

A Study of Role of Kasturba Gandhi Balika Vidyalayas of Uttar Pradesh for Developing Skills among the Students

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Abstract

The Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was launched in July 2004, for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minority communities. The scheme is being implemented in educationally backward blocks of the country where the female rural literacy is below the national average and gender gap in literacy is above the national average. To know the effectiveness and usefulness of establishing these residential schools and what type of skills these schools are imparting for the empowering the girls present attempt has been taken. The main objective of the study was to ascertain the skills being imparted to the girls of KGBV and to compare the attitude of girls towards skills development activities at various levels. This is an empirical study. **Descriptive Survey Research Design** was found to be the most suitable for this investigation. Thus through **Purposive Sampling** Five districts were selected belonging to different zones and by using **Lottery method of Random Sampling** Three KGBV were chosen from every district. To collect the data researcher prepared Questionnaire to assess the skills developed in the girls of KGBV and Attitude scale to assess the attitude of KGBV girls towards the impact of imparted skills. **This study brought the fact that** -Various skills such as life skills, vocational skills, learning skills and skills of performing various co-scholastic activities are developed in the students of Kasturba Gandhi Balika Vidyalaya administered by different Management agencies. There is a significant difference between attitudes of girls towards skills development activities at entry level and exit level (class 6 & 8) because girls at entrance level are not too much aware of the many programs and activities which are to be organized for them so they could not responded positively but the girls at exit level are aware and they know the importance of the programs organized for them by the school administration.

KEYWORDS:- Life skills, Vocational skills, Learning skills

Introduction

Women are seen as a definite target group for the simple reason that all over the world, literacy rate among women are lower than men. If women are indispensable to the development process, literacy among women must increase so taking this need in consideration Government of India has implemented the various policy measures to promote and accelerate women's education in India, including education of girl child on a holistic approach, both at central and state levels. To accelerate women literacy rate as well as to reduce school dropout rates substantially for which several initiatives schemes have been adopted like Sarva Siksha Abhiyan, Mahila Samakhya, KGBV, NPEGEL, Mid Day Meal Scheme etc. Sarva Shiksha Abhiyan (SSA) is currently the most important initiative in the context of school education. SC and ST children, children belonging to

religious and minorities who have lagged behind in education are in the need of special focus and strategies as well as adequate resources in SSA planning and implementation this resulted the establishment of Kasturba Gandhi Balika Vidyalaya (KGBV).

The Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was launched in July 2004, for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minority communities. The scheme is being implemented in educationally backward blocks of the country where the female rural literacy is below the national average and gender gap in literacy is above the national average. The scheme provides for a minimum reservation of 75% of the seats for girls belonging to SC, ST, OBC or minority communities. Now Kasturba Gandhi Balika Vidyalaya scheme is merged with Sarva Shiksha Abhiyan in the XIth Plan with effect from 1st April, 2007. Reaching out to the girl child is central to the efforts to universalize elementary education. Sarva Shiksha Abhiyan, or 'Education for All' program recognizes that ensuring girl's education requires changes not only in the education system but also in societal norms and attitudes.

The targeted provision for girls under Sarva Shiksha Abhiyan includes:

1. Free textbooks to all girls up to class VIII
2. Separate toilets for girls
3. Back to school camps for out-of-school girls
4. Bridge courses for older girls
5. Recruitment of 50% women teachers
6. Early childhood care and Education centers in/near schools.
7. Teachers' sensitization programs to promote girls education.
8. Gender-sensitive teaching-learning materials including textbooks
9. Intensive community mobilization efforts.
10. Need based interventions for ensuring girls' attendance and retention.

To fulfill all these targets of government this scheme is running effectively to achieve the set goals. These schools are peculiar in whole world and a golden and renowned scheme for the Indian government for education of girls. The criteria of eligible blocks have been revised with effect from 1st April, 2008. it shows the concern towards the need of Kasturba Gandhi Balika Vidyalaya scheme in Primary Schools. To know the effectiveness and usefulness of establishing these residential schools and what type of skills these schools are imparting for the empowering the girls present attempt has been taken. This study is describing and presenting the present status and effects of KGBV

OBJECTIVES OF THE STUDY:-The objectives of the study were as follows-

1. To ascertain the skills being imparted to the girls of KGBV.
2. To compare the attitude of girls towards skills development activities at various level.

HYPOTHESES: - In the context of above objectives and many other reports related to the functions of these institutions, these hypotheses were framed;-

1. Kasturba Gandhi Balika Vidyalayas are imparting many types of skills in their students.
2. There is a significance difference between the attitudes of girls towards skills development activities at various levels.

