



# A Study of Academic Achievement of Girls Studying in Kgbvs

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**ABSTRACT**

The present paper studies the academic achievement of KGBV girls of 7th to 9th classes. The girls were administered SAT Scholastic achievement test. The test comprised of 10 short questions in subjects like mathematics, science, social. In languages like English and Telugu reading, comprehension and writing skills were assessed. The study reveals that KGBV girls on average only very few are good in their studies achieving A+ grades. Most of the girls were found to be average and low in their studies. Many of KGBV girls are school drop outs and some of them have never attended the school. Another interesting pointed noted during the study was percentage of girls performing poorly was decreased as the class increased.

**KEYWORDS**

**INTRODUCTION**

Education is a like lamp in darkness of ignorance. Education makes human being more civilized and responsible. It opens door to many opportunities of life. Girl education is more important because if women is educated it reflects on her family and children who will be the future generation. In education academic achievement is an important dimension. Success in life to some extent is dependent on academic success. It is the out come education and measures the extent to which the teachers, students and institution have achieved their educational goals. Academic success is linked to many outcomes we value like the self esteem, confidence, self efficacy, and empowerment. Academic success is reflects the personality of student in better organized preparation, planning, time management, motivation. Academic success help in developing skills like critical and abstract thinking and decision making. Academic achievement is important for successful development of young people.

The dream of independent India was universalization of education. No child should be left behind. As a part of realizing this dream India has witnessed growth in response to demand generated by expansion of education. Vocalization of secondary education provides for diversification of educational opportunities so as to enhance individual employability, reduce mismatch between demand and supply of skilled manpower and a viable alternative for those not intending to pursue higher education. Across India, particularly in rural societies, girls are not always educated and many have minimal understanding of their own rights. Educating girls has a multitude of positive effects for the wider community, as well as the individual woman.

The Government of India has approved a scheme called Kasturba Gandhi BalikaVidyalaya (KGBV) for setting up residential schools with boarding facilities at Upper Primary level for the girls belonging to the SC, ST, OBC and Minorities in difficult areas. The scheme will be coordinated with the scheme of SarvaShikshaAbhiyan, National Programme for Education of Girls at Upper Primary level and MahilaSamakhya (MS). The KGBV scheme would cover those hard to reach girls, belonging predominantly to the SC, ST, OBC and Minorities in difficult areas, those who cannot attend regular primary schools.

**OBJECTIVE OF THE STUDY:** To find out the levels of academic achievement of girl students in KGBV residential schools.

**METHODOLOGY:**

A total of 2700 girls from 45 KGBVs from Andhra Pradesh and Telangana were selected as sample of the study.

**TOOLS:**

The girls were administered SAT Scholastic achievement test. The test comprised of 10 short questions in subjects like mathematics, science, social. In languages like English and Telugu reading, comprehension and writing skills were assessed.

**Table1: Levels of Scholastic achievement of selected KGBV girls in Andhra Region N=21**

Sl. #	Subject	MANAGEMENT											
		ENVIRONMENT			SOCIAL WELFARE			HEALTH WELFARE			RESIDENTIAL SOCIETY		
		VI	VII	VIII	VI	VII	VIII	VI	VII	VIII	VI	VII	VIII
<b>1. Mathematics</b>													
Good	25(%)	02(%)	08(%)	12(%)	18(%)	22(%)	28(%)	32(%)	38(%)	42(%)	48(%)	52(%)	58(%)
Average	20(4)	20(8)	15(6)	25(10)	20(8)	20(8)	20(8)	20(8)	20(8)	20(8)	20(8)	20(8)	20(8)
Poor	10(3)	10(4)	10(4)	10(4)	10(4)	10(4)	10(4)	10(4)	10(4)	10(4)	10(4)	10(4)	10(4)
<b>2. Science</b>													
Good	25(%)	02(%)	08(%)	12(%)	18(%)	22(%)	28(%)	32(%)	38(%)	42(%)	48(%)	52(%)	58(%)
Average	20(4)	20(8)	15(6)	25(10)	20(8)	20(8)	20(8)	20(8)	20(8)	20(8)	20(8)	20(8)	20(8)
Poor	10(3)	10(4)	10(4)	10(4)	10(4)	10(4)	10(4)	10(4)	10(4)	10(4)	10(4)	10(4)	10(4)
<b>Language</b>													
<b>1. Telugu</b>													
<b>a. Reading</b>													
Good	15(2)	15(1)	15(1)	15(2)	15(2)	15(2)	15(2)	15(2)	15(2)	15(2)	15(2)	15(2)	15(2)
Average	15(3)	15(3)	15(3)	15(4)	15(5)	15(6)	15(7)	15(8)	15(9)	15(10)	15(11)	15(12)	15(13)
Poor	10(1)	10(2)	10(3)	10(4)	10(5)	10(6)	10(7)	10(8)	10(9)	10(10)	10(11)	10(12)	10(13)
<b>b. Comprehension</b>													
Good	20(6)	20(8)	20(8)	20(8)	20(8)	20(8)	20(8)	20(8)	20(8)	20(8)	20(8)	20(8)	20(8)
Average	15(1)	15(4)	15(3)	15(3)	15(4)	15(4)	15(4)	15(4)	15(4)	15(4)	15(4)	15(4)	15(4)
Poor	10(1)	10(3)	10(3)	10(3)	10(3)	10(3)	10(3)	10(3)	10(3)	10(3)	10(3)	10(3)	10(3)
<b>English</b>													
Good	20(6)	20(8)	20(8)	20(8)	20(8)	20(8)	20(8)	20(8)	20(8)	20(8)	20(8)	20(8)	20(8)
Average	15(1)	15(4)	15(3)	15(3)	15(4)	15(4)	15(4)	15(4)	15(4)	15(4)	15(4)	15(4)	15(4)
Poor	10(1)	10(3)	10(3)	10(3)	10(3)	10(3)	10(3)	10(3)	10(3)	10(3)	10(3)	10(3)	10(3)

