



A Study of the status of Physical Resources in KGBV of Bijnor District (UP)

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Abstract : Kasturba Gandhi Balika Vidyalaya (KGBV) is a scheme launched by Indian Government to target pockets where girls' education is lagging behind. The main objective of KGBV is to ensure access and provide quality education to girls belonging to SC, ST, OBC, Minority and the girls below poverty line. The present paper is an attempt to know whether the KGBVs of Bijnor District have required infrastructure or not. As we know that to run an institution first need is of resources .If an institution doesn't have sufficient infrastructure facilities than how we can achieve the goal .Through this paper it has been tried to know that the KGBV of Bijnor District have sufficient infrastructure facilities as building ,toilets ,kitchen, playground, drinking water facility, etc. Descriptive Research Method is used in this study. Under the Descriptive Research method Survey method is used .There are 14th KGBVs in Bijnor District .Through this study it is found that out of 14 KGBVs only three KGBV have their own Building rest of the KGBVs are running in the rent free government school. Though many of the KGBVs of Bijnor District are running since last 9 to 10 years yet till now these schools don't have their own building then how these KGBVs are getting success in achieving their goal.

Key Words: Kasturba Gandhi Balika Vidyalaya , Infrastructure Facilities.

Introduction-According to the thinkers education is the ' third eye 'of a person .It gives him insights into all affairs of life .It teaches him how to act justly and rightly .It leads him to realize the true significance of life .A traditional saying in India is that a king respected in his own kingdom while a learned is worshipped everywhere. In the words of Rousseau "Plants are developed by cultivation and men by Education."

" To awake the people it is the women who must be awakened, once she is on the move the family moves, the village moves and the Nation moves."

"Jawaharlal Nehru"

The above statement of J.L. Nehru reveals the need and importance of girl's education. Women represent more than half of the world's population and constitute 48% of the Indian population. The vast majority of them are engaged in work that contributes vastly to the life and wealth of the nation but viewed as unproductive by government statistics economist and development experts and conferred secondary status in the decision making process. They are subjected to discrimination in every walk of life .There are many factors that are responsible for discrimination as traditional mindsets, the biological role and responsibilities of women as mothers. Because of this socio-economic situation,



the education of girls and women always, lagged behind in comparison to their male counter parts.

It is only through education that women can realize their capabilities in the sense and contribute in national development. Education is not merely a means for better income and employment, opportunities for individuals but also for higher economic growth potential for their nations. The social benefits of education spread in many directions. Women education leads to better health care, family planning, greater community and political participation and reduction in infant and child mortality rates and improved sense of national unity and integrity.

Education becomes a very powerful instrument as a development right. If right type of education is provided from the beginning, education helps a person grow cognitively, intellectually and emotionally and enables a person to take right decisions on the basis of logic and reason. If we want to promote women it is must to concentrate on educating the girl child who is often discriminated and whose rights are downgraded to background in comparison to those of the male child and makes her a second grade citizen. So 'The first step is for societies to recognize that educating girls is not an option, it is a necessity'. Kofi Annan (UN Sec.General, 2000).

According to census 2001, the percentage of female literacy in the country is 54.16%. The literacy rate in the country has been increased from 18.33% in 1951 to 65.38% as per 2001 census. The female literacy rate has also increased from 8.86% in 1951 to 54.16%. It is noticed that female literacy rate during the period

1991-2001 increased by 14.87% whereas the male literacy rate by 11.72%. Hence, the female literacy rate actually increased by 3.15% more as compared to male literacy rate, but still there is an urgent need to strengthen female literacy in the country. To achieve this objective, Government of India has initiated some innovative activities in some of the states which are sensitive as regards the female literacy.

The Tenth Five Year Plan (2002-2007) has recognized the immediate need to enhance the level of girls' participation in education, if the country has to achieve universal elementary education in the stipulated timeframe. Two new programmes, one targeting formal schools (NPEGEL) and the other targeting girls in remote habitations (KGBV) have been launched to include girls in elementary education.

