Kasturba Gandhi Balika Vidyalaya (Kgbv) is a Model for Enrolment of Disadvantaged Girls

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Abstract

Enrolment and Retention of the children in schools are important for assessment of any educational system. Girls Education especially those belonging to deprived social groups are of primary concern in Sarva Shiksha Abhiyan. Efforts are being made to focus on gender concerns in various activities of SSA. Bridging gender disparity and empowering women is the one of the Millennium Development Goals (MDG) of the UNO. To attain this goal, a lot of provisions, policies, schemes, and programs have been adopted and launched at international, national and also state levels. As we know education of woman is very vital not only to make a good family but also a good nation because the child, the future citizen, learns reforms, good conduct and human virtues from his or her mother. So in our state, a handful of schemes and provisions made to educate and empower the girls. The KGBV is an innovative and constructive step of the Govt. to strengthen the education of disadvantaged girls. This paper highlights about the enrolment status of girls in KGBV of Dhenkanal District and on the basis of the findings suggestions were given for better functioning of the KGBV’s in Dhenkanal district as well as Orissa.

Keywords: KGBV, Girls education, , Enrollment and Gender gap.

Just a start

The National programme for Education of Girls (NPEGEL) at elementary level is being implemented by the Department of Education which adopts community based approach for the development of children under difficult circumstances to check drop out of girls, working girls, girls from marginalized social groups, girls with low levels of achievement to gain quality elementary education and develop self esteem of girls. Similarly, the Kasturba Gandhi Balika Vidyalaya Scheme (KGBV) is an innovative and constructive step to empower the girls strengthening their elementary education. The scheme enables opening of special residential schools for girl child belonging to Scheduled Castes, Scheduled Tribes, Other Backward Castes and Minority in educationally backward areas having low female literacy.
Kasturba Gandhi Balika Vidyalaya (KGBV) is a scheme launched in July 2004, by Government of India for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minority communities. The scheme is being implemented in educationally backward blocks of the country where the female rural literacy is below the national average and gender gap in literacy is above the national average. KGBVs will be set up in those EBBs that do not have residential schools for elementary education of girls under any other scheme of Ministry of Social Justice and Empowerment and Ministry of Tribal Affair. The scheme provides for a minimum reservation of 75% of the seats for girls belonging to SC, ST, OBC or minority communities and priority for the remaining 25%, is accorded to girls from families below poverty line. The scheme of the KGBV ran as a separate scheme but in harmony with the Sarva Shiksha Abhiyan (SSA), National Programme for Education of Girls at Elementary Level (NPEGEL) and Mahila Samakhya (MS) for the first two years, but has since 1st April, 2007 merged with the SSA programme as a separate component of that programme. As on 30th September, 2014, a total no. of 3609 KGBVs were sanctioned out of which 3593 (99.56%) are operational. 3.52 lakh girls have been enrolled in these KGBVs out of which 21525 (6.10%) girls are enrolled from Muslim Community. iii. Socio-economic reasons and reluctance of the community to send girls to residential schools are the main reasons for low enrolment amongst educationally backward minorities. In order to promote elementary education amongst girls, opening of schools in the neighbourhood to make access easier for girls, appointment of additional teachers including women teachers, free textbooks, free uniforms, separate toilets for girls, midday meal programme to improve nutrition levels, gender sensitization of teachers, gender-sensitive teaching-learning materials and intensive community mobilization efforts to promote girls education, are being undertaken by the Government.

Objectives of KGBV

The main objectives of the Kasturba Gandhi Balika Vidyalaya scheme are: • Facilitate retention of girls • Ensure greater participation of girls in education • Develop and promote facilities to provide access to girls belonging to disadvantaged groups like SC and ST • Improve quality of education • Stress upon the relevance and quality of girls’ education for their empowerment Madhya Pradesh is following Model 1 and 3 of GOI guidelines. 15 Model 1 KGBVs are New upper Primary school with 100 seater hostel facility.
185 Model 3 KGBVs are Residential facility for girls with existing middle schools.

