

## **A Study on Implementation of KGBV Scheme in Odisha**

**PRADIPTA KUMAR SARANGI\*<sup>1</sup> AND SABITRIBALA DASH<sup>2</sup>**

<sup>1</sup>Planning Coordinator, OSEPA, DPO, Nabarangpur (Odisha) India

<sup>2</sup>Planning Coordinator, OSEPA, DPO, Ganjam (Odisha) India

### **ABSTRACT**

Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was introduced by Govt. of India in 2004 and then integrated in the Sarva Shiksha Abhiyan the flagship programme, to provide educational facilities for girls belonging to scheduled castes, scheduled tribes, other backward classes, minority communities, and families below the poverty line in educationally backward blocks in India. 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. In odisha, the KGBV programme is operational in 23 districts. 182 nos. of KGBVs are operational in 23 districts covering 18200 nos. Girls students of Class-VI-VIII. Out of 182 nos. of KGBVs, 32 nos. of KGBV are in Central Zone, 51 nos. are in Northern Zone and 99 nos. are in Southern Zone. The decadal increase of female literacy is one of the positive impact KGBVs positive impact and further the up-gradation of KGBV from class-VI-VIII to Class-VI-X definitely ensure the deduction of girls drop out and increase of enrollment, continuance and completion of school education.

**Key Words :** KGBV, Kastruba Gandhi Balika Vidyalaya, Boarders

### **INTRODUCTION**

The Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was introduced by Govt. of India in 2004 to provide educational facilities for girls belonging to scheduled castes, scheduled tribes, other backward classes, minority communities, and families below the poverty line in educationally backward blocks in India. KGBV scheme was setting up residential hostels at upper primary level for girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas. The scheme of the KGBV run as a separate scheme but in harmony with the Sarva Shiksha Abhiyan (SSA), National Programme for Education of Girls at Elementary Level (NPEGEL), from 1st April, 2007 it has merged with the SSA programme as a separate component of that programme. KGBVs will be set up in those EBBs that do not have residential schools for elementary education of girls under any other scheme of Ministry of Social Justice and Empowerment and Ministry of Tribal Affair. *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. KGBVs address the issues of girls drop out in upper primary school, gender disparity and regional disparity especially for girls belonging to SC, ST, OBC and minority in educationally backward blocks where female literacy is below the national average and gender gap in literacy is more than the national average. After implementation of this scheme, it is found that most of the students are able to enhance their life skill of self-confidence and self employment. Remarkable changes are marked in the students engaged in vocational work like preparation of candle, sewing, embroidery and handicraft-making activities and from them they want to setup self-employed business in these activities which helps financially sound among the girls ultimately.*

### **Review of Literature:**

Educating girls has a multitude of positive effects for the wider community, as well as the individual woman.

Extensive research by the UN and the World Bank shows that when girls are educated birth rates fall and each four years of schooling reduces family size by one, family health improves and child mortality falls, educated mothers are 40 per cent more likely to immunize their children, literacy accelerates in future generations as educated mothers are five times more likely to educate their children, regions stabilize as violence and extremism declines, both family and national income grow by 10 per cent for each additional year of schooling. Schooling contributes to a country's economic growth, longer life spans, lower infant mortality rates, lower fertility rates, improved hygiene, nutrition and higher educational attainment for children (Mehrotra, 1999 and Nagchoudhuri, 2005). There are girl children in many communities who are not easily reachable and thus remain excluded from the benefits of education. This is especially true in tribal regions. It is well researched that educating a girl has a ripple effect, impacting health, population control, next generation school enrollment and the potential to earn. Education enables girls to reason, make informed decisions and most importantly, live healthy, productive lives. But there are great disparities between genders, rural and urban settings, and different social groups in India (World Bank, 1997).

Among Independent India's first efforts in focusing on women's education, was the appointment of a National Committee in 1958, headed by Durgabai Deshmukh, which recognized that women's education is a neglected issue that required a bold and determined effort to reduce the gender gap in education. This was followed by Hansa Mehta Committee Report on Differentiation of Curricula for Boys and Girls' in 1962, which took an unequivocal stand on differentiation of curriculum for boys and girls. It recommended common curriculum at the elementary level and diversified curricula at secondary stages, including subjects like home science, and vocational courses for both boys and girls. The Committee on the Status of Women in India was constituted in 1971, which had the most significant impact on the education of girls. The report was a revelation as it provided statistics on adverse child and adult sex ratios. The reports significantly contributed in framing government policy for promoting women's welfare and empower them. The efforts made in all these committees were reflected in National Policy on Education (NPE) 1986 and the Programme of Action (POA) 1992. According to Naem (2005), "The inferior status assigned to women is a result

of social evaluation of her biological activities of child bearing and child rearing as the only one's appropriate to her which give fulfillment in life. On this basis, the stereotypes are formed which take a shape of cultural tradition to validate and justify their inferior status and account for their dependency, discrimination and degradation" by the society. "Investing in opportunities for women and girls has strong multiplier effect across all Millennium Development Goals (MDGs)". -UNDP (2007).

