

# Socio-Educational Profile and Institutional Functioning of Kasturba Gandhi Balika Vidyalaya (KGBV): A Stakeholder-Based Analytical Study in Bhagalpur District Bihar

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## Abstract

The present study analyses the current status and functioning of Kasturba Gandhi Balika Vidyalaya (KGBV) in Bhagalpur district of Bihar with reference to parental background, institutional facilities, and the educational experiences of girls. The study adopted a descriptive survey method, and data were collected from 50 teachers, 50 parents/community members, and 200 girls studying in KGBV through a structured opinionnaire. The collected data were analysed using simple percentage statistics. The findings reveal that a large proportion of parents belong to educationally disadvantaged backgrounds, with 48% being illiterate and 64% having education below matric level. Despite this, 100% of parents recognized the importance of girls' education, and most were aware of KGBV through community networks such as neighbours and friends. The admission process in KGBV is inclusive and non-selective, and bridge courses are provided to support students with interrupted schooling. The study found that essential facilities such as hostel accommodation, food, drinking water, textbooks, and security arrangements are widely available. However, significant concerns were reported regarding insufficient classrooms, delayed distribution of textbooks, limited sports resources, and lack of remedial classes. Mathematics emerged as the most difficult subject for the majority of girls. KGBV plays a crucial role in promoting access to education for marginalized girls, though improvements in infrastructure, academic support, and resource management are necessary to enhance institutional effectiveness.

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**Keywords:** KGBV, Educational Access, Marginalized Communities, Infrastructure Facilities, Parental Awareness, Educational Equity.

## Introduction

Educational inequality remains one of the most persistent expressions of social stratification in developing societies, where structural disadvantage is shaped by the intersection of gender, poverty, caste, and spatial marginality. Despite substantial global commitments under Sustainable Development Goal 4 (SDG 4), which advocates inclusive and equitable quality education for all, progress continues to reflect uneven distribution of opportunity (UNESCO, 2022; World Bank, 2018). In South Asia, educational exclusion is not merely a matter of access but a consequence of deeply embedded socio-cultural and economic constraints that disproportionately affect adolescent girls (King & Winthrop, 2015; Unterhalter, 2019). Early marriage, unpaid

domestic labour, safety concerns, and intergenerational poverty continue to interrupt educational pathways, particularly at the secondary stage (Hunt, 2008; Lewin, 2007). In the Indian context, educational expansion since the early 2000s has significantly improved enrolment at the elementary level. Large-scale initiatives have expanded school infrastructure and increased Gross Enrolment Ratios (Government of India [GoI], 2023). However, transition and completion rates at upper primary and secondary levels reveal persistent gender and social disparities, especially in economically vulnerable states (Tilak, 2002; ASER Centre, 2022). Access, therefore, has not automatically translated into equitable participation or meaningful learning outcomes. As scholars argue, quantitative inclusion without qualitative transformation risks reproducing inequality within the schooling system (Reay, 2017; World Bank, 2018).

It is within this broader structural context that the Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was introduced in 2004 as a focused intervention to address gender disparities in Educationally Backward Blocks. Initially launched under the Sarva Shiksha Abhiyan and later subsumed into Samagra Shiksha, the scheme provides residential schooling for girls from Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC), minority communities, and economically disadvantaged families (GoI, 2023). By integrating academic instruction with hostel accommodation, nutritional support, textbooks, and supervised study environments, KGBV attempts to remove contextual barriers that prevent girls from enrolling in and completing secondary education.

The residential model represents a distinctive institutional strategy. Unlike conventional day schools that require students to negotiate daily domestic responsibilities and travel constraints, KGBV relocates girls into a structured learning environment designed to ensure continuity and safety. International research on boarding and residential schooling suggests that such models can improve retention and academic focus where socio-cultural or geographic barriers inhibit regular attendance (Bray, 1996; Little, 2008). However, the success of residential schooling depends heavily on institutional culture, teacher quality, governance mechanisms, and psychosocial support systems (Morrow & Singh, 2014).

The relevance of KGBV becomes especially pronounced in Bihar, a state historically marked by lower literacy rates, entrenched caste hierarchies, rural predominance, and widespread economic vulnerability. Female literacy in Bihar increased significantly over the past two decades, yet it remains below the national average (Census of India, 2011; GoI, 2023). Secondary-level dropout among girls continues to pose policy challenges, particularly in districts characterized by poverty and early marriage prevalence (International Institute for Population Sciences [IIPS], 2021). These structural conditions create a fragile educational environment in which girls' schooling trajectories are often interrupted.

