

The Role Of Kasturba Gandhi Balika Vidyalaya In Girls Education: A Study Of Haryana State

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ABSTRACT

In July of 2004, the Kasturba Gandhi Balika Vidyalaya (KGBV) plan was initiated with the purpose of establishing residential schools at the upper primary level for girls who mostly belong to the SC, ST, OBC, and minority communities. The plan is being implemented in educationally backward blocks of the country, which are areas where the literacy rate of rural women is lower than the national average and where the gender disparity in literacy is higher than the national average. A current attempt has been made in order to gain an understanding of the efficacy and utility of building these residential schools, as well as the kind of skills that these schools are teaching in order to empower the current generation of girls. The primary purpose of the research was to determine the skills that are being taught to the girls of KGBV and to establish a comparison between the attitudes of girls toward activities that are designed to increase their skills at different levels. The nature of this work is empirical. The research design that was determined to be the most appropriate for this investigation was the descriptive survey research design. Therefore, by means of Purposeful Sampling The lottery method of random sampling was used to choose five districts, each of which belonged to a separate zone. At least three KGBV were selected from each of the districts. The researcher designed a questionnaire to evaluate the skills that were developed in the girls of KGBV, as well as an attitude scale to evaluate the attitude of KGBV girls toward the influence of the skills that were imparted to them. This was done in order to collect the data. According to the findings of this study, students at Kasturba Gandhi Balika Vidyalaya, which is managed by a variety of management agencies, develop a wide range of abilities, including life skills, vocational skills, learning skills, and the ability to participate in a variety of extracurricular activities. At the entry level, girls are not very aware of the numerous programs and activities that are going to be organized for them, which is why they are unable to respond positively. On the other hand, girls at the exit level are aware of the programs that are going to be organized for them by the school administration, and they are aware of the significance of the programs that are going to be organized for them. This is the reason why there is a significant difference between the attitudes of girls toward skills development activities at the entry level and the exit level (classes 6 and 8).

KEYWORDS: Life skills, Vocational skills, Learning skills

INTRODUCTION

The process of education is one that is drawn out and, in fact, continues throughout one's entire life. Since a long time ago, it has been acknowledged as one of the fundamental pillars of both social and economic progress. It has become even more significant in recent times as a result of the development of new technologies and the modifications that have been made to production methods. This is due to the fact that the new technologies and production methods are dependent on the human resource that is proficient in training and intellectually adaptable. Today, the development of the nation is more dependent than it has ever been on its ability to acquire knowledge, adapt to new information, and then expand that knowledge. The extent to which the population of the country has achieved reading, numeracy, communication, and problem-solving abilities is a significant factor in determining this capacity. If we are referring to the population of a country, then we are referring to both men and women in every respect. Therefore, in order for the government to meet the requirements of the different periods, it is of the utmost importance to ensure that education is accessible to all.

The Scheme

During the month of July in 2004, the government of India initiated the Kasturba Gandhi Balika Vidyalaya (KGBV) program with the intention of establishing residential schools at the upper primary level for girls who mostly belong to the Scheduled Caste (SC), Scheduled Tribe (ST), Other Backward Classes (OBC), and Minority Communities. The plan is being implemented in educationally backward blocks of the country, which are areas where the literacy rate of rural women is lower than the national average and where the gender disparity in literacy is higher than the national average. The program ensures that a minimum of seventy-five percent of the available seats are reserved for girls who are members of the Scheduled Castes, Scheduled Tribes, Other Backward Classes, or minority communities. The remaining twenty-five percent of the seats are given priority to girls who come from homes that are below the poverty level.

When the XIIth Plan was implemented, the Kasturba Gandhi Balika Vidyalaya scheme was combined with the Sarva Shiksha (SSA) program. This merger took effect on April 1, 2007.

