

# Impact of demographic variable on educational opportunities of Kasturba Gandhi Balika Vidyalaya students

R Pushpa Namdeo

Research Scholar, Regional Institute of Education, Bhopal, Madhya Pradesh, INDIA.

## Abstract

The present paper focused to study educational opportunities of KGBV. The main objective of the paper was to find the influence of locale on educational opportunities of the students of KGBV. A sample of 310 students from KGBV studying in class VIII was selected by purposive random sampling method. Self prepared tool and technique was used to measure educational opportunities of the students. Researcher used qualitative and well as quantitative methods to analyze the data. The result indicated that there is no significant difference in educational opportunities of the students belonging to the schools of tribal and non tribal blocks. Further qualitative analysis vindicates quantitative result. The study suggested that educational opportunities are important for the development of the students and each and every facilities provided to the students in the school should be converted into learning opportunities.

**Key Words:** Educational opportunities, KGBV, Tribal and non tribal blocks.

## Access this article online

Quick Response Code:	Website: <a href="http://www.statperson.com">www.statperson.com</a>
	Accessed Date: 26 March 2018

## INTRODUCTION

Sarva Shiksha Abhiyan (SSA) is Government of India's flagship programme for achievement of Universalisation of Elementary Education (UEE) in a time- bound manner as mandated by 86th amendment to the Constitution of India making free and compulsory education to the children of 6-14 years' age group a fundamental right. Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was launched by the Government of India in August, 2004 for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas. The scheme was applicable since inception in 2004, in Educationally Backward Blocks (EBBs) where the rural female literacy is below the national average (46.13%: Census 2001) and gender gap in literacy is more than the national average (21.59%:

Census 2001). Among these blocks, schools may be set up in areas with:

- Concentration of tribal population, with low female literacy and/or a large number of girls out of school;
- Concentration of SC, OBC and minority populations, with low female literacy and/or a large number of girls out of school;
- Areas with low female literacy; or
- Areas with a large number of small, scattered habitations that do not qualify for a school

Educational opportunities are those opportunities that aim to enable individuals to acquire knowledge and certain skills, and to cultivate certain capacities. KGBV should act as an opportunity center for the students. Educational opportunities provided to the students of acts as a catalyst for them. These educational opportunities should not be limited to availability of physical resources, but these resources should be brought in use in classroom teaching learning process. In this study researcher tried to study educational opportunities of the students of KGBV. Manimekalai found that KGBVs scheme is a blessing opportunity for the never enrolled and dropout girls to continue their education. Vocational training given to girls will help them in case of not continuing their education. Self confidence of the students has been enhanced. There is a need for teachers to get trained not just on the various methods of teaching but on the objective of the scheme which is to reduce the gap

(Manimekalai, 2005). Mehrotra found that necessary care was taken in providing food, basic accessories, and recreational facilities to the girls. Average achievement of girls was moderate, special attention was paid to the weaker students and was doing well in co-curricular and vocational activities. Specialized teaching learning materials like charts, models, teaching aids were provided in KGBVs (Mehrotra, 2006). Physical facilities, regular evaluation practice, teachers positive attitude and high expectation from students, congenial school climate and good leadership has positive effect on student learning. Varghese reported that there was a significant relationship between school facilities and achievements (Varghese, 1995).

### Demographic variable

KGBVs belonging to tribal and non tribal blocks.

## AIMS AND OBJECTIVE

1. To study educational opportunities of the students.
2. To study educational opportunities of students belonging to KGBVs of tribal and non tribal blocks.

**Hypothesis of the study:** There is no significant difference in educational opportunities of the students belonging KGBVs of tribal and non tribal blocks.

**Methodology Sample:** The sample of the present study consisted of 310 students of KGBVs.

**Tools:** Checklist and extent of use of available resources prepared by the researcher were employed to study educational opportunities.

**Statistical Analysis:** The responses to the tools were scored and t-test along with qualitative analysis was employed to test the significance of mean difference between the students belonging KGBVs of tribal and non tribal blocks.

## RESULT AND DISCUSSION

The present study attempted to assess the impact of KGBVs belonging to tribal and non tribal blocks on educational opportunities of the students.

