

A Study Of Education Policies & Impact Of Kgbv On Girl Child Education

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ABSTRACT

The SSA programme is anchored by the Ministry of Human Resources Development (MHRD). From 2000 to 2001, the SSA programme was in effect. After 2009's Right to Education (RTE) Act, there were revisions to the SSA programme. A child's right to an education includes the right to free and obligatory instruction from the age of six up till the age of fourteen. The author examines the difficulties and possibilities that females confront, as well as the influence that RTE has on their ability to obtain an education.

Keywords: Girl Education, Literacy, Gender equality, RTE

INTRODUCTION

Women education policies are important to uplift the girl child or women in our society in terms of better education, gender equality, and empowering women in our country. Policies are made to enhance women's development; But India is still a place that does not have a completely positive or negative impact on women's education. For example, The women's movement and the government in India have made significant contributions to the advancement of women's education and the reduction of the gender wage gap. Although some feel that India has numerous deep-rooted gender inequities, there is still a lot of work to be done in education and in terms of execution.(Nualart, B., 2012).

One of Sarva Shiksha Abhiyan's main objectives is to address the gender and social achievement inequalities in primary education (SSA). Throughout 2000-01, the government of India started a comprehensive and integrated flagship programme to achieve universal elementary education in the country in a mission manner. By providing equitable opportunity to all, Universal Elementary Education (UEE) contributes to the building of democracy's social fabric.

Sarva Shiksha Abhiyan (SSA) is India's primary initiative for universalizing elementary education at this time. All children, regardless of socioeconomic status, gender, or ethnicity, should have access to and be retained in school, as well as gender and social class inequities in education be bridged. The "Education for All" initiative, also known as Sarva Shiksha Abhiyan, acknowledges the fact that securing the education of girls necessitates reforms in both the educational system and society norms and attitudes. With SSA, we're attempting to provide educational opportunities to children who may otherwise be left

out in the cold. The females are regarded the most difficult to get in touch with. Effective and transformational education is a goal of the Right to Education (RTE) Act. This pertains to the potential of asserting one's right to education and establishing the justification for doing so within the umbrella of universal human rights.

LITERATURE REVIEW

Women's education policies have changed the status of women in our country. Women's some places are doing tremendous in the field of education. There are several policies implemented by Indian government on women's education which are intentionally or unintentionally impacting women's in our country. There are always challenges and opportunities faced by many girl child or women's in our country and their barriers to education and impact of right to education in providing them with education opportunities (Devi, U., 2018)There are an estimated 33.3 million Indians enrolled in higher education courses in India according to a 2015 Ministry of Human Resources Development report on the All-India Higher Education Survey. There were 17.9 million males and 15.4 million females between 2014 and 2015.(Jadon, et al., 2018) Although there are many policies implemented by the Indian government that is doing great for empowering women in our country such as Beti Bacho, Beti Padho, Balika Samadhi yogna, Mahila Samakhya and there are many more. As one of the know policies of empowering women is Mahila SamakhyaP rogrammers' which was launched in 1988 with the purpose of empowering women socially and economically. According to (Kandarp, E., 2012).Gender empowerment also has an important impact on other members of the family; Empowered women have fewer children and have a higher child survival rate. In terms of scale and combination of activities, is not comparable to the Women's Equality Education Program in terms of location and organization, or long-term goal of becoming an important tool for women's empowerment. Previous research has shown that both cultural factors (such as norms restricting the mobility of women and structural factors (such as the lack of appropriate job opportunities for educated women) play an important role(Chatterjee et al.,2018).Education has undoubtedly contributed to a growth in Women's education, with some believing that educated women make better housewives and mothers, while others highlighting employment options for women. (Voigt and Spies, 2020). It is the method through which one can take control of one's fate and circumstances in life. In any culture, state, and nation, there are always a number of people who are denied their basic rights, but they are unaware of their rights (Bhat, R., 2015)Women deserve to be self-sufficient not only in education but in every other aspect of their lives. Unfortunately, educational philosophy encourages the gender binary, and society opposes change by enforcing institutionalised norms on a continuous basis(Alsuwaida, N., 2016). In contrast to the United States, where many feminists advocate laws that promote equitable coeducational learning environments, many feminists in England prefer all-female classes (Klein, S., 1987). Our country has a lower literacy rate for women than for men. Fewer females enrol than boys, and those that do tend to drop out at higher rates. "Educate a girl and empower a nation" is a worthwhile goal. So that women may play a more active part in society.(Jadon, et al., 2018). In terms of educational attainment, gender differences are well-known. Generally, guys did better in arithmetic, while girls fared better in reading in the majority of the countries. Policymakers have taken notice of this since, despite an increase in the number of girls enrolling in higher education, they remain underrepresented in the STEM fields (Science, Technology, Engineering and Maths) (Herman et al., 2019). By the year 2005, achieving gender parity in

elementary and secondary school and the rest of the educational system had been declared an international aim. The primary goal is to guarantee that all girls have access to high-quality educational opportunities. (Jones, S.,2011).

