

## Status of Teachers Working in KGBV in Selected Districts of Madhya Pradesh: An Explorative Study

### Abstract

KGBV schools are meant to promote girls education especially among SC, ST, OBC, minorities and girls belonging to BPL families. There are almost 3600 odd KGBV schools operated by central and state government funded through SSA budget. Teachers a vital component of school system are often not permanently recruited and they have the load of not only carrying usual academic and administrative roles but other work has been assigned like of hostel warden. Studies related to KGBV in other states present a dismal picture. Teachers are underemployed, services conditions are pathetic, no social protection schemes are present, paltry sum of money as salary, employed as daily wage earner etc. Madhya Pradesh is the pioneer state in terms of introduction of contractual teachers' in education system way back in 1997 through EGS scheme. Presently, it is estimated that almost 26000 teachers working in government schools are contractual teachers. The KGBV scheme is operated in MP since inception of the scheme. In MP state model-III of KGBV is functioning wherein largely teachers are appointed on contractual basis. So, it was necessary to take a stock of teachers working in KGBV residential in Madhya Pradesh. From the present survey of KGBV residential, it was found that teachers are not only contractual but they are getting paltry sum of Rupees 2500 against the sum of Rupees 5000/- as per the revised norms of central government. This sum of rupees 2500 is maximum if it happens to be zero absence from the duty. Normally they are called remedial teachers where such nomenclature is absent in the actual norms. They are not given any kind of appointment letter or any kind of leave, they have no service conditions, and they are at the mercy of SMC/DEO and other local authorities. Even after serving for more than five years or more in many cases, they do not get any kind of experience certificate to show that they are working in the school system. There is nothing called professional training for these teachers. These teachers are regularly taking normal classes often of strength 50 fifty students per class in the name of remedial teaching but majority of them are untrained. There is no difference between untrained and trained teachers in terms of salary and other benefits. So, it is needed that these teachers at least get some respectable salary along with few incentives including certain kind of leaves.

### KGBV Scheme: A Step towards Equity and Inclusion of Girls in Education System

The decade of 1990-2000 was landmark in Indian elementary education, as central and state governments focused their attention towards expanding elementary education to almost all parts of India. As a result, of this the focus was more on universal provision, enrolment and retention of learners to the school. Universalization of Elementary Education (UEE) was the national goal and

efforts were made by the central and state government to achieve it. Government of India started Sarva Shiksha Abhiyan (SSA) new nomenclature of UEE in 2001. The main objective was to continue with efforts of access, enrolment and retention of students in school till completion of elementary education. Targets were set to universalize provision by 2003 and elementary education completion by 2010. But, Census (2001) and other national reports revealed huge disparities in the educational provision, enrolment, retention among states,

between genders, among socio-religious groups. Based on the Census 2001 data, it was found that there is a wide gap in the literacy level among males and females across India. National government identified Educationally Backward Blocks (EBB) (Census, 2001) wherein female literacy is lower than national average and gender gap in literacy is higher than the national average. A special scheme was launched in 2004 focusing on promoting girls education in the country called Kasturba Gandhi Balika Vidyalaya (KGBV) after the name of freedom fighter and Mahatma Gandhiji wife. These schools were opened mainly in the blocks having high concentration of tribals, scheduled castes, OBC, minorities and BPL categories girls' population along with large number of out of school girls or drop outs, so as to bridge the existing disparities especially among SC/ST, OBC and minorities girls. A purely residential school education wherein girl children of different socio-religious

groups are given every kind of facilities right from free education to vocational education, health and hygiene training, life skill training including self-empowerment. Government of India bears the entire cost of their education and living. This scheme was launched to strengthen the existing scheme of SSA, National programme for Education of Girls at Elementary Level (NPEGEL) or Mahila Samkhakhya (MS). This scheme is an excellent example and effort made by the national government for girls' education to increase their access to education, participation and completion of elementary education. This scheme will not only help to bridge the existing gender gap but also help females to mainstream. The Madhya Pradesh state is one of the BIMARU states whose indicators of human development were among the lowest in the country. This is evident from the literacy level, poverty and health care sectors.

**Table1:** Comparison between India and MP on Various Educational Indicators

S.No	Indicators of Education Status	2001	2011
<b>A. Female Literacy Rate</b>			
1.	India	53.7%	65.46%
2.	Madhya Pradesh	50.29 %	59.24 %
<b>B. Gross Enrollment Rate</b>			
1.	GER India	72.4	103.3%
2.	GER MP	94.3*	116.3%
<b>C. Dropout Rates at Elementary Stage(I-VIII)</b>			
1.	India	57.7%	41.17
2.	Madhya Pradesh	50.11**	44.92**

Source: Census, 2001, 2011 & Various Annual School Education Report and Educational Statistics at a Glance and UDISE

\*RSK(2008). Approach paper for Education for All, Govt. MP.

