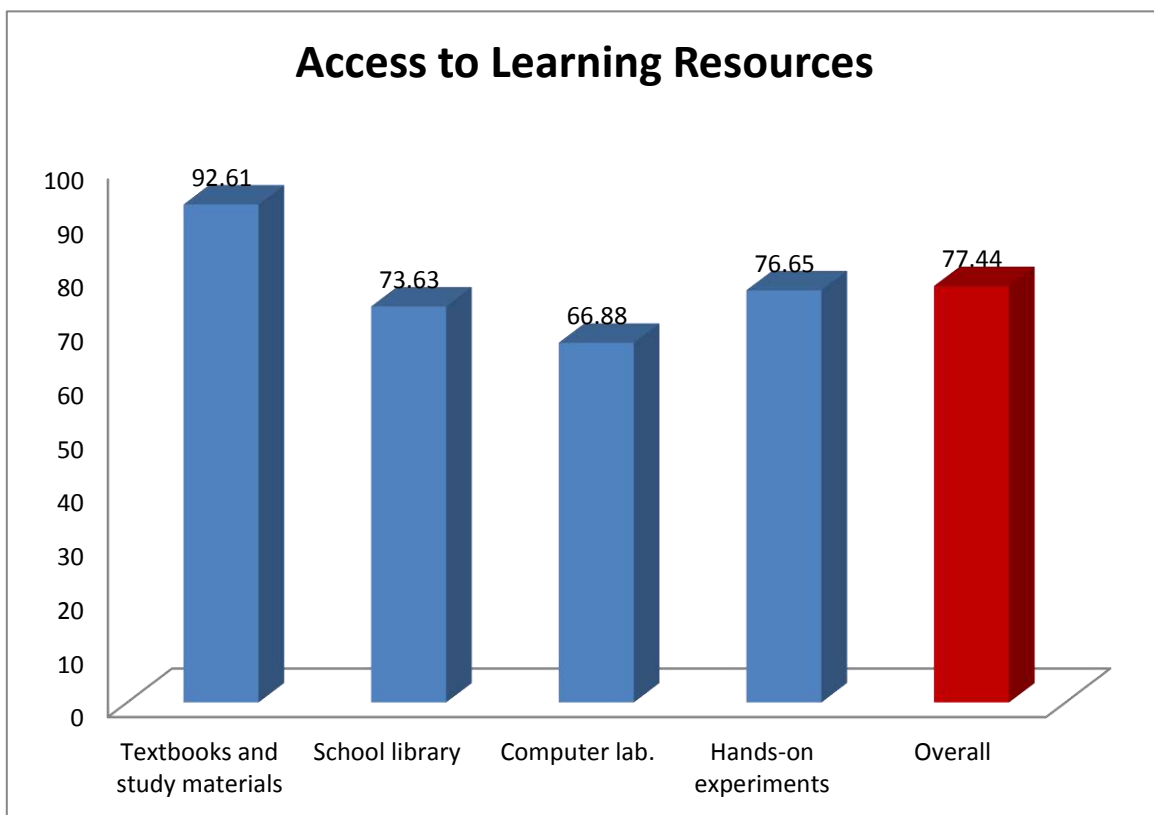


Figure -4.8 Percentage of different aspect of Access to Learning Resources

4.2.6 Residential Environment in KSP

A safe, clean, and well-maintained residential environment plays a vital role in ensuring students' comfort, security, and overall well-being. At Kanya Shiksha Parisar, hostel facilities and campus safety measures are key factors in providing a supportive living environment for students.

To assess students' perceptions of hostel conditions, food quality, safety measures, and awareness of campus rules, data was collected from 1,259 respondents. Table 4.3.4 presents the findings based on their feedback. The responses highlight the strengths of the residential facilities while also pointing out areas that may require further improvement.

Table 4.3.4 Number and Percentage of Student Responses for Residential Environment at KSP

| Sr. No. | Statement | N = 1259 | | | | | |
|---------|---------------------------------------------------------------------|---------------------------------|-------|----------|-------|-----------|------|
| | | No. and Percentage of Responses | | | | | |
| | | Agree | | Disagree | | Can't say | |
| | | N | % | N | % | N | % |
| 1 | The hostel is clean and livable. | 1186 | 94.20 | 33 | 2.62 | 40 | 3.18 |
| 2 | However, the hostel requires better safety measures. | 890 | 70.69 | 292 | 23.19 | 77 | 6.12 |
| 3 | The food provided at the KanyaShiksha Campus is good. | 926 | 73.55 | 255 | 20.25 | 78 | 6.20 |
| 4 | I am aware of the rules of the KanyaShiksha Campus hostel. | 1171 | 93.01 | 62 | 4.92 | 26 | 2.07 |
| 5 | Regular safety drills and instructions are conducted at the campus. | 1140 | 90.55 | 97 | 7.70 | 22 | 1.75 |
| | Overall | 1062.60 | 84.40 | 147.80 | 11.74 | 48.60 | 3.86 |

- The Hostel is Clean and Livable:** A large majority (94.20%) of students agrees that the hostel is clean and livable. This indicates that the majority of students are satisfied with the cleanliness and overall living conditions. Only a small percentage (2.62%) disagrees, and 3.18% are unsure, suggesting that the hostel environment is generally well-maintained and conducive to student living.
- The Hostel Requires Better Safety Measures:** While 70.69% of students agree that the hostel requires better safety measures, a significant portion (23.19%) disagree with this statement. This indicates that while most students feel safety could be improved; there is a portion of the student body who feel adequately safe. The 6.12% who are unsure may reflect a lack of clarity or awareness about safety measures on the campus.

3. **The Food provided at the Kanya Shiksha Campus is good:** 73.55% of students agree that the food provided on campus is good, showing a generally positive perception of food quality. However, 20.25% disagree, and 6.20% are uncertain, indicating that a portion of students is dissatisfied or unsure about the quality of food, pointing to room for improvement in this area.
4. **Awareness of the Rules of the Kanya Shiksha Parisar Hostel:** A strong majority (93.01%) of students are aware of the rules of the hostel, showing that the rules are effectively communicated. Only 4.92% disagree, and just 2.07% are unsure, which indicates that students are generally well-informed about hostel policies.
5. **Regular Safety Drills and Instructions are Conducted at KSP:** 90.55% of students agree that regular safety drills and instructions are conducted, suggesting that safety drills are a routine part of campus activities. A smaller proportion (7.70%) disagree, and 1.75% are unsure. While the majority agree, the slight dissatisfaction or uncertainty might point to areas where the frequency or visibility of safety drills can be enhanced.

Overall Analysis: The data shows that the majority of students have a positive experience regarding hostel cleanliness, food, awareness of rules, and safety drills. However, there are areas where improvements could be made:

- i. **Safety Measures:** While the majority agree that the hostel needs better safety measures, there is still a significant portion of students who are either not concerned or feel the existing measures are sufficient.
- ii. **Food Quality:** Although most students find the food acceptable, dissatisfaction remains a concern for about 20% of students, suggesting that food quality or variety could be further improved.

The survey results indicate a generally positive outlook from students regarding hostel living conditions and safety protocols. However, there are clear areas (such as safety measures and food quality) where improvements can be made to further enhance the student experience on campus shown in figure 4.9

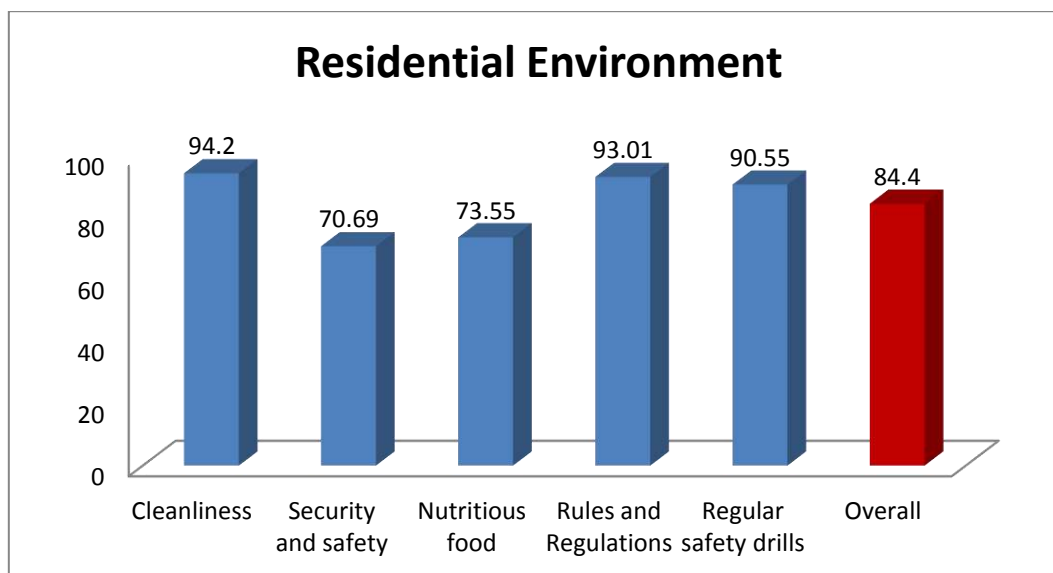


Figure -4.9 Percentage of different aspect of Residential Environment

4.2.7 Availability of Health Care Services

Access to adequate healthcare services and hygienic living conditions is essential for students' well-being, particularly in a residential educational setting like Kanya Shiksha Parisar. The availability of clean sanitation *facilities*, medical staff, and emergency healthcare services directly impacts students' health, comfort, and overall academic experience.

This section examines students' perceptions of hostel sanitation, healthcare staff availability, and emergency medical provisions based on feedback from 1,259 respondents. Table 4.3.5 presents the findings, highlighting both strengths and areas for improvement in the KSP healthcare system.

Table 4.3.5 Number and Percentage of Student Responses regarding Health Care Services

| Sr. No. | Statement | N = 1259 | | | | | |
|---------|---------------------------------------------------------------------------|---------------------------------|-------|----------|-------|-----------|------|
| | | No. and Percentage of Responses | | | | | |
| | | Agree | | Disagree | | Can't say | |
| | | N | % | N | % | N | % |
| 1 | The number of toilets for the girls living in the hostel is insufficient. | 389 | 30.90 | 801 | 63.62 | 69 | 5.48 |
| 2 | The toilets are not clean and hygienic. | 455 | 36.14 | 736 | 58.46 | 68 | 5.40 |

| | | | | | | | |
|---|--------------------------------------------------------------------------------|--------|-------|--------|-------|-------|------|
| 3 | Healthcare staff, doctors, or nurses are available at the KanyaShiksha Campus. | 236 | 18.75 | 998 | 79.27 | 25 | 1.99 |
| 4 | Emergency medical services are available whenever required. | 891 | 70.77 | 292 | 23.19 | 76 | 6.04 |
| | Overall | 492.75 | 39.14 | 706.75 | 56.14 | 59.50 | 4.73 |

1. **The Number of Toilets for the Girls Living in the Hostel is Insufficient:** A significant portion of students (63.62%) disagrees with this statement, suggesting that the majority feel the number of toilets is adequate. However, 30.90% of respondents agree that the number of toilets is insufficient, indicating that a substantial group of students feels there is a shortage of toilet facilities. A small portion (5.48%) is unsure, which might reflect uncertainty or a lack of clarity on the issue.
2. **The Toilets Are Not Clean and Hygienic:** 58.46% of students disagree with the statement that the toilets are not clean, indicating that more than half of the students are satisfied with the cleanliness. However, 36.14% agree that the toilets are not clean and hygienic, showing a clear area of concern. Only 5.40% are unsure, suggesting that the majority have a strong opinion on the state of cleanliness.
3. **Healthcare Staff, Doctors, or Nurses Are Available at the Kanya Shiksha Campus:** A substantial 79.27% of students disagree with the statement that healthcare staff is available, implying that most students do not perceive sufficient medical staff on campus. Only 18.75% agree that healthcare staff are available, which indicates a potential gap in healthcare services. A very small percentage (1.99%) is unsure, indicating that most respondents have a clear opinion about healthcare availability.
4. **Emergency Medical Services Are Available Whenever Required:** 70.77% of students agree that emergency medical services are available whenever needed, which indicates a strong level of satisfaction with the availability of emergency medical support on campus. However, 23.19% disagree; suggesting that a significant minority of students feel emergency services may not be readily accessible. 6.04% are unsure, which might indicate a lack of awareness or access to information about the availability of these services.

Overall Summary: The overall feedback shows that there are significant concerns regarding the adequacy of toilet facilities and cleanliness in the hostel. While most

students feel the number of toilets is sufficient, a notable portion disagrees. Cleanliness of the toilets is also a point of concern for nearly 36% of students.

Regarding healthcare services, the majority of students (79.27%) feel that healthcare staff is not adequately available on campus, which points to a clear gap in healthcare services at Kanya Shiksha Campus. However, emergency medical services seem to be more positively received, with 70.77% of students affirming their availability when needed.

The survey results indicate that the school needs to focus on improving sanitation facilities, particularly in terms of toilet availability and cleanliness. Additionally, there is a clear need for enhancing healthcare services on campus, as a significant portion of students feel that healthcare staff is insufficient. Emergency medical services are generally well-received, but further awareness may help improve perceptions shown in figure 4.10

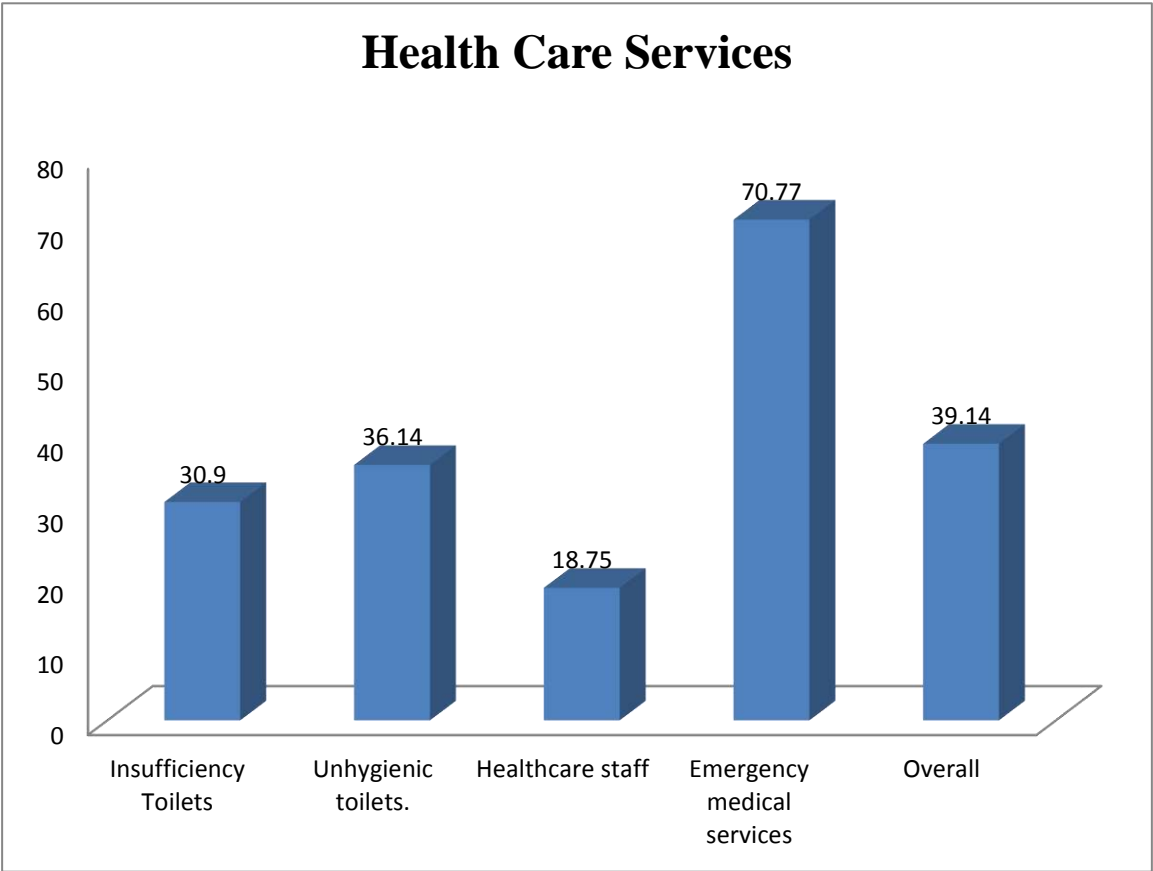


Figure -4.10 Percentage of different aspect of Health Care Services

4.2.8 Holistic Development of Girls

Holistic development is a crucial aspect of education, ensuring that students not only excel academically but also grow physically, emotionally, and socially. At Kanya Shiksha Parisar, various programs and initiatives are implemented to support students' physical well-being, mentorship, peer relationships, emotional support, and personal development.

To assess the effectiveness of these initiatives, a survey was conducted among 1,259 respondents. Table 4.3.6 presents the findings, reflecting students' experiences with sports activities, mentorship availability, emotional well-being, and overall personal growth at the campus. These insights help in identifying strengths and areas for further enhancement in fostering a well-rounded educational experience.

Table 4.3.6: Number and Percentage of Student Responses regarding their Holistic Development

| Sr. No. | Statement | N = 1259 | | | | | |
|---------|------------------------------------------------------------------------------------|---------------------------------|-------|----------|-------|-----------|------|
| | | No. and Percentage of Responses | | | | | |
| | | Agree | | Disagree | | Can't say | |
| | | N | % | N | % | N | % |
| 1 | There is a sports period at the KanyaShiksha Campus. | 983 | 78.08 | 254 | 20.17 | 22 | 1.75 |
| 2 | By participating in activities at the campus, I feel physically fit and healthy. | 1162 | 92.30 | 73 | 5.80 | 24 | 1.91 |
| 3 | I do not get the support of a mentor at the Kanya Shiksha Campus when needed. | 431 | 34.23 | 803 | 63.78 | 25 | 1.99 |
| 4 | However, I have received emotional support from counselors during difficult times. | 1017 | 80.78 | 160 | 12.71 | 82 | 6.51 |
| 5 | I have good relationships with my peers. | 1233 | 97.93 | 7 | 0.56 | 19 | 1.51 |
| 6 | My peers support me in times of need. | 1210 | 96.11 | 29 | 2.30 | 20 | 1.59 |
| 7 | The Kanya Shiksha Campus has helped me in the following areas: | 1203 | 95.55 | 36 | 2.86 | 20 | 1.59 |

| | | | | | | | |
|--|-------------------------|---------|-------|--------|-------|-------|------|
| | Physical Development | | | | | | |
| | Career Development | 1206 | 95.79 | 22 | 1.75 | 31 | 2.46 |
| | Personality Development | 1214 | 96.43 | 22 | 1.75 | 23 | 1.83 |
| | Overall | 1073.22 | 85.24 | 156.22 | 12.41 | 29.56 | 2.35 |

1. Availability of Sports Period

- **78.08%** of students agreed that there is a sports period at the campus, indicating that sports activities are generally available.
- However, **20.17%** disagreed, suggesting that either access to sports periods is inconsistent or some students may not be aware of them.