Bihar's socio-educational landscape is further shaped by the concentration of first-generation learners. Many families lack prior exposure to formal schooling, limiting academic support at home. Research indicates that parental educational attainment significantly influences children's learning trajectories and aspirations (Desai & Kulkarni, 2008). In contexts where households struggle with income instability, adolescent girls are more likely to withdraw from school to contribute to domestic or economic responsibilities (Tilak, 2002). Thus, educational inequality is reproduced not only through institutional barriers but also through structural socioeconomic arrangements.

From a theoretical standpoint, the KGBV model can be interpreted through Bourdieu's framework of cultural capital. Educational institutions often privilege linguistic competence, behavioural codes, and symbolic dispositions associated with dominant social groups (Bourdieu, 1986; Bourdieu & Passeron, 1990). Students from marginalized backgrounds may lack access to such institutionalized capital, leading to subtle forms of exclusion (Reay, 2017). From this standpoint, KGBV's provision of secure accommodation, food security, and continuous schooling may reduce "conversion constraints" linked to poverty and patriarchal control (Robeyns, 2017). Yet, capability expansion requires not only access but also quality learning, critical reasoning, and opportunities for progression to higher education or employment.

Educational exclusion among girls is shaped by interlocking structural forces. Poverty constrains households' ability to prioritize schooling, particularly when immediate economic survival is at stake (Lewin, 2007). In South Asia, early marriage and gendered labour expectations contribute significantly to dropout at the secondary stage (Hunt, 2008; King & Winthrop, 2015). In India, caste-based marginalization compounds gender disadvantage, influencing transition rates and academic outcomes (Desai & Kulkarni, 2008).

The PROBE Report (1999) highlighted systemic deficiencies in public education across northern India, including infrastructure gaps and teacher absenteeism. Subsequent evidence indicates improvements in access but persistent concerns regarding learning quality and institutional accountability (ASER Centre, 2022). Residential schooling has been promoted internationally as a strategy to address geographic isolation and socio-cultural barriers (Bray, 1996; Little, 2008). However, institutional effectiveness depends on governance quality, staff stability, and student well-being (Morrow & Singh, 2014). While preliminary assessments of KGBV suggest improved retention, peer-reviewed evidence evaluating learning outcomes and empowerment indicators remains sparse (NUEPA, 2016).

Despite nearly two decades of implementation, scholarly research on KGBV remains limited in scope. Existing evaluations primarily document enrolment growth and infrastructural provisioning (NUEPA, 2016; GoI, 2023). Broader educational debates caution that rapid expansion without parallel improvement in quality risks producing "schooling without learning" (ASER Centre, 2022; World Bank, 2018). Furthermore, global gender assessments emphasize that educational access must translate into economic and civic participation to ensure substantive equality (World Economic Forum, 2023).

Thus, examining KGBV in Bihar requires a shift from descriptive analysis to a multidimensional, theoretically grounded evaluation. The central question is whether the scheme functions as a transformative educational intervention capable of expanding capabilities, redistributing cultural capital, and challenging patriarchal structures—or whether it remains primarily an access-oriented welfare measure.

### **Objectives of the study**

- To analyse the present scenario of KGBV in Bhagalpur district of Bihar.
  - Level of Education of Parents of KGBV Girls students
  - Parents' Consciousness Regarding Their Child's Education
  - Knowledge and Source of Information about KGBV
  - admission process at KGBV
  - Encouragement to take admission in KGBV
  - satisfaction in KGBV
  - Infrastructure Facilities of KGBV
  - Teaching–Learning Process in KGBV
  - Subject Difficulty in KGBV
  - Games and Sports Facilities of KGBV
  - Food facilities in KGBV
  - Health and Hygiene of Girls in KGBV
  - Security of Girls in KGBV

### **Delimitation of the study**

The study was delimited to the Kasturba Gandhi Balika Vidyalaya running under Govt. only. the study was delimited to the Bhagalpur district of Bihar state only.

## Methodology

The present study was descriptive survey type research. 50 KGBV teachers, 50 parents and communities and 200 Girls students enrolled in KGBV selected randomly from Bhagalpur district Bihar. Opinionnaire items was used by Researcher for the present study.

## Analysis and interpretation

Researcher collected data from KGBV teachers, parents and communities and 200 Girls students enrolled in KGBV and analyse with simple statistics as percentage.

### Level of Education of Parents of KGBV Girls students

Level of Education	Parents (N=50)	Percentage (%)
Illiterate	24	48%
Under Matric	8	16%
Matric	6	12%
Intermediate	12	24%
Graduate	0	0%
Total	50	100%

The above table presents the distribution of parents according to their educational qualification. It is evident that the educational background of the parents of KGBV girl's students is generally low. the largest proportion 48% are illiterate. This indicates that nearly half of the students belong to families where parents lack basic literacy skills. Such a condition may limit the academic support available to students at home. the data reveal that 64% of the parents (illiterate and under matric) have very low educational attainment. This suggests that most KGBV girl's students come from educationally disadvantaged backgrounds. The findings emphasize the crucial role of institutional support provided by KGBV in bridging the educational gap and promoting academic advancement among girls from marginalized communities.

