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## Gender Education

### 1. Research Abstract

1. <b>Theme/Subject:</b>	Gender Education
2. <b>Stage of Education:</b>	All stages
3. <b>Topic of Research:</b>	Gender Analysis of the Textbooks of Assam, Bihar, Chhattisgarh, Gujarat, Haryana, Uttar Pradesh, Madhya Pradesh, Himachal Pradesh, Odisha, Maharashtra, Manipur and Rajasthan
4. <b>Name and Address of the Investigators(s) with email:</b>	Prof. Gouri Srivastava (gourisrivastava7@gmail.com) Other Team Members: Prof. Poonam Agrawal, Prof. Mona Yadav, Prof. Sushma Jaireth, Prof. Anita Nuna, Prof. Indu Kumar, Dr. Rachna Garg
5. <b>Name of the Institution where the Research was conducted:</b>	NCERT
6. <b>Category:</b> (Research study/ Action research/ Other)	Research Project
7. <b>Language of Research Report:</b>	English
8. <b>Year of Completion:</b>	2013-16
9. <b>Published/Unpublished:</b>	Unpublished
10. <b>Introduction:</b>	<p>In the Indian context textbooks are an important repository of knowledge. It is an important teaching and learning material that teachers and students rely upon across the country. implicit and explicit knowledge woven in textual materials pertain to the domain of social science, mathematics, languages and other emerging and applied fields of knowledge. Since textual materials are pivotal sources of knowledge it is important that they include issues of equity and equality, as children both boys and girls from all segments access them. Therefore, portrayal of gender relation and their contributions are important in the thematic selection pertaining to all disciplines and their portrayal in the visual depiction. Textbook writers need to consciously address gender concerns so that the knowledge domain constructed in different disciplines reflects gender justice, equity and equality as mentioned in the Constitution of India. Textbook analysis</p>

from a gender perspective had been undertaken by the department since its inception. Previously, the department included textbook evaluation in several training programmes wherein participants of the programme analysed state textbooks. This project was a continuing effort in this direction wherein textbooks at the elementary stage of Assam, Bihar, Chhattisgarh, Gujarat, Haryana, Uttar Pradesh, Madhya Pradesh, Himachal Pradesh, Odisha, Maharashtra, Manipur and Rajasthan were examined from a gender lens.

**11. Objectives:**

The research objectives for the study were:

- to examine textbooks from a gender perspective;
- to suggest ways of making the lessons gender inclusive.

**12. Methodology:**

• The study focused on examining school textbooks of all subjects from the point of view of gender bias and stereotyping. The textbooks were analysed in-house and in a workshop mode by utilizing tools for evaluation of school textbooks developed by the department in four languages i.e., Hindi, English, Urdu and Sanskrit.

• Analysis for the textbooks of Assam of classes VI-VIII, Chhattisgarh of classes I to VIII, Manipur of classes VI to VIII, Haryana of only two subjects, Rajasthan of classes VI to VIII was done in-house whereas analysis for the textbooks of Bihar of classes I to VIII, Maharashtra of classes I to VIII, Himachal Pradesh of classes I to V were done in a workshop mode.

• In connection with other states, the books were sent to the department and were analysed with the help of faculty members of the department and as well as from other NIE Departments which included DESM, DEE and CIET.

• The tools were developed by the department and were already used for analysing the textbooks of NCERT. The analysis did not use any elaborate statistical methods. The frequency of representation of male and female characters appearing in each theme was examined.

**13. Findings:**

The textbooks of Assam, Chhattisgarh, Himachal Pradesh, Manipur, Maharashtra portrayed sensitivity towards children with special needs. The presentation of content in mathematics and science textbooks of Assam state was generally gender neutral. Chapters were based on the given themes. Content was presented coherently in related contexts. However, some of the visual's male were highlighted with references to technological application. The visuals in most of the chapters were not relevant to the content and it was advised that those visuals can be removed from the chapter. However, some textbooks were seen to reinforce

stereotyped gender roles wherein, men were shown in a variety of professions as opposed to women. Women were shown mostly conforming to their gender roles – by being engaged in household related activities and pursuing professions like teaching, nursing and medicine. They were also portrayed as freedom fighters, social reformers and athletes. In certain instances, women have been shown to be engaged in new and emerging professions but with limited scope and diversity.

**14. Implications:**

Such research studies are important as they help in assessing the kind of the teaching learning materials adopted by schools across different states and provide a scope for improvement if required. Research work like this is crucial for ensuring that educational materials are inclusive and accurately reflect the diversity of gender roles in society, promoting equitable learning experiences for all students. It also provides inputs during the development of new textbooks to remove, if any, instances of gender stereotypes and biases from them. Also, state agencies such as SCERTs can do the gender audit of their own textbooks based on these findings. By and large, the chapters in the textbooks were based on the given themes. Content was presented coherently in related contexts. The use of gender roles and relations in content and visuals was mostly appropriate and evenly distributed. Research studies like this, focus on language, illustrations and content of the textbooks that should be able to introduce a change in the existing value system in the society, to improve the status of girls and women.

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**16. Keywords:** Gender perspective, textbooks, stereotypes, gender roles

## 2. Research Abstract

1. <b>Theme/Subject:</b>	Gender Education
2. <b>Stage of Education:</b>	Primary Stage
3. <b>Topic of Research:</b>	A Study of Ashram schools of Chhattisgarh at Primary Stage from a Gender Perspective
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6. <b>Category:</b> (Research study/ Action research/ Other)	Research Project
7. <b>Language of Research Report:</b>	English
8. <b>Year of Completion:</b>	2016 - 2017
9. <b>Published/Unpublished:</b>	Published
10. <b>Introduction:</b>	<p>The schooling system in India is known for its diversity in addressing children from different socio-economic and cultural backgrounds. Formal schools are of different types-government, government-aided and privately managed, which are located variedly across the state. The Ashram schools are centrally sponsored and were conceptualised during the 1960s to improve the educational needs of the tribal children by providing them boarding and lodging facilities to address access, enrolment and retention of children from remote tribal areas. This study was conducted in the state of Chhattisgarh which has a sizable tribal population. This research study on Ashram schools of Chhattisgarh from a gender perspective is an attempt to examine the socio-economic background of students, infrastructure facilities, classroom processes and outside classroom activities. a whole school approach was adopted in studying every aspect of the residential school at the primary level. It also focuses upon issues concerning academic challenges faced by teachers, beneficiaries and those in the administration. Emphasis was also laid on knowing how the issues of safety and security were handled. The study was mainly qualitative and case studies of twelve Ashram schools, six per district, had been highlighted with perception of all stakeholders in remote blocks of Rajnandgaon and Jashpur districts of the state. Both the districts selected for the study had a sizable Scheduled Tribe (ST) population.</p>

- 11. Objectives:** The study was conducted with the objectives to-
- 1) examine the socio-economic background of students;
  - 2) evaluating the infrastructural facilities;
  - 3) understanding the classroom processes and outside classroom activities;
  - 4) Analysing the performance of students in the last five years;
  - 5) Identifying the academic and other challenges faced by students;
  - 6) Identifying the methods adopted for ensuring safety and security for children;
  - 7) Evolving context specific strategies for overall development of the children.

