“We are all human beings. Of course, there may be difference in cultural background or way of life, there may be a difference in faith, or we may be of a different color, but we are human beings, consisting of the human body and the human mind. Our physical structure is the same, and our mind, and our emotional nature are also the same. Wherever I meet people, I always have the feeling that I’m encountering another human being, just like myself. I find it much easier to communicate with other at that level. If we can leave the differences aside, I think we can easily communicate, exchange ideas, and share experiences.

- The Dalai Lama, Arizona, 1993
This initiative could not have been undertaken but for the strong support from Unicef and Sarva Shiksha Abhiyan (SSA). They provided the 'space' and resources required for experimentation. We are thankful for their encouragement and support.

RIPPLES OF CHANGE

Some case studies from KGBV, Rajasthan
Introduction

Sandhan has been working with ten Kasturba Gandhi Balika Vidyalayas as an Academic Resource Agency for the past eighteen months. The schools are ‘fully government schools’. But the KGBV Scheme is something special. It offers three years of residential education with many more facilities as compared to the regular day schools; providing opportunity for engaging in the larger agenda of holistic quality education. While the context is of extreme deprivation as far as the girls background is concerned – the possibilities are great because of the additional investments in terms of resources. What is lacking in the teachers and functionaries is the energy to do things with a difference.

It has been our belief that in order to optimize the outcomes from the KGBV Scheme, an additionality is required; that of motivating the teachers and girls to explore new horizons. Some demonstrative efforts are required to generate faith in ‘Change’. This is a big challenge in view of the historically disappointing experiences across the country. Sandhan however, has taken up this challenge squarely.

This short document is the outcome of Sandhan’s desire to review its own strategies – to assess whether things are really changing. In this process, we were fortunate to meet with Richa Sharma – an energetic educational researcher. We requested her to visit these schools, interact with the girls and record her perceptions. She willingly agreed to do so. What she has written, is in her own style with her focus on girls, she chose to write about.

We are sharing her writing with all those who are working with girls education. We feel that this might be of interest to such groups.

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Appendix : Academic Profiles
The ‘Additionalities’ provided by Sandhan in these ten KGBVs involve:

• Understanding the specificity of girls, taking the individual as the unit of perception. Almost all KGBV girls have a commonality when they arrive in KGBV. They have a limited but a strong worldview of their own. They are oblivious of the fast changing world outside. They are all at different levels of learning competencies. Sandhan’s role, therefore, is to
  – Identify their strengths and understanding.
  – Assess their learning levels in a systematic manner.
  – Evolve a multi-level teaching strategy, keeping in view their conceptual strengths.

This process which is new to the teachers, is shared and communicated to them; so that it becomes an ongoing process. It is envisaged that the need for hand holding will gradually diminish.

• Capacity building of SSA functionaries, teachers and head teachers for understanding
  – The KGBV scheme and its focus.
  – Their role in building learning environment and practices. This includes planning, multilevel teaching techniques, use of multiple texts, library, addressing health issues and creative aspects such as music, dance, drawing, theatre as a part of the curriculum.

• Continued onsite support to the schools (monthly three day visit to the KGBVs) as a follow up of teachers training. This includes:
  Demonstrative training in multilevel pedagogy in a constructivist mode supported by systematic academic planning. Efforts to bring centre stage use of multiple texts and library are a part of this exercise.
  Optimizing residentiality and potential of scheme in all aspects, this includes demonstration of integrating creativity - music, dance, arts with academics.

  Weaving in Life Skill Education and gender issues in the overall KGBV environment.

- The Sandhan Team

Richa’s Story

I got an opportunity to visit 10 KGBVs in Tonk and Udaipur districts. I was informed that these schools are for girls from the most deprived families. They were either drop-outs or never enrolled girls.

I was a little apprehensive. What could be my response to such a group! Marginalisation is a situation which is hard to reverse!! Several initial questions came to my mind - How can a residential educational institute change the entire persona of these deprived girls? How can it provide practical help in raising them? Is it really possible to produce talented players, dancers, singers, teachers, doctors, engineers from these KGBVs?

But when I met the girls of the Kasturba Gandhi Balika Vidyalaya (KGBV) schools, they filled me with positive energy and inspired me to know them and write their story.

The girls have tried turning their negatives into positives; they have devised solutions. They have taken strength from their collective identity and worked towards developing a collective future vision. My overall impression was that the girls in the schools enjoyed as they never had before...they enjoyed their physical identity, and expressed a strong desire to get education. They allowed their expression to go beyond imposed cultural horizons. None of the girls wanted to become like their mother. Education made them aware of differences between their mother’s life and the life they wanted to live, although they did not possess the tools to articulate this difference.

Though it was a brief encounter with the girls, I was able to see the process of transformation in individual students. I have tried to capture my perceptions through personal interviews, discussions with teachers and girls own statements about their experiences. (The interactions with girls are translated from Hindi and their regional language.)

Members of Sandhan team joined me in this exercise. Familiarity of the team with girls helped me open up the dialogue both with teachers and students.

Sandhan Team: Arvind, Prashant, Dalip, Bhanwar, Sucheta, Suman, Tuli, Anupama, Anindita and Padmaja Sharma (photo documentation).
Coordinated by Sharada Jain
The journey

My journey started on a cold rainy day, as I travelled from Jaipur to Malpura block in Tonk District, Rajasthan. A ninety-kilometer trip took three and a half hours because of the condition of the roads.

It was a regular school day in Malpura KGBV. Teachers and girls were engaged in their routine activities. As we stepped in, girls and teachers came forward with warm greetings. Some of the girls were very curious to know who I was and why I was accompanying their friends from Sandhan?

“Tulsi Meena, 8th grade, KGBV Malpura, Tonk (Admission year : 2008)

Tulsi has been found to have leadership qualities. She has the ability for seeking support from her peer group. She has periodically voiced students concerns with the functionaries – particularly regarding availability of water as well as provisions for personal use for girls. Tulsi is an inspiration for other girls. She has been in KGBV for three years. There is a possibility of her scoring well in Rajasthan Board exams. These aspects were shared by other students in Malpura.