### Parents' Consciousness Regarding Their Child's Education

Opinion	Number of Girls (N = 200)	Percentage
Yes	200	100%
No	0	0%
Total	200	100%

All 200 respondents (100%) reported that their parents are conscious and supportive of their educational pursuits. This complete agreement suggests a strong parental recognition of the importance of girls' education. The parental consciousness toward girls' education is not a limiting factor within the studied group. Instead, it appears to function as a supportive element in the educational development of the students.

### Knowledge of Parents about KGBV

S. No.	Items	Yes	%	No	%	Total
1	Do you know about KGBV?	42	84	8	16	50
2	Has any girl from your family taken admission in KGBV?	15	30	35	70	50
3	Do you feel that girls' education is necessary nowadays?	50	100	0	0	50
4	Are you satisfied with the education provided to girls in KGBV?	36	72	14	28	50

The findings present a strongly encouraging yet analytically significant picture. An overwhelming majority of parents (84%) are aware of KGBV, demonstrating substantial outreach and program visibility. However, only 30% have enrolled a girl from their family, revealing a considerable gap between awareness and actual participation. This disparity suggests that structural, socio-economic, or cultural factors may continue to influence enrollment decisions despite widespread knowledge of the scheme. Notably, there is unanimous consensus (100%) among parents regarding the necessity of girls' education in the contemporary context, reflecting a profound attitudinal transformation toward female empowerment. Furthermore, while a substantial proportion (72%) of parents express satisfaction with the quality of education provided, the remaining 28% indicate areas requiring improvement. Overall, the data reflect a highly positive parental outlook toward girls' education and KGBV, while simultaneously underscoring the need for strategic interventions to enhance enrollment and institutional quality.

### Opinion of Parents regarding Source of Information about KGBV

Source of Information	Number of Parents	Percentage
From Neighbours	25	50%
From Friends	11	22%
From Advertisement	9	18%
From Other Sources	5	10%
Total	50	100%

The table clearly illustrates that awareness of KGBV is predominantly shaped by community-based interpersonal communication rather than formal promotional channels. A significant proportion of parents (50%) reported that they became aware of the scheme through neighbours, identifying local social networks as the most influential source of information. Similarly, 22% of parents cited friends as their source, further emphasizing the central role of informal, trust-based interactions in disseminating knowledge about KGBV. In contrast, only 18% of parents learned about the scheme through advertisements, while 10% mentioned other sources. The relatively lower reliance on formal media channels indicates that structured publicity efforts have comparatively limited reach in this context. Strengthening local outreach mechanisms and leveraging social networks could therefore substantially enhance the program's visibility and potentially improve enrollment outcomes.

### Opinion of Girls about admission process at KGBV

S. No.	Items	Yes	%	No	%	Total
1	Does KGBV organize an entrance test?	0	0.00%	200	100%	200
2	Have you attended any other school before joining KGBV?	110	55%	90	45%	200
3	Are you being provided with bridge classes?	125	62.5%	75	37.5%	200
4	Are you aware of the facilities available here?	161	80.5%	39	19.5%	200

The findings clearly establish that KGBV follows a fully non-selective admission policy, with 100% of respondents confirming the absence of an entrance examination, thereby reinforcing its inclusive mandate for marginalized girls. While 55% of students had prior schooling experience, a significant 45% had not attended school before, highlighting persistent educational discontinuity. Although 62.5% reported receiving bridge classes, 37.5% did not, indicating gaps in uniform academic support. Additionally, 80.5% were aware of available facilities, whereas 19.5% lacked awareness. Overall, KGBV demonstrates strong inclusivity and support mechanisms, yet requires administrative strengthening to ensure equitable and consistent educational experiences for all students.

### Opinion of Girls regarding Source of Information about KGBV

Source of Information	Number of Girls	Percentage
From Parents	15	7.5%
From Neighbours	118	59%
From Friends	59	29.5%
From Advertisement	8	4%
Total	200	100%

The data reveal that awareness of KGBV among girls is overwhelmingly shaped by informal community networks rather than formal communication channels. A majority (59%) learned about KGBV through neighbours, while 29.5% received information from friends, collectively accounting for 88.5% of responses and underscoring the dominant role of interpersonal interaction in disseminating information. In contrast, only 7.5% became aware through parents and a mere 4% through advertisements, indicating the limited reach of formal media outreach. Overall, the findings highlight the decisive influence of grassroots social networks in promoting awareness of KGBV and suggest the need to strengthen structured awareness campaigns to complement community-based communication.