\*\*CEIC Global data base

If we look closely the above table indicates various indicators related to female educational status, national female literacy census (2011) was 64.5% whereas in MP it was 59.24 % but in 2001 the female literacy figure was 53.7% whereas in MP it was 50.29%. The gap between the female literacy has been widened in the last decade

(2001-2011). The GER of female at national level is 103.3% at elementary education and in MP it is 116.3% much higher than the national average. But the area of concern is the dropout rates among girls which is 41.17% at national level whereas it is 44.92% at MP almost 3% higher than the national average. In spite of high enrolment

rate at primary level, the higher percentage of drop out among girls was the concern for MP. That's why state government focuses on enrolling the girls at class VI the stage where the dropout was significantly high. With the launch of the scheme, it improves the girls' enrolment and retention rate at upper primary level among the girls of disadvantaged section. The KGBV scheme was started in MP in 2004 along with rest of India. Out of the 207 KGBVs only four remains to be opened. 12 KGBVs were opened in last year. As stated earlier most of the KGBV are type-III model schools having an annual intake of 50 students at class VI which means an average of 150 students studied in one KGBV school. Thus, on an average 25000 girls belonging to SC/ST/OBC, minorities and BPL categories are studying in these schools. Increase in number of KGBV not only increases the access to school education but also help girls' students to have higher rate of completion of education at elementary stages which is very important for the state like Madhya Pradesh where school education in general and girls education have taken a back seat prior to 2001 census. The dream of going

or continuing school education for girls has been fulfilled by the KGBV. KGBV has been able to reach to the blocks and pockets of Madhya Pradesh where access to elementary education for the marginalized sections was difficult at one point of time but now it has helped girls' to not only re-enrol themselves in school education, but continue and able to complete it. In the National Evaluation Report (GoI, 2007) it was reported that in MP state, KGBV had created access to education for disadvantaged as well as for drop out girls' (older). The report said that "the scheme has been able to create access to schooling facilities among the most disadvantaged. Though there is a mix of different age-groups of the girls enrolled, most of the States have more of the older girls who were dropouts" (GoI, 2007, p.iv). The recent data suggest that except few KGBV in MP all are running with full capacity (29054 students enrolled) (MHRD, PAB 2019-20). As KGBV are meant for girls education belonging to disadvantaged sections of society, the following table describes how the education of girls' in the state consonantly increased from 2007 to 2019.

**Table 2:** Comparative Enrolment of Different Social-Religious Group in MP

Year	Total Number of KGBV (operational)	Total Enrolment	SC-Number & % (Parentheses)	ST- Number & % (Parentheses)	OBC- Number & % (Parentheses)	Minority-Number & % (Parentheses)	BPL-Number & % (Parentheses)
2007	105	5368	1140 (21.2)	2587 (48.19)	1353 (25.20)	708 (13.18)	1153 (21.47)
2010	200	27137	3958 (20.15)	9979 (50.7%)	5103 (25.9%)	829 (4.2%)	7268 (37%)
2013	207	28800	4741 (16.46)	16258 (56.45)	6608 (22.94)	281 (0.98)	912 (3.17)
2019	207	29054	NA	NA	NA	NA	NA

Source: GoI, National Evaluation Report 2007, 2009, 2013b, PAB-MHRD(2019)

The teachers who are appointed in KGBV in MP state are all contractual and working on paltry sum of Rs 2500/(NITI Ayog, 2015). These teachers, though they are called part time teachers but many of the teachers not only teach the students in the hostel but also help the students to complete their

homework. Besides that, various non-academic works while residing with girls students like hostel management and other non-teaching activities like kitchen and food management, procurement of ration, vegetables etc.

## Review of Related Literature

There is a volume of research regarding working conditions of schoolteachers in India and across the globe. It is difficult to present all the studies and therefore some of the researches which are carried out at national and global level conducted are presented below:

National Centre for Education Statistics (1996) conducted a study on working conditions of teachers in the USA from 1970s to 1990s and reported that on average teacher devotes 40 hours a week in teaching but their average salaries was less than what of many other professionals though their salaries were adjusted in relation to the inflation but still it was lower than the national average income. Public schools have larger class strength that's why they face more problems in terms of policy implementation, management, discipline etc. But public teachers were higher paid than the private teachers. Teachers working in the schools with children coming from low socio-economic status possess serious challenges to teachers. On the other hand Colley (2002 Cited in Allen, Amy Ballet, 2014) in his research found out high rates of attrition among newly recruited teachers was due to low pay, assignment to the most difficult classes, feeling isolated and unsupported, being required to supervise or sponsor extra-curricular activities, and feelings of low professional status. Similarly, Benham-Tye and O'Brien (2002 Cited in Allen, Amy Ballet, 2014) reported that low salary, lack of professional growth in vertical order is the main reason for quitting the teaching profession. Helen F. Ladd (2009) revealed in the study that working conditions emerge as highly predictive of teachers' stated intentions to remain in or leave their schools, with leadership emerging as the most salient dimension. Centre for Budget and Policy Studies (2011 Cited in Minni, Puja; Jha, Jyotsna 2015) conducted a study on Teacher Motivation in Bihar identified that school environment, leadership (support from Head Master and