This motivated me to have a personal interview with her. In her words –

“I’m Tulsi Meena. I was married when I was two years old. My father is a daily wage laborer. But he doesn’t get work everyday. We also have some land but it doesn’t have groundwater. My mother has been suffering from rheumatism for a long time. Sometimes it becomes difficult to earn even a single paisa. At times we borrow money from someone and then my father works hard as a laborer to pay him back. We have a mud house of one room. I have two brothers and three sisters. No one in my family has studied beyond fifth grade. I’m the only one who has continued to the eighth grade. I really feel that if I study, I’ll get a better life. Before coming to KGBV I used to take the cattle for grazing, fetch water and cook food at home. Now everyone at my home thinks I am clever and intelligent. I can go to the market alone and buy things on my own. My parents believe that I can bargain effectively because I’m educated.

It was a dream for me to sing and dance in that one-room house. Here in KGBV I can sing and dance anytime. I can make stories as well. I used to go to a government school in Desma village. I had to do many household chores daily. This work didn’t let me attend school properly and teacher used to beat me and other students with a stick. So I left that school. A teacher in my village suggested I try the KGBV. I asked my father to let me study in KGBV.

When he refused, I started a hunger strike. Then he sent me here. Now he is happy with the decision.

I really wish to study more even after 8th grade in KGBV. If I go back to the village school after 8th grade, I’ll sink into the drudgery of doing household chores. I don’t wish that to happen with me again.

When I first came here in 6th grade, I didn’t even know how to write my name. In KGBV, I was taught what I never had learned earlier. Teachers gave me extra classes. And this is not only with me, every new girl who comes here has been given extra time from teachers. Each day they gave me new words to learn and gradually I learned to write and read well. In my village, girls are not allowed to play outdoors. I really wish I could see girls playing cricket. I wish to do something for my family and for my village.

KGBV is everything to me, where I came to understand my real self. I can consider myself a beautiful girl. I know I can do wonders if given chances to study further. Had I this opportunity when I was young, I would have certainly opposed my early wedding.”
“I don’t speak to my husband”

Taufan Bano, 6th grade, KGBV Malpura, Tonk (Admission year : 2010)

Taufan was sitting quietly observing me while I was conversing with other girls. She had a spark in her eyes, which was hard to ignore. Moreover I had also heard from her classmates that she was married at a very young age. It was she who took the initiative to share her story when I started talking to her.

Me : Taufan, tell me about your family.
Taufan : We are 4 sisters and 4 brothers. My parents work in the fields. My mother is a heart patient and my elder brother works in Chhattisgarh as a goat trader.

Me : Tell me more about your family.
Taufan : We have a mud house of 4 rooms.

(12) Me : What did you do at home before coming to KGBV?
Taufan : I used to do gem stone work, take the goats for grazing, and do household chores. I used to earn Rs. 50-100 but it wasn’t a daily income and the work was not regular.

Me : Tulsi goes to the market. Did you also go to market for buying things?
Taufan : No, everybody says that I’m a grown-up girl now and it’s not good for me to go out of the home, not even to the fields.

Me : Then how you have come here to KGBV?
Taufan : Another girl from nearby village was studying here, so when she suggested it to my family, they agreed to send me here. I’m the only girl in my village who is getting education. None of the girls are educated in my village.

(Her village consists of some 400-500 families and she is the only educated girl. She says that all girls do gemstone work)

Me : How did you start reading and writing here?
Taufan : I was helped by all the teachers here. I was given special attention, They gave me books and taught me letters with the help of a black board. I could learn fast.

(Earlier she had never seen a blackboard)

Me : Taufan, how you take care of your health here?
Taufan : I bathe daily, wear clean clothes and just try to be happy. That’s it.

Me : Other girls told me that you are married. Have you ever met your husband?
Taufan : He is my aunt’s son. But I don’t speak to him as he failed in his 10th grade exams. I don’t like failures. I wish every girl in my village would get the opportunity to go to school.

Me : Do you like playing?

She paused for a moment and then said, “No.”

I noticed she has polio in her leg. Then she herself broke the ice and said, “I like reading stories and poems.”

Me : what do you like in KGBV?
Taufan : Everything is good. I don’t miss my home here. And everyone likes me here.

KGBV is the place where Taufan feels accepted and liked by both teachers and her peer group. It was quietly mentioned by some teachers that most rural as well as urban girls feel unwanted by their families.
From KGBV Malpura I reached KGBV Peeplu. As I entered the campus, I saw a small kitchen garden. I asked the teachers about it, and was amazed to learn that it was a science project for the girls. I suddenly recalled my schooldays when we simply memorized science chapters without even seeing a plant. These girls made me curious. Initially they didn’t open up, but when their warden explained that I was associated with Sandhan team they were forthcoming. They ploughed the little field with hand tools and then planted seasonal vegetables and a chickpea crop. Thus learning about crop-cycles, seasons and other elements of basic botany. I asked a common question – what did they want to become ten years from now? Most answered that they wanted to become a teacher just like their present teachers. One girl gave a different answer: she wanted to become an Engineer. She was Raseela Meena.

Poetry to engineering

Raseela Meena, 7th grade, KGBV Peeplu, Tonk (Admission year : 2008)

Teachers of KGBV Peeplu gave me more details about her:
“Raseela Meena spoke very little when she first came to KGBV. Her learning competencies in Hindi and Mathematics were much lower than the expected academic competencies of Class VI. The multilevel pedagogy gave her an opportunity to move up at a fast pace. She can now read fluently, understand others, and express herself. She questions. She can solve textbook math problems and seeks to learn more. Raseela has also won the confidence of her teachers and fellow students. She is in charge of the stitching class and evaluates work done by other students.”

I asked the teacher about Raseela’s background...

“This 12 year-old Raseela belongs to the Meena community. Her family has four sisters and one brother. They work in the fields. Her mother does not keep well. Her father had her three elder sisters married at an early age. After the marriages, there was no one else to do daily household chores, so she had to do all the work. Raseela used to study in Satwada village in Devli block of Tonk district. There was no one in her home who paid attention to her studies, hence she was not regular at school, and this irregularity prevented her from learning the Hindi alphabet. Her math knowledge was limited to simple oral calculations. She made it through 5th grade, but at that point her education was worth little in terms of basic language and mathematics. KGBV Peeplu warden Rukmaniji used to visit Raseela’s village, and persuaded her father to send Raseela there. It was difficult to persuade her father! The nearest KGBV was in Avan village, but admissions were full. Raseela’s father was disappointed, but again Rukmaniji suggested that they try KGBV Peeplu.