Along with this development, a provision has been made to upgrade the existing KGBVs at upper primary level to up to senior secondary level with a capacity of 150-250 girls in convergence with the formerly existing Girls' Secondary School (GSS) program. This change took effect from the year 2018-19. SSA itself has been absorbed into the newly launched Integrated Scheme of School Education Samagra Shiksha.

Hostel Scheme.

In the month of July in the year 2004, the government of India initiated the Kasturba Gandhi Balika Vidyalaya (KGBV) program with the intention of establishing residential schools at the upper primary level for girls who primarily belong to the Scheduled Caste (SC), Scheduled Tribe (ST), Other Backward Classes (OBC), and Minority Communities. These schools were intended to fulfill the educational needs of girls who were classified as belonging to these categories. The strategy is being implemented in educationally backward blocks of the country, which are regions in which the literacy rate of rural women is lower than the national average and where the gender difference in literacy is higher than the national average. All of these regions are located in rural areas. It is the responsibility of the program to ensure that a minimum of seventy-five percent of the available seats are set aside for girls who belong to the Scheduled Castes, Scheduled Tribes, Other Backward Classes, or minority communities. Girls who come from households that are below the poverty level are given precedence for the remaining twenty-five percent of the seats that are available. During the implementation of the XIIth Plan, the Sarva Shiksha (SSA) program and the Kasturba Gandhi Balika Vidyalaya plan were integrated into a single program. It was on April 1, 2007, that this merger became effective.

Together with this new development, a provision has been made to upgrade the current KGBVs at the upper primary level to the senior secondary level, with a capacity of between 150 and 250 girls. This will be done in order to bring them into alignment with the Girls' Secondary School (GSS) program, which was previously in place. In the 2018–2019 school year, this modification became effective. As part of the recently introduced Integrated Scheme of School Education Samagra Shiksha, the SSA has been incorporated into the program itself.

MODEL 1: Schools with hostel for 100 girls

MODEL 2: Schools with hostel for 50 girls

MODEL 3: Hostels in existing schools for 50 girls

Salient features of the scheme: -

The program's objective is to supply these schools with the essential infrastructure they require.

- Make preparations for the schools and acquire the necessary instructional materials, learning aids, and other resources
- Put in place the proper processes to give the necessary academic assistance and for
- The girls and their families are motivated and prepared prior to sending them to residential school through the use of evaluation and monitoring.

At the primary level, the focus will be on females who are slightly older but have not completed their primary education because they were unable to accomplish the requirements for the grade level. On the other hand, younger females may also be targeted in challenging regions, such as those with populations that are constantly moving or scattered habitations that do not meet the requirements for primary or upper primary schools.

Girls, particularly adolescent girls who are unable to attend regular schools, will be the focus of attention in the upper primary level of education.

Whenever it is feasible, well-established non-governmental organizations (NGOs) and other organizations that are not for profit shall be involved in the management of the schools. These residential schools are also open to the possibility of being selected by corporate entities.

OBJECTIVES

1. To study the role of KGBVs in girl's education.
2. To study the enrolment and retention of girl's students.

METHODOLOGY

The primary objective of this study is to conduct a status study of the skill development program that is being planned by the KGBV. In order to accomplish this goal, it was necessary to have the opportunity to visit the field and witness the actual situations and practices that were taking place. The research design that was determined to be the most appropriate for this investigation was the descriptive survey research design.

POPULATION: - All 22 districts of Haryana are included in the scope of the study. In the state of Haryana, there are 36 Kasturba Gandhi Balika Vidyalayas that have been sanctioned and are operational from 2016–2017 to 2021–2022. These educational institutions are scheduled to be established or already operating in each and every block of each and every district in Haryana. Only older KGBV are included in the sample that was chosen; hence, the real population of the study is comprised of administrators, facilitators, teachers, and girls who are enrolled in Kasturba Gandhi Balika Vidyalaya.

