

A STUDY ON EDUCATIONAL DEVELOPMENT OF GIRL STUDENTS THROUGH KASTURBA GANDHI BALIKA VIDYALAYA IN INDIA.

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Abstract: *The rate of girl education has always been lower in India. Especially the education of girls is stopped in between. Behind this, social, economic and domestic reasons work for many reasons. Even then this rate is very high in backward classes. In view of these problems, after intense discussion, the government started Kasturba Gandhi Balika Vidyalaya (KGBV). The Kasturba Gandhi Balika Vidyalaya Yojana was launched by the Government of India in 2004 to establish residential upper primary schools in remote rural areas for scheduled castes, tribes and backward class girls. The Kasturba Gandhi Balika Vidyalaya Yojana was started as a separate scheme for the first two years in sync with the Sarva Shiksha Abhiyan, the national programme for primary education for girls and the Mahila Samakhy Yojana, but on April 1, From 2007 it was merged as a separate component in the Sarva Shiksha Abhiyan.*

Key-words: *Status of men and women ,KGBV ,Features , Purpose , Key component plan , Situation in Rajasthan.*

I. INTRODUCTION

Women and men are not seen with one eye in the society. There is a difference in the ability of woman and man in nature. Woman is prepared for household chores; similarly, adolescent girls from their young age only do household chores. More interest in it is encouraged. The situation in India in terms of profession is not as favourable for women as it is for men to do a hard work out of nowhere easily whereas for women a certain safe environment is required and she can do professional employment done in the same environment, can work and can be seen directly related to the economic condition of the people of the society because all the family members are employed and their goal is to make their family's economic progress. This is why the family member would be able to support the family financially, but the family would like to spend more on it because in the patriarchal society, the girl has to marry and go to another house, so the family would be able to support the family less than the boy. Therefore, boys are always given priority in education and other matters, although this distinction has remained Afghan in affluent families because they can run their jobs easily by giving education to both boys and girls and they will be able to do any work on their financial condition. It does not matter and the condition of society is better.

The situation of security of men and women is not so beautiful in India, that anyone can come anywhere and do the

work they want, so sending girls to remote schools in rural areas will help their parents. The father shrugs and is forced to leave the school if he is away from school until his youth. Social status to maintain social balance in Indian society is also the traditional thinking that women should act by provoking women, they should work outwardly in order to maintain a social balance and remain normal to the family, where this social balance is written, there are families scattered, so it is also true to some extent that women cannot be considered to be the same work and a scene from the beginning at every level because it has created such a man and woman in nature.

Girls' mental state: Naturally girls and women have different mental status than men, they are more interested in the work of home work and their pictures are different while the areas of interest of men are more in outdoor work due to this Also girls are not given much importance in education because Indian traditions have always been on scientific grounds but during long time these traditions become conservatism and due to some ignorance, women are deprived of education.

New orthodox thinking is presently developing a kind of new and orthodox thinking in India which is related to education and this thinking related to education of both men and women has taken a terrible form in today's society. According to this thinking, It is believed that the educated person should be a boy or a girl, will not do household work, traditional work or agricultural work and he will not be encouraged for this work and the rest of the people who are less educated illiterate will do the house work. . By writing, the boy or girl feels ashamed to do the traditional work. Whereas in reality all types of traditional work is also an employment. Quitting these functions is also increasing the structural unemployment rate in India and traditional arts are disappearing, which is not the case in Western society. The openness there is in their dress and their thinking and the freedom it is given is also the reason that women are also encouraged to do everything and every work is ready to do, whereas in India the situation is completely opposite. After studying here, women are left to do traditional work, but the interest in doing new work is given only because of this, the thinking of society is against giving education to girls.

II. OBJECTIVES AND SCOPE OF THE SCHEME:

The scheme would be applicable only in those identified Educationally Backward Blocks (EBBs) where, as per census data of 2001, the agricultural female literacy is below the national average and gender gap in literacy is quite the

national average. Among these blocks, schools could also be found out in areas with: concentration of tribal population, with low female literacy and/or an outsized number of women out of school; concentration of SC, OBC and minority populations, with low female literacy and/or an outsized number of women out of school; areas with low female literacy; or areas with an outsized number of small, scattered habitations that don't qualify for a faculty the standards for eligible EBB are going to be an equivalent as within the NPEGEL scheme of SSA.