Thus Raseela came to KGBV Peeplu, eighty kilometers from her home. Initially she was a shy coy girl and it took time for her to mingle with other girls. The warden paid extra attention to her as she was the only girl who was very far from home. Gradually she found that KGBV school can be like home. She was comfortable talking to other girls, sharing her stories, relating her family issues. She made remarkable progress in her studies. She learnt to read write and make complex mathematical calculations.

Every Saturday a cultural evening takes place, and every girl performs...through dance song mimicry or comedy.

Raseela would first narrate a couple of lines of any poem, but later emerged confident in poetry recitation. She performed dances and songs, and won first prize in poetry recitation at the block level.”

Now this poetry lover wants to become an engineer. She doesn’t know the meaning of engineering – what an engineer does, or what one studies to become an engineer. Her cousin got selected in AIEEE (All India Entrance Exam for Engineering) and is receiving compliments from everyone, so she also wants praise from others.

I hope one day Raseela from KGBV Peeplu will become an engineer and inspire other girls to set and follow goals. Proper education and knowledge can shape any student’s dreams.
Destination Doordarshan

Priyanka Pahadiya, 7th grade, KGBV Peeplu, Tonk (Admission year: 2009)

Priyanka is a wonderful example of how performing-arts can break inhibitions and open up new avenues of learning. Acting and dance gave Priyanka the ability to express herself. This freedom also has positive effects on her academic performance. Today Priyanka speaks fluent Hindi, is able to read textbooks, write well and is working on her Mathematics course book. Many girls who sing act and dance see the same benefits.

As I was starting to understand the girls better, I heard a giggle from behind me. The warden Rukmaniji told me that they were laughing at Priyanka’s mimicry skills. I wanted to know more about her and this is what emerged from my conversation with Rukminiji:

“13 year-old Priyanka is now identified as a mimic. This was a hidden talent when she arrived. She came in 6th grade and has graduated to 7th grade. Initially, the school warden motivated her to participate in the cultural evenings. Just as Raseela’s poetry recitation skills were polished during Saturday’s cultural evenings, Priyanka became known for her mimicry.

Unlike Raseela she was more sociable, but it was tough for her to interact with teachers, for she had difficulty in learning. KGBV teachers are sensitive to such problems, so she was recognized by teachers as a student who needed help socially. She was given special attention. Teachers continued an informal dialogue with her and gradually she opened up. Others were surprised to discover that Priyanka could mimic all the teachers and fellow students.”

Priyanka exudes energy in her persona. Today she talks about her dreams of wanting to perform dances and mimicry in front of a large audience.
My next destination was Tonk City. As I entered KGBV Tonk, the notice board at the entrance drew my attention. There were pictures of workshops. I asked a girl about it. She said that UNICEF had organized an adolescent workshop in New Delhi and chosen some of the girls of this KGBV to participate.

Rinku was one of those girls. I spent my time observing these shining girls—talking, complaining, whispering, playing, eating and studying with them. Here I note bits and pieces of different conversations with those girls.

"I sat in an airplane so I am the leader"

Rinku Chaudhary, 8th grade, KGBV Tonk City, Tonk (Admission year : 2008)

I came to know about Rinku Chaudhary from her teachers in KGBV Tonk. Rinku is from Bamor Village of Tonk District. Her father sent her to live with her uncle because her aunt was not well at the time. This move put her studies on hold. When her aunt recovered, her uncle sent her to KGBV to start 6th grade. Like other girls she too scored very low in the benchmark assessment. She was given extra classes by teachers. She took full advantage and did better and better. She played kabaddi at state level. When asked about her experience of air travel, she first smiles and then takes you on a virtual tour of her memory lane. Meanwhile one of the girls complained “she always tells us about her air travel to Delhi.” She was Rampati.

I entered in a dialogue with girls surrounding Rinku:

I asked Rampati: Do you know why Rinku was sent to Delhi in an airplane?

Rampati: She is our leader here. She represented us there.

Rinku: See, I'm special. That’s why I was taken to Delhi in an airplane. I told everyone there that I wish to become like Farhat madam. She teaches well.

Bharti (slow but firm voice): When we first came to school, I was lean and slender. Here I get good food so I really put on some weight.

Rinku: If we don’t learn and don’t finish the work then we deserve scolding from the teachers.

I was trying to determine whether this was a studied statement or just an honest answer.

Rinku: Right now, I’m good in studies and they sent me to Delhi to represent my school, so I feel more responsible. I try to finish my work on time and learn as much as I can. Rinku has been given a sense of identity. She understands her worth and believes in it. This sense of identity has transformed her entire persona, as she has shown amazing qualities of leadership.
The “English girl”

Aarti Bairwa, 8th grade, KGBV Tonk City, Tonk (Admission year : 2008)

Aarti was one of the girls who were chosen to represent the KGBV Tonk in the national workshop organised by UNICEF in New Delhi. With only two years in KGBV, her academic growth is miraculous. There is a leap from minimal reading and writing competencies to fluent reading, writing in Hindi and doing Mathematics. Aarti’s natural talent of memorizing things has been complemented by teachers.

I turned towards Aarti and asked if she wanted to say something. She answered immediately. “Can I show you my English workbook? I can read and write more English than anyone here. I can write my name in English. I will become an English teacher. You know, everyone calls me an English girl here.”

She showed me her workbook. Looking at her academic records I learnt that when she joined KGBV, she was not able to read a single letter of English. Her knowledge in mathematics was limited, even Hindi was difficult for her. Aarti is different today. She does her English homework perfectly and helps others do the same. She can do sums, subtraction, multiplication and division in Mathematics. Her skill is not limited to academics, but extends to computer based work and stitching.

I probed a little more regarding her interest in computers.

Aarti: I never worked on computers before. Now I am better on computers because I can understand English. So everyone takes my help. When I become a teacher I will teach on a computer; because I have seen people working on computers in TV. My mother brought me to KGBV. She wants me to study English, which is why I’m excelling in this subject.”

I observed her bright face as she told me how she really admires Rinku and also wishes to travel to Delhi in an airplane. Although she was chosen as a part of the team, she was not able to go to Delhi. She is in 7th grade right now.
After KGBV Tonk I travelled on to Udaipur District. I passed a four-lane highway, Vedanta’s zinc smelter plant, and tourist buses.

After interacting with girls in Udaipur district, I realized that in KGBVs of Tonk, the social texture is more heterogeneous as compared to that of Udaipur. Girls of Udaipur district come from remote habitations but are all from tribal families. Their level of deprivation is higher in terms of exposure as compared to Tonk. In Udaipur district, Sandhan’s inputs are geared to address this specific need.