**Review of Related Literature**

National Evaluation of Kasturba Gandhi Balika Vidyalaya scheme, Gender Unit, TSG- Ed.CIL, (2007) conducted a study with the major aim of the study was to assert whether the objectives of the KGBV scheme were being met in operationalised KGBV schools. The study was undertaken in 12 states of Andhra Pradesh, Arunachal Pradesh, Bihar, Gujarat, Himachal Pradesh, Jharkhand, Karnataka, Madhya Pradesh, Orissa, Rajasthan, Tamil Nadu & Uttar Pradesh. Main findings: In all states, as new buildings were coming up at the time of evaluation, most KGBVs were in temporary places (rented or otherwise). In eight of the 12 States visited all the KGBVs sanctioned were functioning. In remaining States like Bihar (18), Jharkhand (19), Orissa (7) and Uttar Pradesh (27), KGBVs were yet to be set up. KGBVs in most of the states had a high proportion of older girls who had dropped out. In States like Arunachal Pradesh, Bihar, Gujarat, Rajasthan and Uttar Pradesh never enrolled girls were also admitted in the KGBVs. Their proportion varied from 69% in Gujarat to 11% in Rajasthan. Across the States, girls in most of the KGBVs seemed to have settled down well, were happy and confident. By and large, the retention of girls was fairly good in most of the KGBVs visited. Curriculum in many KGBVs was quite enriched. The teachers were not familiar with techniques for accelerated learning. There was need for a policy/guideline for the recruitment and training of KGBV teachers and some kind of forward planning for the teachers to motivate them. Many of the part-time teachers were young with a lot of potential. In most KGBVs the local community seems to be playing an active / positive role. All the state governments have paid special attention to the security and safety of the students. In almost all the KGBVs, the real guardians were the cooks, helpers and in some they were wardens / part-time teachers. The teachers and all those involved in the management of the KGBVs showed a high level of commitment. Parents want KGBVs to be extended to class X. Some states like Andhra Pradesh have already extended the programme to class X. MHRD, (2014) review report says that in Odisha one KGBV demonstrated an ideal plan to identify every out of-school girl and manages the KGBV with great care and commitment. Equally part-time teachers are selected carefully – after public announcement of positions available in the newspapers. The team noted that one of the outcomes of this process is that all the children
could read fluently. All the students have a Post Office Savings account and the stipend of Rs. 50 per month is deposited in that bank account. The PO releases this amount on admission to Class IX or on marriage.

SSA West Bengal, (2009) conducted a study on glimpses on kasturba gandhi balika vidyalaya south 24 parganas and found that Tutors selection has been very satisfactory. They were all well qualified, young and energetic. In Janopriya Nagar Janapriya KGBV the wardens belong to minority who have completed their education with lot of difficulties in those educationally backward blocks. They are excellent role model / mentor for the girls. Tutors appeared to be friendly and close to the students, generating a pleasant working atmosphere. The headmaster used to keep in touch about day to day study of KGBV girls. As mentioned in the introduction the hostels have been positioned as hostels attached to a school. This is indeed noteworthy – especially in the light of the fact that the ratio of primary schools to upper primary is almost 5.28 (DISE, 2005) and the KGBV could have enabled the government to enhance in-take at the upper primary levels. By catering to girls who have already enrolled – the scheme has not been able to reach out of out-of-school girls. Self-help Groups were asked to bid or (apply for) running the hostel and this was done through local advertisement and through the education department functionaries and teachers. The KGBV hostels are managed under the overall supervision of the Head Master of the school in which it is located.

In Dhenkanal District one KGBV has been sanctioned and it is functioning smoothly in Dangapal UPS. which has now been converted to High School. For the year 2009-10 the sanctioned student strength was 100 but due to some local problem only 99 students are reading there. One fresh proposal is also given for one more KGBV at Hindol Block.

**Objectives of the Study**

1. To find out the scio economic background of the students and identify the reasons for dropout or not enrolling into the school.

2. To evaluate the functioning of the schemes as per the norms stipulated by the State and Central Governments and innovations made by various institutions, schools, parents, community, VEC, NGO’s in implementation.