English												
Reading												
Good	111%	121%	131%	141%	151%	161%	171%	181%	191%	201%	211%	221%
Average	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Poor	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212

In Andhra region KGBVs on an average 8% of girls performance was good in mathematics, 42% had average performance and 50% of girls performed poorly in mathematics. From the above table it can be established that in science subject 12% of KGBV girls performed well, 50% girls performance was average and 38% girls performed poorly in science. It was interesting to note from the above table that 11% of girls performed well in social, 50% scores were average and remaining 40% scores were low. It was surprising to note from the above table that 32% of girls scored better in Telugu language in areas of reading, comprehension and writing, 50% girls performance was average and remaining 18% of the girls performed poorly. These results clearly indicates that only 10% of girls performed better in English in reading, comprehension, writing and 42% of girls performance was average and surprisingly 48% of girls performed poorly.

Fig-1 Scholastic achievement levels of selected KGBV girls in Andhra region

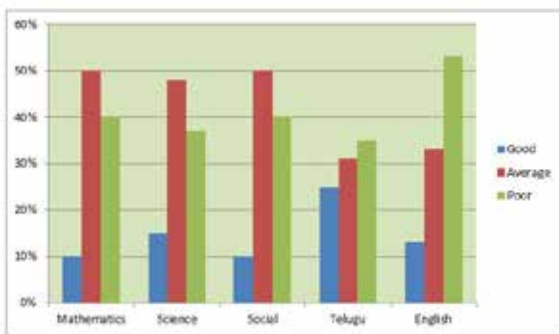


Table 2: Levels of Scholastic achievement of selected KGBV girls in Rayalaseema Region N=720

S.N	Subject	MANAGEMENT															
		BVM a=241				SOCIAL WELFARE a=180				TRIBAL WELFARE a=139				RESIDENTIAL SOCIETY a=130			
		VI	VII	VIII	IX	VI	VII	VIII	IX	VI	VII	VIII	IX	VI	VII	VIII	IX
1. Mathematics	Good	111%	221%	211%	40%	111%	91%	81%	120%	101%	91%	101%	91%	91%	101%	101%	
Average	41%	31%	39%	29%	31%	30%	24%	20%	23%	23%	23%	23%	23%	23%	23%	23%	
Poor	48%	47%	40%	31%	58%	79%	95%	79%	57%	77%	86%	77%	86%	86%	77%	77%	

Language												
1. Telugu												
a. Reading												
Good	121%	161%	141%	58%	91%	81%	71%	91%	91%	91%	121%	121%
Average	42%	41%	39%	31%	31%	29%	26%	26%	25%	25%	25%	25%
Poor	46%	43%	47%	11%	78%	90%	83%	83%	84%	84%	84%	84%

Reading												
Good	101%	121%	131%	91%	81%	71%	71%	91%	101%	111%	91%	111%
Average	44%	38%	40%	28%	30%	32%	32%	32%	32%	32%	32%	32%
Poor	46%	50%	47%	72%	89%	87%	87%	87%	87%	87%	87%	87%

Writing												
Good	101%	121%	131%	91%	81%	71%	71%	91%	101%	111%	91%	111%
Average	43%	37%	37%	28%	30%	32%	32%	32%	32%	32%	32%	32%
Poor	47%	51%	50%	71%	89%	87%	87%	87%	87%	87%	87%	87%

