

## **Role of Kasturba Gandhi Balika Vidyalayas (KGBVs) in promoting Girls Education in Arunachal Pradesh**

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### **Introduction**

Education is the most powerful instrument that enables women to understand and develop their potentials and helps to bridge the gap of gender disparity. Female literacy is of vital importance for the future of the nation. It not only helps in the development of half of the human resources, but in improving the quality of life at home and outside. Acquisition of education by women empowers her to think positively, take proper decisions about her living and the society and acquire other skills that can empower her economically, politically and socially. Research evidence suggests that educated women not only tend to promote education of their girl children, but also can provide better guidance to their children.

After independence steps were taken to improve the status of girls in the society. Still there is disparity in education between boys and girls. The parents promote the education of boys in comparison to girls, and the girls were required to look after the younger brothers and sisters and assist the mother in work from early age. Jawaharlal Nehru wrote” I have always been strongly, of the opinion that while it may be possible to neglect the men’s education, it is not possible to neglect women education”.

The importance of education for girls has recognized and steps have been taken to increase the literacy percentage of girls (Female) since independence. In the year 1951 female literacy percentage was 8.86%, which rose to 54.16% in 2001. From time to time many committee and commissions have expressed concern regarding slow progress of girls’ education in India , like Smti Durgabai Deshmukh Committee, 1959, Smti Hansa Mehta committee,1962, Education Commission, 1964-66, National Policy on education,1986 and POA,1992 etc. It has been

observed that, the problem of poor enrollment, retention and learning achievement become more acute for girls at the elementary level, mainly because of expectation of parents from the girls to fulfill domestic needs. In recognition of this, special focus on girl's education has become an imperative for UEE. The flagship program launched by government of India, Sarva Shiksha Abhiyaan (SSA) intends to increase coverage of girls and bridge gender gaps in respect of enrollment, retention, completion and learning achievement and laid more emphasis on girls' education through the interventions like NPEGEL and Kasturba Gandhi Balika Vidyalaya especially for those girls who belongs from weaker section of Society like SC,ST,OBC and minority etc. all over the country. Kasturba Gandhi Balika Vidyalaya (KGBV) is a scheme launched in july 2004, for setting up residential schools at upper primary school level for girls belonging to the SC, ST, OBC and minority communities. The scheme is being implemented in educationally backward blocks of the country where the rural female 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 and priority for the remaining 25%, is accorded to girls from families below poverty line. The objective of KGBV is to ensure access and quality education to the girls of disadvantaged groups of society by setting up residential schools with boarding facilities at elementary level. The launching of KGBVs was a fundamental step by the Indian Government to reach the unreached and make their lives better. According to a study reported by Economic and Political weekly, in West Bengal the KGBV scheme seemed to be effective in making the deprived group to rise up to the level of general group in case of Self Efficacy and Intrinsic Value (Jhamb et al., 2012).

In Arunachal Pradesh the literacy rate of female was 45.53% according to census 2001 which is lower than the national average and has increased to 57.70% in 2011. There has been rapid progress in girl's education since independence. As per Census 2001, the enrolment of girls in Classes I to V increased 9 times as

against 4 times of boys during the period 1950-51 to 2000-2001 while at middle stage enrolment of girls increased 35 times as against 14 times the boys.

**Table 1.1** District wise Literacy rate of Arunachal Pradesh (2011)

Districts	Literacy Rate (%)		
	Total	Male	Female
Tawang	60.61	68.54	48.75
West Kameng	69.40	75.66	60.80
East Kameng	62.48	70.95	54.18
<b>Papum Pare</b>	<b>82.14</b>	<b>87.33</b>	<b>76.65</b>
<b>Lower Subansiri</b>	<b>76.33</b>	<b>82.40</b>	<b>70.10</b>
Upper Subansiri	63.96	67.36	60.51
West Siang	67.62	73.89	60.76
East Siang	<b>73.54</b>	<b>78.94</b>	<b>67.90</b>
Upper Siang	59.94	64.09	55.22
Dibang Valley	64.80	69.39	59.10
Lower Dibang Valley	70.38	76.62	63.56
Lohit	69.88	77.25	61.62
Changlang	61.90	70.80	52.08
Tirap	52.23	61.87	41.83
Kurung Kumey	50.67	57.28	44.31
Anjaw	59.40	69.54	46.39

Source: censusindia.gov.in

There are 36 KGBVs in the state exclusively for girls belonging to remote areas (drop out girls, girls with low attendance, girls with very low progress, repeater girls, girls with very poor economic background) for further increase of female literacy. The following table presents district wise details of KGBVs in Arunachal Pradesh.