community), structured recruitment, salary, payment, processes, nature of employment and transfer policies, rewards and appraisals and systematic redressal mechanisms contribute to motivation. Similarly, UNICEF (2011) conducted a regional study on the recruitment, development and salaries of teachers in the CCECIS region found that pre-service teacher education was very popular in CCECIS region but few transit into the teaching profession. The reason surfaced from the research was low salary of teachers. Chadhuri, Kashyap & Amin(2012) and Deore, Jogram & Shankarrao (2013) studied the teachers and their working conditions of KGBV and found teachers were academically qualified and had certification in teaching but they were dissatisfied with the salary. Moreover, regarding in-service training related to use of TLM in classroom teachers reported that they did not get any sort of training from CRC or BRC. Government of India did conduct an evaluation study of KGBV (2013b) and reported that teachers were appointed either on contractual basis or on deputation basis. Contractual teachers were not qualified as per RTE norms. There is lack of in-service training among teachers. Salary of contractual teachers is as low as rupees 2000 and teachers were involved in non-academic activities including working as warden. Dolton et al (2013) did a global survey on Global Teacher Status Index showed stark differences across 21 countries. Teachers in China, the Republic of Korea, Egypt, Singapore and Turkey had higher status than those in countries of North America and Western Europe (except Greece). Countries like Turkey and China encourage their youth to become teachers by almost 40% and 50% respectively but in Germany less than 20% of people encourage their child to become a teacher. Though cultural issues play a vital role but in these countries, teachers are revered like anything. Silova et al (2015) surveyed the status of teachers across 15 countries that participated in Teaching-Learning International Survey reported that the status of teaching as a profession has declined. Less than 33% of

lower secondary teachers believed teaching to be a valued profession in society in 2013, a substantial decrease from 60% in 2008. Similarly, **Vasileios Symeonidis (2015) conducted a global study of 55 nations on the Status of Teachers and the Teaching Profession: A Study of Education Unions' Perspectives** reported that status of teachers is specifically related to socio-cultural and economic contexts, job security, salaries and working conditions teachers' professional development opportunities, representation of the teaching profession, professional autonomy, social dialogue and involvement in decision making. The main factors which affect the status of teachers were: pay, benefits, and working conditions proved to be some of the most critical factors which affect the status of teachers in the society. The survey revealed that as the teachers are employed contractually therefore, there is a proportionate decline in salaries of the teachers. The social security measures like allowances and benefits had been withdrawn making it the least lucrative profession in the countries. Even the working conditions in the schools declined. Programme Evaluation Organization (PEO) of NITI Aayog (2015) studied the status of KGBV schools across India. Study was conducted on 18 states. The study revealed that most of the KGBV are running through society called SSA society except in few states wherein Mahila Samkshya (MS) and other NGO's are running the KGBV. If we look at the teacher component, in Model I and II, teachers are appointed on full and part time basis whereas in Model III teachers are appointed on part time and contractual basis. Salary of full time teachers is higher than the part time. In some of the state's KGBV teachers are permanent whereas in others they were contractual. In some states, teachers were appointed on contractual basis. On an average a permanent teacher get a monthly salary of Rs. 19162 to Rs. 26382, and temporary/contractual teachers get between Rs. 5624 to Rs. 10584. Almost 69% of teachers received training at either CRC/BRC/DIETs. The highest qualification

of teachers working in KGBV is doctorate. Maximum numbers of teachers were having graduate degree with B.Ed degree. It was further reported that majority of the teachers are engaged in non-teaching activities. As far as adequacy of teachers, states had variation especially related to number of teachers as well as subject teachers. Rao, GVSR Prasad; Minni, Puja; Jha, Jyotsna (2015) did national level studies on working conditions of teachers in Jharkhand and Karnataka. They reported that Jharkhand has a huge force of contractual teachers with academic qualification ranging from secondary level to doctoral. Most of them are getting a paltry sum of 6700/-per month and doing more amount of work than the regular teachers. Unlike regular teachers they are engaged in election process right from BLO to conducting elections. Apart from election related duties, contract teachers are also deputed for different types of government surveys. Salaries for contract teachers are often delayed. However, there is no system of annual increment in the salary for contract teachers. Like regular teachers they also performed both academic and non-academic duties including related to maintenance of records of various social schemes. In case of Karnataka number of contractual teachers is insignificant in number in comparison to the total workforce of teachers.

