



A Case Study of Kasturba Gandhi Balika Vidyalaya of Jaipur District

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Abstract

The present study has been designed and formulated to discover the level of academic achievement and personality development of students studying in KGBVs. Also, it was done to study the health facilities available in KGBVs. The research was also intended to study the teachers' attitude towards the education of girls studying in KGBVs, and the views of principals, students, and parents regarding basic facilities, amenities, security, and other things available in KGBVs. Focus on girl child is very the need of the present time . The rate of girls education has generally been low in India . An important step has been taken by the government of India in the 10th five year plan 2002-2007 to over come the educational back ward ness of girls in the field of education in the form of KGBV's. This is a component of the Sarva Shiksha Abhiyan . The central government ensured the implementation of the KGBV Scheme under the provision of residential school for girls in August in-2004. According to the 2001 census , the female literacy rate is less than the national female literacy rate and the gender gap in education is more than the national gender gap . 200 KGBV (Given to girls) is launched in Rajasthan for upgradation of girl education .On behalf of the department of Rajasthan state , KGBV and Sharde Girls school has been merged and now named as KGBV (Type-IV) hence , in 2019 , this type of KGBV – One , Three , & Four have been established in the state now the admission capacity of girls have been increased also . Arrangements have been made to give the admission capacity of 100-200 girls to the state . The Government of India has launched the import school which promotes girls education . Started under a series under KGBV'S the central and state government bear the expenditure in the rate of 75: 25 . These schools are established in those development blocks where drop out or out of school in Vidyalaya is predominantly academically weak and has a high number of minority girls from SC ,ST , OBC , and remote areas . Each school aims to provide education from 6th to 12th class by providing residential arrangement to the girls .The KGBV has been successful as a mile stone and a meaningful effort for increasing the education and development of girls belonging to extremely back ward SC ,ST ,OBC, Minority

<p>CC License CC-BY-NC-SA 4.0</p>	<p>community in the developed areas with the joint cooperation of the central / State government .</p> <p>Keywords : <i>KGBV , Sharde Girls Hostel ,Mahila Samakhya , Sarva Shiksha Abhiyan , Education& Development .</i></p>
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Introduction Of Kasturba Gandhi Balika Vidyalaya :

❖ The rate of girl education has always been low in India .Especially girls education is stopped midway .Various social, economic and domestic reasons come in to play. Considering all these reason after deep discussion KGBV was started in the government . The K.G.B.V was established by GOI in August-2004 under the proclamation of residential school for girls . Implementation of the plan was ensured .Firstly the number of this scheme was from [N.P.E.G.E.L] Mahila samakhya (M.S.) but from 1st April 2007 this scheme was merged with S.S.A. at present 200 K.G.B.V's established in Rajasthan are operated for upgradation of girls education . Sarva Shiksha Abhiyan , Sharda Girls Hostel was being run for the girl students from class 9th to 12th through K.G.B.V. and from 2009-10 through secondary education abhiyan ,But in 2019 , through Sarva Shiksha Abhiyan in the state K.G.B.V.(Type-IV) is created I. Presently K.G.B.V. in Rajasthan is divided into three parts 1st model 100-150 , model -3rd 50-150 girls and model-4th 100 girls from 9th to 12th .To make Beti Bachao Beti Padhao meaningful K.G,B.V is being operated in 186 educational backward blocks of the state . The rural female literacy rate in these blocks is lower than the national female literacy rate . Which gender gap is also more than 20 % . There are about 3700 school across the country of these 7 (seven) are in Jaipur district . The girls studying in these schools are provided free , food along with educational material and all the facilities of daily use . The program is being applied in an educationally underserved region of the area, where female rustic proficiency is below the public normal and the orientation dissimilarity in proficiency is higher than the public normal. Under every plan of the service of civil rights and strengthening and the service of ancestral undertakings, KGBVs would be created in those EBBS that don't have private schools for the rudimentary education of girls. The framework holds at least 75% of the seats for girls from SC, ST, OBC, or minority foundations, with inclination given to girls from low-pay families for the excess 25%.

