



Study of Kasturba Gandhi Balika Vidyalaya Scheme : its Scope, Objectives and Components

Archana Choudhary
archanachahal@gmail.com

Dr Sarita Goswami
Associate professor
Education, IIMT University

DOI: <https://doi.org/10.36676/urr.v11.i5.1494>

Publication : 29/12/2024

Introduction

Education is a long, drawn-out process that lasts a lifetime. It has long been seen as one of the pillars of economic and social progress. It has grown even more crucial in recent years due to advancements in technology and modifications in production techniques, as these new approaches rely on highly skilled and intellectually adaptable people resources. The ability of the country to learn, adapt, and then expand knowledge is more important than ever for its progress. This ability is mostly dependent on how well the populace of the nation has mastered reading, math, communication, and problem-solving techniques. In every way, men and women are included in the population of the nation. So, providing education to all becomes the primary concern of the government to achieve the demands of the changing times.

Elementary Education in India

Education ensures comprehensive personality development and, as a result, long-term national growth. In India, elementary education serves as the foundation for the growth of each citizen and the nation as a whole. However, making elementary education available to everybody in India has been a significant issue for the government. Furthermore, the government has expressed serious concerns about the quality of basic education in India. Elementary education in India refers to eight years of schooling beginning at the age of six. The government has made elementary education obligatory and free. However, the objective of universal basic education in India has been impossible to realize thus far. As a result, the country has implemented novel approaches to universalizing elementary education (UEE). A concerted effort has been made in the past two decades through a number of governmental and non-governmental schemes and programmes, such as the Shiksha Karmi Project (1987), Operation Black Board (1987), Bihar Education Project (1991), Lok Jumbish (1992), Minimum Level of Learning (1992), District Primary Education Programmes (DPEP, 1994), National Programme of Nutritional Support to Primary Education (1995), Uttar Pradesh Basic Education Programme (1995), Janshala (1999). Despite strong policy instructions and the implementation of all of the aforementioned programs and projects, the goal of UEE remains a faraway dream. Among the several centrally supported initiatives aimed at reaching UEE, the DPEP and SSA are notable for their creative design elements.



**Sarva Shiksha Abhiyan**

Education ensures comprehensive personality development and, as a result, long-term national growth. In India, elementary education serves as the foundation for the growth of each citizen and the nation as a whole. However, making elementary education available to everybody in India has been a significant issue for the government. Furthermore, the government has expressed serious concerns about the quality of basic education in India. Elementary education in India refers to eight years of schooling beginning at the age of six. The government has made elementary education obligatory and free. However, the objective of universal basic education in India has been impossible to realize thus far. As a result, the country has implemented novel approaches to universalizing elementary education (UEE). A concerted effort has been made in the past two decades through a number of governmental and non-governmental schemes and programmes, such as the Shiksha Karmi Project (1987), Operation Black Board (1987), Bihar Education Project (1991), Lok Jumbish (1992), Minimum Level of Learning (1992), District Primary Education Programmes (DPEP, 1994), National Programme of Nutritional Support to Primary Education (1995), Uttar Pradesh Basic Education Programme (1995), Janshala (1999). Despite strong policy instructions and the implementation of all of the aforementioned programs and projects, the goal of UEE remains a faraway dream. Among the several centrally supported initiatives aimed at reaching UEE, the DPEP and SSA are notable for their creative design elements.

Girls Education at Elementary Level

The Government of India has made education for females a top priority. To accomplish true societal growth, both men and women must be empowered in all aspects. Following the passage of the Constitution (86th Amendment) Act in December 2002, the national promise to provide free and compulsory education to all children aged six to fourteen is now a fundamental right of every child in India. However, it is clear that girls' education has suffered for a variety of causes in our culture. Reaching out to girls is crucial to efforts to universalize elementary education. The Sarva Shiksha Abhiyan, or 'Education for All' plan, recognizes that securing girls' education necessitates reforms not only in the education system, but also in society norms and attitudes. A two-pronged gender strategy has thus been adopted: first, to make the education system responsive to the needs of girls through targeted interventions that serve as a pull factor to improve girls' access and retention in schools, and second, to generate community demand for girls' education through training and mobilization. In addition, to target pockets where girls education is lagging behind, the Government of India has launched two focused interventions for girls - the National Programme for Education of Girls at Elementary Level (NPEGEL) and the Kasturba Gandhi Balika Vidyalaya (KGBV) to reach out to girls from marginalized social groups in over 3282 educationally backward blocks in the country where female rural literacy is below the national average and the gender gap in literacy

National Programme for Education of Girls at Elementary Level (NPEGEL)



The NPEGEL, launched in September 2003, is an integral but distinct component of the Sarva Siksha Abhiyan but with a distinct identity. It provides additional provisions for enhancing the education of underprivileged/disadvantaged girls at elementary level through more intense community mobilisation, the development of gender sensitive learning materials, early child care and education facilities and provision of need-based incentives like escorts, stationery, work books and uniforms etc. for girls. All Educationally Backward Blocks have been included under NPEGEL.

