

Evaluation of Kasturba Gandhi Balika Vidyalayas (KGBVs) Scheme



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DEVELOPMENT ORIENTED OPERATIONS RESEARCH & SURVEYS

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(A society for Survey Statisticians and Social Scientists)

C301, 3rd Floor, East Sapphire, Sadarpur, Near Canara Bank, Sector 45, Noida, 201301

Phone: Mobile 9312605379, 8130640263, 8383979881, 9910377095, 8882798757

Email: doors.delhi@gmail.com, ceo.doors@gmail.com

Web: www.doorsinida.org

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Draft Report

Submitted to

NITI Aayog

T. S. Krishnan

Development Oriented Operations Research & Surveys

C-301, 3rd Floor, East Sapphire, Sadarpur, Near Canara Bank, Sector 45, Noida, 201301

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DETAILS OF PREVIOUS REPORTS / STUDIES ON KGBV

List of Abbreviations

ADPC	Assistant District Project Coordinator
APC	Assistant Project Coordinator
B. Sc	Bachelor of Science
B. Ed	Bachelor of Education
BAC	Block Academic Coordinator
BEO	Block Education Officer
BO	Block Officer
BPL	Below Poverty Line
BRC	Block Resource Centre
BRCC	Block Resource Centre Coordinator
BSA	Basic Siksha Adhikari
BSW	Bachelor of Social Work
CCE	Continuous and Comprehensive Evaluation
CCTV	Closed Circuit Television
CEO	Chief Executive Officer
CHC	Community Health Centre
CRC	Cluster Resource Centre
CRPF	Central Reserve Police Force
CWSN	Children with Special Need
DCA	Diploma in Computer Application
DEO	District Education Officer
DIET	District Institute for Education and Training
DISE	District Information on School Education
DM	District Magistrate
DOE	Department of Education
DOORS	Development Oriented Operations Research & Surveys
DPC	District Project Coordinator
EBB	Educationally Backward Block
ED	Executive Director
FGD	Focus Group Discussion
GEN	General {Category}
HM	Head Master

HSLC	High School Leaving Certificate
HRD	Human Resources Development
HS	High School
HSS	Higher Secondary School
ICDS	Integrated Child Development Services
ICT	Information & Communication Technology
IEC	Information, Education, and Communication
ITI	Industrial Training Institute
KGBV	Kasturba Gandhi Balika Vidyalaya
LED	Light Emitting Diode
M. Ed	Master of Education
M. Phil	Master of Philosophy
MA	Master of Arts
MHM	Menstrual Health Management
MIS	Management Information System
MOU	Memorandum of Understanding
MP	Madhya Pradesh
NCC	National Cadet Corps
NCERT	National Council of Educational Research and Training
NFE	Non Formal Education
NGO	Non-Government Organisation
NHM	National Health Mission
NPEGEL	National Programme for Education of Girls at Elementary Level
NRHM	National Rural Health Mission
NSE	National Stock Exchange
NTS	National Talent Scheme
OBC	Other Backward Classes
OoSC	Out of School Children
PAT	Physical Aptitude Test
PEEO	Panchayat Elementary Education Officer
Ph. D	Doctor of Philosophy
PHC	Primary Health Centre
PMT	Pre Medical Test
PO	Project Officer

PTM	Parent Teacher Meeting
RAS	Rajasthan Administrative Service
RCSCE	Rajasthan Council for School Education
REI	Rajasthan Education Initiative
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
R.O	Reverse Osmosis
RTE	Right to Education
RTI	Right to Information
SC	Scheduled Caste
SCERT	State Council of Educational Research and Training
SIS	State Implementation Society
SJE	Social Justice & Empowerment
SMC	School Management Committee
SMO	State Mission Office
SMSA	Samagra Siksha Abhiyan
SPO	State Project Office
SSA	Sarva Shiksha Abhiyan
ST	Scheduled Tribe
TAD	Tribal Area Development
TB	Tuberculosis
TLM	Teaching Learning Materials
ToR	Terms of Reference
TV	Television
UDISE	Unified District Information System for Education
UNFPA	United Nations Fund for Population Activities
UNICEF	United Nations International Children's Emergency Fund
UP	Uttar Pradesh
w.r.t	with respect to

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PREFACE

The Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was launched by Government of India in July 2004, for setting up residential schools at upper primary level for girls belonging predominantly to the Scheduled Caste (SC), Scheduled Tribe (ST), Other Backward Classes (OBC), and Minority Communities. The scheme is being implemented in educationally backward blocks of the country where the female rural literacy is below the national average and gender gap in literacy is above the national average.

NITI Aayog wished to have an elaborate evaluation study covering various aspects of the functioning of the KGBVs and entrusted the assignment of carrying out the evaluation to Development Oriented Operations Research & Surveys.

The study has been conducted adopting a sampling approach. Five states, Assam, Chhattisgarh, Madhya Pradesh, Rajasthan, and Uttar Pradesh have been selected for the study. In each of the States five districts were chosen. In each district one Block has been chosen. In all the study has been conducted in 30 KGBVs (one in each selected Block). The staff and students present and passed out as well as state and district officials concerned have been contacted and an elaborate information have been collected and based upon the analysis of the data collected in the field this report has been prepared.

We are extremely thankful to the NITI Aayog for having entrusted this assignment to us. Our thanks go to the officials in the HRD Vertical of NITI Aayog who have given valuable suggestions to finalise the tools and the sample selection and to the Officials of Governance and Research Vertical for their support to carry out the study. Our thanks to all senior officials in the state who had extended cooperation to us and the district level officials. We would like to make special mentions at state level of Dr. Seema Parashar of Rajasthan, Ms. Nandita Medhi, Mr. Prasanta Chakrabarty and Ms. Sharmila Thakur of Assam and Mr. Ramesh Verma at MP. We would also like to express our thanks to our field teams headed by Shri Nagendra Prasad, Shri Hemant Gupta, Shri Dananjay, and Ms. Rajda Khan and our office staff Ms. Pinky Singh and Mr. Binod Kumar.



T.S. Krishnan
Project Director
President & CEO, DOORS

Evaluation of Kasturba Gandhi Balika Vidyalayas (KGBVs) Scheme

Executive Summary

1 The Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was launched by Government of India in July 2004, for setting up residential schools at upper primary level for girls belonging predominantly to the Scheduled Caste (SC), Scheduled Tribe (ST), Other Backward Classes (OBC), and Minority Communities. The scheme is being implemented in educationally backward blocks of the country where the female rural literacy is below the national average and gender gap in literacy is above the national average. The scheme provides for a minimum reservation of 75% of the seats for girls belonging to SC, ST, OBC or minority communities and priority for the remaining 25% is accorded to girls from families below poverty line. Kasturba Gandhi Balika Vidyalaya scheme was merged with Sarva Shiksha (SSA) in the XIIth Plan with effect from 1st April, 2007. SSA itself has been absorbed in the newly launched Integrated Scheme of School Education- Samagra Shiksha, effective from the year 2018-19 and along with this development provision has been made to upgrade the existing KGBVs at upper primary level to up to senior secondary level with a capacity of 150-250 girls in convergence with the erstwhile Girls Hostel Scheme.

2 There is a lot of written and research work done on various aspects of the KGBVs. Some of them are

- National Consultation on Kasturba Gandhi Balika Vidyalaya – A Visionary Initiative, August 11- 12, 2008 by Department of Women Studies, National Council of Educational Research and Training.
- Evaluation study of KGBV by Programme Evaluation Division of NITI Aayog in 2015.
- Evaluation study in Assam by Shri Sampreeti Gogoi, Department of Human Development and Family Studies, Faculty of Home Science, Assam Agricultural University, Jorhat, July, 2014.
- National Evaluation of Kasturba Gandhi Balika Vidyalayas (KGBV) conducted by the Department of School Education and Literacy, Ministry of Human Resource Development 2007.
- A Study on Implementation of KGBV Scheme in the Muslim Concentrated Districts of Four States in India by Department of Women's Studies, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi – 110016 in 2013.
- Evaluation of KGBVs in Assam a study in 2016.

3. As four years have lapsed since the last evaluation the present study has been thought of. The major objective was to see whether the objectives of the scheme as such

are met and has greater participation of girls at upper primary stage in terms of enrolment, attendance and learning achievements especially from SC, ST OBC, minorities and BPL families and to evaluate operational and management issues. The major points covered are:-

- At state level of management and facilitation of KGBVs, status of recognition, linkages with other government initiatives.
- Enrolment - Whether from target population (never enrolled / drop out girls) - process of identifying and challenges in reaching out to targeted girls, - representation of CWSN etc.
- Retention and transition to Secondary - Status of drop outs, reasons for dropping, transition rates to secondary schools and reasons for failure to transition to secondary schools.
- Teacher and staff - whether vacancies filled as per Central norms / State guidelines, Training of staff, length of vacancies and method of teachers' recruitment.
- Learning - class room pedagogy, availability, use of teaching learning materials, use of bridge course, remedial teaching practices, extracurricular activities and sports - leaning achievement
- Operation and management of schools - issues related to safety, health and hygiene, administration.
- Achievements against stated objectives of the scheme, good practices.

4. The study has been conducted in five states one in each zone. The states covered are Assam, Chhattisgarh, Madhya Pradesh, Rajasthan and Uttar Pradesh. Each state was divided into five compact zones and from each zone, one KGBV has been selected by simple random sampling. In addition to the above one school at or near the state headquarters was also added. Thus the study has been conducted in 30 schools. From each of the selected schools the school management, warden of the hostel, two teachers and two non-teaching staff were contacted for key informant interviews. Further 10 girls currently studying and 5 girls who have passed out were also contacted for interviews.

5. The data collected have been analysed. The financial and physical progresses at the state level are given. The School management has been separately analysed. Besides the opinions of the teaching staff, non-teaching staff and the students have been thoroughly analysed and the results are presented.

6. The major findings are as follows:-

Separate state and district level committees are not there in all states.

Nodal officers have been appointed in all states.

All teachers are females in all schools. But there are male staffs in non-teaching staff.

There seems to be no regular pattern of release of funds. The budget amount was not found sufficient in certain cases.

All states except Assam have a separate curriculum for the staff training.

All states have supplied the text books to all the students. Teaching and learning materials are available in all schools and teachers always use them. A continuous and comprehensive evaluation system is adopted.

Lack of awareness in the community, Lack of motivation and resistance among parents and their unwillingness to send girls to schools, Puberty of girls, Concerns of parents about marriage of girls, Need for taking care of household core and younger siblings are the factors that act against getting the girls to the schools.

Problems are faced in admitting minority children belonging to Muslim Community.

Fifty percent of the KGBVs visited do not have necessary infrastructures.

The scheme provides opportunity to reach Hard to reach groups and vulnerable girls (who required long term socio-psychological support to resume their schooling and join KGBVs) only once during the enrolment drive.

It is only in Assam that mainly drop outs are admitted.

Nearly 60% of the KGBVs need major repairing work. One third of the KGBV buildings need some minor repairs.

All the sanctioned schools are established, functioning and recognised and covered under DISE.

The linkages with social organisation and management of other schemes and schools are maintained in most of the places.

In most of the cases girls are helped for further education after 8th. It is only about 47% of the schools, the linkage is kept with every pass outs from 8th standard.

Almost all the KGBVs are visited by higher officers. The intensity of visit by higher officials to KGBV differs from state to state.

KGBVs are being managed and run by the Sarva Siksha Abhiyan (SSA). (Now SAMGRA as SSA has been subsumed in SAMGRA). All the thirty KGBVs selected were residential schools and all of them were functioning from their own buildings.

The number of class rooms ranged from 2 to 12, majority of the schools having 3 class rooms. Some of the schools in Madhya Pradesh and Assam were not having the compound wall.

It is only in one case that the hostel was found to be 500 mtrs away from school. In all other cases the hostels were in the premises or near the premises.

Almost all the schools are having only one chowkidar and that chowkidar is not even having a shed at the place where they sit for duty.

None of the 30 KGBVs selected has any transport vehicles of their own for their use

One fourth of the school in charges felt that the food in the hostel did not have any special impact on the girls

Almost all essential items are being supplied to the girls. Generally the situation w.r.t supply of various items to the girls seems to be satisfactory.

The other facilities provided to the girls had a very good impact in the upkeep of the girls

There are many vacant posts. The period for which these posts are vacant ranges from 3 months to 11 years.

In nearly three fourth of the KGBVs, the KGBV norms are followed in filling up the posts

In 50% of the schools there are separate teachers for each of the subjects.

Two third of the teachers possess only the minimum qualification of Graduation.

More than three fourth of the teachers possess the technical qualification of B. Ed.

In 80% of the schools a doctor is attached to the KGBV. In almost all the KGBVs the health records of the girls are maintained

The toilets, bathrooms, class rooms, hostel rooms are generally kept fairly neat.

In nearly two third of the schools all the girls leave for home during the holidays

In almost all the KGBVs the parents are allowed to visit the KGBVs and see their children.

Basic requirements / facilities such as separate class rooms for different classes, Furniture, Electricity, and Drinking Water are available more than requirement in 47% of the school.

In one fifth of the schools such facilities are not sufficient.

Availability of water for other purposes and toilet facilities is more than sufficient in 40% of the schools. Toilet facilities are not sufficient in 10% schools.

In about one fourth of the schools the library facility was found to be more than sufficient. In only 2 schools the same was not sufficient.

Laboratory facilities as well as computers are not available in the case of 10% of the schools and was not sufficient in the case of another one third of the schools.

In 50% of the KGBVs there is no audio video aids and in two third of the KGBVs there is no place of worship in the premises of KGBVs.

Quality of drinking water sanitation, curriculum and teaching methods was very good in 50 to 60 % schools.

In 80% of the schools office room is available whereas auditorium as well as music room are not available. In three fourth of the schools the visitors room, Play room and Music rooms are available. Staff room and other rooms are available in little more than 50% of the schools.

Among all the registers only the attendance register of staff is well maintained in all the schools. The matters regarding taboos, regarding menstruation are widely discussed in

about two third of the schools and the taboo is observed in about one fourth of the school. Teachers felt that they have to do a lot of extra work and put a lot of effort to make these girls future and wardens work for 24 hours. But still they don't get sufficient amount of salary commensurate with their work.

Girls have generally felt that there should be light in the streets nearby, extra guard for safety, proper boundaries, more toilets, and changes in infrastructure. They have expressed that they face problems in rainy season and fall sick and this becomes hard and risky for being in same room with more than 20 girls.

