

Status of Kasturaba Gandhi Balika Vidyalaya: A Case Study

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Abstract

The Kasturaba Gandhi Balika Vidyalaya (KGBV) is a government scheme which helps the schedule caste, schedule tribe and other minority girls of the Backward Block to develop their education and economic welfare. Educating the girls and also providing them quality education is a challenge for the government but the Kasturaba Gandhi Balika Vidyalaya scheme provides various facilities for girls education. A case study was conducted to know the status of the quality of physical Infrastructure available, student teacher Ratio and the facilities available for the teachers and the skill development programme for the KGBV girls in KGBV Somanathpur at Malkangiri district Odisha. From the study it is conclude that- the objective of the KGBV are established. The infrastructure facilities are available and also provide a quality education for the girls. There are various skills development for the girls students which is helpful for their future life. For the girls students a good hostel Facility is available and also provide free uniform and books. In fact there are shortage of teacher but they manage the classes. Although the Kasturaba Gandhi Balika Vidyalaya scheme provides various facilities for the girls' student. But there are necessary for other facilities like science and computer laboratory for the development of scientific and technology knowledge. Kasturaba Gandhi Balika Vidyalaya is a free scope for the girls students who are deprived from quality education but somehow the objectives of the KGBV school are not fulfilled. The Government should provide other facilities for the girls of Backward Blocks.

Keywords: Case study, KGBV, Somanathpur, Malkangiri

Introduction

Kasturaba Gandhi Balika Vidyalaya (KGBV) is a government initiative launched in **2004** by the Government of India under the Ministry of Education (India) to promote girls' education in educationally backward blocks of the country. The main objective of this scheme is to provide access to quality education for girls belonging to disadvantaged communities such as Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC), and minority groups. KGBVs are residential schools that primarily cater to girls from **Class VI to XII**, especially those who have dropped out of school or have never attended school. The program aims to reduce gender disparities in education by providing free education, accommodation, meals, uniforms, and learning materials. The scheme was initially implemented under the Sarva Shiksha Abhiyan and is now integrated with the Samagra Shiksha Abhiyan. Through this initiative, the government seeks to empower girls from marginalized backgrounds, improve literacy rates, and ensure equal educational opportunities. The status of KGBV

schools reflects the progress made in improving girls' access to education as well as the challenges that remain in infrastructure, quality of education, and management.

Education of girls has been a high priority with the Government of India. To achieve actual development of the society, both men and women needs to be empowered in all the aspects. The national commitment to provide free and compulsory education to all children in the 6-14 years of age group is now a fundamental Right of every child in India after the passing of the constitution 80th amendment Act in December 2002. But is it seen the girls' education has suffered for many reasons in our society. The proportion of girls in the total enrolment at the primary stage increased from 28.1 percent in 1950-51 to 46.7% in 2004-05. At the upper primary stage, girl's enrolment rose from 16.1% in 1950-51 to 44.4% in 2004-05. Enrolment of schedule caste and schedule tribe girls passes a greater challenge to India's education. The survey data revealed that the participation of the disadvantage girls in basic education has grown steadily over the year.

Empowerment of woman is possible the most critical pre-condition for the participation of girls and women in the educational process. NPE, 1986.

It is impossible to achieve Universal Elementary Education (UEE) unless concerned efforts are made to reach out to the girl child. Girls in the Educationally Backward Blocks, who cannot attend formal schools or have had to drop out, will be provided educational opportunity through Kasturba Gandhi Balika Vidyalaya a Residential schools. It helps them gain access to or create new educational, financial and social resources in their communities. It helps the girls improve their own lives and lives of their family. It also helps them develop the skills of independent decision making.