**12. Methodology:**

- The study was qualitative in nature.
- The sample of the study was purposive in nature. It focused on selecting different types of Ashram schools for only boys and girls at primary level, managed by the government in two tribal districts of the state. Six schools in each district, rural and urban had been visited. From each school, a sample of ten children were selected randomly from primary classes for canvassing schedules to elicit their perception.
- The tools of the study were composed of i. Infrastructure Facilities. ii. Classroom Management and Transaction. iii. Activities conducted outside Classrooms. iv. Socio-economic Background of the Children studying in Ashram Schools. v. Incentives for Children. vi. Interview schedule for principal, teachers and students.
- All the tools were prepared in-house. The tools were piloted in the Kendriya Vidyalaya primary school located in NCERT campus.
- The data collected from the field was analysed with the help of descriptive statistical method and content analysis. Responses received from the stakeholders from Focus Group Discussions, personally canvassed interview schedules were classified. Responses received from FGD, field diaries and checklist on infrastructure facilities were collated and accordingly the report was prepared.

**13. Findings:**

- There were certain observations related to the administrative aspects of the schools. It was found that there was a lack of definite guidelines regarding responsibilities of officials for smooth functioning of the residential schools. Infrastructural facilities provided at the hostel were also not fully functional. The strategies evolved from the study were that there should be greater availability of teaching learning material for facilitating activity-based learning.

- The School Management Committee should be proactive in addressing issues related to environment, gender sensitivity and for making Ashram Schools places of joyful learning.
- There is a need for appointment of teachers in art, folk music, sports and basic skills for personality development of children. There should be provision of libraries and first aid facilities for children.
- Solar cookers and gas as alternative fuels for cooking should be promoted. Solar panels for electricity should be installed. There should be a constitution of a State Level Committee to look into the uniformity of facilities available in all residential schools for tribal children at the elementary stage and to examine the incentives and schemes from time to time.

**14. Implications:**

- The study had helped in understanding the performance of the Ashram Schools in Chhattisgarh by gathering perspectives of students, parents and other stakeholders in the Ashram school management. Based on the observations on the field, the study provided suggestions for making Ashram schools more responsive to the needs of Scheduled Tribe children in the state.
- A committee can be constituted at the state level to explore the facilities available in all residential schools for tribal children at the elementary stage. Organisation and exhibition on strengthening creativity of students for motivating them in building self-esteem and self-confidence among them. Promoting educational tours to places of cultural and historical importance of children from Ashram schools.
- In girls Ashram schools, posters of women achievers in different fields and inspirational messages can be exhibited at important places of the hostels and schools.
- Making the School Management Committee proactive in addressing issues related to environment, gender sensitivity and turning the school and the residential accommodation places of joyful teaching, learning and staying.

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16. **Keywords:** Ashram schools, tribal concentrated districts

### 3. Researches Abstract

<b>1. Theme/Subject:</b>	Gender Education
<b>2. Stage of Education:</b>	All stages
<b>3. Topic of Research:</b>	Policy Research on Education and Skill Development from the Perspective of Gender Equality - A Comparative Study of India and Korea (funded by the Korea Foundation, Republic of Korea)
<b>4. Name and Address of the Investigators(s) with email:</b>	Prof. Poonam Agrawal (profdrpoonam@gmail.com) Team Members: Prof. Mona Yadav (monayadav1964@gmail.com) and Prof. Mily Roy Anand (milianand5@gmail.com)
<b>5. Name of the Institution where the Research was conducted</b>	NCERT, N. Delhi & Korean Women' Development Institute (KWDI), Seoul, South Korea
<b>6. Category:</b> (Research study/Action research/Other)	Research Project
<b>7. Language of Research Report:</b>	English
<b>8. Year of Completion:</b>	2018-19
<b>9. Published/Unpublished:</b>	Unpublished
<b>10. Introduction:</b>	<p>The Goal 4 of the Sustainable Development Goals (SDG), UN, 2015 is about ensuring inclusive and quality education for all and promoting lifelong learning. The target to be achieved by 2030, is to eliminate gender disparities in education and ensure equal access to all the levels of education and vocational training. Further, Goal 5 is about achieving gender equality and empowering all the women and girls. Keeping the SDGs in mind, this project was framed to analyse the policies on education and skill development in India and Korea. Several curricular modifications have taken place in Korea to keep it relevant with the needs of changing society and economy. In the Indian context, the focus of policy planning has shifted from women welfare just after independence, to empowerment. Similar is the case with Korea where the focus shifted from the development of women to gender equality. Given the diverse educational context of India and Korea, a comparative study was perceived to help in identifying the initiatives taken by</p>

both these countries towards bringing about equality with an aim to transform the society into a gender just society.

**11. Objectives:**

To analyse the policy on education and skill development in India and Korea from the gender equality perspectives.

**12. Methodology:**

- The following documents along with others were procured from Korea: Framework Act on Education, 2017, Education Policy of Govt. of Korea, Framework Act on Gender Equality, 2017, Achievements and Prospects of 30 years of Female Integration toward Social development (Basic Plan for Women's Policy, KWID), outline on the implementation of the "Framework Plan for Gender Equality" The present and Future of Secondary Vocational Education in Korea, Curriculum revisions.
- The following documents along with others were procured from India: National Policy on Education 1968, National Policy on Education 1986, Programme of Action 1992, National Policy on Skill Development, 2009, National Policy of Skill Development and Entrepreneurship, 2015, National Policy for Empowerment of Women 2001, Constitutional Rights of Women w.r.t. to education and skill development, National Curriculum Frameworks and Five-Year Plans.
- Tools for analysing the policy documents were developed by the department.
- The policy document was analysed in workshop mode and visits to both the countries by both sides were made.
- Analysis was based on application of qualitative technique. The findings were shared with the concerned authority.

**13. Findings:**

- In Korea, education has played a pivotal role in the progress of Korea as a developed country. The law specifies goals for the schools by level and regulates their administration and supervision. Following the initial pursuit of the ideal of democratic education, the Korean government turned its attention to producing highly select academic talents who would excel in teaching and research internationally.
- Specific recommendations have been made in the report for both the countries, India and Korea, based on the analysis. For example, to combat the effects of patriarchy and gendered role expectations still prevalent in society, Korea has made Home Science courses compulsory for boys. Such an initiative can be very useful for India.

- Similarly, more focus on gender in Korea in its teacher education programmes and recognizing education as a basic tool to transform society could be useful for Korea.
- Making schools zero tolerance zones against gender violence will be useful for both countries.
- Findings of the study highlighted that, in India, several strategies have been adopted to promote girls' education as an integral part of the planned socio-economic development of the country.