Most of the girls wants to study further and for that it is very important to give them scholarship on time. Most of the girls felt that the scholarship amount is very less and needs to be increased.

7. The following recommendations are suggested

A separate management for KGBV at the national level should be in place to look into the implementation and monitoring of the scheme. Uniformity in the overall management process could be brought into practice. All states may have a committee at state level and district level including officials from different departments. This may help to strengthen the scheme by adopting policy of convergence with other schemes in operation and also evolve suitable strategies for mobilizing funds for sustenance of the scheme.

It would be better to fix the time period for release of amount and follow a regular pattern of release of amount. Funds may better be released well before the close of the financial year. GoI may think of earmarking the fund meant for KGBV separately. The money allotted may be fully utilised so that the scheme could be more and more effective.

Financial assistance to KGBV may be increased to meet the costs on realistic basis. The same may be reviewed periodically taking into consideration the hike in cost of living. Efforts should be taken to cater more to benefit eligible girls from SC, ST community.

Norms for visits by different level of officials to the KGBVs in a year may be clearly specified and the same may invariably be followed.

Every school should have compound sufficiently high, preferably with iron spikes and wire fencing on the top of the wall.

It would be good to have the hostel and the school in the same compound

All the KGBV school buildings are to be kept in a very good condition to provide a better atmosphere for the learning. All repairs needed are to be carried out immediately.

All the hostel buildings are to be kept in good condition for comfortable living of the girls and to attract the girls to stay there and study.

The schools must have 24 X 7 guards and for that purpose it is essential that schools have 3 chowkidars to keep constant vigil throughout the day and night. There should be some arrangement for the chowkidar just near the gate to stay in a shade – a shed or a room for the chowkidar.

CCTV should be installed in all the KGBVs.

Flood lights may be provided on all sides of the KGBVs.

KGBVs may be provided some transport vehicles of their own.

Provisions may be made for conference hall, where all 100 girls can sit together and participate in discussion or activities, fully furnished playground, Computer lab; Separate library-cum-study room, separate warden-residence, water harvesting system and solar panels may be provided in every KGBVs.

Steps may be taken to supply nutritious food in all the KGBVs.

There should be provision for continuous contact with the target population of hard to reach groups and vulnerable girls.

Library must be there in every school. Newspapers and magazines should be ~~provided~~.

Providing a dossier or file to pass outs mentioning the facilities available for further studies, providing information on sexual harassment committee, taking care of the complaints, empowering girls through programmes like Power Angel Programme (followed in some places) should be made compulsory for all the schools.

All the teaching posts are to be filled up at all the time. They should have reserve list of candidates at all times so that as and when a vacancy arises they can fill up the same immediately.

The guidelines given in the scheme are to be strictly followed for filling up the posts.

There should be separate teacher for each subject in every KGBV.

In the appointment of teachers preference may be given to candidates with higher qualification.

Only those with B. Ed qualification may be appointed as teachers.

A doctor may invariably be attached to every KGBV and he / she may visit the school at least once in a month.

All the KGBVs must have all the necessary infrastructures. Lab, computer Audio visual aids may be made available sufficiently in all the schools.

All the prescribed registers are to be well maintained and the same have to be inspected periodically.

KGBVs keep may invariably keep contact with all the pass outs. They may keep a register for the purpose and keep tracking them and guide and help them for further education. This may be made compulsory for the KGBVs.

There must be separate bank account for KGBV funds in case of each KGBV.

The KGBVs have to educate the girls in respect of the matters related to menstruation, provide platform for them to discuss the issues, misconceptions and taboos in this regard.

The per capita grant for daily maintenance of KGBV girls should be increased taking into consideration the hike in cost of living.

Public-Private-Partnership should be strengthened by involving more NGOs.

Teachers in KGBVs should encourage students to question and foster in them the quest for seeking knowledge thus infusing in children the skills of critical thinking so that they constantly ask questions and search for an answer.

Reservation of seats for KGBV girls in Navodaya Vidyalayas should be considered for promoting their higher education.

Some percentage of National Talent Scholarship (NTS) may be reserved for KGBV girls for their transition to secondary and senior secondary stages of education.

Strategies should be worked out to link schools to ITIs, Polytechnics, and other Vocational Institutes.

KGBV should have a direct link with PHCs, CHCs and an effective ambulance service.

Evaluation of Kasturba Gandhi Balika Vidyalayas (KGBVs) Scheme

1. Introduction

The Scheme

The Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was launched by Government of India in July 2004, for setting up residential schools at upper primary level for girls belonging predominantly to the Scheduled Caste (SC), Scheduled Tribe (ST), Other Backward Classes (OBC), and Minority Communities. The scheme is being implemented in educationally backward blocks of the country where the female rural literacy is below the national average and gender gap in literacy is above the national average. The scheme provides for a minimum reservation of 75% of the seats for girls belonging to SC, ST, OBC or minority communities and priority for the remaining 25%, is accorded to girls from families below poverty line.

Kasturba Gandhi Balika Vidyalaya scheme was merged with Sarva Shiksha (SSA) in the XIIth Plan with effect from 1st April, 2007

SSA itself has been absorbed in the newly launched Integrated Scheme of School Education-Samagra Shiksha, effective from the year 2018-19 and along with this development provision has been made to upgrade the existing KGBVs at upper primary level to up to senior secondary level with a capacity of 150-250 girls in convergence with the erstwhile Girls Hostel Scheme.

Hon'ble Minister for HRD has tweeted that Kasturba Gandhi Balika Vidyalaya (KGBV) **is to** be expanded from Class 6-8 to Class 6-12 with allocation of Rs. 4385.60 crores in 2018-19 & Rs. 4553.10 crores in 2019-20.

As on August 2018, 3703 Kasturba Gandhi Balika Vidyalayas (KGBVs) were sanctioned out of which 3697 are operational enrolling 3.78 lakh girls. About 30.5 percent of students are from SC, about 25% from ST About 31% from OBC, about 8 percent from Muslims and about 6% from BPL category.

The schools established under the scheme broadly fall under three categories as indicated below:-

- | | |
|----------|--|
| MODEL 1: | Schools with hostel for 100 girls |
| MODEL 2: | Schools with hostel for 50 girls |
| MODEL 3: | Hostels in existing schools for 50 girls |

Salient features of the scheme: -

The scheme aims to

- provide necessary infrastructure for these schools
- prepare and procure necessary teaching, learning material and aids for the schools
- put in place appropriate systems to provide necessary academic support and for evaluation and monitoring
- motivate and prepare the girls and their families to send them to residential school

At primary level the emphasis will be on the slightly older girls who are out of school and were unable to complete primary schools (10+). However, in difficult areas (migratory populations, scattered habitations that do not qualify for primary/ upper primary schools) younger girls can also be targeted.

At the upper primary level, emphasis will be on girls, especially, adolescent girls who are unable to go to regular schools.

Established NGOs and other non-profit making bodies will be involved in the running of the schools, wherever possible. These residential schools can also be adopted by the corporate groups.

Literature review

There is a lot of written and research work done on various aspects of the KGBVs. As per National Consultation on Kasturba Gandhi Balika Vidyalaya held on 11 – 12th August, 2008, by NCERT “The KGBV Scheme in Bihar and Uttar Pradesh faces the issue of abuse faced by girls, existing physical facilities are moderate such as availability of one toilet for 100 girls, availability and retention of teachers is a major challenge of the scheme. Many teachers trained by Mahila Samakhya joined formal Government Schools and this created a serious problem in teaching and learning process, health of girls is an important area of concern and budgetary provisions are inadequate in this regard, future of girls continue to remain an issue of uncertainty, lesser Enrolment of Muslim girls and content knowledge of teachers are not up to the mark¹.”

The British Council, India on its website contain details of its work with regard to KGBV titled “Uttar Pradesh Kasturba Gandhi Balika Vidyalaya (KGBV) project in India.” The British Council and Sarva Shiksha Abhiyan Uttar Pradesh in partnership with UNICEF established the UP Kasturba Gandhi Balika Vidyalaya (KGBV) project in November 2017.

Learner-centered approaches in their classrooms in order to develop learners’ exposure to

¹ National Consultation on Kasturba Gandhi Balika Vidyalaya, A Visionary Initiative, held on 11 – 12th August, 2008, Department of Women’s Studies, NCERT.

the language and active involvement to improve learning outcomes².

According to a report of National Evaluation of Kasturba Gandhi Vidyalaya (KGBV) and National Programme for Education of Girls at Elementary Level (NPEGEL) published in 2008, there is no significant difference in the quality of education imparted in regular government schools and KGBV. The report further states that the Model III have essentially used the KGBV scheme as a hostel with some supplementary tuition being imparted through tutors in the KGBV. The states adopting models I and II (with the exception of Meghalaya) have hired qualified persons as teachers. Further in Meghalaya the KGBV is run more like a NFE centre and girls are taught for barely three hours³.

Earlier studies

Some of the studies on KGBV done in the past either on state basis, or on regional basis or on national basis that we have looked into and gone through are:-

- National Consultation on Kasturba Gandhi Balika Vidyalaya – A Visionary Initiative August 11- 12, 2008 by Department of Women Studies, National Council of Educational Research and Training
- Evaluation study of KGBV by Programme Evaluation Division of NITI Aayog in 2015
- Evaluation study in Assam by Shri Sampreeti Gogoi, Department of Human Development and Family Studies, Faculty of Home Science, Assam Agricultural University, Jorhat July, 2014
- National Evaluation of Kasturba Gandhi Balika Vidyalayas (KGBV) conducted by the Department of School Education and Literacy, Ministry of Human Resource Development in 2007
- A Study on Implementation of KGBV Scheme in the Muslim Concentrated Districts of Four States in India by Department of Women's Studies, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi – 110016 in 2013

The salient point of these studies are given in Annexure A

Need for the present study

Gender disparities still persist in rural areas and among disadvantaged communities. Looking at enrolment trends, there remain significant gaps in the enrolment of girls at the elementary level as compared to boys, especially at the upper primary levels. The objective of KGBV is to ensure that quality education is feasible and accessible to the girls of disadvantaged groups of society by setting up residential schools with boarding facilities at elementary level.

² Uttar Pradesh Kasturba Gandhi Balika Vidyalaya (KGBV) project, British Council,

³ National Evaluation of Kasturba Gandhi Vidyalaya (KGBV) and National Programme for Education of Girls at Elementary Level (NPEGEL),

Since inception the scheme has been evaluated on national basis already twice. The main areas of the last evaluation were:-

- Management of residential hostel, presence of male staff and / or staff vacancies, poor infrastructure, lack of toilets, beds etc.
- Poor attention to nutrition and hygiene of girls
- Lack of compliance with RTI norms namely Pupil Teacher ratio, required space for teaching, learning qualification of teachers, availability of learning materials etc
- Running of KGBVs by NGOs where norms as per the central guidelines on KGBV were not being followed
- Now as about 4 years have elapsed since the last evaluation, It is desired that an evaluation of the scheme is to be carried out and the task has been assigned to the Development Oriented Operations Research and Surveys (DOORS)

2 Objectives

The major objective was to see whether the objectives of the scheme as such are met and has greater participation of girls at upper primary stage in terms of enrolment, attendance and learning achievements especially from SC, ST OBC, minorities and BPL families and to evaluate operational and management issues.

Though class VIII is the terminal grade of the scheme until recently some states have extended the scheme to Class XII and it had been decided by the government to extend up to class 12 in all cases under Samagra Siksha from 2018-19. But the present study may focus only up to class VIII.

It specifically focussed on the following points at different levels as indicated below.

- State level an assessment of arrangement at the level of management and facilitation of KGBV schools, status of recognition of selected KGBVs, linkages with other government initiatives such as NRHM, ICDS (for access to benefits for adolescent girls), SSA (for teacher training) etc.
- Enrolment in KGBVs - Whether the girls enrolled in KGBVs are actually drawn from the target population of never enrolled / drop out girls or are enrolled as routine from pass out of primary schools, examine process of identifying out of school girls and challenges faced in reaching out to targeted girls , assess representation of CWSN girls and nature of inclusion etc.
- Retention of KGBVs and transition to Secondary: Status of drop outs and reasons for dropping out at upper primary stage. Assess transition rates to secondary schools and reasons for any failure to transition to secondary schools.
- Teacher and staff: record if all posts are filled as per KGBV Central norms (and against State guidelines if there is a deviation from Central rules), training of teachers, wardens and other non-teaching staff, length of vacancy in any position and method of teacher/ staff recruitment.
- Learning: Evaluate the appropriate class room pedagogy, availability, and use of teaching learning materials, use of bridge course to help new entrants in KGBVs to catch up with Class VII-VIII level and adoption of remedial teaching practices, conducting of extracurricular activities and sports. Additionally, assess leaning achievement at the point of completion of upper primary
- Evaluation of Operation and management of schools: Explore issues related to safety, health and hygiene, administration of KGBVs (per student cost received in the KGBVs and appropriate utilisation of funds) and infrastructure / facilities
- Achievements against stated objectives of the scheme and highlighting any good practices

A long list of specific objectives had been given in the ToR as below.

State level

- An assessment of arrangements at the state level
 - For management and facilitation of KGBV schools at SPO SSA level and
 - For infrastructure creation, teachers appointments, KGBV teaches / staff training curriculum / supply of text books/ teaching learning materials, pupil evaluation / continuous and comprehensive evaluation (CCE), gender sensitization, life skills education, fund flows, trouble shooting and supervision.
- Ascertain whether
 - State Governments have accorded recognition to KGBV schools as regular residential upper primary schools.
 - UDISE data on annual schools statistics covers KGBV schools
 - Review
 - State Data on KGBV schools to ascertain staff for KGBVs sanctioned by GoI are operationalized and reasons for not starting them if any
 - What is the state's own vision of developing linkages of KGBV girl pass outs in furthering their secondary schooling?
 - Is there any dialogue with Rashtriya Madhyamik Shiksha Abhiyan (RMSA) / Girls hostel scheme or any relevant state specific scheme for ensuring that KGBV girls move on to the next level in education? What steps in this direction have been envisaged?
- Examine
 - The process by which NGOs or other non-governmental players are identified to run KGBVS and what formal arrangements are worked out between SPO and them e.g. - MoU / Contract etc.
 - How does the state government view relevance and efficacy of KGBV schools and explore if they are running any similar programmes of their own funds. Issues of overlap or redundancy may be brought out if found.

Profile of KGBV students

- Examine
 - Whether the girls enrolled in the KGBV schools reflect the schemes objectives to bring drop outs / never enrolled girls or girls in difficult circumstances?
 - The social profile of the enrolled girls to assess if they are in accordance with the

guidelines of the scheme.