Gender disparities still continue rural areas and among disadvantaged communities. Watching enrolment trends, there remain significant gaps within the enrolment of women at the elementary level as compared to boys, especially at the upper primary levels. The target of KGBV is to make sure access and quality education to the women of disadvantaged groups of society by fixing residential schools with boarding facilities at elementary level. The components of the scheme are going to be as follows:

fixing of residential schools where there are a minimum of fifty girls predominantly from the SC, ST and minority communities available to review within the school at the elementary level. The amount are often quite 50 counting on the amount of eligible girls. Three possible models for such school are identified and given at Annex.I(a) to I(c).

- to supply necessary infrastructure for these schools
- to organize and procure necessary teaching learning material and aids for the schools
- to place in situ appropriate systems to supply necessary academic support and forevaluation and monitoring
- To motivate and prepare the women and their families to send them to residential school

At the first level the stress are going to be on the marginally older girls who are out of faculty and were unable to finish primary schools (10+). However, in difficult areas (migratory populations, scattered habitations that don't qualify for primary/ upper primary schools) young women also can be targeted. At the upper primary level, emphasis are going to be on girls, especially, adolescent girls who are unable to travel to regular schools in sight of the targeted nature of the scheme, 75% girls from SC, ST, OBC or minority communities would be accorded priority for enrolment in such residential schools and only thereafter, 25% girls from families below poverty level. Established NGOs and other non-profit making bodies are going to be involved within the running of the faculties, wherever possible. These residential schools also can be adopted by the company groups. Separate guidelines are being issued within the matter.

Kasturba Gandhi Balika Vidyalaya School

The Government of India has introduced the Kasturba Gandhi Balika Vidyalaya Scheme to open 750 residential schools (including accommodation facilities) at the elementary level for girls belonging to SC / ST / OBC / minority communities living in remote areas of the country. . This new scheme, under the Department of Elementary Education and Literacy, schemes like: SarvaShikshaAbhiyan, National Program for Girls' Education at Elementary Level

and will work in collaboration with MahilaSamakhya.

The Government of India has shown its commitment to provide education to all. Despite this, India has the lowest female literacy rate in the continent of Asia. According to the 2001 census (Source- India 2006, Publication Department, Government of India), only 53.67 percent of the country's female population of 49.46 crore were literate. This means that about 22.91 crore women in India today are illiterate.

This low level of literacy has a negative impact not only on the standard of living of women but also on the economic development of their family and country. Studies show that illiterate women generally have high maternal mortality, low nutritional status, low income earning capacity and very little autonomy in the family. Illiteracy in women also has a negative impact on the health and well-being of their children. For example, a recent survey shows that there is a deep correlation between infant mortality and educational status of mothers. Additionally, the lack of educated population is hindering the economic development of the country. Kasturba Gandhi Girls School was started by the Government of India in the year 2006-07 under a series of residential schools promoting girl education. Under this, a total of 750 Kasturba Gandhi Girls' Schools (KGBVs) have been targeted to be opened in the country. Under this, girls are provided with education up to 12th hostel facility. Under Kasturba Gandhi Balika Vidyalaya (KGBV), the central and state governments bear the expenses in the ratio of 75:25.

KGBV Schools defined as residential Schoolshas gone. These schools are mainly SC, ST, other Backward class and minority community girls from rural areas. It is related to providing education by providing residential facilities to them. These schools have been opened mainly in every development block of the district where these girls are provided with education in class 6,7,8 and in all three classes. A total of 100 girls are enrolled for one year. In school All materials of food, residence and daily use with educational material to girls facilities are provided free of charge.

Features of Kasturba Gandhi Balika Vidyalaya (KGBV)

1. Under the SarvaShikshaAbhiyan, priority is given to girls belonging to SC / ST / OBC / minority communities.
2. In this scheme, all the girls are provided with accommodation and lodging along with education.
3. Kasturba Gandhi Balika Vidyalaya (KGBV) has been prepared under SarvaShikshaAbhiyan, National Girl Child Education Program and MahilaSamakhya programs.
4. Of the girls studying in Kasturba Gandhi Balika Vidyalaya, 75% belong to SC / ST, Backward Class and minority groups, while 25% seats are reserved for girls from BPL families.

The purpose of Kasturba Gandhi Balika Vidyalaya

1. To provide education environment to girls in a safe environment.
2. To provide equal opportunity for backward class girls to read and write.
3. For the girls of BPL families who drop out in between, these schools are helpful in studying further.
4. For Kasturba Gandhi Balika Vidyalaya (KGBV) scheme,

such places are selected to open schools, where girls from backward and poor families can also reach them easily.

5. Increasing the girl child education rate is an important goal of this scheme.\

Key components of the plan

Establishment of residential school in a place where at least 50 girls belonging to SC / ST / OBC / minority communities are ready or available for primary education. This number can also be more than 50, depending on the eligible girl child. Three possible models for such a school have been identified and are given in Schedules 1 (a) to 1 (c). The revised financial norms will be applicable for the new Kasturba Gandhi Girls School accepted after April 1, 2008. Whereas for 2180 working schools, the remaining amount sanctioned will be payable on April 1, 2008 for the amount released till March 2007.

