
Opinion of Special Officers on Facilities and Resources in Kasturba Gandhi Balika Vidyalayas

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The Government of India has introduced launched a new scheme in August 2004 namely Kasturba Gandhi Balika Vidyalaya (KGBV) to promote girls education in this country as residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas. The scheme is being implemented in educationally backward blocks of the country where the female rural literacy is below the national average (46.13%) and gender gap in literacy is above the national average (21.67%). 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.

After launched this scheme many Governmental and Non-Governmental organisations are evaluated the prosperity of the scheme and submitted their reports. Even though there is some lacunas are appear in infrastructure and human resources in Vidyalayas. This paper is focus on those lines and collect the opinion of the Heads of the Vidyalayas in Guntur District of Andhra Pradesh and found that they are not happy with the physical structure of KGBV, the space for the number of students in each class room, Quality of Hostel accommodation, adequate number of hostel rooms, Availability of Audio-Video equipment, school garden, and play equipment. They also felt that the existing teaching and non-teaching staff are appointed on Contractual basis and working sincerely but government should take necessary steps to regularize their services and they will deliver the goods more effectively.

Indian government made a Constitutional commitment for providing free and compulsory education to the children up to 14 years of age in 1950 (CREATE, 2009). However it was added as a Directive Principal under Article 45 of the Constitution only after the recommendation of Education Commission (1964-1966) (MHRD, 1968). NPE 1968 officially declared that it is an aim of the Indian government to provide free and compulsory education to all children till the age of 14 years. However, it did not throw much light on the strategies and plans for achieving this aim, nor did it set any time period. In 1986, NPE 1968 was revised and NPE 1986 came into existence. It gives emphasis on three prospects to achieve UEE which are as under:

- (1) Universal access and enrolment.
- (2) Universal retention of children up to 14 years of age.
- (3) A substantial improvement in the quality of education to enable all children to achieve essential levels of learning. (MHRD, 1986).

Education is a fundamental right, which leads for the road map to achieve the goal of “Education for All”. Over the years concerted efforts have been put in at state and national level to achieve

this goal. As per Article 45 of the constitution of India Universalisation of Elementary Education is a directive principle of state policy to provide free and compulsory education for the children upto age of 14 years. As per the article 21A and 93rd Constitutional Amendment in 2009, education has become a fundamental right. This article clearly spells out the responsibility of the state to the extent of providing free and compulsory education to all the children from the age of 6 to 14 years.

It also give emphasis on strategies to fulfill its aim of UEE by making education ‘child centred’ and providing ‘minimum required facilities’ like three rooms, three teachers and essential teaching learning aids in every state school. It advocates non-formal approach for working children, dropouts and children from the area with no school. Priority is to stop children from dropping out.

The Schemes like Total Literacy Campaign (TLC), District Primary Education Programme (DPEP) and Operation Black Board (OBB) if implemented in a right way can change the entire educational system. The National Literacy Mission's Objective is to make TLC area based, time-bound and result oriented and yet two pronged strategy to realize the goal through Universal Elementary Education (UEE) and Universal Literacy leaves enough room for skepticism. The Nation is still lagging behind by 40 years as far as the target of UEE is concerned.

Government of India has adopted various policies and programmes from time to time for promoting education - particularly girl's education. These programmes have mainly dealt with the issues related to enrollment of girls, continuation of girls in education, content and process of education, gender and social equality issues, motivation for women teachers, encouragement to the students and teachers, getting school girls back to schools etc. Under different programmes for addressing these issues suitable strategies like community mobilization, augmenting access in un-served habitations, different type of incentives for students and teachers, improving school environment and teaching techniques etc., have been pursued. The implementation of these strategies has made an impact on the enrollment of girls which has gone up. Similarly there has also been a positive trend in retention of girls in the school.

The nation is firmly committed to providing Education for All, the priority areas being free and compulsory primary education, covering children with special needs, eradication of illiteracy, vocationalization, and education for women's equality, with special focus on the education of SCs, STs and Minorities. The task of implementing the NPE and POA lies with the states and Union Territories, and the center is to monitor the implementation. Accordingly, the POA 1992 stands circulated in 1993 to all states and Union Territories to draw up their own state Programme of Action (POA). The National Policy on Education emphasizes three aspects in relation to elementary education, viz.

- Universal Access and Enrollment;
- Universal Retention of Children up to 14 years of age and
- Substantial Improvement in the Quality of education to enable all children achieve essential levels of learning.

The National Policy on Education states that access to secondary education will be widened with emphasis on Enrollment of girls, SCs and STs particularly in science, commerce and vocational

streams. Efforts will be made to provide computer literacy in as many secondary level institutions as possible.

