



STATUS OF KASTURABA GANDHI BALIKA VIDYALAYAS IN KALAHANDI DISTRICT

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Abstract

Our country India possess great diversity as far as socioeconomic status of the people is concerned. People from various minority communities like Scheduled Caste, Scheduled Tribe etc. are major contributor to rural population. These people are integral part of the society. Kasturaba Gandhi Balika Vidyalayas (KGBVs) are established under Government of India and Department of School and Mass Education, Government of Odisha in the year 2004. They are working actively to bring the change the socio-economic standard of people living in tribal belt of Odisha. So the present study is carried out to investigate the 1. Status of. Kasturaba Gandhi Balika Vidyalayas in Kalahandi District with regard to Number of Schools, Availability of physical facilities, Availability of Teaching Aids, Evaluation procedures 2. Studied the problems faced by Heads of the Institutions, teachers , students in KGV. Descriptive Survey Method is used in the present Study. Out of 13 Kasturaba Gandhi Balika Vidyalayas of Kalahandi district, 5 Kasturaba Gandhi Balika Vidyalayas were selected randomly. Interview schedules, Questionnaire Used as Tools. Data collected through both interview schedule and questionnaire were analysed using frequencies and percentage.

The information obtained by the investigator revealed that majority of schools had Good Infrastructure, teaching staff, good curriculum transaction, but some had lacking of those facilities. The quality of teaching most of the school were disturbed by not having proper internet connection, poor teaching members etc. So the Government should give proper attention towards KGBV to enhance its quality education.

Keywords: Status, KGBV, Socioeconomic, Scheduled Caste, Scheduled Tribe



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Introduction

India is one of the largest concentrations of tribal population in the world. Tribal population in India is constitute more than 8:08 percent of total population with about 449

tribes and sub tribes in different part of the country. Most of tribal areas are in accessible and relatively underdeveloped educationally backward and poorly integrated with the implementation of different schemes like National Programme for Education of Girls of Elementary Level (NPEGEL), Kasturaba Gandhi Balika Vidyalaya (KGBV) by Government of India. There is marginal improvement in overall status education of tribal in general and tribal women in particular. It needs for more pragmatic approach for promoting education of tribal women and general women in rural and remote places of the country. KGBV scheme is a unique scheme of the Government of India to promote girls education in the state. Kasturaba Gandhi Balika Vidyalaya (KGBV) an integral part of Sarva Siksha Abhiyan (SSA) provides a dynamic frame work to accelerate girls Education programme in different educationally backward blocks through opening of residential school exclusively for upper primary out of school girls. Kasturaba Gandhi Balika Vidyalaya (KGBV) Scheme was launched by the Government of India in August 2004 for setting up residential school at upper primary level for girls belonging predominantly to the SC/ST/OBC and minorities in difficult areas. The scheme of the KGBV run 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 15 April 2007 merged with the SSA programme as a separate component of that programme.

Significance of the Study

After Independence as a Welfare country India ensured Education for All and proclaimed upon the state to promote with special care the educational and other interest of the weaker section of the population and in particular that of the Scheduled Tribe and other such communities. Initiatives were taken to spread education uniformly throughout the country with the establishment of educational institutions at the grassroots level under the Ministry of Human Resource Development, Government of India, but it was not feasible for Ministry to look after the educational problems of the tribal people with special care that they required because of their high backwardness. As a result, some vibrant action plans were formulated and implemented at the field level-through some specially developed primary schools having the thrust of boosting education among these people under the Ministry of Tribal Affairs, which is mandated to look after the prosperity of the tribal and bring them to the mainstream. The Kasturaba Gandhi Balika Vidyalaya (KGBV) Scheme was launched by the Government of Indian in August 2004 for setting up residential school at upper primary

level for girls belonging predominantly to the SC, ST, and minorities in difficult areas. Kasturaba Gandhi Balika Vidyalayas are very significant to 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 equality of education and stress upon the relevance and quality of girls' education for their empowerment in tribal belt of Odisha by providing quality education to them. The study is an attempt to study the Status of Kasturaba Gandhi Balika Vidyalayas in Kalahandi District and suggest measures to improve their status.

