

Kastruba Gandhi Balika Vidyalaya: A study in Tinsukia district of Upper Assam**Lipika jyoti Dowarah****Research Scholar: Dibrugarh University****Abstract:**

Girl education has been the top priority of Indian Government since the beginning. Growth and development of the society is possible only when both male and female are equally empowered in all aspects. But in spite of government's continuous effort on increasing female literacy it has failed because of different socio-economic and cultural problems faced by the people. In order to overcome this fallacy Government of India has launched a scheme under the name of Kastruba Gandhi Balika Vidyalaya (KGBV) on July 2004. Under the scheme residential schools at upper primary level for girls were established at educationally backward blocks across the country. The present study is on KGBV's of Tinsukia district of Upper Assam. Tinsukia district has been selected as a study area because the district is backward in terms of literacy and greater in terms of area as compared to other districts of Upper Assam.

Key words: *Education, KGBV, Literacy, Tinsukia, Upper Assam*

Introduction:

Government of India launched a scheme under the name of Kastruba Gandhi Balika Vidyalaya (KGBV) in July 2004. The KGBV Scheme is being implemented in Educationally Backward Blocks (EBB) of the country to make the education system more responsive to the needs of girls and to accelerate female rural literacy by enhance their enrolment and retention. The Scheme aims for setting up residential schools at Upper Primary level (from class 6 to 10) for girls belong to Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC), minority communities and children belonging to families of Below Poverty Line (BPL). The purpose of the Scheme is to provide free upper primary education for girls mainly of rural areas belonging to the age group of 10 to 14 years. On 10th Five year plan the KGBV Scheme has been merged with Sarva Shiksha Abhiyan with effect from 1st April 2007.

In the year 2007-08 KGBV Scheme was introduced for the first time in Assam. As on 2017-18, 67 numbers of KGBVs have been opened in Assam with a total coverage of 4297 number of girls mainly of rural areas, in 66 Educationally Backward Community Development Blocks and 1 town of 28 districts of the state. The main thrust of the KGBV Scheme is to provide access at upper primary level to disadvantaged sections of girls particularly in rural areas of the state, who have remained outside the elementary educational system despite the continuous interventions of other government programmes, due to persistent socio-economic and cultural reasons.

India has witnessed remarkable progress in spread of literacy since independence. But the literacy rate of females in terms of males is less in the country since independence. The table below indicates the literacy rate trend in India since 1951 to 2011.

Table1.1: Trend of Literacy Rate in India

Census Year	Persons (%)	Decadal Increase (%)	Males (%)	Females (%)	Gender Gap
1951	18.33	-----	27.16	8.86	18.30
1961	28.33	9.97	40.40	15.35	25.05
1971	34.45	6.15	45.96	21.97	23.99
1981	43.57	9.12	56.38	29.76	26.62
1991	52.21	8.64	64.13	39.29	24.64
2001	64.83	12.62	75.26	53.67	21.59
2011	74.04	9.21	82.14	65.46	16.68

Source: Census of India 2011

Compared to barely 18 percent of India's population recorded as literate in the first census after independence, according to 2011 census that proportion has gone up to 74 percent. The achievement among males has been from 27.16 percent to 82.14 percent in the 60 years. The achievement among the females had been from 8.86 percent in 1951 to 65.46 percent in 2011.

Study Area:

Assam has been divided into three regions: Upper Assam, Central Assam and Lower Assam. As per Census 2011, Upper Assam constitutes of seven districts Jorhat, Sivasagar, Golaghat, Lakhimpur, Dibrugarh, Dhemaji and Tinsukia. Tinsukia district in spite of largest area (3790sq. km.) in terms of square kilometer, literacy rate is lowest 69.66% among all the districts. Therefore, for purpose study on the role of Kasturba Gandhi Balika Vidyalaya's in empowering girl children Tinsukia district has been selected as a study area. The table 2 below shows the detail of Upper Assam in terms of area and literacy.

