RURAL-URBAN-TRIBAL DISPARITIES IN ACADEMIC ACHIEVEMENT OF GIRLS – A STUDY ON KGBV RESIDENTIAL SCHOOLS OF VISAKHAPATNAM, ANDHRA PRADESH

[1]**Sumitha.P**, Research Scholar, Department of Education, Andhra University, Visakhapatnam.
[2]**R. Siva Prasadh**, Honorary Professor, Institute of Advanced Studies in Education, Andhra University, Visakhapatnam, Andhra Pradesh.

ABSTRACT

Kasturba Gandhi Balika Vidyalayas (KGBV) are residential schools for the girls predominantly from Scheduled Castes (SC), Scheduled Tribes (ST), Backward Castes (BC) and other minorities in difficult areas. These institutions are set up in Educationally Backward Blocks that are less in female literacy and having more gender gap in literacy rate as compared to national level average. This research paper is about the disparities in the academic achievement of the rural, urban and tribal KGBV students in Visakhapatnam, Andhra Pradesh. The research led to the finding that rural students' academic achievement is better that that of urban and tribal students. Because KGBVs have similar administrative and academic environments in all three sectors, the diversity in the scores of the girls from these Vidyalayas must be taken into account.

Keywords: Rural, Urban, Tribal, Academic achievement, Girls, KGBV, Residential school

INTRODUCTION

Education is the key to social and economic development. In today's technological era, education's goal is to ensure that people are not just literate, but also intellectually and skilfully competent. The advancement and growth of the country largely depends upon the literacy, life skills and efficiency of its people. This is the reason why education is given prime importance in any country. It is a difficult effort for a country like India, which has a diverse population of impoverished, multi-cultural, and multi-lingual people, to ensure that everyone has access to education. Therefore, access to high quality education in general, at the elementary level in particular, plays a vital role in the sustainable development of the nation.

India has taken numeral ways to implement universalization of elementary education viz free and compulsory education up to 14 years (which has become a fundamental right in the year 2002), introduction of Sarva Shiksha Abhiyan (SSA- Education for All) and National Programme for Education of Girls at Elementary Level (NPEGEL). Reaching out the girl education is still a distant dream as this depend upon social norms and attitudes of the people. At the national level it can be seen that the gender gap in literacy has been reducing and female literacy rate has been increasing every decade, nonetheless, the gap between the two genders exists (Lok Sabha Secretariat, New Delhi, 2018). According to the Ministry of Human Resource and Development (2014) report, a significant percentage of girls drop out of school at various levels. The solid

reasons behind drop out at various level are due to a lack of educational institutions in the immediate vicinity, a lack of regular and safe modes of transportation, a lack of proper toilets/means of sanitation and hygiene, a lack of interest in studies, high costs, early marriage, and other factors. Residential school system plays key role to solve these problems and provide academically and physically safe environment to the girl students.

Kasturba Gandhi Balika Vidyalaya

To tackle such hurdles on education of girls, Government of India has established Kasturba Gandhi Balika Vidyalaya in 2004. Kasturba Gandhi Balika Vidyalaya (KGBV) are residential schools for the girls predominantly from Scheduled Castes (SC), Scheduled Tribes (ST), Backward Castes (BC) and other minorities in difficult areas. These schools are located at Educationally Backward Blocks (EBBs), which are blocks with female literacy rate less than national average (46.13%: Census 2011) and gender gap in literacy higher than national average (21.59%: Census, 2011). The main objective of KGBV schools is to give access and quality education to girls from disadvantaged group by setting up residential school at upper primary and high school level. KGBVs provide free accommodation, nutritious food, clothing and safe stay to the girls.

KGBV Scheme has run as a separate scheme but in accordance with of Sarva Shiksha Abhiyan (SSA), National Programme for Education of Girls at Elementary Level (NPEGEL) and Mahila Samakhya (MS) for the first two years. However, in 2007, during XIth five year plan it was merged with SSA programme. The major theme of KGBV is to bring back the out of school girls of 11 years and above and girls from isolated habitats to the main stream by providing quality education.