2. Impact of Activities on Physical Health

- A significant **92.30%** of students reported feeling physically fit and healthy due to campus activities.
- Only **5.80%** disagreed, showing that the majority find these activities beneficial.

3. Mentorship Support

- **34.23%** of students felt that they do not receive mentor support when needed.
- However, **63.78%** disagreed, indicating that mentorship is available for most students, but there may still be gaps in accessibility or effectiveness for a subset of students.

4. Emotional Support from Counselors

- **80.78%** of students acknowledged receiving emotional support from counselors during difficult times, highlighting the importance of counseling services.
- However, **12.71%** disagreed, and **6.51%** were unsure, pointing to a potential need for better awareness or expansion of these services.

5. Peer Relationships and Support

- A vast majority of students (**97.93%**) reported having good relationships with their peers, indicating a positive social environment.
- Similarly, **96.11%** stated that their peers support them in times of need, reinforcing the strong sense of community at the campus.

6. Contribution of Kanya Shiksha Parisar to student growth

The responses indicate that the campus significantly contributes to students' growth in various aspects:

- **95.55%** agreed that the school aids in physical development.
- **95.79%** felt it supports career development.
- **96.43%** acknowledged its role in personality development.

These high percentages demonstrate that the campus is successfully fostering holistic growth among students.

Overall Analysis

- The overall agreement rate across all responses is 85.24%, indicating a strong positive perception of the campus's facilities and support systems.
- 12.41% of responses were negative, suggesting areas for improvement, particularly in mentorship support and sports accessibility.
- A small percentage (2.35%) of students were unsure, which may indicate a lack of awareness or mixed experiences.

The Kanya Shiksha Campus provides a supportive and growth-oriented environment for students, with high satisfaction in physical, emotional, and career development aspects. However, there is room for improvement in mentorship, sports access, and emotional counseling outreach to ensure that all students fully benefit from the campus's resources shown in figure 4.11

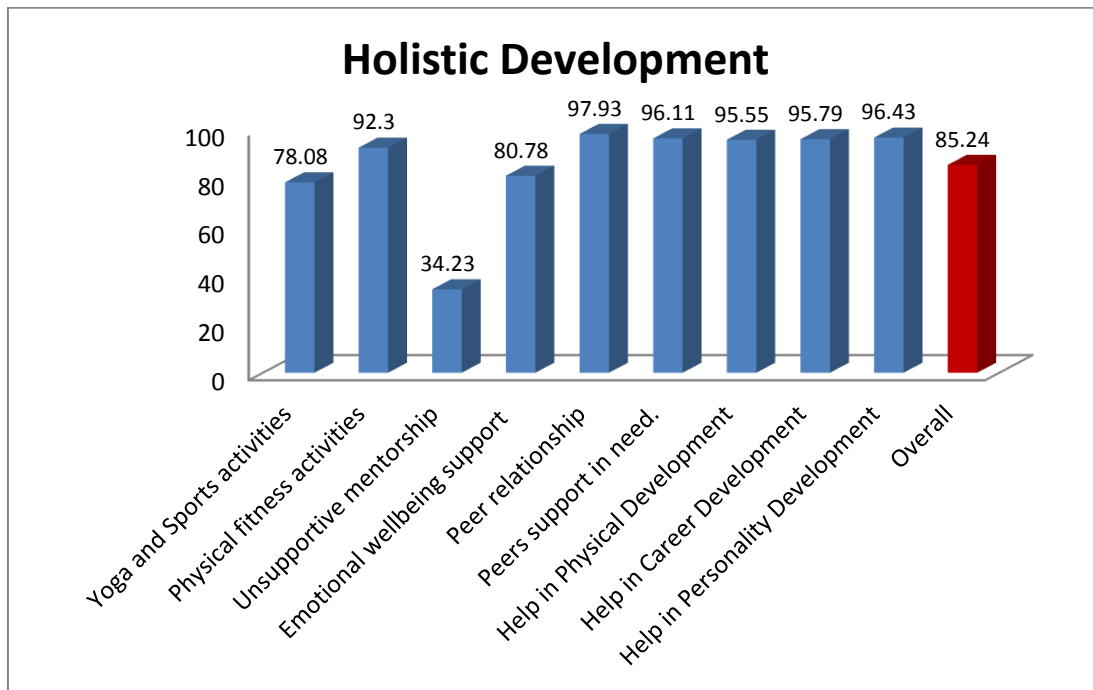


Figure -4.11 Percentage of different aspect of Holistic Development

4.2.9 Promotion of Vocational Skills

Vocational education plays a significant role in enhancing students' practical skills and preparing them for future career opportunities. At Kanya Shiksha Parisar (KSP), various initiatives such as industrial visits, career guidance, and hands-on vocational training aim to equip students with the skills needed for employment and entrepreneurship.

To evaluate students' experiences with these career-oriented programs, a survey was conducted among 1,259 respondents. Table 4.3.7 presents the findings, showcasing students' participation in industrial visits, access to career guidance, and engagement in vocational training activities. The results provide valuable insights into the strengths of the vocational education framework while also highlighting areas for potential improvement to ensure better career preparedness for students.

Table 4.3.7 Number and Percentage of Student Responses under the Category Vocational Education

| Sr. No. | Statement | N = 1259 | | | | | |
|---------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------|-------|----------|-------|-----------|------|
| | | No. and Percentage of Responses | | | | | |
| | | Agree | | Disagree | | Can't say | |
| | | N | % | N | % | N | % |
| 1 | We are taken on industrial visits. | 392 | 31.14 | 823 | 65.37 | 44 | 3.49 |
| 2 | We receive career guidance from the KanyaShiksha Campus from time to time. | 1191 | 94.60 | 52 | 4.13 | 16 | 1.27 |
| 3 | Vocational training is provided at the KanyaShiksha Campus, such as making dolls, rakhi, painting, and electrical models. | 708 | 56.24 | 516 | 40.98 | 35 | 2.78 |
| 4 | This vocational training will help me choose my future career. | 1159 | 92.06 | 76 | 6.04 | 24 | 1.91 |
| | Overall | 862.50 | 68.51 | 366.75 | 29.13 | 29.75 | 2.36 |

1. Industrial Visits

- Only **31.14%** of students agreed that they are taken on industrial visits.
- A significant **65.37%** disagreed, showing that most students either do not have access to such visits or are unaware of them.

- **3.49%** were unsure, indicating a possible lack of clarity regarding these opportunities.

Industrial exposure is a critical component of career readiness, and the low participation rate suggests a strong need to expand such initiatives.

2. Career Guidance

- 94.60% of students reported receiving career guidance from time to time, highlighting a strong support system in this area.
- Only 4.13% disagreed, with 1.27% uncertain, showing that career guidance is well-established and effective for most students.

The high percentage of agreement suggests that the campus is successfully providing career-related advice, which should continue and be enhanced further.

3. Vocational Training

- 56.24% of students agreed that vocational training is provided in areas like doll-making, rakhi-making, painting, and electrical model creation.
- However, 40.98% disagreed, and 2.78% were uncertain, indicating that access to vocational training may not be uniform across students.

While more than half of the students benefit from vocational training, efforts should be made to improve accessibility and ensure that all students have the opportunity to participate.

4. Vocational Training and Career Choice

- 92.06% of students believe that vocational training will help them choose a future career, indicating strong confidence in its value.
- 6.04% disagreed, and 1.91% were unsure, suggesting that a small portion of students may not see a direct career benefit from the training provided.

While vocational training is perceived as beneficial by most students, ensuring alignment with real-world job opportunities could further enhance its effectiveness.

Overall Assessment

- 68.51% of responses were positive, indicating that a majority of students appreciate the career-related initiatives at the campus.
- 29.13% of responses were negative, primarily due to the lack of industrial visits and limited vocational training for some students.

- 2.36% of students were unsure, pointing to potential gaps in awareness or clarity regarding these programs.

The Kanya Shiksha Parisar is performing well in career guidance and vocational training but needs to strengthen its industrial visit programs and ensure wider access to hands-on vocational learning. Addressing these gaps will further empower students in making informed career choices and developing job-ready skills shown in Figure 4.12

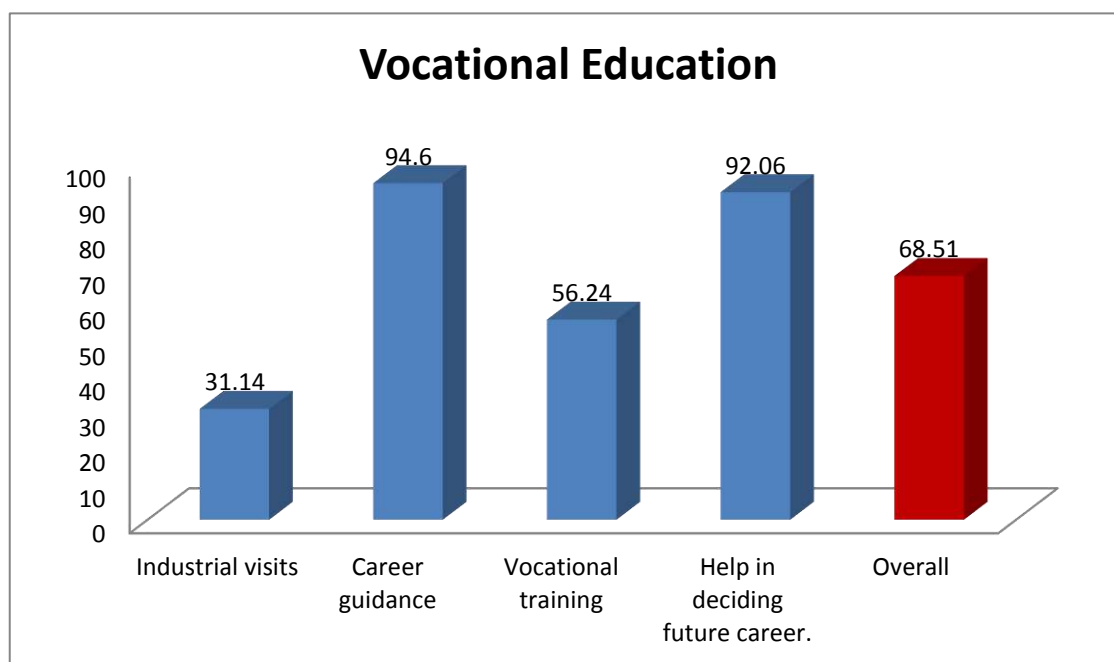


Figure -4.12 Percentage of different aspect of Vocation Education

4.2.10 Implementation of 21st Century Skills according to NEP 2020

In today's rapidly evolving world, 21st-century skills—such as critical thinking, leadership, teamwork, problem-solving, and creativity—are essential for students to adapt, innovate, and succeed in their future endeavors. The Kanya Shiksha parisar (KSP) strives to cultivate these skills through a well-rounded educational experience that includes academic challenges, extracurricular activities, leadership opportunities, and personal development initiatives.

A survey conducted among 1,259 students at KSP aimed to assess their engagement in skill-building experiences. The overall findings, as detailed in Table 4.3.8, reveal a highly positive perception of the parisar's role in fostering student growth, with 85.95% of responses being affirmative, while 10.51% disagreed and 3.54% were uncertain. These insights highlight both the successes and areas for enhancement in equipping students with the skills necessary for the 21st century.

Table 4.3.8 Number and Percentage of Student Responses regarding 21st Century Skill

| Sr. No. | Statement | N = 1259 | | | | | |
|---------|-------------------------------------------------------------------------------------------------------------------------|---------------------------------|-------|----------|-------|-----------|------|
| | | No. and Percentage of Responses | | | | | |
| | | Agree | | Disagree | | Can't say | |
| | | N | % | N | % | N | % |
| 1 | I successfully complete subject-related, challenging projects and assignments. | 1211 | 96.19 | 24 | 1.91 | 24 | 1.91 |
| 2 | I get opportunities to participate in music, arts, and drama at the KanyaShiksha Campus. | 1205 | 95.71 | 43 | 3.42 | 11 | 0.87 |
| 3 | Studying at the KanyaShiksha Campus has helped me develop teamwork and leadership skills. | 1124 | 89.28 | 91 | 7.23 | 44 | 3.49 |
| 4 | During school activities, I develop a sense of unity with my classmates. | 1227 | 97.46 | 17 | 1.35 | 15 | 1.19 |
| 5 | While working in groups, I cultivate empathy. | 1185 | 94.12 | 42 | 3.34 | 32 | 2.54 |
| 6 | I enjoy working in groups. | 1156 | 91.82 | 47 | 3.73 | 56 | 4.45 |
| 7 | I have had opportunities to lead as a class monitor, house captain, group leader, or student administrator. | 742 | 58.94 | 455 | 36.14 | 62 | 4.92 |
| 8 | By participating in activities as a leader, I have improved my communication skills and ability to connect with others. | 915 | 72.68 | 272 | 21.60 | 72 | 5.72 |
| 9 | I can easily resolve issues and disputes among my peers. | 1137 | 90.31 | 38 | 3.02 | 84 | 6.67 |
| 10 | I participate in competitions like debates and speeches. | 788 | 62.59 | 429 | 34.07 | 42 | 3.34 |
| 11 | I complete all tasks or activities on time. | 1150 | 91.34 | 61 | 4.85 | 48 | 3.81 |
| 12 | Stress management techniques, such as yoga and meditation, are taught at the KanyaShiksha Campus. | 1114 | 88.48 | 114 | 9.05 | 31 | 2.46 |

| | | | | | | | |
|----|-------------------------------------------------------------------------------------------------|---------|-------|--------|-------|-------|------|
| 13 | I get opportunities to solve problems and make decisions through projects and other activities. | 1113 | 88.40 | 87 | 6.91 | 59 | 4.69 |
| | Overall | 1082.08 | 85.95 | 132.31 | 10.51 | 44.62 | 3.54 |

1. Academic and Extracurricular Engagement

Students expressed strong confidence in their ability to complete subject-related, challenging projects and assignments, with **96.19%** agreeing. Additionally, **95.71%** stated that they get opportunities to participate in music, arts, and drama, highlighting the campus's emphasis on holistic education. The high agreement rates in these areas suggest that students find the campus academically stimulating and artistically enriching.

2. Teamwork, Leadership, and Social Skills

A significant 97.46% of students reported developing a sense of unity with classmates during school activities, and 94.12% stated that group work helps cultivate empathy. Furthermore, 91.82% enjoy working in groups, indicating that collaborative learning is both engaging and beneficial. The development of teamwork and leadership skills was acknowledged by 89.28% of students, reinforcing the effectiveness of the campus's initiatives in building interpersonal skills.

However, while 72.68% of students felt that leadership activities improved their communication skills, only 58.94% had actually taken up leadership roles such as class monitor, house captain, or group leader. Meanwhile, 36.14% disagreed, indicating that leadership opportunities may not be equally accessible to all students. Encouraging broader participation in leadership roles could help bridge this gap.



(Source-Primary Data) Picture- 14 KSP Badwani

3. Decision-Making, Conflict Resolution, and Competitions

Most students (90.31%) felt confident in their ability to resolve issues and disputes among peers, reflecting a strong sense of responsibility and problem-solving skills. Similarly, 88.40% stated that they have opportunities to make decisions and solve problems through projects and activities. Participation in debates and speeches was reported by 62.59% of students, but 34.07% disagreed, suggesting that competitive platforms could be further encouraged to boost confidence and critical thinking skills.

4. Time Management and Stress Management

A high 91.34% of students claimed they complete tasks on time, which reflects a strong work ethic and discipline among students. Additionally, 88.48% confirmed that they are taught stress management techniques like yoga and meditation, emphasizing the school focus on mental well-being. However, **9.05%** disagreed, indicating that some students may not be fully benefiting from these techniques or that implementation could be improved.

Overall Analysis

The survey results indicate that the Kanya Shiksha Campus is highly effective in fostering academic excellence, teamwork, empathy, leadership, and problem-solving skills. However, areas such as leadership accessibility, participation in competitions, and stress management programs could be further strengthened.

The Kanya Shiksha Parisar has created a nurturing environment where students excel academically, socially, and personally. While overall responses are overwhelmingly positive, expanding leadership opportunities, increasing participation in competitions, and reinforcing stress management practices could further strengthen student development. By addressing these areas, the parisar can continue to provide a well-rounded and enriching learning experience shown in figure 4.13

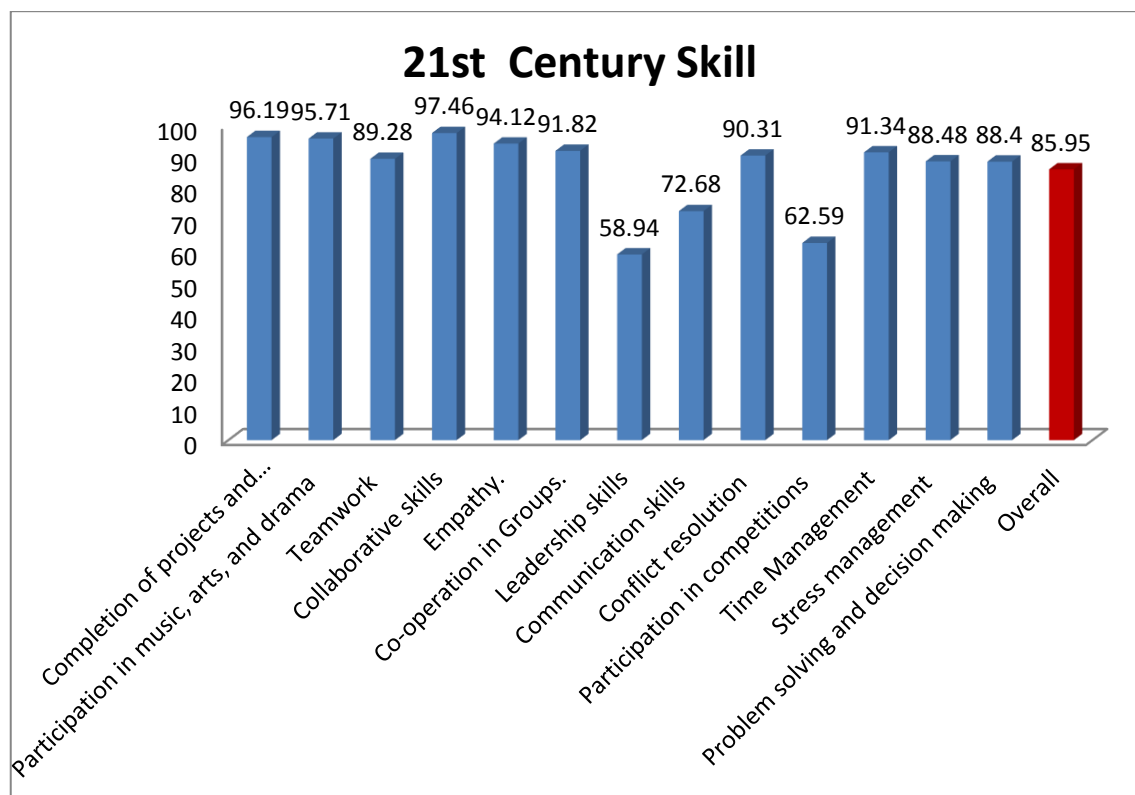


Figure -4.13 Percentage of different aspect of 21st Century Skill

4.2.11 Home and Community Support

Parental and community support play a crucial role in shaping a student's academic success and overall development. The survey conducted at Kanya Shiksha Parisar (KSP) highlights the extent of parental involvement, student engagement in discussions about academics, and opportunities for participation in community programs.

