

Kasturba Gandhi Balika Vidyalaya Scheme

Minakshi Arun Mane

Ph.D. Research Scholar

Dr. Babasaheb Ambedkar Marathwad

University , Aurangabad

1.1 Introduction:

The Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was launched by the Government of India in August, 2004 for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas. 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 and priority for remaining 25%, is accorded to girls from families below poverty line.

The scheme of KGBV ran as separate scheme but in harmony with the Sarva Shiksha Abhiyan (SSA), National Programme for Education of Girls at Elementary Level (NPEGEL) and Mahila Samakhya (MS) for the first two years. However, the KGBV has been merged with SSA programme as a separate component of that programme during the XIth Five Year Plan since 1st April, 2007.

1.2 Objectives

Gender disparities persist even today in rural areas and among disadvantaged communities. The enrolment trends indicate that there remain significant gaps in the enrolment of girls at the elementary level as compared to boys, especially at the upper primary levels. The objective of KGBV is to ensure access and quality education to the girls of disadvantaged groups of society by setting up residential schools at upper primary level.

1.3 Scope of Scheme

The scheme was applicable since inception in Educationally Backward Blocks (EBBs) where the rural female literacy is below the national average (46.13%; Census 2001) and gender gap in literacy is more than the national average (21.59%; Census 2001). Among these blocks, schools may be set up in areas with:

- Concentration of tribal population, with low female literacy and/or a large number of girls out of school; concentration of SC, OBC and minority populations, with low female literacy and/or a large number of girls out of school;
- areas with low female literacy; or

Three possible models for such school have been identified – Model I, II and III se description and financial norms are described in subsequent chapters

1.4 Implementation, Monitoring and Evaluation

The scheme is implemented by State Governments through the Mahila Samakhya (MS) Society in MS states and through the SSA society in case of other states. Funds are released as per SSA pattern to the State SSA societies. The monitoring and evaluation at the State and district level is undertaken by the MS State Resource Centers and in non-MS states through the committee created for the National Programme for Education of Girls at the Elementary Level in the SSA society. Training

for teachers and staff at the residential schools is coordinated by the District Institutes of Educational Training, Block Resource Centers and the Mahila Samakhya Resource Groups.

State Support Groups

An Advisory State level coordination committee as approved under the NPEGEL scheme, shall provide direction and support to the programme. This group will consist of nominees from relevant State Government Departments, Government of India, experts in the field of girls education, educationists etc. The selection of an appropriate model of the school and its location would be done by this Committee based on the recommendation of the district committee implementing the NPEGEL and the new proposed scheme.

National Support Group

The National Resource Group (NRG) created under the Mahila Samakhya Programme at the National level shall provide inputs on conceptual issues and concerns arising in the programme, and advice GOI on policy matters concerning the education of girls. This group will provide the interface with research and training institutions, women's movement, educationists and non-Governmental institutions and also bring in other experiences of educating girls.

Conclusion

From the preceding section, it is apparent that major strides had been taken by the government in ensuring higher enrolment in schools and bridging the gender gap in education through targeted policy instruments. The results have been manifested in terms of a significant improvement in GER and NER as well as narrowing down of the wedge between girls and boys enrolment, more so from the early 2000s. Also, a convergence of dropout rates for boys and girls in primary and upper primary levels was observed since the beginning of the Xth Five Year Plan. Thereafter, the rate of decline of dropout rate for girls has been steeper or at least equal to the rate of decline for boys hinting the role of government policies like SSA.

References :

1. National Report – Second National Evaluation of KGBV Programme of GOI- Nov-Dec 2013.
2. Desai, Susharut (2007), Gender Disparity in Primary Education: The experience of India: UN Chronicle, UT Publication, Gale, Genage Learning (Dec 27).
3. Working Group Report on Elementary Education and Literacy (2011) of the XIIth Five Year Plan.
4. Ministry of Human Resource Development Website.
5. DISE data
6. Chaudhary, P. (2014), A study on academic achievement of girls in KGBV of Gujrat State. Internet. Res. J. Qual. Edu, 1(1): 1-5.