

Project Proposal For

ENLIGHT - The Girl Child Education project

(Give the Girl Child A Second Chance to Be in School)

Submitted To:



Submitted by:



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PROJECT PROPOSAL

Overview:

Organization Legal Name	Gram Vikas Trust
Date of Incorporation	30.06.2001
Registration [Number, Act]	Registered Bombay Public Trust Act, 1950 Registration No. E-2875
Tax Exemption [Act]	Registered U/s 12AA & 80G (5) of Income Tax Department.
NGO-DARPAN Unique ID	GJ/2009/0001302
Registration under CSR-1	CSR00000175
FCRA [Yes/No]	Yes Registration No.041990061
Accreditation	Our organizations has Accreditation from: 1. Implementing Agencies Hub at Indian Institute of Corporate Affairs (IICA) 2. Guide Star India 3. Give India 4. Global Giving
Registered Address	A-18, PushapdhanBanglows, Link Road, Near HDFC Bank, Bharuch – 392001, Gujarat
Areas of Operation [States, Regions, Cities]	Gujarat state
Website Address	https://www.gvtbharuch.org
Proposed Project Category [As Per Schedule VII of The Companies Act, 2013]	II. Promote Education
Person of Contact	Mr.RameshKasondra
Designation	Voluntary Founder & President
Contact Number	9662006293
Email Address	trustee@gvtbharuch.org

RATIOANAL OF THE PROJECT:

India is still far from achieving gender equality and its skewed sex ratio of 940 females per 1000 males bears witness to this fact. A girl child in India is often seen as a liability, a 'burden' to pass on. Given the prevailing influence of patriarchal values, right from their birth, a lot many girls bear the brunt of gender inequality, gender stereotypes and are treated inferiorly, as compared to boys.

No matter how talented and ambitious she is, the girl child often receives the shorter end of the stick. In fear of exploitation and abuse, many girls are not sent to school and kept at home only to be married off early. And even if she is not married off, the young girl is still denied a deserving education, quality healthcare, employment opportunities and equal rights that a boy easily gets. While some girls manage to 'escape' from the shackles and try to build a bright future, most resign to their ill fate.

"When you educate a man, you educate an individual and when you educate a woman, you educate an entire family." This declaration is multi-faceted an educated woman has the self-confidence, skills as well as intelligence to understand the need to be a better daughter, sister, wife and mother and make a progressive family. Education is the only tool with which a girl or a woman can empower herself and eventually her family. India holds a strong determination in educating all children, especially the girl child. By declaring education as a fundamental right, India ensures constitutional provisions for providing free and compulsory education to all the children between 6 to 14 years of age. This provision is widely known as the Sarva Shiksha Abhiyan." Even after declaring education as a fundamental right, there are numerous hurdles that prohibit a girl child from actually getting education. The biggest hurdle is the prejudices that families have about girls—like girls are slow learners, they are not rational; they are to be confined inside the domestic household, and why bother about educating them. Only a handful of people have actually realized the importance of educating a girl. Though not a direct cause, the infamous dowry system is also another barrier in girl child education. Families often think of a girl as a burden and often want to save the money for their dowry rather than spending it on her education. Most of the girl's children dropped out after 5th, 8th & 10th standard due to unavailability of higher standard within villages' school and unavailability of regular timely transportation facilities to reach the nearby villages.

BARRIERS TO RECEIVING HIGHER & QUALITY EDUCATION

The education of the girl child in India remains a critical development priority despite significant policy efforts. While enrollment at the primary level has improved considerably, sustaining girls' education through secondary school continues to be a challenge. According to the Ministry of Education's UDISE+ Report (2024–25), the Gross Enrollment Ratio (GER) for girls in India is **97% at the primary level, 92.5% at the middle level, and 70.5% at the secondary level**, highlighting a significant decline as girls progress to higher grades.

Despite strong initial enrollment, many girls discontinue education before completing secondary school. UNESCO (2024) reports that the GER declines at secondary levels due to social barriers, safety concerns, and limited access to schools, particularly in rural and

underserved communities. Economic constraints, household responsibilities, and cultural practices such as early marriage further contribute to dropout rates. According to UNICEF (2020), **27% of girls in India are married before the age of 18.**

Although government initiatives such as Beti Bachao Beti Padhao and Kasturba Gandhi Balika Vidyalaya have helped improve access to education, gaps remain in rural areas. Addressing these challenges requires community-based interventions, improved infrastructure, and stronger support systems to ensure that girls continue and complete their education.