❖ **Kasturba Gandhi Balika Vidyalaya Scheme (KGBV):** Girls are taught to the essential level through KGBV. It works in provincial regions where female proficiency is low.

❖ **Mahila Samakhya Programme:** New Education strategy of 1968 prompted the send-off of the Mahila Samakhya Program in 1988 for the strengthening of country women having a place in the socio-financially more fragile segment.

❖ OBJECTIVES OF THE KGBV SCHEM

❖ Residential Schooling Free Textbooks & Uniforms .Support to the Educationally Backward Children. Individual Attention. Continuous Evaluation . Medical Facility . All-round development . Vocational Training & Guidance.

SCOPE AND COVERAGE OF THE SCHEM

The grouping of SC, OBC, and minority populaces, with low female proficiency or potentially an enormous number of girls out of school. The convergence of ancestral populace with low female proficiency and additionally countless girls out of school. Regions with low female education; or regions with countless little, dispersed homes that don't meet all requirements for a school.The measures of qualified blocks have been overhauled with impact from the first of April 2008 to incorporate the accompanied . Towns/urban communities have a minority fixation (according to the rundown distinguished by Minority of Minority Affairs) with a female education rate beneath the public normal (53.67%: Census 2001). Extra Educationally in reverse squares with rustic female proficiency beneath 30%.

COMPONENTS OF THE KGBV SCHEME

- **Model 1:** Schools with lodging for 100-150 girls. (Note-classes 6 to 8 all are school cum).
- **Model 2:** Schools with lodging for 50-150 girls
- **Model 3:** Hostels in existing Schools for 150-200 girls. (Note - classes 6 to 8, all are school cum lodging, and classes 9 to 12 are just hostels).

- **Model 4:** Lodging for 100 girls. (Note - all are 9 to 12 lodgings).

JUSTIFICATION OF THE PROBLEM

The exploration talked about in this part shows that there are concentrates on K.G.B.V. The reason for this study is to overcome any barrier between earlier exploration, instructive assistance, and strategy creators to make formative preparation and fruitful working of the K.G.B.V. It is obvious from an investigation of the significant literature that K.G.B.V., J.N.V., Ashram Schools, and Ekalavya Model Residential School have not been inspected or looked at regarding female students. An investigation of the significant literature uncovers that tiny, basically irrelevant, exertion has been done as such far on female training. Based on an overview .

Need and Importance of the Study

Research on the Kasturba Gandhi Residential Balika Vidyalaya is principally the stage. This is a region that should be investigated exhaustively. We have acquired this data for this examination subject. Whether the advantages of the offices accessible in the Kasturba Gandhi Residential Balika Vidyalaya including those worked by the focal and state government is arriving at those girls who need them. Through this joint arrangement for the development and advancement of girls' education. The Kasturba Gandhi Residential Balika Vidyalaya has been fruitful as an achievement and beneficial exertion.

Importance of Research

How far was the Kasturba Gandhi Residential Balika Vidyalaya got data it is been fruitful in girl's education. Kasturba Gandhi Residential Balika Vidyalaya has gotten data about the issues of girls considering. Because of the end get from the current examination theory the Kasturba Gandhi Residential Balika Vidyalaya will be assessed and precise and ideas can be made for future upgrades. The Kasturba Gandhi Residential Balika Vidyalaya will be given data about private offices. The Kasturba Gandhi Residential Balika Vidyalaya has acquired data about the character advancement of girls examining.