Rajya Sabha Report (2018) points out that 3707 KGBVs are sanctioned wherein 3697 are operational providing education to 3.78 lakh girls. Presently, KGBVs come under the scheme Samagra Shiksha. Based on this scheme, the existing KGBVs at upper primary level and girls hostels at secondary levels have been extended to provide residential facilities till grade XII. Thus, the scheme now provides for access and quality education to girls from disadvantaged groups in the age bracket of 10-18 years aspiring to study in Classes VI to XII; belonging to SC, ST, OBC, Minority communities and BPL families to ensure smooth transition of girls from elementary to secondary and up to class XII wherever possible (Ministry of Education, 2020).

Academic achievement of KGBV students

The term academic achievement refers to the degree of success or level of attainment by learner in the curricular subjects prescribed within the syllabus. Academic achievement is the amount of knowledge derived from learning in the classroom.

Delaney and Devereux (2021) observed that females tend to have higher educational attainment and achievement than males and this is particularly the case for children from less advantaged backgrounds. This

is interesting to point out that irrespective of the hurdles that a girl child face, they have more capabilities than their counterparts to excel in academics. A study conducted by Tamil Nadu State reveals that academic achievement of students in KGBVs is more than the state average (Ministry of Education, 2017).

On contrary, according to the study conducted by Umadevi and Kavithakiran (2015) stated that in KGBVs of Andhra region of the nation, only 8% of students' academic performance in mathematics was good. They also observed that 12%, 11%, 32% and 18% of students only performed well in Science, Social Science, Telugu language and English subjects respectively. Similarly, a research conducted in Gujarat State found that students' academic success is low, with the exception of Physical Education subject. (Chaudari et.al, 2012). They also observed that there is a lack of vision among the teachers and authorities regarding academic achievement of girls of KGBVs. Gogoi and Goswami (2015) conducted a longitudinal study for three years on academic performance KGBV students in Assam State and found out that there is a significant improvement in the academic achievement in the exit level compared to entry level of students. The studies show inconsistency in results about the academic achievement of KGBV students.

Rural-urban-tribal disparities in academic achievement

India is facing a huge rural-urban divide with regard to learning achievement at the school level (Bandyopadhyay, 2017). Since the county has multi divergent population to educate and to reach, it is herculean task to provide access and quality education to people at each and every corner of the country. Therefore, academic achievement of the students obviously be different at rural, urban and tribal areas of the country. To equalise all these, the researcher has selected KGBVs which provide same residential learning environment, infrastructure, human and physical resources and teaching support at rural, urban and tribal areas of the country. The state of Andhra Pradesh has 352 active Kasturba Gandhi Balika Vidyalayas among which 34 are in Visakhapatnam district. Out of these 34 KGBVs in Visakhapatnam district, 17 schools are located at rural area, 04 at urban area and remaining 13 at tribal area (Government of Andhra Pradesh, 2021).

Sarangi (2015), Rudramuni and Umadevi (2019) and Zhao (2020) found out that urban students have much higher academic achievement than their rural counterparts. Opoku-Asare & Siaw (2015) revealed that urban schools perform better than rural and peri-urban schools because they attract and admit junior high school graduates with excellent Basic Education Certificate Examination (BECE) grades, have better infrastructure, teachers that are more qualified, prestigious names, and character that motivate their students to do well. Tayyaba (2012) pointed out that rural and urban students had comparable levels of achievement in some of the tested learning areas because of by variation in schooling conditions, students' home background, and teachers' characteristics. Though most of the studies prove than urban students perform better than rural counterparts do, whereas Oyeromi et al. (2018) proved the reverse.

Both urban and rural students were shown to be negatively affected by culture, indicating that culture had a higher impact on tribal children's English achievement. (Regena and Singh, 2014). Siva and Jayaraman (2021) and Sangtam (2014) stated that the rural and urban tribal students do not differ significantly in their academic achievement. The results of these researches show a varied response to pupils' academic accomplishment, as there is little consistency in the results. This might be because of varied reasons. The variables that influences academic achievement like infrastructure, resources, teaching aids etc. were kept constant by the researcher by selecting the sample as girls of KGBVs. This ensures same school environment and academic environment. In this context, the researcher tried to explore the level of academic achievement of girls in Visakhapatnam District of Andhra Pradesh.

OBJECTIVES

- To compare the mean scores of academic achievement of students of KGBV schools located at rural, urban and tribal area.
- To compare the mean scores of academic achievement of class IX and X students of KGBV schools.
- To compare the mean scores of academic achievement of Backward Caste (BC) and Scheduled Tribe (ST) students of KGBV schools.