STATE INITIATIVES FOR PROMOTING GIRLS EDUCATION

- **Andhra Pradesh:** Providing Bicycles to the girl children upto class XII on free of cost.
- **Bihar:** Summer camps for remedial teaching provided to girls.
- **Haryana:** Bicycles are given to girls on joining class VI in a Govt. school located outside the village to prevent dropout at the end of class V and help girls to complete 8 years of schooling. 16171 girls in 2004-05 and more than 21000 girls 2005-06 benefited from the programme.
- **Madhya Pradesh:** Decentralised provision of additional incentives, e.g.: school uniforms by the local bodies to motivate girls' retention in schools, Open Learning for many girls who are unable to complete elementary education due to poor access. A tie up with State Open School where there is a 50:50 cost sharing between SSA & State Open School for the girls fees.
- **Orissa: KalasiDhara (carrying earthen vessel)** - an initiative to mobilise the community and Mother Teacher Associations to monitor the attendance of teachers and children, cleanliness of the school compound, regularity of classes being held. The designated mothers are also required to bring to school those children found to be absent by motivating their parents etc.
- **Uttaranchal :** Provisioning ECE in a convergent mode with ICDS; SSA support with additional TLM; capacity building; honorarium; construction of rooms in primary schools for running ECE centres; relocation of ICDS centres in / near primary schools; synchronized timings of ECE and primary school.
- **Uttar Pradesh: 1) MeenaManch-** Forum for adolescent girls to discuss their own issues and motivate girls to attend school. Intensive campaign for community mobilization in selected villages; 21 days training for instructors; use of TLM; residential arrangement for girls and instructors; arrangements of sports, cultural programmes and life skills.

ELEVENTH FIVE YEAR PLAN: GOALS, TARGETS AND STRATEGIES (DPEP&KGBV)

- These schemes would be subsumed within SSA in the 11th Plan. Expansion of 500 KGBVs in District –I Blocks with high concentration of SCs STs, OBCs and Minorities would be taken up along with evaluation of the functioning of the existing KGBVs. DPEP, being implemented in only two States, viz Rajasthan and Orissa, would come to an end in March 2008 and November 2008 respectively and would be subsumed under SSA.
- As the MahilaSamkhyā (MS) programme has been contributing towards the educational empowerment of poor women and girl children, it would be continued and expanded in a phased manner to cover all EBBs and urban/suburban slums. There is a need to

operationalise the National Resource Centre of MS to support training, research and proper documentation.

APPROACHES TO THE TWELFTH FIVE YEAR PLAN:

To enhance provision and improve quality of elementary education, these would include -

- Integration of pre-school education into schooling especially in the Government schools so as to provide entitlements at the pre-school level.
- Funding for pre-school children under Early Childhood Care and Education (ECCE), especially in special focus districts.
- Making physical education, games and sports an integral part of curriculum in schools for holistic development of children and making provision of infrastructure for the same.
- Stepping up provision of infrastructure through convergence with schemes like Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) for which MGNREGA norms may be revisited.
- Strengthening of monitoring and evaluation mechanism including social audit for SSA and Mid-Day Meal Scheme (MDMS) with web-based monitoring for transparency and periodic and sustained third party evaluation.
- Promoting Adult Literacy with Sakshar Mission as the main vehicle with focus on women, SC/ST and minorities covering all Educationally Backward Blocks (EBBS).

SCHEME OF KASTURBA GANDHI BALIKA VIDYALAYAS (KGBV)

The Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was launched by the Government of India in August, 2004 for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas. The scheme is being implemented in educationally backward blocks of the country where the female rural literacy is below the national average (46.13%) and gender gap in literacy is above the national average (21.67%). 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.

The scheme of the KGBV ran as separate scheme but in harmony with the Sarva Shiksha Abhiyan (SSA), National Programme for Education of Girls at Elementary Level (NPEGEL) and MahilaSamakhya (MS) for the first two years. However, the KGBV has been merged with SSA programme as a separate component of that programme during the 11th Five Year Plan since 1st April, 2007.

OBJECTIVES

Gender disparities persist even today in rural areas and among disadvantaged communities. The enrolment trends indicate that there remain significant gaps in the enrolment of girls at the elementary level as compared to boys, especially at the upper primary levels. The objective of

KGBV is to ensure access and quality education to the girls of disadvantaged groups of society by setting up residential schools at upper primary level.

SCOPE OF THE SCHEME

The scheme was applicable since inception 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, with low female literacy and/or a large number of girls out of school; concentration of SC, OBC and minority populations, with low female literacy and/or a large number of girls out of school;
- Areas with low female literacy; or
- Areas with a large number of small, scattered habitations that do not qualify for a school

The criteria of eligible blocks has been revised with effect from 1st April, 2008 to include additional 316 EBBs with rural female literacy below 30%; and 94 Towns/cities having minority concentration (as per the list identified by Ministry of Minority Affairs) with female literacy rate below the national average (53.67%: Census 2001).

A total of 2180 residential schools were sanctioned out of which 500 to 750 schools were to be opened in a phased manner over the X Plan period at an estimated cost of Rs. 19.05 lakh as recurring cost and Rs. 26.25 lakh as non - recurring cost, per school. Initially, the proposed schools were to be opened in rented or other available Government buildings after deciding the location.

