

Effectiveness of Vidya Laxmi Yojana in Primary Schools of Bayad Taluka with Reference to Girl Students

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ABSTRACT

In this study, Vidya Laxmi Yojana Effectiveness with reference to girl students of primary schools was administrated. For this research, Vidya Laxmi Yojana Effectiveness Questionnaire was constructed in Gujarati Language keeping in mind the concept and objectives of focusing on women empowerment and welfare, setting goals for women's participation in education and focusing on increasing the literacy rate among women. Every statement of Vidya Laxmi Yojana Effectiveness Questionnaire had two point scale consisting answers in Yes & No. The statements of the Vidya Laxmi Yojana Effectiveness Questionnaire were positive by nature. The ranking for the statements were 1 and 0 respectively. The statistical analysis was calculated. The reliability and validity of the Vidya Laxmi Yojana Effectiveness Questionnaire by Split Half method was respectively 0.94 and 0.37. There was a significant difference between the mean score of the girl students on Vidya Laxmi Yojana Effectiveness Questionnaire with respect to their residential area (urban and rural), category (reserved and non-reserved) and mothers occupation (job and housewife).

Key Words: Vidya Laxmi Yojana, Primary Schools, Girl Students

INTRODUCTION

Vidya Laxmi Yojana was launched by Ministry of Education, Government of Gujarat from academic year 2002-2003 when the dropout rate among girls from 1st standard to 8th standard was a staggering 35 percent-almost one third of girl students used to drop out from schools every year. To reduce dropout rate and enhance education among girls, the government launched the scheme for girls belonging to below poverty line (BPL) families of urban areas and those living in villages reporting less than 35 per cent literacy levels. A scheme provides a bond of Rs. 2000/- to girl child while getting admission in 1st standard. A scheme aims women's participation in education.

A common scenario has been observed in many villages of Gujarat, decreasing the literacy rate among women. To fulfill such need and to increase women literacy rate, Gujarat Government has started 'Vidya Laxmi Yojana' which is helping many poor girls across the villages of Gujarat. Under this scheme Narmada Nidhi Bond of Rs. 2000/- provided to the girls belonging to the families under the poverty line at the time of taking admission in standard I and a Bond amount paid with interest to the girls after the completion of the education of standard VIII. The scheme covers those villages in which the literacy rate of female is less than 35%. Vidya Laxmi Yojana strengthens women education in rural areas. The bond is purchased in the joint name of District Education Officer (DEO) or District Primary Education Officer (DPEO), the girl student, and parent/guardian on enrollment in class I.

After implementation and assessment of the Vidya Laxmi Yojana (VLY), cash is transferred subject to conditions and this is known as Conditional Cash Transfer (CCT) scheme in Gujarat. As a part of a scheme the bond amount with accrued interest is to be handed over to the girl child's family.

Objectives of the Scheme-Vidya Laxmi Yojana (VLY)

1. To focus on women empowerment and women welfare.
2. A scheme goals women's participation in education.
3. It focuses on increasing the literacy rate among women.

In the review of researches the researcher surprisingly found no earlier independent assessment of the program. The limited secondary data available raises several unanswered questions about effectiveness of program. An acute lack of awareness among beneficiaries was found. Keeping in mind the above concept, the researcher had tried to explore the Vidya Laxmi Yojana Effectiveness with reference of girl students of primary schools of Bayad Taluka.

STATEMENT OF THE PROBLEM

In the Present paper, the researcher has formulated following problem statement to find out the effectiveness of Vidya Laxmi Yojana:

Effectiveness of Vidya Laxmi Yojana in Primary Schools of Bayad Taluka with Reference to Girl Students

OBJECTIVES OF THE STUDY

1. To explore the effectiveness of Vidya Laxmi Yojana with reference to girl students of primary schools.
2. To construct the Vidya Laxmi Yojana Effectiveness Questionnaire for girl students of primary school.
3. To determine the reliability and validity of Vidya Laxmi Yojana Effectiveness Questionnaire.
4. To explore the effectiveness of Vidya Laxmi Yojana with reference to girl students of primary schools with respect to their residential area (urban and rural), category (reserved and non-reserved) and mother's occupation (job and housewife).

Hypotheses of the Study

1. There will be no significant difference between the mean scores obtained by girl students of primary schools with respect to their residential area (urban and rural) on Vidya Laxmi Yojana Effectiveness Questionnaire.
2. There will be no significant difference between the mean scores obtained by girl students of primary schools with respect to their category (reserved and non-reserved) on Vidya Laxmi Yojana Effectiveness Questionnaire.
3. There will be no significant difference between the mean scores obtained by girl students of primary schools with respect to their mother's occupation (job and housewife) on Vidya Laxmi Yojana Effectiveness Questionnaire.