HYPOTHESES

- There is no significant difference in the mean scores of academic achievement of students of KGBV schools located at rural, tribal and urban area.
- There is no significant difference in the mean scores of academic achievement of class IX and X students of KGBV schools.
- There is no significant difference in the mean scores of academic achievement of Backward Caste (BC) and Scheduled Tribe (ST) students of KGBV schools.

METHOD AND PROCEDURE

The population of the study was students of ninth and tenth standard of KGBV schools located at rural, tribal and urban area of Visakhapatnam district, Andhra Pradesh. A sample size of 181 selected through purposive sampling. The details of the sample is given in the following tables.

Table 1: Distribution of sample Class-wise

Locality	Class IX	Class X	Total
Rural	31	32	63
Urban	28	34	62
Tribal	18	38	56
TOTAL	77	104	181

Table 2: Distribution of sample Caste-wise

Class	Backward Caste	Scheduled Caste	Total
IX	53	17	70
X	60	39	99
TOTAL	113	56	169

The tool used for the study was the Academic achievement Test consists of forty Multiple Choice Questions (MCQ) for class ninth and tenth. Test was prepared separately for each class and administrated by the researcher. The test covered the subjects like English (Five Questions), Social Science (Ten Questions), Science (Fifteen Questions) and Mathematics (Ten Questions) from syllabus of IX and X standard. The tool was standardized with consulting respective subject experts. The researcher approached the aforesaid institutions and taken permission from the Head/ Principal for conducting the test. The process was explained to the students and necessary instructions were given prior conducting test. Thirty minutes was the time kept for completion of the test but some of the students completed the test in twenty minutes.

LIMITATIONS

The sample has taken by using purposive sampling, data collected from one school each from rural, urban and tribal area of Visakhapatnam district. The academic achievement test was carried out to class ninth and tenth students only. The sample comprised of only scheduled tribes and backward classes.

ANALYSIS OF DATA

The first objective of the study was to compare the mean scores of academic achievement of students of KGBV schools located at rural, tribal and urban area. The data was analysed with the help of One Way ANOVA and the results are given in Table.3.

Table 3. Summary of One Way ANOVA of academic achievement of students of KGBV.

Source of Variance	Degrees of Freedom (df)	Sum of Squares	Mean Sum of Squares	F -Value
Locality of School	2	2656.16	1328.08	27.31**
Error	179	8653.07	48.34	

**significant at 0.01 level

From Table 3, it can be seen that the F value is 27.31 which is significant at 0.01 level with df = 2/179. It reflects that there is a significant difference in the mean scores of academic achievement of students belonging to rural, urban and tribal area. Thus, the null hypothesis that there is no significant difference in the mean scores of academic achievement of students of KGBV schools located at rural, tribal and urban area is rejected. The data was further analysed with the help of t - test .This is summarized in the following table.

Table 4. t - test results of locality wise academic achievement of students

Locality of school	Mean	Standard Deviation	Number of Students	t - value	
				Urban	Tribal
Rural	17.65	4.59	63	3.31**	10.04**
Urban	14.90	6.42	62	-	6.46**
Tribal	9.68	7.27	56	-	-

**significant at 0.01 level.

From Table 4, it can be seen that the t - value for rural and urban students is 3.31 which is significant at 0.01 level with df =123. It indicates that there is a significant difference in the mean scores of academic achievement of rural and urban students. Further, the mean scores of academic achievement of rural students is 17.65, which is significantly higher than the mean scores of academic achievement of urban students, which is 14.90. It may be said that rural students found to have higher academic achievement as compared to urban students.

Similarly, from Table 4, it can be seen that the t - value for rural and tribal students is 10.04 which is significant at 0.01 level with df =117. It indicates that there is a significant difference in the mean scores of academic achievement of rural and tribal students. Further, the mean scores of academic achievement of rural students is 17.65, which is significantly higher than the mean scores of academic achievement of tribal students, which is 9.68. It may be said that rural students found to have higher academic achievement as compared to tribal students.