Review of Related Literature

Bhargava(1989) studied the availability of educational facilities 'in the rural institutions of a predominately tribal district vis-a-vis those available in predominately nontribal district and his finding was Educational facilities in the non-tribal district were better than these in the tribal district. This was true for the primary stage too.

Objective of the study conducted by **Gaur (1989)** was to find out the present status of the special facilities being given by the Government to the tribal Population of Udaipur District for their educational uplifting.

The study conducted by **Ramana (1989)** pointed out that the infrastructure of Ashram Schools in poor. the teaching learning process not satisfactory and the absenteeism, stagnation and wastage are high. But the researcher found a perceptible impact of the Ashram School on local communities.

The objective of the study conducted by **Kaul and Gupta(1990)** was (i) To study the availability of school libraries, their accommodation, furniture, seating capacity etc. and the finding was: (i) Though libraries were found to exist in all the high and higher secondary schools of the four states, they had a very large clientele to cater to in proportion to the major collection of books.

Biswal's (1991) study revealed that (1) the educational institutions in the area lacked necessary physical facilities. (ii) Most of the teachers in the area lacked the required qualifications. (iii) Health hazards, poor communication facilities, accommodation, traditional beliefs and value systems of the community, were the main problems perceived by the teachers

Ambasht (2001) came out with a collection of his research papers and articles published from time to time covering the problems of education of the scheduled tribe children, analysing these and flagging the issues. The book is divided into sections dealing with (a) policy issues (b) education and tribal culture (c) tribal education scenario (d) Tribal education of other countries (e) research thrusts.

Pradhans (2004) study revealed that (i) Many teachers including those working in residential schools do not stay at the headquarters. (ii) The Teaching Learning materials, where available are found to be old, broken, unattractive and therefore dumped.

The main findings of the study conducted by **Behura and Mohanty (2005)** revealed that there was poor economic condition of parents together with engagement of girls in different economic pursuits at an early age by their parents as the prime cause behind their literacy or drop out from schools.

The main findings of the study conducted by **Choudhury (2010)** were that institutions are very special efforts in the direction of tribal education: The study of existing status of education ashram schools will provide empirical base line about the status of tribal education.

Swain's (2010) study revealed that boys do not differ significantly from girls on achievement in English. Nontribal girls are a bit Superior to non -tribal boys. Boys and girls of Tribal Communities do not differ significantly from boys and girls of nontribal communities due to interaction between community and sex.

Pattnaik's (2011) study revealed that students coming from the tribal areas demanded special attention from their teachers, parents, government and non-government at organization.

The study conducted by **Ramana (1989)** pointed out that the infrastructure of Ashram Schools in poor. the teaching learning process not satisfactory and the absenteeism, stagnation and wastage are high. But the researcher found a perceptible impact of the Ashram School on local communities.

Ekka (1990) concluded that the problems of educational development in the tribal areas were very complex. The tribal in general had not been able to enjoy fully the benefits derived from the economic schemes because of the educational backwardness and their very low levels of literacy.

Objectives of the Study

1. To study the Status of Kasturaba Gandhi Balika Vidyalayas in kalahandi

District with regard to: Number of Schools, Enrolment of Students, Availability of physical facilities, Availability of Teaching Aids, Evaluation procedures, Achievement of Students, Organization of Co-curricular activities and Suggestions for improvement.

2. To study the problems faced by Heads of the Institutions for the management of the Institutions.
3. To study the problems faced by teachers in the transaction of curricular and co-curricular activities in the School.
4. To study the problems faced by the Students in their Schools and Hostels.
5. To give suggestion for improvement of KGBV

Method

Descriptive Survey Method is used in the present Study.

Sample

Out of 13 Kasturaba Gandhi Balika Vidyalayas of Kalahandi district 5 Kasturaba Gandhi Balika Vidyalayas were selected randomly. All the Heads and Teacher of the Schools were taken in the Study. The sample was consisting of 5 Heads, 25 Teachers, 40 students and VIII class.