Thus, it can be concluded from these studies whether social status of teachers is pitiable mainly because in majority of the countries teachers are lowly paid and they are given in addition to teaching responsibilities more of the responsibilities which are non-academic.

### Rationale of the Study

Teacher is the epicenter of all educational process and play a pivotal role in nurturing and nourishing the young children. They are like parents who always stand beside them in the time of thick and thin. In the initial formative years of children, teachers' give warmth, love, protection, affection but as the child grows older teacher's counsel,

advice, socialize, develops the innate potentialities, helps the child to harmonize with surroundings, inculcates the values and made aware about the social norms. In brief, teacher helps the child in socialization process. So, teacher performs the various role-parents to a counselor, facilitator etc; role and responsibilities beyond what the society have entrusted and expected. Their relentless efforts help the children to achieve what they want to achieve in their life. But, in the entire process, teachers' voices are seldom heard. Their demands are seldom met. Government of India Report on Education and National Development popularly known as Kothari Commission almost 50 years ago said in the report that "Destiny of the nation is being shape in the classroom (GoI, 1966 p.2)" and in another policy document called National Policy Education (1986) almost 30 years back said 'no people can rise above the level of the teachers' (GoI, p.31). But, it is unfortunate the destiny maker itself lives in pitiable conditions especially ones who are working in contractual system. They carry out their task in conditions (physical and social) which are sometimes pathetic and woeful. It is often heard in economic theory that education has directly link with the rate of returns. But, in case of teachers this truth does not hold. It is often being debated in the country to raise the minimum wage and provide suitable working conditions for a worker but it should also be matter of discussion what will be the minimum wage and working conditions of a school teacher (trained)? Education system appoints teachers for a paltry sum of money in comparison to the task which the system expects from them to do. A teacher not only carry out its normal task of classroom teaching, but also do administrative works like maintaining records of various social welfare schemes, surveys of all types including census, election and its related works, disaster management, health and other social sector schemes etc. In such circumstances, performing the role of teacher in the classroom or in school requires more than self-less commitment, high morale and utmost dedication. Mark

Goldberg while referring to Qualities of Great teachers" has mentioned teacher must possess the following qualities: 1. Willingness to put in the necessary time; 2. Love for the age group they teach; 3. Effective classroom management style; 4. Positive relationship with other adults; 5. Consistent excellence, 6. Expert use of instructional methods; 7. In depth content knowledge; 8. Capacity for growth; 9. Steadiness of purpose and teaching personality 10. Ability to integrate technology in the classroom teaching. But to look out for these qualities, it is necessary that teachers pay, work conditions and social security measures should be provided. We often compare our education system with best of the world countries like Finland, Switzerland, Norway etc but it is necessary to see what kind of social and economic status teachers enjoy in these countries. If country wants to improve the quality of education being offered to the children then country and society must be pay back the status which they enjoyed almost 40 years ago.

It is also important that teachers must recognize that they are integral part of the education system. Their stake will be high only if they possess high quality of knowledge and training, mastery over the subjects and excellent competencies in teaching. This can be achieved only by upgrading their existing professional knowledge so that they can able to justify their position in school system and also make the education system realize they are the makers of the "Destiny of a Nation".

KGBV scheme was of such programme specially launched to promote girls education in the country and thereby reducing gender disparity and promoting equity and inclusion to the girls belonging to most underprivileged sections SC/ST/OBC/Minorities residing in difficult areas. It is a residential schooling programme and provides school education from class VI to VIII. Now under Samgra Shiksha scheme it has extended to Class XII. Thus each EBB blocks have at least one KGBV residential school so that smooth transition from upper primary to secondary and senior secondary level will take place.

The scheme was initially started as separate scheme in 2004 but later on in 2007, it was integrated with SSA. After the implementation of RTE, 2009 from 1st April 2010, the SSA implementation framework was revised and incorporates the suggested changes made in RTE act. The KGBV component of SSA was implemented in context to child rights and child entitlement which is in complete harmony with spirit and stipulations of RTE act (GOI, Revised Guidelines of KGBV Scheme, 2010 p.1). KGBV was introduced in those educational backward blocks (identified based on 2001 census) where female literacy is lower than national average and gender gap in literacy is higher than the national average focusing mainly on the blocks having high concentration of tribal and large number of out of school girls. Similarly, for other social categories like SC/OBC and minorities and /or for large number of out of school girl children. Later on in 2008, criteria of EBB blocks was revised and includes EBB having literacy rate of female less than 30% and towns/cities having minority concentration with female literacy less than the national average. In 2010-11, further revision in the criteria and it extended to all EBB having female literacy less than national average. Three models of KGBV were proposed. Type I model is one having school with hostel facility (minimum intake of 100 girl students), type -II is having school with hostel facility with minimum intake of 50 students. Type-III building of hostel in existing school. The total number of EBB blocks in the country is 3453 and out of it 2784 blocks are present in only 8 states which is almost 74% of the total share of EBB. Madhya Pradesh is one of the eight states in the country which has 201 EBB out of total 313 blocks which represents 64% of the totals blocks (Sanghi & Sinha, cited from at <http://ssamis.nic.in/dashBoard.do>, 2016). There are 207 KGBV schools in 201 blocks. Madhya Pradesh has type-I and type III models of KGBV. Most of them are functioning under type-III model. KGBV has been opened to provide quality education which cannot be possible without teachers. All the teachers working in it are contractual