**Table 1 : District wise Female Literacy Rate**

Sr. No.	Name of the District	(2001 census)	(2011 census)	Decadal growth rate
1.	Anugul	56.01	68.64	12.63
2.	Baleswar	59.6	72.28	12.71
3.	Baragrah	50.03	65.38	15.35
4.	Bhadrak	63.62	75.83	12.21
5.	Bolangir	39.27	53.50	14.23
6.	Bouda	39.78	59.79	20.01
7.	Cuttack	66.19	79.55	13.36
8.	Deograh	47.56	63.05	15.49
9.	Dhenkanal	58.55	71.00	12.45
10.	Gajapati	28.91	43.18	14.27
11.	Ganjam	47.70	61.13	13.43
12.	Jagatsinghapur	69.94	80.63	10.69
13.	Jajpur	61.45	73.29	11.84
14.	Jharsuguda	59.23	70.73	11.50
15.	Kalahandi	29.56	46.68	17.12
16.	Kandhamala	36.19	51.94	15.75
17.	Kendrapara	67.29	78.96	11.67
18.	Keonjhar	46.71	58.28	11.57
19.	Khordha	71.06	81.61	10.55
20.	Koraput	24.81	38.55	13.74
21.	Malkangiri	21.28	38.28	17.00
22.	Mayurbhanja	38.28	52.71	14.43
23.	Nabarangapur	21.02	35.80	14.78
24.	Nayagrah	58.10	72.05	13.95
25.	Nuapada	26.01	44.76	18.75
26.	Puri	67.80	78.28	10.48
27.	Rayagada	24.31	39.19	14.88
28.	Sambalpur	54.79	67.93	13.14
29.	Subarnapur	47.28	64.04	16.76
30.	Sunderagada	54.25	65.48	11.23
	Odisha	50.97	62.46	11.49

Source:- Census-2001 & 2011

### Objectives of the Study :

To assess the scenario of girls' enrolment at upper primary level *i.e.* Class-VI-VIII and to determine the

extent of girls' enrolment (disadvantaged group) at upper primary level of each district where the KGBV hostel facilities are being provided, the study focuses on the following objectives;

(i) To study the impact of KGBV scheme on increasing enrolment status among the disadvantaged girls group (11 to 14 years).

(ii) To analysis the drop out (Girls and all Category) trend at Upper Primary level.

(iii) To understand district wise drop out situation (disadvantaged girls group and all category) in Odisha and zone-wise variation in the girls' drop out situation of the above mentioned group in the state during post KGBV period.

(iv) Understanding about the different facilities/provisions available at the KGBV hostels causing motivating the girls' children towards upper primary schooling in the EBB blocks.

**METHODOLOGY**

The collection of data will be made through secondary sources. The data of the study will be based on 23 districts of Odisha from the year 2009-10 to 2013-14 covered 5 years. Data are drawn from the Census reports, Selected Educational statistics, MHRD report and Directorate of Elementary Education followed by DISE report, Report published by OSEPA, Bhubaneswar etc. The major points related to methods of data collection and research design and statistical tools used are described below:

- However, there will be chosen independent variables like number of KGBV hostels with facilities or two dependent variable i.e. dropout rate of disadvantaged girls group and increase of girls enrolment.
- All types of variable data are taken from the year 2009-10 to 2013-14 for the period of 5 years of the 23 districts and Odisha as a whole for better presentation of the study.
- The data will be analyzed manually employing both qualitative as well as quantitative techniques. The data collected through secondary sources will be analyzed by using qualitative techniques of percentage, average, graphs and charts.

**About the KGBV Scheme- An analysis :**

“Kasturaba Gandhi Balika Vidyalaya” is a programme basically meant for educational development of girls at upper primary level. The prime 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 lodging facilities at elementary level.

Table 2 : Facilities and Provisions under KGBV scheme	
Facilities	Provisions
- Residential Accommodation to all girls	- Vocational Trainings
- Book, Reading and Writing Materials	- Computer Training
- School Uniform, Sweater, Shoes, Socks	-Educational Exposure tours
- Daily use items such as soaps, oils, towels, toothpaste, comb, slipper, sanitary napkins etc.	- Game and Sorts
	- Free health check up and provision f free medicine
	- Self defense training to girls.

**Through implementation of KGBV, the following key issues are addressed:**

- To bridge gender gaps in enrolment of Upper Primary level.
- To provide quality of education to all girls enrolled in KGBV School.
- To make Girl Child friendly and create healthy environment for girls education.
- Involvement of Community in the management and improvement of girls' education.
- To make school environment girl child friendly.

**Scope/ Coverage of the scheme:**

The scheme is operational in 2004 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, SC, OBC and minority populations with low female literacy and/or a large number of girls out of school, areas with low female literacy and areas with a large number of small, scattered habitations that do not qualify for a school

**Target Beneficiaries:**

The target beneficiaries of KGBV are dropout, out of School, adolescent girls who were unable to complete

upper primary School in difficult area, girls belonging to the ST, SC, OBC and Minorities in difficult areas, BPL category, single parent children/ orphan/ CWSN, adolescent girls who are unable to go regular school (upper primary level) and younger girls of migratory population in difficult areas / scattered habitation. Out of the total targeted beneficiaries, 75% of girls are of ST / SC/OBC and minorities communities and 25% of girls are belonging to economic weaker section.