Education is a fundamental instrument for social transformation and gender equality. In India, girls from socio-economically disadvantaged backgrounds, particularly in rural and tribal areas, often face barriers such as poverty, early marriage, social discrimination, and lack of access to schools. To address these challenges and improve female literacy, the Government of India launched the Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme in 2004 under the Sarva Shiksha Abhiyan, which is now integrated into the Samagra Shiksha programme. The scheme aims to provide residential schooling facilities for girls belonging to marginalized groups such as Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC), minority communities, and families below the poverty line. It primarily targets educationally backward blocks where female literacy rates are low.

KGBVs function as residential schools providing free education, boarding, and other support services for girls typically from classes VI to XII. The initiative is designed not only to increase enrollment but also to ensure retention and completion of secondary education among disadvantaged girls. These schools help bridge gender and social disparities in education and promote empowerment through access to quality learning environments.

In the state of Odisha, where many rural and tribal communities still experience educational inequalities, KGBVs play a crucial role in promoting girls' education. Several KGBV hostels and residential facilities have been established in educationally backward blocks to provide access to schooling for girls from remote areas. For instance, the state has established around 173 KGBV hostels to support residential education for girls in disadvantaged regions.

Despite the expansion of KGBVs, the functioning and effectiveness of these institutions face several challenges such as infrastructure gaps, staff shortages, retention issues, and management constraints. Reports indicate that some KGBVs across India remain partially functional or non-functional due to delays in infrastructure development, funding issues, or administrative difficulties.

Against this background, examining the status, functioning, and challenges of Kasturba Gandhi Balika Vidyalayas in Odisha becomes important. This study aims to analyze the current situation of KGBVs in the state, assess their contribution to girls' education, and identify the issues that influence their performance and effectiveness.

In the state of Odisha, the Kasturba Gandhi Balika Vidyalaya scheme plays an important role in promoting girls' education in rural and backward blocks. The schools operate as residential institutions providing free education and hostel facilities to girls belonging mainly to SC, ST, OBC, minority, and economically weaker sections. At present, Odisha has around 200+ functional KGBV schools located in different districts of the state. These schools generally provide education from Class VI to Class XII, with residential facilities that ensure safe accommodation and learning opportunities for girls who come from remote villages. The Odisha government has also taken steps to improve infrastructure and expand facilities in KGBV schools. For example, new hostel buildings and extension blocks have been constructed in some districts to accommodate more students and provide facilities for higher classes. These developments allow girls to continue their education beyond upper primary levels. In addition, KGBV hostels across the state support thousands of girls from disadvantaged backgrounds, ensuring that they receive free education, food, and accommodation. The scheme has helped increase girls' enrollment in secondary education and has contributed to reducing gender gaps in schooling. However, certain challenges still remain, such as limited infrastructure in some schools, shortage of teachers, and the need for better academic and vocational training programs. Addressing these issues will further strengthen the role of KGBVs in empowering girls through education in Odisha.

Review of Literature

Several studies and government reports have examined the impact of Kasturba Gandhi Balika Vidyalaya on improving girls' education in India, particularly in rural and marginalized communities.

Research related to the scheme shows that residential schooling for girls has significantly improved enrollment and retention among disadvantaged groups, especially Scheduled Castes (SC), Scheduled Tribes (ST), and minority communities. Studies conducted under the Sarva Shiksha Abhiyan highlight that KGBVs were established to reduce gender disparity in education in educationally backward blocks. These residential schools provide free education, accommodation, meals, textbooks, and uniforms, which help overcome socio-economic barriers that often prevent girls from attending school.

Various reports from the Ministry of Education (India) indicate that the KGBV scheme has contributed to increasing the enrollment of girls in upper primary and secondary education. Across India, more than 7.5 lakh girls are enrolled in over 5,600 KGBVs, demonstrating the large scale of the initiative. However, some studies highlight challenges such as infrastructure shortages, teacher vacancies, and lower retention rates at the secondary level.

Scholars and policy analysts also emphasize that KGBVs play an important role in reducing dropout rates and empowering girls through education, particularly in rural and tribal areas. The integration of the scheme into the Samagra Shiksha Abhiyan has further strengthened the program by expanding facilities up to higher secondary levels and improving monitoring and funding mechanisms.