The findings, as presented in Table 4.3.9, indicate a high level of support, with 89.95% of students acknowledging positive engagement from their families and communities. The majority of students reported regular discussions with parents about school activities (94.76%) and ease of communication between parents and teachers (97.86%). However, 83.80% of students agreed that parental involvement in school-related matters could be improved, indicating an opportunity for further strengthening home-school collaboration. These insights suggest that while strong support structures exist, there is room for enhancement in fostering greater parental engagement and community participation in students' education.

Table 4.3.9 Number and Percentage of Student Responses under the Category Home and Community Support

| Sr. No. | Statement | N = 1259 | | | | | |
|---------|---------------------------------------------------------------------|---------------------------------|-------|----------|-------|-----------|------|
| | | No. and Percentage of Responses | | | | | |
| | | Agree | | Disagree | | Can't say | |
| | | N | % | N | % | N | % |
| 1 | I also get to take part in community and social programs. | 1050 | 83.40 | 183 | 14.54 | 26 | 2.07 |
| 2 | I regularly talk to my parents about school activities and studies. | 1193 | 94.76 | 58 | 4.61 | 8 | 0.64 |
| 3 | My parents can speak to my teachers or staff whenever required. | 1232 | 97.86 | 16 | 1.27 | 11 | 0.87 |
| 4 | Parents should be more involved in school-related matters. | 1055 | 83.80 | 138 | 10.96 | 66 | 5.24 |
| | Overall | 1132.50 | 89.95 | 98.75 | 7.84 | 27.75 | 2.20 |

1. Participation in Community and Social Programs

A significant 83.40% of students reported taking part in community and social programs, highlighting the campus's efforts in encouraging social responsibility. However, 14.54% disagreed, and 2.07% were uncertain, suggesting that some students may not have access to or awareness of these programs. Expanding participation opportunities and promoting their benefits could enhance community engagement.

2. Communication with Parents

An overwhelming 94.76% of students regularly talk to their parents about school activities and studies, indicating strong family support in academic matters. The low disagreement (4.61%) and uncertainty (0.64%) suggest that most students maintain open communication with their parents. This reinforces the importance of parental involvement in student success.

Parent-Teacher Interaction

A remarkable 97.86% of students stated that their parents can communicate with teachers or school staff whenever needed. The minimal disagreement (1.27%) and uncertainty (0.87%) indicate that the school fosters a welcoming and accessible environment for parental engagement. Maintaining this strong parent-teacher relationship is crucial in ensuring student success.

3. Need for Greater Parental Involvement

While parental engagement appears strong, 83.80% of students expressed that parents should be more involved in school-related matters. Meanwhile, 10.96% disagreed, and 5.24% were unsure, suggesting that while support exists, there is room for greater parental participation in academic and extracurricular activities. Encouraging parents to take a more active role in school governance, decision-making, and student learning experiences could bridge this gap.

Overall Assessment

The responses indicate that home and community support is a major strength at KanyaShiksha Parisar, with nearly 90% of students feeling supported by their families and communities. However, there are opportunities to increase participation in community programs and deepen parental involvement in school activities.

The KanyaShiksha Parisar has successfully built a supportive environment where students feel encouraged by their families and communities. Maintaining strong parent-teacher communication and student-parent discussions will further reinforce this support system. However, increasing parental involvement in school affairs and broadening access to community programs will help create an even more engaged and inclusive learning experience shown in figure 4.14

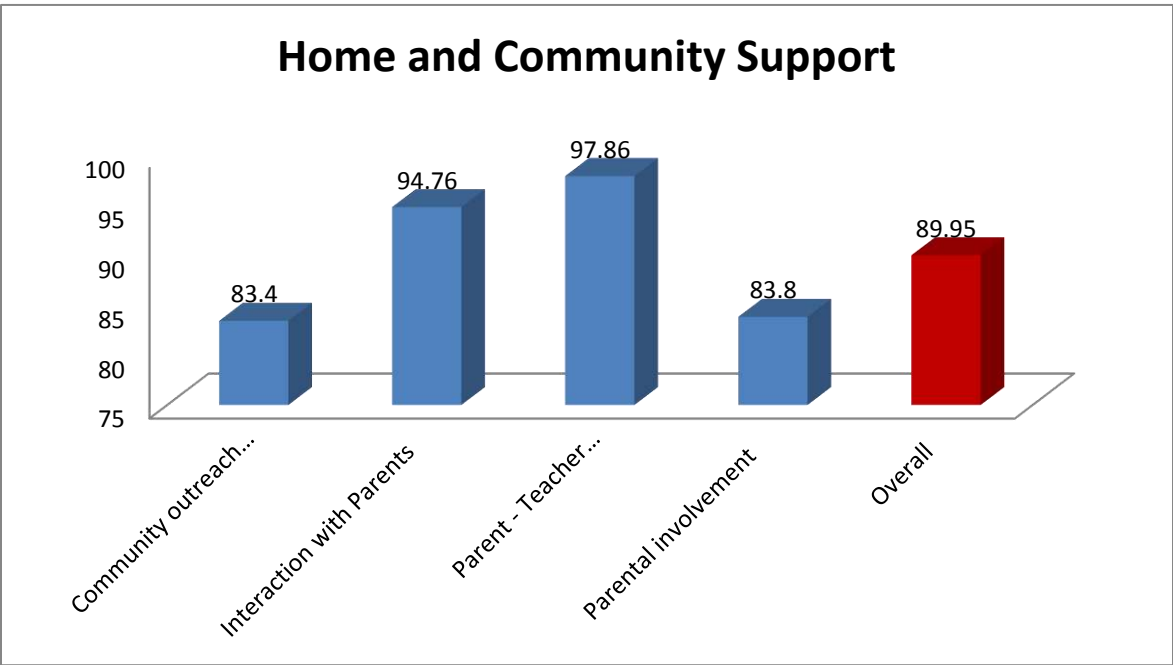


Figure - 4.14 Percentage of different aspect of Home and Community Support

4.2.12 Focused Group Discussion with Students

A Focused Group Discussion (FGD) with students provides deep insights into their experiences, challenges, and perspectives on various aspects of education, extracurricular activities, personal development, and home and community support. These discussions allow students to voice their opinions, share feedback, and suggest improvements in a collaborative environment. Here, some FGDs from KanyaShiksha Parisar (KSP) are presented, reflecting students' experiences and suggestions in detail

A. Kanya Shiksha Parisar, Chhindwara

1. **Date and Time:** 04 October 2024, 1:30 p.m.
2. **Name of the School:** Kanya Shiksha Parisar, Chhindwara
3. **Moderator:** Dr.KalpanaMaski and Dr.ShrutiTripathi
4. **Rapporteur:** Dr.DharmendraPatil
5. **No. of Participants:** 08
6. **Issues in focus:**
 - i. Learning Environment
 - ii. Curriculum and Pedagogy
 - iii. Access to Learning Resources
 - iv. Residential Environment
 - v. Health Care Services
 - vi. Holistic Development
 - vii. Vocational Education
 - viii. 21st Century Skills
 - ix. Home and Community Support

1. Resolutions:

1. Girls studying in Kanya Shiksha Parisar (KSP) belong to tribal communities where parents are either engaged in agriculture or are daily wage labourers. The irregular income of families often leads to economic instability, making it challenging for girls to fund their education. KSP emerges as a boon for them to continue with their educational needs and aspirations.
2. As the school is the first established among the KSPs, it functions in a very old building, leaving less scope for expansion. Limited number of rooms in the school results in no space for computer labs and other recreational facilities.
3. Many girls expressed that while teachers are supportive and approachable, they struggle to provide individual attention due to the large student-teacher ratio. This affects students who need extra help, particularly in subjects like Mathematics and Science.

4. Library facilities are limited, with books that do not align with current syllabus requirements. Students expressed a strong need for updated reference materials, storybooks, and academic resources to support their learning.
5. Students face difficulties in understanding complex subjects due to a lack of practical demonstrations and hands-on activities. They suggested the inclusion of simple science experiments and models to make learning more engaging and easier to comprehend.
6. Girls living in hostels highlighted issues related to irregular water supply, inadequate sanitation facilities, and lack of proper maintenance, which negatively impact their health and hygiene.
7. Most girls suggested the need for extracurricular activities like art, music, sports, and cultural events. They believe such activities would reduce academic stress, boost creativity, and enhance their confidence.
8. A majority of girls expressed the need for introducing skill based vocational courses which would help them have a variety of career options.

B. Kanya Shiksha Parisar, Raisen

- 1. Date and Time:** 30 August 2024, 11:30 a.m.
- 2. Name of the School:** Kanya Shiksha Parisar, Raisen
- 3. Moderator:** Dr.KalpanaMaski and Dr.ShrutiTripathi
- 4. Rapporteur:** Dr.DharmendraPatil
- 5. No. of Participants:** 09
- 6. Issues in focus:**
 - i. Learning Environment
 - ii. Curriculum and Pedagogy
 - iii. Access to Learning Resources
 - iv. Residential Environment
 - v. Health Care Services
 - vi. Holistic Development
 - vii. Vocational Education
 - viii. 21st Century Skills
 - ix. Home and Community Support

2. Resolutions:

1. Students studying in KSP belong to tribal communities and a significant number of girls reported that they are first generation learners. Thus, they lack any kind of guidance related to their educational needs from the home front, making them dependent on the school and their teachers for guidance and support.
2. Students shared that while teachers are well-qualified, teaching methods are mostly lecture-based with minimal student participation. This one-way communication

style limits the development of critical thinking and problem-solving skills among students.

3. Even though there are ample computers in the school, access to computers is limited. Students do not possess essential skills of operating and working on computers. This restricts students from developing essential digital literacy skills, which are crucial in today's technology-driven world.
4. Girls residing in hostels feel that the quality and variety of food provided are inadequate, lacking in proper nutrition, which sometimes leads to health issues like anemia and fatigue.
5. Health care facilities within the are inadequate, with no regular medical check-ups. Students have to rely on nearby government hospitals in case of emergencies, which causes delays in receiving timely medical attention.
6. Students emphasized the need for career counseling sessions to help them explore future academic and professional opportunities. They feel that regular workshops on career guidance would motivate them to set clear goals and pursue higher education confidently.
7. Students also reported that they get absolutely no chance to get into contact with the local community, leaving them with very less knowledge of the outside world. Visits to local places and industry are also limited resulting in lack of exposure to vocational knowledge and development of skills.

C. Kanya Shiksha Parisar, Maheshwar

1. **Date and Time:** 16th October 2024, 02:00 p.m.
2. **Name of the School:** Kanya Shiksha Parisar, Maheshwar
3. **Moderator:** Dr.ShrutiTripathi and Dr.KalpanaMaski
4. **Rapporteur:** Dr.DharmendraPatil
5. **No. of Participants:** 09
6. **Issues in focus:**
 - i. Learning Environment
 - ii. Curriculum and Pedagogy
 - iii. Access to Learning Resources
 - iv. Residential Environment
 - v. Health Care Services
 - vi. Holistic Development
 - vii. Vocational Education
 - viii. 21st Century Skills
 - ix. Home and Community Support

3. Resolutions:

1. Most students belong to families where parents are illiterate or have minimal education, limiting the academic support they receive at home. This gap makes it difficult for students to complete assignments and prepare for exams without additional guidance.
2. Students reported that classrooms lack basic teaching aids like charts, maps, and models. The absence of visual learning tools makes it challenging for students to grasp abstract concepts, especially in subjects like Geography and Science.
3. Teachers are dedicated but face challenges in managing classrooms with students of varying learning abilities. When students join the school in standard VI, they lack basic literacy and numeracy skills, which makes it difficult for them to cope with the competencies expected for that age and class.
4. As the school is located very remotely, access to the community and locals is very limited; making the school atmosphere monotonous and dull.
5. The hostel environment is monotonous, with no recreational activities like sports, art, or cultural programs. This lack of engagement affects students' mental well-being and reduces opportunities for developing social and creative skills.
6. Hostel residents face acute water shortages during the summer months, affecting their daily routines like bathing, washing clothes, and maintaining personal hygiene, which sometimes leads to health-related issues.
7. Students suggested introducing vocational courses such as tailoring, basic computer skills, agriculture-related training, and tribal handicrafts to equip them with practical skills that can enhance their employability in the future.

D. Kanya Shiksha Parisar, Alirajpur

1. **Date and Time:** 01st October 2024, 02:30 a.m.
2. **Name of the School:** Kanya Shiksha Parisar, Alirajpur
3. **Moderator:** Dr.Shruti Tripathi and Dr.KalpanaMaski
4. **Rapporteur:** Dr.DharmendraPatil
5. **No. of Participants:** 10
6. **Issues in focus:**
 - i. Learning Environment
 - ii. Curriculum and Pedagogy
 - iii. Access to Learning Resources
 - iv. Residential Environment
 - v. Health Care Services
 - vi. Holistic Development
 - vii. Vocational Education
 - viii. 21st Century Skills

ix. Home and Community Support

4. Resolutions:

1. Girls studying in KSP belong to tribal communities and their parents are mostly involved in agriculture or are daily wage labourers. There is very less parental involvement in their academic pursuits leading to lower academic motivation among students.
2. Classrooms are functional but lack colorful and engaging learning materials like educational posters, interactive boards, and creative displays. This dull environment reduces students' interest and enthusiasm for learning.
3. Most of the teachers in the school are employed on a contractual basis, making teacher turnover an issue leading to irregularity and unavailability of staff. Though teachers are supportive but overburdened with administrative tasks, which takes away valuable teaching time and affects the quality of classroom instruction.
4. Computers are not available in the school and students lack essential digital literacy which is the need of the hour.
5. Students have limited access to sports equipment, and the absence of a proper playground restricts physical activities. This not only affects their physical health but also limits the development of teamwork and leadership skills.
6. There are issues of safety and security in school and hostel buildings. The school is functioning without a boundary and students reported that male guards enter the hostel building which makes them feel insecure, making living conditions uncomfortable and sometimes unsafe.
7. Health care services are not available in the schools. Students reported irregular visits by health professionals. There is no provision for mental health counseling, leaving students without support to manage stress, anxiety, or emotional challenges.
8. Girls expressed the need for workshops on 21st-century skills like digital literacy, leadership, effective communication, and entrepreneurship to prepare them for competitive academic and professional environments.

E. Kanya Shiksha Parisar, Alirajpur

- | | |
|--------------------------------|-------------------------------------------|
| 1. Date and Time: | 16 th October 2023, 12:30 a.m. |
| 2. Name of the School: | Kanya Shiksha Parisar, Alirajpur |
| 3. Moderator: | Dr.ShrutiTripathi and Dr.KalpanaMaski |
| 4. Rapporteur: | Dr.DharmendraPatil |
| 5. No. of Participants: | 10 |
| 6. Issues in focus: | |

- i. Learning Environment
- ii. Curriculum and Pedagogy
- iii. Access to Learning Resources
- iv. Residential Environment
- v. Health Care Services
- vi. Holistic Development
- vii. Vocational Education
- viii. 21st Century Skills
- ix. Home and Community Support

5. Resolutions:

1. Students belong to tribal communities and come from remote villages, but the school is well maintained and provides a conducive learning environment to the students.
2. The school is equipped with smart classrooms and teachers use multimedia and activities to engage the students, thereby making the process of learning experiential and enjoyable one.
3. No regular counselor is available in the school but teachers provide the necessary counseling and mentoring wherever required, thereby catering to the emotional needs of the students.
4. Teachers are committed but have limited opportunities for professional development. They lack exposure to modern teaching methodologies and innovative pedagogical practices, which may affect the quality of education.
5. The library has a good collection of books, but more books in local languages can be added. Books for competitive exams like JEE, NEET are also available.
6. Health care services are minimal. In case of medical emergencies, students have to travel to the nearest health center, leading to delays in receiving proper medical attention.
7. The school provides vocational training for painting, rakhi making and electric model making. This provides students with the necessary exposure and helps them to think of diverse career options, also building skills of creativity, collaboration, leadership and community participation.

4.3 Role Perception vis-à-vis Role performances of Teachers

In this section, results pertaining to role perception and role performance of teachers of KSPs have been presented under six sub-sections, viz., holistic development of learners, promotion of 21st Century Skills, development of vocational skills, teaching-learning strategies, school culture, and parental and community involvement. The data are collected from 90 teachers spread over 26 KSPs of Madhya Pradesh with the help of an interview schedule.

4.3.1 Holistic Development of Learners

In order to ascertain the performance of the teachers of KSPs under study, they were asked to state the activities they organize for the holistic development of learners, e.g., physical, socio-emotional, health and wellbeing related. In addition, they were also asked to state the activities they organize for the promotion of learning outcomes in basic school subjects, and whether they render guidance and council services on the issues related to education, career, and personal matters. The results as derived from the responses of majority of teachers are summarized as follows:

- i. Students are provided medicines as required
- ii. Health check-up of students is made by the physicians on regular intervals through health camps
- iii. Sports and yoga activities are held on daily basis
- iv. First-aid box with essential medicines and equipment are available in academic block and hostels
- v. Life-skills education programs are organized from time to time
- vi. Reading-writing materials such as text-books, note-books, pen, pencils, etc. are provided to all students.