#### Unique features:

The unique features of the KGBV scheme is need based education to girls, involvement of Community ownership, imparting Life skill education and Vocational Education to learners, emphasis on quality education and safety security of girls, organization of self-defence training for the inmates and there is comprehensive and Continuous Evaluation process .

#### Implementation, monitoring and evaluation:

The scheme has been implemented by MHRD, Govt. of India and funds is releasing through SSA budget. The monitoring and evaluation for effective implementation is conducted from state level to block level. For better monitoring of the scheme, a Girls' education unit has been setup at State level. At district level District Project Coordinator in general and the Gender Coordinators in particular are in charge of overall monitoring and supervision of the KGBV hostel for its smooth implementation. Further, trained teachers staff, warden and also Accountant, Cooks, Peon, watchman are being posted in each of these residential hostel by the District Administration for smooth management of various activities of the KGBV hostels.

#### Status of KGBVs:

182 nos. of KGBVs are now functioning in 23 Districts of Odisha under Model-III. In four phases, these 182 nos. of KGBVs are sanctioned and in operational.

- Phase-I : 49 KGBVs
- Phase-II : 65 KGBVs
- Phase-III : 43 KGBVs
- Phase-IV : 25 KGBVs

The district wise nos. of KGBVs are in operational is as follows (Table 3):

#### Fund Flow and pattern of funding under KGBV:

- The funding pattern of the Central Government

**Table 3 : Status of KGBV hostel in Odisha as on 2013-14**

Sr. No.	Name of the District	No. of KGBV @ 100 Strength
1.	Angul	2
2.	Balasore	3
3.	Baragada	4
4.	Bhadrak	1
5.	Bolangir	13
6.	Boudh	3
7.	Deogarh	2
8.	Dhenkanal	1
9.	Gajapati	7
10.	Ganjam	17
11.	Jajpur	2
12.	Kalahandi	13
13.	Kandhamal	11
14.	Keonjhar	10
15.	Koraput	14
16.	Malkangiri	7
17.	Mayurbhanj	26
18.	Nabarangpur	11
19.	Nuapada	5
20.	Rayagada	11
21.	Sambalpur	3
22.	Subarnapur	6
23.	Sundergarh	10
	Total	182

Source: OSEPA, Bhubaneswar

and States/UTs for the KGBV scheme is same as per the Sarva Shiksha Abhiyan, as it is a component of SSA with effect from 1st April, 2007.

– The Department of School Education and Literacy, Ministry of Human Resource Centre, Govt. of India releases the central share directly to the OSEPA the erstwhile OPEPA (the implementing society of the scheme). Similarly, the School and Mass Education Department, Govt. of Odisha also rereleases the matching state share to OSEPA. OSEPA, being the implementing society at state level, from time to time basing on the approval and requirement, releases fund to the District Project office and concerned institution for utilisation.

#### Activities under KGBV as per financial norm being provided as follows:

##### Non-Recurring Head:

Building, Boundary wall, Toilet Blocks, furniture and kitchen equipments, Play materials, beddings for all

boarders are available in all 182 KGBVs. Each KGBV has been provided with required furniture and good nos. of Toilet. One Resource Room has been developed for the inmates to exhibit the art craft and vocational items in each KGBV and all schools having KGBV have been covered under Computer Aided Learning.

### **Recurring Head:**

**Maintenance of KGBV** is very crucial as 100 nos. of Girls of Class-VI-VIII are staying in the hostel. As per provision, Rs. 1500/- per month per girl is made for fooding and other activities. In order to maintain a prescribed food menu, a Food Committee has been formed at KGBV level by involving the inmates of the girl who will supervise & ensure the preparation of food as per the menu. Free text book and other supplementary reading and writing materials were provided to all boarders. Besides, remedial classes are being taken by the part time teacher to provide additional educational support to the slow achiever. Rs 100/- as stipend per month per girls of disadvantaged/ weaker section are being deposited in the Savings Account of girl as an educational incentives. Vocational and life skills training are also provided to boarders.

### **Admission Procedure:**

The admission in KGBV hostel is a comprehensive in nature. Identification of targeted Out of school girls (10+ age group) through Child Tracking System (CTS), out of school girls being collected from the concerned village, tracking of the listed girls through SHG and CRCCs of the block concern, counselling of the parents of the girls at block level under Preparatory Camp one girl took admission in appropriate class of the school and the KGBV.

### **Monitoring System:**

The provision of regular monitoring by CRCCs/ BRCCs, continuous visit and follow up by BEOs/DEOs/ DPCs/ Gender Coordinator and other District Coordinators, monitoring by the State Level Officials/ State Resource Group, monitoring by the District Nodal Officer assigned by S&ME Deptt and Monthly Review Meeting of the HM, Warden and Accountant at District level made the effective implementation of different KGBV schemes.

### **Academic achievement and some innovative**

### **practice:**

The girls enrolled in the KGBVs are mostly dropout for more than a year and even three years in some cases and many girls are at lower learning levels. During first entry to KGBV, a structured assessment is being made to ascertain their level of learning and accordingly they are kept in separate groups. In addition to normal school hour, they also spend an additional 4-5 hour of remedial classes in the morning and evening where appropriate level of content is taught by the part time teachers. Appropriate TLM / TLE have been provided to make the learning process interesting. Besides, Life skill education and Art and Craft training have been imparted to make the learning more meaningful and make them self – independent throughout the year.