From the above table it can be clearly stated that KGBV girls of Rayalaseema region, fifteen percent of them showed good performance in mathematics, 50 percent of the girls performed average and thirty five percent of girls showed low performance. It was interesting to note from the table above that in science subject 12% of girls showed good performance while 52 percent performed average and 36 percent scored low. In social also the percentage of girls (12% ) performed well and 48% showed average performance and remaining 40% of girls performed poorly. Girls were evaluated in reading, comprehension and writing skills of language both in English and Telugu, reports of evaluation showed that girls performed better in Telugu than in English. In Telugu language on average, 16 percent of girls scored good, 54% of them got average scores and remaining thirty percent showed poor performance. From the above score it is evident that girls scored less in comprehension than in reading and writing. On an average 15 percent of girls showed good performance, fifty percent of them scored average and 35 percent showed poor performance.

Fig-2 Levels of Scholastic achievement of selected KGBV girls in Rayalaseema region

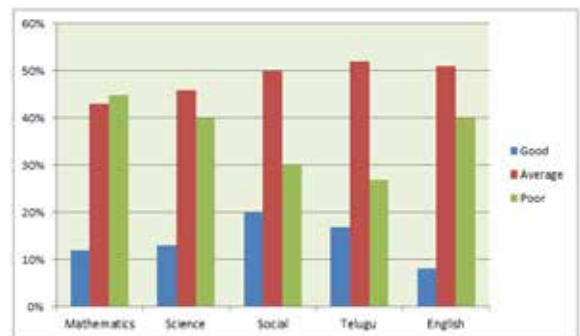


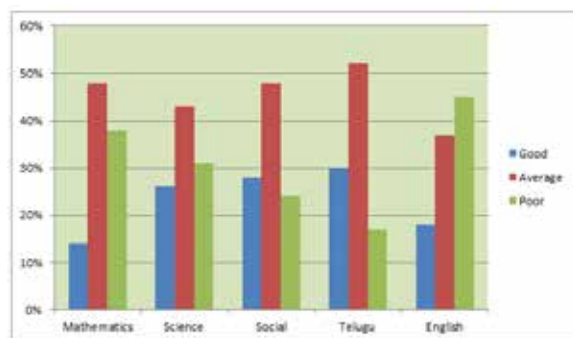
Table 3: Levels of Scholastic achievement of selected KGBV girls in Telangana Region

