



Education: A Fundamental Right- Case Study Of Kalakeri Sangeet Vidyalay

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ABSTRACT

On April 1, 2010, Article 21-A of the RTE Act, which includes the phrase "free and compulsory," went into force. As a Fundamental Right, this should offer children between the ages of 6 and 14 years old free, obligatory primary education. Since its founding in November 2002, Kalkeri Sangeet Vidyalaya (KSV) has made a dedicated effort to educate students from socially and economically disadvantaged homes, even prior to the actual passage of this legislation. " KSV empowers, supports, and encourages children from socially marginalized and economically disadvantaged backgrounds to realize their full potential and attain a better life. This is done through an intensive and comprehensive educational program and through the performing arts which are undertaken in a peaceful rural residential setting." reads the mission statement of this international collaboration headed by Mr. Mathieu Fortier and Ustad Hameed Khan. The organization is situated near Dharwad in Karnataka and was founded as a registered society with the following vision: " It is the fundamental right of all children to have access to education, adequate food, healthcare services and to participate in their community's cultural life. Empowering disadvantaged children gives them the opportunity to obtain academic qualifications as well as develop their musical talents."¹ Kalkeri Sangeet Vidyalaya (KSV) has defined its mission in line with realizing this objective.

The children who fall under the Karnataka Right to Education Act Rules 2012 include those who belong to Schedule Caste, Schedule Tribe, Category I, IIA, III B, orphan, migrant, street kid, child with special needs, and child afflicted with HIV. It states that 25% of unaided schools' authorized capacity must be set aside for the purpose of admitting underprivileged students. Children in the SC and ST categories should receive 7.5% and 1.5% of these seats, respectively, while the remaining 16% of the seats should go to other categories of children from disadvantaged backgrounds, such as kids from the neighborhood's poorer parts. In this way, KSV truly helps students from underprivileged backgrounds as it gives preference to orphans and kids whose families cannot afford to provide them with a healthy diet, education, and healthcare throughout the admissions process. Since KSV does not impose tuition on its pupils, all of its students are eligible under the RTE criteria. However, the government does not provide any funding to the school.

¹ <https://www.ksv.org.in/who-we-are/vision-and-mission/>

The basic data utilized in this study will be analyzed using appropriate statistical methods. This essay examines the RTE policy and suggests that the government acknowledge educational institutions that serve children from underprivileged social groups by using the case study of KSV. It also plans to offer some insightful recommendations based on the findings to improve RTE's efficacy.

Keywords: Article 21-A, RTE, KSV, Kalkeri Education: A Fundamental Right- Case study of Kalakeri Sangeet Vidyalaya

1.1 Introduction

"A society's education is its soul, passed down from generation to generation," as G. K. Chesterton once said. UNESCO states that "education is a fundamental human right and essential for the exercise of all other human rights. It promotes individual freedom and empowerment and yields important development benefits," but millions of adults and children still lack access to education, many of them because of poverty. As a result, in an effort to overcome this, several nations have launched different programs to encourage education for all people, regardless of their sex, class, caste, or faith. Children from disadvantaged social groups in many developing and underdeveloped nations still lack access to an education despite these efforts. Additionally unsatisfactory is the scenario in India. Consequently, India is ranked 136th on the Human Development Index (HDI) in the 2013 report. A low percentage of students enrolled in school is one of the main causes of this poor ranking.

The United Nations Children's Fund has declared a national emergency in India, where 80 million children drop out before finishing their basic education and eight million youngsters never set foot in a classroom. The UNICEF data about education is provided below.

Table 1: Education	
Youth (15-24 years) literacy rate (%) 2008-2012*, male	88.4
Youth (15-24 years) literacy rate (%) 2008-2012*, female	74.4
Pre-primary school participation, Gross enrolment ratio (%) 2008 -2012*, male	53.8
Pre-primary school participation, Gross enrolment ratio (%) 2008 -2012*, female	55.9
Primary school participation, Gross enrolment ratio (%) 2008-2012*, male	112
Primary school participation, Gross enrolment ratio (%) 2008-2012*, female	111.9
Primary school participation, Net enrolment ratio (%) 2008-2012*, male	98.8