SAMPLE: - Due to the limited resources and time available, it was extremely challenging to work with the entire population. As a result, five districts out of the total number of districts in Haryana were chosen using the lottery method of random sampling. These districts were chosen from different zones. In the subsequent stage, about half of the KGBVs from each district were selected to gather the data. This was done through the next step.

Table - 1 Sample selection at a glance

Selected districts	Selected KGBV	selected girl of 6th& 7th class	selected girl of 8th class
Kaithal	03	50	40
Sirsa	03	40	35
Fatehabad	03	35	45
Hisar	03	50	41
Palwal	03	50	42
Total	15	225	203

PREPARATION OF MEASURING TOOLS

Considering that there were no appropriate instruments available, the researcher constructed these tools for the investigation on her own.

1. Questionnaire to assess the skills developed in the girls of KGBV
2. Attitude scale to assess the attitude of KGBV girls towards the impact of imparted skills

COLLECTION OF DATA

The researcher and her team conducted surveys using tools that they had built themselves in each of these selected districts. The instrument was filled out by 1218 girls who were members of KGBV and were running in five different districts in Haryana. The questionnaire was designed to evaluate the skills that the girls of KGBV have developed.

The instrument was administered to 225 girls who were entering the sixth and seventh classes as well as 203 girls who were in the eighth class and were studying in KGBV classrooms in chosen areas of Haryana. The purpose of the instrument was to examine the attitude of KGBV girls regarding the influence of skills that were taught.

RESULT

Important discoveries are made as a result of the analysis, discussion, and interpretation of the data that was gathered through the use of various methods from students of selected KGBV in Uttar Pradesh.

Hypothesis 1: The Kasturba Gandhi Balika Vidyalayas do not teach their students any kind of skills, according to the first hypothesis.

In order to put this study's hypothesis to the test Using a questionnaire, 428 students from KGBV, which was formed in several areas of Haryana, were given the opportunity to evaluate the abilities that they had developed over the course of their learning. The acquired data was subjected to statistical analysis in order to arrive at the conclusions.

Table- 2 Skills developed in the girls of KGBV

ACTIVITIES DONE BY THE GIRLS OF KGBV	Mostly	Merely	Never
	Responses in percentage		
Way to live together	64	28	8
way to make yourself neat and clean	71	21	12
way of self expression	48	22	30
telling problem without hesitation	46	27	27
living together with adjustment	63	14	23
thinking carefully	78	12	10
Taking diet in good manner	48	17	39
skill to live in a right way	82	17	1
Habit of doing routine work in a right way	44	17.5	38.5
skill of self learning	91	2.5	6.5
manner of discussing problems with teacher	90	10	0
The skill of group study	48.5	17.8	33.7
competency to solve problems jointly	65.2	25	9.8
competency of group leadership	78.6	16	5.4
expression of problem in groups	59	15.6	25.4
Preparation of material aid	58.5	14.5	27
Decoration of class and living room	38.9	15.2	45.9
Duty to organize competition	49	12	39
technique and skills to participate in competitions	43.8	15.6	40.6
training of vocational skills	56.9	16.5	26.6
way of stitching	46.6	27	26.4
skill of embroidery	65.4	15	20.6
Art of painting	50.3	19.4	30.3
Art of drawing	33.8	27.8	38.4
Way of handling Computer	54.7	16.8	28.5
Way to use computer	46.3	18.9	34.8
Art of self defense	64.5	12	23.5
Skill of Judo- Karate	50.6	34.1	15.3
Yoga Practice for good health	45.9	25.8	28.3
Way to organize morning assembly	72	22	6
Way of singing a pray	96	02	1
Presentation of lecture on current issue	96	03	1
Way to organize cultural program	81.2	11.8	7
Preparation for participation	43	33.6	19.4
Way to debate	43.6	37	19.4
competency to participate in debate	40	39	19
skills to oppose wrong things	60	28	12
Way to conserve environment	45.7	24.5	29.8
Way to clean surroundings	58	40	2