Abuse and violence/safety concerns

A girl child in India often remains vulnerable to abuse, exploitation, and domestic violence, many incidents of which go unreported due to social stigma and fear. Safety concerns are particularly significant in rural areas, where parents are often hesitant to send their daughters to schools located far from their homes. According to the National Crime Records Bureau (2023), 177,335 cases of crimes against children were registered in India, with kidnapping and abduction accounting for nearly 45% and sexual offences under the POCSO Act about 38% of reported cases. Girls constitute a large proportion of victims in these crimes.

Such safety concerns directly impact girls' access to education, particularly at the secondary level when schools are often located at greater distances. Lack of safe transportation, poor infrastructure, and social restrictions further limit girls' mobility and educational opportunities. Addressing these barriers through community awareness, improved safety measures, and mobility support initiatives is essential to ensure that girls can continue their education with confidence and security.

Equipped schools

Due to extreme taboos, lack of affordable sanitary napkins, lack of decent functioning toilets, and inadequate school infrastructure, several teenage girls of menstrual age lag in schooling.

Why is the education of the girl child important?

In many parts of India, awareness about the importance of girls' education remains limited. In several communities, families still prioritize spending on marriage expenses over investing in a girl child's education. Such social attitudes continue to restrict opportunities for girls and limit their long-term potential. Education plays a crucial role in empowering girls, enabling them to make informed decisions, improve the well-being of their families, and contribute to social and economic development. Educated women are more likely to participate in the workforce, support the education of their children, and help build stronger and healthier communities.

Recognizing this, the Government of India has introduced initiatives such as Beti Bachao Beti Padhao and Kasturba Gandhi Balika Vidyalaya to promote girls' education. While these programs have improved access, continued community engagement and awareness are essential to ensure that every girl receives equal opportunities to complete her education.

SUPPORT A GIRL CHILD PROGRAMME TRANSFORM LIVES:

The Girl Child Education Programme supports approximately 400 girls each year in the project area to continue their education and achieve their full potential. Through the generous support of partners and donors, many girls who are at risk of dropping out of school due to financial hardship are able to continue their studies and pursue higher education.

The program identifies promising and motivated students who may discontinue their education after 5th, 8th, 10th, or 12th grade due to unavailability of transportation & economic constraints. A transparent selection process—including applications, home visits, and personal interviews—is used to identify deserving candidates from economically disadvantaged families.

Selected students receive bicycle & educational aids assistance that helps cover essential educational expenses

With modest financial support, these girls are able to remain in school, perform well academically, and pursue higher education. Many beneficiaries successfully transition into gainful employment or entrepreneurship, becoming financially independent and contributing to the well-being of their families. By investing in girls' education, the program not only transforms individual lives but also contributes to long-term social and economic development within the community.

THE GOAL OF THE PROJECT:

The main purpose of the project is girl child access to basic education through supporting the re-enrolment and retention of girls missing out of schools as well as dropped out or likely to drop out in remote & interior villages of Bharuch district.

THE PROJECT OBJECTIVES:

- To improve capacities in rural tribal communities to effectively respond to issues of girl child education.
- To reduce the number of girls not attending school in rural communities by supporting 300 girls with logistics to re-enroll or continue their schooling.
- Project Intended Results:
 - The expected results of the interventions have been summarized as follows:
 - People in 45 rural communities will become more aware on the need to re-enroll.
 - Management structures of 45 rural schools will be enhanced to effectively handle issues of girl child education.
 - Comprehensive data on number of girls not attending school gathered in from Project villages.
 - 400 out-of-school girls / dropped out/likely to dropped out girls will be supported to enroll & re-enrol into schools in communities.

PROJECT DESCRIPTION:

In pursuit of the project objectives, we wish to engage with all who matter in this issue. The use of dialogue meetings, workshops, drama and other media shall be employed to embark on this sensitization and advocacy drive. To achieve this, our target group shall include SMCs, children missing out of school, the school children and mothers. Our strategy will involve engaging directly with the affected children. Our focus will be to register, mobilize and engage with these missing out children to advocate for their rights to education through drama, community fora and other engagement mediums. The project will promote greater equality among women and men. It will ensure greater participation of women in all aspects of the interventions. It will enable women and men to collaborate and work together using participatory strategies. Gender will be integrated in all reports and documentation.

