

Case Study-1: Tracking of girls after class 8 & Role Models

Special efforts have been made to ensure transition of girls from elementary to secondary level, especially for girls in KGBVs. For this purpose, various initiative have been taken up –

- 51 secondary GH opened in KGBV campus
- priority in admission to KGBV girls in Secondary Girls' Hostels (Sharde)
- directions to KGBV teachers and district offices
- meetings of district officer for elementary and secondary education
- counseling of girls and parents in KGBVs
- tracking of girls through postcard, telephone and hostel girls
- maintaining record of tracking and girls' education till completion of class 12
- Currently,88 percent girls are transiting from elementary to secondary in KGBVs.

Due to consistent efforts in last many years, girls of KGBVs are not only completing their 12 year school education but also pursuing career for self-reliance. They are doing their own job or joined service or pursuing professional course. For example, Manju Ghantiyal from KGBV Kakku, Nokha, Bikaner district is currently pursuing MBBS. She is role model to many girls of government schools/ KGBVs.

There are many role models emerging from KGBVs; these are the girls who were denied to quality education at upper primary level by their families and society. One chance of starting/continuing the studies changed the life of these drop out or never enrolled girls. KGBV was a turning point in their lives. In spite of manifold challenges, these girls continued their studies and reached at undreamt place.

	KGBV	Name of girl	Achievement
1	KGBV Punasa, Jalore	Ms. Manohari	Currently working as constable in Jalore
2	KGBV Punasa, Jalore	Ms. Indra	Working as ANM in Barmer
3	KGBV Devliyankalan, Ajmer	Ms. Shanti Bairwa	Doing Nursing
4	KGBV Devliyankalan,	Ms. Rekha Naik	Doing Nursing

5	KGBV Umrain, Alwar	Ms. Guddi Bano	Played as national player in PAYKA
6	KGBV Kishangarhbas, Alwar	Ms. Sahrana	studying B.Tech
7	KGBV Kishangarhbas,	Ms. Ramjana Khan	
8	KGBV Lakheri, Bundi	Ms. Pinku Meena	Jr. LDC, Gram Panchayat Badalia
9	KGBV Hindoli, Bundi	Ms. Sanjua Gujjar	Anganwadi Sahyogini
10	KGBV Baneda, Bhilwara	Ms. Hansa Jat	Police constable
11	KGBV Phalodi, Barmer	Ms. Sarita Ms. Sumita	Pursuing B.Ed.
12	KGBV Asnawar, Jhalawar	Ms. Savitri Bhil	Elected as urban local representative (<i>Parshad</i>)
13	KGBV Nandwaan, Jodhpur	Ms. Anita Bhambhu	Passed B.Sc. with I division
14	KGBV Jaswantpura	Ms. Chhaya Kumari	Panchayat Samiti Memberr, student of BA Final year
14	KGBV Mundawa, Nagaur	Ms. Priyanka Vyas	ITI
15	KGBV Mundawa, Nagaur	Ms. Tonsa Kanwar	B.Ed.
	KGBV Mundawa, Nagaur	Ms. Ramswarup	GNM
16	KGBV Medrajsinghpura, Jamua Ramgarh, Jaipur	Ms. Suman Meena	Sarpanch, 12 th completed
17	KGBV Medrajsinghpura, Jamua Ramgarh, Jaipur	Ms. Manju Bunkar	Scored 75% in 12 th and currently studying in Maharani Collage of Jaipur
18	KGBV Tabiji, Ajmer	Ms. Arti Rawat	Running own tailoring centre in Surajkund, Ajmer
19	KGBV Naroli Dang, Karolli	Ms. Monika Meena	doing M.A.
20	KGBV Pugal, Bikaner	Ms. Lakshmi	Running own tailoring centre

21	KGBV Mahalwas, Barmer	Ms. Shanti	Done diploma in electronics
22	KGBV Boraj, Dudu, Jaipur	Ms. Kavita Dularia	Done higher level course in tailoring and beauty culture. Earning own expenses through tailoring. Pursuing MA
23	KGBV Boraj, Dudu, Jaipur	Ms. Hemlata Bairwa	Secured I division in 10 th board, 77% in 12 th . Pursuing MA Elected as Ward Member from Boraj Ward -6 Have dream to become IAS

Each KGBV has such list of girls successfully doing in their lives – pursuing graduation, post graduation, GNM, ANM, STC, B.Ed., ITI, etc.



