

**Education of Disadvantaged Girls: A Comparative Exploration of Model I & Model II
KGBVs in Jammu and Kashmir**

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ABSTRACT

This paper looks at the Enrolment status of the socially disadvantaged girls from the year 2013 to 2018 against the set target of enrolment according to the total intake capacity of the schools. The scheme of Kasturba Gandhi Balika Vidyalayas in Jammu and Kashmir followed two types of models at present i.e. Model I which have a capacity of 100 students and Model II which have a capacity of 50 students. It was found that enrolment has been increased in Ganderbal, Bandipore and Rajouri district except Reasi district where the enrolment was not that much satisfactory. But awareness campaigns were conducted very less, role of village education committees were also not satisfactory.

Keywords: KGBV, Residential Schooling, Disadvantaged sections, Retention, Enrolment etc.

Introduction

Education empowers people with skill and knowledge besides giving them access to the productive employment.¹ Gender disparity has been a major issue in India's pursuit for achieving the goal of universal elementary education even today. Education for women is the best way to improve the health, nutrition and economic status of a household that constitute a micro unit of a nation's economy. In this context, it can be argued that lack of women's education can be an impediment to the country's economic development. However, despite this significance of the education the participation of women in the field of education is not very satisfactory. Gender disparities in education cannot be eradicated without ensuring universal primary education, and universal primary education cannot be ensured without removing gender disparity in education. Eliminating gender disparity in education and ensuring universal primary education are two of the millennium development goals set forth by the United Nations (UN) which all countries should have accomplished by the year 2015. Inclusion involves a particular emphasis on those groups who may be at risk of marginalization, exclusion or underachievement.ⁱⁱ The Sustainable

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Development targets for 2030 call for ensuring the completion of primary and secondary education by all boys and girls, and guaranteeing equal access to opportunities for access to quality technical and vocational education for everyone. Policy interventions will require improving access and improving quality, as well addressing relevant obstacles which include gender inequalities, food insecurity, and armed conflict.

Background of the Study

In India, significant progress has been made in universalizing primary education, with improvement in the enrolment and completion rates of girls in both primary and elementary school. The new national Education Policy and Sustainable Development Goal 4 share the goals of universal quality education and lifelong learning. India's target by 2030 Ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant effective learning outcomes. Ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education. Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations. Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all. The Sustainable Development targets for 2030 call for ensuring the completion of primary and secondary education by all boys and girls, and guaranteeing equal access to opportunities for access to quality technical and vocational education for everyone. Policy interventions will require improving access and improving quality, as well addressing relevant obstacles which include gender inequalities, food insecurity, and armed conflict.ⁱⁱⁱ

Review of Literature

Education has spread into every nook and corner of the country, the difference in attitude towards boys and girls is no longer exists as before. As a result of the expansion of education, the degree of mobility among the members of the scheduled castes and the scheduled tribes has considerably increased (**Sharma (2019)**).^{iv} KGBVs are a platform for the girls of minority, deprived sections which can transform their life which is dull and oppressed and also secure their

future life with effective skills. There is a need of additional educational support required in KGBVs, also the lack of job satisfaction among the teachers and other functionaries of KGBVs is a problem faced by the present operational KGBVs (**Pandey & Kumari (2019)**).^v Education is the great engine of personal development. In Islamic texts also education of women was given priority. A mother's lap is the first school for child. There is no priority for men over women in relation to the right to education. Both are equally encouraged in Islam to get education. Education helps in upward social mobility of the Muslim women in the society. It also brings awareness among the Muslim women, about their rights and duties in the society. It will also increase the financial independency and autonomy in the society (**Hazra (2018)**).^{vi}

Objectives of the Study

1. To study the enrolment of girls in Kasturba Gandhi Balika Vidyalayas in Jammu and Kashmir.
2. To study the Teachers' perception towards functioning of KGBVs in Jammu and Kashmir.