Coming back to my first day in Udaipur; as I turned into the narrow lane to Intali Kheda village, I saw four men. They were playing cards outside their house. A woman was cutting the surrounding bushes and then carrying bundles on her head. This set me thinking. Possibly these women are so much in a routine that they work as an automation. Can we hope to bring a change in this age group also!!

I began my interaction with girls in KGBV Intali Kheda with these thoughts in mind. As drawings are a powerful means of expression, I decided to ask them to draw anything that they were thinking about. They came up with amazing results.

Can my birthday be celebrated?"

Karishma Meena, 7th grade, Intali Khera, Udaipur (Admission year : 2009)

Karishma is good in academics, healthy and good looking too. She is popular amongst her peer group and liked by all in the school.

Initially I began my exercise by showing the poster of Dr. Bheem Rao Ambedkar on the wall of the school. He wrote our constitution. I asked: “Do you recognise it?” There was no answer. I tried to interact with the girls by showing other paintings on the wall.

As I looked around I saw numerous eager faces with questioning eyes looking at me.

I asked: What are your names?

Finally someone spoke : My name is Karishma Meena.

Me : Can everyone draw something, a picture of yourself ten years into the future?

The picture before me was a house with a ceiling fan and a woman wearing a village dress (long colorful skirt with red scarf), but with short hair.

What have you made? Can you please explain?

I asked.

Karishma : This is my house after ten years. Right now we don’t have a ceiling fan in my house but I’m sure after ten years it will be there in my house. This woman is me.

Me : But you have short hair in this. Will your families allow you to get a haircut at that age?

Karishma : I’ll earn and will do whatever I like to do.

Karishma is a very good dancer. When she was asked to dance, she dragged Lalita and involved her in the dance. “Kaliyo keed pado mela me, cycle puncture kar laye re.” she dances and sings a famous Kalbeliya number.

Like most other girls she doesn’t know when she was born. Most birthdates in the admission register are written by teachers, and based on estimates given by parents. In her house there is no electricity so there isn’t any question of watching TV. Here in KGBV, she watched TV for the first time, especially the serials – Balika Vadhu and Pratigya.

Me : Karishma, what do you like in that serial?

Karishma : I like the way they celebrate the birthdays. A girl who never knew the meaning of dreams and never dared to dream for herself, is now developing small beautiful dreams for her life. This was reflected in her drawing.

Me : Karishma, you said you will earn. How you will earn?

Karishma : I’ll study and will become a teacher just like my teachers in KGBV and then I’ll dress up like them.

Me : In your picture you are wearing a dress like a village woman.

Karishma : I don’t know how to draw a saree, so I just drew this dress. But my hair is short.

Me : What have you learnt here?

I was expecting an answer based on the activity she had done at KGBV.

Karishma : I have learnt Sanskrit. Now I can read and write Sanskrit.

Karishma can someday emerge as a wonderful dancer. The KGBVs are like a wonderland for these girls. They have learnt to dream.
Karishma’s friend Lalita has also had a remarkable experience.

“I want to become a police woman”

Lalita Kalbeliya, 7th grade, Intali Khera, Udaipur (Admission year : 2008)

Lalita Kalbeliya stands out for her dancing and leadership abilities. She leads in most activities of KGBV – be it morning exercise, assembly, serving food during lunch time and even assisting the teachers. She carries herself with poise and uncommon seriousness that is much beyond her age!

While Lalita was dancing with Karishma on the same Kalbeliya song, I asked her why she wasn’t smiling while dancing.

Lalita: I was concentrating on the song. There shouldn’t be mistakes in singing.

I thought that her desire for perfection made her serious while dancing. However throughout my stay in Intali Kheda, I noticed that while everyone laughed and expressed freely, Lalita continued to remain serious. I found her to be very active and taking lead in most school activities – but there was something missing – her smile! Her sense of responsibility for her sisters was evident when she rebuked her sister for not working hard academically. Her sister studies in the same KGBV.

I asked her teachers about her uncommon seriousness and this is what they shared:

“Lalita Kalbeliya is in 7th grade at KGBV Intali Kheda, eldest amongst her seven sisters. Her parents were snake charmers by profession. In the past three years they had been doing daily labor work in Salumber town of Udaipur District. She doesn’t know why they left their family business. It’s likely that it didn’t pay enough. Her ambition is to become a Police Officer.”

While most students of her age are keen to be teachers, I was curious about her ambition of being a police person. I talked to Lalita to know more about her.

Lalita: Because of KGBV, I’m getting an education or else I would have left it a long time ago.

Me: But Lalita, your other friends want to become teachers, just like your teachers in KGBV. Why do you want to be a police officer?

Lalita: My uncle used to study in 8th grade. He was an intelligent student. One day, when he was listening to music on a tape recorder with his friends, he had a fight with them over the tape recorder. The issue took a serious turn; his friends killed him. We tried to lodge a complaint in the police station but the police in-charge didn’t do anything. I want to study hard and become a police woman so that I can bring justice to innocent people.”

KGBV is her hope for fulfilling her dream. She hopes the school will be extended to 10th grade. But she continuously tries hard to learn everything from the KGBV school, so that one day she can become a police officer.
“Cricket for me, medical for others”

Chetna, 8th grade, KGBV Semari, Udaipur (Admission year : 2008)

Chetna is a bright girl. Inspired by her cousin sisters (Anita and Minakshi, who were also students of KGBV Semari in earlier batches), Chetna insisted to study in KGBV. It was interesting to know that Chetna loves playing cricket. She is an only child of her mother, having lost her father at the tender age of two. She and her mother stay with her maternal grandparents.

Her bright cheerful personality and confidence attracted my attention. I started conversing with her:

Me : Chetna, what do you want to be in future?
Chetna : I wish to study more and more. So that I can stand ‘on my own’. I want to be a support to my mother. (Silence) and she adds: “I like playing cricket.”