3. To record the perceptions about KGBV among public, teachers and students.
4. To identify the problems faced by SSA officials NGO’s in implementing the scheme.
5. To bring out case studies of successful girls.
6. To assess the adequacy of infrastructure, girl friendly environment, safe drinking water, food, medical, counseling facilities etc.
7. To enlist the kind of life skill education & co-curricular activities given the scheme.
8. To examine the functioning of VEC, to help in reducing the gender gap in education.

**Methodology of the Research**

For conducting the research survey method was adopted. The research was conducted on the KGBV of Dhenkanal District situated at dangapal UPS of kankardhard block. As sample of the study twenty five parents, 10 students of each class one warden and two part time teacher and one full time teacher were selected for collecting data. Interview, individual interaction, observation and focus group discussion was employed for collection of data.

**Finding of the Study**

It is found that most of the students are belongs to juang KGBV scheme is a blessing opportunity for the never enrolled and dropout girls to continue their education. Vocational training given to girls will help them in case of not continuing their education. Self confidence of the students has been enhanced.

There is a need for teachers to get trained not just on the various methods of teaching but on the objective of the scheme which is to reduce the gap.

Apart from providing curriculum based education, KGBV scheme played the important role to provide personal hygiene management education to the students.

Student’s opinion on teaching method revealed that they are happy with the new methodologies like ABL, and other innovative methods which were not earlier present in the regular schools. In general the students were happy to see and operate the computer. Remarkable changes are marked in the students of KGBV. They are now engaged in Vocational work like preparation of Candle, Instant stick, Phynale making, they have also learnt dance. Individual attention to the students is good as the teacher pupil ration is comfortable.
As far as the Library usage is concerned there are number of useful books in the libraries but the percentage of use is less than 10%. As regards the stationery given, all the students expressed satisfaction over the provision. The environment of the school is very appealing and students are surrounded with green environment. But the space within the building is limited and hence same space is used for multipurpose most of the students expressed that more holidays could be given instead of providing only on festive days. There is a feeling that the students are in 24 hours school atmosphere with academic activities. The children must feel childhood atmosphere to enjoy childhood without assigning any academic duties for few hours.

Being residential school providing residential teachers is a blessing to children, that teachers have plenty of time spend with children to cull out their problems. Another major observation is that the syllabus is heavy, being dropout and lost studies it is difficult to move on the ladder 6, 7, 8 classes. So there has to be some consideration to give a light syllabus but train those on analytical skills to understand the subject to get mainstreamed. Parents are not aware about the KGBV Schemes and the involvement in various activities done by the school.

As far as the students learning difficulties are concerned, students face issues in learning science, Maths and English. Teachers are more concerned with completion of syllabus and coaching to score marks rather than teaching thoroughly. Parents will be willing to send their girls to further education when same kind of support is extended without burdening them. Books, reading materials and other teaching aids received by schools have not been utilized properly. Parent Teachers Association meeting is normally not conducted as per the norms.

**Recommendation**

1. More innovative teaching methodology can be adopted. KGBV students could be integrated with formal school children in various competitions, cultural activities.

2. Individual counseling session, at least weekly once can be recommended.

3. Special attention to slow learners could be given more.

4. It is necessary that ten life skills must be taught to the inmates.

5. Professional training may be extended. All the teachers as per the SSA norms must be residential in KGBV school.
6. Awareness about KGBV schools among the public could be increased.
7. The mark system and scoring may be replaced with grading system.
8. PTA meeting must be conducted regularly.

Conclusion
The evaluation of the KGBV scheme of SSA: - Dhenkanal has contributed for reducing the gender gap in education in the kankadahard blocks of the district to the number of students admitted into KGBV School who otherwise would have remained dropped out or never enrolled. It is a revival of interest to continue their studies for many girls. In the absence of such school the students would not have had the chance of getting into school particularly the never enrolled and the students from poor economic background and the parentless. The KGBV school children must have a different syllabus and instead of mainstreaming them, it is better that they have an exclusive school till 12th standard accommodated under Public Private Partnership.

References
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