**Table 1.2** District wise KGBVs in Arunachal Pradesh

Sl No	Name of District	No of KGBVs	Agency NGO/GOVT
1.	Tawang	03	NGO
2.	West Kameng	01	NGO
3.	East Kameng	03	NGO

4.	Kurung Kumey	06	NGO
5.	Upper Subansiri	01	NGO
6.	East Siang	09	NGO
7.	West Siang	01	NGO
8.	Lower Dibang Valley	01	NGO
9.	Anjaw	02	GOVT
10.	Lohit	01	NGO
11.	Tirap	04	2-NGO 2-GOVT
12.	Changlang	04	NGO
Total		36	

Out of 36, 9 Kasturba Gandhi Balika Vidyalayas (KGBVs) are set up in East Siang district and made functional from the session 2006-07. The literacy rate of district East Siang as per census 2011 is 73.54 out of which 67.90 % are female, which is third highest literacy rate among all the districts of Arunachal Pradesh. The KGBVs are located at Yagrung, Pasighat, Mirem, Mottum, Pangin, Boleng, Rayang, Korang and Kiyit in the district. The details of KGBVs (Block wise) in the district are as follows:

**Table 1.3** Block wise KGBVs in East Siang District

Sl No	Name of Block	Name of KGBVs	location	No of Villages covered	remarks
1.	Pasighat	KGBV Sawmill pasighat	Sawmill area	14	
		KGBV Yagrung	Yagrung	05	
2.	Ruksin	KGBV Rayang	Rayang	13	
		KGBV Mirem	Mirem	06	
3.	Mebo	KGBV Kiyit	Kiyit	09	
		KGBV Motum	Motum	07	
4.	Koyu	KGBV Korang	Korang	16	
5.	pangin	KGBV Pangin	Pangin	13	
6.	Boleng	KGBV Boleng	Gandhi village	18	
<b>Total Villages covered</b>				<b>101</b>	

Source: SSA office Itanagar

The responsibility of running these schools is assigned to Arunachal Shiksha Vikas Samiti, a registered NGO based in Naharlagun. Initially girls were admitted in Class III or IV who were slowly promoted to next classes in successive years. In 2008-09, the Model-III was converted into Model-I with capacity of 100 girls at upper primary level. First batch of Class-VIII appeared state board examination during 2009-10 from 5 KGBVs for East Siang District.

Against this background, the present paper is attempts to investigate the role of Kasturba Gandhi Balika Vidyalayas (KGBVs) in promoting Girls Education in East Siang District of Arunachal Pradesh with the resources made available to them. What is the position of girl students in terms of enrolment and retention, performance, vocational education and attitude of parents towards KGBV?

### **Objectives of the Study**

1. To find out the enrolment & retention of girl students in KGBVs.
2. To assess the performance of girl students in KGBVs and steps taken for improvement by the teachers.
3. To asses the role of KGBVs in promoting vocational education among girl students.
4. To investigate the attitude of Parents towards KGBVs.

### **Methodology of the Research**

For the present research work, survey method was adopted. The research was conducted on the 9 (Nine) KGBVs of East Siang District of Arunachal Pradesh. To find out the attitude of parents towards KGBVs a sample of 100 parents were selected randomly, out of which 50 male and 50 female. As data gathering tool a questionnaire for teachers and headmaster/headmistress and an attitude scale for parents was developed and used. The questionnaire consists of three sections. Section A consists of items relating to causes of dropout, section B consists of items relating to the steps taken by teachers to improve the performance of students and section C consists of vocational educational activities carried out in KGBVs for girl

students. The questionnaire was administered on all headmaster and 2 (two) teachers from 9 (nine) KGBVs of East Siang district of Arunachal Pradesh.

## Findings

### 1. Enrolment & retention of girl students in KGBVs.

#### (a) Enrolment

Enrolment in government schools is not restricted, rather all the children should be allowed to get admission and pursue their studies. But in KGBVs, the seats are limited, so girls from deprived category are admitted preferably. The table below shows the total enrolment in all KGBVs of East Siang district since 2007-08 to 2010-11.

**Table 1.4** Enrolment of girl students from 2007-08 to 2010-11.

Year/Class	2007-08	2008-09	2009-10	2010-11
VI	179	242	291	264
VII	0	176	331	262
VIII	0	0	153	269
<b>Total</b>	179	418	775	795

In 2007-08 total number of enrolled students was only 179 as many KGBVs didn't have class VII & VIII, from 2008-09 all KGBVs had classes VII and the enrolment was 418. Enrolment during 2009-10 was 86.11% and during the session 2010-11, the enrolment was 88.33% which is still 11.67% less than the desired enrolment. According to Headmaster/Headmistress the reason of the less enrolment is the non-availability of APST girls in the specified locality. So, enrolment drive must be initiated by the NGOs concerned.