4.3.2 Promotion of 21st Century Skills

The teachers of Kanya Shiksha Parisars put all efforts to promote 21st century skills among their girl students. Teachers played the role as facilitators of holistic development. The results derived from the responses of majority of teachers are mentioned below:

- i. Activities such as debate, extempore, cultural programs like dance, music, mimicry, role play, story-telling, sports and many such other activities were organized for the students.
- ii. Field Visits to local places are conducted
- iii. Teachers possess high level of awareness of the importance of 21st century skills such as critical thinking, communication, creativity, and digital literacy

- iv. Teachers use student centered approaches to develop 21st century skills such as project-based learning, collaborative activities, problem-solving tasks through lab work/activities and student participation.

These results indicate that traditional lecture-based teaching methods are still dominant among teachers resulting gap in the adoption of innovative teaching strategies. The teachers are found unable to integrate these skills into their subject areas due to overloaded curriculum which puts pressure to meet academic outcomes leaving little space for skill-based teaching.

4.3.3 Development of Vocational Skills

Kanya Shiksha Parisar (KSP) aims to provide holistic education to girls, emphasizing not only academic growth but also the development of vocational skills. Vocational training in schools plays a crucial role in equipping students with practical skills that prepare them for employment opportunities for self-reliance. However, responses of teachers revealed that the current state of vocational education in KSPs is inadequate. The key findings from responses of teachers are follows:

1. A majority of teachers reported that vocational courses are either absent or inadequate in KSPs under study. This is a critical gap as vocational training is essential to empower girls with practical and employable skills.
2. Teachers expressed a strong demand for introducing a variety of vocational courses that are aligned with skills that are culturally and economically relevant. These include:
 - a. Textile-related skills: Stitching, knitting, and tailoring.
 - b. Creative arts: Art and craft, toy and puppet making.
 - c. Life skills and agriculture: Gardening, agriculture, and home science.
 - d. Soft skills: Communication skills.
 - e. Performing arts: Dance and music.
 - f. Self-defense: Judo and karate.
 - g. Beauty and wellness: Beautician training.
3. Although computers are available uniformly in all the school, none of the schools have a skilled computer as a result of which:
 - a. Computer classes are not conducted regularly.
 - b. Students lack proper guidance in developing basic computer literacy or advanced digital skills.
 - c. There is absence of systematic computer education which results in limited usage of available resources.

4. The school lacks trained and experienced vocational trainers. Teachers highlighted the need for competent professionals to ensure effective skill transfer to students.

The development of vocational skills in Kanya Shiksha Parisar (KSP) is a critical necessity, particularly for empowering tribal girls to become self-reliant and economically independent. Teachers' responses reveal a strong demand for skill-based courses such as stitching, knitting, agriculture, home science, beauty and wellness, and communication, among others. These courses align closely with the cultural, economic, and social realities of the students, making their inclusion in the curriculum both relevant and impactful.

4.3.4 Teaching Learning Strategies:

Kanya Shiksha Parisars are specialized educational institutions designed to focus on the all-round development of tribal girls. These schools aim to promote education, empowerment, and social upliftment of tribal communities by addressing the unique challenges tribal students face in accessing quality education. Education in Kanya Shiksha Parisars demands a culturally sensitive and student-centric approach to tackle issues such as linguistic barriers, socio-economic disadvantages, and gaps in foundational learning. To ensure equitable and effective learning outcomes, individualized instruction becomes a critical component. Below is a comprehensive analysis of teaching-learning strategies with a focus on individualized instruction.

1. Tribal students often come from varied educational backgrounds, requiring differentiated approaches to address foundational gaps.
2. Adapting teaching methods to accommodate varying learning abilities, readiness levels, and interests.
3. Allowing students to progress through the curriculum at their own pace using resources like worksheets, activity kits, and digital tools.
4. Dividing students into smaller groups based on ability or interest to provide targeted teaching.
5. Pairing students so that stronger learners can help weaker ones, fostering collaboration and mutual learning.
6. Using examples and content from tribal culture, traditions, and daily life to make lessons relatable.
7. Encouraging students to work on projects connected to their environment and community.
8. Combining in-person teaching with digital tools to cater to individual needs and learning styles.
9. Using videos, animations, and audio materials to simplify complex concepts and engage students.

10. Invite community members to share indigenous knowledge on topics like herbal medicine, agriculture, and environmental conservation.

The implementation of individualized instruction in Kanya Shiksha Parisars has the potential to transform the educational experience for tribal girls. By addressing their unique needs, incorporating their cultural heritage, and leveraging innovative strategies, these schools can foster an inclusive and empowering learning environment. While challenges exist, a concerted effort involving teachers, policymakers, communities, and NGOs can ensure that individualized instruction becomes a sustainable and impactful approach, paving the way for a brighter future for tribal students.

4.3.5 School Culture:

Kanya Shiksha Parisar's dedicated to the education and empowerment of tribal girls, focusing on inclusivity, respect for diversity, and holistic development. The school culture at KSP is carefully designed to ensure that all students are given the resources, support, and opportunities they need to thrive academically, socially, and emotionally. The culture within the school, as highlighted by teachers, reflects a nurturing and positive environment, where respect, discipline, and a sense of belonging are emphasized. This supportive culture aims to foster both personal growth and academic excellence among students.

1. **Inclusivity:** Majority of Teachers point out that KSP welcomes students from a variety of cultural, socio-economic, and educational backgrounds, ensuring that every student feels valued and supported. KSP's culture ensures that no student is left behind, regardless of their background or ability. Whether it is through curricular activities, extracurricular programs, or social interactions, all students are encouraged to participate fully in school life, fostering a sense of unity and cooperation.
2. **Leadership and Management:** The leadership and management at KSP play an essential role in shaping this positive school culture. Teachers feel supported by the administration, which enables them to implement teaching strategies that align with the school's values of respect, empowerment, and growth. This collaboration between staff and administration ensures that the school remains focused on its mission to promote holistic development for every student. Teachers also emphasize that the school provides a well-structured and nurturing physical environment, with adequate resources that foster a comfortable and motivating atmosphere for learning.
3. **Cultural Awareness:** Teachers reported that the curriculum and teaching methods are adapted to be inclusive of the cultural experiences of the students. This ensures

that students from diverse backgrounds feel recognized and valued. Activities, lessons, and discussions at the school often reflect a deep respect for various cultural traditions, promoting mutual respect and understanding among students from different communities. This cultural sensitivity helps in building a positive and harmonious school environment, where students learn to appreciate each other's differences.

11. **Gender Sensitivity:** Gender sensitivity is a core value at KSP, and the school culture places great emphasis on empowering girls. Teachers highlighted that classes are designed to raise awareness about gender equality, encouraging students to challenge stereotypes and societal norms. The school aims to create an environment where girls can confidently pursue their academic and personal goals without facing discrimination or limitations based on their gender. The culture at KSP is grounded in the belief that all students, regardless of their gender, should have the opportunity to succeed and realize their full potential.
12. **Equity:** Teachers pointed out that the school ensures that every student, regardless of their socio-economic status, is given the resources and support they need to succeed. This commitment to fairness and equal treatment helps create an atmosphere where all students have access to the same opportunities, fostering a sense of equality and justice within the school community.
13. In addition to the academic and social aspects, the residential facilities and meals at KSP also contribute to the overall school culture. The hostel environment is nurturing, with well-maintained rooms and common spaces where students can relax, study, and interact with peers. This safe and supportive environment helps students feel at home, even when they are away from their families. Moreover, the meals ensure that students are provided with nutritious, culturally appropriate meals that support their physical and mental well-being. The focus on nutrition plays a key role in ensuring that students are healthy and able to concentrate on their studies.

Thus, Kanya Shiksha Parisar's school culture is carefully crafted to provide a supportive, inclusive, and empowering environment for tribal girls. The positive interactions between students and staff, the emphasis on respect, inclusivity, and gender equality, as well as the nurturing residential facilities and food, all work together to create a space where every student is respected, valued, and given the chance to thrive.

4.3.6 Parental and Community Involvement:

Kanya Shiksha Parisar (KSP), a residential school dedicated to educating and empowering tribal girls, plays a transformative role in the lives of its students, most of whom are first-generation learners from marginalized communities. Given these unique circumstances, the school places significant emphasis on fostering strong connections with parents to ensure that students receive consistent support in their educational journey.

For first-generation learners, parental involvement is essential, not only to encourage students but also to help parents understand the value of education. Many parents of KSP students may have limited formal education or none at all. Teachers emphasized that engaging parents is vital to ensuring the success of the students, as many families are unfamiliar with the demands and long-term benefits of education. They shared the following insights:

1. Teachers at Kanya Shiksha Parisar (KSP) highlighted the importance of parental and community involvement in creating a supportive environment for the education of tribal girls, particularly as most students are first-generation learners from marginalized communities. Their responses reflected a deep understanding of the challenges and opportunities that arise in fostering collaboration between the school, parents, and the community.
2. Teachers maintain open lines of communication with parents through parent-teacher meetings and phone calls. These interactions are crucial for keeping parents informed about their child's academic progress, behavior, and well-being while fostering trust between the school and parents.
3. Teachers also responded that many parents do not attend PTMs because parents may prioritize household or economic responsibilities over attending PTMs. Some might not understand the importance of their involvement in their child's education.
4. Teachers are assigned a group of students and serves as a primary contact for their parents. Parents can call these allotted teachers during pre-scheduled times to discuss topics such as their child's health, academic progress, peer relationships, and overall adjustment to the residential school environment.
5. Teachers noted that when girls leave the school premises during vacations or some medical emergency, parents personally come to pick them up and drop them back when the vacation ends with the permission of a teacher and the principal. This practice reflects the parents' commitment to their daughters' safety, especially considering the challenges associated with traveling to and from the school's remote location.

6. Teachers provide detailed and individualized updates to parents, ensuring that they feel informed about their child's specific achievements, challenges, and needs. This personalized approach fosters trust and confidence among parents.
7. Many parents face language, literacy, or cultural barriers, as well as practical challenges such as travel distances to the school.
8. Some parents, especially those engaged in labour-intensive jobs, may find it difficult to call during allotted times. Teachers are flexible and offer alternative slots to ensure communication remains accessible.
9. Teachers shared that the community's involvement in cultural activities, such as teaching traditional art forms or organizing local festivals, enriches the students' educational experience. This fosters a sense of pride in their heritage and helps bridge the gap between traditional and formal education.
10. Teachers observed that students perform better academically and socially when their families and community members actively support their education.
11. Teachers proposed encouraging community members to take leadership roles in school initiatives, fostering a deeper sense of ownership and collaboration.
12. The responses from teachers at Kanya Shiksha Parisar underscore the essential role of parental and community involvement in the success of students, particularly those from marginalized and tribal backgrounds. By fostering trust, cultural integration, and open communication, the school creates an ecosystem where students, families, and the community work together toward the shared goal of empowering the next generation.

4.4 Role Perception vis-à-vis Role performances of School Heads

The responses from School Heads were collected through an Interview Schedule to gain insights on the working of Kanya Shiksha Parisar (KSPs). The responses collected from school heads of KSPs highlight various initiatives, challenges, and areas of improvement in the schools. The insights provided by school heads offer a comprehensive understanding of how KSPs function, the extent to which NEP 2020 recommendations are implemented and the challenges that require attention for better educational outcomes.

4.4.1 Holistic Development Activities

Majority of the school heads emphasize that holistic development of girl students is a key focus area in KSPs. For this purpose, various activities are organized to ensure that students grow physically, cognitively, socio-emotionally, and morally. Physical development is encouraged through regular sports competitions, yoga sessions, and self-defense training. Cognitive growth is promoted by engaging students in debates, quizzes, and science exhibitions. For socio-emotional development, KSPs organize

peer mentoring programs and cultural festivals at regular intervals. Additionally, moral education is imparted through value-based education, community service initiatives, and meditation sessions to instill ethical values in students. However, some school heads mention that resource constraints often limit the frequency and diversity of these activities.

4.4.2 Building Relationships among Stakeholders

Most school heads recognize the importance of collaborative relationships among teachers, students, parents and the community. To strengthen these ties, KSPs conduct parent-teacher meetings (PTMs) to discuss student progress and address concerns. In addition, few KSPs organize programs where professionals and government representatives interact with students to provide career guidance and motivation. Some schools also have student councils to ensure student participation in decision-making processes. School heads agree that regular teacher interactions and faculty meetings play a crucial role in improving academic and administrative functioning. However, some express concerns about low parental involvement, particularly among marginalized communities, which affects students' academic support at home.

4.4.3 Teaching-Learning Strategies Aligned with NEP 2020

School heads state that their institutions are making efforts to incorporate modern teaching-learning methods as recommended by NEP 2020. Teachers are encouraged to use experiential learning techniques, such as project-based learning, field visits, and hands-on activities. A multilingual approach is followed in some KSPs, where students are taught in both their mother tongue and English to enhance comprehension. Majority of the school heads believe that a competency-based learning model is essential, and they are gradually shifting from rote memorization to experiential and immersive learning. Some classrooms have been equipped with smartboards and digital learning resources, but many schools still lack adequate ICT facilities, making technology integration a challenge.

4.4.4 Vocational Education Initiatives

Vocational education is gradually gaining importance in KSPs and school heads acknowledge the need for skill-based training. Few KSPs organize workshops on handicrafts, agriculture and sewing, enabling students to learn practical skills. Most of the school heads opine that KSPs should establish tie-ups with local artisans, self-help groups, and industries to provide hands-on training to their students. Entrepreneurship development programs should also be introduced to equip students with business skills. However, school heads agree that a lack of funding, limited infrastructure and

the absence of trained vocational educators hinder the full-scale implementation of vocational education.

4.4.5 Promotion of 21st-Century Skills

School heads unanimously agree that 21st-century skills are crucial for students' future success. KSPs focus on developing critical thinking, problem-solving, creativity, digital literacy, communication and collaboration. Students are encouraged to participate in debates, group projects and storytelling competitions to enhance their analytical and creative abilities. Some schools have introduced basic computer training to improve digital literacy, but many school heads feel that limited access to computers and the internet poses a barrier. Financial literacy sessions also should be conducted in KSPs to teach students about budgeting, savings, and entrepreneurship and these programs need to be expanded further.

4.4.6 Parental and Community Involvement

School heads highlight that involving parents and the local community in school activities has shown positive outcomes. Many KSPs during parent teacher meetings take this opportunity to sensitize parents on the importance of girls' education and career planning. However, school heads also point out that many parents, especially those from marginalized backgrounds, remain hesitant or uninvolved in school activities, which limits students' external support. School heads believe that community-led programs where they can invite local mentors and professionals to interact with students, engaging parents in cultural events, sports meet and school governance can help in bringing parents and community closer to the school.

4.4.7 Educational, Vocational and Personal Guidance for Learners

Majority of the school heads emphasize the importance of career counseling and personal mentoring for students. Many KSPs have begun career guidance workshops, where guest speakers from different professions provide insights into various career paths. There is a lack of designated counsellors to support students emotionally and academically, thus, class teachers have taken up this task to support the students in times of need. However, the lack of a full-time career counsellor in the school is felt because students from rural areas often have limited awareness of higher education opportunities.

4.4.8 Safety and Security Measures

Ensuring the safety and security of students is a priority for KSPs. Schools have implemented 24/7 surveillance, CCTV cameras, and strict entry protocols to prevent

unauthorized access. Some KSPs conduct self-defense training and awareness programs on personal safety. However, school heads highlight the need for more female security personnel, better lighting in hostel areas and improved grievance redressal mechanisms to enhance student security. KSPs that are functioning in transit campuses also face security issues when it comes to proper boundaries and lack of full time permanent guards and security personnel.

4.4.9 Residential Facilities for Students

Opinions among school heads regarding residential facilities are mixed. While some express satisfaction with the hostel arrangements, food quality, and security measures, others highlight challenges such as poor sanitation, overcrowding, and lack of recreational spaces. Many believe that nutritious food, better medical facilities, and mental well-being programs should be introduced for students living in hostels. Most of the school heads mention that maintenance of hostels and school premises is an issue since most of the staff employed for the purpose of cleanliness and sanitation is contractual in nature and working on very meager salaries. They feel that there is a dire need to increase salaries of the staff so that a proper ecosystem can be developed.

4.4.10 Challenges in Running the School

School heads unanimously agree that KSPs face significant challenges in academic, administrative, financial and human resource management. Many schools struggle with teacher shortages, lack of funding for infrastructure improvements, and limited autonomy in decision-making. Bureaucratic delays in resource and fund allocation and teacher recruitment further complicate the management of schools.

4.4.11 Recommendations for Improvement

School heads provide several recommendations to enhance the quality of education in KSPs. They emphasize the need for improved infrastructure, more digital learning resources, frequent teacher training programs and stronger vocational education initiatives. Expediting fund allocation, strengthening industry partnerships, increasing community participation and ensuring regular government support are seen as essential steps for progress.

Conclusion

The analysis of the interview responses highlights that Kanya Shiksha Parisars are making commendable efforts to empower school girls through education, skill development and holistic growth. However, resource constraints, inadequate infrastructure, and gaps in vocational training remain key challenges. Addressing these concerns through policy reforms, financial investments and enhanced community participation will significantly strengthen the impact of KSPs in ensuring quality education and empowerment for girls in Madhya Pradesh.

Chapter-5

SWOC Analysis

5.0 Backdrop

This section is devoted to the analysis and interpretation of results pertaining to objective No. 5 of the study which reads, “To examine the strengths, weaknesses, opportunities and challenges associated with quality of education in Kanya Shiksha Parisar (KSP) of Madhya Pradesh on the key variables eg. infrastructure, teaching learning process, vocational education, 21st century skills, residential environment, etc.” The SWOC analysis was done keeping in perspective the following parameters-

- Learning Environment
- Curriculum and Pedagogy
- Access to Learning Resources
- Residential Environment
- Health Care Services
- Holistic Development
- Vocational Education
- 21st Century Skills
- Home and Community Support

The data collected from students, teachers and school heads along interview schedules constructed separately for the key stakeholders were analyzed.

5.1 Learning Environment

5.1.1 Strengths:

- Safe and inclusive environment in most of the KSPs fostering empowerment of girls.
- Dedicated and qualified teaching staff recruited by the government.
- Structured academic schedules as per government guidelines.
- Student-friendly classrooms promoting learning and participation.
- Emphasis on gender equality and cultural sensitivity.

5.1.2 Weaknesses:

- Outdated infrastructure in few KSPs affecting classroom environment.
- Limited ICT tools and lack of digital skills among teachers for interactive learning.

- Lack and poorly maintained designated recreational areas for outdoor activities.
- Inconsistent teacher-student ratios as many teachers are recruited on contractual basis.