Kasturba Gandhi Balika Vidyalaya (KGBV)

The Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was launched by the Government of India in August, 2004 for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas. Initially it ran as a separate scheme, but was merged with the SSA programme with effect from 1st April, 2007. With the RTE Act, 2009 coming into force with effect from 1st April 2010, and the SSA Framework of Implementation being revised to correspond to the RTE Act, the KGBV component of SSA would also be implemented in the overall context of child rights and child entitlements and in harmony with the spirit and stipulations of the Act.

Scope/ Coverage of the KGBV scheme

KGBVs can be opened in Educationally Backward Blocks (EBBs), previously defined on composite criteria of blocks with a rural female literacy rate below the national average (46.13%: Census 2001) and gender gap in literacy higher than the national average (21.59%: Census 2001). Within these blocks, priority was given to areas with:

- Concentration of tribal population, and/or a large number of girls out of school;
- Concentration of SC, ST, OBC and minority populations, and/or a large number of girls out of school;
- Areas with low female literacy; or
- Areas with a large number of small, scattered habitations that do not qualify for a school

Criteria for eligible blocks

The criteria of eligible blocks were revised with effect from 1st April, 2008 to include the following:

- EBBs with rural female literacy below 30%; and
- Towns/cities having minority concentration (as per the list identified by Ministry of Minority Affairs) with female literacy rate below the national average (53.67%: Census 2001).

In 2010-11 opening of KGBVs has been extended to all EBBs with rural female literacy below the national average as per Census 2001.

Objective of KGBVs





The objective of KGBV is to ensure access and quality education to girls from disadvantaged groups by setting up residential schools at upper primary level.

Strategies of KGBVs

Initially, KGBVs shall be opened in rented or other available Government buildings. Once land has been identified, suitable buildings shall be constructed. The unit cost of new KGBVs hostel buildings has been revised since October 2010 to conform to the State PWD Schedule of Rates (SOR). The minimum area for KGBV hostel buildings shall be calculated based on basic amenities and requirements as indicated below:

- For 50 children the carpet area of the building would be approximately 80 sq.ft/ child
- For 100 children the carpet area of the building would be approximately 60 sq.ft/ child

Such residential schools will be set up only in those EBBs that do not have residential schools at upper primary level for girls under any other scheme of Ministry of Social Justice & Empowerment and Ministry of Tribal Affairs. This shall be ensured by the district level authority of SSA at the time of actual district level planning of KGBV initiatives by Coordinating with the other Departments/Ministries.

Components of KGBV Scheme

The various aspects which needs to be known for the proper understanding of the fund flow to establish, provide facilities and maintain the KGBVs is included in the components of the KGBV. It is distinct for the different models of the KGBV as discussed further in this section.

The components of the KGBV scheme will be as follows:

(i) Setting up of residential schools where there are a minimum of 50 girls predominantly from the SC, ST and minority communities available to study in the school at the elementary level. The number can be more than 50 depending on the number of eligible girls. Three possible models for such school have been identified and revised financial norms for the same are: Schools with hostels for 100 girls Recurring cost: Rs 32.07 lakh Recurring cost for intake of additional girls: To be worked out proportionately based on the number of intake of additional girls.

In case the enrolment exceeds 100 children, a head teacher as per RTE norms will be provided with unit cost of Rs 20000/- per month.

- An additional teacher with a salary of Rs 15000/- per month will be provided when enrolment exceeds 105 children based on 1:35 ratio as per RTE Act.
- An additional assistant cook with a salary of Rs 4500/- per month will be provided for every additional enrolment of 50 girls.

Non-recurring (Other than building, boundary wall, drinking water & sanitation and electric installation): Rs7.25 lakh





Non-recurring (Other than building, boundary wall drinking water & sanitation and electric installation) for intake of additional girls: To be worked out proportionately based on the number of intake of additional girls.

Schools with hostels for 50 girls

Recurring Cost: Rs 23.95 lakh

Recurring cost for intake of additional girls: To be worked out proportionately based on the number of intake of additional girls.

Non-recurring (Other than building, boundary wall, drinking water & sanitation and electric installation): Rs 5.375 lakh.

Non-recurring (Other than building, boundary wall, drinking water & sanitation and electric installation) for intake of additional girls: To be worked out proportionately based on the number of intake of additional girls.

Hostels in existing schools for 50 girls

Recurring Cost: Rs 17.95 lakh

Recurring cost for intake of additional girls: To be worked out proportionality based on the number of intake of additional girls.