Primary school participation, Net enrolment ratio (%) 2008-2012*, female	98.5
Primary school participation, Net attendance ratio (%) 2008-2012*, male	85.2
Primary school participation, Net attendance ratio (%) 2008-2012*, female	81.4
Primary school participation, Survival rate to last primary grade (%) , 2008-2012* , survey data	94.6
Secondary school participation, Net attendance ratio (%) 2008-2012*, female	48.7
Secondary school participation, Net attendance ratio (%) 2008-2012*, male	58.5
Source: http://www.unicef.org/infobycountry/india_statistics.html	

The gross enrollment ratio for pre-primary school participation is low, as the chart demonstrates. Due to the free nature of basic education, primary school enrollment is high, while secondary school participation is similarly low. The information also makes clear that prejudice against women exists in all educational settings. It is necessary to increase the effectiveness of midday meals and other programs in order to raise the net attendance ratio. To achieve 100% GER in terms of elementary schooling On August 4, 2009, the Indian Parliament passed the Right of Children to Free and Compulsory Education Act, often known as the Right to Education Act (RTE), which mandates that children aged 6 to 14 get free and compulsory education. In an address, Prime Minister Manmohan Singh said, "We are committed to ensuring that all children, irrespective of gender and social category, have access to education," which led to the enactment of the law. an education that helps students to gain the abilities, information, morals, and attitudes required to develop into accountable and involved Indian citizens."

This paper focuses on one such school, Kalakeri Sangeeta Vidyalaya, or KSV, which is dedicated to giving underprivileged kids a free, high-quality education. Giving kids this kind of education would enable them to develop the abilities, know-how, morals, and attitudes needed to fully appreciate India's rich cultural legacy. Since KSV does not impose tuition on its pupils, all of its students are eligible under the RTE criteria. However, the government does not provide any funding to the school.

The basic data utilized in this study will be analyzed using appropriate statistical methods. The paper examines the RTE policy and suggests that the government acknowledge educational institutions that serve children from underprivileged social groups by using the case study of KSV. It also plans to offer some insightful recommendations based on the findings to improve RTE's efficacy.

1.2 RTE in India

In India, Article 21-A was added to the Constitution by the Constitution (Eighty-sixth Amendment) Act, 2002, which mandates that all children between the ages of six and fourteen get free and compulsory education as a fundamental right, in a way that the State may, by legislation, specify. Every child has the right to full-time elementary education of a satisfactory and equitable quality in a formal school that satisfies certain essential norms and standards. This right is embodied in the Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A. On April 1, 2010, the RTE Act and Article 21-A went into force. All of India's states and union territories are covered by RTE, with the exception of Jammu & Kashmir. Here are some of the salient characteristics:

- The entitlement of children to free and obligatory education in a neighborhood school until they have completed their primary education.
- It makes it clear that "compulsory education" refers to the duty of the relevant government to guarantee that every child in the six to fourteen age range receives free elementary education as well as mandatory entrance, attendance, and completion of primary school. "Free" indicates that no kid will be required to pay any fees, charges, or expenditures that would keep them from pursuing and finishing their basic education.
- It outlines the roles and responsibilities of relevant Governments, local authorities, and parents in providing free and compulsory education, as well as the sharing of financial and other responsibilities between the Central and State Governments. It also provides provisions for a non-admitted child to be admitted to an age-appropriate class.
- It establishes the rules and guidelines for, among other things, teacher work hours, school working days, facilities and infrastructure, and pupil-teacher ratios (PTRs).
- It ensures that there is no imbalance in teacher postings between urban and rural areas by maintaining the stated pupil-teacher ratio for each school, as opposed to using it as an average for the State, District, or Block. This allows for the reasonable deployment of teachers. It also forbids the use of teachers for non-educational purposes, with the exception of the decennial census, local government elections, state legislature and parliament elections, and disaster relief.
 - It calls for the appointment of teachers who are suitably qualified, that is, teachers who meet the necessary entrance and academic requirements.
- It forbids: (a) child abuse and physical punishment; (b) child admittance screening processes; (c) capitation fees; (d) teacher private tuition; and (e) unrecognized school operations.
- It calls for the creation of curricula that uphold the principles found in the Constitution and that would guarantee a child's complete development by utilizing their knowledge, abilities, and potential while also removing fear, trauma, and anxiety through a system of kid-friendly and child-centered learning.²

² <http://mhrd.gov.in/rte>

The Karnataka Right of Children to Free and Compulsory Education Rules were published in the official gazette and went into effect on the same day, bringing the provisions of the RTE Act into effect for the whole state of Karnataka.