5.1.3 Opportunities:

- Scope for integrating digital classrooms for experiential and immersive learning.
- Potential collaborations with educational NGOs for learning enhancement.
- Training programs for teachers to adopt innovative pedagogies.
- In time government grants for infrastructure improvement.
- Community engagement programs to support a dynamic learning environment.

5.1.4 Challenges:

- Sustaining student engagement and learning with limited resources.
- Frequent teacher turnover owing to contractual recruitment.
- Infrastructure maintenance in aging buildings.
- Resistance to change from traditional teaching methods.

5.2 Curriculum and Pedagogy

5.2.1 Strengths:

- Bridging student knowledge at entry in class VI.
- Curriculum aligned with national education standards.
- Inclusion of life skills alongside academics.
- Focus on both scholastic and co-scholastic activities.
- Continuous assessment practices.

5.2.2 Weaknesses:

- Limited flexibility in curriculum adaptation to suit to the needs of tribal students.
- Lack of exposure to experiential and immersive learning.
- Over-dependence on rote learning methods.
- Minimal integration of modern pedagogical tools.
- Insufficient teacher training on contemporary methodologies.

5.2.3 Opportunities:

- Incorporating NEP 2020 recommendations for a competency-based curriculum.
- Introducing project-based and inquiry-driven learning.
- Leveraging technology for enhanced learning.

- Developing subject-specific pedagogical innovations.
- Collaboration with educational institutions for training of teachers.

5.2.4 Challenges:

- Resistance to curriculum reforms.
- Adapting curriculum for diverse learning needs.
- Inadequate training on pedagogical advancements.
- Limited resources for activity-based learning.
- Difficulty in integrating ICT in remote areas.

5.3 Access to Learning Resources

5.3.1 Strengths:

- Ample number of computers and digital devices.
- Smart classes available in few KSPs
- Government-provided textbooks and materials.
- Basic ICT lab availability.

5.3.2 Weaknesses:

- Outdated library resources that require up gradation to meet academic needs of students.
- Inadequate e-learning materials.
- Poor internet connectivity in some areas.
- Insufficient learning aids for students.

5.3.3 Opportunities:

- Partnerships with digital education providers.
- Funding opportunities for resource upgradation.
- Open educational resources (OER) integration.
- Training for both teachers and students in digital literacy.

5.3.4 Challenges:

- Maintenance of existing resources.
- Budget constraints for new acquisitions.
- Unequal access to digital tools among students.
- Technical skill gaps in utilizing ICT effectively.

5.4 Residential Environment

5.4.1 Strengths:

- Safe hostel accommodations with basic facilities.
- Supervision by dedicated hostel wardens.
- Structured routine promoting discipline.
- Peer support fostering community living.
- Emphasis on personal hygiene and safety.

5.4.2 Weaknesses:

- Few old hostel buildings needing renovation.
- Limited recreational spaces and underutilization of resources.
- Inadequate privacy in shared accommodations.
- Basic amenities needing regular maintenance.

5.4.3 Opportunities:

- Scope for infrastructure grants for hostel improvement.
- Introducing mentorship programs within hostels.
- Skill-building workshops during leisure hours.
- Solar energy installations for sustainability.

5.4.4 Challenges:

- Ensuring safety in hostel premises.
- Managing hostel discipline effectively.
- Addressing emotional and mental health needs.
- Resource allocation for hostel upgrades.
- Balancing academic and residential life.

5.5 Health Care Services

5.5.1 Strengths:

- Regular health check-up camps.
- Basic first-aid facilities available on campus.
- Awareness programs on menstrual hygiene and nutrition.
- Support from local health departments.

5.5.2 Weaknesses:

- Lack of an in-house medical professional.
- Limited emergency medical equipment.
- Inadequate counseling services for mental health.
- Poor infrastructure for health emergencies.

5.5.3 Opportunities:

- Partnerships with local hospitals for regular health visits.
- Training programs on first aid for staff and students.
- Mental health awareness campaigns.
- Mobile health clinics for regular check-ups.
- Government health schemes for school children.

5.5.4 Challenges:

- Managing health emergencies effectively.
- Limited access to specialized healthcare.
- Stigma around mental health issues.
- Ensuring continuous health monitoring.
- Budget limitations for advanced medical facilities.

5.6. Holistic Development

5.6.1 Strengths:

- Focus on extracurricular activities.
- Integration of life skills in school curriculum.
- Cultural programs promoting heritage awareness.
- Sports activities despite limited infrastructure..

5.6.2 Weaknesses:

- Lack of structured programs for personal development.
- Limited exposure to arts and creative fields.
- Inadequate sports facilities.
- Inconsistent participation in national events.
- Lack of community outreach projects

5.6.3 Opportunities:

- Introducing leadership and personality development workshops.
- Collaboration with sports academies and cultural organizations.
- Government grants for co-curricular activities.
- Exchange programs with other schools.
- Focus on mindfulness and emotional well-being activities.

5.6.4 Challenges:

- Limited resources for extracurricular activities.
- Balancing academic and non-academic pursuits.
- Lack of trained coaches or mentors for specific skills.
- Managing time within the existing curriculum.
- Motivating students towards active participation.

5.7. Vocational Education

5.7.1 Strengths:

- Focus on skill development for employability.
- Practical workshops for hands-on learning held in some KSPs.
- Exposure to traditional tribal crafts..

5.7.2 Weaknesses:

- Lack of vocational course options.
- Underutilized equipment for practical training.
- Vocational courses not integrated with academics.
- Lack of specialized vocational trainers.
- Minimal awareness among students about career pathways.

5.7.3 Opportunities:

- Partnerships with local industries for training and placements.
- Introduction of new-age skills like coding, digital marketing, etc.
- Government-sponsored skill development programs.
- Entrepreneurship workshops for self-employment.
- Access to online vocational courses.

5.7.4 Challenges:

- Bridging the gap between vocational education and employment.
- Overcoming societal bias against vocational careers.
- Maintaining updated training equipment.
- Ensuring sustained student interest.
- Aligning vocational training with market demands.

5.8 21st Century Skills

5.8.1 Strengths:

- Focus on problem-solving and critical thinking.
- Group activities promoting collaboration.
- Exposure to digital literacy basics.
- Emphasis on communication skills in classrooms.
- Leadership roles in student councils.

5.8.2 Weaknesses:

- Limited access to advanced technology.
- Insufficient focus on coding and digital skills.
- Lack of specialized 21st-century skill training.
- Minimal integration of global perspectives.
- Inconsistent development of creativity and innovation skills.

5.8.3 Opportunities:

- Government programs promoting digital literacy.
- Collaboration with tech firms for skill training.
- Online platforms for 21st-century skills development.
- Teacher training on futuristic teaching methodologies.
- Participation in student exchange programs.

5.8.4 Challenges:

- Rapidly evolving technology landscape.
- Digital divide among students from different backgrounds.
- Limited teacher expertise in emerging technologies.
- Resource constraints for advanced ICT tools.
- Resistance to shift from traditional to modern teaching methods.

5.9. Home and Community Support

5.9.1 Strengths:

- Supportive School Management Committees (SMCs).
- Parent-teacher meetings promoting engagement.
- Cultural alignment between school programs and values of the tribal community.
- Parents and teachers actively supporting girl's education.

5.9.2 Weaknesses:

- Lack of community involvement in school activities.
- Limited parental awareness about modern education needs.
- Low literacy levels among parents affecting support at home.
- Irregular participation of parents in school activities.

5.9.3 Opportunities:

- Community awareness programs on the importance of education.
- Partnerships with local organizations for parental engagement.
- Home-based learning initiatives to bridge the support gap.
- Empowerment workshops for parents.
- Volunteer programs for community involvement in teaching.

5.9.4 Challenges:

- Cultural barriers to girls' education in conservative areas.
- Economic hardships among tribal communities.
- Sustaining parental involvement over time.

The SWOC analysis of Kanya Shiksha Parisar highlights the critical contribution of the government in empowering girls from underprivileged and tribal communities by providing free education and residential facilities. The institution's strengths lie in its committed teaching staff, a safe and inclusive environment, and its focus on holistic development of the students. These strengths provide a solid foundation for the empowerment and upliftment of marginalized girls.

However, significant weaknesses such as poor and untimed fund allocation, limited access to modern resources, insufficient healthcare facilities, and inadequate focus on 21st-century skills pose barriers to achieving its full potential. Additionally, challenges such as teacher retention, slow bureaucratic processes continue to impact the effectiveness of its initiatives.

At the same time, the institution has substantial opportunities to grow by leveraging government policies like NEP 2020, forging partnerships with NGOs and corporates, and incorporating digital tools and innovative pedagogical practices. Strengthening vocational training and integrating modern skills development can further enhance its relevance and impact.

By addressing its weaknesses and proactively seizing opportunities, Kanya Shiksha Parisar can evolve into a center of excellence for girls' education. Strategic investments in infrastructure, teacher training, community engagement, and resource enhancement will enable the institution to overcome challenges and sustain its mission of transforming the lives of girls from marginalized communities, empowering them to achieve their full potential.

CHAPTER VI

Case Study of Kanya Shiksha Parisar

6.0 Backdrop

This chapter is devoted to the analysis and interpretation of results pertaining to objective No. 5 of the study which reads, “To make an in-depth analysis of selected Kanya Shiksha Parisar to gain an understanding of the issues associated with the quality of education, inter alia with reference to teaching learning process, infrastructure, learning assessment, teaching workforce, community ownership, capacity building of teachers, etc.” As stated in Chapter III: Methodology, two Kanya Shiksha Parisars (one government aided and one in public private partnership) were selected for the purpose of the case study. It can be observed that all Kanya Shiksha Parisars (KSPs) in Madhya Pradesh are run as residential schools by the government, either as standalone institutions in Public Private Partnership (PPP) mode or as part of a broader network of educational initiatives of the government aimed at empowering school girls. The following two Kanya Shiksha Parisar were selected, following the purposive sampling technique, so as to represent government aided Kanya Shiksha Parisar and Kanya Shiksha Parisar in Public Private Partnership (PPP) Mode.

Case 1: Case Study of a Kanya Shiksha Parisar in Public Private Partnership (PPP) Mode

Case 2: Case Study of a government aided Kanya Shiksha Parisar

Keeping in view the fact that these institutions operate within the framework of government policies to provide education and empowerment opportunities for girls from marginalized communities, two Kanya Shiksha Parisars were purposively selected for the purpose of this case study. To maintain research ethics, the names of the institutions have been kept confidential and fictitious names have been provided.

Case 1 is a Kanya Shiksha Parisar operating as a standalone residential school in PPP mode in a rural area, providing education from Class 6 to Class 12 with a focus on academic as well as holistic development of tribal girl students. It has been named "Pragati Kanya Shiksha Parisar" (PKSP).

Case 2 is a Kanya Shiksha Parisar operating within a government campus in a tribal-dominated area, focusing on promoting cultural awareness and higher education aspirations among girls. It has been named "Sangam Kanya Shiksha Parisar" (SKSP).

The study adopts a comprehensive and holistic approach by examining all aspects of the KSPs that contribute to the empowerment of girls, directly or indirectly. Each KSP is considered an independent unit for the purpose of this case study. Data were collected from key stakeholders, including institution heads, teachers and students, using various qualitative tools such as interview schedules, observations, FGDs, field notes, and informal discussions. Detailed information about each KSP was collected from institution heads using a school information schedule. This schedule sought information about the background of the institution, profiles of teachers, pupil-teacher ratios, school infrastructure and residential facilities, programs and activities conducted, key strengths, and challenges faced by the institutions.

The data were analyzed using qualitative techniques of "thick description" to provide a nuanced understanding of how Kanya Shiksha Parisars contribute to the empowerment of school girls, focusing on academic, social, and emotional dimensions.

6.1. Case 1: Case Study of a Kanya Shiksha Parisar in Public Private Partnership Mode (viz., Pragati Kanya Shiksha Parisar (PKSP).)

The Pragati Kanya Shiksha Parisar (PKSP), established in the year 2017, is located around 14 km. from the capital city of Madhya Pradesh (Bhopal) on Indore bypass road. Thus, the institute is close to the city of Bhopal but free from the din and bustle of the city. The school is run in PPP mode by the NGO Surya Foundation and the Tribal Development Department, Govt. of Madhya Pradesh. The foundation manages the funds for the school and aims at providing quality education to girls from the tribal communities. The students do not pay fees, and all expenses related to academics, residence, food, safety and security are met out by the school management. The school management committee comprises members from the Surya foundation; principal and members from the community consisting of academia of eminence, both retired from services and on the job; and representatives of employees of the school.

6.1.1 Teaching Workforce

Pragati Kanya Shiksha Parisar, operates with a team of 15-20 faculty members, most of whom are young, dynamic, and hold postgraduate degrees in their respective disciplines. The faculty members also hold a degree in education. The management and teachers are committed to fostering an inclusive and empowering learning environment for the girls.

6.1.2 Infrastructure

Pragati Kanya Shiksha Parisar has essential infrastructure, including classrooms, administrative offices, hostels for students, a dining area, and well-maintained gardens. Separate toilets for students and staff are available, along with adequate and safe drinking water facilities. Spread over approximately 10 acres of land, the campus

lacks a designated playground, which limits physical activities for students. Common rooms for recreational activities are also unavailable.

6.1.3 Academic Programs

The school offers educational programs from Class 6 to Class 12, with a focus on holistic development through academic and co-curricular activities. Alongside the regular curriculum, the institution incorporates vocational training and life skills education to enhance the employability and confidence among students. Around 300 girl students belonging to ST communities are receiving education in the school; most of them are underprivileged and marginalized.

6.1.4 Academic Performance of Students

The academic performance of students in board examinations has been satisfactory over the years, with a majority achieving first-division. The school organises periodic events, such as club (literary, scientific and cultural) activities, educational and motivational tours to important places, and yoga and meditation for the holistic development of the students.

6.1.5 Teaching-Learning Process and Student Assessment

The school organises regular training programs for teachers on innovative teaching methods or modern pedagogical practices. Teachers take personal initiative to integrate ICT tools into their lessons and all classrooms are equipped with interactive boards and networking facilities. Student assessments are conducted regularly as per the schedules set by the administration, focusing primarily on written evaluations.

6.1.6 Extension Activities

The PKSP collaborates with nearby schools and communities to organize outreach activities. These include programs aimed at promoting gender equality, health awareness, and environmental conservation. Such initiatives help broaden the exposure of both students and faculty.

6.1.7 Work Environment

The work environment for teachers in PKSP is moderately supportive. Learning resources such as books, journals, and access to ICT tools is fairly good. The library has a good collection of books and e-resources, sufficient enough to meet the growing needs of teachers and students. Teachers are provided shared workspaces in a staff room, while the Principal and a few senior teachers with administrative responsibilities have separate offices.

6.1.8 Salary and Career Progression/Promotion of Teachers

The entire staff is recruited on a contract of eleven months which is renewed every year based on performance. Teacher salaries are decided and managed by the Surya Foundation, with annual increments often delayed. Their salaries are a bit higher than their counterparts working in other schools. There are no financial incentives or allowances for additional responsibilities or exceptional performance. Residential accommodation is provided to most of the teachers, and the principal, hostel wardens and school manager stay on campus. A formal policy for career progression and promotion of teachers is absent, which affects long-term motivation.

6.1.9 Working Hours and Workload

Teachers typically work for 8 hours on regular school days, although many contribute additional time during holidays for student enrolment drives, parent meetings, and extracurricular activities without extra remuneration. Non-academic duties, such as administrative tasks and event organization, often add to their workload but without additional remuneration..

6.1.10 Capacity Building Programs for Teachers

Capacity-building programs for teachers are conducted with an emphasis on incorporating new pedagogies aligning with NEP 2020. Newly recruited teachers receive basic induction training on institutional rules and regulations, opportunities for professional development, such as workshops or training programs, are also organised.

6.1.11 Performance Appraisal of Teachers

The performance appraisal system is informal and relies on reports submitted by faculty members to the principal and the management. There is no structured process for assessing teaching effectiveness or encouraging innovative activities. Teachers are motivated to upgrade themselves professionally but receive no financial or institutional support. Consistently poor performers are asked to resign or are not recruited in the next session.

6.1.12 Way Forward

The KSP, aims to strengthen its infrastructure, enhance teacher training programs, and increase student participation in academic and extracurricular activities. Expanding innovative pedagogical practices, improving teacher incentives, and fostering a supportive work environment are critical areas for future development.

6.1.13 Key Strengths and Challenges

The study revealed the following key strengths of the Institute that are critical to enhancing the quality of performance of the faculty members, directly or indirectly:

- i. The school provides a safe and inclusive environment dedicated to empowering girls, particularly those from marginalized and underprivileged communities.
- ii. The school offers hostel accommodations that ensure a secure and disciplined environment, allowing girls from remote and rural areas to access education.
- iii. Along with the prescribed academic activities, the school incorporates life skills training, vocational education aligned with mandates of NEP 2020, to promote all-round development of students.
- iv. The teachers, though young, are enthusiastic and committed to fostering the academic and personal growth of students.
- v. As part of a government initiative, the school benefits from policy backing, whereas regular funding for basic infrastructure and operations is taken care of by the foundation.
- vi. The school organises awareness programs on health, hygiene, and gender equality, empowering students to become change agents in the schooling system of the state.
- vii. The school possesses the basic infrastructure required for a professional education center, e.g. library, classrooms, residential accommodation for students, ICT lab.
- viii. The school is well-connected by road and public transport system. It is located at a distance of 14 km. from the capital city of Madhya Pradesh.
- ix. A well-equipped library with books on varied subjects and interests.
- x. The increasing trend of student enrolment from tribal communities year by year is an indication of improvement in the quality of education delivered by the teachers and the sustainability of the Institute.

The key challenges encountered by the school are as follows:

- i. The institution lacks a designated playground for physical activities and sports, which limits students' opportunities for recreation and physical fitness.
- ii. The teaching staff, including the principal, is employed on a contractual basis. This creates a lack of job security and affects the morale and long-term commitment of faculty members.
- iii. Teachers receive fixed salaries with minimal or no annual increments, which fail to match the rising cost of living or reward their contributions.
- iv. The high rate of teacher turnover disrupts the continuity of the teaching-learning process. New teachers require time to adjust and understand the students' learning needs, which affects the overall academic progress.

- v. This frequent turnover and job insecurity hinders the development of a teacher-student relationship that is essential for effective learning.
- vi. Many students entering Class 6 lack the foundational skills and academic abilities expected for their age.

6.1.14 Suggestions

Based on the in-depth analysis of evidence gathered from the empirical observation of the Institute from a holistic perspective, the following suggestions are made to further enhance the quality of performance of the faculty members of the school and thereby enhance the quality of education in the school.