### Opinion of Girls regarding Encouragement to take admission in KGBV

Source of Encouragement	Number of Girls	Percentage
Parents	17	8.5%
Teachers	130	65%
Friends	12	6%
Neighbours	41	20.5%
Total	200	100%

The findings clearly demonstrate that teachers serve as the primary motivating force behind girls' enrollment in KGBV, with a significant majority (65%) reporting encouragement from teachers. This underscores the pivotal role of educators as active agents of educational mobilization and outreach. Neighbours account for 20.5% of motivation, highlighting the continued relevance of community-level influence. In contrast, parental encouragement (8.5%) and peer influence (6%) remain comparatively limited, possibly reflecting familial constraints or lower awareness levels. Overall, the data emphasize the decisive impact of teachers in facilitating access to KGBV, positioning institutional outreach as more influential than family or peer-driven motivation.

### Opinion of Girls regarding satisfaction in KGBV

Item	Response Category	Number of Girls	Percentage
How do you feel here?	Good	160	80%
	Very Good	0	0%
	Bad	40	20%
	Total	200	100%

The findings reveal that a substantial majority of girls (80%) perceive their stay in KGBV as "Good," indicating overall satisfaction with the institutional environment, academic setting, and residential facilities. However, 20% reported a negative experience, pointing to areas of concern that may relate to infrastructure, emotional well-being, or academic support. Notably, none of the respondents selected the "Very Good" category, suggesting moderate contentment rather than high levels of enthusiasm. Overall, while perceptions are largely positive, the data highlight the need for qualitative enhancements to foster a more enriching and fully satisfying educational environment.

### General Information Related to the Views of Teachers about KGBV

S. No.	Items	Yes	%	No	%	Total
1	Is there any provision of entrance test for admission?	0	0.00%	50	100%	50
2	Do students receive any bridge course?	50	100%	0	0.00%	50

The findings indicate complete unanimity among teachers regarding both admission and academic support practices in KGBV. All teachers (100%) confirmed the absence of an entrance examination, reaffirming the institution's inclusive and non-selective admission policy aimed at ensuring equitable access for marginalized girls. Additionally, 100% of teachers reported the provision of bridge courses, reflecting a systematic commitment to remedial support and academic integration for newly admitted or academically disadvantaged students. This open-access policy is strategically reinforced by the universal implementation of bridge courses, which serve as a vital pedagogical scaffold for students with interrupted or diverse learning histories. Ultimately, the synergy between non-selective entry and structured academic support reflects a robust, equity-driven model designed to bridge the gap between social vulnerability and formal curriculum standards.

**Views of Parents / Community Members on Infrastructure Facilities of KGBV**

S. No.	Items	Yes	%	No	%	Total
1	Are there sufficient classrooms for the children?	5	10%	45	90%	50
2	Are there hostel facilities for girls?	44	88%	6	12%	50
3	Does KGBV provide games and sports facilities?	35	70%	15	30%	50
4(a)	Does the child get a school uniform?	50	100%	0	0%	50
4(b)	Does the child get a sports uniform?	33	66%	17	34%	50
5	Are there toilet facilities in KGBV?	45	90%	5	10%	50
6	Does the child get fresh drinking water?	50	100%	0	0%	50
7	Does KGBV provide textbooks to the child?	50	100%	0	0%	50
8	Are you satisfied with the infrastructure facilities?	6	12%	44	88%	50

The findings reveal a complex and largely critical perception of KGBV's infrastructural facilities. While essential amenities such as fresh drinking water, textbooks, and school uniforms are universally available (100%), and a strong majority confirm the presence of hostel (88%) and toilet facilities (90%), serious structural deficiencies persist. Notably, 90% of respondents reported insufficient classrooms, indicating overcrowding and inadequate teaching space. Although 70% acknowledged the availability of games and sports facilities, only 66% reported provision of sports uniforms, reflecting partial support for co-curricular development. Despite the availability of basic necessities, overall satisfaction remains strikingly low, with only 12% expressing satisfaction and 88% reporting dissatisfaction. Collectively, the data suggest that while foundational services are maintained, significant improvements in physical infrastructure—particularly classroom adequacy and structural quality—are imperative to enhance stakeholder confidence and institutional effectiveness.