Such residential schools had to be set up only in those backward blocks that did not have residential schools for elementary education of girls under any other scheme of Ministry of Social Justice & Empowerment and Ministry of Tribal Affairs, which was to be ensured by the district level authority of SSA at the time of actual district level planning of KGBV initiatives by coordinating with the other Departments/ Ministries.

COVERAGE OF THE SCHEME

The scheme is being implemented in 27 States/UTs namely: Assam, Andhra Pradesh, Arunachal Pradesh, Bihar, Chhattisgarh, Dadar & Nagar Haveli, Delhi, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Karnataka, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Mizoram, Nagaland, Orissa, Punjab, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh, Uttarakhand and West Bengal.

3609 KGBVs were sanctioned by Government of India in 460 districts as of 30th June 2014. Out of these, 330 KGBVs are sanctioned in Scheduled Castes (SC) SFD districts and 508 in Scheduled Tribes (SC) SFD districts, of which 329 and 508 are operational respectively. 544 KGBVs were sanctioned and operational in Muslim Concentration districts. 912 out of 913 KGBVs sanctioned were operational in 88 districts identified for the Integrated Action Plan for Selected Tribal and Backward Districts up to 30.6.2014.

COMPONENTS OF SCHEME

Setting up of residential schools where there are a minimum of 50 girls predominantly from the SC, ST and minority communities are available to study in the school at the elementary level. The number can be more than 50 depending on the number of eligible girls. Three possible models for such school have been identified - Model I, II and III whose description and financial norms are described in subsequent pages.

Financial Norms under KGBV

- The funding pattern of the Central Government and States/UTs for the KGBV scheme will be the same as per the Sarva Shiksha Abhiyan, as it is a component of SSA with effect from 1st April, 2007.
- The provisions for KGBV will be in addition to the provisions already made under SSA and for NPEGEL. The SSA Society shall ensure convergence of KGBV with NPEGEL and MahilaSamakhya programme. It shall also ensure that funds allocated are appropriately invested and there is no duplication of activities.
- The Government of India would directly release funds to the SSA State Implementation Society. The State Government will also release its share to the State Implementation Society. Funds will be released thereafter to the MahilaSamakhya Society wherever applicable. In States where MS is not being implemented, the implementation of this scheme will be through the 'Gender Unit' of SSA Society and existing mechanism used for implementation of SSA will be followed.
- The State Society should open a separate Savings Bank Account for operating the funds of KGBV. State Government should also release its matching share to the State SSA Society through a separate budget head. Separate accounts will have to be maintained at district and sub - district structures, accordingly.

In early 2014, there have been some revisions in SSA norms, rendered effective from 1st April 2014, namely:

- Revision in the recurring costs of the KGBV component of the SSA programme which had not been revised since 2004.
- The discontinuation of the NPEGEL component of the SSA programme as the interventions of the programme have been incorporated in the mainstream SSA components.
- Provision for reimbursement of expenditure towards 25 percent admissions to private unaided schools under Section 12(1)(c) of the Right of Children to Free and Compulsory Education (RTE) Act, 2009. This is on the basis of per child cost norms notified by the State and Union Territory (UT) Governments for Classes I to VIII, subject to a maximum ceiling of 20 percent of the total annual work plan and budget for a State/UT.

KGBV IN ERSTWHILE ANDHRA PRADESH

Out of sanctioned 94 KGBV schools 17 have been started in the state in August, 2005. The responsibility of running these KGBV residential schools is entrusted to the AP State Residential Educational Institutions Society (APREIS). In all the 94 KGBV schools, Special Officers, Teaching staff and other staff are appointed and posted by APREI Society, AP, Hyderabad. All together 7,818 girls are enrolled in the KGBV Schools. The construction of school buildings of KGBV is proposed to be completed before the 10th Plan period. The District Collectors have been assigned the task of identifying suitable sites for construction of school buildings for KGBV schools. By March, 2006, as against 94 sites to be made available, Collectors have allotted 44 sites in 14 districts.

Facilities at KGBVs

- Free Textbooks & Uniforms
- Residential Schooling
- Individual Attention
- Continuous Evaluation
- Support to the Educationally Backward Children
- Medical Facility
- Vocational Training & Guidance
- All round development

Government of Andhra Pradesh in its G.O. Rt. No. 758 Dated 13.10.2011 mentioned to achieve Universalisation Elementary Education of girls and to reduce the gender gap, Kasturba Gandhi Balika Vidyalayas were introduced by the Government of India in the year 2004 and it is an additionality to SSA. The Government of Andhra Pradesh has taken a decision to implement the KGBVs by delegating 379 KGBVs to three Residential Educational Institution societies, i.e., APREIS, APSWREIS and APTWREIS. While the societies have operationalized many KGBVs under past sanction, the recent KGBVs are being run by the Project Officers of Rajiv Vidya Mission (SSA) of the districts concerned, as the Societies could not take additional load. To improve the management and efficiency of the running of KGBVs, it is now decided to bring all of them under single control. Government after careful examination of the proposal, in consultation with the Law and Finance Department, hereby accord permission to the State Project Director, Rajiv Vidya Mission (SSA), A.P., Hyderabad, to register a separate society, i.e., the Kasturba Gandhi Balika Vidyalaya Society under the Societies Act of Andhra Pradesh to run all 743 KGBVs in the State by a single Society to achieve the Universalisation of education of girl children and to reduce the gender gap, with the Bye Laws developed for its functioning specifically and the Service Rules governing the Employees, which are approved by the Government.