in nature and paid the lowest salary among the many states (NITI Aayog, 2015). In KGBV, whatever studies have taken place it is centered on students, infrastructure, enrolments and access to education, etc. There is no such a study wherein teachers, their status and their problems related to pay package, service rules and condition, nature of appointment etc as have been studied. So, the plight of teachers has hardly been part of the research.

**Research Questions of the Study:** Following were the research questions of the study:

- What is the existing practice of appointing teachers in KGBV?
- What is the academic and professional qualification of appointed teachers in KGBV?
- What are the different academic and non-academic responsibilities of teachers?
- What are the working conditions of teachers in KGBV?
- What are the problems faced by the teachers?
- Whether there exists grievance redressal system?
- Whether teachers are receiving in-service training programmes?
- What are the numbers of teachers working and is it adequate in terms of requirement of students?

**Objectives of the Study:** Following were the objectives of the study:

- i) To study the prevalent practices of recruitment of teachers in KGBVs
- ii) To study the academic and professional profile of KGBVs teachers.
- iii) To find out the non-academic responsibilities assigned to the teachers
- iv) To study the problems of the teachers in KGBV.
- v) To examine the grievance redressal system exists, if any for teachers.
- vi) To study the status of in-service training programme for teachers.
- vii) To find out subject wise adequacy of teachers in KGBV.

## Operational Definition

**Teachers:** In the present research teachers here refer to “those persons who are performing the task of teaching in the KGBV residential hostel”.

**Status:** In the present research status refers to the “working conditions limited to appointment, academic and professional qualification, salary, task performed, training, grievance redressal and other academic and non-academic activities”

**Design:** In regard to research design as it is a status based study therefore survey research design was adopted.

**Population:** Madhya Pradesh had in all 207 KGBV schools operated at different parts of state. All the teachers working in the KGBVs were the population of the study.

**Sample:** MP is divided into 51 districts. Out of that, 11 districts were identified by investigator to conduct research. Three tribal districts (Burhanpur, Dhar and Khandwa) were selected where the population was more than 25%, one district where concentration of Muslim minority (Bhopal) (more than 25%) was selected. Three districts having female literacy rate higher than the national average (Indore, Gwalior and Hoshangabad) five districts having female literacy rate lower than the national average (64.5%) (Dewas, Ujjain, Sehore, Chhatarpur). These districts were selected keeping in mind also the financial limit and also they are nearer to the working place of investigator. Thereafter, schools were selected based on the proximity of the district headquarter.

**Tools:** A semi structured questionnaire was constructed to obtain the status of teachers working in KGBV. The areas covered were i.e. nature of service, responsibilities entrusted, non-academic duties, in-service training programme, service conditions including structure of salary, benefits, number of teachers, adequacy of teachers as per the subjects taught etc. Interview schedule used to get detailed information about the recruitment policy, service conditions, salary and others related to status of teachers were obtained. The final questionnaire was comprised of 39 items. Questions were arranged more or less in a sequence without any perceptible order or pattern. Care was taken to keep related or similar statements at some distance from one another. Thus, the

final form of the scale of social adjustment scale was preceded with an introductory note carrying instruction for respondents.

## Findings of the Study

### To Study the Prevalent Practices of Recruitment of Teachers in KGBVs

KGBVs scheme was started as a standalone scheme which was centrally sponsored by government of India since 2004-07 but in 2007 it was merged with SSA programme. SSA department looked after the KGBV of Madhya Pradesh. But as far as the recruitment process in KGBVs, it was mostly done at local level. It was found out of sample of 48 teachers, 17 teachers were appointed by district education officer, 6 of them were appointed by warden and majority of the teachers were appointed by School Management Committee (SMC). It reflected that even at local level no uniform recruitment policy is adopted. The reason was that most of the teachers were appointed on temporary (contractual) basis and local authority either SMC, or district level officer has the power to appoint these contractual teachers. In some of the schools where warden of the hostel was acting as an authority to appoint teachers was due to the either DEO or SMC had given the power to appoint the teachers. All these teachers were appointed under SSA/KGBV scheme as salary provided to them was from the fund of KGBV as decided by Central/State government norms. The method of appointment of teacher was either based on qualification (11) or qualification and interview (37). It was found out from the research that majority of the sampled teachers (38) were working in KGBV for the past five years in the same school whereas minority (10) of them were working for 5-10 years. It was also found that more than 50%(28) teachers were always remain under fear that they would not be reappointed by the authority as the appointment takes place through local level and local influences works at the appointment of teachers. It was quite an astonishing to know all the