Hypothesis

Kasturba Gandhi Balika Vidyalayas have achieved the set target of enrolment of girls.

Methodology and Sample

This comparative study was based on two types of data set, primary and secondary. The primary data was collected through Interview schedules and check list. The study covered time period from 2013 to 2018. Four districts have been selected i.e. two from Jammu region and two from Kashmir region on the basis of the distribution of the socially disadvantaged population these districts have the maximum concentration of disadvantaged population. These are District Rajouri, and Reasi from Jammu region and District Ganderbal and Bandipore from Kashmir region. Four KGBV schools were selected randomly. All the teachers and wardens were interviewed.

Result Analysis

The enrolment rate provides information on the number of students enrolled and the relative proportion of girls and boys, it provides information on enrolment as a percentage of all

children in the corresponding age group. Retention of the enrolled children reflects the performance of the education Programme.^{vii} The table below presents the enrolment of girls in KGBVs against the set target of enrolment.

Enrolment of girls in KGBVs

Table.1.1: Enrolment of Girls in KGBVs

Kashmir Division		
Academic years	No. of students enrolled in KGBV Satrina (Target 100)	No. of students enrolled in KGBV Quilmuqam (Target 50)
2013-14	64	43
2014-15	67	45
2015-16	65	44
2016-17	94	48
2017-18	96	50
2018-19	97	50
Total	483	280

Source: Primary data

The enrolment of girls in six academic years in Kasturba Gandhi Balika Vidyalayas in Kashmir division is presented in table 1.1. The above table highlights the total number of students' enrolled year wise against the set target of enrolment. In Ganderbal district, at KGBV Satrina, the enrolment has increased in last six years as reflected in the above table. A total 80 percent of the enrolment target was achieved from 2013 to 2019. Similarly, in Bandipore district where the total intake capacity of students per year was 50 achieved 93 percent of enrolment in the above mentioned academic years.

Table.1.2: Enrolment of Girls in KGBVs

Jammu Division		
Academic years	No. of students enrolled in KGBV Katarmal (Target 50)	No. of students enrolled in KGBV Arnas (Target 100)
2013-14	45	27
2014-15	44	31
2015-16	50	42
2016-17	50	50
2017-18	48	54
2018-19	50	31

Total	287	235
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Source: Primary data

The table 1.2 depicts the enrolment of girls in Kasturba Gandhi Balika Vidyalayas in Jammu division. It illustrates the enrolment of girls in KGBVs from the academic year 2013 to 2019 against the set target of 50 and 100 in Rajouri and Reasi districts respectively. In Rajouri district at KGBV Katarmal the school following Type II Model where the total intake capacity is of 50 per year. In the academic years (2013-19) 95 percent of target enrolment has been achieved. Similarly, in Reasi district at KGBV Arnas, the school was following the Type I Model where the total intake capacity was of 100 students per year. KGBV Arnas in Reasi district has achieved only 39 percent of enrolment target.

For the effective functioning of any educational institution some special measures are important to accomplish the set goals especially when it comes to the education of those who are already lagging behind the rest of the society. In the below table the response of the teachers is presented regarding the functioning of the KGBVs.

Table 1.3: Responses of Teachers

S. No	Survey Questions	Teachers Response	Frequency	Percent
1	Have you carried out any mobilization campaigns to generate awareness among parents?	Yes	10	43.4
		No	13	56.5
		Total	23	100.0
2	Awareness campaign conducted through.	At the time of admission	23	100.0
		Door to door	0	0
		Print media	0	0
		Total	23	100.0
3	Have you been given training under SSA?	Yes	15	65.2
		No	8	34.7
		Total	23	100.0
4	Does teachers given training on gender	Yes	20	86.9

