



“Impact Of Kasturba Gandhi Balika Vidyalaya On Girls Education And Well Being- A Study In Amethi District”

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ABSTRACT

Kasturba Gandhi Balika Vidyalaya (KGBV) aims at providing free education and support to girls in grades 6 through 12 in the form of residential institutions. KGBV mission is to reduce gender disparities in education and promote holistic development. Kasturba Gandhi Balika Vidyalaya (KGBV) program empower girls who are from underprivileged backgrounds, especially those from Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC), and minority groups. Although the program is succeeding in its mission of enhancing academic motivation and fostering both academic and non-academic skills, but there are still some challenges like high dropout rates, inadequate infrastructure and societal barriers that become obstacles in girls' education.

KEY WORDS: KGBV, Gender Disparities, Academic Motivation, Girls' Education, Empowerment, Infrastructure.

INTRODUCTION:

It is regrettable that equal opportunities for all have not kept pace with the most impressive expansion of education since independence. One of the most effective ways for any society to promote social equality or, in the very least, reduces social inequalities among its members with education. This process can occur through a system that offers educational access equally to the whole population, regardless of caste, religion, gender, region, faith or religion, tongue or language, or socio-economic status. According to the Indian Education Commission report, "The social goal of education is an equal opportunity for all so that disadvantaged or marginalized individuals and groups can harness education to change their lives." This phrase explicitly

highlights the need for equitable education opportunities. For any society that values social justice, wants to improve the well-being of the ordinary person, and develops all potential that exists in the individual, there must be an ongoing, progressive sense of equal opportunity for all parts of society. This is the sole guarantee that society will have a fair and equal society with the minimum amount of exploitation of the disadvantaged. The Kasturba Gandhi Balika Vidyalaya (KGBV) program was created to provide access, and quality education, to girls from underprivileged backgrounds, notably from disadvantaged groups such as Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC), and minorities, to help reduce the gender gap in education, especially in rural areas, where the national average for girls' literacy rates is very low. KGBVs are residential schools for girls in Classes 6-12 that deliver free of charge education, residential support, and a variety of services to support their growth, development, and learning outcomes.

NEED FOR AND IMPORTANCE OF THE STUDY:

Kasturba Gandhi Balika Vidyalaya (KGBV) was established in 2004 by the Government of India under the Sarva Shiksha Abhiyan (SSA). In Uttar Pradesh, about the same time, the scheme began to be operational focusing on providing quality education to girls from marginalized community backgrounds. As of August 2021, Uttar Pradesh has 746 Kasturba Gandhi Balika Vidyalayas (KGBVs) operating in its development blocks with an aim to lessen the gap in educational attainment for girls, especially, those from disadvantaged backgrounds from Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC) and a minority focus. This study is important to assess whether KGBVs are effectively achieving this goal and have an opportunity to improve. The KGBV program does not only focus on academic education, but its programs and services also support the overall wellbeing of their girls. It is important for education stakeholders and related leaders - - such as policymakers and educators - - to understand if these institutions are proving to achieve the intended educational and developmental outcomes and improve the KGBV program.

OBJECTIVES OF THE STUDY:

1. To examine how Kasturba Gandhi Balika Vidyalaya (KGBV) affects girls' educational results in rural areas.
2. To look into how KGBV helps girls and gender equality in rural areas.
3. To evaluate the quality and sufficiency of the infrastructure at KGBV schools.

RESEARCH METHODOLOGY:

This study used a mixed-method research approach, integrating qualitative (infrastructure inspections and interviews) and quantitative (survey data) techniques to thoroughly evaluate how well KGBV schools support girls' education and general well-being. The aim of qualitative research is to utilize non-numerical data to gain insights into human experiences, behaviours and perceptions. In this investigation of a KGBV school in Amethi, qualitative research was utilised to identify the experiences of students and the infrastructure of the KGBV school and the factors surrounding enrolment and well-being. The qualitative approach was used because it enables the researcher to analyse and/or interpret data in various ways. The aim of quantitative research is to discover patterns, trends and relationships through the collection and analysis of numerical data. In this transcription of the KGBV school in Amethi, quantitative approaches were utilised through structured surveys and summary statistics to quantify pupil experiences, quality of infrastructure and factors surrounding enrolment and well-being. The survey also looks at students' rights awareness, involvement in empowerment initiatives, and difficulties with emotional adjustment, cleanliness, and nutrition.