NO OF BENEFICIARIES:

300 Girl Children of different discipline

METHODOLOGY:

- The student who selected under Girl Child Education programme will support to complete their education.
- The girl child student who selected have to regularly attend the school daily.
- Girl Child must be enrolled in higher standard in nearby villages schools.
- Family income must be less than or equal to INR 4,00,000 – 5,00,000 (4 -5 Lakhs) per year.
- The girl children who have single parents or without parent will give priority for selection.

SELECTION PROCESS:

The selection process of Girl Child Education Programme is a multi-stage process where girl child will be selected after the assessment of the financial needs of the girls. The key steps of the selection process are mentioned below:

- ✓ The girl child who are dropped out / likely to dropped out given priority.
- ✓ The girl child from the community selected based on high dropout rate in the village.
- ✓ Screening of girl child based on financial need.
- ✓ The girl child will be selected based on committee comprise of village leader, teacher and GVT representative.
- ✓ Door to door visit by GVT representative to cross check the need of support.

EXPECTED OUTCOME:

Educating girl children changes everything. When a girl child in project area receives an education, she marries later and has fewer children. When she earns an income, she reinvests it in her family, improving her children's health, education and wellbeing, and she contributes to the development of her community and nation. When we invest in girl child we all win! We

empower the next generation to reach their potential as leaders committed to the growth and development of their community.

LONG TERM IMPACT:

- 300 Girl Child will get a support to re-enroll / retention/ continue their education.
- Girl Child Labor will be discouraged in the communities.
- Female Literacy rate will be increased among the communities.
- Other Girl Child will also be encouraged to get support for the programme.
- Improvement in the socio-economic status of the families.
- Parents seems self-assured confident and happy for their girl child education and building their future.
- New found dignity amongst weaker section in particular & people in general

PROJECT TEAM & PERSON:

- Mr. Ramesh Kasondra (Founder & President) & Arif Vohra (Programme Lead) will be core responsible person.
- GVT Field Officers (Ms.Jaypriya Thakor) will support in the programme.
- We will take support from other likeminded village leaders and teachers for the volunteering in the Girl Child Education programme.

PROPOSED BUDGET:

Sr.	Description	Unit	Unit Cost	Total Amount	Remarks
1	Identification of beneficiaries	300			300 BenefAlready Identified
2	Procurement & distribution of bicycle Lady bird	300	5600	16,80,000.00	Rate are based on last purchased order
3	Bicycle transportation				
	Villages of Vagra block	75	100	7,500.00	
	Villages of Netrang block	50	200	10,000.00	
	Villages of Jhagadia & Valia blocks	150	150	22,500.00	
4	Educational aids such as school bags, note books, uniforms etc	300	1000	3,00,000.00	
				20,20,000.00	
5	Programme reporting & Monitoring @ 8%			1,61,600.00	
6	Contingency	1	400	400	
	Total Amount Requested Rupees			21,82,000.00	
Note: Cost per Girl Child Rs.7272.00 per year In USD \$ 85.00 per year					

IMPACT OF GIRL CHILD HIGHER EDUCATION PROJECT

In
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picture 3: Girls in who received bicycle in Uttiya village, Jagadiya block.

The bicycle project identifies aspiring girls from lower-income families who are at risk of dropping out of school due to various challenges, such as limited transportation facilities and concerns about safety and security during their commute to and from schools in the villages.

The key impact findings include the following:

- Increased enrolment: Increased enrolment and attendance up to 100 percent from Grades VIII to XII. The project has effectively addressed commuting challenges, ensuring students' ease of access to education.
- Improved academic performance: This project has contributed to improved academic performance, with students benefiting from increased study time both at school and home. The enhanced accessibility to education has positively impacted students' dedication to their studies.
- Enhanced safety and reduced concerns: The project has addressed safety concerns during commuting, particularly for girls, by promoting group cycling. This has resulted in reduced concerns about issues like eve-teasing, and providing a safer environment for students during their travel to and from school.
- The impact evaluation highlighted an impressive increase of around 80 percent in the number of rural tribal girls completing their 10th and 12th Grades.
- Reduction in Child Marriages and Child Labour: The project's success in reducing girls' dropout rates has a positive impact on reducing child marriages and child labour. By ensuring girls continue their studies beyond Grade VII, the project contributes to breaking the cycle of early marriages and child labour.