The government of Karnataka has released a comprehensive notification outlining which children qualify for RTE. The Scheduled Class, Scheduled Tribe, Backward Classes, Category I, Category II A, Category II B, Category III A, Category III B, Orphan, Migrant and Street Children, Child with Special Needs, and HIV infected/affected are among the disadvantaged categories acknowledged by the GOK. Children from various castes and groups whose parents' or guardians' yearly income is less than 3.5 lakhs (or the socially and educationally creamy layer as defined by the social welfare department) are also included in the weaker class. Of the designated twenty-five percent of seats, seven.5% are set aside for Scheduled Castes (S.C.), one.5% for Scheduled Tribes (S.T.), and the remaining sixteen belonging to a marginalized group and kids from the neighborhood's poorer demographics³. Since then, despite resistance from private schools, the required actions have been taken to implement the RTE Act.

1.3 Kalkeri Sangeet Vidyalaya: A School with Difference

Adults and children who are economically and socially oppressed can escape poverty and fully engage in society by obtaining an education. To help the underprivileged kids, visionaries and philanthropists in India founded a few schools. One such school, Kalkeri Sangeet Vidyalaya, was founded to assist kids from low-income families. The four founders of KSV are Mr. Mathieu Fortier from Quebec, Canada; Ustad Hameed Khan, a well-known sitarist; Mrs. Agathe Meurisse Fortier; and Mr. Blaise Fortier. The organization was established as a registered society (No: 121/2003-04) in July 2003. The school's buildings, which are made of natural materials, resemble an extension of the neighboring community. The authorities and volunteers, who are foreign nationals, live simply in the same buildings as the school convicts.

In the Karnataka state, Kalkeri Sangeet Vidyalaya is situated 15 kilometers from Dharwad in a peaceful valley. In the Karnataka State of India, the village of Kalkeri is located in the Dharwad District of the Dharwad Taluk. Kalkeri Village falls under the division of Belgaum. With the village code of 00654100, it is one of the 118 villages in the Dharwad Block. Dharwad is the nearby Kalakeri railway station. It is 466 kilometers from Bangalore, the state capital, and 15 kilometers from Dharwad. The villages that are close to Kalakeri include Devarhubbali (5 KM), Mandihal (5 KM), Kyarakoppa (6 KM), Nigadi (7 KM), and Ramapur (9 KM). The Taluks of Haliyal in the west, Kalghatgi in the south, Hubli in the east, and Kundgol in the east encircle Kalakeri. The local language spoken here is Kannada.

³ <http://www.25percent.in/contact/karnataka>

Table 2: Population distribution of village Kalakeri	
State	Karnataka
District	Dharwad
Tahsil	Dharwad
Village	Kalakeri
Male Population	1027
Female Population	962
Total Population	1989
Source: Census of India 2011	

There are 1989 people living in Kalakeri. There are 306 houses inhabited by 1027 males and 962 females. Kalakeri has 3465 hectares in total.

1.3.1: Vision and Mission

"It is the fundamental right of all children to have access to education, adequate food, healthcare facilities, and to participate in their community's cultural life," reads the KSV vision paper. Our mission statement is that empowering underprivileged children offers them the chance to excel academically and musically. In the end, this will help them land fulfilling jobs that pay well, which will benefit both them and their families. Therefore, the mission has been defined in order to accomplish the aforementioned goal. "Kalkeri Sangeet Vidyalaya (KSV) empowers, supports, and encourages children from socially and economically marginalized backgrounds to realize their full potential and attain a better life," reads the school's mission statement. This is accomplished through an extensive and rigorous academic and musical education curriculum that is conducted in a tranquil rural home environment. The kids pick up a lot of social skills in this environment, and we make sure they have access to a healthy food and quality medical care. Compassion, love, and care are essential components of the entire process.