SAMPLE:

Due to the limited resources and time available, it was extremely challenging to work with the entire population. As a result, one block out of total number of blocks in Uttar Pradesh was chosen to conduct the study. The sample size of the study was 75 students collected from KGBV of Amethi district, block Bahadurpur..

DATA COLLECTION METHODS:

Through Primary Data 75 students data has been collected in KGBV schools questionnaire. Secondary data are collected from articles, magazines reports, periodical, books and also from internet websites according to the researcher needs and requirements.

MAJOR FINDINGS:**1- Infrastructure**

Based on primary data, the school that was examined serves 100 girl students between the ages of 11-17 from Classes 6-8, distributed as follows: 38, 33, and 29 students in the respective classes. There are 7 teachers and 4 non-teaching staff, covering all core subjects. There are 11 classrooms, which are sufficiently furnished, equipped with good quality blackboards, and adequately lit and ventilated. There is clean, drinking water available through a hand pump and a submersible pump that is stored in a cemented tank. The school has reliable electricity with the help of an inverter and solar panels. Sanitation is provided by 18 closed toilets, with consistent water supply, and separate arrangements for the staff. The school offers a small playground for indoor and outdoor games. The library operates on a scheduled basis, but without proper furniture. The school provides midday and evening meals that are cooked using LPG gas, but due to lack of mess furniture, the meals are eaten on the floor on mats. The hostel accommodation takes all 100 girls, in only three rooms, indicating overcrowded conditions.

Table 1: Basic Information

No. of Students	100
No. of Teachers	07
No. of Non Teaching Staffs	04
Subjects taught in School	All subjects
Age group of girls	11years-17years
Students in each Class	6 th - 38, 7 th -33, 8 th - 29

Source- (Primary Data)

Table 2: Building

Number of Rooms	11
Proper furniture in classrooms	Yes
Good quality blackboard	Yes
Proper fan and lighting facility	Yes

Source- (Primary Data)

Table 3: Drinking Water

Available or not	Available
Source of water	Hand pump, Submersible Pump
Water tank type: Synthetic, Plastic, Cemented	Cemented
Cleanliness of water tank	Yes

Source- (Primary Data)

Table 4: Toilets

Available	Available
Type- Closed or Open	Closed
No. of Toilets	18
Regular supply of water- Yes or No	Yes
Separate arrangement for staffs: Yes or No	Yes

Source- (Primary Data)

Table 5: Playground (Primary source)

Available- Yes or No	Yes
Size- Big or Small or Medium	Small
Types of Game available- Indoor or Outdoor	Both

Source- (Primary Data)

Table 6: Electricity

Available- Yes or No	Yes
Alternative Facility: Solar Energy or Inverter	Inverter, Solar Panel

Source- (Primary Data)

Table 7: Library

Available- Yes or No	Yes
Library Period- Yes or No	Yes
Furniture in Library available- Yes or No	No

Source- (Primary Data)

Table 8: Food

Variety- Yes or No	Yes
Furniture in mess- Yes or No	No
Where do they eat- Bench or Mat	Mat
No. of Meals in a day	Day and Night
Type of Fuel used- Gas, Coal or Both	Gas

Source- (Primary Data)

Table 9: Hostel

Number of Rooms	3
Girls in each rooms	30, 30, 40 = 100

Source- (Primary Data)

2-Students' experiences

The data presents important information regarding the experiences and perceptions of the students staying at the KGBV hostel. The data reveals that a large proportion (98.7%) of students return to their homes only on vacations, resulting in relatively longer stays at the hostel. Students have a strong perception of their rights with 93.3% of respondents noting they are informed about their rights and 6.7% reporting they have partial

knowledge about their rights. A review of the facilities with respect to safety and comfort indicated 65.3% of students reported the facilities were good and 34.7% reported the facilities were excellent. Reviewing overall satisfaction with educational and hostel facilities available through the KGBV, 50.7% reported very satisfied and 49.3% reported satisfied with a general positive perception among the students.