- The process of identification followed for enrolment of girls in KGBVs and challenges faced if any particularly in reaching out to targeted girls in EBBs
- The process of admission, records created for each girls at the time of admission and documents obtained from parents / guardians.
- Assess
- Reasons for lesser representation of minority girls in KGBVs, if seen particularly in blocks with substantial minority population
- Representation of (Children with Special Needs) CWSN girls in KGBVs and the factors which facilitate their inclusion
- Age profile of KGBV girls
- Why some KGBV seats remain unfilled and identify if this is a chronic problem in some KGBVs and why?
- Status of drop outs and retention of girls enrolled on the KGBV and reasons for dropping out
- Transition rates of girls from KGBVs to secondary schools.
- Impact of transition to KGBV pass outs continuing their education in States where girls hostels from 9-12 are in KGBV premises
- If KGBVs maintain any record of girls passing out or there is any mechanism to assess their further educational progression

Teacher / Staff

- Number of teachers sanctioned per KGBV scheme, number in position, vacancies, subject wise teachers, and analysis of turnover of teachers
- Assess
 - Issues pertaining to the teachers viz, recruitment, processes, categories of teachers, gender break up, qualifications etc.
 - Training and academic support system for KGBV teachers
 - Training and orientation for wardens in running the KGBVs in terms of frequency, content and supervision systems
 - Adequacy of support staff in the KGBVs, their remuneration and their supervision for the smooth functioning of the institution
 - Parent teacher interaction arrangements, sharing of girls progress reports etc.
- Distribution of KGBV management responsibilities between teachers
- Stay arrangements for residential staff
- Good case studies if any must be highlighted

Management

- Assess management and operational issues as to whether priority is being accorded to security and safety of girls in KGBVs
- Examine the per student cost actually received and how this is spent.
- Compare KGBV norms of the GoI scheme against state guidelines.
- Assess impact on Girls for example w.r.t food provided and other facilities provided
- Examine health records and health status of girls
- Explore any convergence with NRHM and ICDS
- Availability of uniforms, shoes, other clothes, and monthly provisions.
- Holidays for girls and arrangements for parental contact with the students
- In NGO runs KGBV, explore management structure to ascertain level of adherence with guidelines
- Assess audit arrangement for KGBV expenditure

Infrastructure and facilities

- Assess the
 - Conditions of rented accommodation for KGBV
 - Availability of infrastructure including progress in constructions so far of the Building houses approved.
 - Adequacy and maintenance of infrastructure for learning.
 - Any cost effective measures adopted highlighting the same.
 - Availability of Electricity and water
 - Condition of kitchen and storage facilities
 - Sanitation and hygiene conditions
 - Learning quality, curriculum, transition and assessment of girls
 - The pedagogy and classroom practices used and comment on teaching learning practice adopted by teachers and review the same
 - Availability and usage of State prescribed text books
 - Availability of library and supplementary books and other types of academic support
 - E.g. Labs, Maths kits, computers etc.
 - Teachers available - part time, full time
 - Strategies to assess learning levels of new entrants and their placement in appropriate classes and examine

- Use of bridge courses and remedial classes
- Arrangements for supervision of home work
- Time given for extracurricular activities.
- The quality of extra class room activities and review
- Exposure of girls to sports, outdoor activities, tours learning about child rights and women rights etc.
- The inputs on life skills, martial arts if any
- Holiday / annual day / sports day
- Daily time table for girls activities, its appropriateness and actual execution
- Status of learning levels.
- Explore whether any system of continuous and comprehensive class room assessment is in place and if student teacher interaction and learning assessments of the girls are undertaken to strategic improvement with remedial teaching, child counselling etc.
- What is the nature and frequency of periodical test or end of term tests?
- Explore
 - Whether KGBV maintains nonpartisan secular environment that facilitates active participation of girls from all communities.
 - What kind of curriculum being followed especially those that break gender stereotypes, encourage physical activities and sports and educate girls about their right as citizens?
 - If taboos related to menstruation are observed or if they are discussed and challenged.

Miscellaneous

- Highlight state specific good practices which could be shared or disseminated
- Crystalize at least 2 key recommendations on each subsection of the state report if not more
- Suggest measures to improve the design of the present KGBV Scheme with supported justifications that may apply to most KGBVs
- Suggest how to improve the quality of teaching learning practices in KGBVs for holistic development of the girls

However during the discussion with the subject matter vertical on 1st August 2018 it was felt by the vertical that the list is too long and cumbersome and the objectives have to be kept as a small and crisp list catching essentials only and the tools may be revised keeping this aspect into consideration and limiting the questions to the informants.

3. Methodology

.Overall methodology

A mixed approach has been adopted. Quantitative and qualitative data / information have been collected. Both primary data and Secondary data have been collected. Personal Face to face interviews, Group discussions, observations, Key informants interviews were some of the methods adopted for collection of information. Appropriate sampling Design for drawing of samples and appropriate tools for collection of information were designed and used.

Geographical coverage

The evaluation was done in five states comprising Uttar Pradesh, Madhya Pradesh, Assam, Rajasthan, and Chhattisgarh

Sampling design

A stratified multi stage random sampling has been adopted

The first stage sampling units are the states that have been identified by the client

The next stage sampling units are the KGBVs. The sample size at this stage was originally fixed as 25 in all and these have been distributed equally among the selected states as 5 per state. However during the discussion with the client (Education Vertical) it was requested by the NITI Aayog to consider covering one more school in each state preferably at or near the state HQrs. The same was agreed and 6 KGBVs per state was fixed as sample size. Thus we have visited 30 schools in all.

For the purpose of selection of the Vidyalayas, all the Vidyalayas in the state were mapped in the state map. Then the state was divided into five compact geographical units such that no area lies in any two geographical units and no area is left out (i.e ensuing the areal units are mutually exclusive and totally exhaustive) and each area is having more or less equal number of KGBVs. Then in each of the geographical unit the schools were listed keeping their relative position as the same as in the list of schools for the state, being maintained. This formed the frame for selection. From this frame one school was selected by simple random sampling. This ensured geographical representation and randomness. One more school in each state at or nearer to State Headquarters was added.

The target population for the collection of data included School authorities and staff of KGBVs, girls of KGBVs and parents of those girls.

From each of the selected schools the school management, warden of the hostel, two teachers, and two non-teaching staff were contacted for key informant interviews. The

teachers were taken one each representing different classes by simple random sampling. The non-teaching staffs were taken one each from different cadres /posts by simple random sampling.

Originally, from each school, 15 girls passed out in the last three years were to be identified, five for each of the three years for personal interview by purposive sampling and snow ball sampling method. However during the discussion on 1st August, 2019 referred earlier it was suggested by the client that it is essential to contact the present students rather than ex-students and as such it was suggested 10 students currently studying in KGBVs and 5 ex-students may be covered in the survey. According to this direction 10 students currently studying in the schools were selected giving representation to different classes by simple random sampling. With the assistance of the school management 5 ex-students as per availability were selected using convenience sampling.

The methods adopted included face to face interview through a semi structured questionnaire, focus Group Discussions, in-depth interviews or key informant interviews, observation method, and review of records.

Face to Face personal interviews adopting a semi structured questionnaires was adopted to collect information from Girls studying in KGBVs or passed out from KGBVs.

In-depth interview or key informants interview was adopted to collect information from Teachers, hostel wardens and KGBV non-teaching staff.

Group discussions were held with the girls, SMC members. Girls enrolled in the schools and parents of the girls' enrolled w.r.t each of the selected schools.

Observation method was adapted to record information on school building and facilities, quality of class room instruction, hostel conditions, and overall living conditions of girls.

School and hostel records including all relevant registers (admission attendance, etc), records of incentives provided, SMC meeting minutes and health records etc were reviewed.

The tools prepared were got vetted by Research Division of NITI Aayog

Method of data collection

Both primary and secondary data were collected for the review study

Primary data was collected through face to face interview adopting semi structured questionnaire and contacting the beneficiaries

Secondary data were collected from the records of the school, earlier reports etc.

Preparation of questionnaire and other tools for the study.

Necessary questionnaires for the collection of the primary data through face to face interviews and other tools such as guidelines and instructions, short notes etc. for the collection of information through FGDs, in-depth interviews etc. from various stake holders in the area of the proposed study were prepared. Guidelines were also given for the use of observation technique.

All the tools for the study were prepared with a focus on objectives. They were translated in the local language. They were pretested and taking into consideration of the results of pre-test they had been finalised.

Sample size

The sample size at school level for the different target population contacted and the number of samples from each target group at each centre are indicated below.

Table 3.1 Details of sampling

Target group school	No of samples per
School management	1
Hostel warden	1
Teaching staff	2
Non-teaching staff	2
Girls currently studying in the KGBV	10
Girls who have passed out from the KGBV	5
Total	21

Thus in one school 21 contacts have been made and in the 30 schools covered we have made 630 contacts in all.

Field planning and activities

Field work was carried out by experienced investigators in our panel from the local areas of the concerned states. Appropriate persons for the work were selected from our panels. The selected persons were given two days training which included mock and field trial. The field work was subjected to concurrent check, back check, surprise visits etc to ensure the quality of field work by Field supervisors employed for the purpose. Besides, the seniors also visited the field and guided and inspected the work contributing to improving the quality of work.

The filled in questionnaires were verified, coded by experienced persons and then taken up for data entry.

Processing- Data Analysis

The data was entered using double entry system, the second entry or verification being done by an independent operator. The data were subjected to data validation checks. All the primary and secondary data derived from authentic sources were analysed with the help of statistical tools. Excel and SPSS have been used for the quantitative analysis.

Limitations

SSA authorities are loaded with various responsibilities and they could not make themselves available in some cases as a result the team had to make repeated visits and the data collection took more time. The data at state level was not readily available in many cases and the state authorities have to call the districts and collect and complete the data for the state which also took time.

4. Findings –

4.1 Assam

Arrangement at the level of management and facilitation of KGBV schools

- (i) There is no state level committee to look after the matters of KGBV. However there are block level committees and there is a Block Mission Coordinator. Mission Director Samagra Shiksha Abhiyan is the nodal officer at the state level, District Mission Coordinator; Samagra Shiksha Abhiyan is the nodal officer at District level. There are no other institutions in the state involved in the management of KGBVs. At State level there are only two posts, one State Consultant and one State Programme Associate KGBV. However the state has not faced any constraint w.r.t manpower.
- (ii) There are 307 full time teachers and 129 part time teachers and all of them are females and all the posts are filled up as per norms of KGBV. The posts are filled up through advertisement in the newspaper giving the requirements and other conditions.
- (iii) Financial position for the period 2015-16 to 2017-18 is given below

Table 4.1 Financial Progress in Assam

₹ Lakh			
Year	Financial Allocation	Release	Expenditure
2017-18	2866.37	N A	1406.61
2016-17	4969.45	N A	3380.31
2015-16	2649.94	N A	1661.90

- (iv) Government of India releases funds to the SIS on instalment basis as a whole for all components. SIS used to release the funds to different components as per requirement of the components.
- (v) The state has not felt any constraint w.r.t any physical infrastructures. They have a separate bank account for KGBV in Canara Bank.
- (vi) They have completed the target of opening of 67 schools and construction of 57 schools. As against the target of appointing 539 teachers they have appointed only 437 teachers.
- (vii) There is no specified curriculum for the training of staff. However there had been training of staff in the past three years. “Bridge Course and teachers training Package”, “Sports for Development of Children”, “Life Skill Education” are some of the topics on which the trainings were held with focus on adolescent stage and adolescent Health and hygiene (with special focus on NHM), child right, child protection issues and Academic transactions to enhance quality of education in KGBVs.
- (viii) They have supplied the text books to all the students. Teaching and learning materials

are available in all schools and teachers always use them. A continuous and comprehensive evaluation system is adopted and skill education is imparted in all schools.

(ix) Evaluation is done as per formal school system on quarterly basis (four evaluations in a year). The 4th and final evaluation is conducted in the month of December in which the marks of all the previous evaluations are calculated and final grade is given to the children. After final evaluation children are promoted to the next higher class. The CCE is strictly adhered to in line with the formal school academic calendar and record kept at the centre. The detailed progress report is sent to parents / guardians.

(x) Lack of motivation and resistance among parents to send girls to school, Puberty of girls, Concerns of parents about marriage of girls, need for taking care of household core and younger siblings are the factors that act against as challenges in bringing the girls to schools.

(xi) The details of students admitted in the last three years in the classes VI to VIII are as below.

Table 4.2 The details of students admitted in the last three years in Assam

	Class VI				Class VII				Class VIII			
Year	ST	SC	OBC	GEN	ST	SC	OBC	GEN	ST	SC	OBC	GEN
2015-16	340	53	204	50	350	60	210	20	313	80	199	30
2016-17	345	62	212	35	340	53	204	50	350	60	210	20
2017-18	321	83	253	199	345	62	212	35	340	53	204	50

(xii) Mainly the dropouts are admitted in the schools and a few with no formal education are also admitted. Some details about the admission are given below.

Table 4.3 Details of admission by category in Assam

Details of admission	Year		
	2015-16	2016-17	2017-18
Girls admitted	3000	3000	4297
Dropouts admitted	2933	2939	4167
Girls with no formal education admitted	67	61	130
Children with special needs admitted	42	101	150

(xiii) Marriage and migration are some of the reasons for some of the children not continuing education beyond 8th Standard.

(xiv) 57 Schools have been inspected in the year 2015-16 as well as in the year 2016-17.

Status of recognition of schools

In Assam there are 67 KGBVs sanctioned and all of them are established and functioning and all of them are recognised. 57 schools are covered under DISE. However all the schools are having necessary infrastructures

Linkages with other government initiatives such as NRHM, ICDS (for access to benefits for adolescent girls), SSA (for teacher training) etc.

In all districts of Assam linkages are established with NRHM for routine health Check-up of girls and for providing essential medicines and creating awareness of health and hygiene especially Menstrual Hygiene Management (MHM) and supply of sanitary pads.

Age of KGBVs- Year of establishment.

The year of establishment of the school has been obtained to know how long they are working in the field. As the schools were selected at random giving geographical representation and as schools are functioning from different years at different places we could not expect an equal-distribution of schools over years as per year of establishment. Still the results are shown below.