Equity is the first step in achieving full equality.

For children to have the same chances to succeed academically, educational equality is essential, and equity ensures that those equal possibilities are adjusted to accommodate individuals who may require additional assistance and attention. When we talk about fairness, we're referring to equal rights that can be proven to be legitimate. It's clear that cultural and social norms contribute to gender stereotypes about women's duties and responsibilities. To put it simply, educational equality implies that all students have access to the same tools and resources. As a general rule, all schools receive the same amount of money, as well as the same amount of resources and facilities. Teachers are known to pay greater attention to the guys in classrooms with both girls and boys present. Girls may be seen slouched on their seats. This has an impact on classroom involvement. In such schools, there are a number of unspoken norms that are passed down from generation to generation. Gender stereotypes are frequently reinforced through the use of language. Men's masculinity is defined by words like "strong" and "aggressive," whereas "femininity" is described as "docile" and "submissive." These notions are reinforced by images in textbooks for the benefit of impressionable young brains. Women's representation in textbooks is paltry compared to that of men. Male characteristics such as bravery, heroism, honesty, and self-sacrifice are associated with stereotypes of femininity, whereas feminine characteristics such as compassion, self-consciousness, love, and kindness are associated with gender stereotyping as well. All textbooks, regardless of subject, show a clear underrepresentation of women. Women are seldom depicted in non-traditional roles and are not shown to be able to make their own decisions. Quality and fairness are inseparably intertwined. Transformative educational approaches prepare students to challenge preexisting gender relations and ideas of masculinities and femininity as a source of power. In school, children are able to ask questions, discussing new ideas, establishing new identities, and forming new relationships without fear or intimidation. There are still significant gender differences. It is imperative that efforts be made to increase the number of females enrolled in school and that cultural norms and attitudes that prevent girls from attending school be addressed.

The primary goal of this piece of writing is:

- With reference to Kasturba Gandhi Balika Vidyalays, the state of female child education has to be examined.
- In an effort to raise awareness and address quality and equality concerns in the education of girls,
- To meet the difficulties and possibilities of obtaining a high-quality education

In India, the importance of educating girls

The skewed sex ratio of 940 girls for every 1000 males shows that India is still far from attaining gender equality. In India, a girl child is sometimes viewed as a 'burden' to be passed down through the family. Gender inequality, gender stereotypes, and unequal treatment of females are prevalent throughout their lives because of the dominating influence of patriarchal ideals. An important part of the Indian government's mission is educating the whole population. Despite this, India has one of the lowest

female literacy rates in the Asian continent. As a result of the low. The effects of low female literacy extend beyond in addition to the country's economic well-being. Programs and regulations have been implemented to counteract unfavorable teacher attitudes, biases in the curriculum, a shortage of female instructors, and insufficient cleanliness and sanitation conditions in schools that limit the enrollment and retention of female students. An important part of the Indian government's mission is educating the whole population. Despite this, India has one of the lowest female literacy rates in the Asian continent. The country's economy suffers as a result of a lack of women's literacy, not only for the women themselves.

Kasturba Gandhi Balika Vidyalaya (KGBV)

It is a key goal of the SamagraShiksha to close the gender and social class inequalities at all stages of school education. There are now KGBVs and Girls Hostels up to Class XII, which are being expanded and merged as part of the Girls Empowerment Scheme in order to increase the number of girls enrolled in school and help them succeed academically. As of the start of the XIth Plan, the Kasturba Gandhi Balika Vidyalaya and Sarva Shiksha Abhiyan programmes have been combined. Girls from the Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC), and Minority Communities (MMC) are the major beneficiaries of the KGBV, which was inaugurated in July 2004. Women's rural literacy is below the national level, and their gender gap in literacy is worse than the national average, in these educationally backward districts. Girls from SC, ST, OBC, or minority communities are guaranteed at least 75% of the available places, with those from low-income households receiving precedence for the remaining 25%. It is the primary goal of KGBV to guarantee that girls from underprivileged backgrounds have access to and get quality education through the establishment of residential elementary schools with boarding facilities. Rs.20 lakhs is allotted for each of the KGBVs (100 females). It is the primary goal of this program/scheme to bring in the backward females into the school system, to improve the quality of education for girls, and to create a more welcoming atmosphere for girls in schools. KGBV students get both academic and practical instruction, preparing them for independent living upon graduation from the institution. Students and faculty at KGBV must be given the tools they need to succeed. Training staff employees in capacity building is facilitated by faculty members from a variety of academic disciplines.