Other findings: FGDs emphasize the profound impact of education on the mindset of girls. Despite facing daily challenges, girls expressed unwavering determination to pursue higher education. Their commitment stems from the recognition of education's pivotal role in shaping a better future, highlighting the transformative power of the bicycle project beyond the physical aspect of transportation.

In summary, the bicycle program has brought about transformative positive impacts, spanning educational, physical, and social dimensions in the lives of girls in rural areas.

- **Recommendations**

- Develop a long-term sustainability plan for the bicycle project - considering funding sources, maintenance strategies, and community involvement. Explore the possibility of involving local entrepreneurs in bicycle-related businesses.

- **Case study**

Case Study no: 1: Safe Riding to School

Bhavya (name changed), a determined 13-year-old student studying in Grade VIII at Sardarpura Primary School in Jhagadia block, Bharuch district, dreams of becoming a teacher. However, her education journey faced obstacles due to transportation challenges and her family's modest means. Living in a village where schooling only extends up to Grade V, Bhavya had to travel over three kilometres daily to reach school, impacting her attendance and academic performance. Transportation irregularities, especially during monsoons, further exacerbated the situation.

To address transportation barriers, GVT initiated a bicycle project aimed at supporting needy children like Bhavya. Recognized by the Head Teacher for her academic dedication, Bhavya became a program participant of this project, receiving a bicycle to facilitate safe and uninterrupted access to education. The bicycle provided by GVT has not only enabled Bhavya to attend school punctually but has also empowered her to handle daily tasks efficiently. Riding alongside other girls, the project has fostered a sense of safety and security during their commute, mitigating risks such as eve-teasing and abuse.



Despite facing challenges like poorly maintained roads and difficulties in riding bicycle during her menstrual period, Bhavya expresses profound gratitude for the project's invaluable support. She acknowledges the financial strain on her parents for repairs but recognizes the privilege of having a bicycle, which has significantly improved her academic performance and overall well-being.

Bhavya's journey underscores the transformative impact of targeted interventions in education, particularly in addressing transportation barriers for underprivileged students. Expressing her gratitude, Bhavya says, "I can go to school before the time and not miss my attendance. I get more time in school and home for playing and learning which I never got earlier." Through initiatives like the bicycle project, GVT plays a vital role in ensuring equitable access to education, empowering students like Bhavya to pursue their dreams and aspirations.

Case study no: 2 – Bicycle leads to easy commute to school

Seema (name changed), a determined 13-year-old studying in Grade VIII at a primary school, faces the challenges of coming from a low-income and marginalized family. Living in Koylivav, Valia block in Bharuch district, where her parents work as daily wage laborers, Seema often experiences scarcity of food when work is scarce. Despite these hardships, Seema aspires to become a nurse and dreams of pursuing higher studies. However, financial constraints make it challenging for her to realize these dreams.



Before receiving a bicycle from GVT, Seema encountered difficulties in commuting to school, which is more than two kilometres away. Reluctant to burden her family with additional expenses for transportation and study resources, Seema chose to walk, impacting her studies and health. The bicycle program initiated by GVT became a transformative opportunity for Seema when her good academic performance led to her recommendation by the school teacher and Vidyasathi.

Recalling the challenges she faced before owning a bicycle, Seema mentioned health issues and the struggle to reach school during the monsoon season. With the support of the bicycle program, she now rides to school with other girls, reducing the stress of daily commuting. Despite occasional challenges like bicycle repairs due to poor road conditions and financial constraints, Seema is grateful for the improved regularity in attending school.

Expressing gratitude for GVT's support, Seema said, "I never thought I would earn a bicycle as my parents cannot afford it. But GVT made my dreams come true. I can commute to school without struggling to walk. I get time to study and I can reach my dream job." Seema highlighted the positive impact on her attendance and academic performance, providing her with more time for studying and leisure. Additionally, the bicycle has become a valuable asset for household chores, such as buying groceries. In her free time, Seema enjoys teaching her two sisters how to ride a bicycle, showcasing the ripple effect of support in her community.