Table 4.4 Distribution of KGBVs as per year of establishment in Assam

Distribution of KGBVs as per Year of establishment					Total
2007	2008	2012	2016	2017	
1	1	2	1	1	6
16.70%	16.70%	33.30%	16.70%	16.70%	100.00 %

The six KGBVs selected were established over the years 2008 to 2017 one each in the years of 2008, 2016 and 2017 and two in the year of 2012. There had been fair distribution over different years.

Visits by Higher officials to KGBVs

It has been enquired whether the selected KGBV has been visited by the higher authorities in the last three years or not. All the six KGBVs selected have been visited by higher authorities in the last three years.

Level of involvement of higher officers

In order to have an idea of the level and intensity of involvement of higher officers, the details of officers who visited the selected KGBVs in the last three years were collected, and the same is presented in the table below.

Table 4.5 Details of official who have visited the KGBVs in the last three years.

Officials who have visited KGBV in the last three years	
State	District Education Officer (DEO), Executive Director (ED) SSA (Varnali Kavita),
Assam	Cluster Resource Centre (CRC) , Project Officer (PO), Block Education Officer(BEO),

It is seen that there had been considerable amount of involvement of higher authorities. However **Norms for visits by different level of officials to the KGBVs in a year have to be clearly specified and the same has to be invariably followed.**

Management of KGBVs

All the KVGBs are being managed and run by the Sarva Siksha Abhiyan (SSA). All the KGBVs selected were residential schools and all of them were functioning from their own buildings.

Number of Class rooms

The number of class rooms available in each of the selected school was ascertained.

Table 4 . 6 Distribution of schools as per number of class rooms

State	Number of classrooms in KGBVs					Total
	2	3	4	5	12	
Assam	0	5	1	0	0	6
	0.00%	83.30%	16.70%	0.00%	0.00%	100.00%

Except in the case of one school, all the remaining 5 schools, each of the KGBVs was having three class rooms. Only one of the KGBV was having four class rooms.

Compound wall

It is essential that the school meant for Girls should have all security measures. One of the primary requirements in this regard is compound wall so that unauthorised people do not approach near the school building or class rooms. Hence the availability of compound wall was observed in each of the selected KGBVs and the distribution of the schools as per availability of compound wall could be seen in the table below.

Table 4.7 Distribution of KGBVs as per availability of Compound Wall

State	Availability of compound Wall		Total
	Available	Not Available	
Assam	5	1	6
	83.3%	16.7%	100.0%

Except in the case of one KGBV all the other remaining 5 KGBVs are having the compound wall.-**It is a must that every KGBV should have a compound wall.**

Hostel

All the KGBVs selected have got a hostel attached with it.

Position of hostel and its compound wall

The position of the hostel and the availability of the compound wall for the hostel are also important factors from the point of view of safety and security of the girls. Hence the same was investigated and it was found that all the 6 schools selected are having the compound wall also have the hostel within the same compound.

Condition of the School Building

The condition of the school building is critical for creating better atmosphere for the girls to attract them to the schools and to facilitate them to learn. The condition has been observed by our staff and the distribution of the School Buildings as per their condition can be seen in the table below.

Table 4.8 Distribution of KGBV Buildings as per their present condition

State	Condition of the KGBV Buildings			Total
	Very Good	Needs minor repairs	Needs Major repairs	
Assam	2	0	4	6
	33.30%	0.00%	66.70%	100.00%

The condition of KGBV buildings is the worst with nearly two third of the buildings being in need of Major repairs. **It is essential that all the KGBV buildings are kept in a very good condition to provide a better atmosphere for the learning.**

Condition of the Hostel Building

As in the case of the KGBV building, the condition of the hostel building where the girls have to stay is also important. Hence the same was also physically observed by our team and their observations are consolidated and presented in the table below.

Table 4.9 Distribution of Hostel Buildings as per their present conditions

State	Condition of the Hostel Buildings			Total
	Very good	Needs minor repairs	Needs major repairs	
Assam	2	1	3	6
	33.30%	16.70%	50.00%	100.00%

Three hostel buildings in Assam need major repair and one needs minor repairs. **It is essential that all the hostel buildings are kept in good condition for comfortable living of the girls and to attract the girls to stay there and study.**

Security Measures

Security of the girls is one of the major concerns in the KGBVs. The school in charges were asked about the steps taken in KGBVs for the safety and security of the girls of KGBVs. Their replies have been consolidated and presented in the tabular form below.

Table 4.10 Steps taken for safety and security for the girls in KGBVs in Assam

Steps taken for the safety and security of the girls as ascertained from the school in charges.
Locking of the main gate, keeping close vigil on the girls, arranging for police patrol and taking police help, Providing Kanta Fencing fitted above the boundary wall, Fitting Iron Gates in approach & main Building gate, Not allowing outsiders especially males including male guardian, Fitting Inverter with 24x7 electricity and hence light. Fixing specific day and time for the meeting of Guardians and children. Providing Night guard, closing doors at 5 pm

Assam has the distinction of having Kanta fencing but are not having CCTV cameras fixed, 24 hours guard at the gate and self-defense training to the girls. **All the KGBVs should have CCTV fixed, a boundary wall with kanta fencing all along the boundary wall, 24 hours guard at the gate. Self- defense training for the girls.**

Availability of Transport equipment

None of the KGBVs selected has any transport vehicles of their own for their use.

Impact of Food on the Girls

The KGBV girls are supposed to get the nutritious food in the hostels where they stay. An attempt has been made to get an idea on the impact of food on the health of the inmates of the hostels from the in charge of the schools. The picture that emerged has been presented in the table below.

Table 4.11 Distribution of KGBVs as per the opinion of the School in charge on the impact of food on the health of the girls

State	Impact of food on the girls		Total
	Had good impact on the Health	No Special Impact	
Assam	6	0	6
	100.00%	0.00%	100.00%

It has been seen that in all the six selected KGBVs the school in charges have expressed that there had been good impact of the food on the health of the girls.

Supply of essential items to the girls

The girls are supposed to be supplied with some essential items like uniforms, other clothes, foot wear, bedding requirement and other daily essentials by KGBV in charge. The items supplied to the girls are indicated in table below.

It may be seen that almost all essential items are being supplied to the girls. It has been seen some of the school in charges could not easily report all the items that are being supplied to the girls. Generally the situation w.r.t supply of various items to the girls seems to be satisfactory.

Table 4.12 List of essential items supplied to the girls as narrated by the management

Items	No supplied	Items	No supplied
Bag	1	Shoes (Pair)	1
Bed Sheet	1	slipper / sandal	1
Blanket	1	Socks	2
Leggings	2	Sweater	1
Mosquito net	1	Tie	1
Other Clothes (pair)	2	Towel	1
Pillow Cover	1	Undergarments	2
Sanitary Pad	as needed	Uniforms	2

Items such as Belt, Blazer, Brush, Colour Dress, Comb, Cream, Cosmetics Kit, Detergent Powder, Hair oil, Kurta Salwar, night suit, Notebook, Ribbon, Rumaal, Scarf, Shampoo, Soap (Bath), Soap (clothes), Track suit, T Shirt etc found to be supplied in other states are not being supplied in the selected KGBVs in Assam.

Facilities other than the food for the students

The school in charges were asked about the facilities other than the food being offered to the students in KGBVs. The responses from them have been consolidated and presented in the table below.

Table 4.13 Some details of facilities other than food made available to the students of KGBV Students as Ascertained from the school in charges

Facilities other than food provided at KGBVs as ascertained from school in charges
 special attention to sports, culture activities, self-defense, maintenance, provision of school bag, tie, belt and coat; encouraging general knowledge related studies, Providing the services of resource persons, Establishing sexual harassment committee and providing related services, Providing computer training.

Library facility has to be made compulsory. Newspapers and magazines are to be provided. The practice of giving a dossier or file to pass outs mentioning the facilities available for further studies, empowering girls through programmes like Power Angel Programme followed in some places could be made compulsory for all the schools in Assam to follow up.

Impact of other facilities on the students

The impact of other facilities on the students was enquired into and the opinion of the in charges of the KGBVs has been obtained and the schools are distributed as per the opinion of the in charges of the schools. All the schools in Assam have reported good impact of the other facilities provided to the girls on the general upkeep of the girls. The wardens have to take care that the facilities do have good effect on the children. The deficiencies if any in this regard have to be identified by them and removed.

Manpower

Adequate Manpower is one of the basic requirements for the success of the KGBV Scheme. In all the KGBVs one of the teacher herself is also warden of the hostel. The KGBVs have teaching staff – full time and part time, Accountants- fulltime / part time, Assistants, Peons, Chowkidar, Head Cooks and Assistant Cooks. The position of manpower as on the date of survey in the selected KGBVs was ascertained from the heads of the KGBVs and the situation is depicted in the table below.

Table 4.14 Details of Manpower in the selected KGBVs as on the date of survey

Position	S	P	V
Full time teachers	27	23	4
Part time teachers	18	6	12
Total Teachers	45	29	16
Teachers vacant %	35.6%		
Full time accountant	4	3	1
Asst, Accountant	2	2	0
Total accountants	6	5	1
Assistant	2	2	0
Staff other than peon, chowkidar	53	36	17
Peon	6	6	0
Chowkidar	7	6	1
Peon and chowkidar	13	12	1
School staff	66	48	18
Cook	6	6	0
Asst cook	9	7	2
Cooking staff	15	13	2
Total staff	81	61	20
%of vacancies	24.69%		

It is seen that more than one third of the teacher's posts are vacant. This is a matters of worry. **All the teaching posts are to be filled up and no post is kept vacant at any point of time. They could have reserve list of candidates at all times so that as and when a vacancy arises they can fill up the same immediately.**

KGBV should have a watchman for 24 hours a day for all the seven days. Taking this requirement into consideration, there should be sanction and appointment of required number of chowkidars.

Filling up of the posts

The centre has laid down norms for filling the posts in KGBVs in its guidelines. Some of the states follow the same strictly. Some other states have their own norms. It has been probed to see how far the states follow the norms given by the centre in filling up the posts. An enquiry in this regard was made and the relevant information was obtained from the selected KGBVs It has been seen in Assam all the six selected KGBVs follow the KGBV norms.

Procedure for filling up the posts

It was further enquired as to how exactly the posts are being filled up in the state. The schools could give coherent and clear reply explaining the standard practice being followed. In Assam, Advertisement is given by the State Mission Office (SMO). A Committee is notified by the deputy commissioner to select candidates adhering to all the Procedures and conducting written exam and interview and selecting candidates on merit basis as per guideline provided from the Mission Director.

Teachers for different subjects

It is desired that there are separate teaches for teaching each subjects to the girls. Especially the persons qualified in arts subjects are not to be allowed to take classes in Science and Mathematics. In the selected KGBVs it was investigated whether they have separate teachers for each subject and the responses in this regard have been consolidated and presented below.

Table 4.15 Distribution of selected KGBVs as per availability of separate teacher for each subject

State	Availability of separate teachers for each subject		
	Available	Not available	Total
	3	3	6
Assam	50.00%	50.00%	100.00%

In Assam 50% of the schools have separate teacher and 50% do not. **It has to be ensured that each school has separate teacher for each subject so that the subjects can be taught effectively and the girls will get the proper benefit.**

Qualification of Teachers

The qualification of teachers has a relation to the level and quality of teaching. The teachers may be graduates, Post Graduates, M. Phil degree holders, or Ph. D degree holders. It was ascertained from each of the selected school as to how many teachers are there possessing each of these qualification as the maximum qualification. The total number of teachers available have been classified as per their qualification based upon the information provided by the selected schools and the result is presented in the table below.

Table 4.16 Distribution of teachers in the selected KGBVs as per qualification

State	Qualification				Total
	Graduate	Post Graduate	M/.Phil	Ph, D	
Assam	17	9	2	1	29
	58.62%	31.03%	6.90%	3.45%	100.00%

It is seen that nearly 60 percent of the teachers are only graduates, and about thirty percent are post graduates. There had been 3 teachers with M. Phil and Ph. D qualifications and they constituted 10 percent of the strength of teachers.

An essential qualification for the post of teacher is the possession of technical qualification of B. Ed Degree which makes them professionally qualified to become a regular teacher. However in practice persons without this requirement are also appointed as teachers for some period. The survey has tried to find out as to how many of the teachers in the selected KGBVs possess the technical qualification B. Ed and how many do not. The information in this regard has been obtained from the selected schools and the distribution of teachers as per the possession of B. Ed qualification is presented in the table below.

Table 4.17 Distribution of teachers in the selected KGBVs as per possession of B. Ed

State	Possession of B. Ed		Total
	Has B, Ed	Does not have B.Ed	
Assam	13	16	29
	44.83%	55.17%	100.00%

Assam is having more than 50% of the teachers without B. Ed qualification. **The state may follow the practice of Uttar Pradesh and appoint only those with B. Ed qualification as teachers in the overall interest of the programme.**

It has further been probed whether the teachers in the selected KGBVs had undergone any training or not. The number of trained teachers and untrained teachers in the selected KGBVs as ascertained from the selected KGBVs can be seen in the table below.

Table 4.18 Distribution of teachers as trained and untrained teachers as ascertained from the selected KGBVs

State	Whether trained		Total
	Trained	Not trained	
Assam	23	6	29
	79.31%	20.69%	100.00%

Nearly 80 percent of the teachers are trained. **The state may follow Uttar Pradesh in this regard and have only trained teachers.**

Salary of teachers

The salaries of teachers are generally paid through BSA.

Presence of male staff

In KGBVs males are not generally allowed inside the campus. In certain cases it is prescribed that the males cannot enter before certain hours in the morning and after certain hours in the evening. Generally the employees in the KGBVs are females only. Mostly chowkidar are males and in many cases they are kept at the gate only. However there may be an occasion which necessitates the KGBV to appoint male staff and allow them to work in the campus during the day time after certain fixed hours in the morning and before certain fixed hour in the evening. The survey team tried to find out whether there are male staff in the selected schools and whether they are allowed to work within the campus of the KGBVs. It has been seen that in Assam in all the six selected schools the male staff are working inside the campus of KGBVs.

Availability of Doctor

Normally a Doctor is expected to be attached to the KGBV to take care of the health and hygiene needs of the girls. How far this is being implemented has been seen by investigating whether a doctor is attached to the KGBV or not and the prevailing position in this regard has been shown in the table below.

Table 4.19 Distribution of schools as per the fact whether a doctor has been attached to the KGBV or not

State	Whether doctor is attached to school		Total
	Doctor attached to School	Doctor not attached to School	
Assam	3	3	6
	50.00%	50.00%	100.00%

In Assam in only 50% of the KGBVs are having a doctor attached to it.