LITERATURE REVIEW

- **Bombi Riram and T.K. Lhungdim (2020):** "Co-curricular Activities are a fundamental part of the educational program at Kasturba Gandhi Balika Vidyalaya and Government Upper Primary School in East Siang District of Arunachal Pradesh," The review's essential point was to look at girls' perspectives on pretty much all improvement co-curricular exercises that are a piece of the educational program in KGBVs. The review's system is as per the following: The examination utilized an overview technique. Coming up next are the review's instruments: The surveys that were made were used in the exploration examination. An irregular example was taken. The review's primary outcomes incorporate the accompanying: The paper contains a concentration on results on an assortment of subjects. The review's outcomes demonstrated that female students at KGBV took part more effectively in CCA than those at GUPS .
- **Meena, B. L., and Dr. Rajeev Ranjan, (2021):** "A Study on the Educational Development of Female Students at Kasturba Gandhi Balika Vidyalaya in India." The review's essential goals were to: (i)provide a fundamental framework for these establishments. (ii)To support and get ready ladies and their families for private school enlistment. (iii)To organize and gain instructive materials and help for schools. (iii)To lay out reasonable techniques for scholarly help, appraisal, and checking. The review's procedure is as per the following: The exploration concentrates on utilizing a distinct overview method. The examination utilized a meeting timetable and surveys. The review's principal results incorporate the accompanying: The paper contains a concentration on results on an assortment of points. To beat their instructive disservice in the space of female schooling. The Indian government went to additional critical lengths in the 10th five-year plan 2002-07 as KGBV, s. These schools are situated being developed blocks that, as per the 2001 enumeration, are instructively in reverse as far as female proficiency, which is below the public normal, and orientation difference in education, which is more noteworthy than the public normal.

RESEARCH QUESTIONS

- * What is the level of academic achievement of students studying in KGBVs ?.
- What is the level of Personality development of students studying in KGBVs ?.
- What is the level of health facilities available for students in KGBVs ?.
- What is the level of attitude of teachers towards the education of girls studying in KGBVs ?.

- What is the views of Principals, students, and parents regarding basic facilities, amenities ?, security, and other things ?.

RESEARCH GAP

- The KGBV technique appeared to find actual success in raising the denied gathering's self-adequacy and natural worth to those of the general gathering. Kasturba Gandhi Balika Vidyalaya is a private school for girls from underestimated networks, especially those from the SC, ST, OBC, and minority gatherings. This is an extraneous mediation for girls who live in minuscule and scattered residences far off from the nearest school and have avoided the school system notwithstanding past government intercessions for diligent financial, social, and geographical reasons. It very well might be valuable to screen the future advancement of girls who move on from KGBVs in a way to ensure that they proceed with their schooling and don't succumb to cultural disasters like early marriage, settlement passings, etc. There might be a chance to additionally associate other social area programs pointed toward enabling ladies with KGBV on this issue. Further developed micromanagement and guidance on the meaning of ladies' schooling might be achieved by KGBV educators and coaches to diminish non-attendance and dropouts.

OBJECTIVES OF THE STUDY

- To study the level of academic achievement of students studying in KGBVs.
- To study the level of Personality development of students studying in KGBVs.
- To study the level of health facilities available for students in KGBVs.
- To study the level of attitude of teachers towards the education of girls studying in KGBVs.
- To determine the views of Principals, students, and parents regarding basic facilities, amenities, security, and other things

RESEARCH HYPOTHESIS

- H₀1: The level of academic achievement of students, studying in KGBVs is average.
- H₀2: The level of personality development of students, studying in KGBVs is average.
- H₀3: The level of health facilities available for students, studying in KGBVs is average.
- H₀4: The level of attitude of teachers, teaching in KGBVs towards the education of the students, studying in KGBVs is average.
- H₀5: There is no significant difference between the academic achievements of the students, studying in KGBVs concerning social categories.