Table 1.1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	1	1.3	1.3
	3.00	74	98.7	98.7
Total		75	100.0	100.0

(1-Every weekend, 2- Once a month, 3- During vacations only, 4- Rarely)

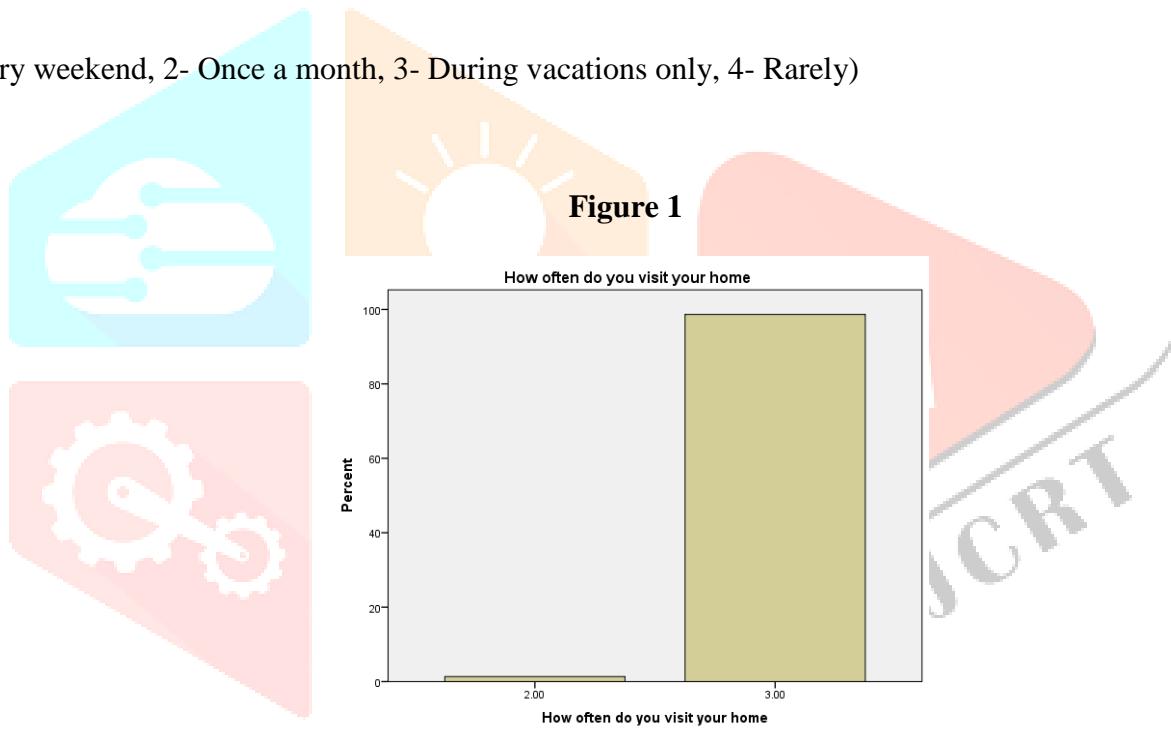


Figure 1: Analyzing the above data, 98.7% of the total respondents visit home only during vacation while 1.3% of the respondent visits home on every weekend.

Table 1.2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	70	93.3	93.3
	2.00	5	6.7	6.7
Total		75	100.0	100.0

(1-Yes, I know about them in detail, 2- Somewhat, I have heard but don't know much, 3- No, I am not aware)

Figure 2

Figure 2: Analyzing the above data, 93.3% of the respondents are aware about their rights as a girl and a student in detail while 6.7% of the respondents know some of them as they have heard about their rights but don't know much.

Table 1.3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	26	34.7	34.7	34.7
2.00	49	65.3	65.3	100.0
Total	75	100.0	100.0	

(1- Excellent, 2- Good, 3- Average, 4- Poor)

Figure 3

Figure 3: Analyzing the above data, 65.3% of the respondents find hostel facilities, including safety and comfort good while 34.7% of the respondents find these facilities excellent.

Table 1.4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	38	50.7	50.7	50.7
2.00	37	49.3	49.3	100.0
Total	75	100.0	100.0	

(1- Very satisfied, 2- Satisfied, 3- Neutral, 4- Dissatisfied)