Having found whether a doctor is attached to the KGBV or not further it was probed how often the doctor's visit the KGBV for the health check-up or other issues. The information in this regard has been collected from the selected schools and consolidated and presented in the table below.

Table 4.20 Distribution of schools as per periodicity of visit of Doctors

State	Periodicity of doctor check up						Total
	Twice a month	Once a month	Once in 2 or 3 months	every 3 months	Once in a year	Doctor not attached	
Assam	0	1	1	0	1	3	6
	0.00%	16.70%	16.70%	0.00%	16.70%	50.00%	100.00%

It is seen that no doctor is attached in the case of three KGBVs and in other cases where doctors are attached, in one KGBV the doctor visits only once in a year, and in one more once in a quarter or so. It is only in one case the check-up is being done every month.

It has to be ensured that a doctor is invariably attached to every KGBV and every doctor attached to any KGBV visits the KGBV at the least once every 30/31 days.

Maintenance of health records

KGBVs are expected to maintain records of health of the girls. It has been probed by the survey team to see whether the health records of the girls are kept or not. In all the six selected schools of Assam the health records of the girls are maintained.

Condition of health

Once having seen the health records are kept in almost all the schools, the condition of health of the girls was ascertained from the KGBVs as either very good or just normal or below normal. The distribution of the school as per overall health conditions of the girls as ascertained from the KGBV is given in the table below.

Table 4.21 Distribution of schools as per the general health condition of the girls

State	Very Good	Normal	Total
Assam	2	4	6
	33.30%	70%	100.00%

It has been seen there had been no case in Assam where the general health conditions of the girls is below normal. In two out of the six selected KGBVs the condition of health of the girls was said to be very good.

What is done to maintain hygiene?

It has been asked from the selected KGBVs as to what steps are taken by them to maintain hygiene. In Assam, measures are taken as per guidelines; Harpic, Phenyl, Bleaching powder, kerosene etc are used for cleaning purposes. Dustbins are provided, regular cleaning is done by matron, bathing soap, Shampoo and oils are provided to the girls, sanitary pads are provided to the girls. Overall cleanliness of the KGBV Campus is done on daily and weekly basis right from toilets to garden and clothing to kitchen cleaning by the students and sweepers by using cleaning agents.

Holidays

The KGBVs were asked about the holidays being given to the girls. In all the states some of the schools have said that there is no circular on list of holidays. However they give holidays on certain occasion such as Bihu, Eid, Durga puja, summer vacation etc.

There should be a list of holidays for each state in which some of the holidays must be observed on national basis and some on state basis. The list of holidays should be uniform for the state as a whole. It has been ascertained from the KGBVs whether the girls leave for home during the holidays. There can be cases where all the girls leave for holidays, and there can be cases where only some leave. The overall position in this regard is indicated in the table below.

Table 4.22 Distribution of KGBVs as per the status of girls leaving home for holidays

State	During holidays do girls go home			Total
	All go home	Some go home	None go home	
Assam	5	1	0	6
	83.3%	16.7%	0.0%	100.0%

In Assam in more than 80% of the schools all the girls leave for home during the holidays.

Visit of parents

In the KGBVs the girls are living away from home and may sometimes have homesickness and longed to see their parents. They could not go home for the purpose often from KGBV. But their parents can come and see them. Whether the KGBV allows the parents to come see the girls in the KGBV has been ascertained and presented in the table below.

Table 4.23 Distribution of schools as per admitting the visit of the parents to KGBV

State	Are parents allowed to visit girls in school		Total
	Yes	No	
Assam	5	1	6
	83.3%	16.7%	100.0%

In all the schools except one the parents are allowed to visit the KGBVs and see the girls.

Recognition of schools

It has been seen that all the selected schools are recognised by the State Government.

Infrastructure

Proper infrastructure is the basic need for the proper functioning of the KGBVs. The status of infrastructure in the selected KGBVs has been ascertained and presented in the table below.

Table 4.24 Distribution of schools as per availability of all infrastructures in the KGBV

State	Does school has necessary infrastructures		Total
	Yes	No	
Assam	1	5	6
	16.7%	83.3%	100.0%

In Assam more than 80% of the schools are not having necessary infrastructures. **All the state governments must ensure that all the KGBVs do have all the necessary infrastructures.**

Supply of text books

The students of KGBVs are expected to be supplied free text books. The actual position in this regard in the selected KGBVs has been examined and it is seen in all the six selected KGBVs, all of the text books have been supplied to all the students.

Teaching Material

For better teaching the relevant teaching and learning materials must be available in the schools. The real position with regard to availability of teaching materials in the selected KGBVs has been enquired into and the status in this regard is presented in the table below.

Table 4.25 Distribution of KGBVs as per availability of teaching Materials

State	Availability of teaching and Learning materials		Total
	Available	Not Available	
Assam	4	2	6
	66.7%	33.3%	100.0%

Two schools in Assam out of the six selected were found not having the necessary Teaching and Learning Materials. **All the schools should have the teaching and learning materials without exception.**

Bridge course

KGBV admits drop outs and those who had no formal education earlier. To make them fit for the class in which they are admitted they have to be given extra coaching by covering the subjects that they have not studied through organising bridge courses so that they can cope up with the class in which they are admitted. The survey team tried to find out whether such bridge courses have been conducted or not in the selected KGBVs. It is found that none of the six KGBVs selected the bridge courses are conducted. It is a matter to be worried.

Remedial Education

For the weak students in the classes, steps are taken to give extra coaching on the subject as part of remedial education so that they can come up in the performance. In Assam it is only in two KGBVs out of the six selected remedial education measures are adopted.

Adequacy of infrastructure for learning

There are some basic infrastructures required for proper learning. Whether the school has such infrastructures adequately or not has been probed and it is seen that in all the six selected KGBVs the infrastructures for learning were just adequate.

Maintenance of infrastructure for learning

Besides the adequacy of infrastructure for learning, it is essential that the infrastructures are well maintained so that they can be put to proper use for the benefit of ensuring successful learning process. How far the available infrastructures are maintained in the schools visited has been observed and the results of these observations are indicated in the table below.

Table 4 . 2 6 Distribution of KGBVs as per the status of maintenance of infrastructures for learning

State	Maintenance of infrastructures for learning			
	Very Good	Just Good	Not good	Total
	Assam			
	2	4	0	6
	33.3%	66.7%	0.0%	100.0%

In about one third of the schools the infrastructures for learning are very well maintained. In about two third of the schools the maintenance is just good. It **is essential that all the schools must maintain the infrastructures for learning in good condition at least.**

Linkages with pass outs

For achieving the basic aim of continued education of the girls, it is expected that the KGBV keep contact with pass outs, encourage them and help them for continuing their education beyond 8th after leaving the KGBVs. The survey team tried to find out the extent to which the KGBVs have the linkages with the pass outs. The results of such an exercise can be seen in the table below.

Table 4.27 The distribution of Schools as per the extent of linkages with pass out

State	Are there linkages with every pass out				Total
	Yes, With everyone	Yes With Many	Yes with Some	No with none	
	Assam				
	1	3	2	0	6
	16.7%	50.0%	33.3%	0.0%	100.0%

It is only one KGBV out of the six selected in Assam that was found to be having link with every pass out. Three KGBVs were having linkages with large number of pass outs and two with a small number of pass outs. For achieving the overall goal of the scheme **it is essential that the KGBVs keep contact with all the pass outs. They may keep a**

register for the purpose and keep tracking them and guide and help them for further education.

Bank Account

It has been asked from the KGBVs whether a separate bank account is being kept for KGBV funds or not. The responses received are consolidated and indicated in the table below.

Table 4.28 Distribution of schools as per availability of separate bank accounts

State	Are there separate SB accounts for KGBV funds		Total
	Yes	No	
Assam	4	2	6
	66.7%	33.3%	100.0%

It is seen that in 67% of the cases only there is separate bank account for KGBV funds.

There must be separate bank account for KGBV funds in case of each KGBVs.

Social taboos

It was investigated in the KGBVs whether taboos' regarding menstruation is observed among the girls in the KGBV or they are discussed among them in the school. The information obtained in this regard are summarised in the table below.

Table 4.29 Distribution of KGBV as per observation on taboos regarding menstruation

State	Observing Taboos regarding menstruation			Total
	Observed	Discussed	Cannot Say anything	
Assam	2	4	0	6
	33.3%	66.7%	0.0%	100.0%

It has been seen that the matters regarding taboos relating to menstruation is widely discussed in about two third of the schools and the taboo is observed in about one third of the school. **The KGBVs have to educate the girls in respect of the matters related to menstruation, provide facility for them to discuss the issue and get out of any taboos in this regard.**

Interview of staff

During the course of the survey from each of the selected school two teachers and two non-teaching staff have been contacted and some particulars about them, about the girls and about the institutions have been collected from them and they are analysed.

Qualification of staff interviewed

The basic qualifications of teaching and non-teaching staff interviewed have been collected and they are grouped according to their classification and presented in the tables below.

Table 4.30 Distribution of teachers interviewed according to their qualifications

State	Qualification		Total	
	Graduate	Post graduate	M. Phil	
Assam	5	7	0	12
	41.7%	58.3%	0.0%	100.0%

It has been seen that a little more than 40 percent of the teachers interviewed were graduates and a little less than 60 percent were post graduates.

Table 4.31 Distribution of non-teaching staff according to qualification

Qualification							Total
10 th Pass	12 th pass	Graduate	Post graduate	M.Phil	illiterate		
5	1	5	1	0	0		12
41.7%	8.3%	41.7%	8.3%	0.0%	0.0%		100.0%

Among the non-teaching staff 10th pass were about 42 percent and an equal number of graduates were also found. 12th pass and post graduate each contributed to about 8 percent of the total strength.

Professional Qualification of the staff interviewed

The teaching staff are expected to possess the professional qualification B. Ed or M. Ed or any other diploma or degree. The non-teaching staff need not necessarily possess any professional qualification. Nevertheless both of them were asked to state the professional qualification if any they possess and the responses have been consolidated and presented in the tables below.

It has been seen that about 75 percent of the teachers have some professional qualification or the other. One fourth of the teachers had B. Ed Degree and the rest had some qualification or the other.

Table 4.32 Distribution of Teachers as per their professional qualification

State	Professional qualification				Total
	B. Ed	M. Ed	None	Others Specify	
Assam	3	0	3	6	12
	25.0%	0.0%	25.0%	50.0%	100.0%

Table 4.33 Distribution of non-teaching staff as per professional qualification

	Professional qualification			Total
	B. Ed	None	Others	
Assam	0	11	1	12
	0.0%	91.7%	8.3%	100.0%

Only one out of 12 non-teaching staff interviewed was having some professional qualification and other did not have any.

Years of service at the present station of the staff interviewed

Staff's association with the local station would give them better understanding of the local population, their culture and local practices that may shape their activities and it may help them to articulate their actions with respect to the school and children in a better acceptable manner attracting the girls towards the school. It has been enquired from the teachers as to how long they are staying at the same station and the concerned information is presented in the table below.

Table 4.34 Distribution of teachers as per years at the present station

State	Years of experience at the present station					Total
	<2	3 to 5	6 to 10	11 to 15	>15	
Assam	3	5	1	3	0	12
	25.0%	41.6%	8.3%	25.0%	0.0%	100.0%

It could be seen that about 75 percent of the teachers are in the same station for more than 2 years. Nearly one third of the teachers are staying at the same station for more than 5 years. This will give them to build up better relationship with local population and help in attracting the girls to the schools through their efforts.

The same information has also been obtained from the non-teaching staff and the same is presented in the table below.

Table 4.35 Distribution of Non-teaching staff as per years at the present station

State	Number of years at the station				Total
	<2	3 to 5	6 to 10	11 to 13	
Assam	0	3	7	2	12
	0.0%	25.0%	58.3%	16.7%	100.0%

It is seen that all the 12 non-teaching staff interviewed are staying at the same place for more than 2 years and 75 percent of them are staying in the same place for more than 5 years. Thus it is seen that teachers are staying for a less period in the same station as

compared to the non-teaching staff. **It would be better if the teachers are allowed to stay in the same station for more number of years.**

Training before joining

Training is an important aspect especially in the case of the teachers. They are either expected to have undergone training beforehand or after joining within few years of service. The details about the training of the 12 interviewed teachers before their joining the post have been obtained and presented in the table below.

Table 4 . 3 6 Distribution of teachers as per their having been trained beforehand or not

State	training before joining		Total
	Yes	No	
Assam	3	9	12
	25.0%	75.0%	100.0%

It has been seen that 25 percent of the teachers have received training before joining the post. In the case of the non-teaching staff by the very nature of job the staffs generally do not have any training.

Almost all the persons trained have expressed their opinion that the training had been very useful to them.

Nature of job

The nature of job is likely to have an effect on the performance of a person and consequently of the education of the girls in KGBVs. Whether the teachers are engaged on full time basis or part time basis, whether they are Permanent or temporary have been ascertained and presented in the table below.

Table 4.37 Distribution of teaching staff as per their job status

State	Fulltime or part time		permanent or temporary		Total
	Full Time	Part Time	Permanent	Temporary	
Assam	11	1	0	12	12
	91.7%	8.3%	0.0%	100.0%	100.0%

It is seen that about 92 percent of the teachers are on fulltime basis, but none of them are permanent. **It would be better if the teacher are made permanent so that they may have more job satisfaction which will have an effect on their performance and hence on the education of the girls.**

The details about the nature of job in the case of the non-teaching staff have been analysed and presented in the table below.

Table 4.38 Distribution of non-teaching staff as per their job status

Fulltime or part time		permanent / temporary / daily wager			Total
Full Time	Part Time	Permanent	Temp.	daily wager	
10	2	0	12	0	12
83.3%	16.7%	0.0%	100.0%	0.0%	100.0%

In the case of the non-teaching staff about 83 percent are fulltime. Here again, none of them is permanent. **The non-teaching staff may be made permanent to the maximum extent possible.**

Subject taught

It is expected that there should be separate teachers for each subject in the KGBVs for the better education of the girls. It has been ascertained from the teachers whether they teach one single subject **or more than one subject. The distribution of the teachers as per the number of subjects taught is given** in the table below.

Table 4.39 Distribution of teachers as per number of subjects taught

State Assam	Teaching single or multiple subjects		Total
	Single Subject	More than one	
	1	11	12
	8.3%	91.7 %	100.0%

It is seen except one all the other 11 teachers out of the 12 interviewed are teaching more than one subject. **It must be ensured in all the schools that there are separate teachers for different subjects, especially for mathematics and Science.**

Involvement in selection process

Teachers could be more appropriate person to be involved in the selection process. It has been probed whether the teachers or the other staffs have been involved in the section process or not. The responses received in the process have been consolidated and presented in the table below.

