

## Elementary Education through KGBVs— A Case Study

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### ABSTRACT

*Education is related to our existence. Denial of education is related with denial of living. Education is a basic human right that increases the economic, social and political opportunities available to an individual. The state of elementary education in India is dismal. Government is taking every possible step but still we are not able to consolidate over the efforts. Keeping in view the dilapidated condition of elementary education of girls, among these, National Programme for Education of Girls at Elementary Level (NPEGEL), Mahila Samakhya (MS) and Kasturba Gandhi Balika Vidhyalaya (KGBV) are prominent, which are running across the country. KGBV is a very ambitious scheme of Government of India which is targeted exclusively at girls of disadvantaged sections of the educationally backward areas of the country. This research paper is an attempt to assess the achievement level of students of KGBVs and the physical infrastructure available to them.*

### Introduction

As we reflect over the last 68 years of Indian independence, the progress of elementary education in our country does not seem to be in a very good condition. Although, the historic 2011 Census of India revealed that 74.04 per cent of the people (82.14 per cent men, 65.46 per cent women) are now literate, the Census

also revealed a decadal jump of 6.29 per cent in the literacy rate among men and 11.30 per cent among women. Uttar Pradesh recorded 11.41 per cent jump in literacy rate. Despite all efforts of Government of India (GOI), the gender gap in literacy rate is clearly visible (16.68 per cent). To bridge the gap of gender-disparity in education, various schemes have

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been started and incentives for girls' education have been taken up by the Government of India. According to MHRD's revised guidelines for implementation of KGBVs, among these, the National Programme for Education of Girls at Elementary Level (NPEGEL), Mahila Samakhya (MS) and Kasturba Gandhi Balika Vidhyalaya (KGBV) are prominent. KGBV is one such ambitious scheme of GOI which is exclusively targeted at girls of disadvantaged sections of the educationally backward areas of the country.

### Background of the Study

Education is a basic human right that increases the economic, social and political opportunities available to men and women. After independence, the Indian government has expressed a strong commitment towards education for all. Though the gender gap in educational involvement has reduced over the years, it is still a matter of concern (MHRD, 2014, Girls Education).

It is evident from Tables 1 and 2 that gender gap in literacy is as high as 21.7 per cent; for elementary level it is 0.16.

**Table 1**  
**Male-Female Literacy Gap in India (In Percentage)**

Census Year	Persons	Males	Females	Male-Female Literacy Gap
1951	18.33	27.16	8.86	18.30
1961	28.30	40.40	15.35	25.05
1971	34.45	45.96	21.97	23.98
1981	43.57	5.38	29.76	26.62
1991	52.21	64.13	39.29	24.84
2001	65.38	75.85	54.16	21.70
2011	74.04	82.14	65.46	16.68

Source: Census of India 2011

**Table 2**  
**Gender Disparity Index: 1950-51 to 2000-01**

Year	Gender Disparity		Elementary
	Primary	Upper Primary	
1950-51	0.49	0.69	0.49
1960-61	0.43	0.52	0.42
1970-71	0.32	0.42	0.33
1980-81	0.29	0.35	0.30
1990-91	0.25	0.31	0.26
2000-01	0.17	0.18	0.16

Source: Based on selected educational statistics, Department of Education, Ministry of HRD.

## Evaluation Report of the KGBVs

The National Evaluation of the KGBVs in two rounds has been conducted by the Department of School Education and Literacy, Ministry of Human Resource Development, Government of India in 2007. A total of 12 states were covered in each round. For round I, six teams were constituted to carry out the evaluation. The names are given below:

1. Andhra Pradesh and Madhya Pradesh — Rukmini Benerji and Subhashini Paliwal.
2. Bihar and Jharkhand — Nishi Mehrotra and A.K. Singh.
3. Arunachal Pradesh and Orissa — Deepa Das and Kokila Singh.
4. Rajasthan and Gujarat — Aarti Saihjee and Vineeta Sirohi.
5. Himachal Pradesh and Uttar Pradesh — Kameshwari Jandhyala and Gauri Srivastava.
6. Tamil Nadu and Karnataka — Fatima Ali Khan and Vimala Ramachandran.

The team leader was Vimala Ramachandran. This team was briefed by Government of India on 29th of January 2007. Field visits were done in February 2007. The entire team met in Delhi on 23rd and 27th of February to present and discuss the state visits and agreed on the consolidated national report.

Since first round of evaluation focused only on 12 states, another National Evaluation (Round II) of the KGBV scheme was commissioned by the same body of Government of India in another 12 states. Six

teams were again constituted to carry out evaluation.