**Views of Girls on the Infrastructure Facilities of KGBV**

S. No.	Items	Yes	%	No	%	Total
1	Are there sufficient classrooms for you?	47	23.5%	143	77.5%	200
2	Are hostel facilities available in KGBV?	200	100%	0	0%	200
3	Do you get fresh drinking water?	200	100%	0	0%	200
4	Do you know about your books and syllabus?	133	66.5%	77	38.5%	200
5	Are books provided?	200	100%	0	0%	200
6(a)	Are books given at the beginning of the session?	0	0%	200	100%	200
6(b)	Are books given in the middle of the session?	200	100%	0	0%	200
6(c)	Are books given at the end of the session?	0	0%	200	100%	200
7(a)	Do you receive a school uniform?	169	84.5%	31	15.5%	200
7(b)	Do you receive a sports uniform?	81	40.5%	119	59.5%	200
8	Are food facilities provided?	200	100%	0	0%	200
10	Is there a toilet facility in your school?	200	100%	0	0%	200
11	Are the toilets clean?	107	53.5%	93	46.5%	200

The findings highlight both strengths and infrastructural challenges within KGBV. A significant majority of girls (77.5%) reported insufficient classrooms, indicating overcrowding that may affect learning quality. However, essential facilities such as hostel accommodation, food, drinking water, textbooks, and toilets are universally available (100%), reflecting strong welfare support. Textbooks are distributed mid-

session (100%), which may delay academic preparation, and 33.5% lack awareness of books and syllabus details. While 84.5% receive school uniforms, only 40.5% receive sports uniforms, and just 53.5% find toilets clean. Overall, improvements in infrastructure, timely resource distribution, co-curricular support, and maintenance are needed.

### Views of Girls on Classroom Facilities

Item	Classroom Facilities	Number of Girls Reporting Availability	Percentage
What are facilities available in your class-room?	Bench and Desks	55	27.5%
	Light	175	87.5%
	Mat	191	95.5%
	Blackboard	181	90.5%
	Window	134	67%

The findings reveal that while basic classroom facilities in KGBV are largely available, notable infrastructural gaps persist. A significant majority of girls reported the presence of essential provisions such as mats (95.5%), blackboards (90.5%), and lighting facilities (87.5%), indicating that fundamental instructional arrangements are generally maintained. However, only 27.5% confirmed the availability of benches and desks, suggesting that most students rely on floor seating, which may affect comfort, posture, and writing efficiency. Furthermore, although 67% reported the presence of windows, a considerable proportion of classrooms may lack adequate ventilation or natural light. Overall, the data suggest that while minimum teaching facilities are ensured, improvements in classroom furniture and structural conditions are necessary to create a more supportive and conducive learning environment.

### Views of Girls on Classroom Seating Capacity

	Seating Capacity	Number of Girls	Percentage
How many Girls can sit in a class?	Maximum 30	79	39.5%
	Maximum 50	110	55%
	More than 50	11	5.5%
	Total	200	100%

The findings indicate that classroom seating capacity in KGBV is predominantly moderate to high. A majority of girls (55%) reported that their classrooms accommodate up to 50 students, while 39.5% indicated a capacity of up to 30 students. A smaller proportion (5.5%) reported seating for more than 50 students, raising concerns about potential overcrowding. Although many classrooms maintain manageable sizes, the prevalence of larger seating capacities suggests possible strain on infrastructure and limitations in individualized teacher–student interaction. Overall, while classroom capacity appears generally moderate, careful regulation is necessary to prevent overcrowding and to ensure a more effective and conducive learning environment.

### Views of Teachers on the Infrastructure Facilities of KGBV

S. No.	Items	Yes	%	No	%	Total
1	Is there sufficient hostel facility?	40	80%	10	20%	50
2	Is there sufficient classroom for the children?	21	42%	29	58%	50
3	Are there separate toilet facilities for girls in KGBV?	50	100%	0	0%	50
4	Does KGBV provide school uniform?	50	100%	0	0%	50
5	Are there tests for measuring the knowledge of the girls?	50	100%	0	0%	50

The findings reveal a generally positive yet critically nuanced perception among teachers regarding infrastructural and academic facilities in KGBV. A significant majority (80%) consider hostel facilities sufficient, though 20% express concerns, indicating scope for improvement in residential quality or capacity. More notably, only 42% of teachers reported the availability of adequate classrooms, while 58% highlighted insufficiency, pointing to a serious infrastructural constraint that may contribute to overcrowding and hinder effective instruction. Encouragingly, all teachers (100%) confirmed the provision of separate toilets for girls, school uniforms, and structured assessment mechanisms, demonstrating strong adherence to essential welfare and academic standards. Overall, while foundational facilities are well established, classroom adequacy remains a critical area requiring strategic intervention to strengthen the teaching–learning environment.

### Views of Girls on the Teaching–Learning Process in KGBV

S. No.	Items	Yes	%	No	%	Total
1	Does your school provide separate classes for weak students?	20	10%	180	90%	200
2	Does your school have a student council?	200	100%	0	0%	200

The findings indicate that 90% of girls reported the absence of separate remedial classes for academically weak students, suggesting limited structured academic support for differentiated learning. Only 10% acknowledged such provisions, highlighting a gap in targeted instructional practices. Conversely, all respondents (100%) confirmed the presence of a student council, reflecting strong emphasis on student participation and leadership development. Overall, while participatory governance is well established, strengthening remedial academic mechanisms would enhance the effectiveness and inclusivity of the teaching–learning process in KGBV.