Me : You want to be a cricketer like Sachin?
Chetna : No, it’s not like that, but…
Me : You like playing more than studying.
Chetna : I love studies. But I love playing cricket, and only here I can play it. It’s not available for me outside KGBV.
Me : How do you see yourself ten years down the line?
Chetna : Hmmm. I’ll be a woman.
Me : Will you become like your mother or you want to have a different life from your mother?
Chetna : I want a different life from my mother.
Me : Why?
Chetna : Because, she is not educated and wears a long veil. I will be modern and educated just like Pratigya (a popular TV serial character). I want to marry an ‘educated’ boy.
Me : Tell me, if you were given hundred rupees right now, what would you do with that money?
Chetna : Ten rupees for anklet, fifteen rupees for bangles, thirty five rupees for bracelet and with the remaining forty rupees I’ll buy sweets and biscuit.
Chetna was good and fast in her calculations!
Me : What kind of story you would love to listen to and why? One about a fairy tale, say a lion and rat, a king and queen, or a villager boy?
Chetna : King and queen, because it would make me feel happy.
Me : If you had to write a story, what story would you write?
Chetna : It would be my story, because I’m getting an education.
Me : Chetna, this is my last question. If you were given a magical wand, what would you do?
Chetna : I’d bring a lot of trees here. We have few trees around our school. I read in a book that trees are responsible for rains. We lack rains here.

KGBV has made Chetna confident enough to envision her future as an educated girl; who earns and is married to an educated boy.
“Multi-tasking is a small word for me”

Sangeeta Meena, 8th grade, KGBV Semari, Udaipur (Admission year : 2008)

Sangeeta Meena is a physically challenged person, her feet and palm are not fully formed. She is determined not to let her physical disability be a deterrent to her self-esteem. She has remarkable energy and agility. In the vocational training for a Beautician’s course organised in KGBV, she emerged as the most serious learner. Today she is the one who has put her training to use and does creative Mehandi designs on the hands of her fellow girls.

Sangeeta’s agility caught my attention and I started talking to her. She showed me one of her written pieces. At every KGBV I encountered many poetry recitations. I take this opportunity to quote her poem (abridged from a much larger version):

Ab Gaana Gaatee Hun

Mujhe padhna nahee aata tha.
Ab aata hai. Gintee aatee hai aur pahade bhi.
Roti Subjee banana nahee janti thee.
ab bana leti hun. Silayee bhi kar letee hun.
Gaana gatee nahee thee main,
Ab gatee hu, nachtee hun.
Chitra bhi banatee hun.
TV, Computer chalana nahee jantee thee,
Deno hee chalaate hun.
Ab school jana aur nahana accha lagi hai.
Saaf kapade pahanna, manjan karna,
in sabko apnaya hai maine.
Yeh sab maine seekha KGBV mein aakar.

The poem reveals her transformation as a multi-tasking girl — which she recognises and expresses with pride. This is what will probably help her to venture out in the world with confidence and high self-esteem.
From Semari, I went to KGBV Mavli. Girls came out to greet their Sandhan friends. Here too they were eager to know as to who was accompanying their friends. The girls were excited that some body whom they did not know at all has come to talk to them and click their photos as well. All the girls wanted to pose for a photograph and to shake hands with me!

“1. Name has been changed for protecting her identity.
2. Nocturnal enuresis, commonly called bedwetting, is a medical term for involuntary urination while asleep after the age at which bladder control usually occurs. There are physical as well as psychological reasons for this problem.”
“I want to support my mother”

Rekha Lauhar, 7th grade, KGBV Mavli, Udaipur (Admission year: 2009)

Rekha looks like an eight-year-old girl, inspite of being thirteen. She is an enthusiastic participant in all KGBV activities. She wears a smile on her face and that makes her stand apart in the group.

After the serious interaction with Kamala I tried an innovative exercise with girls of Mavli. The question was: What are the things that ‘run’ in this world? (Duniya main kya chalta hai)

One answer in particular stood out: “This world is run in a different manner. We humans run. But we use legs to run. Birds and animals also run, but they don’t use legs. We run our minds too. If we apply our mind well, then we can run a computer, TV, fan, light, radio etc. But for running them we need switches. So everyone has switches. We run our tongue also. Money runs. Winds run. So running is a good thing.”

The girl with this witty answer was Rekha Lauhar. I asked her, “Rekha where is your switch?”

She smiled and said: “It’s in my hand.”

I interacted with Rekha at length and this is her story in her words. . .

“I am Rekha, 13 years old. I am in 7th grade. Whenever I tell someone about my age they don’t believe it. They all say that I look like an 8-year-old girl. I came to the KGBV in 6th grade. My parents were very happy to send me here. Initially I didn’t feel comfortable. I used to sit in classes but never paid attention. But the teachers were patient and gave me extra love. Slowly I started to like this place. Earlier I was not able to read and write properly. The teachers worked with me on my writing and reading skills. KGBV became my home. I started to read and understand all the subjects. In 6th grade I scored 71% marks. It doubled my encouragement for studies. I became good in dance, singing, painting and games.

But then something happened. One day I lost everything.

My father had been mentally unsound for a long time. One day he ran away from home and took one brother and sister along with him. He threw them in a well and committed suicide. My morale was crushed badly. But somehow my teachers insisted that I continue my studies. My mother was not ready to let me study anymore. She came to school to take me back with her. All the teachers in KGBV persuaded my mother and she decided to let me continue my studies.

I remained in school, but I was heartbroken. The KGBV environment, teachers, and fellow students lent me a helping hand and pulled me out of that sad darkness of my life.

Now I will read more. I want to become my mother’s future support.”

It was heartening to see Rekha Lauhar. The shadow of her very tragic past didn’t show on her face. She had the strength to share her story and look forward with hope.
Paras Nagarchi, 8th grade, KGBV Mavli, Udaipur (Admission year : 2008)

Paras exhibits leadership qualities. A proactive participant in all curricular activities like dance, music, painting. She has a methodical mind and is familiar with every corner of the school – where which things are kept. At times even the Warden seeks her support to look for things and for information!

At KGBV Mavli when I saw a computer, I asked the girls who could use it. Almost every hand was raised. But Paras caught my attention as she was inspiring other girls to give their answers in Hindi (Hindi is not their mother tongue).

Paras: Oh, this is the wrong spelling of computer. It is c-o-m-p-u-t-e-r. You have spelt it wrong.

I had deliberately written the wrong spelling on the paper and Paras had interrupted. I continued being wrong.

Paras: It has to be started like this. You have pressed the wrong button.

And thus my computer class too was taken by Paras. That day my computer teacher Parasji taught me how to start it, how to make a drawing with Paint, how to start a movie in Media Player and how to type in Hindi and English.

Paras introduced me to every corner of the school. She is the leader of the school, not just academically, but leader of a dream in girl’s education.

Me: What does your brother do?
Paras: He studies in a private school.

Me: Do you feel bad that you are sent to government school while your brother is in private school?
Paras: Oh I am glad they sent me to study, that’s enough for me. And I love my brother, so I am happy for him.