### **The innovative practices are being followed in KGBV:**

The development of leadership quality, confidence, positive attitude etc. through implementation of Child Reporter, Theatre workshop, self-defence skill etc. in KGBVs, Involvement of school cabinet in school and hostel management, Newspaper reading by the children in regular basis and collecting News Paper clippings, Weekly display board is prepared and maintained by KGBV girls through the guidance of the Warden, writings, short stories, poems, art, riddles, paper cutting etc by students, exposure visit of the students to various historical places, inter KGBV Meet/Sports Meet/ Talent Search Competition and exposure to outside block/ District/ State programme on Sports, Dance, Song etc are the of different kind of innovative practices being followed in KGBVs.

### **Impact of KGBV scheme on reducing girls' drop out (among disadvantaged girls group) and increasing trend of girls' education in upper primary level—An Analysis :**

The reasons of drop out of girls' school children depend up on various factors which plays very crucial role in the education system of the country and in the state. According to researchers and educationists the social, educational and environmental factors cause drop out of girls' children from a school. In this section, there is an attempt to explain the behaviour of drop out variable over a time. The KGBV implementation has started in 2004 and this model uses information for the period from 2009-10 to 2013-14. District wise KGBV status is

presented zone-wise to explain the reducing trend of drop out girls' children in **Model-I**. Finally, this paper try to explain the relationship between girls' dropout rates and increasing trend of girls enrolment at upper primary level with the implementation of KGBV scheme is discussed in the context of Odisha in **Model -II**.

Normally, girls' dropout rate is assumed to have a declining trend when the government undertakes flagship programmes like KGBV to attract the girls' students particularly at upper primary level. Similarly, over a period many other economic variables have also influenced the girls' dropout rate of the state.

(i) **Dependent Variable:** Girls' School dropout (DROPOUT) and Girls' Enrolment at upper primary level is taken for 5 years from (2009-10 to 2013-14).

(ii) **Independent variables:** Here One variable is used (KGBV scheme).

(a) **Girls' dropout rate:** Lack of accessibility to a school is a major reason for girls' dropout of school children. Particularly, as parents are reluctant to send their girl child to a distance place, the education stops untimely. The existence of a school inside a habitation is thus most suitable for student's continuity in the school. Even upper primary schools located in a distance place of a village students required to pass through lonely places, also prohibits the parents to take the risk of sending a girl child to a school for which particular after completion of primary education most of the girls children dropped out.

(b) **Girls' enrolment:** Due to more dropout rate at upper primary level, the enrolment were also very low percentage during the last years. Particularly, the access

facilities could not be provided due to non fulfillment of RTE norms for establishing an upper primary school in the habitations.

(c) **After implementation of KGBV scheme,** the number of disadvantaged girls' children of inaccessible areas have been benefitted as the students provided residential facilities with upper primary educational facilities. Further, a number of incentives/programmes are being conducted to attract the SC/ST/OBC/BPL category of girls' children for motivating them towards education which helps for increasing enrolment in school and reduced dropout rate.

#### Beneficiaries:

All Girls children of Scheduled Tribe, Schedule Caste, Other Backward Caste and Economically Weaker Section of the age group 11 to 14 years. Besides, Orphan Children, Children belonging to Single Parents, Child With Special Needs, Dropout Children, Children of Migratory families, and access problems etc have given opportunities to be the boarders of KGBV.

## RESULTS AND DISCUSSION

#### Model-I :

The results for the 3 revenue divisions are presented below:

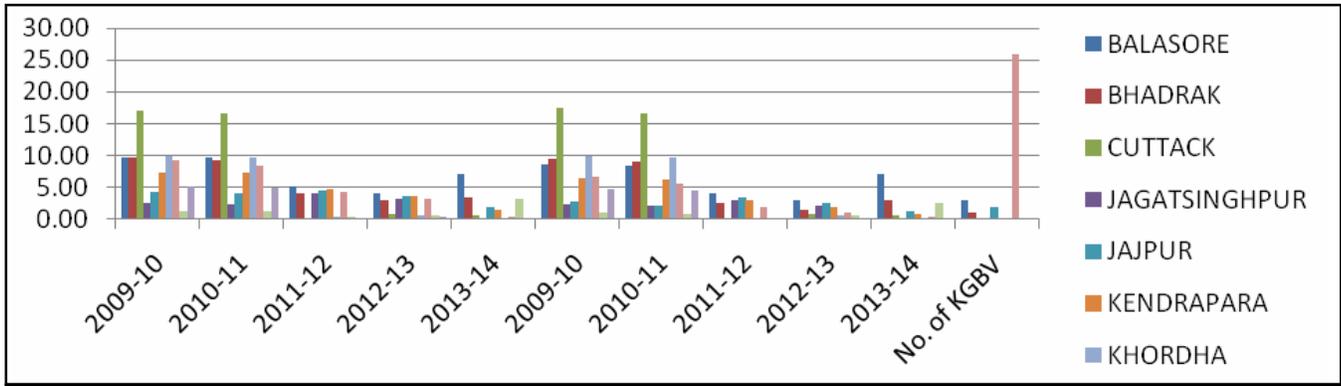
#### Situation in Central Zone:

All thirty district of Odisha have been divided into three regional division on administrative convenience and threes three divisions are called as Central, Northern and Southern Division covering 10 districts each. The 10

**Table 4 : Impact of KGBV in Central Zone**

Sr. No.	Name of the District	UP Drop Out ALL (%)					UP Drop Out Girls (%)					No. of KGBV
		2009-10	2010-11	2011-12	2012-13	2013-14	2009-10	2010-11	2011-12	2012-13	2013-14	
1.	Balasore	9.73	9.65	5.12	4.16	7.04	8.56	8.48	4.01	3.07	7.04	3
2.	Bhadrak	9.64	9.32	4.03	3.08	3.52	9.39	9.03	2.51	1.57	2.99	1
3.	Cuttack	16.97	16.64	0.26	0.76	0.54	17.58	16.64	0.21	0.75	0.57	0
4.	Jagatsinghpur	2.57	2.31	4.14	3.15	0.00	2.32	2.09	3.03	2.09	0.00	0
5.	Jajpur	4.33	4.03	4.62	3.66	2.03	2.87	2.06	3.48	2.54	1.34	2
6.	Kendrapara	7.38	7.25	4.69	3.72	1.57	6.41	6.29	2.99	2.05	0.93	0
7.	Khordha	9.79	9.63	0.41	0.56	0.18	9.79	9.63	0.15	0.56	0.00	0
8.	Mayurbhanj	9.37	8.35	4.21	3.18	0.43	6.65	5.71	2.02	1.08	0.49	26
9.	Nayagarh	1.28	1.11	0.44	0.52	3.07	1.01	0.84	0.12	0.52	2.60	0
10.	Puri	5.17	5.05	0.36	0.54	0.35	4.74	4.61	0.24	0.04	0.35	0
Total KGBV provided											32	

Source: OSEPA, Bhubaneswar



**Fig. 1 : Impact of KGBV in Central Zone**

districts of central zone of Odisha are Cuttack, Jagatsinghpur, Jajpur, Kendrapada, Khordha, Nayagarh, Baleswar, Bhadrak, Mayurbhanja and Puri. The impact of KGBV scheme (independent variable) on reducing girls’ dropout rate (dependent variables) is given below (Table 4 and Fig. 1).

**In case of Central zone,** the girls’ dropout rate has been drastically reduced in subsequent year as there are 32 nos. of KGBV hostels established in the different districts for bring out girls’ children of central zone towards Upper Primary education where the overall dropout range represents comes between 15 to 20 and the KGBV boarding facilities above this dropout range i.e. more than 25 which depicts the positive impact of KGBV scheme on mainstreaming of girls’ children at upper primary level and reducing the dropout rate.

**Situation in Northern Zone:**

The detail explanation of the variables district wise

for Northern zone is described below (Table 5 and Fig. 2):

**In case of Northern zone,** there are more girls’ dropped out in the different years. The girls’ dropout rate is more than in comparison to the central zone but the trend shows a decreasing way where the overall drop out range comes between 12 to 14 but the KGBV boarding facilities just below this range i.e. in between 8 to 10. This graph can explain that the KGBV scheme can able to accommodate the girls’ children at upper primary level and helps for reducing girls dropout rate undoubtedly but not in effective manner that there may be some other facilities/ incentives required for increasing girls’ enrolment and also for establishing more KGBV hostels for covering all disadvantaged girls’ children due to insufficient boarding facilities in 51 KGBV hostels.