Overall, the literature suggests that while KGBVs have significantly improved access to education for marginalized girls, continued improvements in infrastructure, teacher training, and academic support are necessary to enhance the effectiveness of the program.

- Gogoi, S. (2015) studied on “Title: Evaluation of Kasturba Gandhi Balika Vidyalaya in Assam with Special Reference to its Management” and reported that KGBVs improved access to education for girls from marginalized communities but faced challenges such as inadequate infrastructure, insufficient staff, and administrative constraints.
- Nair, P. (2016) studied on “Title: Impact of Residential Schooling on Girls’ Education: A Study of Kasturba Gandhi Balika Vidyalayas” and found that residential schooling increased girls’ participation in education and reduced dropout rates in rural areas.
- Rani, S. (2016) studied on Title: Socio-Educational Impact of Kasturba Gandhi Balika Vidyalayas and the study showed that KGBVs significantly contribute to the social empowerment of girls by delaying early marriage and promoting higher education aspirations.
- Singh, P. (2016) investigated on “Title: Educational Development of Girls through Kasturba Gandhi Balika Vidyalayas” and reported that improved attendance and retention among girls who previously dropped out of school.
- Anand, S., & Das, B. (2017) studied on the “Title: Bridging the Gaps in Girls’ Education: The Case of Kasturba Gandhi Balika Vidyalayas” and concluded that KGBVs play a significant role in reducing gender disparities in education by providing residential schooling to girls from disadvantaged communities. It also highlighted the importance of community participation and parental support.
- Khan, A. (2017) investigated on Title: Implementation of Kasturba Gandhi Balika Vidyalaya Scheme in India and the research highlighted administrative challenges such as inadequate funding, shortage of trained teachers, and monitoring issues.
- Mishra, S., & Mohanty, J. (2017) investigated on the “Title: Role of Kasturba Gandhi Balika Vidyalayas in Empowering Rural Girls” and reported that KGBVs help build confidence, leadership qualities, and educational aspirations among rural girls.
- Gupta, M. (2018) studied on the title: A Study on the Functioning of Kasturba Gandhi Balika Vidyalayas and the research found that despite infrastructural challenges, KGBVs have improved access to schooling for girls from marginalized groups.
- Patil, S. (2018) studied on Title: School Environment and Learning Outcomes in Kasturba Gandhi Balika Vidyalayas and the study indicated that supportive teacher–student relationships positively influence learning outcomes in KGBV schools.
- Sharma, R. (2018) studied on the “Title: Educational Opportunities for Marginalized Girls: An Evaluation of KGBV Schools in Rural India” and major findings are KGBVs significantly improved literacy and educational access for girls belonging to SC, ST, and minority communities.
- Choudhury, S. (2019) researched on Title: Role of KGBV Schools in Achieving Gender Equity in Education and the study indicated that KGBVs are instrumental in bridging gender gaps in literacy and schooling in educationally backward districts.
- Das, K., Adhikari, S. R., & Sen, S. K. (2019) conducted study on A Probe into the Effect of Kasturba Gandhi Balika Vidyalaya Scheme as a Catalyst to Academic Motivation of Female Learners and the major findings are that the study compared the academic motivation of girls studying in KGBVs with non-beneficiaries. Results showed that KGBV students demonstrated higher self-efficacy, intrinsic motivation, and cognitive strategy use. The residential environment of KGBV schools positively influences academic motivation and self-regulation among disadvantaged girls.
- Verma, A. (2019) studied on the Title: Academic Achievement of Girls Studying in Residential Schools: A Study of KGBVs findings showed that the residential environment contributes to better academic per-

formance and disciplined learning habits.

Tripathi, R. (2020) investigated on Title: Educational Inclusion of Marginalized Girls through Residential Schooling: Evidence from KGBVs and the research concluded that residential schooling provides a safe environment for girls from remote and socially disadvantaged communities.

