

# Perception of Teachers towards Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme in the contextual frame of Kashmir Division

Irshad Ahmad Irshad<sup>1</sup>, Irshad Ali Dar<sup>1</sup>, Latief Ahmad Tali<sup>1</sup>, Dr. Amina Quari<sup>2</sup>

1- Research Scholars, Barkatullah University Bhopal,

2-Principal Govt. Degree College Kargil

## **Abstract**

*Kasturba Gandhi Balika Vidyalaya (KGBV) scheme introduced by the Government of India in 2004 is an important flagship programme for uplifting the girls belonging to rural and marginalized groups of the society. The aim of the present study was to explore the perception of KGBV teachers and their level of perception towards KGBV scheme in the Kashmir Division. Descriptive survey research design was found to be the most suitable for this investigation. A sample of 97 teacher respondents of 15 KGBV schools was selected from five districts of Kashmir Division namely Anantnag, Pulwama, Shopian, Srinagar and Budgam by purposive sampling technique. Data was collected through self structured interview schedules. The collected data was analysed with the help of simple percentage method. The findings of the study showed that the KGBV teachers of Kashmir Division have positive perception towards KGBV scheme and their level of perception was found to be high towards the scheme.*

**Keywords:** KGBV, Teachers, Perception, Kashmir Division

## **Introduction**

Educating girls has a multitude of positive effects for the wider community, as well as the individual woman as it is the one of the best investments for achieving the goals of poverty eradication, population control and improving the standard of living. Extensive research by the UN and the World Bank shows that when girls are educated birth rates fall and each four years of schooling reduces family size by one, family health improves and child mortality falls, educated mothers are 40 percent more likely to immunize their children, literacy accelerates in future generations as educated mothers are five times more likely to educate their children, regions stabilize as violence and extremism declines, both family and national income grow by 10 per cent for each additional year of schooling. Kasturba Gandhi Balika Vidyalaya (KGBV) scheme introduced by the Government of India in 2004 is an important flagship programme for uplifting the girls belonging to rural and marginalized groups of the society. Kasturba Gandhi Balika Vidyalaya is residential schools which cover hard to reach girls especially the deprived ones belonging predominantly to the SC, ST, OBC community and minority groups. This is an extrinsic intervention for girls residing in small and scattered habitations far off from the nearest school, who have remained outside the educational system despite interventions of other government programmes due to persistent socio-economic, cultural and topographical reasons.

The Kasturba Gandhi Balika Vidyalaya scheme is merged with Sarva Shiksha Abhiyan in the XIth Plan with effect from 1<sup>st</sup> April, 2007. Verma (2008) stated that KGBV was the first politically correct step in the field of girls education as it focuses on the most marginalized and deprived sections of the society. She added that while the scheme appears to be laudable in its conception and yet great care should be taken in its implementation. Chaudhari et al. (2012) conducted a study on Impact of KGBVs on girls' education and retention. The findings of the study showed that there were lot of problems faced by the functionaries and the beneficiaries regarding the design of the building of the KGBV like lack of availability of sufficient class rooms, staff room, competent teachers, toilet faculties, low job satisfaction among teachers due to low salary etc.

Kasturba Gandhi Balika Vidyalaya Scheme (KGBV) is an innovative and constructive step to empower the girls strengthening their elementary education. The scheme enables opening of special residential schools for girl child belonging to Scheduled Castes, Scheduled Tribes, Other Backward Castes and Minority in educationally backward areas having low female literacy. This is an intervention for girls residing in small and scattered habitations far off from the nearest school. Under this scheme, residential schools and hostel facilities for girls are established in the Educationally Backward Blocks (EBBs), towns and minority concentrated areas, all over the country. Sharma et al. (2011) conducted an evaluative study on KGBV's in Sirohi Rajasthan and reported that the scheme has been able to create access to schooling facilities among the most disadvantaged, though there was a mix of different age groups of the girls enrolled; most of the schools have more of the older girls who were dropouts. Namdeo (2018) conducted a study to find out the influence of locale on educational opportunities of the students of KGBV and the result indicated that there is no significant difference in educational opportunities of the students belonging to the schools of tribal and non-tribal blocks. Sharma and Kiran (2017) conducted a study to explore the enrolment status of KGBV schools of Jammu division and the findings of the study showed that KGBVs' of Jammu division are not able to attain their objectives with regard to enrolment as that there was low enrolment in all visited KGBV's schools.