The Gurukul tradition in India serves as an inspiration for KSV. To learn about traditional wisdom, one might live with a reputable guru at the Gurukul. As a result, the candidate joins a family of teachers and followers that will grow to be his second family. Additionally, gurus provided education via contributions rather than by collecting money from pupils or their parents or charging fees. In a same vein, parents or guardians of students do not collect any fees at KSV. These days, the school gives kids free access to food, housing, medical care, clothes, and academic and musical instruction.

1.3.2: Criteria for the selection of students:

Two factors are used to choose the KSV pupils. They are:

- First, their backgrounds are closely examined, allowing youngsters whose families cannot afford to provide them with a healthy diet, adequate education, and access to healthcare to be admitted. Orphans are also granted priority. This is done in order to uphold one of the project's core objectives, which is to break the cycle of poverty for children.
- Secondly, the children must have the motivation to study for nine hours every day. By using this approach, we can be confident that the students we accept are not only truly driven and enthusiastic about music, but also recognize the importance of education.

They are a part of several groups in Northern Karnataka, including Lambanis, Gowlies, Marathas, Sunni and Shiite Muslims, and Lingayats, among others. Kannada, Hindi, Marathi, Telugu, Lambani, Urdu, English, and French are among the languages spoken by this multicultural mix of students, staff, and volunteers at KSV.

The information regarding student's family background is given Table 3:

Year	Male	Female	SC/ST	Orphans	Single Parent Family
2010 - 11	54%	46%	26%	4%	21%
2011 - 12	52%	48%	25%	5%	21%
2012 - 13	53%	47%	26%	4%	22%

The Education Department has recognized KSV up to the sixth standard. It is still on course to receive complete acknowledgment.

Students between the ages of six and fourteen benefit from RTE. The age range of KSV students is 6 to 23 years old, and they are from Karnataka's rural and urban regions, where there is limited access to a comprehensive education. Even after they graduate, KSV students have the option of receiving free education. This is supported by the figures shown below:

Year	Primary School	Secondary School	Higher Education
2010 - 11	75%	18%	7%

2011 - 12	81%	10%	9%
2012 - 13	79%	12%	9%

1.3.3: Educational Approach:

Three distinct teaching approaches are used at Kalkeri Sangeet Vidyalaya. The first approach focuses on music.

Academic study is the focus of the second teaching strategy. Based on the educational curriculum of the Karnataka State government, it acknowledges the varied academic backgrounds of our students and places special emphasis on the development of communication skills (English and Computer Studies) and global awareness.

The last teaching strategy focuses on the children's social and personal growth. It aims to incorporate pleasant, respectful connections with oneself and others, as well as healthy practices.

KSV makes an attempt to provide engaging, imaginative, and useful lessons. It aims to keep the perfect student-teacher ratio. 34 students were admitted to KSV for the first standard for the 2014–15 academic year; these students will be split into two sections, each with 17 pupils. Here, classrooms are set up so that each instructor has at least one or two 45-minute prep periods every day. Annual improvement in the percentage of pupils completing their academic exams has been observed every year.

An additional benefit for KSV students is that they get to learn from volunteers who are foreign nationals from places like Canada, France, Germany, the UK, Sweden, and Australia. In addition to many other roles, they assist as office assistants, community arts workers, healthcare providers, gardeners, and assistant teachers. During the selecting procedure, their responsibilities are prearranged according to their credentials, expertise, and capacities. In addition to their primary duties, all of the volunteers assist with mealtimes, teach English reading lessons, and assist with child care during downtime. Because of this, even KSV first-standard pupils are able to have English conversations. The volunteers come and go every four months to a year. They all come to KSV to spend time and energy with the kids; they get to know them well and develop strong bonds with them. Through their engagement, the kids get the chance to learn about cultural differences and get a wider perspective on the world. The seamless operation of KSV is greatly facilitated by the volunteers' presence there.

The usage of alternative energy sources is being emphasized further at this unique residential school. Asia's entry for the Global High School Section has received the Zayed Future Energy Prize. The school will use the \$100,000 (about Rs. 63 lakh) award, which will be used for sustainability programs, according to school administration.