NEED AND RATIONALE OF THE STUDY

The rate of growth of enrollment of girl's has been higher than that of boy; as well the dropout rate is also high among girls as per the fifth All India Educational Survey (1986). According to Ramamurthy Committee for review of NPE-1986, about one-third to half of students find schools either boring, irrelevant or threatening. Joyless education is also a chapter in the Yashpal Committee report. Teaching and learning both have become a chore and a bore for a great number of teachers and children. Female literacy has increased from 8.86% in 1951 to 54.16% in 2001. The literacy rate of women is roughly at the same level as that of men five decades ago. The enrollment rates for women have also improved and the dropout rates for girl children in all levels of school children are decreased.

In India, 33 1/3% reservations are given to girls in academic and employment opportunities during the last decade. Using these provisions the policy makers, politicians, educational planners, parents, teachers, NGOs, rural organizers and adult education planners implemented many programmes for the development of the girl's education. The Government also established separate schools and hotels for girls to improving their literacy. The statistics clearly shows that the girl's literacy rate rapidly increased.

To make more effective and meaningful implementation of this obligation, elementary education is brought under "Sarva SikshaAbhiyaan" (SSA) to universalize elementary education. Similarly, secondary education has been brought under the flagship of "RashtriyaMadhyamikSikshaAbhiyaan" (RMSA). These two schemes are aimed at the strengthening of school education in terms of access, enrolment, retention and quality.

The implementation of KGBV and effort for achieving girls' literacy is a gigantic task. There could be gaps between its conceptualization and executions. So it is very much necessary to know about the benefits which occur from the KGBV Scheme in terms of free textbooks & uniforms, residential schooling, individual attention, continuous evaluation, support to the educationally backward children, medical facility, vocational training & guidance and all round development.

The National Evaluation of the KGBV scheme was undertaken between 29th January to 20th February 2008 in 12 States of Gujarat, Jharkhand, Bihar, Himachal Pradesh, Uttar Pradesh, Arunachal Pradesh and Orissa, with 12 independent experts in girls education and another joint Evaluation of NPEGEL & KGBV scheme was also undertaken between 19th November to 14th December, 2007 in States of Assam, Manipur, Chhattisgarh, Maharashtra, Haryana, Punjab, Jammu & Kashmir, Uttarakhand, Meghalaya, West Bengal, Mizoram, Tripura and Dadar & Nagar Haveli.

Evaluation studies on the effectiveness of KGBV scheme were taken up by NITI AYOJ, other Government bodies and Non-Government agencies in India. But very few research studies are done in Andhra Pradesh. To know how much effectiveness that the KGBV focus on girls' education particularly in the Guntur district, the investigator focused on these lines and wants to know the in depth analysis and opinion from the Special Officers information about the effectiveness of KGBV scheme in promotion of Girls' Education

OBJECTIVE OF THE STUDY

The following objective have been formulated to carry out the study in a systematic way:

1. To explore the opinions of Special Officers towards physical infrastructure, programmes in KGBV, services of human resources, performance of staff, State/District authorities, and students and parents of KGBV.

HYPOTHESIS OF THE STUDY

Based on the above objective the following hypothesis have been formulated:

Hypothesis – 1: There will be no significant difference between opinions of Special Officers towards

- 1) physical infrastructure,
- 2) programmes in KGBV,
- 3) services of human resources,
- 4) performance of staff,
- 5) State/District authorities,
- 6) students and parents of KGBV and
- 7) over all opinion on Kasturba Gandhi Balika Vidyalaya (KGBV)

Survey method is a method of research, which concerns itself with the present phenomena in terms of conditions, practices, beliefs, processes relationships or trends that are going on. It is otherwise called Survey or Descriptive survey or Status survey.

TOOL

The present study was a rigorous one, there is no available standardized tool, and hence the investigator modify the tool prepared by Dr. G. Nagarani (2012) for the present study.

SAMPLE

Geographically Residual Andhra Pradesh State is divided into 2 regions namely Andhra (9 districts) and Rayalaseema (4 districts). Presently there are 24 KGBVs functioning under different managements in Guntur District. Accordingly A sample 24 Special Officers were selected from 24 KGBVs in Guntur district of the state.

COLLECTIION OF THE DATA

The investigator personally visited each KGBV in different sessions, interacted with Special Officers and collected the data from them on the infrastructure, human resources and teaching learning process in KGBV.

