

# A case study showing the effects of controlling school dropout on their Empowerment in KGBVs of Bhagalpur District

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## ABSTRACT

*Kasturba Gandhi Balika Vidyalaya is an institutional development intervention started in 2004 to impart quality education for girls between 10 to 14 years belonging to SC, ST, OBC and minority communities. Girls in the school going age have been seen to drop out frequently due to the existing patriarchal mindset in the society, especially rural areas. Government has been trying to combat the high dropout ratio among girls as it is the first major step towards their empowerment. Education has the power to bring about empowerment from a very young age and attack the patriarchal institutional setup and ills in our society. The current study was conducted in the Kasturba Gandhi Balika Vidyalayas of Bhagalpur District of Bihar. An open interview schedule was followed for a randomly selected sample of 500 girl students.*

## 1. Introduction

According to the ministry of human resource development (MHRD), 62.1 million children are out of school in India. The 2011 Census estimated the figure at 84 million-nearly 20% of the age group covered under the Right to Education (RTE) Act. At this stage, traditional gender norms push girls into helping with household chores and sibling care, leading to irregular attendance that eventually results in dropouts. Early marriage, lack of safety in schools and low aspirations related to girls' education also lead to them dropping out.

Additional problems arise when the girl reaches secondary education. As the recent Annual Survey of Education Report (Aser) 2017 findings suggest, while on average the difference between enrolment levels of boys and girls at age 14 are declining, by 18, when the state doesn't enforce compulsory education through the RTE Act, 32% girls are not enrolled compared to 28% boys. Bridging mechanisms for out-of-school children exist at the elementary stage, but are absent for secondary education. Hence girls find it difficult to re-enter education once they have dropped out. The number of schools also decreases sharply beyond upper primary. In 2015 - 16, for every 100 elementary schools (classes I to VIII) in rural India, there were 14 offering secondary (classes IX - X) and only six offering higher secondary grades (classes XI - XII). It has not helped that so many secondary schools are privately-owned, fee charging schools. At the elementary level, only 5% listed in the official statistics are private unaided schools while 40% schools offering higher secondary grades are private, unaided institutions. This stacks the odds against girls' education and leads to dropouts.

While the problems are severe, they are not insurmountable. A wealth of experience exists on how to keep girls in school and ensure quality of education. The recent recommendation by the for girls' education are welcome to amend and extend it to include secondary education. The government's slogan of 'Beti Bachao, Beti Padhao' cannot be achieved without a fundamental right to secondary education and measures that make free quality public education institutions available and accessible to all, especially girls. It is critical to have a mechanism to identify girls at risk of dropping out and implement mechanisms to bring those that have dropped out back into school. The new definition of a dropout, 30 days of continuous unexcused absence, is a start, but would be inadequate; more regular touch points are needed to create timely corrective measures to ensure timely regular attendance.

## 2. Area of study

There are a total of 16 Kasturba Gandhi Balika Vidyalaya in Bhagalpur District of Bihar, out of which 5 schools had been selected for the study.

100 members of samples selected from each KGBV randomly for the purpose of the study, Jagdishpur, Gopalganj, Nav gachhiya, Sultanganj and Bihpur .

## 3. Methodology and result

The study was based on an open interview schedule to collect data from the students of KGBV. The researcher had prepared a questionnaire and an open interview schedule to collect data. The total number of samples was 500. The samples were chosen from all the categories of SC, ST, OBC and BPL Students of five blocks of KGBV.

Name of KGBV	Class VI	Class VII	Class VIII	Total
KGBV, Sultanganj	8	39	53	100
KGBV, Gopalpur	30	34	36	100

KGBV, Naugachia	31	20	40	100
KGBV, Bihpur	4	44	52	100
KGBV, Jagdishpur	20	46	25	100
Total	102	192	206	500
Percentage	20.4%	38.4%	41.2%	100%

#### 4. Conclusion

To conclude it can be stated that even though all the Kasturba Gandhi Balika Vidyalaya (KGBV) were functioning successfully in some of the KGBV problems were lying which should be properly monitored and taken care of for the better performance of KGBV.

Fundamentally, schools need to become more receptive for girls and deliver education of better quality. It is particularly important to ensure that all teachers are trained and sensitized to gender concerns. Availability of a gender sensitive print-rich environment in schools is important. However, the curriculum

itself needs to enable girls to challenge gender stereotypes and become more assertive.

Stronger efforts are needed to enhance the agency of girls themselves to strengthen their self-esteem, challenge gender bias and provide leadership. The recent leadership curriculum in Uttar Pradesh is a positive example where the government, with support from civil society, is one step closer to building girls' confidence, negotiation skills, organizational abilities and enabling girls to take decisions for themselves. While it is important to work with and empower girls, it is also critical to engage with boys to create a better, more gender equal tomorrow.

#### References

1. <http://gov.bih.nic.in>
2. <https://www.mhrd.gov.in>