Table 2: Detail of Upper Assam in terms of Area and Literacy

District	Area (sq.km.)	Literacy (%)
Jorhat	2851	82.15
Sivasagar	2668	80.41
Golaghat	3502	77.43
Lakhimpur	2277	77.20
Dibrugarh	3381	76.05
Dhemaji	3237	72.70
Tinsukia	3790	69.66

Source: Census 2011

Tinsukia district is divided into four sub-divisions Sadiya, Doomdomma, Margherita and Tinsukia, which constitutes of both rural and urban population. As per Census 2011, the total

population of Tinsukia district is 1327929, of which males comprise of 680231 while female number 647698. Out of the total population, 1063186 (541395 males and 521791 females) falls in rural areas and 264743 (138836 males and 125907 females) fall in the urban areas.

Table 3: Population of Tinsukia district by sub-divisions

Sub-divisions	Population		Total
	Rural	Urban	
Sadiya	92129	10,305	1,02,434
Doomdooma	3,78,294	38,495	4,16,789
Margherita	3,05,513	1,32,518	4,38,031
Tinsukia	2,87,250	83,425	3,70,675
Total	10,63,186	2,64,743	13,27,929

Source: Census 2011

Objectives:

The present paper is based on following objectives:

1. To study about the KGBV Scheme and its implementation in Tinsukia district of Assam
2. To study the student's opinion on the benefits provided by the Government on the KGBV's of Tinsukia district of Upper Assam.

Methodology:

The present study pertains to KGBV's of Tinsukia district of Upper Assam. The study is based on primary data as well as secondary data. Primary data for the study are collected from the KGBV's of Tinsukia district and secondary data are obtained from government websites, Sarva Shiksha Abhiyan office, books, magazines, newspapers, census reports, statistical handbook of Assam etc.

Sample unit:

A total of four KGBV's has been in set up in Educationally Backward Blocks of Tinsukia district, namely Hapjan KGBV, Guijan KGBV, Saikhuwa KGBV and Itakhuli KGBV. To fulfill the first objective all the four KGBV's of Tinsukia district has been studies. Data's for this objective have collected from secondary sources.

To study the second objective out of this four KGBV's, two KGBV's belonging to Saikhua and Guijan Educationally Backward Blocks has been purposively selected. Students of the sample KGBV's were investigated directly through self-structured questionnaire. A sample of 40 girls (20 each) belonging to Class 6-10 has been randomly investigated from the sampled KGBV's.

Table 4: Detail of Clusters of Sample KGBV's and students

Sl. No	Sample KGBV's	Number of sample students
1.	Saikhuwa	20
2.	Guijan	20
	Total	40

Data Analysis Technique:

For analyzing the collected raw data, data entry is done in MS Excel. Descriptive analysis is done with the help of tables, diagrams and graphs.

Significance of the Study

From the existing review of different literatures it has been found that many studies were conducted on elementary educations of girl child, non-enrolment, stagnation, dropouts etc. but only very few studies were found on the implementation of KGBV's and the facilities provided by the KGBV's for empowering girl child especially the one belonging to the backward class of Tinsukia district of Upper Assam.

Analysis:

Objective1: To study about the KGBV Scheme and its implementation in Tinsukia district of Assam

KGBV Scheme:

KGBV is opened in educationally backward blocks (EBB) of the country with a rural female literacy below the national average i.e. 46.13% Census 2001 and in terms of literacy gender gap is higher than national average i.e. 21.59% Census 2001. The Scheme concentrates on areas with low female literacy, large number of girls out of school belonging to SC, ST, OBC and minority communities. At state level Sarva Shiksha Abhiyan will act as an implementing agency for KGBV's and thus the fund for the programme will routed through Sarva Shiksha Abhiyan society. Since the KGBV Scheme was introduced for the development of the girls belonging to the backward class of the society, therefore the school provides different items without any fees. This items includes pen, pencil, eraser, sharpener, geometry box, books, magazines, free text books, evaluation books etc. Girls of the KGBV's were also provided with different sports items such as skipping rope, volley ball, luddo, ring, badminton rackets, chess etc. to increase their skills in different sports. KGBV's also supply bed sheets, pillow cover, mattress, blankets, mosquito net, two set uniforms to each and every girls of the school.

Activities provided to the girls under KGBV Scheme

- Martial Art/ self-defense training for the girls
- Compulsory Life Skill Education class to the girls on weekly basis
- Providing basic Computer Education
- Vocational training like- sewing, weaving, craft activities, knitting, screen printing, embroidery, doll making etc. are provided
- Various co-curricular activities like- song, dance, poetry, drama, games, drawing, painting, kitchen gardening etc. are also taught to the girls under the scheme.
- Education on Health Hygiene such as Menstrual Hygiene Management (MHM) education is provided to all the girls of KGBVs.