The position of the numerous skill development programs for girls in KGBV that are being run by different agencies is presented in Table 2, which presents the original scenario. This demonstrates that

- Approximately 64 percent of the females who attend KGBV acknowledged that they have been taught to live together for the most part. Sixty-seven percent of the girls told their teachers that they were encouraged to develop the habit of keeping themselves nice and clean.
- Approximately 68% of the girls acknowledged that their teachers are the primary source of motivation for them to articulate their opinions in an appropriate manner.
- The majority of the students, which was 63%, acknowledged that their instructor had taught them to voice their concerns without any reluctance.

- It was indicated by more than 48 percent of the kids that their teachers assisted them in learning how to live with and cooperate with their classmates.
- More than seventy-eight percent of the pupils reported that their teachers had mentioned to them that they should give serious consideration to oneself.
- Over forty-nine percent of the pupils have claimed that they have been instructed on the proper way to live and the skills necessary to do so.
- More than sixty-eight percent of the kids in these schools acknowledged that they have developed the habit of eating in the appropriate manner and in the appropriate method.
- Approximately 48% of respondents said that they conduct their usual work in accordance with the time table that was created for them, while 15% said that they simply do it.
- Eighty-eight percent of the girls acknowledged that they had been instructed in the method of self-study.
- More than eighty-eight percent of the students acknowledged that the majority of the time, they are invited to communicate their issues.
- According to the responses of more than 48 percent of the students, they have been instructed in the method of group study.
- Sixty-three percent of the students have stated that they are always motivated by their teachers to collaborate with one another in order to find solutions to their challenges.
- It was claimed by seventy-five percent of the pupils that their teachers had taught them the qualities of leadership in a group setting.
- Five-fifths of the students reported that their teachers provided them with opportunities to participate in group discussions.
- More than sixty-two percent of the girls stated that they have been asked to create material aid for teaching purposes on a consistent basis.
- It was stated by 48 percent of the pupils that they were requested to decorate the classroom as part of the assignment.
- Seventy-one percent of the girls stated that they were handed the duty of organizing the tournament, and they also acknowledged that their teachers provided them with the knowledge and skills necessary to participate.
- Approximately 58% of the students acknowledged that the majority of the training they received was predominantly vocational in nature, and that they gained skills in areas such as knitting, needlework, painting, and drawing.
- 62% of the students acknowledged that they had received training on how to use a computer, however only 46% of the students acknowledged that they were competent in using the computer.
- A greater than sixty-two percent of the students acknowledged that they are familiar with Judo-Karate and that they are made aware of self-defense technique.
- More than seventy-five percent of the females who attend KGBV have acknowledged that they are familiar with the technique of yoga and that they practice it on a regular basis.
- All of the girls, totaling 98%, acknowledged that their teachers had equipped them with the skills necessary to organize morning assembly, and they continue to do so on a daily basis.
- It was primarily for the purpose of making the girls aware that their teachers discuss contemporary issues in assembly that around 78% of the girls agreed to that.
- More than seventy-eight percent of the students expressed their agreement that their professors inspire them to take part in the cultural, literary, and social activities that are held within the schools.
- It was indicated by more than eighty percent of the girls that their teachers consistently encourage them to resist things that are not appropriate.
- According to the responses of more than 68 percent of the girls, they have been made aware of the need of preserving the environment and keeping it clean and tidy.

From the results, it can be seen that each and every item received more than 61% affirmative answers from the females of KGBV. The findings indicate that the teachers of KGBV place a greater emphasis on activities that are relevant to the development of skills that would allow for a better life with respect to health and cleanliness. The teachers made an attempt to cultivate excellent communication skills as well as the habit of the students expressing themselves. There is equal focus placed on activities that are geared for personality development and adjustment.