**14. Implications:**

- Outcome of the findings of the research are expected to help in formulating policies and plans aiming at achieving SDGs and sustained national development. The project provides an insight to formulate future policies and plans in both the countries that would help in achieving SDGs and sustained national development.
- Based on the analysis of existing policies, specific recommendations have been made for both the countries and also individually for India and Korea. Some of the recommendations were to consolidate policy documents on education, skill development, gender equality. Making schools zero tolerance zones against gender violence, focus on attitudinal changes for removing gendered roles and expectations.
- The research study will also help in finding the status of implementation of various policy provisions related to education, skill development and employment and the outcomes in bringing gender equality.
- The study will also pave the way to find the satisfaction level of stakeholders (girls, boys, parents, school principals, employers etc.) from policies related to education, skill development and employment.
- The study will also help in assessing aspirations of stakeholders (girls, boys, parents, school principals, employers etc.) from the policies related to education, skill development and employment.

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16. **Keywords:** Sustainable development goals, policy, gender disparity

**4. Research Abstract**

1. <b>Theme/Subject:</b>	Gender Education
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<b>2. Stage of Education:</b>	Secondary Stage
<b>3. Topic of Research:</b>	Participation and Performance of Girls in National Talent Search Scheme (NTSS): A Spatial-Temporal Study from the Viewpoint of Gender Gap Analysis
<b>4. Name and Address of the Investigators(s) with email:</b>	Prof. Poonam Agrawal (profdrpoonam@gmail.com)
<b>5. Name of the Institution where the Research was conducted:</b>	NCERT
<b>6. Category:</b> (Research study/ Action research/ Other)	Research
<b>7. Language of Research Report:</b>	English
<b>8. Year of Completion:</b>	2019
<b>9. Published/Unpublished:</b>	Unpublished
<b>10. Introduction:</b>	<p>One of the top responsibilities of the education system is to identify and nurture the talent of the young population. In India, the National Council of Educational Research and Training (NCERT) also conducts the national level competitive test at the school level, called the National Talent Search Examination (NTSE), conducted for identifying, promoting, and nurturing the talented students at the school level across India. Through this talent search, in India also over the years it has been observed that there is a persisting huge gender disparity in the participation and performance of both the genders in the NTSE. At the entry level itself, the participation of girls is very low, which directly affects the outcome of the exam such that very few girls make it to the final list of successful candidates and get the NTS scholarship. In the meantime, however, girls have been excelling in school board examinations in all subjects constantly year after year for many years now, including the latest. The main contribution of this study was to add to this relatively fresh area of research on gender gap in performance by taking one of the highly competitive examinations, the talent search at the national level in India, the NTSE, as point of reference. The remit of this study, as stated above, was to unearth some of these disabling conditions for girls in the national level competitive exams in general and the NTSE in particular.</p>
<b>11. Objectives:</b>	

- To analyze the trend of participation and performance of girls in the NTS Scheme.
- To identify the causes of gender gap and gender stereotyping at every stage of selection in NTS Scheme.
- To explore the impact of socio-economic background and nature of inputs in the success of awardees.
- To explore at success stories of meritorious girls.
- To suggest strategies to improve the participation and performance of meritorious girls.

## **12. Methodology:**

- The trend analysis was conducted on the total population of the study, taking into account NTS data of the selected three years from various stages of selection, i.e., applications received, stage 1 (state level exam), stage 2 (national level exam), and the final selection as NTS awardee.
- Gender wise analysis was made to explore whether the gender differences existed from the beginning itself i.e., lesser number of girls applying or emerged later while appearing in NTS exams; at what stage the gap is more.
- This study observes the pattern of girl's participation and success in NTSS from the past three years i.e., 2016 till 2018 across different parts of the country. State/UT wise trends were also worked out to identify which states were constantly doing well, which were improving or which were showing no signs of betterment.
- Based on the objectives of the study and the research questions, a set of questions in the form of a questionnaire was prepared.
- The research design included data collection through online mode also, the questionnaire was sent to all the NTS girl competitors and their parents through e-mail for collecting responses.
- In addition, field visits to some states were also planned for face-to-face interaction. The states of Rajasthan, Madhya Pradesh, Maharashtra, Uttar Pradesh and Meghalaya were selected as sample states for the purpose of field visit and study.

## **13. Findings:**

At the national level, a trend of increase in participation of girls in NTSS has been observed from 2016 to 2018. In 2016, there were a total of 823025 applications for Stage I out of which 46.09% were girls. In 2017, 829982 applications were received out of which 48.64% were girls. In 2018, out of the 833837 applications, 48.18% were girls. In 2016, a total of 4454 candidates were selected in the Stage I out of which 21.87% were girls. In 2017, 4483 candidates got selected in Stage I and at this

stage 21.84% were girls. In 2018, 4387 candidates were selected and 22.04% were girls. In linear terms, there has been a slight improvement of 0.17% in the performance of girls in the Stage I. In the Stage II, in 2016, there was the selection of 975 candidates out of which 17.85% were girls. In 2017, 921 candidates were selected out of which 16.83% were girls, a slight decrease in comparison to 2016. In 2018, the performance of girls again increased and out of the total 1024 candidates that were selected in Stage II 19.63% were girls. Therefore, there was an increase of 1.78% in the performance of girls in the Stage II.

#### **14. Implications:**

In contrast to the established notions of girls being weak in competitive environments, this study has shown on the basis of objective evidence that the girls do not differ greatly from the boys when it comes to competitive examinations like NTSE and IITJEE. Under similar conditions, boys and girls perform equally in all the subjects, whether science or social science. It is only the lack of proper (and equal) conditions that prevents the girls from performing in a better way at various competitive examinations like NTSE. Suggestions about changes in NTSE for better participation and performance of girls in NTSE were also sought from the students. Majority of the students (Awardees 30.77%, Aspirants 21.28%) stressed on Spread Awareness about NTSE/Provide Encouragement to Girls '. Some students (Awardees 10.77%, Aspirants 21.28%) also stated that there should be Reservation/Quota in NTSE for Girls '. Providing Free Coaching/Extra Classes to Girls 'was another suggestion that was made by some students (Awardees 12.31%, Aspirants 11.70%). The perception of students about the reasons for girls excelling at board exams while not performing better in competitive exams were also sought to be known. Different reasons were attributed by the girls for this performance mismatch. Most of the girls, however stressed on the Lack of Awareness (Awardees 18.46%, Aspirants 221 18.09%), Lack of Encouragement/Guidance (Awardees 12.31%, Aspirants 14.89%), and Lack of Coaching (Awardees 16.92%, Aspirants 9.57%).