DELIMITATIONS OF THE STUDY

- The study was delimited to the Kasturba Gandhi Residential Balika Vidyalaya.
- The study was delimited to the Jaipur district only four schools were assessed to select from the Kasturba Gandhi Residential Balika Vidyalaya.
- The study was delimited to VI, VIII, X & XII classes for girls' students

METHODOLOGY

Method For Data Collection:

- In the present research study, the research scholar adopted **case study method**. For this, various interviews, checklists and questionnaires were used to collect data from principals, wardens, teachers, students and parents.
- **Population:** As per the Shaladarpan Portal of Rajasthan Council of School Education, Government of Rajasthan (Shala Darpan, 2022), there are 13 KGBVs run in the Jaipur district. all these schools were selected for the population. The principals, teachers, wardens, students of these schools and parents of students comprise the population of the present study. In these schools; a total of 1300 girls are studying. All these girls and their parents are the populations of the present study including 13 principals, with approximately 15 teachers in each school (A total of 195 Teachers).

Sampling Technique and Sample:

1. Selection of Schools
2. Selection the Sample

• Sample

Total Sample (274)															
Principals (7)				Teachers (35)				Students (130)				Parents (130)			
Gen	SC	ST	OBC	Gen	SC	ST	OBC	Gen	SC	ST	OBC	Gen	SC	ST	OBC
3	1	1	1	15	7	5	8	65	21	16	28	65	21	16	28

Variables :

Independent Variables

- Physical Resources in KGBVs.
- Human Resources in KGBVs.

Dependent Variables

- Academic Achievement of Students .

Data Gathering Tools :

In the present study, the researcher used self-constructed tools to gather responses to the specific aspect of the sample. The data gathering tools and techniques are as follows-

- Observation Schedule .Checklist for Students .Checklist for Principals. Questionnaire for Teachers .Questionnaire for Parents .Questionnaire for Students .

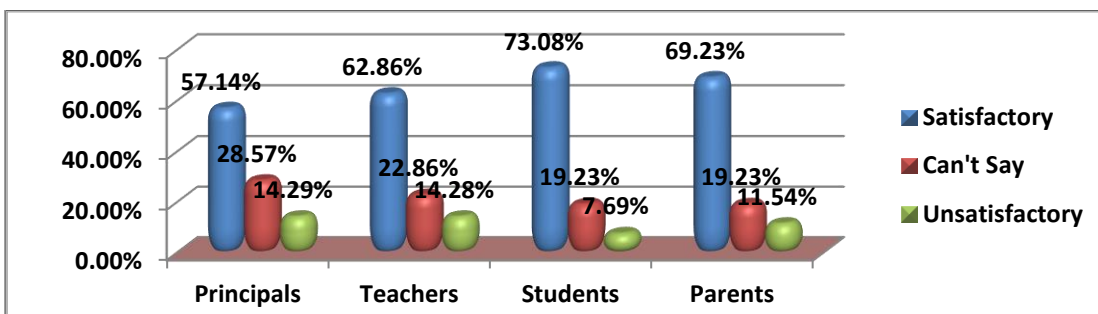
Statistics:

1. Percentage 2. ANOVA Single Factor (One Way ANOVA)

GRAPHS AND TABULATION

H₀1: The level of academic achievement of students, studying in KGBVs is average

Groups	N	Views		
		Satisfactory	Can't Say	Unsatisfactory
Principals	7	4 (57.14%)	2 (28.57%)	1 (14.29%)
Teachers	35	22 (62.86%)	8 (22.86%)	5 (14.28%)
Students	130	95 (73.08%)	25 (19.23%)	10 (7.69%)
Parents	130	90 (69.23%)	25 (19.23%)	15 (11.54%)



H₀1 : The level of academic achievement of students, studying in KGBVs is average