Figure 4

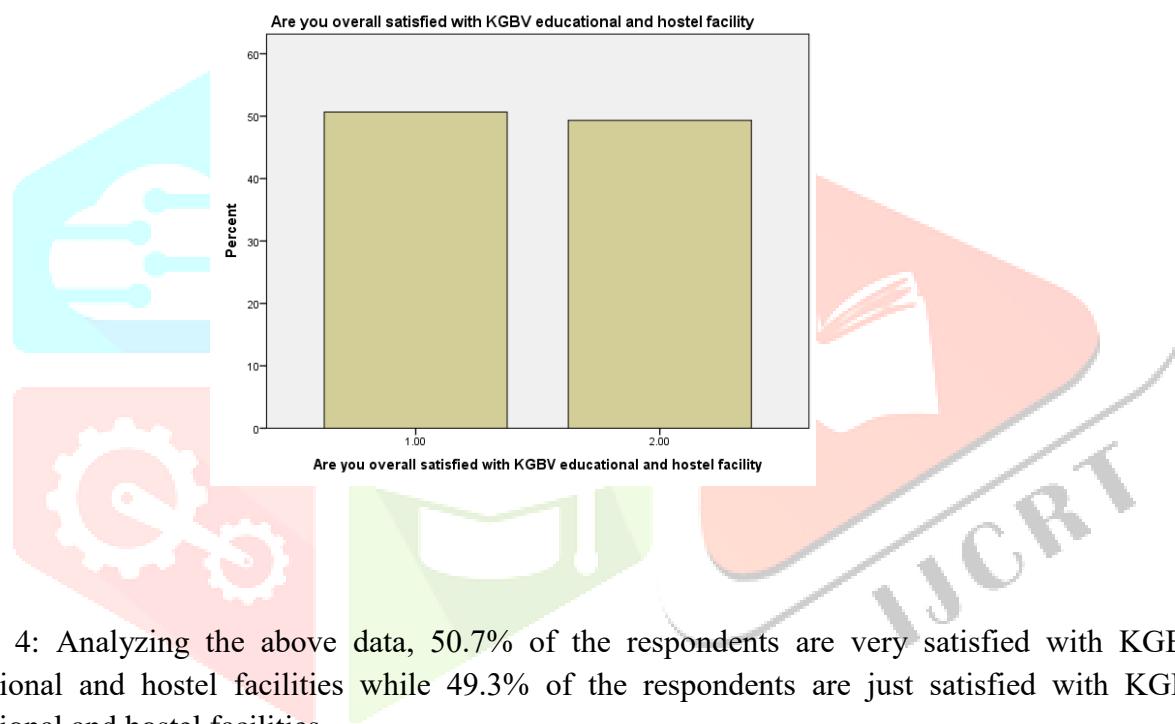


Figure 4: Analyzing the above data, 50.7% of the respondents are very satisfied with KGBV'S overall educational and hostel facilities while 49.3% of the respondents are just satisfied with KGBV's overall educational and hostel facilities.

CONCLUSIONS:

The present study “Impact of Kasturba Gandhi Balika Vidyalaya on Girls Education and Well Being- A Study in Amethi District, Uttar Pradesh” reaches a number of significant conclusions from its analysis of data with respect to students' experiences, principally home visits and knowledge of rights and self-awareness.

The vast majority of participants (98.7%) only go home for the holidays, leading to little opportunity for them to connect with families, which may lead to or contribute to feelings of isolation and homesickness that impacts their mental well-being and academic engagement.

The data also shows 93.3% of participants know their rights as a girl and student, a positive outcome although the 6.7% that had a small understanding suggests there is further work to be done on education or outreach to ensure the girl students may be fully aware of their rights and able to advocate on their behalf.

The study findings also show most participants gave their hostel facilities a positive review, with 65.3% rating good and 34.7% rating excellent. This suggests the students generally have a satisfactory experience with their living facilities but there may still be opportunities for improvement to enhance their living conditions.

With respect to the large share 50.7% of respondents indicating very high satisfaction, KGBV appears to be addressing the educational and hostel-related needs of its students. This may indicate that KGBV has established a considerable capacity to deliver quality education and hostel services to students. On the other hand, the mention that 49.3% of respondents are only just satisfied suggests that a substantial portion of the student body feels there are areas to improve.

SUGGESTIONS

Longitudinal studies are a good method for measuring the educational gains and satisfaction of students, and that would likely provide a more comprehensive assessment of the KGBV programs. Longitudinal studies could help capture trends and areas of improvement for support students across time. Future work could include more work with an extended community of educational support. Future work could include seeking partnerships with community organizations to offer more support to students and improve their educational satisfaction. In a nutshell, the authors were not clear on what future work would look like, but the data would suggest there could be multiple directions for research and work that enhance the educational experience of KGBV. Enhancements to the physical infrastructure of KGBVs, such as classrooms, dorms, and sanitation, are also important to the learning environment, which can in turn enhance student retention and academic success.

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