Table 4.40 Distribution of staff as per their involvement or otherwise in the selection process

Teachers involved in selection			non-teaching staff involved in selection		
Yes	No	Total	Yes	No	Total
2	10	12	2	10	12
16.7%	83.3%	100.0%	16.7%	83.3%	100.0%

It is dis-heartening to note that only about 17 percent of the teachers and another 17 percent of the non-teaching staff were involved in the section process of selecting girls for admission into KGBVs. **It may be ensured more number of teachers are involved in the selection process.**

It has further been seen all the teachers and non-teaching staff in the KGBVs are satisfied with the selection process adopted for the admission of the girls in the KGBVs.

Views of selected teachers on facilities given to girls

Under the KGBV scheme many facilities are granted to the girls. As the staffs are closely associated with the system there awareness about the facilities given and their satisfaction on the same have been ascertained and the same have been analysed and presented in the table below.

It has been seen all the 12 teachers interviewed are aware of various facilities / provisions for the girls under the scheme and more than two third of the teachers are satisfied with the facilities / provisions made under the scheme.

Table 4.41 Distribution of teachers as per awareness of facilities to Girls in KGBVs and their satisfaction over the same

Aware of the facilities / provisions		Satisfied with the provisions		Total
Yes	No	Yes	No	
12	0	8	4	12
100.0%	0.0%	66.7%	33.3%	100.0%

The persons to give effect to the provisions of the facilities are mostly the non-teaching staff. Their awareness and their satisfaction about the facilities given were also obtained and the same are presented in the table below.

Table 4.42 Distribution of non-teaching staff as per their awareness of the facilities to the girls and their satisfaction or otherwise of the provisions

A ware of other facilities		Satisfied with the facilities		Total
Yes	No	yes	No	
12	0	9	3	12
100.0%	0.0%	75.0%	25.0%	100.0%

Here again all the 12 staff interviewed are aware of the facilities and three fourth of them are satisfied with the provisions.

Teacher Student ratio

The student teacher ratio is an important factor in quality of education. The less number of students per teacher the more attention the teacher could pay to each of the students. Hence it has been enquired from the teachers as to how many students they teach and a distribution according to number of students they teach has been prepared and presented in the table below.

Table 4.43 Distribution of teacher as per number of students they teach

State	No of students per teacher					Total
	<10	11 to 20	21 to 30	31 to 40	42-50	
Assam	3	5	2	0	2	12
	25.0%	41.7%	16.7%	0.0%	16.7 %	100.0 %

In Assam two out of the 12 teachers interviewed were having more than 40 students and each of the remaining 10 teachers was having 25 students or less. In fact three of them had only less than 10 students each.

It has also been seen that all the 12 teachers interviewed were satisfied about the student teacher ratio. **However we feel that the student teacher ratio may not exceed forty in any case in any school.**

Teachers' view on Curriculum

There are different streams of education with different curriculum. The overall development of the children through the school education much depends upon the curriculum flowed in the system adopted by the schools. In our context as the teachers are the best persons to give an opinion about curriculum they were asked whether they were satisfied with the curriculum or not. All the 12 teachers interviewed expressed that they were satisfied with the curriculum.

Use of Class rooms for more than one class

One of the basic requirements for the education of the children under the scheme is required number of class rooms for conducting different classes. It has been asked from the teachers whether more than one class is taught in the same room which will indicate whether sufficient rooms are available or not. The results of this investigation are indicated in the table below.

Table 4.44 Distribution of teachers as per the fact teaching more than one class in the same room

Whether more than one class taught in same room		Total
Yes	No	
2	10	12
16.7%	83.3%	100.0%

It is seen that in more than 83% of the cases, more than one class is not taught in the same class room. **It has to be ensured that there are sufficient class rooms so that there is no need to conduct more than one class in the same class room.**

Teachers involvement in Hostel Management

Next to the requirement of class room, it is the hostel facility that is more important. The survey team had tried to find from teachers whether they are involved in the hostel management and if involved whether they are satisfied with the arrangements in the hostel. The situation about the involvement of the teachers in the hostel management could be seen in the table below.

Table 4.45 Distribution of teachers as per their involvement in the management of hostels

Whether involved in hostel management		Total
Yes	No	
10	2	12
83.3%	16.7%	100.0%

It is seen that in more than 83 percent of the cases the teachers were involved in the management of the hostel in some way or the other. It has further been seen that all the teachers associated with the management of the schools are satisfied with the arrangements in the hostels.

Teachers' view on other infrastructures.

All the staff of the KGBVs contacted were asked to give their opinion whether they are satisfied with the infrastructures available in the KGBVs or not. The distributions of the staff as per their satisfaction regarding infrastructures are indicated in the table below.

Table 4.46 Distribution of staff as per their satisfaction with infrastructures

Teachers	satisfied		Non-teaching staff satisfied		Total
	Yes	No	Yes	No	
6	6	12	3	9	12
50.0%	50.0%	100.0%	25.0%	75.0%	100.0%

Half of the teachers were satisfied with the infrastructure whereas only one fourth of the non-teaching staff were satisfied with the infrastructure.

Non-Teaching assignments for teachers

It is normally seen in school in general that the teachers are loaded with a lot of non-teaching assignments related to general administration such as keeping various records, preparing various statements now and then, providing all necessary statistics relating to the school etc. Many times the teachers have to over work for these purposes and such assignments become a burden to the teachers and also to some extent distract them from their basic responsibility of devoting more time for the preparation for the classes to ensure effective teaching. The 12 teachers contacted during the present study were asked about their involvement in non-teaching jobs in the KGBVs. Irrespective of the fact whether they are involved in non-teaching job or not at present they were asked to give their opinion as to whether they feel that the non-teaching assignments to the teachers is a burden to them or not. The ground situation in this regard has been depicted in the tables below.

Table 4.47 Distribution of teachers as per their involvement in non-teaching job

Are teachers involved in non-teaching assignments		Total
yes	No	
8	4	12
66.7%	33.3%	100.0%

Table 4.48 Distribution of all teachers as per their opinion whether non-teaching assignments is a burden

Whether non-Teaching assignments is a burden		Total
Yes	No	
6	6	12
50.0%	50.0%	100.0%

It has been seen that two third of the teachers are involved in non-teaching assignments. Half of the 12 teachers interviewed feel that non-teaching assignments is a burden to teachers.

Meeting of teachers.

In all the schools teachers generally meet together and discuss various issues related to the school, students and other matters of common interest for the overall improvement of the institution. The 12 teachers contacted have been asked by the survey team whether they conduct meeting among themselves to discuss issues related to school and studies. All the 12 teachers interviewed have said that they do conduct meetings to discuss issues related to schools and the study.

Each of the 12 teachers contacted were also asked about the various subjects they discussed in such meetings. It has been seen all the teachers invariably discuss about academic achievements. The number and percentage of teachers who have discussed various other issues are indicated for each of the issues discussed in the table below.

Table 4.49 Distribution of teachers as per issues discussed in their meetings.

Number and % of teachers who discussed							
Behavioural adjustment of girls	Guiding girls	Co-curricular activities	Regularity of girls	Health of girls	Trades of interest of girls	other interests of girls	Others
12	7	12	12	12	9	10	9
100.0%	58.3%	100.0%	100.0%	100.0%	75.0%	83.33	75.0%

The most discussed subject is the behavioural adjustment of the girls and the least discussed is guiding the girls to face the selection process for admission. All the 12 teachers interviewed have said that they discuss about behavioural adjustment of girls, co-curricular activities, regularity of girls and health of girls.

Teachers' view on Effect of hostel on education

Table 4.50 Distribution of teachers as per their opinion on the effect of hostel facility on enrolment / attendance in KGBV schools

Do the teachers feel that even in absence of hostel facility girls would have come to school		Total
Yes	No	
3	9	12
25.0%	75.0%	100.0%

It has been seen that three fourth of the 12 teachers interviewed have felt that in the absence of hostel facilities the girls would not have come to schools.

Parent Teachers Association

Parent Teachers Association is an important institutional arrangement at the school where each teacher meets with the parents of the students at periodical interval and discusses about the progress of the child in the school and other child-school related issues. This has been proved to be useful in building up a rapport between parents and teachers for the improvement of the child. During the course of the present study it was investigated whether the selected KGBVs are having the Parent teacher Association, whether the teachers actively participate in the same, Whether the Girls progress is discussed in the meeting and whether the parents cooperate.

It has been seen that in all the selected schools the Parent Teacher Association is functioning and the performance of the girls is invariably discussed in the said meetings. However the active participation of the teachers and the cooperation of the parents vary from place to place, school to school and teacher to teacher. The information gathered from the 12 teachers contacted during the present study on the active participation of teachers and the cooperation of the parents are summed up and presented in the tables below.

Table 4.51 Distribution of teachers as per their active participation and their opinion on the cooperation from parents

Does actively participates in parent teacher association		Do feel that parent cooperate to improve performance of girls		Total
Yes	No	Yes	No	
10	2	11	1	12
83.3%	16.7%	91.7%	8.3%	100.0%

It is seen that a little more than 83 percent of the teacher's take the Parent Teacher Association seriously and actively. It is seen all but one of the 12 teachers interviewed (>91%) have said that the parents do cooperate to improve the performance of the girls.

It is a must that all teachers take the Parent Teacher Association meetings seriously and participate very actively in the same.

Teachers' view on Sufficiency of teacher

For taking the classes on different subjects for all the classes run by KGBV there must be sufficient number of teachers. The teachers were asked to give their opinion whether the number of teachers in their school is sufficient or not. The opinion gathered from them have been combined and presented in the table below.

Table 4.52 Distribution of teachers as per their opinion on the sufficiency of teachers in their schools.

State	Do the teacher say that school has sufficient teachers		Total
	Yes	No	
Assam	2	10	12
	16.7%	83.3%	100.0%

It is dis-heartening to note that more than 83 percent of the cases, the teachers contacted have expressed that the schools do not have sufficient teachers.

Teachers stay in hostel

Under the KGBV scheme one of the teachers is normally functioning as warden of the hostels and normally the warden is expected to stay in the hostel. It may so happen that other teachers may also stay in the hostel in residential schools. It has been tried to ascertain from the 12 teachers contacted whether they stay in the hostel and whether there is separate room for teachers to stay in the hostel. The consolidated picture in this regard is presented in the tables below.

Table 4.53 Distribution of teachers as per the fact whether they stay in the hostel or not

	Does teacher stay in the hostel		Total
	Yes	No	
State	Yes	No	
Assam	11	1	12
	91.7%	8.3%	100.0%

It has been seen that all but one out of the 12 teaches interviewed are staying in the hostels. There are separate rooms in the hostels for teachers to stay.

Teachers' view on Quality of service in hostel

The quality of service in hostels with regard to drinking water, sanitation, food, other supplies and other facilities have been enquired from the teachers and the situation w.r.t to each of these items are presented below.

Table 4.54 Distribution of teachers as per their opinion on the quality of drinking water

State	Quality of Drinking water			Total
	Very Good	Just Good	Needs Improvement	
Assam	6	1	5	12
	50.0%	8.3%	41.7 %	100.0%

In 50 percent of the cases the quality of drinking water was said to be very good. The improvement in the situation is needed in more than 41 percent of the cases.

Table 4.55 Distribution of teachers as per their opinion on sanitation conditions and hygiene

State	Sanitation conditions and hygiene			Total
	Very Good	Just Good	Needs Improvement	
Assam	4	0	8	12
	33.3%	0.0%	66.7%	100.0%

One third of the 12 teachers interviewed have said that the sanitation and hygiene are very good in the hostels and the rest two third have said that the conditions need improvement.

Table 4.56 Distribution of teachers as per their opinion on quality of food

State	Quality of food			Total
	Very good	Just Good	Needs Improvement	
Assam	6	4	2	12
	50.0%	33.3%	16.7%	100.0%

Half of the teachers have said that the quality of food is very good and about 17 per of the teachers have said that the quality of food needs improvement.

Table 4.57 Distribution of teachers as per quality of other supplies in the hostel

State	Quality of other supplies in hostel			Total
	Very Good	Just Good	Needs Improvement	
Assam	4	6	2	12
	33.3%	50.0%	16.7%	100.0%

In the case of other supplies in the hostels one third of the teachers only have said that the quality is very good. 50 percent have said that it is just good and the rest about 17 percent have said it needs improvement.

Table 4.58 Distribution of teachers as per their opinion on the quality of other facilities in the hostels

State	Other facilities			Total
	Very Good	Just Good	Needs Improvement	
Assam	2	4	6	12
	16.7%	33.3%	50.0%	100.0%

In the case of other facilities in the hostel as many as 50 percent of the teachers have said that the quality needs improvement. Only about 17 percent have said that the quality is very good. **This is an area where attention of KGBV authorities is needed for improvement. Improvements of quality in all matters are to be ensured in all schools where the improvements are wanting.**

Teachers' Help in cooking

In many of the school where midday meal scheme is functioning it has been seen that teachers help in cooking. So also has been seen in some of the hostels in some of the schools. It has been asked from the teachers of KGBVs during the course of the study whether they help in cooking in the hostel. Their responses have been consolidated and presented in the table below.

Table 4.59 Distribution of teachers as per their act of helping or not in cooking in hostels

State	Whether teacher helps in cooking in hostel		Total
	Yes	No	
Assam	2	10	12
	16.7%	83.3%	100.0%

It is just about 17 percent of the teachers who have said that they are helping in the cooking in the hostel. **The scheme has provisions for cooks and assistant cooks in the hostels. Cooking has** to be done only by them and in their absence by hiring proper

cooks from the market and teacher should not be engaged in cooking activities.

Help in studies in hostels by teachers

Normally hostels will have arrangements for helping the hostel students in their studies by teachers visiting the hostels at regular intervals. It has been ascertained from the 12 teachers contacted whether they help the students in the hostel in their studies. All the 12 teachers contacted have said that they help students in the hostels in their studies.

Study hours in hostel as per observation of teachers.

Hostels normally observe specific study hours during which no other activity except studying is expected to be done in the hostel. The team wanted to know whether such a practice is followed in the case of hostels attached to KGBV scheme. The teachers contacted were enquired about the same and their replies have been consolidated and presented in the table below.