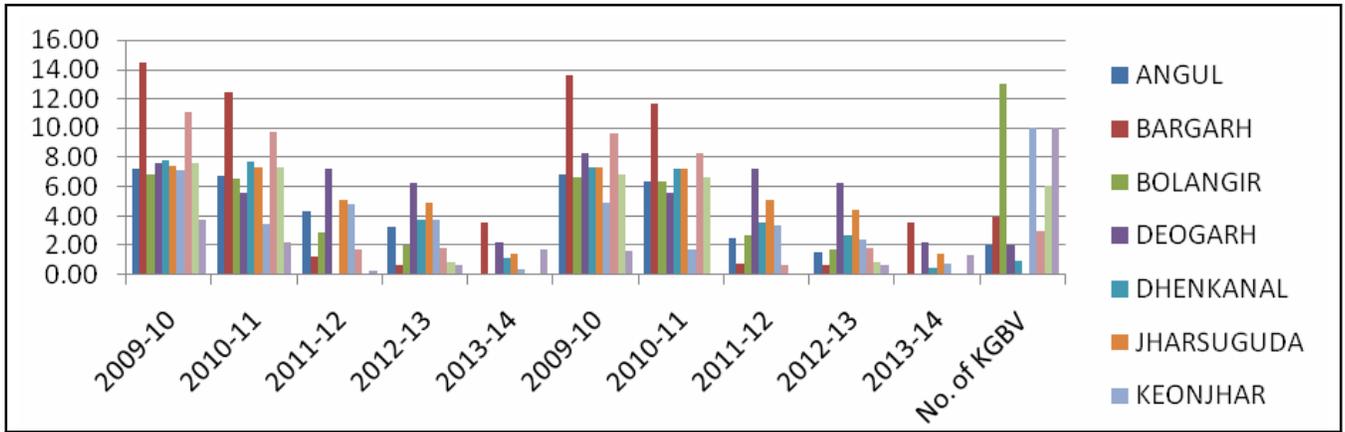
**Situation in Southern Zone:**

The southern division of the state consists of 10

**Table 5 : Impact of KGBV in Northern Zone**

Sr. No.	Name of the District	UP Drop Out ALL (%)					UP Drop Out Girls (%)					No. of KGBV
		2009-10	2010-11	2011-12	2012-13	2013-14	2009-10	2010-11	2011-12	2012-13	2013-14	
1.	Angul	7.27	6.70	4.35	3.32	0.00	6.87	6.35	2.46	1.52	0.00	2
2.	Bargarh	14.47	12.46	1.21	0.71	3.53	13.57	11.62	0.77	0.71	3.53	4
3.	Bolangir	6.82	6.57	2.93	1.98	0.00	6.62	6.38	2.70	1.76	0.00	13
4.	Deogarh	7.65	5.56	7.21	6.28	2.24	8.32	5.56	7.21	6.28	2.24	2
5.	Dhenkanal	7.77	7.67	4.64	3.75	1.17	7.32	7.20	3.61	2.67	0.49	1
6.	Jharsuguda	7.39	7.28	5.09	4.95	1.41	7.33	7.27	5.09	4.47	1.41	0
7.	Keonjhar	7.09	3.45	4.78	3.78	0.37	4.92	1.77	3.36	2.42	0.81	10
8.	Sambalpur	11.09	9.70	1.70	1.80	0.00	9.61	8.26	0.69	1.80	0.00	3
9.	Sonepur	7.58	7.26	0.05	0.85	0.00	6.83	6.58	0.05	0.80	0.00	6
10.	Sundergarh	3.78	2.22	0.32	0.64	1.71	1.60	0.14	0.14	0.64	1.39	10
Total KGBV provided											51	

Source: OSEPA, Bhubaneswar



**Fig. 2 : Impact of KGBV in Northern Zone**

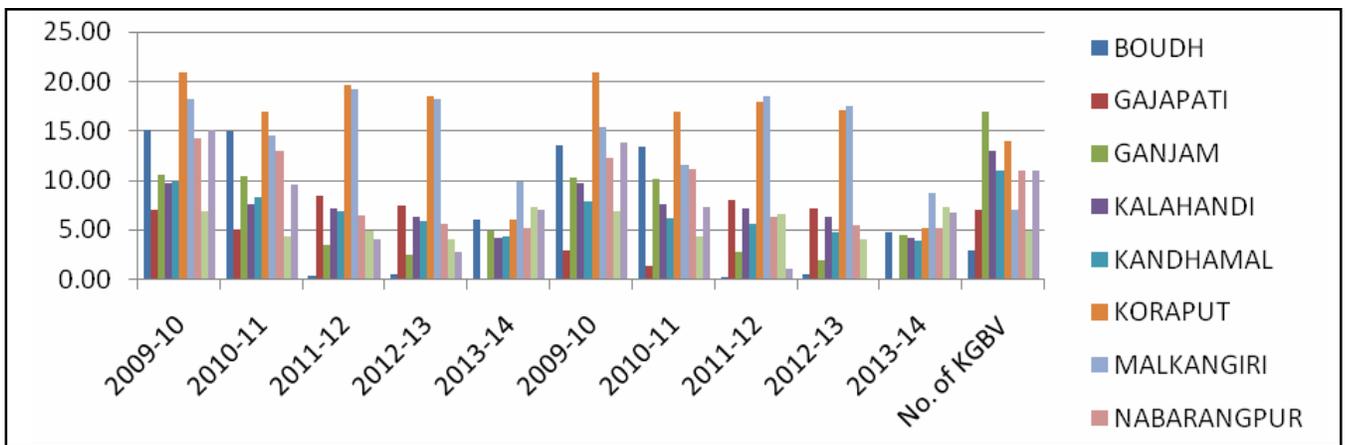
districts. The detail explanation of the district wise variables of Southern zone is described below (Table 6 and Fig. 3):

Similarly, in case of southern zone, more girls' drop out is showing like Northern zone. The range of dropout rate is in between 20 to 25 but the KGBV facilities

**Table 6 : Impact of KGBV in Southern zone**

Sr. No.	Name of the District	UP Drop Out ALL (%)					UP Drop Out Girls (%)					No. of KGBV
		2009-10	2010-11	2011-12	2012-13	2013-14	2009-10	2010-11	2011-12	2012-13	2013-14	
1.	Boudh	15.08	14.95	0.43	0.51	6.14	13.52	13.40	0.22	0.51	4.86	3
2.	Gajapati	7.09	5.07	8.51	7.55	0.00	3.03	1.44	8.11	7.17	0.00	7
3.	Ganjam	10.54	10.47	3.55	2.61	4.98	10.27	10.21	2.89	1.95	4.57	17
4.	Kalahandi	9.81	7.57	7.22	6.34	4.17	9.81	7.57	7.22	6.34	4.17	13
5.	Kandhamal	9.83	8.33	6.91	5.94	4.42	7.91	6.20	5.69	4.75	3.97	11
6.	Koraput	20.92	16.98	19.66	18.56	6.10	20.92	16.98	17.97	17.03	5.19	14
7.	Malkangiri	18.22	14.53	19.23	18.23	9.91	15.37	11.65	18.46	17.52	8.75	7
8.	Nabarangpur	14.20	13.02	6.55	5.59	5.18	12.32	11.10	6.38	5.44	5.18	11
9.	Nuapada	6.88	4.40	4.98	4.08	7.39	6.88	4.40	6.69	4.08	7.39	5
10.	Rayagada	15.17	9.56	4.10	2.86	7.02	13.82	7.31	1.06	0.12	6.79	11
Total KGBV provided											99	