- Bi monthly health screening for all the girls of KGBV was conducted in association with NHM/PHC. Girls suffering from anemia and other health issues were also given medicines for vitamins-A, vitamin- D, Iron and folic acid free of cost.
- KGBV observances various important National and International days like: Independence Day, World Environment Day, etc. and organize various competitions such as essay, dance, quiz, art etc. among the girls.

Infrastructure of KGBV:

As per Government report KGBV initially, shall be opened in rented or any other available Government building. But once the land has been identified suitable buildings shall be constructed on the basis of number of children enrolled. Government of India has provided funds to the KGBV's for the construction of building, boundary wall, drinking water and sanitation and electricity installation on the basis of the model of the school. For 50 children the area of the building should be 80 sq. ft/ child approximately and for 100 children the area of the building should be 60 sq./ft child. Three models for KGBV schools are namely:

Model I: Schools with hostels for 100 girls with a recurring cost of Rs. 32.07 lakh and non-recurring cost of Rs. 7.25 lakh

Model II: Schools with hostels for 50 girls with a recurring cost of Rs. 23.95 lakh and non-recurring cost of Rs. 5.375 lakh

Model III: Hostels in existing schools for 50 girls with a recurring cost of Rs. 17.95 lakh and non-recurring cost of Rs. 5.375 lakh

Table 5: Classification of KGBV's of Tinsukia district on the basis of buildings

KGBV	Own building	Rented building
Hapjan	Yes	No
Guijan	Yes	No
Itakhuli	Yes	No
Saikhua	No	Yes
Total	3(75%)	1(25%)

Source: Field survey

The table 5 above shows that in Tinsukia district out of four KGBV's, 3 (75%) of KGBV's has own building for the school and 1KGBV performs school activities in rented building. Out of all the KGBV's, Saikhua KGBV has a rented building because it has not got appropriate land for the construction of KGBV under the block.

Enrolment

KGBV Scheme was introduced by the Government of India only to increase enrolment of girls at upper primary level in the educationally backward blocks of the country. The table 6

below shows that in the year 2018 the total enrolment of girls in Itakhuli block is 65, followed by 62 in Hapjan block and 60 and 50 girls in Guijan and Saikhuwa Block.

Table 6: Classification of KGBV's of Tinsukia district on the basis of enrollment in 2018

Name of KGBV/ Blocks	Total enrollment 2018
Hapjan	62
Guijan	60
Itakhuli	65
Saikhuwa	50
Total	237

Source: www.ssa.in

Pattern of Staff in KGBV's

KGBV's appoint teachers on both permanent and temporary basis. Part time teachers are engaged as per need to train the children in vocational activities. Vocational activities undertaken in the KGBV's are stitching and tailoring, knitting, weaving, embroidery, doll making & flower making etc. It may be mentioned here that some of the Vocational activities are conducted with the help of trained instructor engaged by SSA where other certain activities are conducted with the help of community. The table 7 and 8 shows the list of staff the KGBV's appoints on the basis of the school model.

Table 7: List of Staff for Model I KGBV's

Sl. No	Name of the Post	Total no. of Post
1	Warden cum Asstt. Teacher	1
2	Full Time Asstt. Teacher	5
3	Part Time Asstt. Teacher	3
4	Account Assistant cum Care taker	1
5	Peon cum Matron	1
6	Head Cook	1
7	Asstt.Cook cum Helper	2
8	Chowkidar cum Mali	1

Source: www.ssa.in

Table 8: List of Staff for Model II KGBV's

Sl. No	Name of the Post	Total no. of Post
1	Warden cum Asstt. Teacher	1
2	Full Time Asstt. Teacher	4
3	Part Time Asstt. Teacher	3
4	Account Assistant cum Care taker	1

5	Peon cum Matron	1
6	Head Cook	1
7	Asstt.Cook cum Helper	1
8	Chowkidar cum Mali	1

Source: www.ssa.in

The table 7 shows that in Model I KGBV are the number of assistant teacher appointed for full time basis is 5 and number of teacher appointed for part time basis is 3. On the contrary, number of full time teacher appointed in Model II KGBV is 4 and part time teacher is 3, this is shown in table 8 above. Model II schools appoints 1 head cook and two assistant cook-cum helper and Model I schools appoints one head cook and one assistant cook- cum helper for cooking purpose in KGBV's. In Tinsukia district since all the KGBV's are Model II KGBV's therefore, it appoints 4 full time residential assistant teachers and one residential cook along with one cook-cum helper. The KGBV's also appoints one warden cum teacher to look after the girls. A Chowkidar is also being appointed to look after the KGBV's for both day and night basis.