sampled teachers got their renewal of their appointment in the beginning of the academic session but renewal was more verbal than an in any official order form. While discussing with the warden, they told that though official order of appointment was with SMC/Warden/Headmaster but it was never given to the teachers. Further, while with focus group discussion with teachers, it was surprised to know that teachers were not even given experience letter of teaching the students, as a result they while applying elsewhere they never showed to the other schools or anywhere else they had a working

experience. Even while in appointment of “Samvida Shikshak” at Panchayat level they could not able to show their past experiences of teaching.

**To study the academic and professional profile of KGBVs teachers. In order to achieve the objective, questions related to teacher academic profile and professional profile were constructed in the questionnaire. The academic and professional profile is presented below in a tabular form:**

**Table 3:** Educational Qualification of Teachers

Qualification	Number with Percentage	Educational Qualification				
		Science	Commerce	Humanities	Social Sciences	Other
Post Graduate	18	6	2	5	2	3
	37.5	33.33	11.11	27.77	11.11	16.66
Graduate	26	8	1	11	5	1
	54.16	30.76	3.84	42.30	19.23	3.84
12 <sup>th</sup> Pass or Less	4	1	0	0	1	2
	8.33	25%	0	0	25%	50%
Total	48	15	3	16	8	6
		31.25	6.25	33.33	16.66	12.5

It is quite evident from the Table No 1, out of the 48 sampled teachers, 26(54.16%) teachers were having a graduate degree whereas 18(37.5%) of them were having post graduate degree and only 4(8.33%) of them were having an academic qualification of 12<sup>th</sup> pass or less. Thus as per the recruitment rules for elementary teachers in Madhya Pradesh, majority of the teachers had higher academic qualification than what was prescribed in the norms.

Out of total 26 graduate teachers, it was found out those 11 (42.30%) teachers were graduates' in humanities discipline, 8(30.76%) teachers were holding graduate degree in science discipline, 5(19.23%) teachers were holding a graduate in social science discipline, and 1(3.84%) teacher each was commerce and other discipline.

It also evident from table No. 1, out of total 18 teachers holding a post graduate degree, 6 i.e. 33.33% teachers were holding postgraduate degree in mathematics, 5(27.77%) teachers were holding degree in humanities out of which 2 teachers each were holding postgraduate degree in Hindi and Sanskrit and 1 in Sociology, 2 teachers were holding post graduate degree in economics, 2(11.11%) teachers were holding post graduate degree in social sciences with degree in history and 3(16.66%) teachers were holding post graduate degree in other disciplines. Further it is evident from table No.1 that out of 4 teachers who were 12<sup>th</sup> pass or less two of them they had their academic qualification in social science subjects, one each in science and humanities.

From the table it is further evident that out of the sampled 48 teachers, 15 i.e.31.25% teachers belong to science discipline, 33.33% (16) teachers were having a background of

humanities discipline, 8 i.e. 16.66% teachers have social science as academic background, 3 and 6 teachers have commerce and other discipline as educational background.

**Table 4:** Teachers with Professional Qualification in KGBV

S.No	B.T.C/D.El.Ed	B.Ed	Four B.A B.Ed/ B.Sc. B.Ed	B.Ed(Two Years)	Other	No train- ing	Total
Number	9	10	3	0	1	25	48
Percentage	18.75	20.83	6.25	0	2.08	52.08	100%

From table No. 2 it is evident that, out of 48 teachers, 23(47.91%) teachers were professionally trained in teacher education whereas 25(52.08%) teachers were working in the KGBV having no degree in teacher education. Out of it, 20.83%(10) teachers were having B.Ed (one year) degree, 18.75%(9) of them were holding diploma degree in teacher education, 6.25%(3) of them had completed four year of integrated programme and one teacher was having nursery teacher training. This indicates that in KGBV majority of the teachers working were not having any professional qualification in teacher education and inspite of that they were being appointed and teaching to the students.

1. To achieve the third objective of finding out the academic and non-academic responsibilities assigned to the teachers, it was found out that all the 100% teachers reported that they prepared their lesson plan before going to teach in the classroom. While having discussion with teachers, it was come to know that teachers maintain diary and therein they wrote the topic and the main points concerning the topic to be taught in the classroom. It's not in the formal structure which they had learnt in the teacher education programme. This pattern of making lesson plan was followed irrespective the teacher had formal training in teacher education or not. In regard to the usage of TLM in classroom, almost 99% teachers reported that they did use some or other form of TLM in teaching. While in focusing group discussion, they told the

researcher that children better comprehend the topics while teaching with TLM, though they also reported that TLM were most often used but sometimes in place of TLM they do some activities in teaching the content or topic.