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16. **Keywords:** National talent search, Secondary students, Competitive examination

### 5. Research Abstract

<b>1. Theme/Subject:</b>	Gender Education
<b>2. Stage of Education:</b>	Secondary Stage
<b>3. Topic of Research:</b>	A Study of Girls' Hostel Scheme for Retention of Scheduled Caste (SC) Girls at Secondary Stage
<b>4. Name and Address of the Investigators(s) with email:</b>	Prof. Mona Yadav (monayadav1964@gmail.com)
<b>5. Name of the Institution where the Research was conducted</b>	NCERT
<b>6. Category:</b> (Research study/ Action research/Other)	Research
<b>7. Language of Research Report:</b>	English
<b>8. Year of Completion:</b>	2019
<b>9. Published/Unpublished:</b>	Unpublished
<b>10. Introduction:</b>	<p>As the secondary school board results are showing each year, girls tend to perform better than boys both in terms of pass percentage and now even in merit positions and grades. This continued good performance of girls has adequately established the fact that given equal access and opportunities, girls do as well as boys and even better. However, the girls belonging to disadvantaged groups like SC, ST, OBC and minorities still lag behind as per educational indicators. Thus, Secondary education is an important stage in the educational hierarchy as it prepares the students for higher education and also for the world of work. There is a need to strengthen this crucial stage by providing greater access, quality interventions and focusing holistically which would help in overall development of children and address various forms of paradoxes in education. A new scheme titled "Scheme for Construction and Running of Girls' Hostel for Students of Secondary and Higher Secondary Schools" was launched and is being implemented since 2009-10 to set up a 100-bedded girls' hostel in each of the 3479 educationally backward blocks (EBBs) in the country. The main objective is to make secondary education accessible to a large number of girls by providing free boarding and lodging facilities in the hostel. Another objective of the scheme is to retain the girl child in secondary school so that girls are not denied the opportunity to continue their education due to distance, parents' financial affordability and other related societal factors. In this backdrop it becomes pertinent to evaluate the effectiveness of the Girl's hostel scheme for Retention of Scheduled Caste (SC) Girls at Secondary Stage.</p>

**11. Objectives:**

- Examine the availability and condition of infrastructure facilities in the hostel.
- Assess the socio-economic background of the girls in the hostel.
- Examine the outcome of the hostel availability in terms of enhancing the enrolment and retention of girls in the catchment areas.
- Study the perceptions of parents and students regarding the hostel facilities.
- Suggest specific strategies for better implementation and improvement of the scheme.

**12. Methodology:**

- This research study has used mixed methodology to address the research questions. The related literature and guidelines for the scheme had been collected from secondary sources.
- The study was mainly qualitative in nature with some quantitative indicators. The related literature and guidelines for the scheme were collected from secondary sources.
- The study was conducted in one state from each region in the North, North-East, South, East, and West of India. All five states were selected on the basis of certain indicators related to SC population, for example, the total population of SC in the state, educational indicators related to SC girls.
- From each state, two districts were selected based on educational indicators. From each district one hostel was randomly selected. In all ten hostels was the sample for the study.
- The research schedule/tools were developed in the department to gather information from the field on the implementation of the scheme. The research tools for the study were in-depth interviews, focus group discussions and questionnaire surveys. Additionally, a questionnaire was developed in Hindi and English to gather the perspectives of students and the parents.

**13. Findings:**

**Some common issues were found for all the hostels, which are as follows-**

**1. Infrastructural facilities:**

It was observed that the hostels had large open grounds which were not utilised properly.

The warden was of the opinion that there were no residential facilities for accommodating their family members in the hostel.

**2. Safety and security of girls:**

Boundary walls and fencing were prevalent but their height was very low, posing security concerns for the students.

There were problems regarding male security guards entering the hostel building

### **3. Curricular concerns:**

There were no provisions for vocational and self-defense training for girls.

The hostels did not provide any academic support in terms of an educator or a counselor, to help and support the students with their education.

### **4. Monitoring and Administration:**

The financial control of the KGBVs were under the control of the Model School Principals and the issues of hierarchy of power was observed between the principal and the Gender coordinator.

Findings revealed that the scheme has helped in enhancing the enrolment and retention of girls from the SC community in these areas. The girls did not experience any caste-based alienation during the stay.

The need for trained female security guards for the safety and security purposes were expressed by the warden and parents. They had also expressed the need for facilities like sports, library, coaching and recreational activities in the hostels.

### **14. Implications:**

- Having analysed both the strengths and the areas of concerns with regards to the performance of the hostel schemes, certain common strategies were suggested in the study for a better implementation of the scheme in these states.
- Fallow hostel grounds could be utilised by constructing outdoor sport facilities and by planting trees.
- Health profiles for all students should be maintained and there should also be regular health checkups for them to ensure their good health.
- All hostels should have sanitary napkin vending machines as well as incinerators for disposal of used napkins.
- Vocational training courses and hobby classes should be in place for students to nurture their interests and hobbies.
- Additionally, the students staying at the hostel should be imparted with self-defence training classes. Such training classes were seen to be given in the model schools but not at the hostels.
- A secure transport facility or an alliance with a taxi agency should be facilitated at the hostels for medical emergencies or for running errands for the hostel.
- A permanent landline telephone number could be acquired by the hostel so that in the event of emergency, the hostel students could connect with the required authorities or parents.

• The findings of the study helped in assessing whether the scheme has addressed the issue of access to secondary schools by the scheduled caste girls of the catchment area.

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16. **Keywords:** Access, quality intervention, disadvantaged group

## 6. Research Abstract

<b>1. Theme/Subject:</b>	Gender Education
<b>2. Stage of Education:</b>	All Stages
<b>3. Topic of Research:</b>	Educational Research Survey on the Theme of Gender Education in India
<b>4. Name and Address of the Investigators(s) with email:</b>	Prof. Mona Yadav (monayadav1964@gmail.com) Prof. Poonam Agrawal (profdrpoonam@gmail.com) Prof. Mily Roy Anand (milianand5@gmail.com)
<b>5. Name of the Institution where the Research was conducted</b>	NCERT
<b>6. Category:</b> (Research study/ Action research/Other)	Research
<b>7. Language of Research Report:</b>	English
<b>8. Year of Completion:</b>	2021
<b>9. Published/Unpublished:</b>	Unpublished
<b>10. Introduction:</b>	<p>A discussion on the education of girls and women in India needs to be placed in the context of a complex social structure of India that constantly grapples with the interface of modernity and tradition on the one hand, and economic and social realities on the other. Gender does not manifest in isolation but is determined by various other socio-political and economic factors. Several structural inequalities as well as regional variations compound the problem of building a comprehensive theoretical premise on the condition of education for women and children. Further, with the constant dynamism of social norms and practices alongside rapid economic and political changes in the country, gendered conditions and situations shift from one form to another. Social inequalities and differences interact with each other across geographical regions and terrains, social, cultural and religious communities, advantaged and disadvantaged communities based on caste, class, sexuality, wealth, occupations and locations. This makes it essential for researchers to have discussion on gender and education within a specific social context. It is with such an objective that a systematic review of the research studies done in the field of gender concerns in school education was taken up. It presents themes in the existing body of research literature and trends that could be identified, making way to look at gaps in the existing research and a critical discussion around the same.</p>

**11. Objectives:**

This review was conducted with the following objectives:

1. To identify the broad themes and trends of researches in the area of gender concerns in education conducted during the period 2001–2020 in the Indian context,
2. To identify and discuss the gaps in research in the area of gender concerns in education.