The KGBVs have been able to provide not only education, fooding and lodging, stationary and toiletries, but also have opened a great vantage for the girls belonging to marginalized sections of the society. The training and education received at KGBVs enable them to be independent and strong enough to take their decisions in life, once they leave KGBV center. They receive life-long character building training. With trained and qualified staff to look after the girls, the KGBVs are achieving the goal they were set up with, i.e., of providing a free education along with vocational training, to girls from disadvantaged and marginalized sections of the society. Manimekalai (2005) found that KGBVs scheme is a blessing opportunity for the never enrolled and dropout girls to continue their education. Vocational training given to girls will help them in becoming self-sufficient even if they don't continue their education. Pandey (2015) conducted an empirical study to ascertain the skills being imparted to the girls of KGBV and to compare their attitude towards skills development activities. The findings of the study showed that various skills such as life skills, vocational skills, learning skills and skills of performing various co-scholastic activities were developed in the students

of Kasturba Gandhi Balika Vidyalaya administered by different Management agencies. The results also showed significant difference between attitudes of girls towards skills development activities at entry level and exit level. Gogoi (2015) assessed the awareness level of adolescent girls of KGBV schools on the aspects of menstruation and the findings of the study showed that 100 percent received knowledge on reproductive health and menstruation, 56.67 percent were aware that menarche occurred between 11 to 12 years, 70.83 per cent girls regularly kept the record of menstruation cycle and 85 per cent maintain hygiene. The girls informed that in KGBVs, the warden and matron discussed regarding maintaining of hygiene. The girls had the basic knowledge and know the do's and don'ts during menstruation. Das (2013) reported that the availability of teaching learning materials in all the KGBV is sufficient but they are rarely used, activity based teaching is held occasionally and co-curricular activities are observed in all the KGBV regularly.

### Objectives of the study

- To study the perception of teachers towards KGBV scheme
- To explore the Level of Perception among KGBV teachers towards KGBV scheme

### Methodology

The present study was conducted in the 5 Districts of Kashmir Division namely Anantnag, Pulwama, Srinagar, Shopian and Budgam. For this purpose the data was collected from 97 teacher respondents of 15 KGBV schools which were selected through Purposive Sampling technique. The information required for research was collected through self-structured interview schedule. The collected data was analysed with the help of simple percentage technique.

### Results and Discussion

#### 1. Results pertaining to Perception of teachers towards KGBV

In order to know the perception of teachers towards the Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme, the simple percentage method was used for the analysis and the results has been shown in the table no. 1

S.No	Variables	F	%age	F	%age
1	Are you satisfied with your job in KGBV schools	97	100%	0	0%
2	Do you enjoy your teaching in KGBV schools?	97	100%	0	0%
3	Are you satisfied with the salary you receive in KGBV schools?	97	100%	0	0%
4	Do you feel that the girls of KGBV schools are intellectually capable of entering into the secondary education?	97	100%	0	0%
5	Do you feel that KGBV scheme will change the social status of girls enrolled in KGBV's?	96	99%	1	1%
6	Do you feel that KGBV scheme have positive impact on girl's education and retention?	95	97.9%	2	2.1%
7	Do you think that the infrastructure facilities in KGBV's are adequate?	70	72.2%	17	17.8%
8	Do you feel that KGBV scheme is an innovative step for the empowerment of girls	97	100%	0	0%
9	Do you feel that KGBV scheme can help you in making your future bright?	96	99%	1	1%
10	Do you feel that KGBV scheme will develop vocational skills among girl students enrolled in KGBV's?	97	100%	0	0%

It is evident from the table no.1 that the cent percent respondents were satisfied with their job and were enjoying their profession in the KGBV schools. Hundred percent of the respondents were satisfied with the salary they receive in KGBV schools and felt that the girls of KGBV schools are intellectually capable of entering into the secondary education. The table no. 1 also depicts that 99% of the respondents were sure that the KGBV scheme will change the social status of the enrolled girl students while as 1% of the respondents were unsure about the same. The above table also shows that 97.9% of the respondents expressed that the KGBV scheme has positive impact on the girl's education and retention while as 2.1 % respondents were unsure about the same. Regarding the perception of KGBV's infrastructure facilities; 72.2% of the respondents feel that the infrastructure facilities in KGBV's are adequate while as 17.8% of the respondents reported that the same facilities are inadequate. The findings were in accordance with the findings of Das (2013) who reported that the availability of teaching learning materials in all the KGBV is sufficient. Table no. 1 also reveals that the cent percent of the respondents reported that the KGBV scheme is an innovative step for the empowerment of girls and this scheme will develop vocational skills among girl students enrolled in KGBV's. Similar results were found by the Pandey (2015) who reported that various skills such as life skills, vocational skills, learning skills and skills of performing various co-scholastic activities were developed in the students of Kasturba Gandhi Balika Vidyalaya. However 99% of the teacher respondents feel that KGBV scheme could help us in making our future bright while as 1% of the respondent's feel that KGBV scheme is not helpful in making our future bright. On conclusion after pursuing the table no. 1 it can be concluded that the teachers of KGBV schools of Kashmir valley have good and positive perceptions towards this scheme. The possible reasons may be the congenial relationship of the teachers with the managing bodies of KGBV scheme like Cluster Resource Centre (CRC's), Block Resource Centre (BRC's), with Parents, State government etc.