It has been demonstrated, and a research hypothesis has been chosen, that Kasturba Gandhi Balika Vidyalayas are successful in imparting a wide range of skills to their students. These skills include life skills, vocational skills, learning skills, and the ability to participate in a variety of extracurricular activities. These skills are developed in the students of Kasturba Gandhi Balika Vidyalayas that have been established in the state of Haryana.

Hypothesis 2- There is no significance difference between the attitudes of girls towards skills development activities at various levels.

This premise of the study was tested by administering an attitude scale to 560 girls of entering classes and 560 girls of

class eighth who were studying in KGBV that was managed by various agencies in 10 selected districts in Haryana. The purpose of the scale was to determine the attitude of KGBV girls regarding the influence of skills that were imparted to them. For the purpose of drawing conclusions, the data that was collected was subjected to statistical analysis. The findings are presented in the table below.

Table- 3

		Summary					
Sample	n	M	Sigma	D	Standard Error	C.R (t)	
Class 6th & 7th	625	258.42	226.93	200.35	56.59		3.46
Class 8th	635	360.78				Significant at every level	

It is clear from looking at Table 3 that there is a significant disparity between the mean number of affirmative replies from the girls at the entrance level and those at the exit level. Calculations led to the determination of the critical ratio of 3.46, which demonstrates significance on every level. It is possible that this is the reason why girls at the entry level are not as aware of the numerous programs and activities that are going to be created for them, which is why they are unable to respond positively. On the other hand, girls at the exit level are aware of the programs that are going to be organized for them, and they are aware of the significance of those programs. If senior girls are discovered to be more conscious of activities related to enhancing learning skills, then the necessity of supporting girl's education is significantly increased. The activities that are geared toward improving the art of self-defense and the skills necessary to be a decent and active citizen are given the same amount of priority. On the other hand, the competencies and aptitudes that are required to participate in extracurricular activities are given a great deal of importance because they are a component of the curriculum and are essential for overall development. A forum has been established by the adolescent girls of KGBV in order to raise awareness of their rights. These forums are helping rural girls build their leadership skills and understanding of the importance of leadership. There is also a large number of activities that are carried out in order to teach occupational skills; however, continuity is not maintained because there is a shortage of appropriate instructors and physical resources. Therefore, our research hypothesis, which states that there is a significant difference between the attitudes of girls toward skills development activities at lower and upper classes, is accepted. On the other hand, our null hypothesis, which states that there is no significant difference between the attitudes of girls toward skills development activities at various levels, was rejected.

Applicability to Educational Administration and Those Who Formulate Policies The purpose of this study is to describe and present the current status and impacts of the KGBV curriculum for girls. As a result, the findings and conclusions have shed light on the following facts:

- After conducting a survey and conducting interviews with the instructors, it has been observed that the administration is showing a keen interest in providing appropriate instructions to use the facilities in KGBV.
- Additionally, it has been observed that KGBV is making effective use of their incentives in order to improve the education of girls. As a result of the survey, it was discovered that the majority of the KGBV environment was successful in encouraging female students to take part in school activities. In order to provide surroundings that are more successful, there is a need for some reformation in policy initiatives.
- It was brought to the attention of a number of District Coordinator girls that, despite the fact that they are accountable for all of the programs that are now being implemented for the education of girls in the district, they are unable to take any action against anyone who is not functioning in accordance with the standards that have been established. If the policy framework is amended to include the provision of certain rights and responsibilities, it will be much simpler for them to manage the appropriate supervision of all of the programs that are currently being implemented for the education of girls at the district level.
- The resources that are required for the development of a variety of skills, such as sewing, embroidery, and computers, should be increased. The quantity of these resources is extremely low, and as a result, they are not sufficient to teach practical knowledge to each and every female in the population.
- In order to cultivate vocational competency in rural girls and enable them to use these abilities for their own self-sufficiency in the future, the majority of girls have expressed their belief that new and current vocational courses that are tailored to the requirements of rural areas should be included in the curriculum of their secondary schools.

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