



Analyzing the Impact of Kasturba Gandhi Balika Vidyalaya on Girls' Education in Haryana

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Abstract

Girls' education plays a crucial role in achieving gender equality and social development, yet many girls in India, particularly in rural areas, face barriers to accessing quality education. The Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was introduced in 2004 under the Sarva Shiksha Abhiyan (SSA) to address these challenges by providing free residential education to girls from marginalized communities. This study examines the impact of KGBVs in Haryana, a state where gender disparity in education remains a significant concern. The research explores how KGBVs have contributed to improving literacy rates, reducing dropout rates, and enhancing career opportunities for girls. It also assesses the role of vocational training, self-defense programs, and personality development initiatives in empowering students beyond academics. Despite the positive outcomes, KGBVs face several challenges, including infrastructure deficiencies, teacher shortages, societal resistance, and lack of awareness about the program. The study employs a qualitative and quantitative approach to analyze the effectiveness of KGBVs and the factors that hinder their full potential. By understanding the successes and limitations of the initiative, this research provides insights into how government policies, community involvement, and strategic interventions can further enhance girls' education in Haryana. Strengthening the KGBV model can serve as a foundation for promoting inclusive and equitable education, ultimately contributing to women's empowerment and socio-economic development.

Introduction

Education is a powerful tool for empowerment, especially for girls from marginalized and economically disadvantaged backgrounds. In India, gender disparity in education has been a long-standing issue, with girls often facing barriers such as financial constraints, societal norms, early marriage, and limited access to schools. To address these challenges, the Government of India launched the Kasturba Gandhi Balika Vidyalaya (KGBV) scheme in 2004 under the Sarva Shiksha Abhiyan (SSA). The initiative aims to provide free residential education to girls belonging to Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC), and minority communities. The program is particularly focused on areas with low female literacy rates, ensuring that girls receive access to quality education, vocational training, and life skills development.

In Haryana, where gender disparity in literacy rates remains a concern, KGBVs have played a vital role in improving girls' enrollment and retention in schools. These schools not only provide formal education but also emphasize holistic development by offering vocational courses, self-defense training, and personality development programs. The initiative has significantly contributed to reducing dropout rates, empowering young girls with knowledge, and enhancing their socio-economic status. Despite these achievements, several challenges persist, such as infrastructure limitations, shortage of trained teachers, lack of awareness among communities, and resistance from traditional societal norms. Addressing these issues is crucial for maximizing the impact of the KGBV program.

This study aims to analyze the impact of KGBVs in Haryana by examining their effectiveness, challenges, and future prospects. It seeks to understand how these schools have influenced girls' education, career aspirations, and social empowerment. By exploring the strengths and shortcomings of the initiative, this research aims to provide insights for policy improvements



and better implementation strategies to ensure that every girl in Haryana gets the education she deserves.

Methodology

This research aims to outline the plan and procedures implemented for studying the role of Kasturba Gandhi Balika Vidyalaya (KGBV) Schools. It encompasses the Statement of the Problem, Variables, and operational definitions of terms, objectives, and hypotheses, along with details regarding the selection of the sample, tools employed, data collection procedures, scoring criteria, and the statistical techniques utilized for data analysis.

In this chapter, the methodology employed to investigate the role of Kasturba Gandhi Balika Vidyalaya (KGBV) in girls' education in Haryana state is outlined. This section presents the rationale behind the chosen methodology and provides a roadmap for the subsequent sections of the chapter.

The study aims to explore various dimensions of KGBV schools, encompassing enrolment patterns, dropout rates, stakeholder perceptions, facilities and overall school conditions. By comprehensively investigating these aspects, the study endeavours to shed light on the role of KGBV schools on girls' education in Haryana.