KGBV Girls as Role Model Felicitated by Secretary (GOR), Elementary Education

on National Girl Child Day 24th January



Manju Ghantiyal, from KGBV
Kakku, Nokha, Bikaner, Rajasthan.

Currently pursuing MBBS in RNT
Medical Collage, Udaipur

Case Study-2: Capacity Building of Girls on Self-Defense Techniques

Institutional Partnership with Police Department



In Present scenario, the focus of learning self defense techniques by girls is given at every level. On recommendation of MHRD and as per the budgetary provisions made, the state introduced self defense training in all KGBVs in 2014-15. Preparing girls on self-defense aimed to enhance their capacity on various self defense techniques so that they can protect them in emergency situations. This will enable girls to understand the risk, strength of their body, pre-requisites for a healthy and fit body, social odds/behavior and possible responses in critical situations.

To ensure physical and psychological training of girls on self-defense techniques, state trained Physical Education Teachers (PETs). **To prepare master trainers, RCEE partnered with Rajasthan Police Academy for technical support.** All trainers were female PETs so that they can give their residential services in KGBVs.

The PETs allotted responsibilities for all 200 KGBVs. These female trainers provided residential services in KGBVs. All girls in KGBVs were trained on self defense techniques in two phases of 7 days each. Besides self defense techniques, physiological and socio-psychological issues of girls were also addressed during the period of 14 days.

Girls are prepared on fundamental 21 techniques of self defense and various issues around protection and defense mechanism. It includes enabling teachers to initiate dialogues with girls and developing understanding of following aspects -

- Applied physiology and Adolescent health - How the body functions (structure & function) in context of physical and mental strength; Physiological & functional difference bet. male and female; strength and weakness of the body; changes in adolescent age; general problems/diseases in this age group
- Nutrition and health - what works - Precautions, Prevention, immunity; Health & Hygiene; Nutrition/ Diet; Building body' strength through diet & exercises; Changes in adolescent age and nutrition; Role of mental strength & response in difficult circumstances

- Mapping vulnerability in age of 10+ 15 years old girls (physical/ psychological/ social); Understanding child protection – response & platforms, rights, persons;
- Understanding self defense in context of gender issues and child protection



Today all 1954 girls of KGBVs are trained on self defense training and this has instilled confidence among girls.

Case Study- 3: Sport for Development (Tournament and Cultural Activities)

Sport has always been considered very important tool for development of girls and gender inclusion. With this perspective, sports are included in learning processes in KGBVs and it is included in annual plan. To promote girls participation in sport, sports tournaments and cultural activities are being organized for KGBVs every year at block, district, divisional and finally at state level. About 3500 KGBV girls from across the state participated in districts and divisional level singles, doubles and group sports, athletics and cultural events. Winners of different events were awarded. Following various sports & cultural activities are being organized every year -

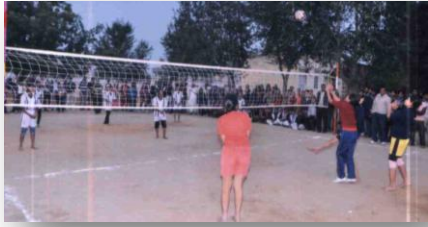
- Major Game – Kho-kho, kabbadi, volleyball, judo, badminton, cycling,
- Athletics – race, relay race, long jump, high jump, discus throw, Iron ball throw, javelin throw.
- Cultural activities – single and group dance, play, mono-acting, poem recitation, fancy dress competition, instrumental competition – dholak, tabla, harmonium, gitar.



This activity has brought obvious change among girls and promoted self-confidence through such sports and cultural activities. In many cases, it is found that girls who are doing well in sports are also started doing well in academics. This is positive sign for holistic development of girls.

KGBV sports tournaments and cultural competition have gained a prominent place among KGBV girls. This has also been appreciated by members of National KGBV Evaluation Team.