1. Assam and Meghalaya — J.M. Abhyankar and Mona Yadav.
2. Haryana and Maharashtra — J. Kameshwari and Sharda Jain.
3. Jammu and Kashmir and Punjab — B.H. Girija and Usha Nayar.
4. Manipur and Mizoram — Deepa Das and A.K. Singh.
5. Uttarakhand and Chhattisgarh — Nishi Mehrotra and Subhashini Paliwal.
6. West Bengal and Tripura — Najma Akhtar and Vimala Ramachandran.

Again the team leader was Vimala Ramachandran. The team was briefed by GOI on 19 November 2007. Field visits were done in November and December 2007. The entire team met in Delhi from 7th to 9th December 2007 to discuss the state visits and the consolidated national report.

## Need of the Study

The National Evaluation of the KGBV scheme highlighted the common issues emerging from the state reports. This report concludes:

1. The programme was launched in record time and commitment to reach to out-of-school girls was evident.
2. It is well-received by the community and it has been able to respond to the felt need of families in diverse poverty situation.
3. The access-related objectives have been met in most areas.

4. Uttar Pradesh (U.P.) is identified as the state where never-enrolled girls have also been welcomed.
5. Regarding the infrastructure of these schools, it is a matter of concern that the proper arrangement of toilets/bathrooms and ventilation is a serious issue in U.P. Many girls have got scabies and other skin infections only due to the bad arrangement of basic facilities.
6. The enriched curriculum involves different types of activities such as Karate, cycling, dance, music, theatre and so on.
7. The scheme has been able to reach out to SC, ST, OBC and Muslim girls in backward and remote regions of India.
8. It was also noted that the presence of a woman coordinator at the State/district level makes significant difference in the ability of the government to not only adhere to the schematic pattern but also ensure that the KGBVs are sensitive to a range of physical/medical needs of adolescent girls.

(NCERT, 2007, Final report/ 28 February 2007: National Evaluation, KGBV)

It is worth noting that 125 KGBVs were sanctioned in U.P. at the time of evaluation and 98 were in operational condition. Out of these 98 schools, only three schools were selected for a macro-study. It is obvious that U.P. is a diverse state representing diversity not only in geographical locations

but in socio-cultural aspects too. Hence a micro-study of a KGBV is needed to get a more realistic picture. Eastern U.P. has its own historical, political, economic and social-cultural characteristics and has more cultural barriers for girls' education. Thus, a KGBV located in Ballia was selected. The National Evaluation (Round I) report is silent about quality of teaching-learning and providing academic support to the girls in KGBV, one of the important objectives of the scheme. The report said that access-related objectives have been achieved and it was well-received by the communities. Hence, it is pertinent to enquire about the contributions of this scheme in providing academic support to disadvantaged girls in terms of teaching-learning environment and about the levels of achievement of girls studying in KGBVs. Thus it was felt that a micro-study focusing on all the aspects of a particular KGBV is needed. Besides these, after the National Evaluation 2007 new revised guidelines for the implementation of KGBVs are laid down by the Government of India. Hence a knowledge gap was perceived by the researcher which demands a further evaluative study in the light of new recommendations.

### Objectives of the Study

The present study was undertaken with the following main objectives:

- To study the availability and quality of physical infrastructure and human resources in the selected KGBV.

- To measure the achievement level of the girls studying in the KGBV.

### Method used for Present Study

The present study is aimed at studying the problems of the girls studying in KGBVs. The case study method was adopted to obtain the information and viewpoint of students. Case study is a technique to explore the current problems, to evaluate present condition whether they are good or bad, favourable or unfavourable.

### Description of the Case

The school selected for the case study is situated in the Bansdeah tehsil of Ballia district. The school is situated one kilometre from the headquarters of Bansdeah tehsil. The place where the school is situated is well-connected by road. The Bansdeah tehsil has a high percentage of SC population. The tehsil comes primarily under the agrarian belt with very little industrialisation.

There are four teachers in the school: three full-time and one part-time. Eighty three (83) children are enrolled in the school.

**Table 3**  
**Literacy and Sex Ratio Profile of the State and District**

S.No.	Literacy	Uttar Pradesh	Ballia
1.	Female Literacy	51.36%	59.75%
2.	Male Literacy	77.28%	81.49%
3.	Sex Ratio	912	937

Source: Census of India, 2011

As Table 3 shows, literacy is very asymmetrically distributed among the sexes in Uttar Pradesh. Compared to the literacy figure of 77.28 per cent for men in 2011, the corresponding figure of women in Uttar Pradesh is 51.36 per cent. This places the gender gap in literacy levels of Uttar Pradesh at almost 25.92 per cent, which is higher than the national average of 16.68 per cent.