Challenges

Adolescent girls confront particular difficulties in remaining in school. For one thing, the number of young girls who attend school is frequently reduced as a result of poverty. As a means of supplementing the family's income, working girls are often forced to stay at home and care for their younger siblings. Physical assault is more common among female students, making it difficult for them to attend class on a regular basis.

As a result of their parents' lack of education, girls from the poorest and most remote homes face the biggest disadvantages. As a result of the lack of social infrastructure in rural areas, females are frequently forced to labour or run the home on their own.

As early as the age of five, many girls begin working in agriculture or as domestic services. Employers frequently refuse to allow their child domestic employees to attend school, resulting in them having little or no access to an education.

Impact of KGBVs has enabled us to meet our everyday requirements.

Girls from underprivileged backgrounds now have access to a wide range of resources that formerly were out of reach, such as food, shelter, school supplies, and personal hygiene products. Once students leave a KGBV centre, they will be self-sufficient and capable of making their own life decisions as a result of the education and training they got there. Lifelong character-building education is given to them. The KGBVs are succeeding in their mission to provide free education and vocational training to girls from underserved and underprivileged areas of society thanks to their well-trained and well-qualified employees. The RTE Act is an attempt to close the social and cultural divide between males and girls. Human Resources Development, Labor Ministry, Women and Child Development Ministry, Panchayati Raj and Rural Development Ministries must work together to successfully implement the RTE Act. All of these organisations should be under the auspices of a single, overarching organisation. The government must use the education cess and other levies to successfully execute the RTE Act in order to become self-sufficient. With the RTE Act, some bottlenecks were removed, such as the need for out-of-school children and migrant children to have access to special residential and non-residential education centres (OoSCs), the provision of restrooms for girls and people with disabilities, the availability of computers, and so on. RTE implementation will be a success once these issues are handled. The legislation will have a good influence on the people. The effectiveness of this law depends on eliminating all types of social and economic inequities.

Education for girls should be prioritised because of this:

Everyone, regardless of gender, location, or other circumstances, is entitled to a high-quality education.

Educating girls saves lives and strengthens families, communities, and economies because educated girls have access to a wider range of possibilities. When girls are educated, they will better grasp their rights, and they will have a stronger awareness and understanding of what is needed to promote their health and well-being.

Growth of the economy

Increased economic growth and productivity can be achieved by providing equal access to education for men and women. Many studies suggest that allowing women to enter the workforce has economic benefits, despite the fact that they are underrepresented in the formal employment market globally.

Economic development and productivity are boosted when more girls and young women are educated. Not educating girls to the same level as boys costs some countries over \$1 billion annually.

As a result of a woman's education, she is more likely to land a better position with a higher salary. Women's incomes benefit more from higher levels of education.

A smaller population can be attained by educating more women.

More educated women have fewer pregnancies and are less likely to get pregnant as a teen because of their education.

Fewer females are married off as minors.

When a girl is educated, she has a higher chance of avoiding marriage and a better chance of having a healthy and wealthy life for her family.

As many as six times as many girls with no education marry as youngsters in the 18 nations with the greatest frequency of child marriage.

DISCUSSION AND CONCLUSION

When women are educated, they are better prepared for leadership positions at both the local and national levels. For women with a higher level of education, they're more inclined to participate in organisations that influence their lives and the lives of people around them. Inequities based on gender and social background can be eliminated and justice attained via education. As a result of their gender, girls face a variety of challenges.

Students' lives are shaped by a complex network of social and economic relationships that must be reflected in curriculum, textbooks, and pedagogical methods. Teachers need to be made more aware of the need of ensuring that all students have equal access to quality education. Efforts to improve gender equality, such as gender training, need to be stepped up. Investing in a girl child's education is essential if society is to thrive. Countries in the poor world have different levels of education. When we educate a girl, we give her a voice in the decisions she makes in her life. The more educated a person is, the more able they are to defend themselves, their rights, and seek justice when they are harmed. As a result, a just society would be created.

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