## 2. Results pertaining to Level of Perception among KGBV teachers towards KGBV scheme

The distribution of total respondents (N=97) in different levels of Perception towards KGBV is presented in table no 2

**Table No. 2**  
**Frequency and Percentage of total Respondents (N=97) in different Levels of Perception towards KGBV scheme**

S. No	Level of Perception towards KGBV Scheme	Frequency	Percentage
1	High Level of Perception	90	92.8%
2	Moderate Level of Perception	07	7.2%
3	Low Level of Perception	0	0%
<b>Total</b>		<b>97</b>	<b>100%</b>

The table no.2 displays the statistical distribution of 97 (total Sample) KGBV teacher respondents in different levels of Perception towards KGBV Scheme. Out of 97 respondents (total Sample) 92.8% have shown High Level of Perception (HLP) towards KGBV Scheme, 7.2% falls in Moderate Level of Perception (MLP) and no respondent have shown Low level of Perception (LLP) towards KGBV Scheme. Hence it can be interpreted from the above table that the perception level of KGBV teachers in Kashmir Division towards KGBV scheme falls in High level of Perception. The frequency distribution and percentage of 97 respondents

in different levels of Perception has been shown in figure no 1 and 2 respectively.

Figure No. 1

Bar Graph showing Distribution of Total Respondents (N=97) in the different Level of Perceptions towards KGBV scheme