### Tools of the Study

The selection of an appropriate tool depends on various factors such as the objective of the study, availability of test material, researcher's competence in administration of test, reliability and validity of test.

To fulfill the purpose of study, following tools were used.

#### **Self-developed Observation Schedule**

To check the physical and human infrastructure of the school a self-developed observation schedule was used by the researcher. This schedule contains ten (10) items related to the school's infrastructure.

#### **Achievement Test of ASER**

Achievement tests developed by ASER for Hindi, Mathematics and English for Classes VI, VII and VIII were administered to the students.

#### **Research Procedure**

To assess the condition of physical infrastructure and human resources available in the school, a self-developed

observation schedule was used by the researcher. Observation schedule contains aspects related to physical infrastructure and aspects related to human infrastructure. The researcher observed carefully the availability of infrastructure and condition was assessed with the help of that observation schedule.

The achievement tests of Hindi, English and Mathematics of ASER were administered to the students and checked as per the norms and rules of the ASER achievement test.

### Availability of Physical Infrastructure

The building in which the selected Kasturba Gandhi Balika Vidhyalaya runs, is a makeshift/temporary arrangement, with the order of District Magistrate. This KGBV runs in an adjacent part of the Government Girls’

High School (GGHS). Not only this, it was also found that there was no arrangement of separate buildings for school and hostel. In the daytime classes used to run in the rooms provided by the Government Girls’ High School (GGHS), and at night the girls used to sleep in the same room. It is a pathetic condition because they have to accommodate in the three rooms and a lobby available to them. As the number of students is fairly high, it becomes very tough for the students to adjust in such a small place. It has been found that this GGHS school is not very far from the villages of the students so the students have easy access to home. The head teacher who is also Warden of the school informed the researcher that the KGBV’s building is under construction.

**Table 4**  
**Physical Infrastructure**

S.No.	Items	Criteria	Quality description of existing Physical Infrastructure
1.	Building	Look Quality Number of Rooms Surrounding Availability of Common Room	Simple Good Insufficient (Only 4) Simple No
2.	Drinking Water	Availability Mode of Availability of Water Type of Container Cleanliness	Yes Stored+ Handpump Synthetic Monthly

3.	Toilets	Availability Type No. of Toilets  Regular Supply of Water Separate Arrangement for Staff  Cleanliness Use of Disinfectants	Yes Closed Insufficient (Only 3) (for all girls + staff) Yes No  Satisfactory Yes
4.	Playground	Availability Size Condition Types of Games	Yes Adequate Average Indoor + Outdoor
5.	Electricity	Availability Alternative Facility	Yes Yes, in the form of Solar light
6.	Room/ Classroom	Size Lighting Ventilators + Windows Seating Arrangement Furniture Size of Blackboard Condition of Blackboard	Adequate Natural + Artificial Yes On mat Table and Chair only for staff Average Good
7.	Library	Availability Facility of Reading Room Books are Systematically Arranged Types of Reading Material Furniture Library Period	Yes No Yes  Storybook + Textbook Not available No
8.	TLM (Teaching Learning Material)	Availability Girls Get Learning Material Quantity of TLM in Proportion to No. of Students	Yes Yes Insufficient

9.	Food	Variability	Good
		Quality	Good
		Service	Self-service
		Furniture in Mess	Not available
		Sufficiently Stocked	-
		Where Do They Eat?	On Mat
		Breakfast	Yes
		No. of Meals in a Day	Two
		Type of Food	Vegetarian
		Cleanliness	Good cleanliness
		Distance between Kitchen and Place	Sufficiently far
		Fuel	Gas + Coal

In the given building there are four rooms. One room is for office-work and library. The warden of the hostel and one more teacher live in the same room. Other three rooms are used for classes and as living place for girls. No problem of ventilation was noticed, and windows and lighting facility was found there. Artificial as well as natural light was available. However, seating arrangement in the school was not appropriate. No furniture was available in the school and only mats were used. Blackboards were in good condition.

The facility of drinking water was up to the mark. Both water storage facility and handpump facility were available. The water container was synthetic and was cleaned every month.

There were only three toilets and three bathrooms, which is surely

insufficient for eighty three (83) girls. This was a serious issue in this school. Since there were only three toilets, it simply means that there was no separate arrangement for staff and students. But there was regular supply of water. Toilets were in good condition and disinfectants were regularly used in them.

Since two schools were running in the same campus, the playground was also jointly used by the students of both schools. The size of the playground was adequate. The existing condition of playground was satisfactory. The games played by girls were highly gendered. Very few girls were interested in playing cricket or football. Most of the girls played rope-jump, Kabaddi, Kho-kho and carrom-board.