**12. Methodology:**

The project was undertaken to identify the broad themes and trends of research conducted during the period 2001–2020 in the area of Gender Concerns in School Education in India. The materials, resources for the present review were collected based on the following criteria:

- Research conducted, articles published or presented during 2001–2020.
- Studies and published articles related to education of girls either directly or indirectly.
- Ph.D. and M. Phil. dissertations.
- Institutional research reports, books, articles published in journals and documents (International and National).

A thorough analysis of the texts was undertaken from the gender lens.

The report was compiled including five broad themes from the reviewed literature.

**13. Findings:**

- The report categorises the research into five major themes; access, curriculum, gender and marginalisation, gendered socialisation and scheme.
- The research within the theme ‘Gender and Access to Education’ brings forth a variety of factors that allow girls to access educational facilities. The concept of access, therefore, is expanded beyond a physical reach to educational system and infrastructure, and includes completion of grades and fulfilment of educational aspirations within it.
- The theme of ‘Gender and Marginalisation’ brings out the multifarious ways in which marginalisation across social, economic, and political axes compound the gender experiences of schooling. One can extend the above-stated discussions in the sub-theme of gender and religion. Much of the research explored the ways in which educational backwardness is maintained in Muslim women.
- Another extremely important area that needs to be urgently taken up by research on gender and marginalisation is the effect of gender on educational

access for highly marginalised groups of children such as street children, children without adult care and protection, children in conflict with the law, child workers, etc. In terms of sexuality, one feels that there is a lacuna of research.

- Literature can address issues of sexuality and gender and how heterosexist norms are reiterated in schools by practicing exclusion towards anyone, who does not fit the binary of gender and sexuality.

**14. Implications:**

- A particular lacuna in educational research of gender is that of gender-based violence and schooling experiences, while ample research has been done on School Related Gender Based Violence (SRGBV) in South-African countries.
- Research in India has not been able to specifically look at instances of gendered violence and its effects on educational attainment and learning within schools itself. If anything, the instances of violence have been subsumed under larger axes of caste, class, religion, etc.
- Further, issues of cyber-crime can be interrogated as to how cyber harassment affects school going children and their educational experiences. COVID-19 has affected learning in an unprecedented scale. Women and children bore the brunt of the pandemic with respect to health, safety, education, nutrition, etc., which has exacerbated social inequalities and hierarchies.
- It is in this context the research also suggests to take up study on the effects of the COVID-19 pandemic on school-going girls as well as students from transgender communities.
- It is imperative that action research needs to be done in this field so, post-pandemic situation of gendered access to education can improve.

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**16. Keywords:** Research survey, gender concerns

## 7. Research Abstract

<b>1. Theme/Subject:</b>	Gender Education
<b>2. Stage of Education:</b>	All Stages
<b>3. Topic of Research:</b>	Impact Assessment Study of Select Initiatives of Government of India for Prevention of Child Sexual Abuse and Gender Equality
<b>4. Name and Address of the Investigators(s) with email:</b>	Dr. Mily Roy Anand, Professor (milianand5@gmail.com) Dr. Mona Yadav, Professor (monayadav1964@gmail.com) Dr. Neeraja Rashmi, Professor
<b>5. Name of the Institution where the Research was conducted:</b>	NCERT
<b>6. Category:</b> (Research study/ Action research/Other)	Research
<b>7. Language of Research Report:</b>	English
<b>8. Year of Completion:</b>	2023
<b>9. Published/Unpublished:</b>	Unpublished
<b>10. Introduction:</b>	<p>Child Sexual Abuse is a rampant problem that plagues a considerable magnitude of the world. In the context of India, the extent, magnitude and trends of the problem are multiple and multi-layered to say the least. The National Study on Child Abuse undertaken by the Ministry of Women and Child Development, Government of India, in 2005, has identified as part of its findings that two out of every three children were physically abused in India. With such an ideology at place, the Department of School Education and literacy, MoE had directed for dissemination of a short film “Komal” in different languages, on the prevention of child abuse and prosecution of crimes against children across different schools in India through letter no. 13-30/2019. Further, a School Safety Pledge, POCSO Act awareness and Gender Sensitisation drives have been directed to all states in a letter no. 17-5/2019-IS-11 in compliance with the directions of the Hon’ble Supreme Court of India, which has taken Suo Moto Cognizance due to the alarming rise in the reported child rape incidents. Department of School Education and Literacy, MoE has directed in a letter no. 21-2/2019-IS-11 for a study to assess the impact of the said film, pledge, and sensitisation programmes. The study, therefore, carries massive potential in identifying the gaps in addressing child</p>

sexual abuse on the level of schools and community, and contribute to a robust redressal mechanism in place.

**11. Objectives:**

- To review the dissemination and screening of the short film Komal, the School Safety Pledge, POCSO Act awareness and Gender Sensitisation in the schools for beneficiaries such as the children, teachers and the parents.
- To assess the effectiveness of the dissemination and screening of the short film Komal, the School Safety Pledge, POCSO Act awareness and Gender Sensitisation in the schools for beneficiaries such as the children, teachers and the parents.

**12. Methodology:**

- The study employs mixed research methods, including both qualitative and quantitative research tools.
- The related literature and information about dissemination of the film as well as the School Safety Pledge were collected from secondary sources such as the SCERTS, SEOs and DEOs of each state.
- The study was conducted in two states from each region, thus a total of ten states were taken for the study. Further, from each state, 10% of the districts were selected for our visit for collection of data.
- Respondents were selected through stratified random sampling based on locality (rural/urban), gender (co-education/single sex), population strata, socio-cultural and economical status etc.

**13. Findings:**

**Findings for Northern Region-**

Regarding reporting of incidents of CSA in Himachal Pradesh, it was concerning to note that about 15 students across different stages in Himachal Pradesh experienced some form of CSA by known and unknown persons. Regarding awareness about the Childline number in Himachal Pradesh, schools need to be more active in sensitizing students of the foundational and preparatory stage as their awareness levels are low.

**Findings for Western Region-**

In both Rajasthan, and Goa, the screening of the film 'Komal' has emerged as an effective initiative in increasing awareness of CSA among students. The film's message, which emphasizes the concepts of safe and unsafe touch, the Childline number (1098), and the importance of confiding in a trusted person, has resonated well with students across different stages of education.

**Findings for Southern Region-**

The findings highlight the importance of adapting sensitization efforts to suit different settings. While the impact of the film was notable in both districts, variations in CSA awareness were observed between rural and urban students.