3.2 Variables of the study:

(i) Teacher

Gender	: Male / Female
Age	: 18-30 Years/ 30-40 Years / More than 40 Years
Qualification	: up to High school/ Intermediate/ Undergraduate/ Post graduate/ Doctorate
Teaching Experience	: 0-5 Years/5-10 Years/ 10-15 Years/ More than 15 Years
Locality	: Rural / Urban
Income per month	: Below 30000/- INR/ 30000/- to 50000/- INR/ More than 50000/-

(ii) Parents

Gender	Male / Female
Age	18-30 Years/ 30-40 Years / More than 40 Years
Qualification	: up to High school/ Intermediate/ Undergraduate/ Post graduate/ Doctorate
Occupation	: Labour / Cultivation / Business / Employee/Others
Income per month	: Below 30000/- INR/ 30000/- to 50000/- INR/ More than 50000/-
Locality	: Rural / Urban

(iii) Students

Gender	: Girls
Age	: Below 18 Years
Class	: 6 th /7 th /8 th
Social Status	: BC/SC
Locality	: Rural / Urban

Results and Discussion

Perception of parents towards the functioning of KGBV schools

Table 1 Perception of parents towards the functioning of KGBV schools

Statements	Mean	Mode	Std. Deviation	Variance	Chi-Square	P-Value
1. Parents trust the safety measures implemented at KGBV schools for their daughters.	3.6600	3.00	1.03690	1.075	36.000	.000



2. Communication channels between KGBV schools and parents effectively address concerns and provide updates.	3.7200	4.00	1.02573	1.052	40.400	.000
3. Parents perceive KGBV schools as providing a supportive and conducive environment for their daughters' education.	3.5400	3.00	.98903	.978	50.000	.000
4. Parents are satisfied with the academic progress and overall development of their daughters at KGBV schools.	3.7000	5.00	1.10554	1.222	28.000	.000

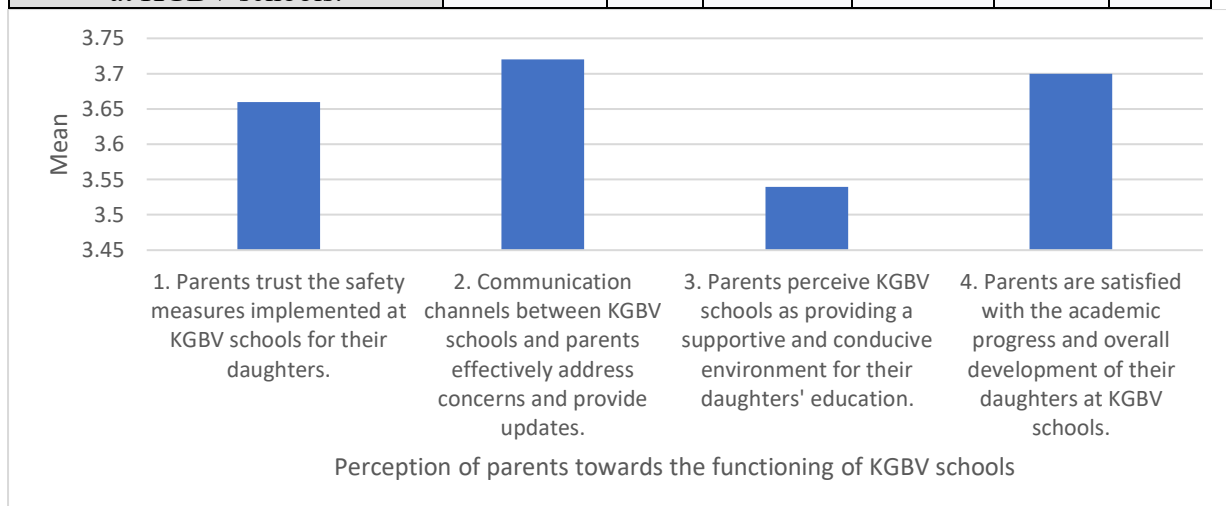


Figure 1 Perception of parents towards the functioning of KGBV schools

Table 1 and Figure 1 present statistical measures for statements reflecting the perception of parents towards the functioning of Kasturba Gandhi Balika Vidyalaya (KGBV) schools. These measures include the mean, mode, standard deviation, variance, chi-square statistic, and corresponding p-values, offering insights into parents' perspectives on various aspects of the school environment.