1.3.4: Finance

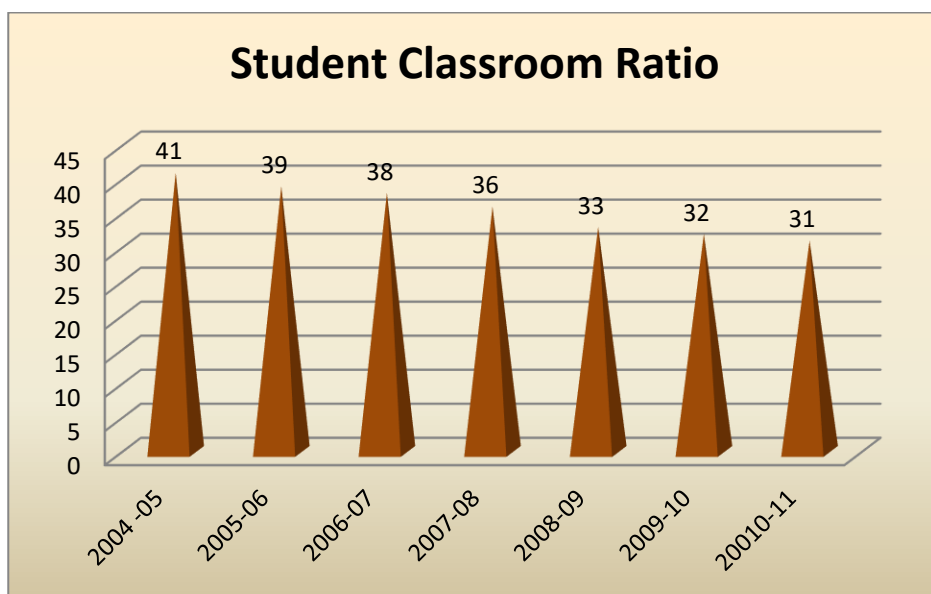
Generous international gifts, both monetary and in-kind, are the primary source of funding for KSV's operations. Additionally, Indian institutions and individuals are contributing. The "Pillars of Kalkeri Sangeet Vidyalaya" was one of the first projects the KSV Fundraising Department introduced. Donors must pledge to pay at least Rs. 10,000.00 for a minimum of three years in order to participate in this initiative. After launching the "Child Sponsorship program," a small number of KSV kids were

successfully sponsored. Through this sponsorship, a person or group of people can commit to contributing INR 1,500.00 (\$35.00 USD) every month to support the academic and musical education as well as the monthly requirements of one kid, including food, healthcare, and daily necessities. They may track their sponsored child's growth by writing to him or her in exchange for this opportunity to connect. The monthly music programs offered by KSV have been a huge success. These events have drawn a number of Chief Guests and Guest Artists and have been a fantastic way to draw donations and promote the school. By doing this, KSV has served as an example for other academic institutions, encouraging them to rely less on government funding and more on their own sources of funding.

1.4 KSV: Far ahead of RTE

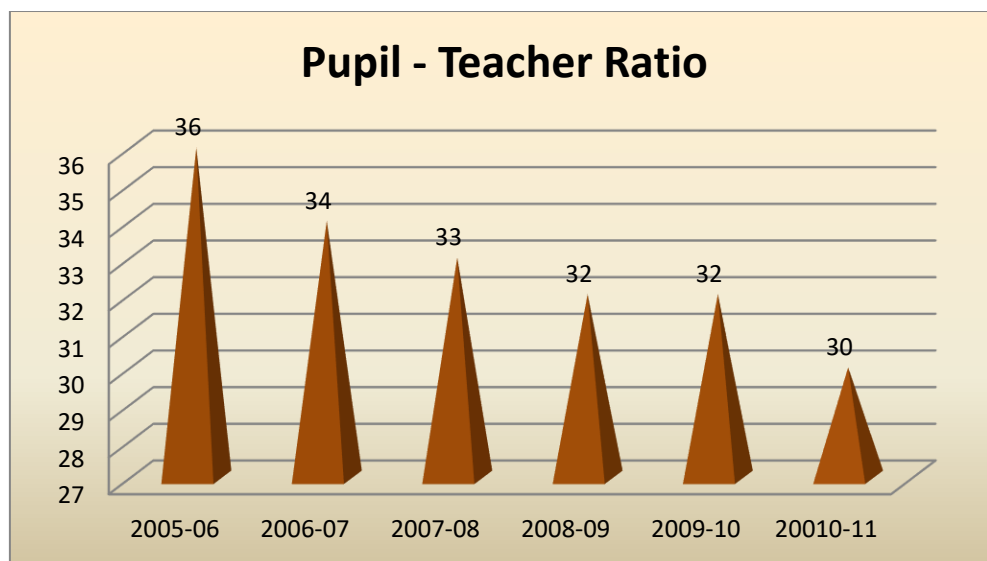
An attempt is made to examine how KSV is assisting society in ways that go beyond the RTE regulations in this section.