**Findings for Eastern Region-**

In Odisha and in Chhattisgarh the screening of the film 'Komal,' has played a pivotal role in increasing awareness about CSA among students. The film effectively conveys essential information about private body parts, safe and unsafe touch, and the Childline Number (1098).

**Findings for North-Eastern Region-**

In Assam, prior to the screenings of the educational film, students' knowledge about CSA exhibited significant variability. While a considerable portion of students displayed some awareness of CSA (82%), the film screenings further increased awareness, with 93% of students viewing the film.

**14. Implications:**

- The school has to work with a whole school approach, but with multi-level approach from students, to teachers, to non-teaching staff, and parents and community members to understand the implications of CSA, various forms of violence and bullying. Additionally, the school has to mandatorily set up different committees, framing various rules and guidelines, improving upon school infrastructure, ensuring safe transport and interventions in curriculum for furtherance of the process. Some of the committees constituted may be:
  - Anti-Bullying Committee: Anti-Bullying Committee may be constituted in school. This committee may consist of a Senior teacher, Counsellor, PTA representative, School Management representative. Legal representatives, wardens, Peer Educators etc; whose roles and responsibilities would clearly be defined being vigilant and reporting cases of bullying, etc.
  - Grievance Committee for Child Sexual Abuse (CSA): To address cases of CSA Grievance Committee for Child Sexual Abuse may be formed by the school as suggested in the manual on child safety developed by NCPCR, which has clearly defined the constitution, roles and responsibilities of the committee.

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16. **Keywords:** Child Sexual Abuse, POCSO Act, JJ Act, Awareness

## 8. Research Abstract

1. <b>Theme/Subject:</b>	Gender Education
2. <b>Stage of Education:</b>	Middle and Secondary Stages
3. <b>Topic of Research:</b>	PAB Prog.: Under Samagra Shiksha: National Evaluation Study of Kasturba Gandhi Balika Vidyalaya (KGBV-2022-23)
4. <b>Name and Address of the Investigators(s) with email:</b>	Dr. Jyotsna Tiwari, Professor Dr. Mily Roy Anand, Professor Dr. Sukhvinder, Associate Professor Dr. Satya Bhushan, Assistant Professor Dr. P.S. Raju Ventukuri, Associate Professor
5. <b>Name of the Institution where the Research was conducted</b>	NCERT
6. <b>Category:</b> (Research study/ Action research/Other)	Research
7. <b>Language of Research Report:</b>	English
8. <b>Year of Completion:</b>	2023
9. <b>Published/Unpublished:</b>	Published
10. <b>Introduction:</b>	<p>The Kasturba Gandhi Balika Vidyalayas (KGBVs) , a residential school scheme, had been introduced in Educationally Backward Blocks under Sarva Shiksha Abhiyan. The scheme was launched by the Government of India in August, 2004 for girls belonging to Scheduled Castes, Scheduled Tribes, Other Backward Classes, Minority communities and those Below the Poverty Line. The aim of the scheme was to bridge the gender gap at all levels of school education. It aims to provide quality education to girls from disadvantaged groups and to mainstream the drop-outs girls of socio- economically disadvantaged groups (SEDGs). KGBVs have been established in Educationally Backward Blocks (EBB) under then Sarva Shiksha Abhiyan now Samagra Shiksha, an integrated scheme, launched by the government of India in 2018. Bridging gender and social category gaps at all levels of school education is one of the major objectives of the Samgra Shiksha. Since all government schemes are monitored and evaluated from time to time, the kGBVs have also been evaluated in the past. There had been National Level Evaluation's of the KGBV scheme conducted earlier in the years 2007 and 2013. It is in that context the third National Evaluation of Kasturba Gandhi Balika Vidyalaya</p>

(KGBV) 2022 was conducted by NCERT on behalf of the Ministry of Education, Government of India.

**11. Objectives:**

- To record the progress and funding pattern of all KGBVs.
- To assess all the bottlenecks and financial crunches being faced by KGBVs.
- To assess the success of the scheme in terms of implementation of various interventions and recommendations of the previous evaluations.
- To study the participation of girls in terms of enrolment, transition, learning achievements, and life skill achievements.
- To evaluate the operational and management issues in running of KGBVs, such as availability of teachers, safety and security of girls, infrastructure, availability of academic, sports and extracurricular facilities and financial norms of the scheme, etc.
- To assess how the schools are benefiting from the active participation of the state/district authorities and how much it has contributed.
- To assess the flow of funds, its adequacy and timeliness.
- To identify the reasons for the non-functioning of schools.
- To identify the major constraints, if any, and come up with recommendations regarding improving the classroom process, comprehensive evaluation methods, and improvement of infrastructure.
- To assess whether the Bridge Course is undertaken and which institution/agency have prepared these courses for KGBVs.

**12. Methodology:**

- The study was a survey using a mixed method approach wherein both quantitative and qualitative data is collected and analysed. 254 KGBVs have been selected from across the country, covering 30 states/ UTs as the sample for the study.
- Research tools had been developed in collaboration with experts from various other departments and organisations like Department of School Education & Literacy, Ministry of Education; Division of Educational Survey Division, NCERT; Division of Educational Research, NECRT; UNICEF; National Institute of Educational Planning and Administration.
- A pilot study was further conducted in two KGBVs in Gautam Buddha Nagar and Ghaziabad in the state of Uttar Pradesh in the month of September, 2022.
- Further, data collection has been completed in all 30 states/ UTs in collaboration with five Regional Institute of Educations and Jawahar Navodaya Vidyalayas.

### 13. Findings:

Major Findings of the study are as follows-

- The study revealed that there are 2,735 functional KGBVs with hostels and 2,300 stand-alone hostels.
- The data collected from States and UTs shows that the majority of the KGBVs are operating from rent free accommodation, 117 KGBVs are being operated from rented buildings and 592 from the partially constructed buildings.
- Wardens as well as students of Classes IX-XII responded on the availability of subject streams. 22.5 per cent Wardens reported that there were multiple streams (more than one stream) while 11.9 per cent mentioned only Science stream, 7.9 per cent Arts and 0.8 per cent mentioned Commerce.
- Nearly 90 per cent of teachers were using TLM. Regarding grants for TLM, 59.4 per cent teachers reported that their KGBV received grants for TLM while 31.2 per cent teachers reported that they did not receive any such grant. It is a matter of concern that nearly 31 per cent of teachers did not have access to any grant for TLM.
- Wardens and teachers were asked about the availability and use of Bridge Courses and teachers were also asked whether Bridge Courses alone were sufficient and their suggestions for improvement of Bridge Courses. 50.6 per cent Wardens stated that their KGBV was using Bridge Courses to improve the academic performance of students while 45.5 per cent denied using Bridge Courses. This is a matter of concern.
- Girls from Classes VI-VIII in KGBVs have reported that better food facility, better education, their family issues, financial constraints, single parent or no parents were other reasons for girls to join KGBVs.