SCORING PROCEDURE

Most of the items in the opinionnaire have responses on three point scale, i.e., Favourable / Adequate/Yes, Not Favourable/Inadequate/No and Favourable up to some extent/Moderately Adequate/Up to Some extent. Hence, to find out the overall opinion, all Satisfactory/Adequate/Yes responses were given a weightage of 3 marks, Not Satisfactory/Inadequate/No responses were given 1 mark and Satisfactory up to some extent/Adequate up to some extent/Up to Some extent were given 2 marks. That is higher the score indicates higher the satisfaction or favourable and vice-versa.

ANALYSIS AND INTERPRETATION OF THE DATA

The collected data was analysed and the same have been furnished in the tables 4.1 to 4.7.

i. OPINION OF SPECIAL OFFICERS ON PHYSICAL INFRASTRUCTURE AVAILABLE IN KGBV

The researcher wanted to know the opinions of Special Officers on physical infrastructure available in KGBV and collected the information. The following table depicts the details of the opinions of Special Officers on physical infrastructure available in KGBV.

Table 1: Opinion of Special Officers on physical Infrastructure available in KGBV

Statement	Satisfactory(%)	Satisfactory up to Some extent(%)	Not Satisfactory (%)
Physical structure of KGBV	13 (54.2)	9 (37.5)	2 (8.3)
Physical structure of Hostel	17 (70.8)	5(20.8)	2 (8.3)
Adequate No. of classrooms	17 (70.8)	4 (16.7)	3 (12.5)
Adequate no. of students in each room	12 (50.0)	10 (41.7)	2 (8.3)
Benches	22 (91.7)	0	2 (8.3)
Chairs	15 (62.5)	7 (29.2)	2 (8.3)
Almirahs	16 (66.7)	3 (12.5)	5 (20.8)
Chalk boards	17 (70.8)	3(12.5)	4 (16.7)
Toilets	18 (75.0)	6 (25.0)	0
Quality of drinking water	17 (70.8)	3(12.5)	4 (16.7)
Availability of text books, note books	16 (66.7)	3 (12.5)	5 (20.8)
Other reading, and writing material	18 (75.0)	6 (25.0)	0
Availability of Audio –Video equipment	16 (66.7)	3 (12.5)	5 (20.8)
Availability of crafts material	21 (87.5)	1 (4.2)	2 (8.3)

Electricity facility	17 (70.8)	1 (4.2)	6 (25.0)
Adequate fans	13 (54.2)	3 (12.5)	8 (33.3)
Play ground	22 (91.7)	0	2 (8.3)
Play equipment	18 (75.0)	3 (12.5)	3 (12.5)
School garden	18 (75.0)	2 (8.3)	4 (16.7)
Medical facilities	20 (83.3)	4 (16.7)	0
Clothes and uniforms	15 (62.5)	2 (8.3)	7 (29.2)
Quality of Hostel accommodation	19 (79.2)	4 (16.7)	1 (4.2)
Adequate No. of hostel rooms	19 (79.2)	1 (4.2)	4 (16.7)
Dining hall	14 (58.3)	2 (8.3)	8 (33.3)
Drinking water facility in the hostel	21 (87.5)	1 (4.2)	2 (8.3)
Quality of food	16 (66.7)	2 (8.3)	6 (25.0)
Cleanliness and sanitation	21 (87.5)	1 (4.2)	2 (8.3)

From the above table it is observed that majority of the Special Officers are satisfied with the physical structure of hostel, adequate benches, toilets, chalk boards, and play equipment in vidyalaya, quality of drinking water, availability of textbooks and notebooks, Availability of crafts material and other reading, writing material, provision of clothes and uniforms to the students, electricity and other facilities, playground, medical facilities in vidyalaya, Maintenance quality in Hostel accommodation and cleanliness and sanitation. At the same time, they are not happy with the physical structure of KGBV, the space for the number of students in each class room, adequate number of hostel rooms, Availability of Audio-Video equipment, school garden, and play equipment. In other areas cloths and uniforms, dining hall and quality of food they appear to be moderately satisfied.

ii. OPINION OF SPECIAL OFFICERS ON PROGRAMMES IN KGBV

The researcher collected the opinion from Special Officers on the ongoing programmes in KGBV. The following table depicts the details of the opinions of Special Officers on different aspects in relation to the programmes in KGBV.