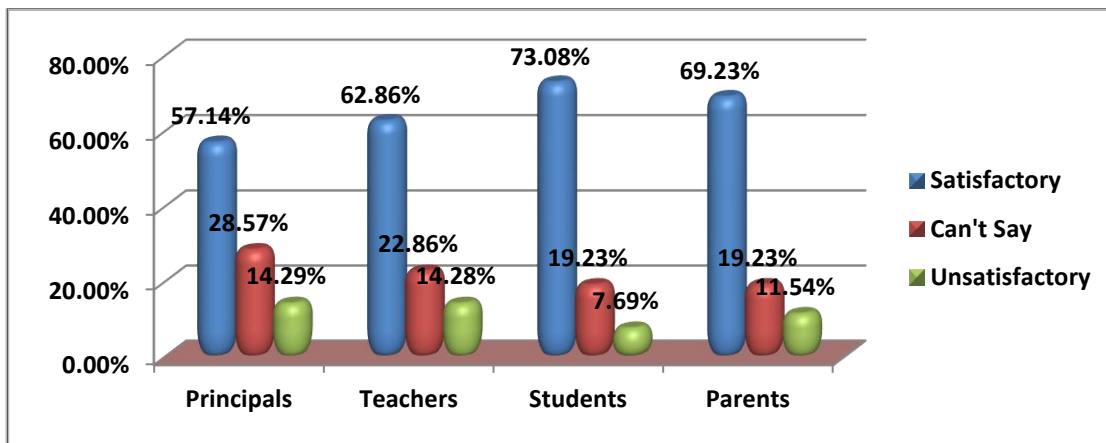
- The maximum number of students (63.07%) studying in KGBVs scored First-Division marks in their IX class exams. There were a few who scored third division and no students got failed their IX class exams. The maximum number of students related to general categories (64.61%), scheduled castes (57.15%), scheduled tribes (56.25%), and other backward classes (67.86%) also scored First-Division in their final exams of class IX. And, the students related to second and Pass-Division were lesser in numbers. The table also shows that no students got failed their last examinations. number of students from other

backward classes (68.86%) was higher in scoring First-Division in comparison to students of general categories (64.61%), scheduled castes (57.15%), and scheduled tribes (56.25%). Even the students of other backward classes were higher in number (68.86%) to score First-Division in comparison to the overall results of all students (63.07%).

- Hence, the level of academic achievement of students studying in KGBVs was not average, but it was higher than the average. Thus, the hypothesis “the level of academic achievement of students, studying in KGBVs” is average” was rejected.

H₀2 : The level of personality development of students, studying in KGBVs is average.

Principals	N	Views		
		Satisfactory	Can't Say	Unsatisfactory
	7	4 (57.14%)	2 (28.57%)	1 (14.29%)
Teachers	35	22 (62.86%)	8 (22.86%)	5 (14.28%)
Students	130	95 (73.08%)	25 (19.23%)	10 (7.69%)
	130	90 (69.23%)	25 (19.23%)	15 (11.54%)