### 14. Implications:

- The Kasturba Gandhi Balika Vidyalaya (KGBV) is a centrally sponsored scheme of India aimed at addressing the educational gender gap and promoting the empowerment of girls. This report explores the recommendations made regarding the Kasturba Gandhi Balika Vidyalaya scheme.
- By examining the findings and suggestions put forth by experts, educators, and stakeholders, this document aims to shed light on the strengths and weaknesses of the KGBV scheme and offers insights into its future development.
- This research work will help the states to improve performance of KGBVs located in their states.
- It is suggested to do internal and external audits of accounts of all KGBVs. The state government should be encouraged for the timely submission of proposals and utilisation certificates.

• The state governments should reserve seats for higher studies and provide scholarships in higher education institutions for KGBV pass-outs.

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16. **Keywords:** KGBV, Disadvantaged groups, Gender gap, Quality education

### 9. Research Abstract

1. <b>Theme/Subject:</b>	Gender Education
2. <b>Stage of Education:</b>	Secondary Stage
3. <b>Topic of Research:</b>	Gender-Sensitivity and Responsiveness of Secondary Schools in Odisha- An Analysis
4. <b>Name and Address of the Investigator(s) with email:</b>	Dr. Ritanjali Dash E-mail: ritadash63@gmail.com
5. <b>Name of the Institution where the Research was conducted</b>	Regional Institute of Education, Bhubaneswar
6. <b>Category:</b> (Research study/ Action research/ Other)	Research Study
7. <b>Language of Research Report:</b>	English
8. <b>Year of Completion:</b>	2017
9. <b>Published/Unpublished:</b>	Unpublished
<p><b>10. Introduction:</b></p> <p>Increasing concern has been expressed about the role of the formal education system in reproducing gender differences and inequalities particularly since the early 1970s. Research studies indicate that issues that impact girls' education include discrimination against girls in classrooms, interaction between boys and girls, effect of gender on education and other submerged hidden curriculum. This Research Project focuses attention on gender issues in different schools of Odisha. The study also tries to analyse how classroom practices, teacher attitudes, classroom structure, parenting, community bias disaggregate boys and girls. For creating a gender neutral society sensitisation of people on gender issues is necessary. The task needs to be started from schools for ensuring a gender neutral society in the future. So this study makes a humble attempt to analyse how sensitised the teachers, community and the government to the different needs of girls and boys and how they respond to their problems.</p>	
<p><b>11. Objectives:</b></p> <ul style="list-style-type: none"> <li>● To examine the gender – sensitivity and responsiveness of secondary schools of Odisha with respect to the following:             <ol style="list-style-type: none"> <li>I. Security and Health Issues.</li> <li>II. School and Classroom Activities.</li> <li>III. Guidance and Counselling.</li> <li>IV. Teaching and Learning Materials.</li> <li>V. Student Participation in Decision making.</li> </ol> </li> </ul>	

VI. Responsiveness of Teachers, Community and Parents.

- To study the difference in gender sensitivity of schools belonging to different cultural settings like urban, rural and Tribal.
- To study the problems of transgender students in the selected schools.
- To provide suggestive measures for inclusive educational policies to the state authorities.

**12. Methodology:**

To examine the gender sensitivity and responsiveness of secondary schools in Odisha, the study adopted a survey-based research design integrating both quantitative and qualitative approaches. Four districts—Khurda, Sambalpur, Balasore, and Ganjam—were purposively selected to reflect diverse socio-cultural and geographic contexts, including tribal, coastal, and urban-rural settings. A total of 24 secondary schools were sampled across these districts, with 20 students selected from each institution, resulting in a student sample of 480. Additionally, 200 parents were included to capture community-level perspectives on gender norms and school engagement. Data collection was facilitated through a set of self-developed tools, including a structured school observation schedule and tailored questionnaires for head teachers, teachers, students, and parents. These instruments were designed to elicit information on institutional practices, stakeholder perceptions, and infrastructural provisions related to gender equity. The data were analyzed using descriptive statistics—primarily frequency and percentage distributions—to identify patterns and prevalence of gender-sensitive practices. Qualitative responses and observational notes were thematically interpreted to provide deeper insights into the cultural and institutional dynamics shaping gender responsiveness in secondary education settings. This mixed-methods approach enabled a comprehensive understanding of both structural and experiential dimensions of gender inclusion in Odisha’s schools.

**13. Findings:**

- District-wise average sensitivity score indicates that physical facilities for students of both genders is abysmally poor in schools of all the four districts and even basic amenities were not available in these schools to cater to the needs of boys and girls. Absence of basic amenities poses a challenge for smooth functioning of a school and schools must be made inclusive by providing basic amenities required for students of both genders.
- The average score of urban schools is 7.25 whereas the average score of tribal schools is 7.38. The average score of all the tribal schools is only 7. This shows that even in school administration tribal schools are ahead of urban and rural schools. School administration in these schools is trying to enforce rules strictly

as it would be impossible to maintain discipline in the schools without proper enforcement of policies. Further, being mostly residential schools, supervision and monitoring is more in these schools as compared to rural and urban schools.

- In the third parameter urban schools are ahead of rural schools and tribal schools. Tribal schools do not fare so well in this index. Possibly cultural practices of rural and tribal people have become hindrances on adoption of gender friendly practices in classroom and outside. There is general lack of awareness among teachers that gender issues need to be taken seriously in all the 24 schools. Teachers need to be given the message that they can be change agents in society for creation of a gender inclusive environment in the school. They need to be made aware that classroom practices adopted by them consciously or unconsciously create gender discrimination in the school. In many schools it was found out that gender bias is reinforced by cultural practices of students and their family. Teachers do not play a proactive role to remove such bias. Gender stereotypes are still prevalent in all schools and teachers need to be sufficiently made aware of this. As no gender related training or advocacy programmes are there for teachers on various gender issues and awareness about the methodology and strategies required for making education gender-inclusive or free from gender-bias, teachers are failing to address the problem of gender in schools in a constructive way.

#### **14. Implications:**

The report of the study was distributed among all stakeholders of Odisha for sensitizing everyone related to school educations for removal of gender bias of gender discrimination in schools. In classroom practices schools are found to be much less sensitive to the needs of both genders. District-wise comparison shows that Ganjam has the highest sensitivity score. Sambalpur and Balasore have the same score and Khordha lies at the bottom. Classroom practices to a large extent are determined by factors like social and cultural behaviour of the teachers and students and gender -bias remains ingrained in such practices. This can be minimised through sensitisation programmes. Location-wise result shows that the Sensitivity score of all the tribal schools in the first parameter is the highest. Urban schools stand second in the sensitivity score. Rural schools are third in the list. Probably as most of the tribal schools are residential schools, better amenities are available there. Personal effort of school administration to improve the condition of the schools is possibly another factor responsible for good infrastructure in these schools. In some schools headmasters were found to be taking initiative for improving infrastructure in the school with the help of community members. The

infrastructure of schools is not so good in rural areas. Schools located in urban areas are slightly better than schools in rural areas in this index.