- ❖ **RELEVANCE OF THE STUDY-** To achieve this target with holistic approach residential Kasturba Gandhi Balika Vidyalaya scheme was launched in various states including Uttar Pradesh in India, so it is a need to evaluate this program. This research will highlight these facts for the policy makers-
- ❖ The need of launching Kasturba Gandhi Balika Vidyalaya scheme in Primary Education.
- ❖ The need and types of skill development programs organized for the girls in Kasturba Gandhi Balika Vidyalaya administered by various agencies.
- ❖ The influence and importance of skill development programs of Kasturba Gandhi Balika Vidyalaya on girls' competency.

Delimitations-The study is covering the skill development programs running in the Kasturba Gandhi Balika Vidyalayas of Uttar Pradesh. The study only concerns with girl students, Parents, teachers & administrators related to the Kasturba Gandhi Balika Vidyalayas of Uttar Pradesh.

METHODOLOGY: - The present study is primarily aimed on the status study of the skill development program organized by the KGBV. To fulfill this objective, it was the need to go to the field and observe the real situations and practices going on. **Descriptive Survey Research Design** was found to be the most suitable for this investigation.

POPULATION: - The Study spans over the 70 districts of Uttar Pradesh. 454 Kasturba Gandhi Balika Vidyalaya have been Sanctioned and functional since 2004-05 to 2009-10 in Uttar Pradesh. Now these schools are going to be established or running in all the blocks of every districts of U.P. Only old KGBV are included in the selected sample, so related Administrators, Facilitators, Teachers and girls studying in Kasturba Gandhi Balika Vidyalaya form the real population of the study.

SAMPLE: - It was very difficult to work on the whole population because of limited resources and duration , thus 7% of the total districts of U.P were selected belonging to different zones through **Lottery method of Random Sampling** . In the next step almost 50% of the **KGBV** of were also chosen from every district to collect the Data.

Table - 1
Sample selection at a glance

Selected districts	Selected KGBV	selected girl of 6 th & 7 th class	selected girl of 8 th class
Sitapur	03	150	140
Sonbhadra	03	140	135
Mathura	03	135	145
Bahraich	03	150	141
Shravasti	03	150	142
Total	15	625	593

1218

PREPARATION OF MEASURING TOOLS: - In the absence of suitable tools researcher herself developed these tools for the investigation.

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:- Researcher and her team surveyed in all these selected districts with self made tools.

Questionnaire to assess the skills developed in the girls of KGBV- The tool was filled by the 1218 girls of KGBV running 05 selected districts of Uttar Pradesh.

➤ **Attitude scale to assess the attitude of KGBV girls towards the impact of imparted skills -** The tool was administered on 625 girls of entering 6th and 7th classes and 593 girls of class eighth studying in KGBV of selected districts of Uttar Pradesh.

MAJOR FINDINGS :- Analysis, discussion and interpretation of the data collected through tools from students of selected KGBV of Uttar Pradesh, leads to major findings-

3. **Hypotheses-1- Kasturba Gandhi Balika Vidyalayas are not imparting any type of skills in their students.**

To test this hypothesis of the study Questionnaire to assess the skills developed in the girls of KGBV was administered on 1218 students' of KGBV established in selected districts of Uttar Pradesh. Data collected was statistically treated to draw the results.

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

Discussion: - Table 2 is presenting the original situation of various skill development activities of girls in KGBV running under various agencies. It reflects that-

- About 64% of the girls of KGBV accepted that mostly they have been taught to live together. 67% of the girls reported that their teacher nurtured them the habit of making themselves neat and clean.
- More than 68% of the girls accepted that mostly their teacher motivate them to express their views in a right way.
- 63% of the students accepted that their teacher taught them to raise their problems without hesitation.
- More than 48% of the students reported that their teachers taught them to live and co-operate their classmates.
- More than 78% of the students proclaimed that their teachers suggested them to think carefully about themselves.
- More than 49% of the students reported that they have been told the way and skill to live in a right way.
- More than 68% of the students accepted that now in these schools they are habitual of taking diet in a right way and manner.
- About 48% mostly and 15% told merely they perform their routine work as per time table made for them.
- 88% of the girls accepted that they have been taught the way of self study.
- More than 88% of the students accepted that mostly they are asked to express

their problems.

- More than 48% of the students reported that they have been taught the way of group study.
- 63% of the students expressed that always they are motivated by their teachers to work together to solve their problems.
- 75% of the students reported that their teachers taught them the quality of leadership in a group.
- 55% of the students told that their teachers gave them opportunity for group discussion.
- More than 62% of the girls reported that they always have been asked to make material aid for teaching.
- According to 48% of the students reported that were asked to decorate the classrooms.
- 71% of the girls reported that they were given responsibility to organize competition and they also accepted that their teachers gave knowledge and skill for participation.
- About 58% of the students accepted that mostly vocational training are imparted to them in which they got skill of stitching, embroidery, knitting, painting and drawing.
- 62% of the students accepted that they got computer training but 46% of the students accepted the competency of operating it.
- More than 62% of the students accepted that they are made aware of self defense art and they know Judo- Karate.
- More than 75% of the girls of KGBV accepted that they know the art of Yoga and they do it regularly.
- All the 98% girls accepted that their teachers made them competent in organizing morning assembly and they organize it daily.
- About 78% of the girls accepted that mostly to make them aware their teacher's discuses on current issue in assembly.
- More than 78% of the students accepted that their teachers motivate them to participate in cultural, literary and social activities organized in the schools.
- More than 80% of the girls reported that they are always suggested by their teachers to oppose wrong things.
- More than 68% of the girls reported that they have been made aware to conserve the environment and make it neat and clean.