#### (b) Retention

After enrolment of girls in KGBVs, it should be ensured that girls once admitted in KGBVs should retain in the same school till the completion of course.

The table below shows the retention rate of girls in various classes in different sessions.

**Table 1.5** Retention rates of Girl Students

Year/Class	2008-09	2009-10	2010-11
<b>VI</b>	99.44%	96.28%	82.1%
<b>VII</b>	98%	96.02%	94%
<b>VIII</b>	0	94%	92.1%

It is found that more than 90% girls continue to study in the KGBVs except class –VI during 2010-11. 179 girls were admitted in class –VI during 2007-08 and the enrolment in class-VIII during 2009-10 were 153. The number of girls left the school during 2009-10 & 2010-11 was more than the previous years as reflected in table 1.5 in classes-VII & VIII, the girls have left KGBVs either in the middle of the session or after detained in a particular class.

**Causes of Dropout from KGBVs:** According to school administration and teachers, the main causes of leaving KGBVs by the girl students are as follows:

1. 8% of girls lefts the school because of social pressure.
2. 31% of girls left the schools because of no interest in learning due to overage.
3. 36% of girls left the school due to health problem.
4. 16% of girls left the school because of early marriage and
5. 9% of girls left the school as parents desire to send them in better schools.
- 6. Performance of girl students in KGBVs and steps taken by teachers for improvement**

**(a) Promotion Rate**

Higher promotion rate reduces stagnation and drop outs, so residential Schools must ensure 100% promotion rate. The promotion rate in the KGBVs is given below:

**Table 1.6** Year wise enrolment & promotion of Girl Students

Year/ Class	2007-08		2008-09		2009-10	
	Enrolled	Passed	Enrolled	Passed	Enrolled	Passed
<b>VI</b>	179	178	242	236	291	239
<b>VII</b>	0	0	176	169	331	317
<b>VIII</b>	0	0	0	0	153	141
<b>Total</b>	179	178	418	405	775	697

From table 1.6, it is found that average promotion rate during the session 2007-08 was 99.44% and 96.88% & 89.93% during 2008-09 and 2009-2010 respectively. Percentage of pass out candidates in KGBVs is higher but not 100% as the girls enrolled in these institutions are from low achiever group. Teachers of KGBVs are taking measures to improve the performance of girl students like, lesson planning by teachers to provide deeper insight about the contents to be transacted and learners get maximum benefit from it, adopting various method of teaching, special attention to slow learners like, special classes and tutorials etc.

## 7. Vocational Education for Girl Students

Vocational education is the education which develops self dependence among the person. To make the girls self dependent, various types of vocational education are imparted to the girls during the leisure periods either on Sundays or in other holidays.

**Table 1.7** Types of Vocational Education Imparted in KGBVs

SI No	Types of Vocational Education	Schedule of Vocational Educaiton				
		Daily	Weekly	Monthl y	Occasionally	Never
1.	Doll Making	0	0	0	100%	0
2.	Sewing	0	0	11.1	88.8%	0
3.	weaving	0	22.2%	0	55.5	22.2%
4.	Embroidery	0	0	33.3%	66.6%	0
5.	Clay modeling	0	0	0	100%	0
6.	Pickle making	0	0	0	100%	0
7.	Craft work	0	0	22.2%	77.7%	0
8.	cooking	0	22.2%	0	0	77.7%
9.	Preparation of sweets etc	0	0	0	11.1%	88.8%
10.	Kungfo	0	0	11.1%	0	88.8%



11.	Galle making	0	22.2%	0	55.5%	22.2%
12.	Paper works	0	0	33.3%	66.6%	0
12	Computer Education	0	11.1%	0	0	88.8%

It is found that in order to make acquainted with life skills and to develop self confidence for facing any kind of misery in future, KGBVs are imparting various kind of vocational education to girls, like: Doll making, Weaving of clothes like galle, galuk, Embroidery work, cooking classes, kungfo for self defense, computer classes and paper works to make decorative pieces, occasionally or weekly.

### 8. Attitude of Parents towards KGBVs

To investigate the attitude of parents towards KGBVs an attitude scale was developed and administered on a sample of 100 parents (50 male and 50 female).

**Table 1.8 Mean Score, Standard Deviation and t-value of attitude of Parents towards KGBVs**

GROUPS	N	Mean	SD	t - value
Male	50	65	6.2	2.53
Female	50	67.4	7.8	

Table 1.8 indicates that the computed t-value 2.53 is greater than the criterion t-value 1.99 at .05 level of confidence for 98 df. Therefore, it is understood that there is a significant difference in the attitude of male and female parents towards KGBVs. It is found from the table that the female parents have more favourable attitude towards KGBVs. However, from the mean score it is revealed that both male and female parents have favourable attitude towards KGBVs as the maximum score of the scale was 84 ( $4 \times 21 = 84$ ).