Source: OSEPA, Bhubaneswar



**Fig. 3 : Impact of KGBV in Southern Zone**

is in within 15 nos. which is not sufficient to cover all disadvantaged girls' children under KGBV boarding stream. As there are more tribal districts existed in the

southern zone for which a number of reasons are there behind the dropout rate within girls children despite of awareness among parents towards girls' education.

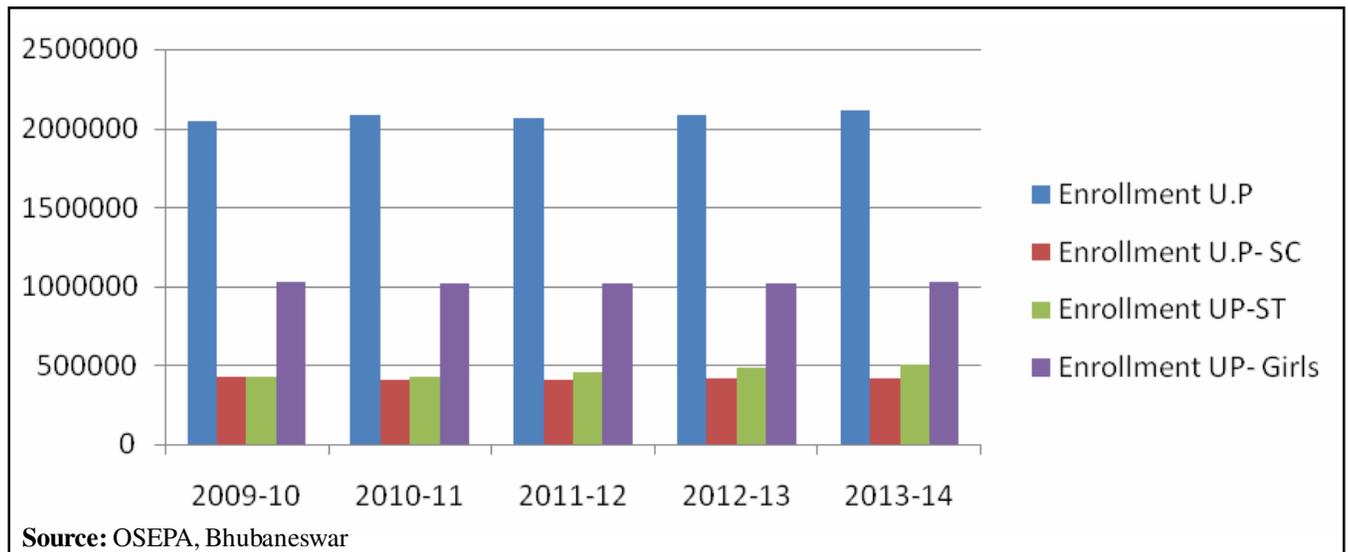
**Abstract report:**

Table 7 : Abstract Information on impact of KGBVs					
Sr. No.	Zone name	Drop rate range	Range of KGBV facilities	Status of KGBV facilities (in position)	Impact of KGBV
1.	Central zone	15 to 20	25 to 30	Higher the boarding facilities than the dropout rate	Positive
2.	Northern zone	12 to 14	10	Lower the boarding facilities than the dropout rate	Moderate
3.	Southern zone	20 to 25	15 to 20	Lower the boarding facilities than the dropout rate	Moderate