Limitations of the Study

1. The researcher had limited the present study for the girl students of primary schools of Bayad taluka for the academic year 2021-22
2. Vidya Laxmi Yojana Effectiveness Questionnaire was constructed by the researcher keeping in mind the concept of focusing on women empowerment and welfare, setting goals for women's participation in education and focusing on increasing the literacy rate among women.
3. In the present study, Effectiveness of Vidya Laxmi Yojana with reference to the girl students of primary schools was delimited to their residential area (urban and rural), category (reserved and non-reserved) and mother's occupation (job and housewife).

Importance of the Study

1. With the help of the present study the effectiveness of Vidya Laxmi Yojana with reference to the girl students with respect to their residential area (urban and rural), category (reserved and non-reserved) and mother's occupation (job and housewife) will be explored.
2. It will be helpful in setting goals for women's' participation in education.
3. It will help in focusing on increasing the literacy rate among women.
4. For future researcher, the standardized Vidya Laxmi Yojana Effectiveness Questionnaire in the Gujarati Language is an fruitful outcome of this study.

Population and Sample

In the present study, the primary schools' girl students of Bayad Taluka were selected as the population of the study.

By stratified random sampling method 18 primary schools of Bayad Taluka of Aravalli District were selected. From the selected primary schools, sample was selected by purposive sampling method. 227 girl students who were studying in primary schools for the academic year 2021-22 were selected as the sample for the present study.

Research Tool

The required data was collected with the help of Vidya Laxmi Yojana Effectiveness Questionnaire for the present study. Vidya Laxmi Yojana Effectiveness Questionnaire was constructed by the researcher in Gujarati Language. This scale was consisted of 20 statements. Vidya Laxmi Yojana Effectiveness Questionnaire was constructed by the researcher keeping in mind the concept focusing on women empowerment and welfare, setting goals for women's participation in education and focusing on increasing the literacy rate among women. All 20 statements of Vidya Laxmi Yojana Effectiveness Questionnaire had two point scale consisting answers in Yes & No. The statements of the Vidya Laxmi Yojana Effectiveness Questionnaire were positive by nature. The ranking for the statements were 1 and 0 respectively.

Data Collection and Analysis

In the present study, after taking the prior permission from the school authorities, the researcher administered the Vidya Laxmi Yojana Effectiveness Questionnaire on the girl students of the primary schools of Bayad Taluka for the academic year 2021-22. The scores were gained on the responses of the selected participants. Using the collected data, analysis was conducted. Item Analysis, Frequency distribution, standard deviation and mean was calculated using computer programme NRT 2000. To check the hypotheses, computer programme SPSS was used.

Findings of the study

1. The reliability of the Vidya Laxmi Yojana Effectiveness Questionnaire by Cronbach Alpha method was 0.92, whereas Split Half Reliability for half test was 0.92 and Split Half Reliability for whole test was 0.94. The validity of Vidya Laxmi Yojana Effectiveness Questionnaire by Cliffs' consistency 'C' indices was 0.37.
2. The t-ratio of mean scores obtained by girl students with respect to their residential area (urban and rural) on Vidya Laxmi Yojana Effectiveness Questionnaire was 5.721. Significant difference was found at 0.01 level. The mean scores of girl students of urban and rural area were 12.47 and 9.20 respectively. The difference between the mean scores was 3.27. Therefore, the effectiveness of Vidya Laxmi Yojana with reference to girl students of urban area was higher than that of rural area.
3. The t-ratio of mean scores obtained by girl students with respect to their category (reserved and non-reserved) on Vidya Laxmi Yojana Effectiveness Questionnaire was 2.952. Significant difference was found at 0.01 level. The mean scores of girl students of reserved and non-reserved category were 12.35 and 10.16 respectively. The difference between the mean scores was 2.19. Therefore, the effectiveness of Vidya Laxmi Yojana with reference to reserved category girl students was higher than that of girl students of non-reserved category.
4. The t-ratio of mean scores obtained by girl students with respect to their mother's occupation (job and housewife) on Vidya Laxmi Yojana Effectiveness Questionnaire was 3.004. Significant difference was found at 0.01 level. The mean scores of girl students' mother's occupation as job and mother as a housewife were 12.57 and 10.15 respectively. The difference between the mean scores was 2.42. Therefore, the effectiveness of Vidya Laxmi Yojana with reference to girl students' mother's occupation as job was higher than that of girl students whose mother works as a housewife.

Educational Implication

With this concept of exploring the Vidya Laxmi Yojana effectiveness, motivation will be achieved by the need to ensure that the most disadvantaged household are included, increased transparency in the utilization of public funds and improvement attainment of outcomes, in terms of higher schooling achievement for targeted girl children. Vidya Laxmi Yojana will be helpful in building mechanisms to ensure that the beneficiaries are tracked overtime as they migrate across geographies and schools.

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