Non-recurring (Other than building, boundary wall, drinking water & sanitation and electric installation): Rs 5.375 lakh

Non-recurring (Other than building, boundary wall, drinking water & sanitation and electric installation) for intake of additional girls: To be worked out proportionately based on the number of intake of additional girls.

(ii) Additional Salary @ Rs 3 lakh per annum for additional enrolment over and above 50 girls but up to 100 girls for providing part time teachers, Assistant cook etc.

Note: Replacement of bedding (Once in three years @ Rs 750/- per child)

The intake of girls could be increased from the existing level of 50 to 100 in blocks with a high number of out of school/dropout girls for which the recurring & nonrecurring grants will be increased commensurate to additional enrollment of girls. Item-wise availability is also specified for the increasing number of girls at KGBV.

(iii) To provide necessary infrastructure for these schools.

(iv) To prepare and procure necessary teaching learning material and aids for schools.

(v) To put in place appropriate systems to provide necessary academic support and for evaluation and monitoring.

(vi) To motivate and prepare girls and their families to send them to residential school.

(vii) At the primary level the emphasis will be on the slightly older girls who are out of school and were unable to complete primary schools (10+). However, in difficult areas (migratory populations, scattered habitations that do not qualify for primary/ upper primary schools) younger girls can also be targeted.





(viii) At the upper primary level, emphasis will be on girls, especially, adolescent girls who are unable to go to regular schools.

(ix) In view 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 line.

(ix) Established NGOs and other non-profit making bodies will be involved in the running of the schools, wherever possible. These residential schools can also be adopted by the corporate groups.

Implementation, monitoring and evaluation

The SSA State Implementation Society will be the implementing agency of the KGBV at State level. Therefore, funds for this programme will be routed through the SSA society of the State. At the State level a 'Gender Coordinator' will be appointed who will look after the KGBV. In States where Mahila Samakhya (MS) programme is operational, the SSA society may give preference to the MS Society for implementing. KGBV in the blocks of MS operations provided that the MS Society in the state is willing to undertake the implementation of the programme. In such States, the SSA society shall transfer the approved funds to MS Society for implementation of the programme. The monitoring and evaluation of the component will be done by the State SSA Society. In blocks where MS or in blocks where MS has not given its concurrence to implement KGBV the implementation of this component will be through the SSA. The management of the KGBVs in the country is given to SSA, MS or NGO (Non- Governmental Organizations). Training for teachers and staff at the residential schools will be coordinated by the District Institutes of Educational Training, Block Resource Centres and the Mahila Samakhya Resource Groups.

Conclusion

The school environment has a significant impact on the development of children. Different parts of the school environment interact in an orderly fashion to generate an inclusive good or bad environment, influencing student performance (i.e., achievement). There is a strong link between the school environment, student engagement, and academic accomplishment. The school environment influences academic achievement both directly and indirectly (Wang & Holcombe, 2010). The physical and psychological environments of a school influence students' cognitive, conative, and affective domains, which in turn influence academic performance (Usaini et al., 2015). The school environment is directly or indirectly related to different risk behaviors among students, such as bullying, perpetration, bullying victimization, smoking, drinking, and drug misuse (Bonell et al., 2019). The overall school environment, particularly the physical environment, has a considerable impact on students' academic achievement and well-being. The physical environment or appearance of a school has a positive impact on kids' mental health and well-being. Class size, density, wall décor and paint color, lighting system (natural and artificial), auditory stimulation and sound system, air





movement, air quality, temperature, and smell all have a psychological impact on students' personalities.

References :

1. Agarwal Meenakshi (1991), "Job satisfaction of teachers in relation to some demographic variables and values" Ph.D. Edu. Agra University, Fifth Survey of Educational Research, Vol.2 pp.1434.
2. Agarwal S. (1988), "A study of adjustment problems and their related factors of more effective and less effective teachers with reference to primary level female teachers", in the Survey of Research in Education by M.B. Butch (1988-1992), SCERT, New Delhi.
3. Bhat RL and Yasmeeen E 1994. Economics of wastage in primary education-a case study of Kupwara district in Jammu and Kashmir. Journal of Educational Planning and Administration 8(4): 457-462.
4. Boot, John C.G., and Cox, Edwin B., Statistical Analysis for Managerial Decisions, 2nd ed. New Delhi: McGraw-Hill Publishing Co. Ltd., (International Student Edition), 1979.
5. Bowley, A.L., Elements of Statistics, 6th ed. London: P.S. King and Staples Ltd., 1937, Sep 15, 2012 - Gujarat Achievement Profile General Agreement on Trade in Services children studying in Government, Government aided and local body schools.
6. Harichandran D 1992. Girls education in India: A situational analysis. Journal of Educational Planning and Administration 6(2): 179-192.