- Children between the ages of 6 and 14 are eligible for free and required education, according to RTE. This implies that students from disadvantaged social groups can only attend private schools for their primary education. And after that, which might be mentally taxing, students have to return to government institutions where they are not required to pay tuition. As many reputable private schools have tuition costs that exceed their family's yearly income. Therefore, the government must take action to guarantee that impoverished children continue their education even when they are no longer eligible for free education. However, KSV pupils range in age from 6 to 23. As a result, kids have the benefit of receiving free education up till the end of their post-graduation program in addition to the primary level.
- Adequate physical infrastructure is necessary for effective instruction. According to the Act, only approved schools with a certain minimum level of infrastructure would be able to provide education in the nation within three years. Schools will only be permitted to operate going forward if they provide a playground, the bare minimum of teaching staff, and at least one classroom for each teacher (parts 18 and 19). A significant number of underfunded, unrecognized institutions could close if this is properly adhered to. Graph provides information on the student-to-classroom ratio in Karnataka from 2010 to 2011.



Less than 30 students per classroom and other minimal amenities are available at KSV.

- The RTE Act has drawn criticism because it places a greater focus on the physical facilities of schools than on teacher quality and instructional requirements. This was seen by many education experts as one of the RTE's main shortcomings.
KSV is more dedicated to the caliber of its educators. The in-house teacher training program has advanced during the course of the year. The instructors received training on a variety of subjects including learning styles, motivating approaches, and child development in the classroom. Additionally, KSV and The Teacher Foundation have maintained their collaboration. Green boards, tablet computers, LED projectors in three classrooms, and a package of ten model-based boxes containing more than 100 experiments spanning physics, chemistry, and biology themes were acquired and installed in order to enhance the resources available to teachers and students.
- The student-teacher ratio is likewise not optimum in many reputable private institutions. Because of the packed classrooms, teachers are unable to provide each student with the individual attention they need.



- KSV allows a maximum of 30 pupils in each class. As a result, the teachers are able to guarantee that every student receives individualized attention in all subject areas and studies. Since KSV is a residential school, the pupils are always present for class. Typically, the primary function of schools is to deliver formal education using the curriculum that has been established by the relevant authorities. They place little to no emphasis on developing students' skills, which will increase their employability.
- Kannada is the primary language of teaching at KSV; Hindi and English are offered as second languages at a very proficient level. Science, social science, and mathematics are among the other topics. Reading groups, conversational English lessons, art classes, storytelling, moral education, library time, computer classes, gaming, and sports are examples of extracurricular activities. In addition, more students are receiving training in performing arts like as theater, bharatanatyam,

vocal and instrumental music, etc., which will enable them to support themselves. Additionally, students have performed on several occasions, excelled in contests, and completed their music examinations. Data from 2012–13 are displayed by student in each music class in Table 7.

Music form	Percentage
Vocal Advanced	2%
Vocal Junior	19%
Tabala	14%
Violin	11%
Vocal Elementary	37%
Sitar	5%
Bansuri	6%
Vocal Intermediate	6%

- Tuition-free education was frequently seen as free education. Schools were permitted to collect money from students for a variety of purposes, including fees for entrance, development, laboratories, and libraries. These days, capitation fees and other payments are forbidden by the RTE Act. A number of education experts believe that in addition to prohibiting the collecting of any fees, it would be preferable if the legislation also required schools to give all children with access to textbooks, school supplies, uniforms, and midday meals.
- The students at KSV are privileged in that they are provided with free housing and boarding for ten months out of the year. A special focus is placed on supplying wholesome cuisine that is prepared in a clean environment. They are receiving free medical treatment and educational resources. Even laptops are available to them.
- The Act permits minors to be admitted without requiring any kind of accreditation. Nonetheless, a number of states have maintained long-standing policies requiring minors to present birth certificates, BPL cards, and certifications of income. Despite their willingness, orphan children sometimes lack the means to provide these kinds of documentation. Schools are refusing to accept them as a result since entrance requires the documents. However, orphans are also given the chance to be admitted in KSV.
- Although the government claims that under RTE, economically disadvantaged children are admitted to private schools, the reality is that students are accepted to private schools based on caste-based reservations in states like Andhra Pradesh.
- Students at KSV are mostly accepted based on their financial circumstances and their willingness to labor about nine hours a day.