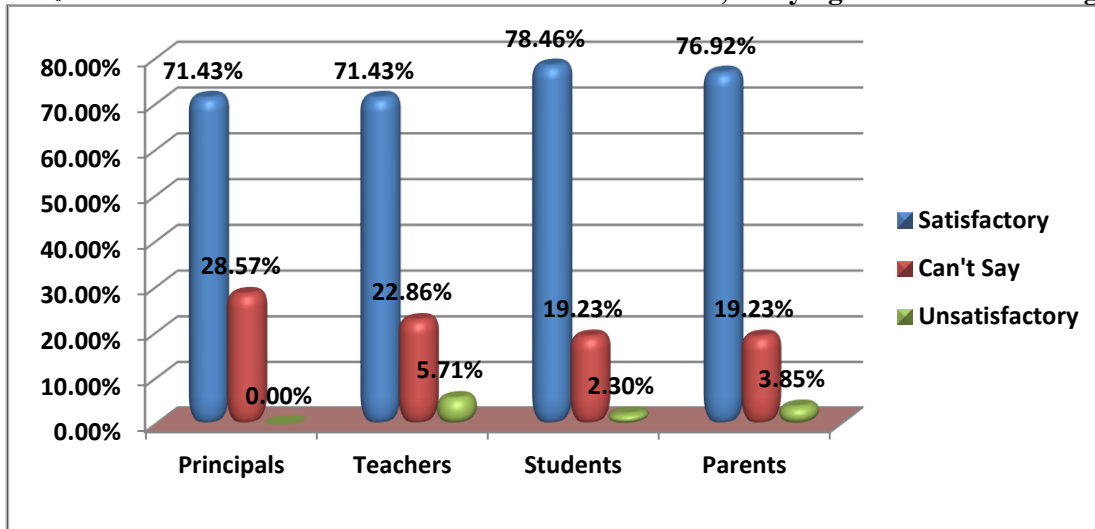


H₀2 : The level of personality development of students, studying in KGBVs is average.

- The maximum number of principals (57.14%), teachers (62.86%), students (73.08%), and parents (69.23%) agreed that the level of personality development of students was satisfactory in KGBVs. The maximum number of students themselves reported that they were satisfied with the level of personality development of students in KGBVs. However; the principals, teachers, and parents were not as satisfied as the students. There were some principals (14.29%), teachers (14.28%), students (7.69%), and parents (11.54%) who were not satisfied with the level of personality development of students studying in KGBVs.

Groups	N	Views		
		Satisfactory	Can't Say	Unsatisfactory
Principals	7	5 (71.43%)	2 (28.57%)	0 (0.00%)
Teachers	35	25 (71.43%)	8 (22.86%)	2 (5.71%)
Students	130	102 (78.46%)	25 (19.23%)	3 (2.30%)
Parents	130	100 (76.92%)	25 (19.23%)	5 (3.85%)

- Hence, the level of personality development of students studying in KGBVs was not average, but it was higher than average. Thus, the hypothesis “the level of personality development of students, studying in KGBVs” is average” was rejected.
- H₀₃ : The level of health facilities available for students, studying in KGBVs is average.**

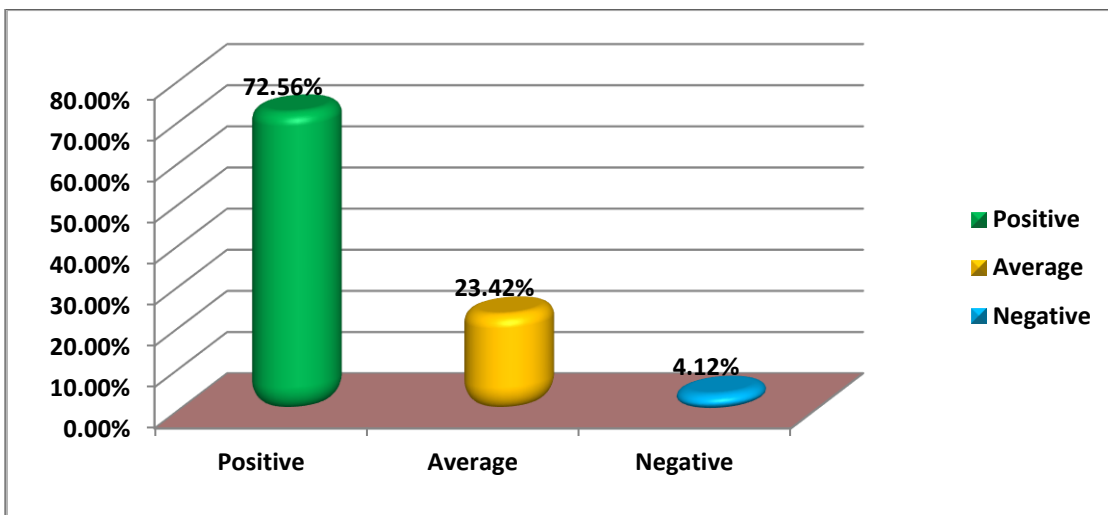


H₀₃ : The level of health facilities available for students, studying in KGBVs is average.