From Table 4, it can be seen that the t - value for urban and tribal students is 6.46 which is significant at 0.01 level with df =116. It indicates that there is a significant difference in the mean scores of academic achievement of urban and tribal students. Further, the mean scores of academic achievement of urban students is 14.90, which is significantly higher than the mean scores of academic achievement of tribal students, which is 9.68. It may be said that urban students found to have higher academic achievement as compared to tribal students.

The second objective of the study was to compare the mean scores of academic achievement of class IX and X students of KGBV schools. The data was analysed by independent t - test and the results are given in the following table.

Table 5. t - value of academic achievement of class IX and X students.

Class	Mean	Standard Deviation	No.of Students	t -value
IX	17.03	5.53	77	6.49**
X	12.18	4.52	104	

**significant at 0.01 level

From Table 5, it can be seen that t value is 6.49 which is significant at 0.01 level with df =179. It indicates that there is a significant difference in academic achievement of class IX and X students. Thus, null hypothesis that there is no significant difference in academic achievement of class IX and X students is rejected. Further the mean scores of academic achievement of class IX students is 17.03 which is significantly higher than those of class X students whose mean scores of academic achievement is 12.18. It may be said that Class IX students were found to have higher academic achievement than Class X students.

The third objective of the study was to compare the mean scores of academic achievement of Backward Caste (BC) and Scheduled Tribe (ST) students of KGBV schools. The data was analysed by independent t test and the results are given in the following table.

Table 6. t- value of academic achievement of BC and ST students

Caste	Mean	Standard Deviation	No. of Students	t - value
Backward Caste (BC)	16.27	4.92	113	
Scheduled Tribe (ST)	9.54	3.88	56	8.95**

**significant at 0.01 level

From Table 6, it can be seen that t - value is 8.95 which is significant at 0.01 level with df =167. It indicates that there is a significant difference in academic achievement of BC and ST students. Thus, null hypothesis that there is no significant difference in academic achievement of BC and ST students is rejected. Further, the mean scores of academic achievement of BC students is 16.27 which is significantly higher than those of ST students whose mean scores of academic achievement is 9.54. It may be said that BC students were found to have higher academic achievement than ST students.

POLICY IMPLICATIONS

- It is necessary to pay attention to the quality of education provided to children in all regions.
- The root cause of low academic attainment must be identified and addressed.
- The girls are to be sensitized with the real goal of their Vidyalaya that it was not only for safe stay, free food and clothes but to excel in education.
- Girls should have counselling/motivational sessions on a regular basis in order to foster a desire to become self-sufficient and secure in the future.
- The school should prepare the girls for life after their time in the KGBVs by teaching them how to manage their lives once they return to their community.
- The permanent teachers need to be appointed based on academic proficiency.
- Organize frequent in-service teacher training programmes to keep academic and professional skills up to date.
- Capacity-building programmes shall be organised to help students for bridging the learning gap.

- Fund allocation has to be ensured according to basic pattern of the scheme.

- Intensive orientation workshops to be conducted to the wardens on gender sensitisation, managing school resources and space, methods to enhance the self-esteem and confidence of the girls and adapting best practises from Mahila Samakhya (MS).

- A local panchayat member can be included in the administrative council of the school.

- Adhering to the norms of KGBV, decent wages has to be given to the teachers.

- By making the present students of KGBV as basic linkage, village mapping can be done by the schools to identify the out of school girls.

- Differently abled/ exceptional girls to be identified and necessary measures/ emotional and medical support to be provided to them.

- Regular health check-up has to be conducted for the girls and medical supplies like iron tablets, folic acid, vitamins supply to be provided.

- At least twice a year, parent teacher meeting to be conducted and feedback to be recorded.

- Child-wise profile on academic and medical activities to be maintained by the respective Vidyalaya.

- Teachers should sensitise the students on keeping the Vidyalaya neat and clean and the importance of self-discipline and cleanliness.

CONCLUSION

The result of the present study go along with Faisal et al. (2016) as they stated that there is difference in academic performance of rural and urban students. Rural students found to have higher academic achievement as compared to urban students. John and Benjamin (2013) and Oyeromi et al. (2018) found same results. Contradictory results were found by Opoku-Asare & Siaw (2015), Sarangi (2015), Rudramuni and Umadevi (2019) and Zhao (2020). Rural students and urban students found to have higher academic achievement as compared to tribal students. These results were in contradiction with Siva and Jayaraman (2021) and Sangtam (2014). Class IX students were found to have higher academic achievement than class X students. BC students were found to have higher academic achievement than ST students.