The result reflects that every item got more than 61% positive responses by the girls of KGBV. Results reflect that activities related to skills for better living with good health and hygiene is given more importance by the teachers of KGBV. Teachers gave efforts to develop effective communication skills and habit of self expression. Activities for personality development and adjustment are given equal importance.

4. Thus it is proved and research hypothesis has been selected that ***Kasturba Gandhi Balika Vidyalayas are imparting many types of skills in their students and various skills such as life skills, vocational skills, learning skills and skills of performing various co-scholastic activities are developed in the students of Kasturba Gandhi Balika Vidyalaya established in Uttar Pradesh.***

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

To measure this hypothesis of the study, Attitude scale to assess the attitude of KGBV girls towards the impact of imparted skills was administered on 560 girls of entering classes and 560 girls of class eighth studying in KGBV running under various agencies of 10 selected districts in Uttar Pradesh. Data collected was statistically treated to draw the results Table below reflects the results.

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

Table- 3 reflects that there is major difference between the mean of positive responses of the girls at entrance and exit level. Critical ratio 3.46 was drawn through calculation shows significant at every level. It might be the reason that girls at entry level are not too much aware of the many programs and activities which are to be organized for them so they could not responded positively but the girls at exit level are aware and they know the importance of the programs organized for them. Senior girls found more aware of activities related to enhance learning skills is given more importance to support girl's education. Activities related to enhance the art of self defense and skills needed to be a good and active citizen are given same importance while competency and aptitudes to participate in co-scholastic are given much importance because these are the part of curriculum and necessary for overall development. Adolescent Girls of KGBV have formed forum, to make aware of their rights. These forums are developing leadership competency and awareness among rural girls. Many activities to impart vocational skills are also performed but due to lack of proper instructor and physical resources continuity is not maintained. Hence our research hypothesis- there is a significant difference between attitudes of girls towards skills development activities at lower and upper classes is accepted and null hypothesis- there is no significance difference between the attitudes of girls towards skills development activities at various levels, was rejected.

Utility for Educational Administration and Policy Makers This study is describing and presenting the present status and effects of KGBV curriculum for the girls so the results and conclusions has enlighten these facts–

- 0 During survey and interview with the teachers It has been noticed that administration is taking interest in providing proper instructions to use facilities in KGBV.
- 0 KGBV are utilizing their incentives properly for betterment of girl's education. It was noticed in the survey that in most of the KGBV environment was motivating girl students for active participations in school activities. Some reformation is needed in policy initiatives to make environments more effective.
- 0 Many District Coordinator girls pointed out that although they are responsible for all the programs running for girl's education in the district but they are not in a

position to take any step against any one not working according to the set norms. Provision of some right and responsibilities should be added to the policy frame work it will be easy for them to handle the proper supervision of all the programs running for girl's education at district level.

- 0 Resources needed for various skills development should be enriched such as sewing embroidery and computers provided are very less in numbers, so these are not sufficient for the whole population to impart practical knowledge to each and every girl.
- 0 Mostly girls proclaimed that new and current vocational courses as per the need of rural areas should be added in their school curriculum to develop vocational competency in rural girls so that they can use these skills for their self dependence in future.

Suggestions by the Researcher

- 0 The numbers of KGBV should be increase and extended up to class twelfth. According to the teachers, parents and student, education up to eighth class cannot support the girls life and the skills developed in them is of no use and cannot be maintained.
- 0 Budget related to KGBV should be increased and some maintenance grant should be provided directly to Facilitators and teachers for better arrangements.
- 0 School Infrastructure should be increased in KGBV.
- 0 Educational Administration should establish a separate active mechanism at district and Block levels to look after all the program running for girl's education; it will be easier to give feedback at grass root level.
- 0 The pattern of this type of program should be reformed by pressurizing Government to take some initiatives like providing some extra remuneration for facilitators and instructor for active participation in KGBV and imparting full vocational training.
- 0 All the facilities and interventions and must be provided according to the girl's enrolment status in KGBV.
- 0 Extra budget should be provided to schools for organizing some relevant programs and conduction of meetings and campaign for girl's education.
- 0 Influence of Kasturba Gandhi Baliks Vidyalaya depends upon the positive attitude and active participation of girls, parents and community Educational administration should take initiation and efforts to organize some awareness program for positive expansion of attitudes.

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