

A Case Study of Kasturba Gandhi Balika Vidyalaya, ZOZ

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ABSTRACT

Government has always given importance to education. Sarva Shiksha Abhhiyan (SSA) and Right to Education Act 2009 aim at providing education free of cost to all children between the age group of 6 to 14 years. Government has given special attention to the education of backward classes, SC, ST, OBC and minorities in difficult areas. With this aim Kasturba Gandhi Balika Vidyalayas have been established by government in educationally backward and tribal areas. In this type of vidyalayas, girls are given education free of cost.

Besides that girls are also provided stationary, uniforms, books and food free. They are given training of Karate, football, beauty parlour and tailoring work. The purpose of this is to make the girls empowered and independent. These schools are doing a great job in the field of education. After survey, poor, orphan, and dropout girls of backward and minority community are selected for this school.

The researcher has selected Kasturba Gandhi Balika Vidyalaya of Zoz village, which is type 1 school. In this school education from class 6 to 8 is provided.

1. Introduction

Government has always given importance to education. Sarva Shiksha Abhhiyan (SSA) and Right to Education Act 2009 aim at providing education free of cost to all children between the age group of 6 to 14 years. Government has given special attention to the education of backward classes, SC, ST, OBC and minorities in backward areas. With this aim Kasturba Gandhi Balika Vidyalayas have been established by government in educationally backward and tribal areas. In this type of vidyalayas, girls are given education free of cost. Besides that girls are also provided stationary, uniforms, books and food free. These are residential schools. Girls are given training of Karate, football, beauty parlor and tailoring work. The purpose of these schools is to make the girls empowered and independent. These schools are doing a great job in the field of education. After survey, poor, orphan, dropout girls of backward and minority communities are selected for this school. The researcher has selected Kasturba Gandhi Balika Vidyalaya of Zoz village, which is type 1 school. In this school education from class 6 to 8 is provided.

When a researcher conducts a research task considering a problem, it has a specific objectives and questions. With that in mind the researcher conducts research work. In the relevant study, the researcher selected Kasturba Gandhi Balika Vidyalaya as a case study. The researcher collected data then doing process data analysis by percentage analysis and content analysis then after getting findings.

2. Objectives of the study

- 1) To study the aims and objectives of the school
- 2) To study the infrastructure and administrative aspects of the school
- 3) To study the teaching learning atmosphere of the school

- 4) To study the co-curricular activities of the school
- 5) To study students' experience at school

3. Research Questions

- ✓ What are the facilities provided by the school for students?
- ✓ How is the teaching learning atmosphere of the school?
- ✓ How is the relation between teacher and students?
- ✓ How does school ensure development of the students?

Research Type

The present study is a Descriptive and Qualitative study.

Research Method- Case Study

A Case study means description of an actual administrative situation involving a decision to make or a problem to be solved means a study of person, a small group, a single college, school or institute. It involves intensive research including documented evidence of a particular issue or situation, reflection, affects of certain stimulus and the conclusion research following the study.

In his case study, the researcher has tried to find out all the important components and strengths of the school selected by the researcher. The researcher has collected responses of principal, teachers, students and parents.

Tools for Data Collection- The researcher used following tools for data collection.

- Questionnaire
- Reaction scale
- Interview
- Checklist

- Field Diary

Questionnaire for Teachers: The researcher used questionnaire for the teachers. There are total 10 questions in questionnaire. All teachers of the school filled up this . It was an open ended questionnaire. The researcher wanted information about-which type of method teachers use to teach the students and how they behave with the students etc.

Reaction Scale: The researcher prepared and used reaction scale. There are 20 statements and questions for the students of the school. It has three-point scale. The statements and questions were about school, teacher, method of teaching, their food, facilities, student- teacher relationship. Ten students of each class filled up this.

Interview: The researcher took the interview of the principal. The questions were about the information about school, type of school, aims and objectives of the school, co - curricular activities, standard of fee, PTA etc.

The researcher used interview schedule for parents. The researcher took interview of 10 parents. Researcher prepared 5 questions for them about development and progress of children in this school.

Checklist: The researcher prepared and used checklist to check the infrastructure and facilities of the school. The researcher prepared 10 questions for checklist.

Field Diary to record Observation: The researcher used field notes to record the data. It was very helpful for providing data of the school like as physical facilities of the school, kitchen observation, hostel, food quality, computer lab facilities etc.

4. Techniques for Data Collection

The researcher used observation schedule as a technique for data collection. Researcher mostly observed infrastructure, provided for teaching learning process, facilities of sanitation and co- curricular activities and recorded them in **Field** diary .

Document Analysis :The researcher studied and analyzed document like daily food menu, daily schedules, and various register of the school.

5. Findings

On the bases of the analysis of data received through Field Diary, checklist, documentary analysis, questionnaire and interviews, the researcher arrived at following findings.

- Documentary analysis showed that the schools have good infrastructure and facilities for teaching – learning process.

- Documentary analysis showed that the schools has well-qualified staff. Kasturba Gandhi Balika Vidyalaya (Kgbv) school gives importance to overall development of girls. Students participated in many sports game and won the prizes e.g. at Taluka level- khelMahakumbh 1st rank in kabaddi, District level- KhelMahakumbh 1st rank in shot put, State level- silver medal in karate.
- Through observation schedule, the researcher came to the conclusion that there is good relation between teachers and students.
- Through observation schedule and documentary analysis, the researcher came to now that girls are happy and feel empowered.
- Kgbv school aims to empower girls so it provides special training to girls like karate for self defence
- Kgbv school give opportunity to take education and with learning life skill.
- Through questionnaire and interviews researcher came to now that Teachers use technology in class for teaching learning process.
- Responses of teachers indicated that teaching learning process is friendly.
- Field diary proved that overall development of students by activities is done .
- No tour is organized.
- Field diary proved that the relation between teacher and student is friendly and harmonious.
- The school develops girls holistically.
- Through Field diary the researcher came to now that the school provides directions to girls for further education.

6. Suggestions for further studies

- ✓ A case study of a Navodaya school.
- ✓ A case study of Eklavya Girls Residential school in rural area.
- ✓ A case study of central school.
- ✓ A case study of any special school
- ✓ A case study on government school at primary level.

7. Conclusion

The researcher came to the conclusion that Kasturba Gandhi Balika Vidyalaya is doing a great work in the field of education of girls specially poor girls. These girls are provided facilities to study and participate in co-curricular activities. This ensures wholistic development of girls who become empowered and help the country to develop.

These vidyalayas are doing great job in increasing education of girls in educationally backward areas. In the areas where girls are made to work in four walls of home and not allowed to educate themselves, these schools develop girls by opening new horizons.

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