This study gives an empirical evidence of rural, urban and tribal disparities in academic achievement of the students. At the same time, it does not support the conjecture that rural students would perform lesser than urban students. However, the regular notion that tribal students' academic achievement would be low is supported by the study. Adequate measures like remedial classes, high percent concentration on minimum level of learning, courses to bridge the learning gap, use of different methods of teaching etc., to be taken by the tribal and urban end to enhance the learning outcome of the students. The vision of KGBVs to be sensitized to the students and teachers. The underlying cause for low academic achievement to be found out and rectified. The quality of education provided to the students at all locality has to be taken care. There is high scope to

incorporate innovative ways of teaching methods. If we can ensure the aforesaid, KGBVs would become educational hub for the girls who can excel in academics and have secure and stable future

REFERENCES

Bandyopadhyay, S. (2017, September 3). Bridging rural-urban educational divide using social technologies. The Financial Express. https://www.financialexpress.com/education-2/bridging-rural-urban-educational-divide-using-social-technologies/839705/

Chaudhari, P., Awasthi, K., & Amin, J. (2012). Impact of KGBVs on Girl education and Retention. M S University. https://samagrashiksha.ssagujarat.org/document/3__Impact_of_KGBVs_on%20Girls_Education_and_Retention.pdf

Delaney, J. M., & Devereux, P. J. (2021b). Gender and Educational Achievement: Stylized Facts and Causal Evidence. IZA – Institute of Labor Economics. https://docs.iza.org/dp14074.pdf

Faisal, R., Shinwari, L., & Mateen, H. (2016). Evaluation of the academic achievement of rural versus urban undergraduate medical students in pharmacology examinations. Asian Pacific Journal of Reproduction, 5(4), 317–320.

Gogoi, S., & Goswami, U. (2015). Efficacy of Kasturba Gandhi Balika Vidyalaya (KGBV) in Assam on academic performance of children. Asian Journal of Home Science, 10(1), 161–167. https://doi.org/10.15740/HAS/AJHS/10.1/161-167.

Government of Andhra Pradesh. (2021). List of KGBVs. APKGBV. https://apkgbv.apcfss.in/Listofschools.do

Government of India. (2011). Census 2011. GOI. https://www.census2011.co.in/

Government of India. (2018). Rajya Sabha Report. GOI. https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjQroW82dT2AhU0UGwGHbKsAaEQFnoECBQQAQ&url=https%3A%2F%2Frajyasabha.nic.in%2Frsnew%2FCommittee_site%2FCommittee_File%2FReportFile%2F16%2F144%2F330_2021_8_16.pdf&usg=AOvVaw1nC1yjdQe8ChUGaFDpEJvr

John, A., & Benjamin, I. (2013b). Urban and rural students' academic achievement and interest in geometry: a case-study with games and simulations method. Taraba State University Journal of Education Research and Production, 1(2), 56–62. https://www.researchgate.net/publication/326093165_URBAN_AND_RURAL_STUDENTS'_ACADEMIC_ACHIEVEMENT_AND_INTEREST_IN_GEOMETRY_A_CASE-STUDY_WITH_GAMES_AND_SIMULATIONS_METHOD

Lok Sabha Secretariat, New Delhi. (2018). Members Reference Service Larrdis (No.27/RN/Ref/July/2018). http://164.100.47.193/Refinput/New_Reference_Notes/English/Girls%20Education%20in%20India.pdf

Ministry of Education. (2017). National Evaluation Report of KGBV, Tamil Nadu. Department of School Education and Literacy, Government of India. https://repository.education.gov.in/wp-content/uploads/2017/07/documentation-of-kgbvs--best-practice-and-success-stories.pdf

Ministry of Education. (2020).Samagra Shiksha. Department of School Education and Literacy, Government of India. https://samagra.education.gov.in/kgbv.html

Ministry of Human Resource and Development. (2014). Educational Statistics at a Glance: 2014. Retrieved on 23/02/22 from http://mhrd.gov.in/sites/upload_files/mhrd/files/statistics/EAG2014_0.pdf