Table 4.60 Distribution of teachers as per their statements on observation of study hour in hostels

Is there a separate study hour in hostel (as ascertained from Teacher)		
Yes	No	Total
11	1	12
91.7%	12 8.3%	100.0%

All but one out of the 12 teachers contacted have said that the study hours are observed in the hostels.

Teachers' view on Regularity in attendance by students and interest of girls in studies

Regular attendance to the classes by the students is important for the student to follow the lessons taught. The teachers are the best person to tell about the regularity of students in classes. The 12 teachers met during the course of the study were asked about the regularity of students in classes. It is extremely heartening to note that in all cases all the teachers have said that the students attend classes regularly. This is an indicator of successful operation of KGBV schools.

Once it is known that the girls attend the classes regularly, it was ascertained from the teachers whether they really show interest in studies. Here again all the teachers in all the places have said that the girls show interest in studies.

Interaction of girls with teachers

Having known that the girls attend the schools regularly and show interest in studies, it was attempted to measure the level on interaction of girls with the teachers and the teachers met during the survey were asked to grade the interaction as very good, normal and needs improvement. These gradings have been consolidated and the results are presented in the table below.

Table 4.61 Distribution of teachers as per their grading of interaction of girls with teachers

State	Interaction of girls with teachers			Total
	Very Good	Normal	Needs Improvement	
	8	3	1	
	66.7%	25.0%	8.3%	

Two third of the 12 teachers interviewed have said that girls have very good interaction with the teachers. It is only one out of the 12 teachers who said that the interactions need improvement.

About the Teacher's job

Lastly the teachers were asked about their job satisfaction and their satisfaction about the remuneration being received and whether they get their salary regularly. The responses in these regards can be seen in the tables below.

Table 4.62 Distribution of teachers as per their job satisfaction

State	Whether teacher is satisfied with job		Total
	Yes	No	
	10	2	
	83.3%	16.7%	

It has been seen that more than 83 percent of the teachers have their job satisfaction.

Table 4.63 Distribution of teachers as per their satisfaction of the remuneration received.

State	Whether satisfied with salary		Total
	Yes	No	
	1	11	
	8.3%	91.7%	

It is saddening to note that 11 out of the 12 teachers interviewed (92%) are not satisfied with their salary.

Table 4.64 Distribution of teachers as per regularity of receipt of their salary

State	Whether getting salary regularly		Total
	Yes	No	
Assam	6	6	12
	50.0%	50.0%	100.0%

Half of the teachers have said that they receive their salary in time. **Timely disbursal of salary has to be ensured in all cases.**

The interviews of girls

KGBV scheme has been launched to encourage girls education by bringing the drop outs and never to school girls from socially disadvantageous groups to the schools taking them in the middle schools level at age appropriate classes, giving them free Education with all the facilities such as free educational materials, free hostel facilities and other facilities for grooming up such as those for recreating, co-curricular activities, vocational education, skill education, self-defense defence and martial arts, exposure to child rights, women rights, giving them a bridge course to make them fit for the class in which they are admitted and helping them to continue their education even after they leave the school by proper liaison with the girls, their parents and the educational institutions and hostel facilities.

In order to gauge how far the scheme has actually helping the girls and what the girls actually feel, the survey team has contacted girls who are currently studying in the schools under the scheme as well as those who have passed out and obtained their opinion on various issues.

Years spent by girls in KGBV

The girls who are currently studying under KGBV scheme contacted were asked as to when they have joined the institution for the studies. The team has seen the students have joined during the period 2015 to 2018 in different schools. The number of students joined in different years as presented in the table below.

Table 4.65 Distribution of girls as per year of joining

State	year of joining					Total
	2014	2015	2016	2017	2018	
Assam	0	10	27	11	12	60
	0.0%	16.7%	45.0%	18.3%	20.0%	100.0%

It has been seen maximum number of girls contacted have joined the schools in the year 2016. The number that joined in the last two years remained more or less the same. Normally the students are expected to be in the school for only three years. However a very

small number of students who have joined in the year 2015 were also found in the school. Girls who have already left the KGBV were asked as to how many years they have spent in KGBV and according to the number of years they have been spent they have been classified and the result is presented in the table below.

Table 4.66 Distribution of Ex-students as per the number of years they have spent in KGBV

State	1.0	2.0	3.0	4.0	>4	Total
Assam	0	0	18	11	1	30
	0.0%	0.0%	60.0%	36.7%	3.3%	100.0%

Normally a girl is expected to spend three years in KGBV. In certain cases it can be slightly more or less. It has been seen that 60 percent of the cases the girls have spent three years in KGBVs. However 40 percent have spent 4 years or more.

Qualification – the class in which studying

In the case of the girls who are currently studying and selected for the study were asked about the class in which they are studying. Though originally the scheme covered only from class 6th to class 8th by the time the survey has started the same has been extended up to class 10th and it was found in the field in Assam the extension to higher class has been come into force. Efforts have been done to give fair representation of different classes while selecting the girls. The distribution of the girls as per the class in which they were studying at the time of the survey is presented in the table below.

Table 4.67 Distribution of girls as per the class in which they were studying

State	The class				Total
	6th	7th	8th	9th	
Assam	10	12	26	12	60
	16.7%	20.0%	43.3%	20.0%	100.0%

In Assam one fifth of the students contacted are from 9th standard and another one fifth belonged to 7th standard. More than 43 percent belonged to 8th standards and about 17 percent belonged to 6th standard.

In the case of the pass outs their current educational qualification was obtained from them. It has been seen many of the pass outs contacted are currently studying in high schools / higher secondary schools or just completed the same. Some of them however were diploma holders and graduates. Even post graduate has been contacted. The distribution of the ex-students as per their qualification is presented in the table below.

Table 4.68 Distribution of ex-student of KGBV contacted as per education

State	HS/HSS studying or passed out	Diploma Completed	ITI	M.A	Under Graduate	Total
Assam	13	0	1	2	14	30
	43.3%	0.0%	3.3%	6.8%	46.6%	100.0%

It may be seen that more than 43 percent of pass outs are in the bracket of High School (HS) or Higher Secondary School (HSS) and another about 47 percent are under graduates. Two out of the 30 girls contacted are post graduates and one is in ITI certificate.

Girls' opinion on Admission

The girls both those who are currently studying and those who have passed out were asked whether they were able to get the admission to the schools easily or not. All the 90 girls, 60 currently studying and 30 pass outs have unanimously said that they were able to get admission easily.

Girls' opinion of secular Environment

KGBVs are expected to have a nonpartisan and secular atmosphere, ensuring no discrimination on the basis of caste, creed, status etc treating all the girls on equal footing. To get an insight as to how far the same is being followed the girls contacted were asked whether in their opinion or as per their observation during their stay in the school, the school has maintained a non-partisan and secular environment in the school or not. The replies received from them have been consolidated and presented in the table below.

Table 4.69 Distribution of girls as per their view on the environment in the schools

State	Does KGBV maintains nonpartisan and secular environment					
	as per current students			as per ex students		
Assam	Yes	No	Total	Yes	No	Total
	59	1	60	24	6	30
	98.3%	1.7%	100.0%	80.0%	20.0%	100.0%

A vast majority of the girls contacted 59 out of 60 current students and 24 out of 30 pass outs have opined that the school do maintain non-partisan and secular environment.

Girls' Exposure to Bridge Course

The girls who are either drop outs or those who had no formal education are admitted to appropriate classes in the KGBV schools. They are given the assistance of bridge school to make them fit for the class in which they are admitted giving them the necessary academic input that they should have otherwise got it for the admission into the class, thus

bridging the gap between the level of their knowledge and the knowledge required for the admission in the class in which they were admitted. The results of the probe can be seen in the table below.

Table 4.70 Distribution of girls as per their exposure to bridge courses

State	Whether attended a bridge course					
	current students			ex-students		
	Yes	No	Total	Yes	No	Total
Assam	1	59	60	2	28	30
	1.7%	98.3%	100.0%	6.7%	93.3%	100.0%

The number of persons attending the bridge course will depend upon the number of girls with non- formal education. It is seen that only one out of the 60 current students and two out of the 30 ex- students have attended the bridge courses.

The girls who have attended the bridge courses were further asked as to whether the bridge course has helped them. They have said that it had helped them. It is seen that the bridge courses in the KGBVs have been found to be successful.

Girls exposed to Remedial Classes

In the schools the performance of the students in a class will not be uniform. There may be a number of students whose performance is not up-to the mark. For those students special classes are taken as remedial classes giving them proper extra coaching to improve their performance. The girls have been asked during the course of the survey whether they have attended any remedial classes or not. This will give an indication of the efforts taken for improvement of the low performers. All the 90 girls have attended the remedial classes and all they found the same to be useful. It is found that the remedial classes are successful in KGBVs.

Girls and Home Work

The students were asked about home works, whether they are given homework regularly, whether the home work is being checked regularly and whether the notebooks of the children are verified regularly. All the girls have affirmed that the home works are being given regularly, they are being checked regularly, and the notebooks are being checked regularly. Thus it is seen that in KGBV schools home works are given regularly and the home works and notebooks are being checked regularly.

On Tests and Examinations from girls

Tests and examinations are part of evaluation methods of the performance of the students and are expected to be conducted at regular intervals. The girls in the KGBVs have been asked whether the tests are conducted regularly and whether the examinations are being held regularly. All the girls have affirmed that tests are conducted regularly; it indicates that the tests and examinations are generally conducted regularly in KGBV Schools.

It has also been ascertained from the students as to when were their examinations conducted. It has been seen that the examinations were conducted in the month of January - February in Assam.

Supply of Books to Girls

Under the scheme every student is supposed to be supplied text books free of cost. To check how far this is accomplished the students were asked whether they have received the text books free of cost. It is heartening to note that all the current students and all the ex-students have confirmed that they have received the text books free of cost.

Girls' Interaction with teachers

Student's interaction with teachers is a factor that gives opportunity for the students to learn more and improve their performance. It has been enquired from all the students contacted whether they had interaction with the teachers or not. All the students currently studying have affirmed that they have the interaction with the teachers. However some of the ex-students have expressed that they did not have interaction with the teachers. The situation in this regard is indicated in the table below.

Table 4.71 Distribution of ex-students as per their having interaction with the teachers or not

State	Had interaction with teachers		Total
	Yes	No	
Assam	16	14	30
	53.3%	46.7%	100.0%

It has been seen that nearly half of the ex-students have said that they did not have interaction with teachers.

The fact that the current students have no case of non-interaction indicates that the situation with regard to interaction of girls with teachers have perhaps improved over time.

Girls on Class room teaching

An effective and high quality of teaching in the class room will help to improve the performance of the girls and to make the girls education successful. The girls contacted were asked to give their opinion about the quality of class room teaching. Their responses have been consolidated and presented below

Table 4.72 Distribution of girls as per their opinion on the quality of class room teaching

State	Quality of class room teaching							
	Current students				Ex-students			
	Good	Average	Poor	Total	Good	Average	Poor	Total
Assam	46	10	4	60	9	18	3	30
	76.7%	16.7%	6.7%	100.0%	30.0%	60.0%	10.0%	100.0%

It has been seen that about 77 percent of the current students and 30 percent of the ex-students have found that class room teaching is good. It is only 7 percent of the current students and 10 percent of the ex-students have found the quality to be poor.

Girls on Availability of subject wise teachers.

It has already been indicated that the KGBV should have separate teachers for each subject especially science and Mathematics. The survey team has inquired from the girls whether they had subject wise teachers to handle different subjects for them. The distribution of girls as per their opinion in this regard can be seen in table below.

Table 4.73 Distribution of girls as per their having subject wise teachers

State	Whether had subject wise teacher					
	Current students			Ex-students		
	Yes	No	Total	Yes	No	Total
Assam	22	38	60	20	10	30
	36.7%	63.3%	100.0%	66.7%	33.3%	100.0%

About one third of the current students and two third of the ex-students have said that they had separate teachers for different subject. **It has to be ensured that the schools are to be provided with subject wise teachers.**

Girls on Usage of Materials and Facilities

The use of Teaching Learning Materials (TLM), Black Board and Audio-Visual aids for teaching in the class room will enhance the quality of teaching and hence improve the standards of education of the children. The girls contacted were asked whether in their class rooms these materials / facilities have been used or not. 95 percent of the girls in Assam have told that TLM are used in their class rooms for teaching. **It must be ensured that these materials are invariably be used in all the schools.**

Girls opinion on Physical infrastructure facilities in the class rooms

The class rooms are expected to have sufficient space, sufficient furnitures, good lighting, good ventilation, and protection from rain waters entering the class rooms. The students and the ex- students were asked their opinion on physical infrastructure facilities in the class rooms. There is not even one student in Assam, who has said that the space is not adequate. More than three fourth of the students have said that good light is available in the class rooms All the students currently studying have affirmed that there is good ventilation in their class rooms.

Girls opinion on availability of Computers

Of late computer has become an essential and integral part of education as everything around us is turning digital. In this context, the availability of computers in the schools, the knowledge of the students in usage of computers and the use of computers by the students have been probed during the course of the study while interacting with the girl.

Table 4.74 status of availability of computers

Whether sufficient computers available						
State	Current students			Ex-students		
	Yes	No	Total	Yes	No	Total
Assam	10	50	60	18	12	30
	16.7%	83.3%	100.0%	60.0%	40.0%	100.0%

It is a matter of concern that the situation regarding availability of sufficient computers is far from satisfactory and seems to have deteriorated over time. Sixty percent of the ex-students have said that sufficient computers were available for them whereas only about 17 percent of the current students have said that sufficient numbers of computers are available for them.

Sufficient computers must be made available in all the KGBVs.

Girls' Knowledge of computers

How far the students are aware of the usage of computer is the next question tackled. The girls were asked whether they have very good knowledge of the usage of computer or just the basic knowledge or no knowledge at all. Their responses have been consolidated and presented in the table below.

Table 4.75 Distribution of girls as per their level of knowledge of computer usage.

State	Level of computer knowledge in the case of							
	Current Students				Ex students			
	Good Knowledge	Basic Working Knowledge	No Knowledge	Total	Good Knowledge	Basic Working Knowledge	No Knowledge	Total
Assam	2	6	52	60	0	17	13	30
	3.3%	10.0%	86.7%	100.0%	0.0%	56.7%	43.3%	100.0%

It is seen Good knowledge of computers use is available only in the case of 3 percent of the girls now and there had been not even one girl who had good knowledge of computers among ex-students. It is alarming to know that as many as 87% of the students in Assam do not have knowledge of computer use.

Use of computers by Girls

Next it was probed from the students about the use of the computers. The students were asked whether they use computer often or just make normal use or seldom use. The overall situation in this regard can be seen in the table below.