### Views of Girls on Subject Difficulty in KGBV

Item	Subject	Number of Girls	Percentage
Which subject do you feel difficult?	Language	35	17.5%
	Mathematics	139	69.5%
	Science	26	13%
	Social Science	0	0%
	Total	200	100%

The findings indicate that Mathematics is perceived as the most difficult subject by a substantial majority of girls (69.5%), reflecting significant challenges in conceptual understanding and foundational

skills. Language (17.5%) and Science (13%) are also identified as areas of difficulty, though to a lesser extent. Notably, none of the respondents reported Social Science as challenging, suggesting greater comfort with descriptive and contextual subjects. Overall, the data underscore the urgent need for targeted remedial support in Mathematics, along with focused academic assistance in Language and Science to improve learning outcomes.

### Views of Girls about Games and Sports Facilities of KGBV

S. No.	Items	Yes	%	No	%	Total
1	Does your school provide games and sports facilities?	131	65.5%	69	34.5%	200
2	Does your school have a playground?	200	100%	0	0%	200
3	Is there a Physical Education Teacher (PET) in your school?	157	78.5%	43	21.5%	200

The findings indicate that while basic sports infrastructure exists in KGBV, its effective accessibility and implementation vary. A majority of girls (65.5%) reported the availability of games and sports facilities, though a notable 34.5% expressed dissatisfaction, suggesting uneven access or utilization. All respondents (100%) confirmed the presence of a playground, reflecting adequate physical infrastructure. Additionally, 78.5% acknowledged the availability of a Physical Education Teacher, while 21.5% did not, indicating possible gaps in structured sports supervision. Overall, strengthening organized sports programs and ensuring uniform access could enhance students' physical development and participation.

### Views of Teachers about Games and Sports Facilities of KGBV

S. No.	Items	Yes	%	No	%	Total
1	Is there a playground facility for the girls?	50	100%	0	0%	50
2	Is there a sports teacher in KGBV?	50	100%	0	0%	50

The findings reveal unanimous agreement among teachers regarding the availability of games and sports facilities in KGBV. All teachers (100%) confirmed the presence of both a playground and a sports teacher, indicating that the institution possesses adequate physical infrastructure and qualified personnel to support structured physical education. These responses reflect compliance with co-curricular standards and suggest that, from the teachers' perspective, the school is well equipped to promote holistic development. However, differences between teacher and student perceptions may require further examination to assess effective utilization.

### Views of Parents / Community Members on Food Provision in KGBV

S. No.	Items	Yes	%	No	%	Total
1	Do the girls get sufficient food?	50	100%	0	0%	50

The findings demonstrate complete unanimity among parents and community members regarding food provision in KGBV, with 100% affirming that girls receive sufficient food and none expressing dissatisfaction. This overwhelming positive response reflects strong stakeholder confidence in the institution's nutritional support system. Adequate food provision, being essential to students' health, attendance, and academic performance, appears to be effectively maintained. Overall, the data indicate that food sufficiency is a well-functioning and trusted component of KGBV's residential framework.

### Views of Girls about Food facilities in KGBV

S. No.	Items	Yes	%	No	%	Total
1	Do you have a separate kitchen?	133	66.5%	67	33.5%	200
2	Does the cook have any helper?	200	100%	0	0%	200

The findings reveal a mixed perception regarding kitchen infrastructure and food service management in KGBV. While a majority of girls (66.5%) reported the availability of a separate kitchen, a notable 33.5% indicated its absence, suggesting infrastructural inconsistencies. Encouragingly, all respondents (100%) confirmed that the cook is assisted by a helper, reflecting adequate staffing for food preparation and distribution. Overall, although human resource arrangements appear satisfactory, improvements in kitchen infrastructure are necessary to ensure uniform hygiene standards, food quality, and student well-being.

### Views of Teachers about Food facilities in KGBV

S. No.	Items	Yes	%	No	%	Total
1	Do the girls get a sufficient amount of food?	50	100%	0	0%	50
2	Is your help needed in the preparation of food?	0	0%	50	100%	50

The findings reveal complete unanimity among teachers regarding food provision in KGBV. All teachers (100%) confirmed that girls receive a sufficient quantity of food, indicating effective nutritional management within the residential framework. Additionally, none of the teachers reported involvement in food preparation, reflecting a clear division of responsibilities and efficient administrative organization. This role clarity enables teachers to focus exclusively on academic duties. Overall, the data suggest that food services in KGBV are adequately managed and contribute positively to student welfare.