Objective 2: To study the student's opinion on the benefits provided by the Government on the KGBV's of Tinsukia district of Upper Assam.

To study the implementation of KGBV's in Tinsukia district of Upper Assam, two KGBV's one with rented building and other with own building was purposively selected for the study. To fulfill the objective 2, 40 students were randomly selected (20 each) of different standards for the present study.

Table 9: Percentage distribution of respondents on safety and security of hostels

Respondent	Secure	Unsecure
Total	29	11
Percentage	72.5%	27.5%

Source: Field survey

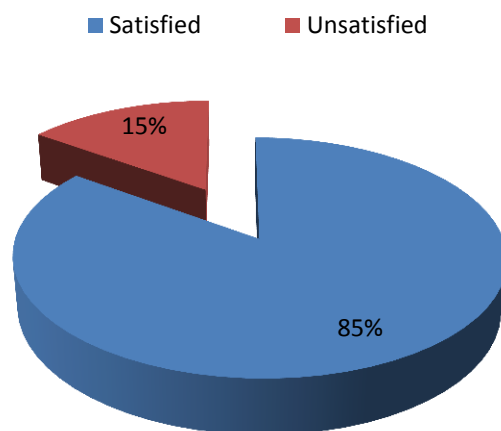
72.5% respondents during the field survey responded that their hostel is safe and secure. While 27.5% of respondents responded that they sometimes felt unsecure and unsafe in their hostel since there is as a rented old building.

Table 10: Percentage distribution of respondents on the satisfactory of computer facilities

Respondent	Satisfied	Unsatisfied
Total	34	06
Percentage	85%	15%

Source: Field survey

Figure 1: Students responses on the computer facilities



The table 10 and figure 1 above shows that 85% of the students responded that they were satisfied with the available computer facilities of the school. On the contrary, 15% of student's respondent that they were not satisfied with available computer facilities. To them the computers provided by the government is not sufficient, more computers should granted so that they do not face any shortage in using computers.

Table 11: Percentage distribution of respondents on KGBV's classroom conditions

Respondents	Satisfactory	Unsatisfactory
Total	38	02
Percentage	95%	5%

Source: Field survey

During the field survey 95% of the respondents, responded that they were satisfied with the classrooms that provide teaching learning activities. On the other hand, only 5% of students responded that they were not satisfied with the available classrooms. They responded that since their school is a rented old building the infrastructure of the building is not satisfactory and the classes provided to them are not proper

Table 12: Percentage distribution of respondents on clean and hygienic kitchen

Respondents	Yes	No
Total	40	0
Percentage	100%	0%

Source: Field survey

One of the positive point of the KGBV's of Tinsukia district is that during the field survey in two KGBV's all the sample 40 respondents (100%), responded that they have clean and hygienic kitchen. They are also satisfied with the food provided in the school premises. They have also respondent that they have proper store rooms to keep the grains and vegetables.

Table 13: Percentage distribution of respondents on availability of proper drinking water facilities

Respondents	Yes	No
Total	40	0
Percentage	100%	0%

Source: Field survey

During the survey all the 40 respondents responded that they have proper purified drinking water facilities within the KGBV campus. It was also observed that water tanks were set up and properly connected with the toilets, bathrooms and kitchen so that the girls do not face any water shortage problem.

Conclusions:

The outcome of the study shows that KGBV's are playing an important role in empowering girl child, especially the one belonging to the backward class of the society. In Tinsukia district of Upper Assam the KGBV's are successful in not only enrolling girl child to upper primary education but it is also very much successful in providing life skills and counseling programmes. The scheme is playing an active role in reducing gender gap in terms of literacy and increasing enrolment of girls especially belonging to the backward class. Thus if the scheme is continued without any loopholes in future it will be successful in eliminating illiteracy among girls of backward blocks of the country.

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