Opoku-Asare, N. A. A., & Siaw, A. O. (2015). Rural–Urban Disparity in Students' Academic Performance in Visual Arts Education. SAGE Open, 5(4), 215824401561252. https://doi.org/10.1177/2158244015612523

Oyeromi, S. O., Olaolu, F. A., Fadokun, J. B., & Omiyale, G. T. (2018). Effects of Marital Stability and Divorce on the Academic Performance of Adolescent Students' in Senior Secondary Schools in Ogun State, Nigeria. Greener Journal of Educational Research, 8(4), 094–100. https://doi.org/10.15580/gjer.2018.4.071217085

Oyeromi, S. O., Omiyale, G. T., Lato, E. T., & Oyebamiji, W. T. (2018). Analysis of Rural/Urban Students' Academic Performance in Oyo State, Nigeria: Implication for Educational Planners. International Journal of Research and Innovation in Social Science, 2(7), 73–81. https://www.rsisinternational.org/journals/ijriss/Digital-Library/volume-2-issue-7/73-81.pdf

Regena, J. D. C., & Singh, P. B. (2014). A study of Achievement in English of Tribal students: Comparison of determinants. IOSR Journal of Humanities and Social Science, 19(10), 01–10. https://doi.org/10.9790/0837-191050110

Rudramuni, E., & Umadevi, M. R. (2019). Comparative study on the teaching competency and academic achievement of Rural and Urban secondary school teachers and Students of Chitradurga district. International Journal of Research in Social Sciences, 9(7), 171–181. https://www.ijmra.us/project%20doc/2019/IJRSS_JULY2019/IJMRA-15810.pdf

Sangtam, T, Y. (2014). A study of academic achievement, study involvement and emotional maturity of secondary school tribal students of Nagaland (Thesis). Banglore University. https://ncert.nic.in/division/der/pdf/T_Yolila.pdf

Sarangi, C. (2015). Achievement motivation of the high school students: a case study among different communities of Goalpara district of Assam. Journal of Education and Practice, 6(19). https://files.eric.ed.gov/fulltext/EJ1079528.pdf

Siva, R. K., & Jayaraman, K. (2021). Academic achievement of tribal students in the Niligiris district in relation to their stress. Universe International Journal of Interdisciplinary Research, 1(10). https://uijir.com/wp-content/uploads/2021/03/7-UIJIR-21112.pdf

Tayyaba, S. (2012). Rural-urban gaps in academic achievement, schooling conditions, student, and teachers' characteristics in Pakistan. International Journal of Educational Management, 26(1), 6–26. https://doi.org/10.1108/09513541211194356

Umadevi, L., & Kavithakiran, V. (2015). A study of academic achievement of girls studying in kgbvs. Indian Journal of Research, 4(3), 6–9. https://www.researchgate.net/profile/VKiran/publication/325302196_A_Study_of_Academic_Achievement_of_Girls_Studying_in_Kgbvs/links/5b049ff14585154aeb07f752/A-Study-of-Academic-Achievement-of-Girls-Studying-in-Kgbvs.pdf

Zhao, K. (2020). Rural-urban gap in academic performance at a highly selective Chinese university: variations and determinants. Higher Education Research & Development, 41(1), 177–192. https://doi.org/10.1080/07294360.2020.1835836
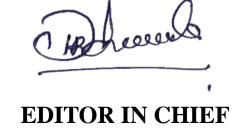
Certification of Publication

The Board of Multidisciplinary Cosmopolitan Journal of Research (MUCOJOR) is hereby awarding this certificate to

Sumitha.P

In recognition of the publication of the paper entitled

Rural-urban-tribal Disparities In Academic Achievement Of Girls – A Study On KGBV Residential Schools Of Visakhapatnam, Andhra Pradesh

Published in Volume 01, Issue 02, December 2023.

EDITOR IN CHIEF

Certification of Publication

The Board of Multidisciplinary Cosmopolitan Journal of Research (MUCOJOR) is hereby awarding this certificate to

R. Siva Prasadh

In recognition of the publication of the paper entitled

Rural-urban-tribal Disparities In Academic Achievement Of Girls – A Study On KGBV Residential Schools Of Visakhapatnam, Andhra Pradesh

Published in Volume 01, Issue 02, December 2023.

EDITOR IN CHIEF