1. "Parents trust the safety measures implemented at KGBV schools for their daughters." The mean score is 3.6600, indicating a moderate level of trust in the safety measures. The mode is 3.00, suggesting variability in responses, with some parents expressing higher levels of trust. The standard deviation is 1.03690, indicating variability around the mean. The chi-square statistic is 36.000, with a corresponding p-value of .000, indicating a significant association between respondents' ratings and this statement.

2. "Communication channels between KGBV schools and parents effectively address concerns and provide updates." The mean score is 3.7200, indicating a moderate perception of the effectiveness of communication channels. The mode is 4.00, indicating variability in responses, with some parents perceiving effective communication. The standard deviation is 1.02573, indicating variability around the mean. The chi-square statistic is 40.400, with a corresponding p-value of .000, indicating a significant association between respondents' ratings and this statement.

3. "Parents perceive KGBV schools as providing a supportive and conducive environment for their daughters' education." The mean score is 3.5400, indicating a moderately positive perception of the school environment. The mode is 3.00, suggesting variability in responses. The standard deviation is .98903, indicating variability around the mean. The chi-square



statistic is 50.000, with a corresponding p-value of .000, indicating a significant association between respondents' ratings and this statement.

4. "Parents are satisfied with the academic progress and overall development of their daughters at KGBV schools." The mean score is 3.7000, indicating a moderate level of satisfaction with academic progress and overall development. The mode is 5.00, suggesting variability in responses, with some parents highly satisfied. The standard deviation is 1.10554, indicating variability around the mean. The chi-square statistic is 28.000, with a corresponding p-value of .000, indicating a significant association between respondents' ratings and this statement.

Perception of the students towards the functioning of KGBV schools

Table 2 Perception of the students towards the functioning of KGBV schools

Statements	Mean	Mode	Std. Deviation	Variance	Chi-Square	P-Value
1. Students feel valued and supported by teachers and staff at KGBV schools.	3.6600	3.00	1.05354	1.110	23.360	.000
2. The various extracurricular activities and facilities at KGBV schools contribute to students' overall satisfaction.	3.5000	3.00	1.10276	1.216	70.400	.000
3. Students perceive KGBV schools as providing equal opportunities for academic and personal growth.	3.5200	3.00 ^a	1.13846	1.296	41.600	.000
4. Students are content with their experiences at KGBV schools.	3.9400	5.00	1.14145	1.303	100.800	.000

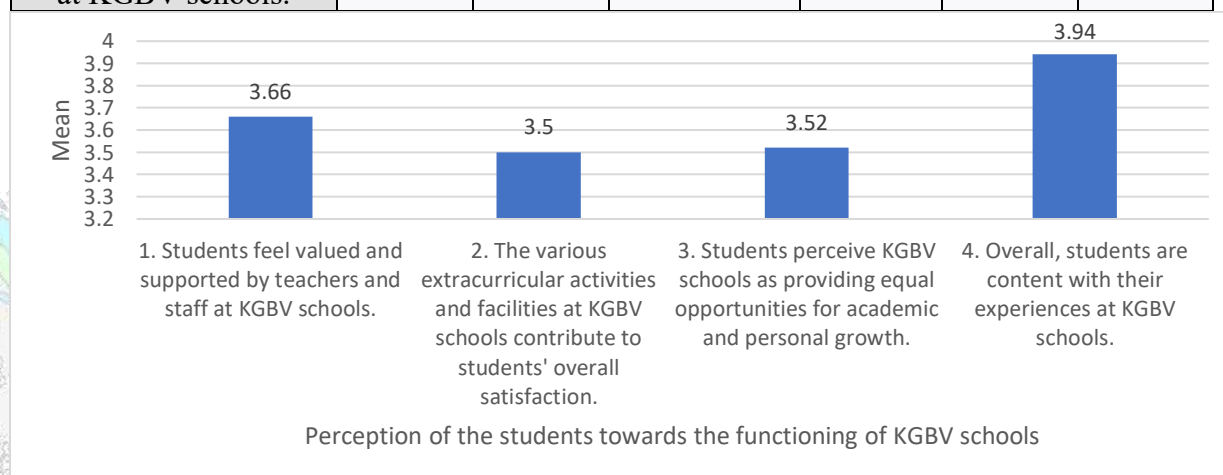


Figure 2 Perception of the students towards the functioning of KGBV schools

Table 2 and Figure 2 present statistical measures for statements reflecting the perception of students towards the functioning of Kasturba Gandhi Balika Vidyalaya (KGBV) schools. These measures include the mean, mode, standard deviation, variance, chi-square statistic, and



corresponding p-values, providing insights into students' perspectives on various aspects of the school environment.