1.5 NAC Recommendations to improve RTE

Since independence, primary education has received particular attention from both the state and federal governments in India. Numerous initiatives and regulations were created with the intention of significantly advancing this field. Numerous education-related legislation and changes have been passed. RTE has its share of critics, much like the previous projects. A working committee of the National Advisory Council has made several proposals to improve RTE's productivity. According to Section 33(2) of the RTE Act, the National Advisory Council is tasked with advising the federal government on matters pertaining to the execution of its provisions. The following are the suggestions:⁴

- More funds from the public sector must be allocated to education, with an emphasis on attaining learning objectives and complying with RTE regulations.
- Creating standards for evaluation and raising learning levels is crucial.
- In order to enable the appropriate implementation of the RTE Act, methods for monitoring and evaluation should be strengthened.
- Building a pool of qualified teachers should be given top priority. Under the RTE Act, underprivileged children should be better integrated. The necessity of a national policy on early childhood care and education should be adequately emphasized.
- Support is needed to ensure that schools adhere to all rules and guidelines outlined in the RTE Act.

The aforementioned recommendations have to be implemented after careful consideration and consultation with educators. Additionally, GOI should take advice from other nations that have successfully implemented similar laws in the past.

1.6 Suggestions and Conclusion

In addition to the recommendations from NAC, the following recommendations are offered to enhance RTE based on the KSV case study:

1. In order to lower the number of pupils dropping out of school after the primary level, the RTE provision should be applied to students in the age range of 6 to 21.
2. To improve job prospects, the government should also begin offering vocational training as well as instruction in soft skills like computer literacy, communication, and life skills.
3. "The question of reform in Indian education has usually been conceived in narrow ways - putting children in school and getting schools to function efficiently," claims Amman Madan (2003)⁵. The way that schools are run has to be closely monitored.

⁴ NAC recommendations for fine-tuning the RTE Act by Dolashree Mysoor Posted on December 13, 2012

⁵ Madan, Amman (2003): Education as Vision for Social Change, Economic and Political Weekly May 31, 2003 pp.2135-2136

4. The government need to prioritize raising educational standards as well. According to the Annual Status of Education Report, ASER 2010, even with the large number of students enrolled in schools, half of the fifth-graders do not possess the reading comprehension anticipated of second-graders.

5. The HRD Ministry's 46th Round of the National Sample Survey (NSS) data from 2005 indicates that 51% of class VIII dropouts are attributable to a lack of interest. The absence of a dynamic environment and subpar facilities in primary government schools are the causes of this apathy. The high dropout rates are further exacerbated by other variables, such as unfavorable teacher-to-student ratios and the belief that education is pointless. Therefore, sufficient funding should be allocated to create high-quality physical and soft infrastructure.

6. To make teaching and learning more effective and relevant to the twenty-first century, information and communication technology should be employed, and teachers should get regular training.

7. Both public and private schools should make an effort to use renewable energy sources as they are both economical and ecologically beneficial.

8. Rather than relying on government funding, KSV is managed with the assistance of money raising through a variety of legal techniques. In order to provide the poorest of the poor in our nation with high-quality education, other institutions should adopt this strategy as well. Dr. A.P.J. Abdul Kalam, the Indian President at the time, created the innovative

"What Can I Give" campaign. The purpose of it is to instill the "Spirit of Giving" in us and it addresses many social, ethical, and environmental concerns that need immediate attention. The mission envisions a society that is caring, environmentally mindful, and morally upright, as well as a country whose government agencies are free from corruption, effective, and constantly ready to serve the people. Additionally, KSV is putting the "Spirit of Giving" into practice by helping underprivileged kids. Thus, in order to achieve greater levels of progress in the sphere of education, Indian governments ought to acknowledge the earnest endeavors of educational institutions such as KSV and provide them with the necessary backing.

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