**Analysis and interpretation of checklist for available resources:** The checklist was divided into three parts i.e. physical resources, cognitive resources and human resources. The overall analysis of the data obtained from the checklist for the available resources reveals that the physical, cognitive and human resources are available in the school, though not in satisfactory quantity as the working as well as the number of the physical resources stills needs to be assured. Quality of these physical resources also needs to be considered for its efficient functioning. Availability and use of cognitive resources needs to be assured in teaching learning process. As the

teachers are making use of the most basic cognitive resources like blackboard, textbooks, charts etc. in the classroom but using technology in the classrooms of KGBVs still needs a long way to go.

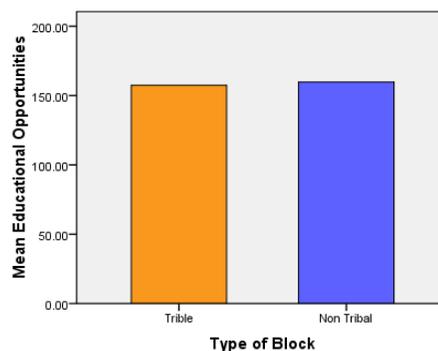
**Type of block and Educational Opportunities:** The first sub hypothesis of the study states that there is no significant difference between the mean scores of educational opportunities of students belonging to schools of tribal and non tribal blocks. This hypothesis is verified and shown in the table 4.1.7.1.

**Table 1:** Significance of 't' between the mean scores of educational opportunities of students belonging to schools of tribal and non tribal blocks

Blocks	N	Mean	SD	df	't'	Significance
Tribal	219	157.42	14.88			
Non Tribal	91	159.42	11.57	308	1.305	Not Sig.

Not significant at 0.05 level

The value of 't' is not significant at 0.05 level and hence the hypothesis is accepted. This shows that there is no significant difference between the students of tribal and non tribal blocks in respect of educational opportunities. Further when the mean scores are compared it is found that the students of schools in non tribal blocks slightly edge over the students of schools tribal blocks in terms of educational aspiration. Hence it can be stated that the students of tribal and non tribal blocks are getting equal educational opportunities.



**Figure 1:** Graphical representation of the mean scores of educational opportunities of students belonging to schools of tribal and non tribal blocks

Plausible explanation for no significant difference in educational opportunities of students belonging to schools of tribal and non tribal blocks may be because KGBV is a special measure taken by government for education of girls from educationally backward classes. As it is a special intervention, infrastructural facilities, cognitive resources as well as human resources are almost uniform.

## REFERENCES

1. Mandal, Pushpa (2007). Role of Kasturba Gandhi Balika Vidyalaya in the educational development of ST girls in Jharkhand. *Journal of Indian Education*, 35(3), 46-59.
2. Manimekalai (2005). A study on eliminating gender gap in education through Kasturba Gandhi Balika Vidyalaya. Dept. of Women's studies. Trichy, Bharathidasan University. Retrieved from [http://ssa.nic.in/girls-education/kasturba\\_gandhi\\_balika\\_vidyalaya/](http://ssa.nic.in/girls-education/kasturba_gandhi_balika_vidyalaya/)
3. Mehrotra, A. (2006). Assessment of functioning and effectiveness of Kasturba Gandhi Balika Vidyalayas. Abstract of Research studies in Elementary Education, RESU-TSG for SSA, New Delhi, EdCIL (2010), 327.
4. SSA (2011). Eight meeting of research and evaluation coordinators. Research, Evaluation and Studies, Technical Support Group for Sarva Shiksha Abhiyaan. New Delhi.
5. Gender Unit, TSG-SSA (2007). National Evaluation of Kasturba Gandhi Balika Vidyalaya Scheme. Gender Unit, Technical Support Group, EdCIL, New Delhi. Abstract of research studies in Elementary Education, RESU-TSG for SSA, New Delhi, EdCIL (2010), 40.
6. Varghese, N. V. (1995). School facilities and learner achievement: Towards a methodology of analysing school facilities in India. *Perspectives in Education*, 11(2), 97-108. <http://www.ncert.nic.in/html/pdf/announcement/kgbvreport.pdf>  
[http://niti.gov.in/writereaddata/files/document\\_publication/KGBV-report.pdf](http://niti.gov.in/writereaddata/files/document_publication/KGBV-report.pdf)

Source of Support: None Declared  
Conflict of Interest: None Declared