1. "Students feel valued and supported by teachers and staff at KGBV schools." The mean score is 3.6600, indicating a moderate level of feeling valued and supported. The mode is 3.00, suggesting variability in responses, with some students feeling more valued and supported than others. The standard deviation is 1.05354, indicating variability around the mean. The chi-square statistic is 23.360, with a corresponding p-value of .000, indicating a significant association between respondents' ratings and this statement.
2. "The various extracurricular activities and facilities at KGBV schools contribute to students' overall satisfaction." The mean score is 3.5000, indicating a moderate level of satisfaction with extracurricular activities and facilities. The mode is 3.00, indicating variability in responses. The standard deviation is 1.10276, indicating variability around the mean. The chi-square statistic is 70.400, with a corresponding p-value of .000, indicating a significant association between respondents' ratings and this statement.
3. "Students perceive KGBV schools as providing equal opportunities for academic and personal growth." The mean score is 3.5200, indicating a moderately positive perception of equal opportunities for growth. The mode is 3.00, suggesting variability in responses. The standard deviation is 1.13846, indicating variability around the mean. The chi-square statistic is 41.600, with a corresponding p-value of .000, indicating a significant association between respondents' ratings and this statement.
4. "Students are content with their experiences at KGBV schools." The mean score is 3.9400, indicating a high level of contentment with school experiences. The mode is 5.00, indicating variability in responses, with some students highly content. The standard deviation is 1.14145, indicating variability around the mean. The chi-square statistic is 100.800, with a corresponding p-value of .000, indicating a significant association between respondents' ratings and this statement.

Facilities provided in the KGBV schools

Table 3 Facilities provided in the KGBV schools

Statements	Mean	Mode	Std. Deviation	Variance	Chi-Square	P-Value
1. The infrastructure at KGBV schools meets the educational needs of the students.	3.6719	5.00	1.19470	1.427	90.505	.000
2. Facilities such as libraries, laboratories, and playgrounds are adequately maintained and accessible at KGBV schools.	4.0677	5.00	1.03747	1.076	130.167	.000
3. KGBV schools provide essential amenities like clean water and sanitation facilities.	3.8177	4.00	1.05865	1.121	183.448	.000
4. Students find the facilities provided at KGBV schools satisfactory.	4.0573	4.00	.93766	.879	355.479	.000