## **Conclusion and Discussion**

The present study investigated the enrolment and retention, performance of girl students, vocational education activities organized and attitude of parents towards KGBV.

From the findings of the study it was revealed that the enrolment of girls increased in KGBVs of East Siang district from 2007 to 2010. The retention rate in the KGBVs is also quite high. It has been observed that KGBV scheme is a blessing opportunity for the never enrolled and dropout girls to continue their education. In the absence of such school the students would not have had the chance of getting into schools, particularly the girl students from poor economic background and the parentless. It is a revival of interest to continue their studies for many girls. The higher female literacy rate of East Siang district as indicated in table 1.2, in comparison to many other districts of Arunachal Pradesh can be correlated with the number of KGBVs in the district.

Percentage of pass out candidates in KGBVs is high, but not 100% as the girls enrolled in these institutions are from low achiever group. Teachers of KGBVs are taking many steps, in order to improve the performance of girl students like, lesson planning, adopting various method of teaching, special attention to slow learners etc. Being residential school, teachers have plenty of time to spend with children and solve their problems. It was observed that the syllabus is heavy; being

dropout and lost studies it is difficult to move on the ladder 6, 7, 8 classes. So there has to be some consideration to give a light syllabus but train those on analytical skills to understand the subject. In order to make acquainted with life skills and to develop self confidence for facing any kind of misery in future, KGBVs are imparting various kind of vocational education to girls, like: Doll making, Weaving of clothes like galle, galuk, Embroidery work, cooking classes, kungfo for self defense, computer classes and paper works to make decorative pieces, though occasionally or weekly. These vocational training given to girls will help them in case of not continuing their education and also enhance self confidence of the students. The present study also investigated the attitude of parents towards KGBVs. Parents are not aware about the KGBV Schemes and various activities carried out in the school, but still they have favourable attitude towards KGBVs.

The promise to quality education which was the underlying focus of the KGBV scheme needs to be now focused. The girls who are brought here must be oriented to understand the real purpose of them being at KGBVs, it is beyond good food, clothes and play. A dream has to be nurtured in them for a better and secure future by making them self-reliant.

Finally, it can be concluded that KGBVs are definitely playing a very important role for the betterment of future of girl students. Hence, based on the findings of the study the researcher wants to suggest some important points for further improvement of KGBVs:

1. Most of the KGBVs are located in rural areas, therefore unmarried and dedicated teachers should be given preference for appointment.
2. Provision should be made to appoint one Health Assistant in all the KGBVs, since KGBVs are located in extreme rural area where health centers and doctors are not easily accessible.
3. Vocational education is very important for the tribal states like Arunachal Pradesh. Hence, separate timing should be kept for vocational subject. This will enable the girls to stand on their own feet.
4. Proper training should be given to Teachers and Headmasters of KGBVs. In service training facilities for not less than one month should be conducted. Training should also given regarding vision of KGBVs
5. Inspection and Supervision of all the KGBVs must be done very strictly. Qualified and Sincere person should be appointed as supervisors.
6. Organizing awareness programme on girl's education especially in remote areas should be encouraged.
7. Priority must be given to Missionaries or group of Educationist, who has good track record over girl child education to run KGBVs in Arunachal Pradesh.
8. There is a need to hike the salary of the Teachers. This will motivate them towards the humanist profession of teaching. It is the time the best of brains in this state choose to take up teaching as challenging and lucrative job.
9. Special attention should be paid to appoint qualified and trained teachers on the basis of recommendation given by NCTE/NCERT.
10. The recruitment of the teachers should be as per subject requirement of the KGBV, as specific subjects to be taught in higher classes need specialization. This will ensure the quality of the teaching learning process at the KGBV.
11. The preparation and use of Teaching Learning Material has to be encouraged and taught to the teachers at the KGBV for ensuring understanding among the students.
12. All the activities in the KGBV should be supervised; progress of girls in scholastic and co-scholastic area should be recorded. They need to be

encouraged to come up with whatever talents they have and appropriate exposure can be given to nurture to the best of their capabilities.

13. The achievement in subjects learnt at the KGBV is low with many of the girls. The underlying cause has to be identified and addressed for the improvement.
14. The girls at KGBV are round the clock with the teachers, so there is a lot of scope of value inculcation, life skill teaching, etc. Each girl can be observed for the values she has when she comes to the KGBV and a continuous record can be maintained regarding the exposure given and the improvement/betterment needs to be recorded. They need to be appreciated for the good values they practice.
15. There is a greater need to improve the infrastructure and security facilities at KGBVs. Regular monitoring and discussions with the teachers to elicit problems and finding solutions can make these schools an effective catalyst for girls' education in the educationally backward districts of the state particularly and country as a whole.

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