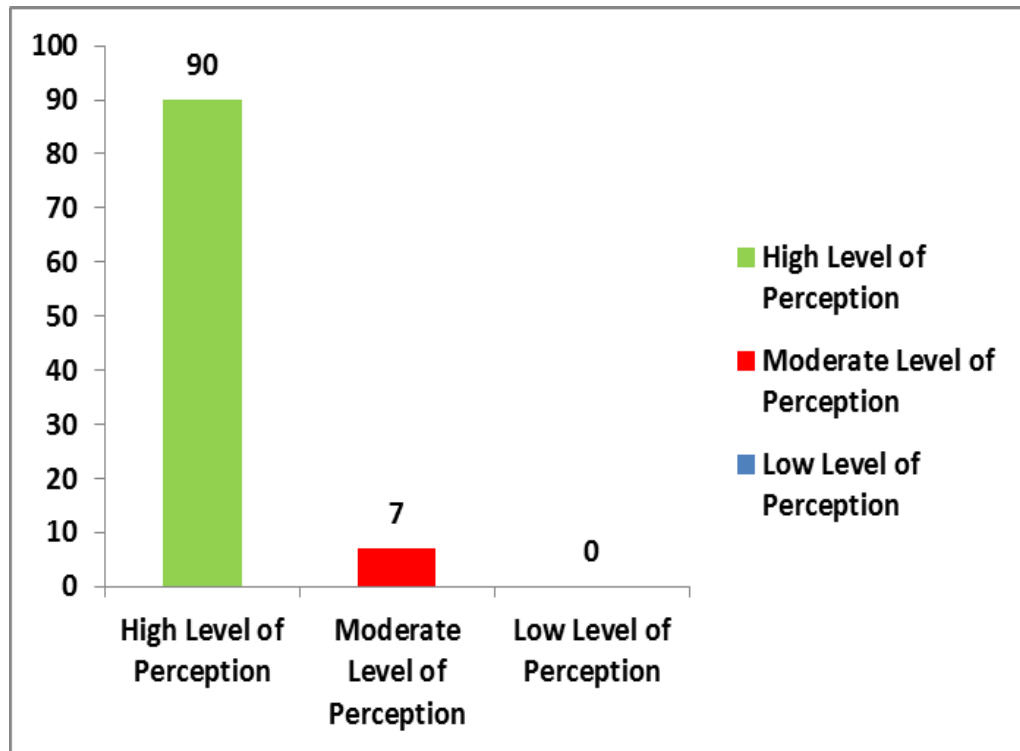
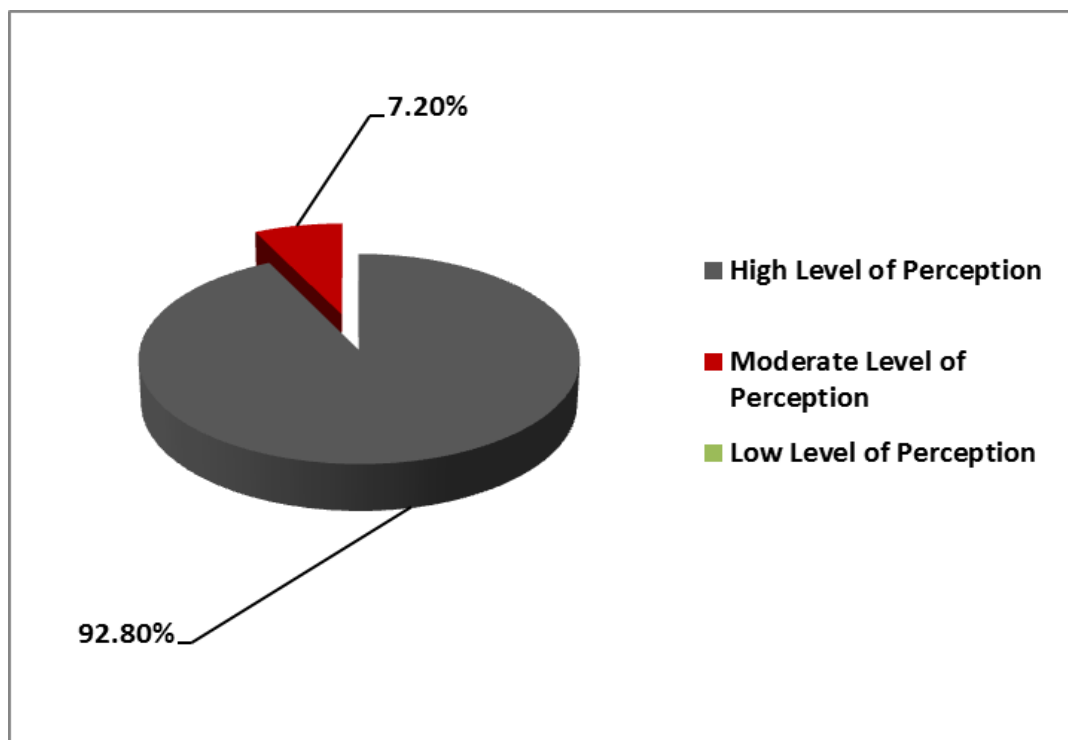


Figure No. 2

Pie Chart showing Percentage of Total Respondents (N=97) in different Level of Perceptions towards KGBV scheme



## Conclusion

Education is one composite single variable which has the capacity to transform many odds turning in favour of girls more specially so in the rural India. Therefore an exclusive emphasis on girls' education is necessary. The Kasturba Gandhi Balika Vidyalaya scheme which works for the most marginalized Indian girls at a crucial juncture in their lives, plays an important role in promoting incremental change, starting with changing beliefs, attitudes and aspirations of teachers and students was started by Government of India with the great mission to educate girl children so that they could cope up with the society with ultimate ease. The KGBVs should play an important role in individual empowerment, especially by being a residential institution that provides these girls a safe space where they get to express themselves freely. This scheme has made a good beginning in the Kashmir valley and has started fulfilling the expectations of the Government, parents, functionaries and beneficiaries from socioeconomically backward communities in particular. In spite of the various constraints, these schools have mainstreamed the SC, ST, OBC and minority children into elementary education but still there is a great need of providing more resources in terms of quality teachers, infrastructure facilities like buildings, clean toilets, advanced teaching aids etc. to the KGBV's of Kashmir Division. Although the teachers of KGBV's schools in Kashmir valley have good perceptions towards KGBV scheme but more reflection is needed for strengthening their perceptions, teaching proficiency; as these teachers play the role of parents at KGBVs. They are the mentors for the girls and source of guidance to be with them always. They can bring miracles in the life of these little girls by nurturing their inner abilities, capacities, capabilities, talent etc.

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