Table 2: Opinion of Special Officers on Programmes in KGBV

Statement	Adequate(%)	Moderately Adequate (%)	Not Adequate(%)
Conducting staff meeting periodically	14 (58.3)	3(12.5)	7 (29.2)
Evaluate the coverage of the scheme and to find out the percentage of students scored more than 60% in class exam	16 (66.7)	8 (33.3)	0

Focuses on retention rate	20 (83.3)	1 (4.2)	3 (12.5)
Supervision on profile of students	14 (58.3)	3 (12.5)	7 (29.2)
Inspection of teachers registers, teaching dairy and other records	18 (75.0)	1 (4.2)	5(20.8)
Conducting health checkup camps	18 (75.0)	1 (4.2)	5(20.8)
Conducting HIV/AIDS awareness programmes	17 (70.8)	4 (16.7)	3 (12.5)
Conducting of bridge course for SC, ST and other students	18 (75.0)	2 (8.3)	4 (16.7)
Conducting NCC, NSS, sports & cultural programmes	18 (75.0)	6 (25.0)	0
Conducting the programmes like promotion of national integration/social integration and understanding the common and composite heritage of our people	18 (75.0)	2 (8.3)	4 (16.7)
Conducting PTA meeting	18 (75.0)	2 (8.3)	4 (16.7)
Counseling facilities in KGBV	18 (75.0)	1 (4.2)	5(20.8)

From the above table, it is observed that the special officers are focuses on the retention rate in KGBV very particularly. The majority of them are happy in terms of the teachers attendance, registers, teaching dairy and other records; organizing the health checkup camps for the students in vidyalaya; conducting bridge courses for SC, ST and other students; organizing NCC, NSS, sports & cultural programmes for the students; the programmes like promotion of national integration/social integration and understanding the common and composite heritage of our people; PTA meetings; and Counseling facilities to the students in KGBV by the teachers. They are concentrate on percentage of students scored more than 60% in class exam and conducting HIV/AIDS awareness programmes etc.

iii. OPINION OF SPECIAL OFFICERS ON THE HUMANRESOURCES AVAILABLE IN KGBV

In the present section, researcher presents the analyses related to the opinion of Special Officers on human resources available in KGBV. It is very important to inquire Special Officers opinion towards human resources available in KGBV. The following table depicts the details of the opinion of Special Officers on different aspects in relation to the human resources available in KGBV.

Table 3: Opinion of Special Officers on Human Resources available in KGBV

Statement	Satisfactory (%)	Satisfactory up to Some extent (%)	Not Satisfactory (%)
Services of Teachers	19 (79.2)	1 (4.2)	4 (16.7)
Services of PET/PD	14 (58.3)	9 (37.5)	1 (4.2)
Services of Art/Vocational teacher	18 (75.0)	6 (25.0)	0
Services of Craft teacher	18 (75.0)	3 (12.5)	3 (12.5)
Services of Ministerial staff	18 (75.0)	3 (12.5)	3 (12.5)
Services of Class-IV employees	17 (70.8)	2 (8.3)	5(20.8)
Services of Watchmen	20 (83.3)	1 (4.2)	3 (12.5)
Services of Staff Nurse/Compounder	18 (75.0)	1 (4.2)	5(20.8)

From the above table it is observed that majority of the Special Officers of KGBVs are completely satisfied with the services of teachers, and Watchmen.

They moderately satisfied with the services of Physical Education Teachers, Arts/Vocational Teacher, Craft teacher, Ministerial staff, class IV staff, and staff Nurse/ compounder.

iv. OPINION OF SPECIAL OFFICERS OF KGBV ON THE PERFORMANCE OF STAFF

In the present section, the researcher has made an attempt to analyze the opinion of Special Officers of KGBV on the performance of staff in all round development of students to fit in the society. The below table depicts the details of the opinion of Special Officers on different aspects in relation to the performance of staff.

Table 4: Opinion of Special Officers of KGBV on the performance of Staff

Statement	Yes (%)	Satisfactory up to Some extent (%)	No (%)
Performance of teachers	19 (79.2)	1 (4.2)	4 (16.7)
Teachers taking classes regularly	18 (75.0)	2 (8.3)	4 (16.7)
Teachers upgrading their academic and professional qualifications	20 (83.3)	2 (8.3)	2 (8.3)
Teachers and non-teaching are obeying instructions without confrontations	17 (70.8)	1 (4.2)	6 (25.0)
Teachers frequently going on leaves	0	5(20.8)	19 (79.2)
Teachers do not inform you well in advance about taking leaves	18 (75.0)	4 (16.7)	2 (8.3)

Teachers conducting academic activities appropriately	18 (75.0)	4 (16.7)	2 (8.3)
Teachers conducting extracurricular activities	15 (62.5)	1 (4.2)	8 (33.3)
Teachers using appropriate teaching strategies	16 (66.7)	8 (33.3)	0
Teachers correcting homework of students regularly	22 (91.7)	1 (4.2)	1 (4.2)
teachers correcting answer scripts of students appropriately	22 (91.7)	1 (4.2)	1 (4.2)
Teachers give feedback and take remedial measures to help slow learners	15 (62.5)	5(20.8)	4 (16.7)
Teachers conducting study hours regularly	16 (66.7)	7 (29.2)	1 (4.2)
Teachers active participation in school programmes	15 (62.5)	4 (16.7)	5(20.8)
Teachers positively respond to parents	22 (91.7)	2 (8.3)	0
Teachers attending orientation/ training/other programs to update their skills	18 (75.0)	1 (4.2)	5(20.8)
Teachers availing resources available at school	13 (54.2)	8 (33.3)	3 (12.5)
Teachers quarrel among themselves frequently	0	2 (8.3)	22 (91.7)
Complaints often from students about teacher and other staff	1 (4.2)	4 (16.7)	19 (73.1)
Teachers availability to students round the clock	15 (62.5)	7 (29.2)	2 (8.3)
Teachers stay in campus quarters	18 (75.0)	1 (4.2)	5(20.8)
Offered suggestions from teachers	18 (75.0)	5(20.8)	1 (4.2)
Teachers conduct kit inspection periodically	21 (87.5)	1 (4.2)	2 (8.3)
Office staff performance	16 (66.7)	3 (12.5)	5(20.8)