Paras’s grandmother was against her studying, but her mother wanted her to be educated. She always remembers this encouragement, after seeing so many parents favors sons; girls are unwanted in this society. So when I asked her what she wanted to become, she immediately replied: “I’ll earn like my teachers and buy lot of jewellery for my mother.”

In most of the rural and tribal areas, female education is still not fully encouraged. I also saw this spark in Meera, at KGBV Dhol ki Padi. She was busy, so my first conversation was with her teacher.
From Mavli I moved on to KGBV Dhol Ki Pati. Like the other schools this too was no different in its warm greetings by teachers as well as students.

Meera Meena, 7th grade, KGBV Dhol Ki Pati, Udaipur (Admission year: 2009)

Meera has an overall happy pleasant personality and is popular among both teachers and students. She participates sincerely in all activities.

This quality of Meera was mentioned by the teacher in KGBV Dhol Ki pati. My spontaneous reaction was:

Me: Has she always been this active in school?
Teacher: No, not at all. When she first came, she was not able to write her name. She was always very slow. But when she started learning, she gained confidence. This confidence is reflected in her activities.

My other question was to the warden:
What is the best quality you see in Meera?
Warden: She always laughs and makes others laugh too.

Me to Meera: What happens when we laugh?
Meera: We can be healthy by laughing. I learnt this from a TV show.

One can learn from any source, Meera has proved this. She is in 7th grade. Last year she enrolled herself in KGBV but couldn’t come.

This year she joined again. When she came, she was very poor at reading. Gradually, with the help of informal night classes at KGBV, she learnt to read, write and do calculations. Her teachers applaud her pace of learning. She is considered an all-rounder. Her forte is science, and she is on the school kabaddi team. Along with other dreams, she has one dream for school too! She wants her KGBV to be extended till 12th grade so that she may continue her studies.

Me: So, Meera, what do you want to become?
Meera: A doctor.
Me: Why?
Meera: It sounds good, when there is doctorate before some one’s name.

Me: Do you know what you will have to study to become a doctor?
Meera: I asked my teacher about this. I have to study science for this.

Meera has understood her dream and the path which leads in the direction of that ambition.
"When will my mother speak to me?"

Ganga Meena, 7th grade, KGBV Dhol Ki Pati, Udaipur (Admission year : 2009)

Ganga seems to be slowly emerging from her cocoon! The cocoon, within which her very being lay trapped when she joined KGBV. She has now started expressing her feelings through a smile or a tear and little conversation with her friends. She looks after the plants in the KGBV tenderly. Her journey from darkness to light still continues.

The last leg of my journey led me to Ganga Meena in KGBV Dhol Ki Pati. She hardly spoke to me. I tried my level best to get her to say a few words, but she remained intractable. I gave her a few basic mathematics sums which she solved. Then I asked her to draw, she drew a lotus and filled it with colors. I asked her to write about her life. She wrote in fairly good handwriting. But I was still eager to know why she didn’t speak. A teacher Vidyaji helped me to understand her better. Ganga’s story can be expressed in the words of Vidyaji.

"Ganga is in 7th grade right now. I still remember the day when the Sarpanch (village head) came to KGBV for admission of Ganga and Sharda, both sisters. I noticed Ganga’s face, it was blank and expressionless. She was wearing shabby clothes. I asked her where her luggage was. She didn’t say anything. Her sister Sharda said that they did not have any other clothes except what they were wearing. Sarpanch Sahab briefed me about her family status; later I talked with the girls.

It’s been five years since her father died. Actually someone killed her father in a family rivalry. Her mother eloped with her father’s cousin. I asked Ganga whether her mother speaks to them or not. She shook her head in negation. Her uncle took all of them to his house but the tragedy of her life and loneliness made her badly ill. She continued to have fever and was not able to go to school regularly.

Ganga is bereft of her mother’s love and yearns for it. Her mother is alive but does not acknowledge her. Ganga fails to understand as to why her mother behaves in this particular manner? These complexities have affected her entire personality. I realized that she was in an extremely deprived condition.

I took it as my own responsibility and started interacting with both the girls. Since they did not have any clothes, I arranged for extra pair of clothes for them. In the beginning she was reluctant to eat or to bathe. Sharda was seen sometimes weeping in the corners of the school, but Ganga still looked blank.

I realized these girls needed love and compassion. When I saw her after her bath, I would compliment: Ganga, today you are looking pretty. These small gestures of love and compassion made them overcome their inhibitions and evoke an interest in studies. I still remember Ganga saying to me: Madam, you look like my mother. As their faith in me grew stronger I gently urged them to study and take part in other KGBV activities.

If anyone asks Ganga about what she wants to become in the future, she cannot answer. For her it is more important to understand her present and her own self. Now she can write and read well. She has also started interacting with other girls. Watering plants is her hobby. She is not as talkative as most of other girls at the KGBV, but her journey from darkness to light continues. I am sure that whenever she starts speaking, she will be fantastic. But in her lonely moments, she asks only one question to me: “Madam, when my mother will speak to me?”

I realized that credit for this transformation in Ganga goes to her teachers and friends in KGBV.

I can quote many examples of girls who have benefited from this KGBV educational model:

Guddi Gameti, who is only 17 years old but has a 4-year-old son. She studies and then teaches her son.

Haaaju Meena, who wishes her younger siblings will study like her and become her parents’ support.

Sejal Meena, who wants to marry an educated boy.

Hemlata, who wants to buy a house for their parents in the future as presently they have a mud house.

Prem, who has polio in her legs so can’t run or ride a bicycle, but is carom board champion of her school.

Mona Chandel, who wishes to become a science teacher just like her teacher in KGBV.

There are many more examples and stories that I have collected in my memory. These cases demonstrate the outcome of the collaborative effort of Sandhan and SSA. They have proved boon for deprived, marginalized girls who never believed they had an identity. For an academic profile of the girls, please refer to Annexure-1.
Appendix

Academic Profiles

NAME: TULSI MEENA • CLASS: VIII • KGBV: MALPURA

Subject | 2009 | August 2010 | November 2010
--- | --- | --- | ---
Language | Reads simple text. Does not know the application of Matras and Sanyuktakshars. | Can read fluently with comprehension. | Reads the prescribed textbooks of Class-VIII with comprehension.
Mathematics | Identifies numbers. Does not know the concept and application of place value of digits in numbers. Does simple addition and subtraction sums; yet to be familiarised with the concept of carry over. | Solves sums related to all four mathematical operations - Addition, Subtraction, Division and Multiplication. Able to solve and Statement problems. | Has conceptual clarity on issues related to - Profit & Loss, Factors, HCF and LCM.