While seeking response related to what kind of other academic activities they are generally carrying out in the KGBV, 20 teachers reported they exclusively took remedial classes, 5 teachers did all kind of list academic activities i.e. curricular activities, examination work, TLM preparation, remedial teaching, 11 teachers perform work related to examination and remedial teaching whereas 5 teachers performed task academic work related to curricular activities, examination and remedial teaching. It is also reported that on one teacher each perform the task related to curricular activities, examination and one teacher related to TLM and examinations. Two of the teachers did not perform any kind of academic activities as reported by them. Regarding the non-academic activities, since the teacher was appointed on contractual basis and part time basis, therefore they did not carry out any non-academic task. The computer teacher wherever appointed take care of the computer classes and the computer lab, otherwise all the task were taken care by Warden and Assistant warden of KGBV.

2. To achieve the objective of finding out the problems faced by the teachers of KGBV,

it was through focus group discussion with teachers it was found out that teachers were appointed contractual and part time and they were only given paltry sum of rupees 2500 for teaching of VI/VII/VIII . Though, it was reported that teachers get their salary on time and through account transfer but there was no increment in salary years after years as a result it was difficult to run the family. Also they did not take tuitions to support the family. The reason on being asked that students studying in the nearby government schools were belong to Economically Weaker Section (EWS). It was quite surprised to know that teachers did not had any knowledge related to their increased pay which is rupees 5000/- per month (as per the revised KGBV norm from 1.04.2014). On being asked whether they were satisfied with the salary, 28 teachers responded in negative whereas 17 teachers responded partially whereas only 3 teachers were satisfied by the salary they were getting. Moreover, they were not given any kind of appointment letter or experience letter to show their experiences. Though, they started teaching from the beginning of the academic session but until their appointment was approved formally either through DEO/SMC they were not entitled to get salary of the teaching months/days. They only get the salary from the date on which their appointment was approved rather from the retrospective date. Teachers also reported that they are not entitled to get any kind of leave and if at all teacher remain absent from the duty their salary was deducted day wise. As a result monthly salary they get approximate Rs. 2000 in a month. Teachers also complained that at the local level Panchayat appoint the teachers for local government schools called “Samvida Shikshak”, their too their experiences did not count and they want government should take into give some weightage to the experiences of their teaching unlike

other state like Delhi, Uttar Pradesh government is doing for the guest teachers working in state governments schools. They also want that equal work and equal pay should be implemented. They also reported that those teachers who are working for more than five years in KGBV should be regularized. Some of the teachers who commented on the problems and grievances of teachers were:

Madam, we are working for so many years but government does not pay heed to it. How one can I work with such low salary? We request you to convey our message to government.

One the salary is too low and if one abstains from the duty then there is deduction of day salary. At least one should get one day off in a month.

Madam, I teach for 10 months but I get salary for 8 months. I do not get two months' salary as every year new approval for the appointment usually takes two month and till you do not get approval your are teaching their free of cost.

Madam, neither we get any appointment order nor experience certificates. We cannot show our experiences. In MP regular appointments of teachers do not take place for so many years, so how can we left this job.

Majority of the trained teachers were dissatisfied with kind of parity in salary between trained and untrained; highly qualified and low qualification; more or less experience: They shared:

Trained graduate teachers are getting the same salary as untrained teachers. Whether teacher is 12th passed, graduate or post graduate, salary is same. Is it fair? Government should fix the salary as per the academic qualification, trained or untrained and experienced or in experienced teacher.

To achieve the objectives of grievance redressal system, cent percent teachers reported that KGBV had grievance system in place, 6 teachers reported that it was

at the block level but rest 42 teachers reported that it was in place at warden level. On asking what kind of grievances they had, they mentioned- poor salary structure, no experience certificate, no written appointment letter, and above all these grievances no provision of training in the subject they are teaching, those teachers who are untrained government did not make any provisions for their training. For example recently NIOS had made public announcement and advertisement for the untrained teachers to be trained through distance mode wherein they had to submit experience certificate of working in the school but unfortunately as they do not get any experience letter and appointment letter so they cannot take benefit of this scheme. It was their complaint that government did not promote it for their own teachers working in KGBV.