### Views of Parents/Community Members about Health and Hygiene of Girls in KGBV

S. No.	Items	Yes	%	No	%	Total
1	Is there regular health check-up of girls in KGBV?	45	90%	5	10%	50
2	Do the children have the facility of a health card?	35	70%	15	30%	50

The findings indicate that health and hygiene provisions in KGBV are largely functional, with 90% of parents and community members confirming the conduct of regular health check-ups. However, 10% reported otherwise, suggesting minor gaps in consistency or awareness. Regarding health cards, 70% acknowledged their availability, while 30% denied it, pointing to possible shortcomings in systematic documentation or communication. Overall, while medical monitoring appears generally effective, strengthening health record management and ensuring greater transparency could further enhance institutional accountability and student well-being.

### Views of Girls on Health and Hygiene

S. No.	Items	Yes	%	No	%	Total
1	Does your school provide regular health check-up?	154	77%	46	23%	200
2	Do you have the facility of a health card?	141	70.5%	59	29.5%	200

The findings indicate that health and hygiene services in KGBV are generally operational but not uniformly experienced. A majority of girls (77%) reported regular health check-ups, while 23% did not, suggesting inconsistencies in implementation or awareness. Similarly, 70.5% confirmed the availability of health cards, whereas 29.5% denied having them, pointing to gaps in documentation or communication. Overall, although health provisions appear largely functional, ensuring consistent monitoring, proper record maintenance, and clear communication would strengthen student welfare and institutional accountability.

### Views of Teachers on Health and Hygiene

S. No.	Items	Yes	%	No	%	Total
1	Is there regular health check-up in your school?	50	100%	0	0%	50
2	Do all girls have a health card?	31	62%	19	38%	50

The findings reveal unanimous agreement among teachers (100%) that regular health check-ups are conducted in KGBV, indicating that medical monitoring is an established institutional practice. However, only 62% confirmed that all girls possess health cards, while 38% reported otherwise, highlighting gaps in comprehensive documentation. This discrepancy suggests that although health services are operational, systematic record maintenance and administrative follow-up may require improvement. Overall, strengthening health card coverage would enhance accountability and ensure more effective tracking of students' health status.

### Views of Parents/Community Members on Security of Girls in KGBV

S. No.	Items	Yes	%	No	%	Total
1	Does the school have a security guard?	50	100%	0	0%	50
2	Do the girls feel secure?	50	100%	0	0%	50
3	Is there a Physical Education Teacher (PET) in the school?	43	86%	7	14%	50

The findings reflect strong parental and community confidence in the security arrangements of KGBV. All respondents (100%) confirmed the presence of a security guard and unanimously agreed that girls feel safe within the institution, indicating a high level of trust in its protective measures. Regarding the availability of a Physical Education Teacher, 86% responded positively, while 14% expressed uncertainty or disagreement, suggesting minor variations in awareness. Overall, the data underscore a robust perception of safety, which likely strengthens community trust, enrollment, and student retention.

### Views of Girls on Security of KGBV

S. No.	Items	Yes	%	No	%	Total
1	Does your school have a security guard?	200	100%	0	0%	200
2	Do you feel secure at KGBV?	200	100%	0	0%	200

The findings reveal complete unanimity among the 200 respondents regarding security arrangements in KGBV. All girls (100%) confirmed the presence of a security guard and unanimously reported feeling safe within the institution. The absence of any negative response reflects a strong sense of physical and psychological security. In a residential setting, especially for girls from marginalized backgrounds, such assurance is crucial for emotional well-being, regular attendance, and academic engagement. Overall, security provisions are perceived as fully satisfactory and contribute significantly to institutional trust and student confidence.

### Views of Teachers on Security of Girls in KGBV

S. No.	Items	Yes	%	No	%	Total
1	Does your school have a security guard?	50	100%	0	0%	50
2	Do the girls feel secure?	50	100%	0	0%	50

The findings demonstrate complete unanimity among teachers regarding security arrangements in KGBV. All teachers (100%) confirmed the presence of a security guard and unanimously agreed that girls feel secure within the institutional premises. This consistent response reflects strong confidence in the effectiveness of the school's safety mechanisms. In a residential setting for adolescent girls, such assurance of physical and emotional security is vital for sustaining a supportive learning environment. Overall, security provisions are perceived as fully satisfactory, reinforcing institutional credibility and stakeholder trust.

### Conclusions and Discussion

The present findings provide a multidimensional portrait of Kasturba Gandhi Balika Vidyalaya (KGBV) in Bihar, revealing a complex interplay between structural disadvantage, institutional welfare provision, pedagogical gaps, and transformative potential. The data collectively suggest that KGBV functions as a powerful access-oriented and welfare-support mechanism; however, challenges remain in terms of infrastructure adequacy, differentiated pedagogy, and deeper capability expansion.