MANAGEMENT													
S.no	Subjects	RVM n=450			TRIBAL WELFARE n=300			SOCIAL WELFARE n=300			RESIDENTIAL SOCIETY n=300		
		VII	VIII	IX	VII	VIII	IX	VII	VIII	IX	VII	VIII	IX
1.	Mathematics												
	Good	21(14%)	23(15%)	24(16%)	789(26%)	98(32%)	76(25%)	78(26%)	60(20%)	79(26%)	73(24%)	69(23%)	81(27%)
	Average	72(48%)	78(52%)	80(53%)	101(33%)	87(29%)	112(37%)	120(40%)	102(34%)	105(35%)	116(38%)	110(36%)	117(39%)
	Poor	57(38%)	49(32%)	46(30%)	121(40%)	115(38%)	112(37%)	102(34%)	138(46%)	116(36%)	111(37%)	121(40%)	102(34%)
2.	Science												
	Good	34(22%)	25(16%)	30(20%)	26(26%)	87(29%)	79(26%)	85(28%)	93(31%)	85(28%)	70(23%)	69(23%)	83(27%)
	Average	75(50%)	80(53%)	789(52%)	143(43%)	123(41%)	102(34%)	111(37%)	124(137%)	120(40%)	119(39%)	131(39%)	109(36%)
	Poor	41(27%)	45(30%)	42(34%)	131(31%)	90(30%)	119(39%)	104(34%)	83(28%)	95(31%)	111(37%)	100(33%)	108(36%)
3.	Social												
	Good	29(19%)	32(21%)	43(36%)	78(26%)	89(29%)	92(30%)	75(25%)	69(23%)	88(29%)	92(30%)	90(30%)	86(28%)
	Average	77(51%)	81(54%)	75(50%)	112(37%)	125(41%)	109(36%)	126(42%)	120(40%)	132(44%)	121(40%)	113(37%)	115(38%)
	Poor	44(29%)	37(24%)	32(21%)	110(36%)	86(28%)	99(33%)	99(33%)	111(37%)	80(26%)	87(29%)	97(32%)	99(33%)
Language													
1.	Telugu												
a.	Reading												
	Good	45(30%)	54(36%)	46(30%)	78(26%)	76(26%)	48(16%)	95(31%)	76(25%)	90(30%)	88(29%)	84(26%)	87(27%)
	Average	79(52%)	81(54)	74(48%)	109(36%)	117(36%)	123(41%)	134(44%)	119(39%)	122(40%)	109(36%)	101(33%)	100(33%)
	Poor	26(17%)	35(23%)	30(20%)	113(37%)	107(35%)	129(43%)	171(57%)	105(35%)	88(29%)	103(34%)	115(38%)	113(37%)
b.	Comprehension												
	Good	46(30%)	52(34%)	44(29%)	78(26%)	89(29%)	90(30%)	87(28%)	66(22%)	93(31%)	97(32%)	85(28%)	99(33%)
	Average	75(50%)	80(53%)	76(50%)	109(36%)	126(42%)	118(39%)	105(35%)	104(34%)	117(39%)	127(42%)	113(37%)	112(37%)
	Poor	29(19)	18(12%)	30(20%)	113(37%)	85(28%)	92(30%)	108(36%)	130(43%)	90(30%)	86(28%)	102(34%)	89(29%)
c.	Writing												
	Good	45(30%)	53(35%)	49(32%)	89(29%)	90(30%)	8729	96(32%)	95(31%)	82(27%)	83(27%)	85(28%)	90(30%)
	Average	79(52%)	80(53%)	70(46%)	121(40%)	113(37%)	12842	135(45%)	130(43%)	137(45%)	136(45%)	119(39%)	121(40%)
	Poor	26(17%)	17(11%)	31(20%)	90(30%)	97(32%)	8528	69(23%)	70(23%)	81(27%)	81(27%)	96(32%)	89(29%)
2.	English												
	Reading												
	Good	32(21%)	24(16%)	28(18%)	58(19%)	57(19%)	61(20%)	55(18%)	63(21%)	56(18%)	60(20%)	67(22%)	72(24%)
	Average	65(43%)	53(35%)	57(38%)	101(33%)	98(32%)	89(29%)	88(29%)	91(30%)	99(33%)	96(32%)	90(30%)	93(31%)
	Poor	53(35%)	73(48%)	65(43%)	141(47%)	145(48%)	150(50%)	157(52%)	146(48%)	145(48%)	144(48%)	143(47%)	135(45%)
	Comprehension												
	Good	31(20%)	26(17%)	28(18%)	48(16%)	53(17%)	58(19%)	56(18%)	67(22%)	72(24%)	68(22%)	57(19%)	60(20%)
	Average	64(42%)	50(33%)	57(38%)	105(35%)	95(31%)	87(29%)	91(30%)	96(32%)	95(31%)	87(29%)	89(29%)	89(29%)
	Poor	55(36%)	74(49%)	65(44%)	153(51%)	152(50%)	155(51%)	153(51%)	137(45%)	133(44%)	145(48%)	154(51%)	150(50%)
	Writing												
	Good	30(20%)	24(16%)	27(18%)	60(20%)	55(18%)	73(24%)	63(21%)	77(25%)	85(28%)	96(31%)	92(30%)	92(30%)
	Average	64(42%)	54(36%)	57(38%)	112(36%)	102(34%)	98(32%)	98(32%)	100(30%)	101(33%)	87(29%)	96(32%)	92(30%)
	Poor	56(37%)	72(48%)	66(44%)	128(42%)	143(47%)	129(43%)	138(46%)	123(41%)	114(38%)	117(39%)	112(37%)	116(38%)

In Telangana region on an average nineteen percent of KGBV girls performed well in mathematics, forty nine percent of them

showed average performance and 32 percent of KGBV girls performed poorly in mathematics subject. It was surprising to see that girls performed better in science than mathematics, on average 23 percent girls scored good, fifty two percent of them scored average and remaining twenty five percent showed poor performance in science. In social subject 49 percent of girls scored average while 21 percent of them performed better. As Telugu is the mother tongue KGBV girls showed better performance in this subject, on average 32% scored good, 53 percent scored average and remaining 15% performance was low in Telugu. In English language nineteen percent scored good 38 percent average and forty three percent of girls showed poor performance

**Fig-3 Levels of Scholastic achievement of selected KGBV girls in Telangana Region**



**CONCLUSION**

The study reveal that KGBV girls on average only very few

(10%)KGBVgirls are good in their studies achieving A+ grades. Most of the girls were found to be average and low in their studies. Many of KGBV girls are school drop outs and some of them have never attended the school. Another interesting pointed noted during the study was percentage of girls performing poorly was decreased as the class increased. For example if in VII class 36% were performing poorly, in VIII only 30% poor performers were found and as they reach IX class there is decrease in percentage of poor performance (22%-25%). It was encouraging to note that as the girls continue their education in KGBV their performance is improving. It was also surprising to note that the girls were doing well in Telugu but in English it was found that many girls were performing poorly. It was also interesting to note that there was not any difference in the academic achievement of girls across the three region and between the KGBV managed by different societies

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