	sensitization.	No	3	13.0
		Total	23	100.0
5	Has the village education committee been constituted in your Area?	Yes	23	100
		No	0	0
		Total	23	100.0
6	Role played by village education committee members.	Good	5	21.7
		Average	4	17.3
		Poor	14	60.8
		Total	23	100.0
7	Are you satisfied with your salary?	Yes	11	47.8
		No	12	52.1
		Total	23	100.0
8	Do you get salary in time?	Yes	11	47.8
		No	12	52.1
		Total	23	100.0
9	Are you satisfied with teachers transfer policy?	Yes	0	0
		No	23	100
		Total	23	100.0
10	Do you face funds problem in the school?	Yes	20	86.9
		No	3	13.0
		Total	23	100.0
11	Are you satisfied with the duration of maternity leave?	Yes	16	69.5
		No	7	30.4
		Total	23	100.0
12	Do you have any strategy for bridging the out of school children before admitting in class 6 th ?	Yes	0	0
		No	23	100
		Total	23	100.0

Source: Computed from Primary Data

The above table 1.3 presents the responses of teachers on various issues, about 43.4 percent of the teachers responded that they have carried out mobilization campaigns to generate awareness among parents. All of the respondents were of the view that the awareness campaigns were only carried at the time of admission 65 percent of the respondents were of the opinion that they have received training under SSA 86.9 percent of the respondents opined that training on gender sensitization was provided. Whereas, all the respondents were of the opinion that village education committee was constituted in their area. 60.8 percent opined that role played by them is poor and not satisfactory. About 47.8 percent of the respondents were satisfied with the salary while 52.1 percent of the respondents said that they do not get salary in time. All of the respondents remarked that they were not happy with the teachers transfer policy. 86.9 percent of the respondents agreed that school faced funds problem. About 69.5 percent of the respondents were satisfied with the maternity leave provided by the department. About 100 percent of the respondents opined that they do not follow any strategy for bridging the out of school children before admitting in class 6th.

Future Directions

It was found that in KGBVs hundred per cent of enrolment was not achieved this means that there is need to concentrate on the enrolment. Moreover very few enrolments drives for the girl's students at village / block level were conducted. No awareness campaigns were conducted at block level in order to enroll more drop-outs. Teachers only convince the parents at the time of admission about girl education but no strategy is followed for bridging the out of school children before admitting in class 6th. A list of drop-outs at village level was not available. Awareness regarding these kinds of residential schools is very important to reach to the drop-outs students or never enrolled students. A list of drop-out students should be prepared and village level campaigns should be conducted and awareness among parents regarding girl education is the need of the hour.

Another impediment to enrolment in rural far flung areas is the lack of family support to girls' education. In rural areas many families were broken due to certain reasons such as families destroyed during militancy where children became orphan and no one is there in the family to take care of their studies. Secondly, health related issues such as maternity death rate

among pregnant women. In rural backward areas, there is high maternity death rate and there is no control on population which leads to the high maternity death among the young girls leaving behind four five children. In such situations, there is a burden on farther to nourish the number of children and providing them education is a distant dream. Most of the families are there which have girls dropped out of school due to remarriage of father and there is no one to look after the siblings. Because of the fear of torture from step mother they marry these girls at an early age. The education system of state should assign this task to the local NGOs to bring out such cases where the girls are the victims of these kinds of evils.

The only platform for such girls is residential schools with adequate number of intake capacity. The government should definitely ensure the education of such children in order to increase the enrolment of girls in the schools.

Village education committees constituted should play a very active role in the functioning of these schools by creating awareness among the local people about girl education. They can also contribute by keeping a check on the functioning of schools.

Salary of teachers should be released in time and their transfer should be made within a proper time.

Conclusion

On the basis of findings it can be concluded that enrolment rate of girls can only be increased when the parents are well aware of benefits of girl education. This task of awareness among the parents and community members can be completed with the contribution of teachers and also through community participation at the village level. Also the retention of girls can only be meaningful when the effective outcomes will come out. For achieving this goal a holistic approach is required from awareness campaigns to enrolment drives and by bridging the gaps among the girls.

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