From table, in almost all the areas, majority of the Special Officers of KGBV are happy with their teachers in terms of upgrading their academic and professional qualifications, correcting homework and answer sheets of students regularly, positively respond to parents, and conduct kit inspections periodically.

But they have moderately opined on the performance of teachers with regard to conducting extracurricular activities, give feedback and take remedial measures to help slow learners, active participation in school programmes, and availability to students round the clock, and using appropriate teaching strategies in the classrooms.

They also moderately satisfied on the services of the non-teaching staff and obeying instructions by teaching and non-teaching staff without confrontations.

v. OPINION OF SPECIAL OFFICERS OF KGBV ON STATE/DISTRICT AUTHORITIES

In the present section, the researcher presents analyses of the opinion of Special Officers of KGBV on their State/District authorities. The following table depicts the details of the opinions of Special Officers of KGBV on different aspects in relation to their State/District authorities.

Table 5: Opinion of Special Officers of KGBV on their State/District Authorities

Statement	Satisfactory (%)	Satisfactory up to Some extent (%)	Not Satisfactory (%)
Releasing of Sufficient budget	15 (62.5)	1 (4.2)	8 (33.3)
Providing Resources in time	17 (70.8)	7 (29.2)	0
Resources adequacy	21 (87.5)	1 (4.2)	2 (8.3)
External pressure from supervisors	17 (70.8)	2 (8.3)	5(20.8)
Periodical inspection and supervision	14 (58.3)	10 (41.7)	0
Offering constructive suggestions	17 (70.8)	1 (4.2)	6 (25.0)
Supervisors scold unnecessary	18 (75.0)	2 (8.3)	4 (16.7)
Freedom in taking decisions	18 (75.0)	3 (12.5)	3 (12.5)

It is observed from table 5 that almost all the Special Officers of 24 KGBVs in Guntur District are do not have much problem with State/District authorities like in adequacy of resources, freedom in taking decisions and the same time the State/District authorities are scold them unnecessarily.

The Special Officers of 24 KGBVs in Guntur District are said that the State/District authorities are not properly release the funds in time and not done the periodical inspection and lacking in supervision.

vi. OPINION OF SPECIAL OFFICERS OF KGBV ON STUDENTS AND PARENTS

In the present section, the researcher presents the opinion of Special Officers of KGBV on students and parents. The following table depicts the details of the opinion of Special Officers of KGBV on different aspects in relation to behavior of students and parents.

Table 6: Opinion of Special Officers of KGBV on Students and Parents

Statement	Satisfactory (%)	Satisfactory up to Some extent (%)	Not Satisfactory (%)
Students follows teachers directions	13 (54.2)	2 (8.3)	9 (37.5)
Students maintain cleanliness at school and hostel	17 (70.8)	2 (8.3)	5(20.8)

Students all-round behavior	14 (58.3)	1 (4.2)	9 (37.5)
Suggestions from parents	10 (41.7)	7 (29.2)	7 (29.2)
Parents create problems with political and other influences	10 (41.7)	5(20.8)	9 (37.5)

From table 6, the majority of the Special Officers of KGBV opined that the students are not maintaining cleanliness at school and hostel.

They are moderately satisfying in terms of students all round development.

Majority of the Special Officers are not taken any suggestions from parents in strengthen of KGBV and also they face the problems from parents about their active involvement with the political and other influences in the campus.

vii. SPECIAL OFFICERS OPINION ON MAJOR DIMENSIONS

Apart from the above detailed discussion, categorization of Special Officers of KGBV opinion on major dimension such as infrastructure available, human resources, functioning of school, opinion on staff, opinion on higher authorities, behaviour of students, opinion on parents of their students and their personal variables have been taken up in each category were computed.