3. To attain the objectives regarding the status of in-service training programme attended by the teachers, inspite of teaching the subject classes of VI/VII/VIII, cent percent teachers reported that they did not undergone any kind of training in last three years. Thus, it indicates that 20 teachers who were untrained and teaching school subjects neither they had any formal training degree in teacher education nor CRC/BRC or any other education authorities are being concerned of training these untrained teachers. This year Madhya Pradesh government has introduced NCERT books for all the subjects yet, they did not receive any kind of training from educational authorities working at local level irrespective of teachers having training degree or not. This indicates that the capacity building measure of contractual or part time teachers working in KGBV was not a priority area of government (KGBV, 2007; 2013 & 2015).
4. To find out subject wise adequacy of teachers in KGBV, it was found out that majority of KGBV had equal number of teachers working to what was sanctioned

by the SSA department. This was verified through portal of KGBV, except in two KGBV wherein sanctioned post was of seven teachers from the government but only 5 of them were working. On being asked about the adequacy of subject teachers 13 teachers reported that in their KGBV they did not subject wise teachers whereas 34 teachers reported that they had in their KGBV subject wise teachers. Thus, KGBV wherein subject wise teachers were there they were taking their subject classes whereas in those KGBV where subject teachers were not fully there, there teachers were teaching multiple subjects. It is mentioned here that teacher who can teach computers and vocational subjects like art and craft, sewing is must for KGBV. So any teacher who can teach vocational subjects or can teach computer were performing additional task. Somewhere, government had given computer teachers especially to KGBV which are in urban areas. It was corroborated from the fact that only 6 teachers were taking subjects of two different disciplines whereas 2 teachers were teaching two subjects of allied disciplines whereas 39 teachers were teaching only single subject like Mathematics, Science, English, Hindi, Social Science, Computer and Sanskrit.

## Excerpts of Teachers from Interview

### Case-I

I am working for last seven years, neither there is an increase in the salary, nor I get any leave or any kind of facilities are extended to me. We even sit for strikes but of no result. I am also aged enough that nowhere else I can get the job. Even we do not get any experience certificate for working in the school. Every school think that I have not worked nowhere before. With this paltry sum of money, it is difficult to manage the house. If government increase of our salary and fixes in between 6000-10000, then we can think of decent

living. Mam, if you convey our message to government, we would be thankful to you.

## Case-II

My age is around 40 years. I am working in this school with a ray of hope that tomorrow government might made by job permanent. I am working in KGBV for last five years and only get sum of Rs 2500/-. This paltry sum of 2500/-is not enough to sustain oneself. Half of the amount spends on travelling to and from school. As a teacher I am doing all kinds of work. If government gives at least 250/- per period it amounts to 8000-10000. Moreover, absence from a day duty means deduction of the day salary.

Most of the teachers had almost similar kinds of problems related to their pay, working conditions, leave, holidays etc.

## Suggestions and Recommendations

1. Most of the teachers working in the KGBVs of Madhya Pradesh are contractual teachers' also known as remedial teachers, who took classes of standard VI/VII/VII of almost 50 students in each class. Teaching 50 students is not the concept of remedial teaching, so KGBV system should consider them as full time teachers rather than part time teachers.
2. 2-Since Madhya Pradesh government is operating Type-III model of KGBV, and KGBV are special type of schools exclusively meant for girls students who are coming from mostly under privileged families, therefore, there should a be hike in the salary as per the revised latest central norms i.e.5000/ per month. To attract best talent in the teaching profession salary structure must be revised as per the state governments' norms (Basic +DA). Their service conditions should be improved. This will help the teachers to sustain themselves and remain motivated.
3. There should be increment in the salary even if it is not year wise at least once in two years as many of the teachers running their families with this small amount of money.
4. Teachers should be given appointment letter before the academic session begins, because it has been found out from research most of the teachers working in KGBV are without formal approval from SMC/DEO as a result when the approval from SMC/DEO comes, it is already delayed by two months or so. In that case though they have worked for two months but did not get any salary of that teaching as salary is disbursed from the day of approval of DEO/SMC. Moreover, this appointment letter will also solve the problem or grievances of them and they can show it elsewhere.
5. Teachers should be given experience letter of their work as it helps them either in re-employment or employment in else institution or help in getting admission to training courses as in the case of NIOS.
6. It was found out that majority of the teachers are untrained but while appointing teachers, DEO/SMC must give more weightage to students who are having teacher education degree. In case it is not found in local areas then teachers with higher qualification should be given priority.
6. Teachers teaching in KGBV residential are not entitled to have in-service training. Government should provide training at the BRC/CRC level so that new content can be taught with new pedagogies/ techniques/strategies with ease.
7. There is no uniform policy followed for the appointment of teachers. State should devised new methodologies of appointing the teachers in KGBV because in many of the KGBVs it was found unqualified teachers are appointed, in some cases few of the family members are working as teachers in same KGBV.
8. As the teaching of the girls at KGBVs needs special skill, there is a need to create a cadre of teachers specially trained for teaching the girls of KGBVs.

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