Life Skills Education (LSE)
LEADERSHIP: Takes leadership roles. She takes initiative to redress the injustices around her.
SOCIAL SKILL: She has positive social relationships and responds to any need for rendering help.
HEALTH: Cleanliness has become a value for Tulsi. She believes that to remain happy one needs to be healthy.

NAME: TAUFAN BANO • CLASS: VI • KGBV: MALPURA

Subject | 2009 | August 2010 | November 2010
--- | --- | --- | ---
Language | Joined in 2010. | Reads simple words without Matras. Cannot identify all Matras and Varnas. | She reads simple texts and poems with comprehension. She can only answer the related questions.
Mathematics | Identifies numbers up to 100. Does basic addition and subtraction orally. | Performs all the mathematical operations. | Has clarity on 'factors'. Identifies simple geometrical figures.

Life Skills Education (LSE)
LEADERSHIP: She has learnt to read and write after joining KGBV. This has made her confident. She now readily talks about herself. Actively participates in all the activities of the school.
SOCIAL SKILL: She has positive social relationships and responds to any need for rendering help.
HEALTH: She has become conscious about cleanliness. Now, Bathing and wearing clean clothes are part of her routine.

NAME: RASEELA MEENA • CLASS: VII • KGBV: PEEPLU

Subject | 2009 | August 2010 | November 2010
--- | --- | --- | ---
Language | Information not available. | Information not available. | Information not available.
Mathematics | Information not available. | Information not available. | Information not available.

Life Skills Education (LSE)
LEADERSHIP: She takes initiative in all activities of the KGBV. She is now able to seek support and help from her peer group.
PLANNING FOR THE FUTURE: She has become serious about realizing her dream of becoming an Engineer.

NAME: PRIYANKA PAHADIA • CLASS: VII • KGBV: PEEPLU

Subject | 2009 | August 2010 | November 2010
--- | --- | --- | ---
Language | Can read text with difficulty. She reads with comprehension and follows punctuation while reading. | Reads simple text. Reads the prescribed textbooks of Class-VII with comprehension. | Can also answer the related questions.
Mathematics | Can solve carryover addition and subtraction. Has understanding of multiplication and division. | Solves problems of factors, LCM, HCF. | Can solve algebraic problems, profit & loss and factors. She can also construct geometrical figures and measure them.

Life Skills Education (LSE)
SELF CONFIDENCE AND SOCIAL SKILL: She is friendly with almost all the girls of school. Girls confide to Priyanka about their issues or problems. If they are unable to share or talk to their teachers directly, it is Priyanka, who voices their concerns to the teacher.
HEALTH: She has become conscious about cleanliness. Now, Bathing and wearing clean clothes are part of her routine.

NAME: RINKU CHAUDHARY • CLASS: VIII • KGBV: TONK CITY

Subject | 2009 | August 2010 | November 2010
--- | --- | --- | ---
Language | Information not available. | Information not available. | Information not available.
Mathematics | Information not available. | Information not available. | Information not available.

Life Skills Education (LSE)
After joining KGBV, Rinku has emerged as a person with high self-esteem. She is looked upon as a leader by all the girls in the KGBV. Her academic performance has also taken a leap. Rinku has availed of all the opportunities that have come her way in KGBV. Today Rinku is confident enough to take her own decisions.
NAME: AARTI BAIRWA • CLASS : VIII • KGBV : TONK CITY

<table>
<thead>
<tr>
<th>Subject</th>
<th>2009</th>
<th>August 2010</th>
<th>November 2010</th>
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</thead>
<tbody>
<tr>
<td>Language</td>
<td>Information not available.</td>
<td>Is a slow reader. Not able to read Sanyuktakshars.</td>
<td>Can read text with understanding.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Information not available.</td>
<td>Does not have clarity of carry over addition and subtraction.</td>
<td>Has understanding of Algebraic expressions but requires practice. She is able to solve problems related to compound interest.</td>
</tr>
</tbody>
</table>

Life Skills Education (LSE)

She exhibits high energy levels and has acquired self-confidence after joining KGBV.

NAME: KARISHMA MEENA • CLASS : VII • KGBV : INTALI KHEDA

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<tr>
<th>Subject</th>
<th>2009</th>
<th>August 2010</th>
<th>November 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>Unable to read text fluently. There is also need for practice in writing. This includes expression of her views.</td>
<td>Able to read simple texts.</td>
<td>Reads text with comprehension. Can write answers of questions related to texts.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Can identify numbers up to 1000. Does carry over addition and subtraction.</td>
<td>Need for practice of multiplication and division.</td>
<td>Can perform all the four mathematical operations.</td>
</tr>
</tbody>
</table>

Life Skills Education (LSE)

She has now learnt to articulate her feelings, expressions and opinion. She is a helpful person and appears happy and healthy.

NAME: LALITA KALELIA • CLASS : VII • KGBV : INTALI KHEDA

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<tr>
<th>Subject</th>
<th>2009</th>
<th>August 2010</th>
<th>November 2010</th>
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<tbody>
<tr>
<td>Language</td>
<td>Has difficulty in reading sentences.</td>
<td>Is able to read sentence with understanding</td>
<td>Reads text and stories with comprehension. Can write answers of questions related to texts.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Can identify numbers up to 1000. Does basic addition and subtraction.</td>
<td>Can identify numbers up to 1000. Does carry over addition and subtraction.</td>
<td>Can perform all the four mathematical operations. Can identify simple geometrical figures.</td>
</tr>
</tbody>
</table>

Life Skills Education (LSE)

She has emerged as leader. She actively participates in all the activities of the KGBV. She recognises that KGBV is a unique opportunity for her; views the KGBV as a platform to realize her dream of becoming a Police person.

NAME: CHETNA • CLASS : VIII • KGBV : SEMARI

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<th>Subject</th>
<th>2009</th>
<th>August 2010</th>
<th>November 2010</th>
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<tbody>
<tr>
<td>Language</td>
<td>Reads text but there is problem in comprehension.</td>
<td>Reads but there is problem in comprehension.</td>
<td>She reads with comprehension and follows punctuation. Also responds to questions based on comprehension.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Able to solve carry over, addition and subtraction. Does not have clarity of place value, and relationship between units and tens.</td>
<td>Can identify numbers up to 100. Can do basic addition and subtraction.</td>
<td>Has developed understanding of place value and fractions. Performs all the four mathematical operations.</td>
</tr>
</tbody>
</table>

Life Skills Education (LSE)

SOCIAL SKILL: Chetna cares for her friends; she renders help whenever there is need. She has developed the skill of influencing her environment positively with her pleasant personality.