- i. The school should allocate funds for the development of a playground and basic sports facilities.
- ii. The teachers should be oriented on conducting action research to make teaching learning process and learning assessment evidence based and effective.
- iii. The school should increase the duration of contract teachers with incentives to teachers performing exceptionally well in order to enhance faculty commitment.
- iv. The foundation should work with the government to revise salary structures to higher side and incentives for innovative work.
- v. To reduce teacher turnover the school can create a teacher mentorship program to support new faculty members and help them integrate quickly.
- vi. In order to build foundational skills for class 6 students, the school can introduce a structured bridge program or preparatory course for incoming students to address gaps in literacy, numeracy, and other foundational skills.
- vii. The school can focus on individualized learning plans and remedial classes to support students struggling with learning achievements.

By addressing these challenges while leveraging the existing strengths, the school, can continue to grow as a model institution for empowering tribal girls through education.

6.2 Case Study of a government aided Kanya Shiksha Parisar (viz. Sangam Kanya Shiksha Parisar (SKSP).)

SangamKanya Shiksha Parisar (SKSP), established in 1986, is the oldest Kanya Shiksha Parisar in Madhya Pradesh. Located at a distance of around 315 km from the capital city of Madhya Pradesh, Bhopal, the school operates within a government campus which also has other tribal institutes running within the campus. When the school was established in the year 1986, the area was tribal-dominated, but over the period of time and increase in settlement areas, the school is now amidst a densely populated area leaving very less scope for expansion. SKSP focuses on promoting cultural awareness and higher education aspirations among tribal girls. The school is

government-aided and operates under the norms and policies of the Tribal Development Department, Government of Madhya Pradesh.

6.2.1. Teaching Workforce

The teaching staff at SangamKanya Shiksha Parisar is recruited as per government norms, ensuring that all faculty members are qualified and hold relevant degrees. Salaries and benefits are provided in alignment with government policies, including annual increments. The dedicated staff fosters a supportive and empowering learning environment for the girls.

6.2.2. Infrastructure

Although SKSP has the necessary infrastructure, much of it is in need of repair. The school and hostel buildings, being old, require urgent renovation. There is a shortage of computers and ICT facilities, limiting digital learning opportunities for students. Despite the challenges, the campus includes Classrooms, administrative offices, and hostels for students, separate toilets and safe drinking water facilities, a small dining space and a modestly maintained garden. However, the lack of modern infrastructure, including a designated playground and recreational common rooms, limits students' overall development.

6.2.3. Academic Programs

The school offers education from Class 6 to Class 12, focusing on both academic and other activities for holistic development. Alongside the regular curriculum, SKSP integrates academic excellence with life skills education to boost confidence and enhance employability skills. The school provides free education, residence, food, and safety for over 300 girls from marginalized and tribal communities, making education accessible to those who need it most.

6.2.4. Academic Performance of Students

SKSP students consistently perform well in board examinations, with a significant number achieving first-division marks. The school organizes Club activities (literary, scientific, and cultural), Educational tours to broaden horizons and Yoga and meditation sessions for mental well-being. These activities aim to promote all-round development and instill a sense of responsibility among students.

6.2.5. Teaching-Learning Process and Assessment

Teachers are committed to incorporating innovative teaching methods despite the limited availability of resources like computers. Some classrooms are equipped with basic interactive tools, and teachers take the initiative to integrate ICT where possible. Assessments are conducted regularly following government guidelines, focusing on

written and oral evaluations. Whenever possible and available teacher training programs are conducted to align with updated pedagogical practices.

6.2.6. Extension Activities

SKSP actively participates in community outreach, promoting Gender equality and awareness programs, Health and hygiene campaigns and Environmental conservation projects. These initiatives help students connect with the community and foster leadership skills.

6.2.7. Work Environment

The school provides a moderately supportive work environment. Teachers have access to a well-stocked library, though ICT and e-resources are limited. The old infrastructure and shared workspaces sometimes pose challenges. Despite these limitations, the staff remains highly dedicated to the school's mission of empowering girls.

6.2.8. Salary and Career Progression

Teachers receive salaries, allowances, and annual increments as per government norms, ensuring financial stability. Promotions and career progression of teachers is also dependent upon government policies which may sometimes take too long and can impact long-term motivation among teachers.

6.2.9. Capacity-Building Programs for Teachers

Capacity-building programs for teachers are conducted as and when required by the tribal department of Madhya Pradesh to enhance their teaching and administrative skills. Newly recruited teachers also receive basic induction training. However initiation into the innovative pedagogical practices aligned with NEP 2020 have not been organized.

6.2.10. Performance Appraisal of Teachers

The performance appraisal system is informal but follows government regulations. Teachers are evaluated based on their teaching effectiveness, involvement in extracurricular activities, and contribution to school development. While motivation to improve professionally is present, there is limited institutional support for pursuing research or attending advanced training programs.

6.2.11. Way Forward

SangamKanya Shiksha Parisar is a beacon of hope for tribal girls, offering them access to education and empowerment. Despite the limitations of old infrastructure and

resource constraints, the school has made commendable progress in fostering holistic development. With focused interventions and infrastructure improvement, SKSP can continue to inspire and transform the lives of tribal girls, creating a brighter future for them and their communities.

6.2.12. Key Strengths and challenges

The study revealed the following key strengths of the Institute that are critical to enhancing the quality of performance of the faculty members, directly or indirectly:

- i. SKSP, established in 1986, is the oldest Kanya Shiksha Parisar in Madhya Pradesh, with a long-standing reputation for providing quality education to tribal girls.
- ii. The school offers free education, residence, food, and safety for over 300 girls from marginalized and tribal communities, making education accessible to underprivileged groups.
- iii. Teachers are recruited as per government norms, ensuring they are qualified and motivated. Salaries, allowances, and annual increments provided as per government policies contribute to financial stability.
- iv. The school integrates life skills education, club activities, yoga, and meditation alongside academics, promoting all-round development.
- v. SKSP actively engages in community programs focusing on gender equality, health awareness, and environmental conservation, fostering leadership skills in students.
- vi. Students consistently perform well in board examinations, with a significant number achieving first-division marks. Many students are acquiring higher education from reputed institutions and universities. Some have also secured jobs in the government sector.
- vii. Teachers have access to a well-stocked library and shared workspaces, and they are encouraged to engage in capacity-building programs conducted by the Tribal Development Department.

The key challenges encountered by the school are as follows

- i. The school and hostel buildings, being old, require urgent renovation. A lack of modern facilities such as recreational spaces and an updated dining area affects the overall environment.
- ii. A shortage of computers and digital tools limits the incorporation of ICT into the teaching-learning process.
- iii. The school, now located in a densely populated area, has limited scope for expansion.
- iv. The absence of a proper playground limits physical activities, which are crucial for students' overall development.

- v. While training programs are conducted, there is a lack of focus on NEP 2020-aligned innovative pedagogical practices and professional development opportunities.
- vi. Teacher promotions and career progression are dependent on government policies, which may be delayed, affecting motivation and retention.

6.2.13. Suggestions

Based on the in-depth analysis of evidence gathered from the empirical observation of the Institute from a holistic perspective, the following suggestions are made to further enhance the quality of performance of the faculty members of the school and thereby enhance the quality of education in the school.

- i. Renovate and modernize classrooms, hostels, and dining areas to create a better learning and living environment.
- ii. Develop recreational spaces and a designated playground for students' physical and mental well-being.
- iii. Increase the availability of computers, interactive tools, and e-resources to integrate technology into the curriculum effectively.
- iv. Organize training sessions to familiarize teachers with ICT tools and modern teaching methods.
- v. Provide opportunities for teachers to attend workshops, conferences, and research programs to enhance their professional growth.
- vi. Conduct regular bridge programs for students entering Class 6 to strengthen their foundational skills.
- vii. Advocate for land acquisition or redevelopment of nearby spaces for the school's expansion.

By addressing the above challenges and utilising the existing strengths, the school, can continue to grow as a model institution for empowering tribal girls through education.

Kanya Shiksha Parisars have been a cornerstone of tribal education and empowerment for nearly four decades. While the schools have achieved significant success in providing access to education and fostering academic excellence, they face challenges related to utilization of resources and fund allocation. By addressing these challenges through targeted interventions and leveraging government and community support, Kanya Shiksha Parisars can continue to empower tribal girls and serve as model institutions in Madhya Pradesh.

CHAPTER 7

Major Findings and Recommendation

7.1 Introduction

This Chapter deals with the major findings of the study as per the data analysis and interpretation of result. Further it also contains educational recommendation according the major finding

7.2 Major Findings of the study

The study on Kanya Shiksha Parisar (KSP) in Madhya Pradesh analysed multiple aspects of its role in empowering schoolgirls. Data was collected from students, teachers, and school heads, covering infrastructure, learning resources, workforce, student perceptions, and institutional challenges. The major findings are categorized as follows:

1. School Infrastructure

- **Availability of Resources:** KSP generally have good infrastructure, with 100% availability of classrooms, toilets, common rooms, hostels, boundary walls, and teaching-learning materials (TLMs).
- **Gaps in Infrastructure:** Laboratories, smart classrooms, multipurpose halls, and computer labs are not universally available, with availability ranging between 80.8% and 88.5%.
- **Inadequate Inclusive Facilities:** Only 73.1% of schools have ramps, making access difficult for differently-abled students.
- **Health and Safety Concerns:** Sick rooms are available in only 80.8% of schools, raising concerns about emergency medical support.
- **Resource Utilization:** While classrooms and hostels are fully utilized, computer labs and libraries remain underutilized due to accessibility issues.

2. Learning Resources and Activities

- **Access to Learning Materials:** 92.61% of students reported having necessary textbooks and study materials, **but** only 66.88% have access to computer labs.
- **Library Usage:** 73.63% of students use the library regularly, **but access remains an issue for a significant minority.**

- **Hands-on Learning:** 76.65% of students engage in laboratory experiments, **but over 21% reported limited opportunities for practical learning.**
- **Extracurricular and Life Skills:** **Life skills education and vocational training are** regularly conducted in over 96% of schools, **but literary, cultural, and extension activities need better implementation.**

3. Teaching and Non-Teaching Workforce

- **Qualified Teaching Staff:** **Teachers at KSP schools are recruited as per government norms, ensuring a qualified workforce.**
- **Workload and Training:** **Teachers face challenges in managing** large student-teacher ratios **and** have limited access to professional development programs.
- **Digital Literacy Among Teachers:** **While** smart classrooms exist in many schools, only 34.62% of teachers find them fully adequate, highlighting the need for better digital training.

4. Students Perception and Learning Environment

- **Positive Learning Experience:** 99.84% of students enjoy studying at KSP, indicating a supportive educational environment.
- **Teacher Support:** 95.39% of students feel that teachers provide assistance beyond classroom hours, ensuring academic support.
- **Encouragement and Motivation:** 99.84% of students feel encouraged by their teachers, but 83.88% reported that they can freely express their thoughts, indicating a need for a more inclusive learning atmosphere.

5. Residential Environment and Health Services

- **Hostel Conditions:** 94.20% of students find hostel conditions satisfactory, but safety concerns were raised by 70.69%.
- **Food Quality:** 73.55% of students find the food quality acceptable, but a significant 20.25% expressed dissatisfaction.
- **Healthcare Facilities:** Only 18.75% of students reported the availability of doctors and nurses, indicating a severe gap in medical care services.
- **Sanitation Issues:** 30.90% of students reported insufficient toilet facilities, while 36.14% found hostel toilets unhygienic.

6. Vocational Education and Career Development

- **Limited Industrial Exposure:** Only 31.14% of students reported being taken on industrial visits, highlighting a lack of industry interactions.

- **Effective Career Guidance:** 94.60% of students receive career counseling, indicating strong institutional support in career planning.
- **Skill Development Opportunities:** 56.24% of students participate in vocational training, but the scope and consistency of these programs need improvement.

7. 21st Century Skills and Holistic Development

- **Leadership and Teamwork:** 97.46% of students feel a sense of unity with classmates, but only 58.94% have leadership opportunities, indicating a need for greater student participation in leadership roles.
- **Critical Thinking and Problem-Solving:** 88.40% of students report engaging in problem-solving activities, but 62.59% participate in debates and speeches, suggesting a need to encourage critical thinking through competitive activities.
- **Stress Management:** 88.48% of students learn stress management techniques such as yoga and meditation, but 9.05% felt these were insufficient.

8. Home and Community Support

- **Parental Involvement:** 94.76% of students discuss their school activities with parents, but 83.80% believe parental involvement could be increased.
- **Parent-Teacher Communication:** 97.86% of students said their parents can easily communicate with teachers, indicating an effective communication system.
- **Community Participation:** 83.40% of students take part in community programs, but more engagement opportunities can enhance social learning.

The study reveals that Kanya Shiksha Parisar schools provide a strong educational foundation and residential support, but **infrastructure** gaps, healthcare shortages, and vocational training limitations hinder overall empowerment. Addressing these issues with improved infrastructure, better teacher training, increased industrial exposure, and enhanced community participation can further strengthen the role of KSP in transforming the lives of schoolgirls in Madhya Pradesh.

7.3 Recommendations for Strengthening Kanya Shiksha Parisar

Based on the research findings, the following recommendations are proposed to enhance the educational experience, skill development, and overall empowerment of girls in Kanya Shiksha Parisar.

1. Strengthening Mentorship and Guidance Programs

- A structured mentorship program should be established to provide academic and personal guidance to students, ensuring they have role models and support systems.

- Career counseling services should be expanded, focusing on career options, higher education opportunities, and self-development.
- Alumni networks can be strengthened to allow former students to mentor and guide current learners.
- Teachers and wardens should be trained to offer individualized mentorship, addressing students' aspirations and challenges.
- Peer mentorship initiatives should be encouraged, fostering mutual learning and support among students.

2. Enhancing Sports and Recreational Activities

- Awareness should be increased regarding designated sports periods to ensure all students participate in physical activities.
- Adequate sports equipment and infrastructure should be provided to encourage engagement in various games and fitness routines.
- Schools should introduce yoga and meditation sessions to help students manage stress and improve mental well-being.
- Inter-school or Inter KSP sports competitions should be organized to foster teamwork and competitive spirit.
- Physical education teachers should receive training to incorporate innovative techniques in sports education.

3. Expanding Counseling and Medical Support Services

- Schools should appoint a regular doctor or nurse to cater to the medical emergencies in the school. The sick room should be well equipped with medical utilities and over the counter medicines.
- Counseling services should be made more accessible, ensuring every student has the opportunity to seek guidance.
- Mental health awareness programs should be conducted to reduce stigma and encourage students to utilize counseling services.
- Teachers should receive training in emotional intelligence and mental health to support students effectively.
- Confidential counseling spaces should be created to provide privacy and comfort during sessions.
- Group counseling sessions and peer support circles should be introduced to address common concerns.

4. Enhancing Peer Support and Collaborative Learning

- KSPs should continue fostering positive peer interactions through group projects, student clubs, and cooperative learning methods.
- Structured group activities should be implemented to promote leadership, teamwork, and problem-solving skills.
- Peer-led initiatives, such as buddy programs and study groups, should be expanded to support new or struggling students.
- Debates, public speaking competitions, and collaborative academic challenges should be encouraged to improve communication skills.
- Inclusive student representation in decision-making bodies should be ensured to strengthen student engagement.

5. Strengthening Career and Personality Development Initiatives

- Personality development workshops focusing on communication, leadership, and confidence-building should be integrated into the curriculum.
- Career fairs and guest lectures by professionals should be organized to expose students to diverse career paths.
- Soft skills training, including time management, adaptability, and networking skills, should be imparted through structured programs.
- Digital literacy and online platforms should be introduced to expand learning opportunities.
- Schools should collaborate with organizations providing skill-based certifications to enhance employability.

6. Increasing Industrial Exposure and Vocational Training

- Schools should establish regular partnerships with local industries, artisans, and entrepreneurs to facilitate industrial visits and internships.
- Virtual exposure programs should be introduced where physical visits are not feasible, ensuring students gain insights into various career fields.
- Vocational training should be expanded, offering hands-on experience in fields such as agriculture, local tribal handicrafts, digital skills, and entrepreneurship.
- Skill-based workshops should be integrated with academic subjects to enhance practical learning.
- Career-aligned vocational training programs should be tailored to current industry trends, ensuring students acquire relevant job-ready skills.

7. Improving Leadership and Competitive Participation

- Leadership training programs should be introduced, allowing students to develop decision-making and organizational skills.
- More student-led councils and committees should be formed to encourage participation in school governance.
- Debate competitions, speech contests, and critical thinking forums should be organized to improve articulation and reasoning skills.
- Encouragement and incentives should be provided for students to participate in state- and national-level academic and leadership competitions.
- Activities and programs should be introduced to enhance problem-solving and decision-making abilities through real-world scenario-based learning.

8. Strengthening Community Engagement and Parental Involvement

- Schools should organize workshops and awareness programs to encourage parental participation in their children's education.
- Parent-teacher meetings should be held regularly to discuss student progress and address concerns collaboratively.
- Community service programs should be promoted, enabling students to contribute to society and develop a sense of social responsibility.
- Parent-student interactive sessions should be introduced to create a supportive home-school learning environment.
- Community partnerships should be strengthened to provide additional support for extracurricular and vocational programs.

9. Ensuring Equal Access to Opportunities

- Schools should identify and address barriers preventing students from participating in academic, vocational, or extracurricular activities.
- Special support programs should be introduced for students with learning difficulties.
- Awareness campaigns should be conducted to ensure students understand the availability of various programs and initiatives.
- Schools should establish a tracking system to monitor student engagement levels and provide additional support where needed.
- Scholarships and financial aid programs should be expanded to support higher education aspirations.

10. Optimizing Fund Allocation and Financial Management

- Authorities should ensure adequate and timely budget allocation for infrastructure, vocational training, and health services.
- Transparent financial management systems should be established to track the utilization of allocated funds.
- Collaborations with NGOs and government schemes should be sought for additional funding.
- Budgetary planning workshops for school heads and administrators should be introduced to enhance financial literacy.
- A structured maintenance fund should be allocated to address urgent repair and upgrade needs.

11. Improving Infrastructure and Facilities

- Residential facilities should be upgraded to ensure hygienic and safe living conditions.
- Improving classroom infrastructure, ensuring smart classrooms, modern learning tools, and comfortable seating.
- Providing safe and accessible drinking water and sanitation facilities with regular maintenance checks.
- Installing solar panels or energy-efficient solutions to reduce electricity costs and promote sustainability.