Kasturba Gandhi Balika Vidyalayas scheme was launched in August, 2004. It ensures access and quality education to the girls belonging to disadvantaged groups of society by setting up residential schools at upper primary level. The scheme is applicable since inception in 2004, in Educationally Backward Blocks (EBBs) where the rural literacy is below the national average (21.59%: Census 2001). This scheme is only for the SC, ST, OBC, and Minority girls.

Uttar Pradesh is an Indian state, having 75 districts and Bijnor is one of them. Bijnor or more correctly known as Bignaur, occupies the North-west corner of the Moradabad division (historically-Rohilkhand or Bareilly region). In Bijnor districts there is also gap between the literacy rate of male and female.



Literacy Rate in Bijnor (District)

Year	Total Literacy	Male	Female	Gap
2001	58.08%	68.78%	46.10%	22.68%
2011	68.50%	76.60%	59.70%	16.80%

Source –census of India (2011)

This table shows that there is a gap between the literacy rate of male and females in Bijnor (districts.)

In Bijnor District there are 11 Blocks and in these 11 blocks 14 KGBV are established. All KGBVs are based on Model 1st.

Objective of the Study –

To know the status of physical infrastructure in Kasturba Gandhi Balika Vidyalaya in Bijnor District.

Physical infrastructure will include the availability of –

- 1-Building
- 2-Boundary wall and Gate
- 3-kitchen
- 4 –Toilets
- 5- Source of drinking water
- 6 –Status of class rooms.

3 Methodology

Tools – It is a Descriptive Qualitative Research. Information Schedule is used

to know the status of physical infrastructure in all KGBV of Bijnor District.

Sample – To know the status of physical infrastructure in KGBV of Bijnor District, all 14 KGBV s are included.

Data collection procedure – The Data for the present study is collected from wardens in an information schedule developed by the researcher.

Statistics Applied – Data will be analyzed by using simple techniques like percentage and etc.

Analysis of Data –

Objective 1 – To know the status of physical infrastructure in KGBVs of Bijnor District

Table -1: Status of Buildings of KGBVs in Bijnor District-

Sr. No.	Status of Buildings	No.	%
1	Own building	3	21.42%
2	Government School Rent Free Building	11	78.57%
	TOTAL	14	-



The table no 1 reflects that out of 14 KGBV only 3 KGBVs have their own building rest 78.57% KGBV s are running in rent free Government Building. Therefore until construction and or completion of new building they required to adjust. Most of the schools have completed 8 to 9 years of their establishment but till now they do not have their own building. So these schools have to face many problems.

Table – 2: Status of Boundary Wall and Gate of KGBVs in Bijnor District

Sr. No.	Status of Boundary wall and Gate	No. of School	% age
1	Applicable boundary wall and Gate	8	57.14%
2	Not applicable boundary wall and gate	4	28.57%
3	No boundary wall and gate	2	14.28%
	TOTAL	14	

The table no 2 shows the status of boundary wall and gate in KGBVs of Bijnor District. It is found that 57.14% schools have applicable boundary wall and gate, 28.57% KGBVs have boundary wall and gate but these are not applicable and rest 14.28% don't have neither boundary wall nor gate.

Table no -3: Status of Kitchen and Fuel for cooking.

Sr. No.	Status of Kitchen	Yes		No.	
		No.	%	No.	%
1	Separate Kitchen	14	100%	-	-
2	Availability of water in kitchen	10	71.42%	4	28.57
3	Fuel used for cooking(gas)	14	100%	-	-

The table no 3 reflects the availability of kitchen in KGBVs .All the KGBVs have separate room for kitchen .71.42% KGBVs have availability of water in kitchen and 28.57% don't have water facility in kitchen. All the 14 KGBV use

Gas for cooking.