HEALTH: She has learnt to enjoy her beauty and is conscious of personal health and hygiene.

NAME: SANGEETA MEENA • CLASS : VIII • KGBV : SEMARI

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<th>Subject</th>
<th>2009</th>
<th>August 2010</th>
<th>November 2010</th>
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</thead>
<tbody>
<tr>
<td>Language</td>
<td>Can read words with only ‘aa’ ki matra. Does not read sentences.</td>
<td>Reads sentences with understanding.</td>
<td>Reads simple text with comprehension.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Can identify numbers up to 100. Does basic addition and subtraction.</td>
<td>Able to solve statement problems related to addition and subtraction.</td>
<td>Performs all the four mathematical operations. Is able to construct square, triangle and rectangle in Geometry.</td>
</tr>
</tbody>
</table>

Life Skills Education (LSE)

SELF CONFIDENCE: Sangeeta has emerged as a confident girl after joining KGBV. She participates in all activities of the KGBV with a sense of responsibility. Earlier she used to suffer from a complex regarding her physical challenge. But now recognizes it as her strength.

LEADERSHIP: She comes forward to take up leadership roles in the KGBV.

RELATIONSHIP: She has forged strong social relationships with every girl in KGBV and all the teachers as well. No group activity can be thought of without her participation.

NAME: KAMLA • CLASS : VII • KGBV : MAVLI

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<tr>
<th>Subject</th>
<th>2009</th>
<th>August 2010</th>
<th>November 2010</th>
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</thead>
<tbody>
<tr>
<td>Language</td>
<td>Reads sentences with understanding.</td>
<td>Reads text but there is no comprehension.</td>
<td>She reads stories and poems with comprehension, also answers the related questions.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Can identify numbers up to 100. Can do basic addition and subtraction.</td>
<td>Able to identify numbers up to 1000. Can solve all the four mathematical operations and statement problems.</td>
<td>Can solve all the four mathematical operations and statement problems.</td>
</tr>
</tbody>
</table>

Life Skills Education (LSE)

SELF CONFIDENCE: She has emerged as a confident individual and socially adjusted person. Her confidence is reflected in the fact that she has overcome her compulsive habit.
### NAME: REKHA LOHAR • CLASS: VII • KGBV: MAVLI

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<th>2009</th>
<th>August 2010</th>
<th>November 2010</th>
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</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>Can identify numbers up to thousand. Does carry over addition and subtraction.</td>
<td>Has clarity on place value. Is able to do simple division.</td>
<td>Able to do all the four mathematical operations. However, has difficulty in solving problem sums.</td>
</tr>
</tbody>
</table>

**Life Skills Education (LSE)**

**SELF CONFIDENCE:** Rekha has learnt to seek support from her peer group, remains calm and maintains a positive outlook even during times of stress and sorrow.

**HEALTH:** She is conscious about her personal hygiene and cleanliness.

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### NAME: PARAS NAGARCHI • CLASS: VIII • KGBV: MAVLI

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<th>Subject</th>
<th>2009</th>
<th>August 2010</th>
<th>November 2010</th>
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<tbody>
<tr>
<td>Language</td>
<td>Can read text with comprehension. There is a need for more practice in writing.</td>
<td>Can read fluently. Expresses orally with confidence.</td>
<td>Reads fluently, and also express her views in writing.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Can identify numbers up to 1000. Is able to solve carry over addition and subtraction.</td>
<td>Identifies numbers up to 1000. Solves carry over addition and subtraction.</td>
<td>Performs all the four mathematical operations.</td>
</tr>
</tbody>
</table>

**Life Skills Education (LSE)**

**SELF CONFIDENCE:** For Paras KGBV is an unique opportunity in her life. She takes initiative in all the activities and has evolved in a leadership role.

**SOCIAL SKILLS:** She has positive social relationships with all the girls and teachers in the KGBV.

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### NAME: MEERA MEENA • CLASS: VII • KGBV: DHOL KI PATI

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<tr>
<th>Subject</th>
<th>2009</th>
<th>August 2010</th>
<th>November 2010</th>
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</thead>
<tbody>
<tr>
<td>Language</td>
<td>Couldn't identify alphabets.</td>
<td>Flently reads words with simple Matras.</td>
<td>Reads sentences with comprehension.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Can not even identify numbers upto 100. Can do basic addition and subtraction.</td>
<td>Able to do carry over addition and subtraction but requires more practice.</td>
<td>Performs all the four mathematical operations.</td>
</tr>
</tbody>
</table>

**Life Skills Education (LSE)**

**SELF CONFIDENCE AND SOCIAL SKILLS:** Meera dropped out from her school last year because she didn't feel happy in the KGBV. In fact she was withdrawn and didn't mix with her peer group. But today she is not only more social but also encourages her fellow class mates to continue their studies in KGBV and participate in all activities. Meera has developed positive social skills and is able to seek as well as give support to others.

**HEALTH:** She is aware about the importance of cleanliness and hygiene. She maintains her personal sanitation and hygiene – takes a daily bath, wears clean clothes and keeps her mattresses out side for ‘sunning’.

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### NAME: GANGA MEENA • CLASS: VII • KGBV: DHOL KI PATI

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<tr>
<th>Subject</th>
<th>2009</th>
<th>August 2010</th>
<th>November 2010</th>
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</thead>
<tbody>
<tr>
<td>Language</td>
<td>Couldn't identify numbers up to 100. Can do basic addition and subtraction.</td>
<td>Able to count. Does basic addition and subtraction orally.</td>
<td>Multiplies single digit numbers.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Can not even identify numbers upto 100. Can do basic addition and subtraction.</td>
<td>Does carry over addition and subtraction but requires more practice.</td>
<td>Performs all the four mathematical operations.</td>
</tr>
</tbody>
</table>

**Life Skills Education (LSE)**

**SELF CONFIDENCE AND SOCIAL SKILLS:** She was withdrawn and non-communicative. Now she communicates with her friends, participates in group work and expresses her feelings. She is yet to take time for opening up fully.