## Analysis of Human Resources

**Table 5**

S.No.	Human Resources	No.	Ratio with Students
1.	No. of Students	83	-
2.	No. of Teachers	4	1/21 (approx.)
3.	No. of Non-teaching Staff	1	1/83

Table 5 shows that the ratio of teachers and students is approximately 1/21 and that of students and non-teaching staff is 1/83. When it was asked whether more staff is needed to take care of management and administration, the head-teacher stated that there were only three full-time teachers and one part-time teacher, which is surely insufficient.

She opined that it becomes really tough for teachers to manage the administration and teaching-learning process both at the same time. There was only one non-teaching staff for kitchen-service, which is totally inadequate.

## Analysis of Achievement Level of Students

To assess the achievement level of students, the achievement test of Hindi, English and Mathematics of ASER was administered on the students of Classes VI, VII and VIII. The test was administered on 48 students, 17 students were from Class VI, 21 students were from Class VIII, and rest (10) students were from Class VII. The achievement level of students is divided into three categories.

**Table 6**  
**Achievement Level of Class VI**

S.No.	Subject	No. of Students Appeared in Test	Achievement Level		
			Good	Satisfactory	Below average
1.	Hindi	17	10 (58.82%)	6 (35.29%)	1 (5.88%)
2.	English	17	1 (5.88%)	8 (47.06%)	8 (47.06%)
3.	Maths	17	10 (58.80%)	4 (23.53%)	3 (17.65%)

**Table 7**  
**Achievement Level of Class VII**

S.No.	Subject	No. of Students appeared in test	Achievement level		
			Good	Satisfactory	Below Average
1.	Hindi	21	16 (76.19%)	5 (23.81%)	0%
2.	English	21	7 (33.33%)	6 (28.57%)	8 (38.10%)
3.	Maths	21	12 (57.14%)	5 (23.81%)	4 (19.05%)

1. Good
2. Satisfactory
3. Below average

Table 6 clearly reflects that the achievement of students in Hindi and Mathematics is satisfactory, but the achievement in English is very poor.

Table 7 reveals that the achievement level of students in all subjects has increased but the performance of students in English is continuously poor. Although achievement

in the concerned school. Some promising initiatives are as follows:

1. The local leaders, gram-pradhan and panchayat members facilitated their links with the community and in reaching out-of-school girls and also motivating parents to identify girls who have dropped out of schools.
2. The emphasis on co-curricular activities was remarkable. It has got a permanent place in school curricula. These co-curricular

**Table 8**  
**Achievement Level of Class VIII**

S.No.	Subject	No. of Students Appeared in Test	Achievement Level		
			Good	Satisfactory	Below Average
1.	Hindi	10	10 (100%)	0 (0%)	(0%)
2.	English	10	6 (60%)	3 (30%)	1 (10%)
3.	Maths	10	7 (70%)	3 (30%)	0 (0%)

in English language has also got little improvement.

Table 8 clearly shows that achievement in all subjects has got improvement. The achievement in Hindi is 100 per cent and all students are performing well in Hindi. In Maths and English too, the achievement of students has improved. This interpretation clearly shows that the students are doing well in KGBVs.

### Good Practices

During the case study the researcher came across some of the good practices

activities enhance the capability of the students.

### Problems in KGBV

As this particular KGBV does not have its own building they have to vacate the school building during the high school board exams which causes much inconvenience.

*Care of siblings:* As male members were out of family and females were also busy in earning, the responsibility of looking after the siblings falls on the elder girls of the family. This is another reason of absentism.

*Seasonal Agricultural Work:* Seasonal agricultural work was also an important factor of absentism of girls from the school.

*Early Marriages of Girls:* Early marriages of girls is also an important fact. At the age of 12–16 years, they get married. This also results in their dropping out of school.

### **Recommendations**

Greater attention is required to be given for the language development of the girls. Although the achievement level of girls is satisfactory on ASER achievement test when it comes to reading and writing is good, but when they are asked to express themselves in Hindi language it becomes difficult for them. The reasons behind this may be that all teachers belong to Bhojpuri region and they may be speaking in Bhojpuri only. More reflection is needed for strengthening the teaching of English language.

Special attention is required to be given for the vocational component. Girls may be given some vocational training so that they can earn their livelihood in future.

### **Conclusion**

Kasturba Gandhi Balika Vidhyalayas were started with the great mission to educate girl children so that they could cope up with the society with ultimate ease. We are also very close to achieve our pure goal. To achieve this goal we need to provide more resources in terms of building, playground, clean toilets, blackboard, advanced teaching aids, etc. A special attention should also be given to the quality of teachers since no institution can be built up without good teachers. As far as achievement of these students is concerned, if we will work on above points, only then we will be able to enhance the level of achievement of our students.

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