Tools Used

The following tools were developed by the investigator for collection of data.

1. Interview schedules for Heads of the Institutions
2. Questionnaire for Teachers
3. Questionnaire for the Students.

Interview Schedule for Head of the Institution

Interview schedule was prepared by the investigator for the Heads of the Kasturaba Gandhi Balika Vidyalayas. Section 'A' of the interview schedule contains background information of the Heads of the Institution. Section B of the interview schedule contains items relating to physical facilities. adequacy of the physical facilities, problems faced by Heads of the Institution, suggestions for the improvement of the status and problems of Kasturaba Gandhi Balika Vidyalayas in Kalahandi District.

Questionnaire for Teachers

Questionnaire is used when factual information is desired. Before development of questionnaire, literature on tribal education was studied. Items which were to be taken in the questionnaire were selected keeping in mind the objectives of the study. Section 'A' of

questionnaire contains the background information of the respondents. Section 'B' contains information regarding availability of physical facilities, adequacy of physical facilities, availability of Teaching Learning Materials, provision of teaching aids. availability of games and sports materials. problems faced by teachers in the and suggestions to improve the status Kasturaba Gandhi Balika Vidyalayas in Kalahandi District.

Questionnaire for Students

Questionnaire was prepared by the investigator for the students. Section 'A' of the Questionnaire contains background information of the students. Section 'B' of the Questionnaire contains items relating to availability of physical facilities, adequacy of physical facilities in school and hostel, availability and use of teaching aids, availability of games and sports materials. Problems faced by students and suggestions for successful running of of KGBV.

Statistical Techniques

Data collected through both interview schedule and questionnaire were analysed using frequencies and percentage.

Main Findings

The following are the main findings of the study.

1. Almost all the Kasturaba Gandhi Balika Vidyalayas (KGBVs) (100 per cent) of Kalahandi district were situated in rural areas.
2. All the Kasturaba Gandhi Balika Vidyalayas (KGBVs) of Kalahandi District had classrooms. Headmasters room, staff room, playground, boundary wall, staff quarters, garden, kitchen room, hostel, drinking water facility, toilet facility. Furthermore, Library were available in 100 per cent of Kasturaba Gandhi Balika Vidyalayas (KGBVs). Computer room were available 60 percent and electricity connection were available in 100 per cent of Kasturaba Gandhi Balika Vidyalayas. 100 per cent of Kasturaba Gandhi Balika Vidyalayas had office room. 20 per cent had Girls common room, 60 percent had store room, 20 per cent had meeting room.
3. Adequate number of classrooms, First Aid box were available in almost all the Kasturaba Gandhi Balika Vidyalayas (KGBVs). Adequate furniture were available in 100 per cent of Kasturaba Gandhi Balika Vidyalayas (KGBVs) .100 per cent of schools have hostels room. Adequate number of books in library and newspapers /Journals/Magazines were available in 60 per cent of Kasturaba Gandhi Balika Vidyalayas (KGBVs). Store room, aids and

equipment have in Kasturaba Gandhi Balika Vidyalayas (KGBVs). Adequate numbers of toilets were available in 80 per cent Kasturaba Gandhi Balika Vidyalayas (KGBVs). Adequate sports equipment materials were available in Kasturaba Gandhi Balika Vidyalayas campus. Book bank and internet facility were not available in KGBVs. Computer rooms were available in 60 per cent of Kasturaba Gandhi Balika Vidyalayas (KGBVS) in Kalahandi district.

4. Almost all the heads (100 per cent) have agreed that hostels are available in school campus.

5. All the hostels of Kasturaba Gandhi Balika Vidyalayas (KGBVs) of Kalahandi district had availability of sufficient number of rooms, common room, dining hall, guest room.

6. Regarding the availability of Teaching Learning Materials almost in all (100 per cent) Schools had Black boards, Maps, Globes and Television. Diagrams were available in 60 per cent Schools, charts available 80 per cent and bulletin board were available in 40 per cent. Radio was available in 60 per cent of schools respectively. Science kit, Mathematics kits were not available in 100 per cent Schools.