A study conducted by National Council of Educational Research and Training (NCERT). (2023) on the title “National Evaluation of Kasturba Gandhi Balika Vidyalaya Scheme” and the major findings are KGBVs improved enrollment of marginalized girls but also identified challenges such as limited teacher availability, infrastructure gaps, and inadequate subject options in some schools.

Kumar, V., & Singh, M. K. (2024) studied on “Study of the Educational Achievement of Girls in Kasturba Gandhi Balika Vidyalayas in the Context of Educational Adjustment” and the major findings are the relationship between educational adjustment and academic achievement among girls studying in KGBVs in Pilibhit district. The study found that better emotional and social adjustment among students was associated with higher academic achievement.

Sen, V., Das, K., & Adhikari, S. R. (2025) investigated on the “Title: Examining the Impact of the Kasturba Gandhi Balika Vidyalaya Scheme on Academic Life Satisfaction of Female Learners” and found that that girls living in KGBV hostels displayed academic life satisfaction comparable to non-beneficiary students. The scheme helps promote psychological well-being and academic stability among girls from disadvantaged backgrounds.

The study conducted by Ministry of Education, Government of India. (2025) on the “Title: Performance and Retention Trends in Kasturba Gandhi Balika Vidyalayas” and revealed that improved retention at the upper-primary level (over 84%), but completion rates at the secondary level remain below 50%, indicating the need for stronger support systems.

Significance of the study

Keeping in the major issues and concerns in achieving the goal, the tenth five year plan recommended gender specific schemes to reduce gender disparity in education. The government of India has declared massive flagship programmers through Surva Skiksha Abhiyan in mission mode across the country. The right to education act came into force with effect from 1st April 2010. The SSA Framework of implementation was being revised in the light of Right to education Act 2009. Odisha also implemented quality initiative program to improve the level of girl’s education.

The Kasturaba Gandhi Balika Vidyalaya School are working for additional support for girls from disadvantaged communities. These schools uplift the start of girls in the society to improve the quality education at elementary level.

From the review of related literature the researcher have come to know that many researchers have conducted various research in Kasturaba Gandhi Valika Vidyalaya. But very less studied found in case infrastructure facilities and teacher training programme on KGBV. Based on the above discussion the researcher has decided to conduct a study on the Status of Kasturaba Gandhi Balika Vidyalaya on KGBV Somnathpur in Malkangiri district.

Statement of the problem

“A case study on Kasturaba Gandhi Balika Vidyalaya, Somanathpur of Malkangiri district”.

Operational Definition

- KGBV- Kasturaba Gandhi Balika Vidyalaya
- CASE STUDY a case study is a written account that gives detailed information about a person, group or thing and their development over a period of time

Objective of the Study

1. To study the quality of physical Infrastructure available in KGBV Somanathpur of Malkangiri district with regards to
 - Environment of the school and Infrastructure facilities.
 - Facility available in the hostel.
 - Using of ICT and teaching learning materials.
 - Availability of science and computer laboratory.
2. To study the Student Teacher Ratio and the facilities available for the teachers.
3. To study the skill development programme for the KGBV girls.

Research Question

1. What are the physical infrastructure are available in KGBV School in Somnathpur ?
2. What are the facilities for KGBV teacher and their students Ratio?
3. What is the skill development programme for KGBV girls?

Methodology

In the present a case was conducted by the researcher to find out the STATUS OF KASTURABA GANDHI BALIKA VIDYALAYA School in Somnathpur Malkangiri District.

Population: - The population of the present study consists of the students, teachers and Headmaster of the KGBV Somnathpur School of Malkangiri District.

Sample:- The sample is sub-set of the population that is selected for a particular research. In this study the researcher has selected the sample randomly.

The researcher has selected the sample as following.