12. Strengthening Teacher Training and Capacity Building

- Regular professional development programs should be organised to keep teachers updated with NEP 2020-aligned pedagogies.
- Subject-specific training session' should be organised for teachers to enhance their expertise in core areas.
- Mentorship programs for teachers should be implemented in order to connect them with experienced educators.
- Training in inclusive education should be provided to support students with diverse learning needs.
- Teachers should be encouraged to participate in programs and workshops for professional and self- development.

13. Expanding Digital Literacy and Technology Integration

- All students and teachers should be trained and provided access to digital devices and internet connectivity in order to bridge the digital divide.

- Teachers should be trained to create e-content and integrate technology during classroom transactions.
- Online learning platforms should be integrated for skill-based courses and career development.
- Students and teachers should be trained in cyber safety and responsible use of digital tools.
- A digital library should be developed to provide access to e-books, educational videos, and online resources.

14. Strengthening Alumni and Industry Linkages

- A strong alumni network should be established to provide mentorship, career guidance, and funding support.
- Regular networking events should be organized where students can interact with professionals and gain insights.
- An alumni-driven scholarship fund should be created to support meritorious students.
- A database of successful alumni to be developed to track their progress and inspire current students.

15. Enhancing Monitoring and Evaluation Mechanisms

- Implement a real-time student tracking system to monitor attendance, academic progress, and engagement.
- Quarterly evaluations of teaching effectiveness and student learning outcomes should be conducted.
- Developing a grievance redressal system to address student and teacher concerns promptly.
- A feedback mechanism involving students, teachers, and parents should be established to improve decision-making.
- Third-party audits should be conducted to ensure transparency in school operations and fund utilization.

16. Strengthening Safety and Security Measures

- CCTV cameras and biometric attendance systems should be installed to ensure student safety.
- Self-defense training programs for girls should be conducted to enhance their confidence and security awareness.
- Strict harassment policies with clear reporting mechanisms should be implemented.

- Trained counselors and female security personnel in residential campuses should be appointed.
- Disaster preparedness and emergency response drills should be organised regularly.

17. Increasing Community and Stakeholder Engagement

- School management committees involving teachers, parents, and local authorities should be formed.
- Monthly community meetings to ensure local involvement in school development should be organised.
- Establishing public-private partnerships to enhance educational opportunities.
- Encouraging local artisans and experts to teach practical skills to students.

Kanya Shiksha Parisar initiative of the government of Madhya Pradesh plays a pivotal role in empowering girls from marginalized communities by providing them with education, skill development, and holistic support. While significant progress has been made, areas such as mentorship, vocational education, parental involvement, and infrastructure need further attention. By implementing these recommendations, Kanya Shiksha Parisar can create a more inclusive, dynamic, and empowering educational environment, ensuring that every student is equipped with the knowledge, skills and confidence to shape a successful future.

7.4 Scope for Future Research

The recommendations outlined for strengthening Kanya ShikshaParisar provide a comprehensive framework for enhancing the empowerment of schoolgirls. However, future research can explore various dimensions to further refine and improve educational interventions, policy implementation, and student outcomes. The following areas present significant scope for future research:

- Conduct longitudinal Impact Assessment of Mentorship and Career Guidance to track the long-term impact of mentorship programs and career counselling on students' academic performance, higher education enrolment, and career trajectories.
- Study the effectiveness of Sports and Recreational Activities on Holistic Development to examine the role of structured sports programs, yoga, and meditation in improving students' physical health, mental well-being, and academic performance.
- Explore the role of Mental Health and Emotional Well-being Interventions to explore the impact of school-based mental health programs, peer counselling models, and teacher-led emotional support initiatives.

- Investigate the Impact of Vocational and Digital Skills Training on Employability to evaluate how skill-based training in digital literacy, entrepreneurship, and vocational courses translates into employment opportunities can provide valuable insights.
- Explore the Role of Parental and Community Engagement in Student Success to analyse the correlation between parental involvement, community participation, and student learning outcomes.
- Comparative studies on traditional versus technology-enhanced learning environments to examine the effectiveness of online learning platforms, digital libraries, and AI-based personalized learning systems in improving student engagement and academic achievement.

7.5 Conclusion

KSP has made significant progress in providing a supportive educational environment, but there are areas requiring attention to maximize its impact. Infrastructure gaps, particularly in specialized facilities and inclusive design, need to be addressed to ensure equal access for all students. Additionally, the underutilization of computer labs, libraries, and other resources must be resolved to fully leverage the learning potential within the schools.

Improving health services, particularly through regular medical staff and better sanitation facilities, is essential for safeguarding students' well-being. Expanding vocational training programs and increasing industrial exposure will provide students with the practical skills needed to thrive in the job market.

The limited opportunities for leadership development and critical thinking activities signal a need for more initiatives focused on personal growth, team-building, and competitive participation. Strengthening parental involvement and enhancing community engagement will create a more supportive and collaborative learning environment for the students.

By addressing these gaps, Kanya Shiksha Parisar can further empower girls, preparing them for both academic success and future career opportunities.

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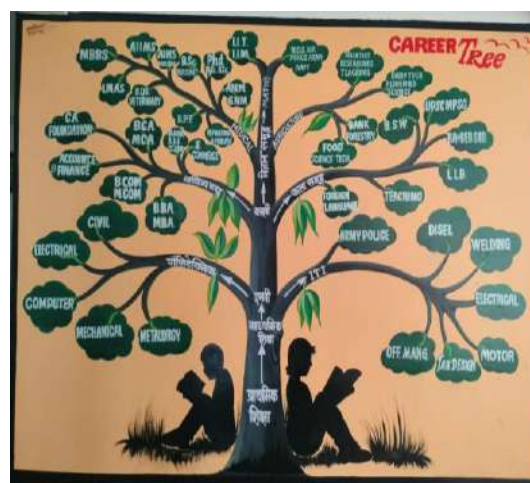












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कार्यालय, आयुक्त जनजातीय कार्य
मध्यप्रदेश

क्र.एम्पी सरस/2024/ 17700

भोपाल, दिनांक 19/9/2024

प्रति,

प्राचार्य
क्षेत्रीय शिक्षा संस्थान
भोपाल म.प्र.

विषय :- चयनित 25 जिलों के कन्या शिक्षा परिसरों में रिसर्च प्रोजेक्ट अंतर्गत डाटा संकलन हेतु अनुमति
बावत।

संदर्भ :- भवदीय पत्र क्रमांक/1203 दिनांक 14/08/2024

उपरोक्त संदर्भ एवं विषयान्तर्गत क्षेत्रीय शिक्षा संस्थान भोपाल द्वारा " A Study on Role of
Kanya Shiksha Parisar (KSP) in empowering School Girls of M.P." विषय पर किए जा रहे
रिसर्च प्रोजेक्ट अंतर्गत चयनित 25 जिलों के कन्या शिक्षा परिसरों के विद्यार्थी, शिक्षक, प्राचार्य एवं शाला
प्रबंधन समिति सदस्यों से डाटा संकलन हेतु अनुमति प्रदान की जाती है।

कृपया अध्ययन उपरान्त रिसर्च प्रोजेक्ट की प्राप्ति एवं निष्कर्षों को विभाग के साथ साझा करने का
अनुरोध है।

अपर संचालक

एमपी सरस

जनजातीय कार्य म.प्र.

भोपाल, दिनांक 19/9/2024

पृ.क्र.एम्पी सरस/2024/ 17701

प्रतिलिपि:-

1. संभागीय उपायुक्त, जनजातीय कार्य विभाग भोपाल।
2. सहायक आयुक्त (संबंधित जिले सूची अनुसार), जनजातीय कार्य विभाग
3. प्राचार्य कन्या शिक्षा परिसर (संलग्न सूची अनुसार) की ओर भेजकर लेख है कि क्षेत्रीय शिक्षा
संस्थान के शोधकर्ताओं को डाटा संकलन हेतु आवश्यक सहयोग प्रदान करें।

अपर संचालक

एमपी सरस

जनजातीय कार्य म.प्र.



क्षेत्रीय शिक्षा संस्थान, एनसीईआरटी- भोपाल

“मध्य प्रदेश की स्कूली छात्राओं को सशक्त बनाने में कन्या शिक्षा परिसर की भूमिका पर एक अध्ययन”

सामान्य जानकारी:

छात्रा का नाम: _____ विद्यालय: _____

कक्षा:..... सेक्शन.....आयु:राज्य: _____ जिला: _____

दिनांक _____

Introduction:

- The Current study emphasizes the contribution of Kanya Shiksha (Girls Education) in Empowering School girls in Madhya Pradesh.
- This Form has been created for a study that focuses on how girls studying in class 9-12th in Kanya Shiksha Parisar in Madhya Pradesh understand women's empowerment and how they will empower themselves according to the NEP.

निर्देश:

- निम्नलिखित कथन दिए गए हैं। कृपया प्रत्येक कथन को ध्यान से पढ़ें।
- कोई सही या गलत उत्तर नहीं है; आपकी राय ही मायने रखती है।
- आपकी प्रतिक्रियाओं को गोपनीय रखा जाएगा और केवल शोध उद्देश्य के लिए उपयोग किया जाएगा।

Focus Group Discussion

1. "सशक्ति, आत्मविश्वास" शब्दों से आप क्या समझते हैं?

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.....
.....

2. कन्या शिक्षा परिसर में आपके अनुभव ने आपके आत्म-विश्वास और आत्म-सम्मान पर कैसे प्रभाव डाला है? (स्वयं-रक्षा, निर्णय लेने, संघर्ष समाधान, तनाव प्रबंधन)

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.....
.....

3. कन्या शिक्षा परिसर में आपको कौन-कौन से नेतृत्व के अवसर प्राप्त हुए हैं? क्या आप कोई उदाहरण/घटना साझा कर सकते हैं जब आपको सक्षम और स्वतंत्र महसूस हुआ?

.....

4. कन्या शिक्षा परिसर में कौन-कौन से कौशल विकास कार्यक्रम आयोजित किए गए हैं? क्या बातचीत के लिए कोई विशेषज्ञ बुलाए गए हैं? (फील्ड ट्रिप, व्यावसायिक गतिविधि)

.....

5. क्या आपको लगता है कि कन्या शिक्षा परिसर में प्राप्त शिक्षा आपको प्रतिस्पर्धा करने और भविष्य के लिए तैयार करती है? यदि हां, तो कैसे?

.....

6. KSP में लड़कियों और महिलाओं को प्रभावित करने वाले मुद्दों और कठिनाईयाँ या समस्याओं के बारे में अधिक जानकारी दी जाती है?

.....

7. क्या कन्या शिक्षा परिसर में शामिल होने के बाद आपके समुदाय में आपके साथ व्यवहार में कोई बदलाव आया है?

.....

8. क्या आपका कोई आदर्श है, स्कूल के भीतर या बाहर, जो आपको अपने सपनों को पूरा करने के लिए प्रेरित करते हैं?

.....



Regional Institute of Education, NCERT- Bhopal

"A study on the role of KanyaShikshaParisar in empowering school girls of Madhya Pradesh"

General Information:

Name of KanyaShikshaParisar: _____ Establishment Year _____

Class: 6/7/8/9/10/11/12, Section: _____ State: _____ District: _____ Block: _____

Village/Town: _____

Tool 1- School Infrastructure Observation Schedule:

Introduction:

- The Current study emphasizes the contribution of KanyaShiksha (Girls Education) in Empowering School girls in Madhya Pradesh.
- This Form has been created for a study that focuses on how girls studying in class 10-12th in KanyaShikshaParisar in Madhya Pradesh understand women's empowerment and how they will empower themselves according the NEP.

Instructions:

1. Some statements are given. Please read each statement carefully.
2. There are no right or wrong answers; it is your opinion that matters.
3. For each statement, indicate your response by ticking (✓) the appropriate option.
4. Your responses will be kept confidential and used for research purpose only.

| S.N. | Unit of Observation | Availability | | Adequacy | | | Quality | | | Frequency of Usage | | |
|------|---------------------------------------------------------------|--------------|----|----------|------------|------------|---------|---------|------------------|--------------------|--------|--------|
| | | Yes | No | adequate | Manageable | Inadequate | Good | Average | Need Improvement | Frequently | Rarely | Hardly |
| A. | Basic Infrastructure | | | | | | | | | | | |
| 1. | Classrooms | | | | | | | | | | | |
| | i. Space | | | | | | | | | | | |
| | ii. Ventilation, | | | | | | | | | | | |
| | iii. Lighting | | | | | | | | | | | |
| | iv. Furniture (desks and chairs) | | | | | | | | | | | |
| | v. Adjustable desks and chairs for students with disabilities | | | | | | | | | | | |
| 2. | Laboratories | | | | | | | | | | | |
| | a. Labs | | | | | | | | | | | |
| | i. Science lab, (Phy. Chem. Bio) | | | | | | | | | | | |
| | ii. Language lab, | | | | | | | | | | | |

[illegible]

| | | | | | | | | | | | | | | | | | | | | |
|--|-------------------------------------------------------------------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | i. Computers or tablets for students and teachers. | | | | | | | | | | | | | | | | | | | |
| | ii.Audio-visual equipment (speakers, microphones). | | | | | | | | | | | | | | | | | | | |
| | iii.Science Lab, ammeter, voltmeter, glassware, models and specimens, etc.) –provide list | | | | | | | | | | | | | | | | | | | |
| | iv.Art supplies (paints, brushes, canvases). | | | | | | | | | | | | | | | | | | | |
| | v.Musical instruments (pianos, guitars, drums, etc.). | | | | | | | | | | | | | | | | | | | |
| | vi.Audio equipment (speakers, microphones, recording, headphones device). | | | | | | | | | | | | | | | | | | | |
| | vii.Sports gear (balls, rackets, nets, chess, carom, etc.). | | | | | | | | | | | | | | | | | | | |
| | viii.Fitness equipment (weights, skipping rope, open gym, etc.). | | | | | | | | | | | | | | | | | | | |
| | ix.Assistive technology (screen readers, hearing aids). | | | | | | | | | | | | | | | | | | | |
| | x.Adaptive tools for learning (Braille materials, large print books). | | | | | | | | | | | | | | | | | | | |

B. Programs and Activities (facilities and activities for empowerment)

| S.No | Program and Activities | Conducted on regular basis | conducted Sometimes | conducted as per the need | conducted Hardly |
|------|----------------------------------------------------------------------------------------|----------------------------|---------------------|---------------------------|------------------|
| 1 | NCC | | | | |
| 2 | NSS | | | | |
| 3 | Games &Sports | | | | |
| 4 | Environmental awareness | | | | |
| 5 | Clubs like Language, music, astronomy, green, cultural, science, maths, robotics, etc. | | | | |
| 6 | School magazine | | | | |
| 7 | Health and hygiene awareness | | | | |
| 8 | Life skill development (communication, collaboration, critical thinking, creativity) | | | | |
| 9 | Adolescent Education | | | | |
| 10 | Art and Aesthetic Activities | | | | |
| 11 | Outreach activities in local community | | | | |
| 12 | Community Service-learning projects integrated into the curriculum | | | | |
| 13 | Value inculecation | | | | |
| 14 | Vocational education Program | | | | |
| 15 | Career guidance and counseling | | | | |
| 16 | STEM Program | | | | |

B. Programs and Activities (facilities and activities for empowerment)

| S.No | Program and Activities | Conducted on regular basis | conducted Sometimes | conducted as per the need | conducted Hardly |
|------|----------------------------------------------------------------------------------------|----------------------------|---------------------|---------------------------|------------------|
| 1 | NCC | | | | |
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| 6 | School magazine | | | | |
| 7 | Health and hygiene awareness | | | | |
| 8 | Life skill development (communication, collaboration, critical thinking, creativity) | | | | |
| 9 | Adolescent Education | | | | |
| 10 | Art and Aesthetic Activities | | | | |
| 11 | Outreach activities in local community | | | | |
| 12 | Community Service-learning projects integrated into the curriculum | | | | |
| 13 | Value inculcation | | | | |
| 14 | Vocational education Program | | | | |
| 15 | Career guidance and counseling | | | | |
| 16 | STEM Program | | | | |

| | | | | | |
|----|-------------------------------------------------------------------------------------------|--|--|--|--|
| 17 | Language Program (Classical language, foreign language and language of other State) | | | | |
| 18 | Extracurricular Activities | | | | |
| 19 | Leadership Programs-Student council | | | | |
| 20 | Peer mentoring and peer tutoring. | | | | |
| 21 | Cultural awareness and cross cultural activities. | | | | |
| 22 | Counselor in KSP | | | | |
| 23 | i.Mental health awareness : (Stress Management and emotional intelligence, Yoga) | | | | |
| 24 | Warden in hostels | | | | |
| 25 | Digital literacy programs and coding classes. | | | | |
| 26 | Field Trips and Excursions | | | | |
| 27 | Inclusive activities | | | | |
| 28 | Financial Literacy activities | | | | |
| 29 | Cyber Security & Safety awareness | | | | |
| 30 | Social Media | | | | |
| 31 | Self Defense (Marshal Arts) | | | | |
| 32 | Mentors | | | | |
| 33 | Placements data three years | | | | |



क्षेत्रीय शिक्षा संस्थान, एनसीईआरटी- भोपाल

“मध्य-प्रदेश की स्कूली छात्राओं को सशक्त बनाने में कन्या शिक्षा परिसर की भूमिका पर एक अध्ययन”

सामान्य जानकारी:

छात्रा का नाम: _____ विद्यालय: _____

कक्षा:सेक्शन -..... आयु: _____ जिला: _____ दिनांक _____

परिचय:

- वर्तमान अध्ययन मध्य प्रदेश में स्कूली छात्राओं को सशक्त बनाने में कन्या शिक्षा परिसर के योगदान पर जोर देता है।
- यह प्रपत्र एक अध्ययन के लिए बनाया गया है जो इस बात पर केंद्रित है कि मध्य प्रदेश में कन्या शिक्षा परिसर में कक्षा 09-12 में पढ़ने वाली लड़कियां, महिला सशक्तिकरण को कैसे समझती हैं और वे एनईपी 2020 के अनुसार खुद को कैसे सशक्त बनाएंगी।

निर्देश:

- निम्नलिखित कथन दिए गए हैं। कृपया प्रत्येक कथन को ध्यान से पढ़ें।
- कोई सही या गलत उत्तर नहीं है; आपकी राय ही मायने रखती है।
- प्रत्येक कथन के लिए, उचित विकल्प में टिक (✓) लगाकर अपनी प्रतिक्रिया दर्शाएँ।
- आपकी प्रतिक्रियाओं को गोपनीय रखा जाएगा और केवल शोध कार्य उद्देश्य के लिए उपयोग किया जाएगा।

| क्र. | विवरण | सहमत | असहमत | कुछ कह नहीं सकते |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------|------------------|
| 1 | मुझे कन्या शिक्षा परिसर में पढ़ाई करना अच्छा लगता है। | | | |
| 2 | कक्षाओं के बाद जब भी आवश्यक हो, मेरे शिक्षक मेरी सहायता करते हैं, और पढ़ाते भी हैं। | | | |
| 3 | मेरे शिक्षक मुझे आगे बढ़ने के लिए प्रोत्साहित और प्रेरित करते हैं। | | | |
| 4 | मुझे मेरे शैक्षणिक उपलब्धियों (Educational Achievements) के लिए पुरस्कार प्राप्त हुए हैं। | | | |
| 5 | विषय संबंधित, चुनौतीपूर्ण परियोजनाओं (Projects) और असाइनमेंट्स (Assignments) को सफलता पूर्वक पूरा करती हूँ। | | | |
| 6 | जब मैंने किसी विषय में अच्छे अंक (Numbers) प्राप्त नहीं किए, तो मुझे अपने कन्या शिक्षा परिसर में शिक्षकों द्वारा ग्रेड (Number) सुधारने का अवसर दिया गया। | | | |

| क्र. ६ | विवरण | सहमत | असहमत | उपलब्ध नहीं सकते |
|-----------|----------------------------------------------------------------------------------------------------------|------|-------|------------------|
| 7 | मुझे कक्षा में पढ़ाए जाने वाले विषय और टॉपिक्स काफी रोचक, मजेदार और उपयोगी लगते हैं। | | | |
| 8 | मेरे शिक्षक हमें पाठ पढ़ाने और समझाने के लिए वीडियो, डायग्राम, पावर पॉइंट प्रेजेंटेशन का उपयोग करते हैं। | | | |
| 9 | शिक्षक हमें पढ़ाते समय स्थानीय आस पास गांव से व्यावहारिक उदाहरण देते हैं। | | | |
| 10 | मेरे पास सभी विषय की आवश्यक पाठ्यपुस्तकें और अध्ययन सामग्री उपलब्ध हैं। | | | |
| 11 | मैं नियमित रूप से पढ़ने के लिए स्कूल की लाइब्रेरी का उपयोग करती हूँ। | | | |
| 12 | मुझे विद्यालय की कंप्यूटर लैब में काम करने का अवसर मिलता है। | | | |
| 13 | हमें प्रयोगशालाओं में प्रयोग कराये जाते हैं। | | | |
| 14 | कन्या शिक्षा परिसर में खेल का Period होता है | | | |
| 15 | मैं कक्षा में बिना किसी डर के अपने विचारों को शिक्षकों के साथ साझा कर सकती हूँ। | | | |
| 16 | छात्रावास साफ और रहने लायक हैं। | | | |
| 17 | छात्रावास को बेहतर सुरक्षा उपायों की आवश्यकता है। | | | |
| 18 | हॉस्टल में रहने वाली लड़कियों के लिए शौचालयों की संख्या अपर्याप्त है। | | | |
| 19 | शौचालय साफ और स्वच्छ नहीं हैं। | | | |
| 20 | कन्या शिक्षा परिसर में प्रदान किया गया भोजन अच्छा है। | | | |
| 21 | मुझे कन्या शिक्षा परिसर हॉस्टल के नियमों की जानकारी है। | | | |
| 22 | कन्या शिक्षा परिसर में नियमित रूप से स्वयं की सुरक्षा अभ्यास और निर्देश दिए जाते हैं। | | | |
| 23 | कन्या शिक्षा परिसर में स्वास्थ्य कर्मचारी, डॉक्टर या नर्स उपलब्ध हैं। | | | |
| 24 | कन्या शिक्षा परिसर में आवश्यकता होने पर (Emergency) आपातकालीन चिकित्सा सेवा उपलब्ध है। | | | |
| 25 | मुझे कन्या शिक्षा परिसर में संगीत, कला, और नाटक में भाग लेने का अवसर मिलता है। | | | |

| क्र. | विवरण | | | नहीं सकते |
|------|--------------------------------------------------------------------------------------------------------------------------------------------|--|--|-----------|
| 26 | मुझे कन्या शिक्षा परिसर में सामुदायिक तथा सामाजिक कार्यक्रमों में भाग लेने का अवसर मिलता है। | | | |
| 27 | हमें औद्योगिक भ्रमण (Industrial Visit) पर ले जाया जाता है | | | |
| 28 | कन्या शिक्षा परिसर में पढाई करके मुझमें टीम वर्क और नेतृत्व कौशल विकसित होता है। | | | |
| 29 | मैं कन्या शिक्षा परिसर में गतिविधियों में भाग लेकर शारीरिक रूप से स्वस्थ और तंदुरुस्त महसूस अनुभव करती हूँ। | | | |
| 30 | शाला में आयोजित गतिविधियों के दौरान मैं अपने सहपाठियों के साथ एकता की भावना विकसित करती हूँ। | | | |
| 31 | शाला में समूह में काम करते समय मुझमें सहानुभूति की भावना विकसित होती है। | | | |
| 32 | समूह में काम करना मुझे अच्छा लगता है। | | | |
| 33 | मुझे कक्षा मॉनिटर, हाउस कप्तान, समूह नेता, या विद्यार्थी प्रशासक (Student Administrator) आदि के रूप में नेतृत्व करने/ बनने का अवसर मिला है | | | |
| 34 | नेता के रूप में गतिविधियों में भाग लेकर, मैंने अपनी बातचीत और लोगों से जुड़ने की क्षमता को बेहतर बनाया है। | | | |
| 35 | मुझे कन्या शिक्षा परिसर में जरूरत पड़ने पर मार्गदर्शक का सहयोग नहीं मिलता। | | | |
| 36 | कठिन समय में मुझे काउंसलर्स से भावनात्मक समर्थन मिला है। | | | |
| 37 | हमें कन्या शिक्षा परिसर से समय समय पर करियर मार्गदर्शन प्राप्त होता है। | | | |
| 38 | मेरे साथियों के साथ मेरे अच्छे संबंध हैं। | | | |
| 39 | मेरे साथी मेरी जरूरत के समय मेरा साथ देते हैं। | | | |
| 40 | मैं अपने साथियों के बीच हुयी समस्या और विवाद को आसानी से हल कर सकती हूँ। | | | |
| 41 | मैं वाद-विवाद, भाषण जैसी - प्रतियोगिता में भाग लेती हूँ। | | | |

| क्र. | विवरण | सहमत | असहमत | कुछ कह नहीं सकते |
|------|------------------------------------------------------------------------------------------------------------------------|------|-------|------------------|
| 42 | मैं सारे काम या गतिविधिया समय से पूरी करती हूँ | | | |
| 43 | कन्या शिक्षा परिसर में Stress Management के तरीके (जैसे योग, ध्यान, आदि) सिखाया जाता है। | | | |
| 44 | मुझे परियोजनाओं और अन्य गतिविधियों के माध्यम से समस्याओं को हल करने और निर्णय लेने के अवसर मिलते हैं। | | | |
| 45 | कन्या शिक्षा परिसर में व्यावसायिक प्रशिक्षण दिया जाता है जैसे -गुड़िया बनाना /राखी बनाना /पेंटिंग /इलेक्ट्रिक मॉडल आदि | | | |
| 46 | व्यावसायिक प्रशिक्षण मेरे भविष्य के करियर को चुनने में मदद करेंगे। | | | |
| 47 | मैं नियमित रूप से अपने स्कूल की गतिविधियों और पढाई के बारे में अपने माता-पिता से बात करती हूँ। | | | |
| 48 | मेरे माता-पिता आवश्यकता पड़ने पर मेरे शिक्षकों स्टाफ से बात कर सकते हैं। | | | |
| 49 | माता-पिता को स्कूल से संबंधित मामलों में अधिक शामिल किया जाना चाहिए। | | | |
| 50 | कन्या शिक्षा परिसर ने मेरी निम्नलिखित क्षेत्रों में मदद की है: | | | |
| | शारीरिक विकास | | | |
| | करियर विकास | | | |
| | व्यक्तित्व विकास | | | |

SWOC ANALYSIS:

1."कन्या शिक्षा परिसर" मे आपको सबसे अच्छा क्या क्या लगता है। आपकी और आपके साथियों की सशक्तिकरण में सबसे बड़ी शक्ति क्या है?

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2. आपके विचार में, कन्या शिक्षा परिसर की कौन सी कमियाँ हैं जिन्हें सुधारने की आवश्यकता है। बेहतर सशक्तिकरण के लिए और सुधारने के लिए अपने सुझाव दें (सुविधाएँ, भवन, लैब्स, पुस्तकालय, खेल का मैदान, सशक्तिकरण का नया कार्यक्रम, पुरस्कार, विशिष्टताएँ, प्रतियोगिताएँ, छात्रवृत्तियाँ, सरकारी योजनाओं की जागरूकता आदि।

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3. पिछले कुछ वर्षों में देखे गए परिवर्तन या सुधारों के बारे में बताएं? कृपया उदाहरण दें (यदि कोई हो) जो आपने सुधार देखे



Regional Institute of Education, NCERT- Bhopal

"A Study on the Role of Kanya Shiksha Parisar, in Empowering School Girls of Madhya Pradesh"

GENERAL INFORMATION:

NAME OF THE TEACHER _____ SCHOOL NAME: _____

CLASS INCHARGE: 6/7/8 /9/10/11/12 SECTION: _____ STATE: _____ DISTRICT: _____

परिचय:

- वर्तमान अध्ययन मध्य प्रदेश में स्कूली लड़कियों को सशक्त बनाने में कन्या शिक्षा के योगदान पर जोर देता है।
- यह प्रपत्र एक अध्ययन के लिए बनाया गया है जो इस बात पर केंद्रित है कि मध्य प्रदेश में कन्या शिक्षा परिसर में कक्षा 10-12 में पढ़ने वाली लड़कियां महिला सशक्तिकरण को कैसे समझती हैं और वे एनईपी के अनुसार खुद को कैसे सशक्त बनाएंगी।

निर्देश:

- निम्नलिखित कथन दिए गए हैं। कृपया प्रत्येक कथन को ध्यान से पढ़ें।
- कोई सही या गलत उत्तर नहीं है; आपकी राय ही मायने रखती है।
- आपकी प्रतिक्रियाओं को गोपनीय रखा जाएगा और केवल शोध उद्देश्य के लिए उपयोग किया जाएगा।

| स. क्र. | विवरण | शिक्षक प्रतिक्रिया |
|---------|-------------------------------------------------------------------------------------------------------------------------|--------------------|
| 1 | आप कन्या शिक्षा परिसर में लड़कियों की शैक्षणिक प्रदर्शन की तुलना सामान्य दैनिक स्कूल से कैसे करते हैं? | |
| 2 | क्या आप शैक्षणिक रूप से उत्कृष्ट छात्रों की कोई सफलता की कहानियाँ साझा कर सकते हैं? | |
| 3 | कन्या शिक्षा परिसर में सबसे सामान्यतः उपयोग किए जाने वाले शिक्षण विधियाँ और पद्धतियाँ कौन सी हैं? | |
| 4 | आप यह कैसे सुनिश्चित करते हैं कि सभी छात्रों को पुस्तकालय, प्रयोगशालाओं, और खेल-कूद में समान और मुक्त पहुंच प्राप्त हो? | |
| 5 | क्या आपको इन शैक्षणिक संसाधनों को प्रदान करने या बनाए रखने में कोई चुनौती का सामना करना पड़ता है? | |
| 6 | कन्या शिक्षा परिसर में वर्तमान शिक्षक-छात्र अनुपात क्या है? | |

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| 7 | क्या यह अनुपात शिक्षा की गुणवत्ता और छात्रों पर व्यक्तिगत ध्यान सुनिश्चित करता है? यदि नहीं, तो क्या अनुपात होना चाहिए? | |
| 8 | आप लड़कियों की पोषण संबंधी आवश्यकताओं को पूरा करने के लिए भोजन की गुणवत्ता की निगरानी कैसे करते हैं? (साप्ताहिक समय सारणी यदि कोई हो) | |
| 9 | कन्या शिक्षा परिसर और होस्टल के भीतर लड़कियों की सुरक्षा सुनिश्चित करने के लिए कौन-कौन से सुरक्षा उपाय किए गए हैं? | |
| 10 | क्या आपके पास नियमित रूप से i. चिकित्सा जांच ii. आपातकालीन देखभाल सुविधाएं हैं? कृपया स्पष्ट करें। | |
| 11 | कन्या शिक्षा परिसर में की जा रही पाठ्यतर गतिविधियाँ लड़कियों के समग्र व्यक्तित्व विकास में कैसे योगदान करती हैं? | |
| 12 | क्या लड़कियों को उनके नेतृत्व कौशल को बढ़ाने के अवसर मिलते हैं? यदि हाँ, तो वे कौन से नेतृत्व रोल निभाती हैं? | |
| 13 | क्या लड़कियों के लिए मार्गदर्शन और परामर्श सेवाएं उपलब्ध हैं, और यदि हाँ, तो क्या ये सेवाएं उनके व्यक्तिगत और शैक्षणिक विकास में मदद करती हैं? | |
| 14 | कन्या शिक्षा परिसर में तनाव मुक्त वातावरण प्रदान करने के लिए क्या उपाय किए जाते हैं? | |
| 15 | क्या आप लड़कियों को जीवन कौशल) 4 C) ,Communication, Collaboration, Critical thinking, cooperation में प्रशिक्षित करते हैं? यदि हाँ, तो ये कार्यक्रम लड़कियों को सशक्त बनाने में कैसे योगदान करते हैं? | |
| 16 | छात्रों के लिए कौन-कौन से व्यावसायिक प्रशिक्षण अवसर उपलब्ध हैं? | |
| 17 | क्या सशक्तिकरण के लिए किसी अन्य क्षेत्र में व्यावसायिक प्रशिक्षण प्रदान किए जाने की आवश्यकता है? जो विद्यालय में ना हो | |

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| 18 | क्या आप कन्या शिक्षा परिसर की लड़कियों को साक्षरता कौशल) वित्तीय, चिकित्सा, कानूनी, डिजिटल, मीडिया और तकनीकी आदि(प्रदान करते हैं? | |
| 19 | लड़कियों के समग्र स्वास्थ्य के लिए कौन-कौन से शारीरिक स्वास्थ्य कार्यक्रम और गतिविधियाँ उपलब्ध हैं? | |
| 20 | लड़कियों की मानसिक स्वास्थ्य जरूरतों को पूरा करने के लिए कौन-कौन सी सहायता सेवाएं उपलब्ध हैं? | |
| 21 | लड़कियों की शिक्षा और विकास में माता-पिता कैसे योगदान करते हैं? | |
| 22 | कन्या शिक्षा परिसर द्वारा आयोजित सामुदायिक (आउटरीच कार्यक्रमों का उल्लेख करें) उदाहरण के लिए - सामुदायिक स्वच्छता अभियान, 'प्रभात फेरी' आदि) | |
| 23 | छात्रों के सामाजिक और भावनात्मक विकास की प्रगति की निगरानी के लिए आप कौन-कौन से तंत्र का उपयोग करते हैं? | |
| 24 | छात्रों, माता-पिता, शिक्षकों और स्टाफ के लिए कौन-कौन से फीडबैक तंत्र लिए गए हैं, | |
| 25 | कार्यक्रम में सुधार के लिए आप मूल्यांकन के निष्कर्षों का उपयोग कैसे करते हैं? | |

Role of Kanya Shiksha Parisar in Empowering School Girls of Madhya Pradesh

Interview Schedule for School Heads

General Information

| | |
|------------------------------------|-------------------------|
| Name of the District..... | Block..... |
| Name of the School..... | Establishment Year..... |
| Name of Respondent (Optional)..... | Sex: Male/Female |

Note: The tool seeks to gather information from heads of respective Kanya Shiksha Parisar or their nominee about detailed programs/activities organized in the school targeted to improve the quality of education and thereby empower girl students of the school. The information provided by them, inter alia with reference to programs for holistic development of learners, promotion of 21st Century skills, curricular transaction, vocational skills development, residential facilities, etc. will be used for research purpose and kept confidential.

Investigators

1. What activities does your school organize for the holistic development of learners? (e.g., Physical, Cognitive, socio-emotional, moral)
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2. What steps do you take to promote relationships among the key stakeholders of your school viz teachers, students, school heads, parents and community?
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3. What teaching learning strategies, aligned with NEP 2020, do your teachers follow in curricular transaction?
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4. Name the programs/ activities your school organizes to promote vocational skills among the students.
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5. Does your school observe the recommendations of NEP 2020 for 10 Bag less days? (e.g., Organizing internship program for students with local artists and artisans, local industries, etc.)
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6. Which of the 21st century skills stated in NEP 2020 are promoted through different curricular activities?
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7. How do you ensure parental and community environment in various activities of your school?
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8. What steps do you take to provide educational, vocational and personal guidance to learners?

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9. What steps your school taken to ensure safety and security of the learners?

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10. Are you satisfied with the quality of residential facilities provided to the learners of your school?
(Yes/No) if yes, please explain in brief.

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11. What Challenges do you face in running the school?
(Academic,Administrative,Financial,Human resources)

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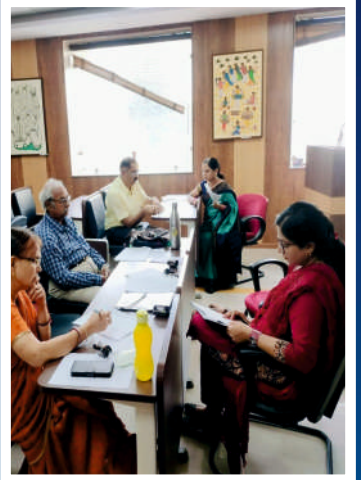
12. Give your suggestions to improve the overall quality of education in your school?

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क्या कहती हो ठहरो नारी !
संकल्प अश्रु-जल-से-अपने।
तुम दान कर चुकी पहले ही
जीवन के सोने-से सपने।

नारी ! तुम केवल श्रद्धा हो
विश्वास-रजत-नग पगतल में।
पीयूष-स्रोत-सी बहा करो
जीवन के सुंदर समतल में।

देवों की विजय, दानवों की
हारों का होता-युद्ध रहा।
संघर्ष सदा उर-अंतर में जीवित
रह नित्य-विरुद्ध रहा।

आँसू से भीगे अंचल पर
मन का सब कुछ रखना होगा-
तुमको अपनी स्मित रेखा से
यह संधिपत्र लिखना होगा।

जयशंकर प्रसाद

लज्जा - 2/कामायनी



"स्त्री की उन्नति पर ही
राष्ट्र की उन्नति निर्भर है।"