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**16. Keywords:** gender sensitivity, responsiveness, gender equality, millennium development goals.

### 10. Research Abstract

<b>1. Theme/Subject:</b>	Gender Education
<b>2. Stage of Education:</b>	All
<b>3. Topic of Research:</b>	A Study on the Role of Kanya Shiksha Parisar in Empowering School Girls of Madhya Pradesh
<b>4. Name and Address of the Investigator(s) with email:</b>	Dr. Shruti Tripathi
<b>5. Name of the Institution where the Research was conducted</b>	RIE Bhopal
<b>6. Category:</b> (Research study/ Action research/Other)	Research
<b>7. Language of Research Report:</b>	English
<b>8. Year of Completion:</b>	2024-25
<b>9. Published/Unpublished:</b>	Unpublished
<b>10. Introduction:</b>	<p>Education plays a pivotal role in empowering girls and promoting gender equity in society. In Madhya Pradesh, the Kanya Shiksha Parisar initiative aims to create a supportive and inclusive learning environment for school girls, ensuring their holistic development and access to quality education. The initiative is designed to provide adequate infrastructure, learning resources, and trained personnel to foster academic, social, and emotional growth. Aligning with the goals of the National Education Policy (NEP) 2020, Kanya Shiksha Parisar emphasizes equitable access, skill development, and learner-centered pedagogy. Despite these efforts, challenges remain in ensuring the optimal use of resources, effective teaching practices, and sustained engagement of girls in the learning process. Understanding the effectiveness of Kanya Shiksha Parisar is crucial for identifying gaps, enhancing the educational experience of school girls, and ensuring that the initiative meets its intended objectives. This study focuses on assessing the infrastructure, facilities, and educational resources provided by Kanya Shiksha Parisar, evaluating the role of teachers and administrators, and examining its overall impact on the lives of school girls. The findings aim to provide actionable insights and recommendations for improving the initiative, thereby contributing to a gender-responsive and empowering educational environment in Madhya Pradesh.</p>

**11. Objectives:**

The primary objective of this study is to assess the impact and effectiveness of Kanya Shiksha Parisar in Madhya Pradesh in empowering school girls through education. Specifically, the study aims to evaluate the infrastructure and facilities provided by the initiative and determine their adequacy in creating a safe, inclusive, and stimulating learning environment. It seeks to examine the educational resources available within Kanya Shiksha Parisar, analyzing their alignment with the goals and guidelines of the National Education Policy (NEP) 2020, particularly in fostering holistic development, digital literacy, and skill acquisition among girls. Another key objective is to explore the role of teachers, administrators, and support staff in facilitating an enabling environment for learning, addressing challenges related to pedagogy, learner engagement, and inclusivity. The study also aims to investigate the tangible and intangible impacts of Kanya Shiksha Parisar on the academic performance, attendance, confidence, and overall development of school girls. Additionally, it seeks to identify barriers, gaps, and areas for improvement to enhance the effectiveness of the program. Finally, the research intends to provide evidence-based suggestions and strategies that policymakers, educators, and administrators can implement to strengthen Kanya Shiksha Parisar and support the broader objectives of gender equity and quality education in the state.

**12. Methodology:**

The study employed a survey and exploratory research design to comprehensively assess the effectiveness of Kanya Shiksha Parisar in Madhya Pradesh. A total of 25 schools across the state were selected purposely to ensure representation from different regions. The research involved both quantitative and qualitative data collection methods to capture multiple perspectives. Quantitative tools included structured questionnaires, rating scales, and checklists to evaluate infrastructure, facilities, educational resources, and alignment with NEP 2020 guidelines. Qualitative tools comprised interview schedules with school administrators and teachers, focus group discussions with students, and document analysis of school records and reports. Data collection was carried out through direct observation of classroom processes, school environment, and facilities available to students, ensuring an accurate assessment of the learning context. Student perceptions regarding access, safety, and engagement were also recorded through surveys and discussions. All data were systematically compiled and analyzed using descriptive statistics for quantitative findings and thematic analysis for qualitative insights. This methodological approach allowed triangulation of data sources, ensuring reliability and validity of findings.

### **13. Findings:**

The study revealed that Kanya Shiksha Parisar has significantly contributed to creating an empowering learning environment for school girls in Madhya Pradesh. Most schools demonstrated well-maintained infrastructure, including separate classrooms, sanitary facilities, and recreational spaces, which positively impacted student attendance and engagement. The availability of educational resources such as libraries, digital tools, and subject-specific learning materials enhanced academic learning and skill development. Teachers and administrators were found to play a pivotal role in fostering a supportive and inclusive environment, providing guidance, mentorship, and encouragement for holistic development. Students reported increased confidence, participation in extracurricular activities, and a sense of safety within the campus. However, some gaps were identified, including the need for improved teacher training in innovative pedagogical methods, better integration of ICT tools, and periodic maintenance of certain facilities. Variability in resource availability across schools highlighted the need for more equitable distribution. Overall, Kanya Shiksha Parisar positively influenced enrollment, attendance, and learning outcomes of school girls, promoting gender equity and empowerment. The findings indicate that while the initiative is effective in many aspects, strategic interventions in teacher capacity building, infrastructure maintenance, and enhanced learning resources are essential to maximize its impact and fully align with the objectives of NEP 2020.

### **14. Implications:**

The findings of the study have educational implications for enhancing the effectiveness of Kanya Shiksha Parisar in Madhya Pradesh. Firstly, the positive impact of well-maintained infrastructure and dedicated learning spaces highlights the importance of continuous investment in physical resources to support enrollment, attendance, and student engagement. Secondly, the presence of educational resources such as libraries, digital tools, and subject-specific learning materials suggests that regular updating and expansion of learning materials can further enhance academic achievement and skill development. Thirdly, the pivotal role of teachers and administrators in creating an inclusive environment underscores the need for ongoing professional development, including training in innovative pedagogical approaches, ICT integration, and gender-sensitive teaching practices. Fourthly, addressing variability in resource distribution across schools can ensure equitable learning opportunities for all students, contributing to the broader goals of gender equity and empowerment. Additionally, strengthening mentorship programs, extracurricular activities, and student support mechanisms can improve socio-emotional development and holistic growth. Finally, aligning

infrastructure, pedagogy, and learning resources with NEP 2020 objectives will not only improve educational outcomes but also provide a scalable model for other initiatives aimed at empowering girls. Strategic interventions in these areas will ensure sustained impact and long-term success of the Kanya Shiksha Parisar program.

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16. **Keywords:** Kanya Shiksha Parisar, Girls' Education, NEP 2020, Infrastructure, Inclusive Learning, Teacher Development