- The maximum number of principals (71.43%), teachers (71.42%), students (78.46%), and parents (76.92%) agreed that the level of health facilities available for students was satisfactory in KGBVs. the maximum number of students themselves reported that they were satisfied with the level of personality development of students in KGBVs. However; the principals, teachers, and parents were not as satisfied as the students. There were some teachers (5.718%), students (2.30%), and parents (3.85%) who were not satisfied with the level of personality development of students studying in KGBVs..
- Hence, the level of health facilities available for students studying in KGBVs was not average, but it was higher than the average. Thus, the hypothesis “the level of health facilities available for students, studying in KGBVs” is average” was rejected

H₀₄: The level of attitudes of teachers, teaching in KGBVs towards the education of students is average.

Groups	N	Level of Attitude		
		Positive	Average	Negative
Teachers	35	32 (72.56%)	3 (23.42%)	0 (4.12%)



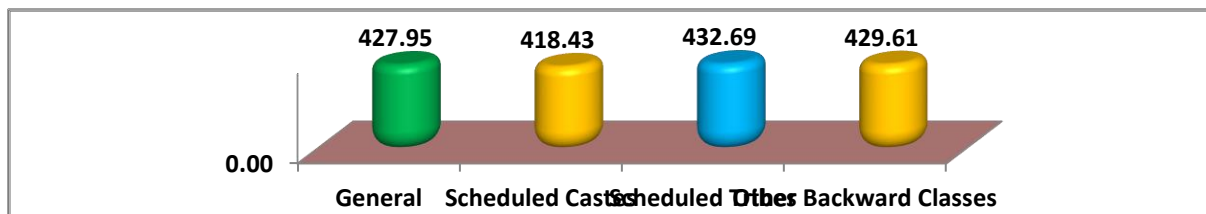
H₀₄ : The level of attitudes of teachers, teaching in KGBVs towards the education of students is average.

- the maximum number of teachers (71.42%), had a positive attitude towards the education of students studying in KGBVs. 22.86% of teachers showed an average attitude and only 5.71% of teachers were there who had a negative attitude toward the education of students studying in KGBVs. The data have shown that the level of attitude of teachers towards the education of students studying in KGBVs is appreciable and all the teachers were satisfied in this regard.
- Hence, the level of attitude of teachers towards the education of students studying in KGBVs was not average, but it was higher than the average. Thus, the hypothesis “the level of attitude of teachers towards the education of students, studying in KGBVs” is average” was rejected.

H₀₅: There is no significant difference between the academic achievements of students studying in KGBVs concerning social categories.

ANOVA: Single Factor				
SUMMARY				
Groups	Count	Sum	Average	Variance
General	65	27817	427.95	1718.73
Scheduled Castes	21	8787	418.43	1711.16
Scheduled Tribes	16	6923	432.69	1598.36
Other Backward Classes	28	12029	429.61	2031.88

ANOVA						
Source of Variation	SS	df	MS	F	P-value $\alpha=0.05$	F crit
Between Groups	2293.60	3	764.53	0.43	0.73	2.68
Within Groups	223058.12	126	1770.30			
Total	225351.72	129				



H₀₅: There is no significant difference between the academic achievements of students studying in KGBVs concerning social categories.

- the academic achievement of the students related to Scheduled tribes was highest among the groups and followed by Other Backward Classes, General, and Scheduled Castes respectively. At df 3 (Between Groups) and 126 (Within Groups) at a significance level of 0.05 (α) The obtained F-Value was 0.43. The obtained F-Value was lesser than the Critical/table value (F Crit) of F and proves no significant difference between the academic achievements of students of different social categories. The P-Value was found to be 0.73 which is lesser than 0.05 ($P < \alpha$), which shows no pieces of evidence against the null hypothesis and hence it was proved that there is no significant difference between the academic achievement of academic achievements of students of different social categories; studying in KGBVs.
- Thus, the null hypothesis; “There is no significant difference between academic achievements of students studying in KGBVs concerning social categories.” was accepted.