7. Almost all the Teachers (100 per cent) were used Teaching Learning Materials while Teaching, low cost teaching aids were also prepared. But 100 per cents heads and teachers reported that there were sufficient teaching aids available in their Schools. Almost all the Heads of the Institution (100 per cent were used teaching learning materials while teaching, low cost teaching aids were also prepared. But 100 per cents heads and teamers reported there were sufficient teaching aids available in their Schools.

8. Almost all the Heads of the Institution (100 per cent) reported that Government provides Rs.500 per Teacher per annum for preparation purchase of Teaching Aids.

9. The evaluation procedures adopted by almost all the Schools (100 per cent) were Unit test, Monthly test, Half-yearly Examination and Annual Examination.

10. The techniques of evaluation adopted by most of the Schools (100 per cent were oral test, written test and practical test in the Kasturaba Gandhi Balika Vidyalays.

11. Almost all the heads and Teachers (100 per cent) reported they take remedial measures to improve the academic achievement of the Students.

12. Morning assembly, sports, celebration of national days, celebration of birthdays of great men, gardening, were organized in 100 per cent of Schools. Drawing, Dance and tribal dance were organized in 100 per cent of Schools, and yoga were organized in 60 per cent of

Schools, music in 40 per cent School, drama were organized in 60 per cent Schools, Exhibition were organized in 60 per cent

13..Almost all the Heads of the Institutions (100 per cent) reported that the Kasturaba Gandhi Balika Vidyalays are managed by Tribal and Rural Welfare Department. Government of India, and School and Mass Education Department, Odisha. Regarding the participation of students in various curricular activities it was found that the number of students participated in School level competitions were more. But some of the Students also participated in state level competitions. Almost all the Schools (100 per cent) had PTA/MTA, SMC/SDC.

14. Problems faced by Heads and Teachers of the Institutions for the organization of different curricular and co-curricular activities were relating to insufficient teaching aids, insufficient support materials, insufficient teachers, language problem, lack of electricity connection, communicational problem and residential problem. Problems faced by students were overcrowded rooms, lack of toilets, bathrooms and lack of dining room.

15. Suggestions given by Teachers and heads of the Institutions to improve the Status of Kasturaba Gandhi Balika Vidyalays in Kalahandi district include: provision of telephone connection, provision of more sports materials, laboratory facilities, provision of adequate Teaching Aids, staff quarters, vocational training for Teachers, more staff members, stipends for day scholars, organization of cultural activities in the hostels.

Educational Implications

On the basis of the major findings, the following suggestions may be given for improving the status and to solve problems of Kasturaba Gandhi Balika Vidyalays of Kalahandi District. Necessary physical/infrastructural facilities like laboratory, room should be provided. Staff quarters should be provided to the Teachers working these Schools. Adequate internet facility and telephone facility should be provided in the School. Sufficient games and sports materials should be provided; Sufficient Teaching Aids should be provided for the better understanding of Students. More facilities in hostel should be provided. The hostel rooms should not be over crowded. More nutritious food should be given to Students. Extra classes should be arranged by Teachers and other remedial measures should be taken. Communication facilities like school bus should be provided to both day scholars and Teachers. Electricity connection and furniture should be provided to the School.

Conclusion

The evaluation of the scheme stated that the KGBV of Kalahandi district has contributed for reducing the gender gap in education otherwise the students remain drop out in this district. The status of this scheme stated that the maximum number of school has good facilities but still could not provide quality education due to various reasons so the state as well as central government should give more importance on this scheme by which maximum number of marginalised children get benefit.

Suggestions for Further Research

The following suggestions may be taken into consideration for further research:

1. Studies may be conducted in the Ashram Schools.
2. Studies may be conducted by taking large sample
3. Similar studies may be conducted in other districts of the state.
4. Studies on problems of hostellers may be undertaken.
5. Studies on problems of teachers may be conducted.

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