Case Study- 4: Adhyapika Manch for Gender Sensitive Environment

Evidences from across the country shows that presence of woman teacher is crucial for girls' education and gender inclusive practices. The presence of female teachers in schools will not suffice the change towards girls' education, but their participation in school leadership and decision making is equally crucial. Teachers of KGBVs need much more leadership skills to address the socio-psycho and developmental needs of out of school girls. But it has been found that women teachers do not take on leadership roles easily and there are many gender stereotypes that go against women. In this backdrop, an informal forum of female teachers at block level, commonly known as Adhyapika Manch, promoted is to provide a platform for women teachers where they can articulate their problems and issues and work towards improving the school environment and encourage girl students to actively take part in all activities. The initiative is an innovative intervention **only in Rajasthan** in the country.

This Forum for Female Leadership benefits 100 female teachers at the block level. This has benefited not only teachers of KGBV but also teachers from formal schools. The selected members of the forum meet quarterly, wherein a teacher from KGBV promoted to participate. These core members identify problem areas of their fellow teachers and accordingly hold few capacity building workshops. Resource Persons invited to facilitate the workshops.

There is lot of case studies coming out due to initiatives of emerging female leaders and they are becoming change-maker – a change towards education of girls, empowering female teachers. Stopping child marriages, bringing girls back to school, who dropped out due to sibling care, domestic work, work in fields, domestic profession, etc., addressing social biases around physical and mental health, counseling of girls, self defense training, community dialogues, admission of out of school girls, etc. are most common examples of initiatives of this forum. Besides, the Forum for Female Leadership also took initiatives for capacity building of teacher, like communication and counseling skills, handling of accounts, innovative activities for accelerated learning, management skills, etc.

Case Study- 5: Empowering Girls through Meena Manch

The Meena Manch initiative was introduced in the state in year 2011-12 and systematic implementation started only in 2012-13. This initiative was introduced only in nodal schools and KGBVs throughout the state. Presently Meena Manch is being implemented in 9,406 schools, i.e. 9,206 UPS (one in each nodal) and 200 KGBVs.

Meena Manch is a group of girls in upper primary schools endeavors for equal education and opportunities and challenge the long-standing gender biased traditional attitudes. These girls endeavors for –

- for equal education and opportunities
- progressively contribute in attendance & retention of girls
- peer support for their continuing education, confidence, self-esteem, etc.
- challenge the long-standing gender biased traditional attitudes like child marriage, child labour, gender based violence, etc.
- develop their skills to come at par with boys

Meena Manches have been constituted by involving girls studying in the classes VI-VII-VIII in selected schools in the state to enhance life skills and confidence among girls, create awareness in the community on the social issues viz child marriage, dowry system etc. and motivate parents of irregular, dropout and never enrolled girl's to send their daughters in school. For this purpose many activities have taken place. Consequently, meena manch took leadership in enrollment drive, group discussion on various gender and children related issues in schools, organizing community based meetings like Mohalla Meeting, Dadi-Nani Diwas, Meena Diwas, manage Meena Vachnalya (reading library), tracking attendance, etc. To support and guide these girls a female teacher from the school, known as Sugamkarta deputed at the school level and these sugamkarts were also oriented about working of Meena manch.

Learning from each-other: Meena Sammelan organized at various levels in 2014 & 2015. It started from block level celebration of Meena Diwas on 24th September and concluded at state level on National Girl Child Day, i.e. 24 January. This Sammelan aimed to provide a platform to 1,88,120 girls of Meena Manch to learn from each other and share their efforts, learning, experiences, and reveal their talents and confidence which they gained after becoming members of the Meena Manch.



At different levels of meena sammelan, all meena manches shared their initiatives and experiences. They also exhibited their awareness and reflection skills on problem solving of a situation. All meena manch also performed a play on meena story. Based on these three activities one best meena manch in each block was identified and promoted to participate at district level. At the district and state level meena sammlen, one more activity was included, i.e. a quiz on child rights. For this purpose a document was provided to girls who covered basic information about RTE, Child Protection Act, PCPNDT Act, Child Protection Act, Protection of women from Domestic Violence Act 2005, JJ Act, Human Trafficking Prohibition Act, POCSO Act, etc. Besides, girls demonstrated their art in handicraft and skills creating models/art & craft. Their performances were highly appreciated.