Table 7: The values of N, Mean, SD, Sk, Ku, and SEM for all the dimensions of Special Officers on KGBV

Dimension	N	M	SD	Sk	Ku	SEM
Sex	24	1.667	0.482	-0.755	-1.568	0.098
Teaching Experience	24	2.042	0.751	-0.070	-1.128	0.153
Academic qualifications	24	1.625	0.495	-0.551	-1.859	0.101
Professional qualifications	24	1.417	0.584	1.067	0.295	0.119
Marital Status	24	1.583	0.717	0.839	-0.485	0.146
Locality	24	1.458	0.509	0.179	2.156	0.104
Caste	24	2.125	0.680	-0.156	-0.653	0.139
Physical Infrastructure	24	68.833	2.615	-0.518	-0.059	0.534
Programmes in KGBV	24	30.042	1.429	0.116	-0.545	0.292
Services of Human resources	24	20.333	1.167	-0.007	-0.846	1.167
Performance of Staff	24	61.708	2.493	-0.298	0.538	0.509
State/District Authorities	24	19.833	1.926	0.058	-0.016	0.393
Students and Parents	24	8.917	1.839	-0.050	-0.947	0.375
Overall opinion on KGBV	24	209.667	4.219	-0.038	0.736	0.861

From table-7, it is clearly observed that the mean value for overall opinion of Special Officers on KGBV is 209.667 (i.e., 83.20% satisfactory). It seems that the Special Officers are working with full satisfaction in KGBV. The Values of SD gives us that deviations are quite normal in all the cases and slightly high in the case of physical infrastructure, and performance of teaching and non-teaching staff in KGBV. The Skewness values of majority dimension are slightly negative, which means Special Officers of KGBV have satisfactory opinion on KGBV. From the Kurtosis values it can be said that majority distributions are platy kurtic.

FINDINGS AND CONCLUSIONS

The following are the findings and conclusions drawn from the analysed data.

1. Majority of the Special Officers of KGBVs are satisfied with the physical structure hostel, benches, toilets, quality of drinking water, chalk boards, play equipment, availability of textbooks and notebooks, Availability of crafts material, other reading, writing material, clothes and uniforms, electricity and other facilities, playground, medical facilities, and cleanliness and sanitation. At the same time, they are not happy with the physical structure of KGBV, the space for the number of students in each class room, Quality of Hostel accommodation, adequate number of hostel rooms, Availability of Audio-Video equipment, school garden, and play equipment.

In a country of billion people, enough infrastructure and facilities are provided is a big task. The paradox of the situation is that, in India, mostly, teachers and students are not negative opinion on the infrastructure provided by the government and they felt that the provision would be in a phased manner. The sample group is found heterogeneous because the Special Officers will hold the administration in KGBV with different back ground. There is a need to give emphasis on the development of infrastructure in KGBV. For that the Special Officer has to be equipped with administrative capacities to develop the infrastructure in KGBV.

2. The Special officers are very particularly organizing the programmes like inspect the teachers registers, teaching dairy and other records, conducting health checkup camps, bridge course for SC, ST and other students, NCC, NSS, sports & cultural programmes, the programmes like promotion of national integration/social integration and understanding the common and composite heritage of our people, PTA meeting, and Counelling facilities in KGBV.

It may be due to the fact that the parents are with similar perceptions and expectations on the special programmes. The administrators and teachers should try to develop creativity through special programmes among students without disturbing their regular studies. There is a need to study the relationship between the learning conditions and the impact of special programmes on the levels of students.

3. Majority of the Special Officers of KGBVs are completely satisfied with the services of teachers, and Watchmen. They moderately satisfied with the services of Physical Education Teachers, Arts/Vocational Teacher, Craft teacher, Ministerial staff, class IV staff, and staff Nurse/ compounder.

Satisfaction is the ability of thinking in a positive dimension and the association with the subordinates is good behavior of an administrator. If the satisfaction is not there to an

administrator on their subordinates, they never focus on establishing the relationship between them.

4. Majority of the Special Officers of KGBV are happy with their teachers in terms of upgrading their academic and professional qualifications, correcting homework and answer sheets of students regularly, positively respond to parents, and conduct kit inspections periodically.

Education changes the behavior of the learners. Hence the teachers and heads of the institutions are creating the ability of good habits and skills among the students and practice the same with them in their daily life is very essential.

5. Special Officers of 24 KGBVs in Guntur District are do not have much problem with State/District authorities like in adequacy of resources, freedom in taking decisions and the same time the State/District authorities are scold them unnecessarily.

Releasing of budget is a big task appears at everywhere across the globe. But utilization of the released budget and utilizing the available resources is a greatness of an administrator. Regarding the supervision and inspection is essential to every aspect to know how far it succeeded.

6. Special Officers of KGBV opined that the students are not maintaining cleanliness at school and hostel. They are moderately satisfying in terms of students all round development.
7. The mean value for overall opinion of Special Officers on KGBV is 209.667 (i.e., 83.20% satisfactory). It seems that the Special Officers are working with full satisfaction in KGBV. The Values of SD gives us that deviations are quite normal in all the cases and slightly high in the case of physical infrastructure, and performance of teaching and non-teaching staff in KGBV. The Skewness values of majority dimension are slightly negative, which means Special Officers of KGBV have satisfactory opinion on KGBV. From the Kurtosis values it can be said that majority distributions are platykurtic.

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