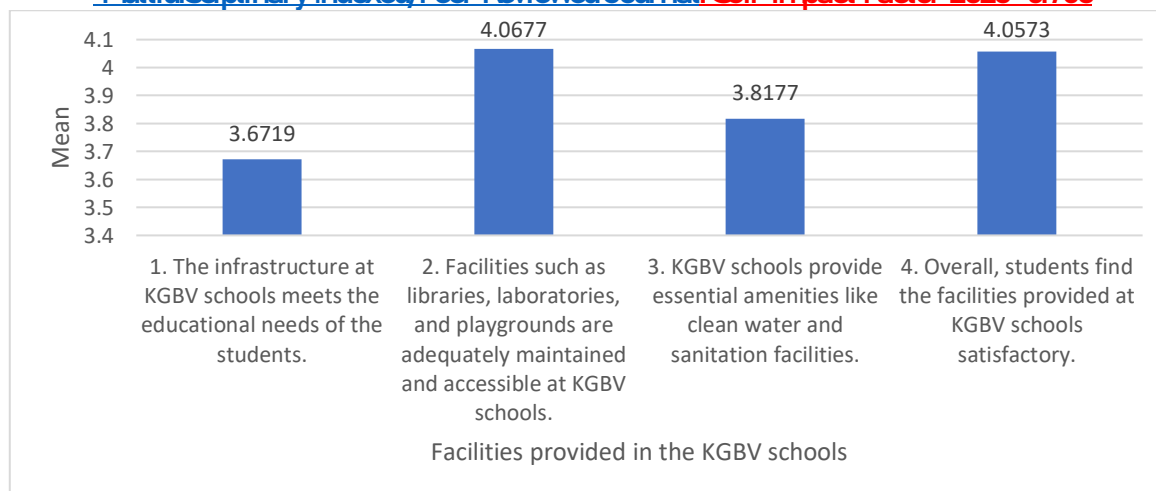


Figure 3 Facilities provided in the KGBV schools

Table 3 and Figure 3 presents statistical measures for statements regarding the facilities provided in Kasturba Gandhi Balika Vidyalaya (KGBV) schools. These measures include the mean, mode, standard deviation, variance, chi-square statistic, and corresponding p-values, offering insights into stakeholders' perceptions regarding the adequacy and satisfaction with school facilities.

1. "The infrastructure at KGBV schools meets the educational needs of the students." The mean score is 3.6719, indicating a moderate level of agreement with this statement. The mode is 5.00, suggesting that most respondents strongly agree with the statement. The standard deviation is 1.19470, indicating variability around the mean. The chi-square statistic is 90.505, with a corresponding p-value of .000, indicating a significant association between respondents' ratings and this statement.

2. "Facilities such as libraries, laboratories, and playgrounds are adequately maintained and accessible at KGBV schools." The mean score is 4.0677, indicating a high level of agreement with this statement. The mode is 5.00, suggesting strong agreement among most respondents. The standard deviation is 1.03747, indicating variability around the mean. The chi-square statistic is 130.167, with a corresponding p-value of .000, indicating a significant association between respondents' ratings and this statement.

3. "KGBV schools provide essential amenities like clean water and sanitation facilities." The mean score is 3.8177, indicating a moderate level of agreement with this statement. The mode is 4.00, suggesting agreement among most respondents. The standard deviation is 1.05865, indicating variability around the mean. The chi-square statistic is 183.448, with a corresponding p-value of .000, indicating a significant association between respondents' ratings and this statement.

4. "Students find the facilities provided at KGBV schools satisfactory." The mean score is 4.0573, indicating a high level of agreement with this statement. The mode is 4.00, suggesting agreement among most respondents. The standard deviation is .93766, indicating variability around the mean. The chi-square statistic is 355.479, with a corresponding p-value of .000, indicating a significant association between respondents' ratings and this statement.

These statistical measures offer valuable insights into stakeholders' perceptions regarding the adequacy and satisfaction with the facilities provided at KGBV schools, including infrastructure, maintenance of facilities, provision of essential amenities, and overall satisfaction with school facilities.

Conclusion

The Kasturba Gandhi Balika Vidyalaya (KGBV) initiative has played a significant role in transforming girls' education in Haryana, particularly for those from marginalized and economically weaker backgrounds. By providing free residential schooling, quality education, and skill development programs, KGBVs have contributed to increasing enrollment rates, reducing dropouts, and empowering girls to pursue higher education and career opportunities. These institutions have not only enhanced academic performance but also promoted self-confidence,



leadership skills, and socio-economic independence among students. The inclusion of vocational training, self-defense programs, and life skill development has further strengthened the initiative's impact, preparing girls for a self-reliant future. Despite these achievements, challenges such as infrastructure gaps, lack of trained teachers, cultural resistance, and limited awareness continue to hinder the full potential of KGBVs. Addressing these issues requires stronger policy measures, increased government funding, and community participation to create a more inclusive and supportive educational environment for girls. Additionally, monitoring and evaluation mechanisms should be improved to assess the program's long-term effectiveness and implement necessary reforms. The success of KGBVs in Haryana highlights the importance of targeted educational interventions in bridging the gender gap in education. Strengthening and expanding such initiatives will contribute to women's empowerment, economic progress, and overall societal development, ensuring that every girl receives the education she deserves.

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