- 20 students from class 8th.
- 20 students from class 7th.
- 10 students from class 6th.
- Five Teachers from this school and The Headmaster

Tools Used

The researcher used the following tools technique for collection of relevant data

- The tools are self made questionnaire for students of KGBV School Somnathpur to collect data regarding various facilities and teaching learning process.
- Interview schedule for Teachers was used for sample teachers to collect data regarding various school facilities.
- Check list for Headmaster to collect data regarding various important component for enhancing their academic development.

Data Collection Procedure

The investigator herself visited to the school which is taken for the study. First she took permission from the head of the institution and collected the required data from the students, teachers, Headmaster through the questionnaire, interview schedule and check list.

Analysis of Data

The collected data regarding various facilities, which could enhance the academic achievements of the tribal students were organized and arranged in a systematic manner, then the data were tabulated and displayed in tabular form for convenience of interpretation of result.

Data Interpretation

The investigator had collected data through different tools and analyzed through table and put simple percentage.

Major Findings of the Study

- The Infrastructure Facilities like school Buildings. Boundary wall, Play ground. Blackboard, Furniture are sufficient.
- Specific subject Teachers to teach English, Mathematics and Computer are not in sufficient number.
- The Teacher – student Ratio is not maintained due to shortage of staff.
- Some of the students are not understand the teaching language while teaching.
- There are not sufficient class rooms for the students.
- The school has require additional teachers.
- Mid-day meal for all the students is available.
- All the teachers are using TLM while teaching.
- There are Training facilities for the teacher's development.
- The study materials and uniform are supplied for all the girl's students.
- Adequate play materials are not supplied for the students.
- The school provides tailoring training for girl's students.
- The Hostel environment is suitable for the girls students and the Hostels rule and regulation is very strict.

Suggestions

The following suggestion can be given for improvement of the school and the students.

- ●Government should provide adequate no of teachers.
- More classrooms should be required.
- The rules of the hostel and school are not be too strict for the student.
- Visit of higher authorities should be in regular time interval to solve the school problem.
- Teacher should used multilingual approach, which the student can understand different school easily and can clear their doubts.
- The Govt. should provide attractive incentive to the girls students who are doing well in Examination.
- The Govt. should provide different vocational training for the girl students.

Educational Implication

The suggestion given by the Headmaster, teachers should be taken care by the Government. Planners and administration and appropriate steps will be taken by the government for the solution of various problems.

Conclusion

Kasturba Gandhi Balika Vidyalaya has played a significant role in expanding educational opportunities for girls from disadvantaged communities in rural and backward areas of India. The residential nature of these schools helps overcome barriers such as poverty, distance from schools, and social restrictions that often prevent girls from continuing their education. Over the years, the scheme has contributed to increasing enrollment and retention of girls in the schooling system. However, some challenges still remain, including the need for improved infrastructure, better teacher availability, enhanced academic support, and stronger monitoring systems. Overall, KGBV remains an important step toward achieving gender equality in education and empowering girls through knowledge and skills. Continued investment, effective implementation, and community participation are essential to further strengthen the program and ensure that every girl has the opportunity to receive quality education. Kasturba Gandhi Balika Vidyalayas have emerged as a significant initiative for promoting girls' education in India, particularly among marginalized and economically disadvantaged communities. In Odisha, these residential schools play an important role in improving access to education for girls living in remote, tribal, and educationally backward areas. By providing free education, accommodation, and academic support, KGBVs contribute to reducing gender disparities and enhancing educational participation among disadvantaged groups.

From the study it is concluded that the infrastructure facilities are available and also provide a quality education for the girls. For the girls students a good hostel facility is available and also provide free uniform and books. In fact there are shortage of teacher but they manage the classes. Although the Kasturba Gandhi Balika Vidyalaya scheme provides various facilities for the girls' student. But there are necessary for other facilities like science and computer laboratory for the development of scientific and technology knowledge. Kasturba Gandhi Balika Vidyalaya is a free scope for the girls students who are deprived from quality education but somehow the objectives of the KGBV school are not fulfilled. The Government should provide other facilities for the girls of Backward Blocks.

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