Table- 4: Status of Toilets facility in KGBVs

Sr. No.	Status of Toilets	Yes	%	No	%
1	Availability of Toilets	14	100%	-	-
2	Separate Toilets for teachers	9	64.28%	5	35.71%

Table no 4 reflects the availability of toilets in KGBVs of Bijnor District .All the schools informed that they have toilets in their campus .64.8% KGBV stated that they have separate toilets for teachers and 35.71% don't have separate toilets for teacher

Table-5: Status of Source of Drinking water in KGBVs

Sr. No.	Source of drinking water	No of schools	Percentage %
1	Only Hand Pump	4	28.57%
2	Only (Jet pump)	4	28.57%
3	Both Hand pump and Jet Pump	6	42.85%
	Total	14	-

Table no 5 presents the status of drinking water facility in KGBVs of Bijnor District .out of 14 KGBV 28.57% KGBVs have only hand pump for the availability of water,28.57%havd only jet pump for and 42.85% have both hand pump and jet pump for the availability of water.

Table- 6: Status of classrooms in KGBVs of Bijnor District

Sr. No.	Status of Class-Rooms	No.	%
1	Separate class rooms from sleeping rooms	8	57.14%
2	Class rooms with sleeping rooms	6	54.54%
	Total	14	-



Table no 6 reflects the status of classrooms in all KGBVs of Bijnor District. Out of total 14 KGBVs 8(57.14%)KGBVs have separate class rooms from their resident rooms while 6 (54.545)KGBV s don't have separate rooms for teaching .These schools have to adjust their classrooms with their sleeping or resident rooms.

Findings of the study

The findings of the study can be described as follow-

1-Out of total 14 KGBV only 3 KGBVs have their own building and 11 (78.57%) KGBVs are running in the rent free Government building. As 11 KGBVs don't have their own building so the teachers and students of these schools have to face a lot of difficulties in carrying the education properly.

2-Through this study it is found that 57.14%KGBVs have applicable boundary wall and gate .28.57%KGBVs have boundary wall and gate but these are not applicable and appropriate for safety purpose. And rest 14.28% don't have boundary wall and gate .It's really shows the carelessness of the department that the situation of boundary wall and gate is not satisfactory, then how these school can promise for the safety of girls.

3-Status of kitchen in these schools is little satisfactory .All the schools have separate room for kitchen .71.42%KGBVs have availability of water in kitchen for cooking while 28.57% don't have .It is really good to see that all the schools are using gas for cooking purpose.

4-All the KGBVs have toilets .64.28%KGBVs informed that they have

separate toilets for teaches while the remaining 37.28% don't have separate toilets for teachers.

5-It is found that 28.57%KGBVs have only hand pump, 28.57%KGBVs have only jet pump, and 42.85% KGBVs have both hand pump and jet pump for the availability of water for drinking and other daily activities.

6-This study reflects the status of class rooms in all KGBVs of Bijnor District. It is found that due to the shortage of rooms 54.54% (6) KGBVs have to adjust their classrooms with the resident rooms and 57.14 %(8) KGBVs have separate rooms for teaching purpose.

Conclusion

KGBV scheme has made a good beginning and has started fulfilling the expectations of the Government, parents and girls of children from socio-economically backward communities in particular. In spite of the infrastructural constraints, these schools were able to mainstream the SC, ST, OBC and minority children into elementary education. Although the students in KGBV appeared to be fairly satisfied with the functioning and hostel facilities provided, they have voiced some dissatisfaction with the inadequate number of toilets, bathrooms. So there is a great need to complete the construction of the building so that the girls and the teachers can enjoy on being here. Environment effects a lot learning so without the proper infrastructure how learning environment can be created.

Suggestions



As the findings reveals that only three KGBVs have their own building and rest of the are running in others buildings as temporary. Though some schools are running since last nine to ten years but still now they don't have their own building .They have permission to have their own building but these building are either under construction or the construction is yet to begin due to several administrative problems, but the students and teachers have to face a numbers of problems. As the present building are temporary, these building are crowed and lack basis such as toilets, bathrooms, numbers of rooms are also short, so most of the KGBVs share classrooms with sleeping rooms. They have to adjust there. Thus there is a great need that the construction of new building be expeditiously completed or construction done at an early date.

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