- Providing necessary infrastructure facilities to these schools.
- Providing teaching-proficiency materials and support for the school.
- Provision of appropriate mechanisms for providing necessary academic support and for evaluation and conduct.
- To motivate and prepare parents and girls for sending girls to residential schools.

At the primary level, there will be emphasis on slightly older girls who are out of school and unable to complete their primary school. However, girls of older age from remote areas (nomadic population and scattered habitat where primary / upper primary school facilities are not available) may also be included. The emphasis will be on upper primary level, especially adolescent girls who are not able to attend regular school.

As per the guidelines of the scheme, preference will be given to enrolment of girls belonging to SC / ST / OBC / minority communities in 75% seats in such residential schools. After them only the remaining 25 percent seats will be enrolled for such girls who come from families living below the poverty line.

As far as possible, established voluntary organizations and other non-profit bodies will be involved in running such a school. These residential schools can also be adopted by business houses. A separate guideline has been issued in this case.

Situation in Rajasthan

Kasturba Gandhi Balika Vidyalaya Scheme was launched to establish residential schools of upper primary status for girls, especially girls belonging to Scheduled Castes, Scheduled Tribes, Other Backward Classes and Minorities. This scheme is being implemented in the educationally backward areas of the country where rural women literacy is backward at the national rate and the gender gap in literacy is above the national rate. The purpose of Kasturbarba Gandhi Balika Vidyalaya Scheme is to set up residential schools to provide good education to girls from disadvantaged sections of the society.

The scheme has been implemented in 27 states and union territories. These include Rajasthan, Tamil Nadu, Karnataka, Andhra Pradesh, Arunachal Pradesh, Bihar, Chhattisgarh,

Dadar and Nagar Haveli, Delhi, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Madhya Pradesh, Maharashtra, Manipur, Assam, Meghalaya, Mizoram, Nagaland, Odisha, Punjab, Tripura, Uttar Pradesh, Uttarakhand and West Bengal.

According to the current census data, in early 2010–11 the expansion of KGBV was done in all the educationally backward areas with low rural female literacy. According to the latest data received, the government has so far approved a total of 2578 KGBVs. Of these, 427 KGBVs have been approved in Muslim areas, 612 Scheduled Castes and 688 Scheduled Tribes.

200 KGBVs established in Rajasthan, each has been set up under either the SarvaShiksha Abhiyan (SSA) or the National Secondary Education Campaign (RMSA), both of which are programs to prevent the problem of drop out of education. Under the scheme, Rs. 1800 for each student to buy two pairs of uniforms, shoes and socks are given. Students are also given 30 rupees per day to eat. It has been said that the amount given for food can be increased in view of increasing expenses. It has been also informed that their nutritional requirements and tasty meal are taken care of in the daily meals given to the students. It has been informed that in addition to major subjects like English, Science, and Mathematics, classes on basic education, general knowledge etc. is also held. Apart from this, girls are also being taught in professional skills like sewing, computer application, designing.

An interesting aspect of the KGBV scheme is that girls from different states are able to use facilities like hostels. This residential school in Kanauthi also has female students from far-flung areas like Bikaner (Rajsthan). Another special thing is the involvement of local people in the administration here. A committee dominated by local women and parents handles the day-to-day administration of the school and hostel. Social workers, academicians and parents are active members of this committee.

III. CONCLUSION

To overcome their educational backwardness in the field of girl education, the Government of India has taken further important steps in the 10th Five Year Plan 2002-07 as Kasturba Gandhi Girls Residential School. These schools are being operated in those development blocks which according to the 2001 census are educationally backward development blocks in women literacy rate, which is less than the national female literacy rate and gender gap in education is higher than the national gender gap. The Government of India ensured the implementation of the KGBV scheme in August 2004 under the provision of residential schools for girls. In the first 2 years, it was linked with the NPGEL and the Mahila Samakhya (MS) for the education of girls, but from 1 April 2007 this program was merged with the SarvaShiksha Abhiyan (SSA) as a separate component. This school is mainly organized by the Government of India in the development blocks where drop out or out of school girls who are 10 years of age and above and these schools are mainly educationally backward in those development blocks where Scheduled Castes, Scheduled Tribes, Other Backward

Classes and There are more number of minority girls in inaccessible areas. In every school, there is a provision to provide education of class 6, 7, 8 by providing residential arrangement to girls.

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