MAJOR FINDINGS

The level of academic achievement of students studying in KGBVs was not average, but it was higher than the average concerning social categories. The level of personality development of students studying in KGBVs was not average, but it was higher than the average as opined by the principals, teachers, parents, and students themselves. The level of health facilities available for students studying in KGBVs was not average, but it was higher than the average as opined by the principals, teachers, parents, and students

themselves. The level of attitude of teachers towards the education of students studying in KGBVs was not average, but it was higher than the average.

No significant difference was found between the academic achievements of students studying in KGBVs concerning social categories. The computer lab was not found active or in working mode in these schools. Some of the schools did not have sufficient computers for the students. The students and principals opined that all facilities except the computer lab are available in these schools. The same was observed by the researcher. The VCR was said by the students and the principals were out of date thing and the mid-day-meal scheme doesn't apply to these schools as these schools are residential and have a self-cooking mechanism within the campus. The selection of teachers is done through a recruitment test and proper training is provided to them before joining an induction program. Teachers were found to be satisfied with the facilities available but they were frustrated as they could not avail leave in comparison to other teachers.

No bridge course is conducted for girls to take admission in KGBVs as opined by the teachers. No mechanism has been constructed to identify the academic level of girls seek to take admission to these schools. Girls are provided books, stationaries, sports facilities, and vocational courses as per the guidelines of the government. Teachers use teaching learning materials during classes and also take remedial classes for girls weaker in any subject. Free food and diets are provided to these girls but most of the girls complained about the inferior quality of the food. Parents were satisfied with the arrangements in KGBVs for teaching-learning and the safety of their wards. Overall girls were satisfied with all things excluding safety and security.

EDUCATIONAL IMPLICATIONS

The present research may be useful to policymakers in preparing and developing strategies to improve facilities in KGBVs. The study suggests that an effective strategy may boost girls' education in India. The government may provide more facilities to girls in KGBVs which may help them to boost their academic level. The Higher Institutions establishing quality education like UNICEF, NUEPA, NCERT, SIERT, DIET, etc. may adapt and develop such methods and strategies which may become helpful in improving girls education in India. The present research may be useful to the head of the institute and for the teachers, to develop such an atmosphere in the KGBVs which can facilitate girls for competent behavioral outcomes. This study also indicates that providing facilities only is not sufficient for better education, the government and teachers must create and develop such an environment where girls can freely take education without any hesitation and fear.

Conclusion

The main objective of doing the above entire research is to get conclusion . Because no work is meaningless without any conclusions . The main objective of doing of the research study presented is to promote the rate of girl education because the girls of SC ,ST , OBC , MINORITY class are deprived of education . And by the Government of India and the state governments which was targeted by the K.G.B.V. scheme .Have been evaluated in his right direction or not . Those these schools, the educated society is being established by developing girls education survivors . Keeping in view the interest of girls from time to time for educational quality and their festive development, various programs and workshops are being organized . Girls are provided books, stationaries, sports facilities, and vocational courses as per the guidelines of the government. Teachers use teaching learning materials during classes and also take remedial classes for girls weaker in any subject. Free food and diets are provided to these girls but most of the girls complained about the inferior quality of the food. Parents were satisfied with the arrangements in KGBVs for teaching-learning and the safety of their wards. Overall girls were satisfied with all things excluding safety and security. This policy is included in the offices related to the governments documents, education department and the development ,operated schools in the development section of Jaipur district . 1300 girls of K.G.B.V. of installed and operated in the development section have been complied to the question of the school status , teachers through the supervision , interview .Association and analysis of data related to the educational level of the girls' academic achievement personal development level school status ,health status and facilities etc . After most of the observation, the werw concluded that in addition to the rural areas by the joint cooperation of the central / State government ,the increase in education of girls SC ,ST ,OBC ,MINORITY community class and their development of a milestone .Successful as a meaningful effort. These plans have a commendable plan .

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