**Model-II:**

**Impact of KGBV in Odisha:**

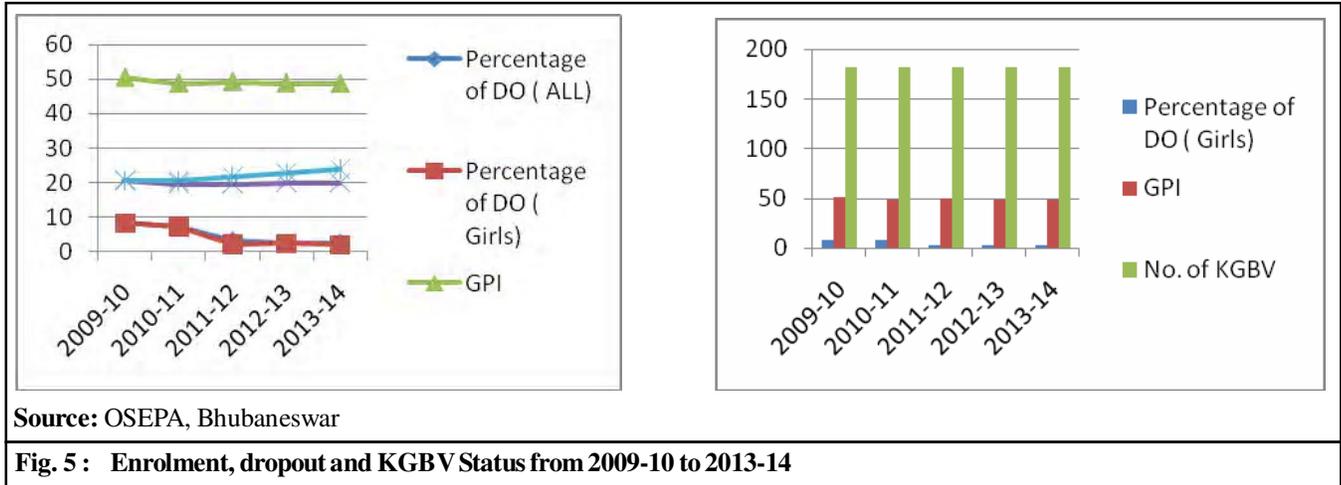
Table 8 : Enrolment Status From 2009-10 to 2013-14				
Activity	Enrollment U.P.	Enrollment U.P- SC	Enrollment UP-ST	Enrollment UP- Girls
2009-10	2042048	421953	421953	1030082
2010-11	2082894	410564	429576	1016996
2011-12	2068170	404794	452717	1018744
2012-13	2081369	412962	480607	1018384
2013-14	2110347	418954	507442	1029207



Source: OSEPA, Bhubaneswar

**Fig. 4 : Enrolment Status From 2009-10 to 2013-14**

Table 9 : Enrolment, dropout and KGBV status (in %)						
Activity	Percentage of DO (ALL)	Percentage of DO (Girls)	GPI	SC %	ST %	No. of KGBV
2009-10	8.19	8.24	50.44	20.66	20.66	182
2010-11	7.23	7.31	48.83	19.71	20.62	182
2011-12	3.07	2.23	49.26	19.57	21.89	182
2012-13	2.36	2.38	48.93	19.84	23.09	182
2013-14	2.4	2.08	48.77	19.85	24.05	182



The Girls’ dropout rate is positively related with impact of KGBV scheme.

- The girls’ dropout rate has been gradually decreased in subsequent years which show between range of 0 to 10. Similarly, the range of Gender Parity Index is between 40 to 50 decreases but a slower rate.
- In the context of Odisha, total 182 KGBV hostels are established in the different districts has a tremendously impact for bringing out girls’ children towards upper primary schooling facilities positively. This graph can easily explain about the positive impact of KGBV scheme which can able to mainstream the girls’ children at upper primary level.
- But there are still dropout shows in girls’ children which may be reduced by providing more KGBV facilities in EBB block or increasing the seat of KGBV hostel more than 100 to cover all girls children (disadvantaged group) as there is not possible to establish KGBV in each block due to less percentage of disadvantaged girls children in non-EBB block.
- In spite of this, general awareness of the families is highly required for motivating girls’ enrolment particularly at upper primary level with regard to the need for education.

**New Initiatives taken by Govt.:**

The KGBV residential hostels are played a crucial role to reduce the gender gap, increase participation of girls children in schools, ensure the continuance and completion of Elementary Education to Secondary

Education and to provide the educational facilities to the disadvantaged group of the society and to increase the female literary rate. Now-a-days, the MHRD, GoI has been decided to extend the scheme from Class-VI-VIII to Class-VI-X. As a consequence in a phase manner, all 182 KGBV are upgraded from Class-VI-VIII to Class-VI-X by increasing the capacity from 100 to 150 seated within the hostel premises.

**Fig. 6 : Different Models under Integrated Scheme**

Type-I	For Existing KGBVs for classes VI to VIII
Type-II	KGBVs for classes VI to X
Type-III	KGBVs for classes VI to XI
Type-IV	Existing Girls’ Hostels classes IX to XII

**Suggestions for Policy making:**

There is no denying that dropout rates of girls’ students are a major social and economic problem in the state of Odisha. The burden of uneducated girls’ children is costly not only for the individual but also for the entire society. In order to prevent girls’ dropout and encourage their continuance, education policy should focus on measures to counter the disadvantages pupils’ face particularly of the weaker sections. Some suggestions are given below for effective policy making within the state and eliminate regional difference in the girls’ dropout situation not only in disadvantaged group but as a whole.

- It is observed that in each of the three revenue divisions of the state one or two districts adhere to the assumed a similar pattern and where as all others show it differently. This means the dependent and the independent variables show wide fluctuations without any particular trend.

- In case of number of KGBV hostels, there may be further requirement for establishing more KGBVs in EBB blocks to cover the disadvantaged girls children of non-EBB blocks.
- In case of increasing enrolment, more public awareness among parents of tribal areas is still required for continuation of their girls' education.
- The scheme have a great advantage on increasing female literacy rate in the state but need to rise seats in hostels for enrolling more girl-child friendly policies to be taken to improve more female literacy.
- The uneven situation in explaining girls' dropout rate among the different district calls for further research in the matter. Because, some other initiatives must be taken by the Govt. and should be provided to remove girls' dropout rate of general category as there is no scope for boarding facilities yet.

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