The data indicate that 48% of parents of KGBV girls are illiterate, and 64% possess education below the matriculation level. This finding is sociologically significant. According to Bourdieu (1986), parental education strongly influences the transmission of cultural capital—linguistic competence, academic familiarity, and institutional confidence—which shapes children's educational trajectories. First-generation learners often lack the "embodied cultural capital" that mainstream schooling implicitly rewards (Bourdieu & Passeron, 1990; Reay, 2017). In the Bihar context, where caste and class stratification intersect with limited educational attainment (Desai & Kulkarni, 2008), KGBV functions as a compensatory institutional space. The absence of academic support at home increases the importance of structured mentoring within school. Your data therefore reinforce earlier findings that marginalized households depend heavily on institutional scaffolding for educational continuity (Tilak, 2002; Lewin, 2007). From a capability perspective (Sen, 1999), low parental education represents a "conversion constraint," limiting children's ability to transform schooling access into effective learning outcomes. KGBV's residential model partially mitigates this constraint by

relocating girls into an academically structured environment. However, the effectiveness of this compensation depends on the quality of instructional processes.

An important and encouraging finding is that 100% of parents recognize the necessity of girls' education. This indicates a significant attitudinal shift compared to earlier decades when patriarchal norms strongly restricted girls' schooling (Jeffery & Jeffery, 2004; Stromquist, 2007). Feminist development scholars argue that shifts in parental aspiration are foundational for gender transformation (Kabeer, 2005; Unterhalter, 2005). However, only 30% of parents reported enrolling a girl from their family in KGBV despite 84% awareness. This awareness–participation gap aligns with broader development literature suggesting that structural barriers—poverty, mobility restrictions, opportunity costs—often persist even after attitudinal change (Duflo, 2012; Agarwal, 2018). In Bihar's socio-economic context, cultural acceptance alone may not translate into enrollment without supportive structural mechanisms. This divergence underscores that empowerment requires both normative transformation and structural facilitation. The data clearly show that awareness of KGBV spreads primarily through neighbours (50%) and friends (22%) rather than formal advertisements (18%). Among girls, 59% learned through neighbours and 29.5% through friends. This confirms the powerful role of informal social networks in rural educational mobilization.

Both teachers and students unanimously confirmed the absence of entrance examinations, reinforcing KGBV's inclusive mandate. This aligns with global equity-oriented models that reject merit-based filtering for marginalized populations (UNESCO, 2022; World Bank, 2018). The presence of bridge courses (100% teacher confirmation; 62.5% student acknowledgment) reflects institutional recognition of learning discontinuity. However, the discrepancy between teacher and student responses suggests uneven implementation or awareness. Research indicates that remedial education must be consistently structured to effectively address foundational gaps (ASER Centre, 2022). The absence of separate classes for weak students (reported by 90% of girls) indicates a limitation in differentiated pedagogy. Without targeted remediation, first-generation learners may struggle disproportionately, reinforcing the “reproduction effect” described by Bourdieu and Passeron (1990).

These findings reflect compliance with minimum residential welfare standards and align with research emphasizing that basic needs satisfaction enhances attendance and cognitive engagement (Drèze & Sen, 2013; World Bank, 2018). Thus, while welfare dimensions are strong, instructional infrastructure requires urgent strengthening.

The finding that 69.5% of girls identify Mathematics as the most difficult subject is analytically significant. Mathematics often demands cumulative conceptual understanding, which is particularly challenging for first-generation learners lacking home-based reinforcement (Reay, 2017). Capability theory emphasizes that quality education must develop critical reasoning and analytical competence (Nussbaum, 2011). Persistent mathematical difficulty indicates gaps in foundational skill-building and remedial intervention. This suggests the need for structured mathematics support programs and differentiated instruction.

Across parents, teachers, and girls, perceptions of food sufficiency and security are unanimously positive (100%). In residential schooling for marginalized girls, safety is foundational to participation and retention (King & Winthrop, 2015). Regular health check-ups are widely reported, though inconsistencies in health card documentation indicate administrative gaps. Nevertheless, overall health and security dimensions appear robust and may significantly contribute to parental trust and enrollment stability.

The unanimous confirmation of student councils (100%) reflects institutional emphasis on participatory engagement. Feminist educational scholars argue that voice and representation are essential components of empowerment (Aikman & Unterhalter, 2007; Stromquist, 2007). However, empowerment must extend beyond symbolic representation to include decision-making authority and leadership training.

The empirical evidence suggests that KGBV in Bihar operates as a strong welfare-based inclusion model with demonstrable success in: Access expansion, Nutritional security, Residential safety and Community trust. However, infrastructural strain, limited differentiated pedagogy, delayed resource distribution, and subject-specific learning difficulties constrain deeper transformation.

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