Table 4.76 Distribution of students as per frequency of usage of computers

State	Frequency Use of computers			
	Use Often	Normal use	Seldom Use	Total
Assam	0	4	56	60
	0.0%	6.7%	93.3%	100.0%

It is seen that more than 93 percent of the students in KGBV seldom use the computers. This situation has to change.

Girls opinion on Extra class room activities

The school besides the class room teaching has many other activities for grooming up the children. The quality of these activities helps the improvement of the overall personality of the students. It was probed from the students about the quality of the extra class room activities whether they are good, average, or poor and the overall picture in this regard is presented in the table below.

Table 4.77 Distribution of girls as per their ranking of the extra class room activities.

State	Quality of extra classroom activities							
	Current students				Ex students			
	Good	Average	Poor	Total	Good	Average	Poor	Totals
Assam	17	42	1	60	12	17	1	30
	28.3%	70.0%	1.7%	100.0%	40.0%	56.7%	3.3%	100.0%

It is only very few students about two percent of current students and about 3 percent of ex students who have rated the extra class room activities in KGBVs as poor. The situation in this regard is satisfactory.

Girls opinion on Security arrangements

The satisfaction of the girls over the security arrangement made for them is of utmost importance. The girls contacted during the course of the survey were asked whether they were satisfied with the security arrangements or not. All the girls in Assam are satisfied with the security arrangements.

Girls opinion on Library availability and use

Library is one of essential requirement for use both by the faculty and by the students. It will also help the students to enhance their general knowledge. The availability of library has been ascertained from the students and ex-students. The position as given by the students and ex-students are indicated below.

Table 4.78 Distribution of girls as per their statement on availability of library

State	Availability of library as ascertained from girls					
	Current students			Ex students		
	Available	Not available	Total	available	Not available	Total
Assam	41	19	60	20	10	30
	68.3%	31.7%	100.0%	66.7%	33.3%	100.0%

A little more than two third of the ex-students as well as the present students have said the libraries are available to them. There is a slight increase in the percentage of current students as compared to ex-students which indicates the improvement in the facility over time.

Accommodation and Food

The girls in the KGBVs are provided hostel accommodation. In some of the hostels they may be given independent rooms and in some other place they may have to share the accommodation with others. The hostels may have a fixed menu and the food may be supplied according to menu or there can be deviations from this practice. Day today affairs of the hostels are managed by the wardens who have also the control over the girls. During

the course of the survey the team has asked the girls with whom they have interacted the questions about their accommodation - whether the hostel has sufficient rooms for the girls, whether they have independent rooms or have to share the rooms, whether they like the sharing, whether there is a menu and the food is supplied is as per menu and whether they like the behaviour of the warden etc.. The overall positions in these respects can be seen in the table below.

Table 4.79 Distribution of girls as per having independent rooms

State	whether allotted independent rooms					
	Current students			Ex-students		
	Yes	No	Total	Yes	No	Total
Assam	3	57	60	5	25	30
	5.0%	95.0%	100.0%	16.7%	83.3%	100.0%

It is seen that 95 percent of the current students are sharing the accommodation. Among the ex- students also more than 83 percent were sharing the accommodation.

In Assam, all the 90 girls contacted are satisfied with the role of the warden and all of them have confirmed that the food is served according to menu.

Receipt of Uniform by girls

The girls contacted during the survey were asked whether they receive adequate uniforms or not during the course of their stay in the KGBV. Their replies in this regard have been consolidated and presented in the table below.

Table 4.80 Distribution of students as per receipt of uniforms

Receipt of Uniforms							
Current students				Ex students			
Adequate	Not adequate	Not received	Total	Adequate	Not adequate	Not received	Total
31	18	11	60	24	1	5	30
51.7%	30.0%	18.3%	100.0%	80.0%	3.3%	16.7%	100.0%

It had been seen that 80 percent of the ex-students and about 52 percent of the current students have said that they have received adequate uniforms. However it is seen that roundabout 17 to 18 percent of the girls have not received the uniforms both in the case of current students and in the case of ex- students. **Supply of adequate uniforms to all the girls at the earliest after they join the KGBV has to be ensured in all cases.**

Activities in the Hostel

An attempt has been made to probe into some of the activities in the hostel such as whether there is a time table in the hostel, whether the girls are satisfied with the time table, whether the girls follow the time table, Whether there is a study hour in the hostel, Whether the study hour is being followed by the girls, whether the festivals are celebrated in the hostel and whether the girls help in cooking in the hostel.

It has been told by all the girls that there is a daily time table in their school. The team has also observed in the schools that the daily time tables of activities are available in all the school. All the current students are satisfied with the daily time table of activities.

One 10th of the students in Assam have said that there is no study hour in their hostels. All the students who have said that there is study hour in the hostel have also affirmed that they do follow the study hour.

All the students in Assam have said that they are celebrating the festivals in their schools.

It may be possible that some of the girls may take their own interest in helping in cooking or some places they may be required to help. The girls were asked to state whether they help in cooking in the hostel. The responses received from them have been consolidated and presented in the table below.

Table 4.81 Distribution of girls as per the fact whether they are helping in cooking

State	Help in cooking by					
	Current students			Ex students		
	Yes	No	Total	Yes	No	Total
Assam	30	30	60	24	6	30
	50.0%	50.0%	100.0%	80.0%	20.0%	100.0%

In the case of ex-students 80 percent of the girls used to help in cooking whereas at present it is only 50 percent of the girls who have said that they are helping in cooking in the hostels. This is a welcome change. It would not be proper to engage the girls in the cooking activities of the hostel under any circumstances. The hostels should have its own staff in cooking and the time of the students may not be spent for this purpose.

Girls' participation in cleaning activities:

It is possible in the hostels that the children are engaged in various cleaning activities. Whether in the KGBVs the girls are engaged in the cleaning activities is probed by asking the girls whether they do various cleaning activities such as cleaning kitchen, cleaning bath rooms, cleaning toilets and cleaning living room.

It is seen that 85% of the students are cleaning the kitchen. More than three fourth of the students are engaged in cleaning the bathrooms. About three fourth of the girls are cleaning toilets.

Girls opinion on Facilities' and Supplies

The KGBV scheme has stipulated norms of supply of various items of daily use, normal wear besides uniform, and other occasional requirement as well as different facilities to be provided to them. The survey team has tried to find out from the girls contacted whether they are aware. Awareness of the provision as per guideline of the scheme of the facilities to be given to them and the supplies to be made to them. All the girls in Assam have said that they are aware of the facilities and supplies to be made to them as per provisions of the scheme.

Satisfaction over availability of infrastructure and facilities

The girls were asked about whether they are satisfied with availability of sufficient toilets, stationary, Electricity, fans, drinking water and water for other purposes, recreational facilities, Extracurricular activities, audio visual aids, Vocational training facilities, first aid facilities, General medicines, sports facilities, etc.

In Assam 43% of the students were not satisfied with toilet facilities, 39 were not satisfied with stationary.

About one fourth were not satisfied with fans, one fourth of the students were not satisfied with water for other purposes.

83 percent were satisfied with electricity, 78 percent were satisfied with drinking water 32 percent were satisfied with audio visual aids, 75 percent were satisfied with first aid facilities, 77 percent were satisfied with availability of general medicines 73 percent were satisfied with sports facilities.

None in Assam has reported about non availability of recreation facilities.

It has to be ensured that these facilities are made available in each and every school.

Girls' Satisfaction on the cleanliness and upkeep of facilities

The level of satisfaction of the girls on the cleanliness and upkeep of kitchen, living room, bath room, toilet, furnitures, common areas, surroundings and bed linen were probed.

More than two third of the students were satisfied with the upkeep of kitchen. More than 80 percent were satisfied with the upkeep of living room. Three fourth of the students in Assam are very much satisfied with bath room facilities whereas 12 percent were not satisfied. Most of the students are satisfied with the upkeep of toilets. 95 percent of the students were satisfied with the upkeep of the furniture. 73% were very much satisfied and 28% were just satisfied with the up keep of common areas. 80 percent were very much satisfied and 20 percent were just satisfied with the upkeep of the surroundings. Most of the students were satisfied with the upkeep of bed linen. **The cases of dissatisfaction though minimal should be taken note of and steps to improve the upkeep the facilities to get the best satisfaction of the girls have to be taken so that the girls will be attracted to the KGBVs.**

Girls' Satisfaction on teaching and hostel

Teaching and hostel are the two important factors of the scheme. The more the girls are satisfied on these two aspects the more the deserving girls will be attached towards the scheme making the scheme successful. Hence the girls contacted were asked about the level of their satisfaction on these two factors.

Most of the students were very much satisfied with the teaching and the rest were just satisfied. There had been no student with dissatisfaction. Most of the students were also satisfied with the hostels. **However the hostels are to be made more attractive for the girls so that they may like to stay there to continue their learning and the teaching also could further improve to get the best satisfaction of all the students.**

Girls' opinion on Issue related to menstruation

An important issue w.r.t. the girls is the matter concerning menstruation. In most of the cases the girls may be hailing from conservative background. They might have been exposed to taboos with regard to menstruation. They might not have been allowed to discuss the issues related to menstruation in open and might not be following the requirements to keep hygiene and having the use of pads. It is expected that they will be better groomed in the KGBVs in these respects. It has been enquired from them whether they are still following the taboos related to menstruation, whether they discuss and / or challenge the taboos and whether they are being provided with pads or not.

It is seen that more than 95% of the girls do not follow the taboos. In the case of ex-students none of the girls in Assam followed the taboos when they were in the hostels. Almost none (less than 2%) used to discuss about the taboos in Assam. It is only 62 percent of girls in Assam who were provided with sanitary pads.

Girls opinion on Effect of hostel on retention of girls in KGBV

In order to ascertain whether the girls would still have come or continued in the KGBV School even if the hostel Facilities were not there further specific question was put to them in this regard. The result in this regard can be seen in the table below.

Table 4 . 8 2 Distribution of girls as per their chances of joining KGBV even in the absence of hostels

State	Whether would have come to / continued in KGBV even in the absence of hostels					
	Current students			Ex students		
	Yes	No	Total	Yes	No	Total
Assam	4	56	60	15	15	30
	6.7%	93.3%	100.0%	50.0%	50.0%	100.0%

It is seen that more than 93 percent of the current students and 50 percent of the ex-students have said that they would not be there in the schools in the absence of the hostel facility **indicating the importance of the hostel** in the scheme in attracting the deserving girls from socially disadvantageous groups towards getting quality educations and improving their lot.

Learning Achievement

Learning Achievement for the KGBVs for the years of reference could not be obtained. However the learning achievement for the state as whole with social group wise break up has been obtained from the National Achievement Survey (NAS)

NAS was conducted throughout the country on November 13, 2017 for Classes 3, 5 and 8 in government and government aided schools. The survey tools used multiple test booklets with 45 questions in Classes III and V and 60 questions in Class VIII in Mathematics, Language, Sciences and Social Sciences. The competency based test questions developed, reflected the Learning Outcomes developed by the NCERT which were recently incorporated in the RTE Act by the Government of India. Along with the test items, questionnaires pertaining to students, teachers and schools were also used.

In Class 8, on an average, the correct responses to the subjects were 54%, 50%, 49% and 51% in Language, Science, Mathematics and Social Science respectively. There was practically no difference between boys and girls. The students in urban are performing better in language and the students in rural in all other subjects, the difference being 3 or 4 marks. Government aided schools are performing slight better than the government schools, The students belonging to general category show the highest performance in all subjects whereas the students belonging to ST show the lowest performance in all the subjects.

Table 4.83 Learning Achievement by Social Groups for Class 8th in ASSAM

Social Group	Language	Mathematics	Science	Social Studies
SC	56	49	50	50
ST	51	45	47	48
OBC	53	45	48	48
General	56	54	53	53

(Source: National Achievement Survey, NAS 2017, Assam State Learning Report, NCERT)

Highest Performing Learning Outcomes

- Voices opinion on good/bad touch, stereotypes for tasks/play/food in family w.r.t gender, misuse/wastage of food and water in family and school (75)
- Compares numbers up to 999 based on their place values (76)

- Reads the time correctly to the hour using a clock/watch (78)
- Records data using tally marks, represents pictorially and draws conclusions (81)
- Identifies and makes 2D-shapes by paper folding, paper cutting on the dot grid, using straight lines etc (82)

Lowest Performing Learning Outcomes

- Establishes linkages among terrain, climate, resources (food, water, shelter, livelihood) and cultural life. (E.g. life in distant/difficult areas like hot/cold deserts) (22)
- Locates important historical sites, places on an outline map of India (24)
- Describes the functioning of rural and urban local government bodies in sectors like health and education (27)
- Finds surface area and volume of cuboidal and cylindrical object (30)
- Locates distribution of important minerals e.g. coal and mineral oil on the world map (32)

Learning Outcome Class 8	Average Performance (in %)
Language	
Read textual/non-textual materials with comprehension and identifies the details, characters, main idea and sequence of the ideas and events while reading	54
Mathematics	
Solves problems involving large numbers by applying appropriate operations	49
Solves problems on daily life situations involving addition and subtraction of fractions / decimals	50
Finds out the perimeter and area of rectangular objects in the surroundings like floor of the classroom, surfaces of a chalk box etc	50
Arranges given/collected information in the form of table, pictograph and bar graph and interprets them	47
Interprets the division and multiplication of fractions	44
Solves problems related to daily life situations involving rational numbers	47
Uses exponential form of numbers to simplify problems involving multiplication and division of large numbers	44
Adds/subtracts algebraic expressions	62
Solves problems related to conversion of percentage to fraction and decimal and vice versa	41
Finds out approximate area of closed shapes by using unit square grid/ graph sheet	35
Finds various representative values for simple data from her/ his daily life contexts like mean, median and mode	56

Interprets data using bar graph such as consumption of electricity is more in winters than summer	47
Generalizes properties of addition, subtraction, multiplication and division of rational numbers through patterns	34
Finds rational numbers between two given rational numbers	47
Proves divisibility rules of 2, 3, 4, 5, 6, 9 and 11	54
Finds squares, cubes, square roots and cube roots of numbers using different methods	52
Use various algebraic identities in solving problems of daily life	60
Verifies properties of parallelogram and establishes the relationship between them through reasoning	36
Finds surface area and volume of cuboidal and cylindrical object	30
Draws and interprets bar charts and pie charts	56

Learning Outcome Class 8	Average Performance (in %)
Classifies materials and organisms based on properties/ characteristics	44
Conducts simple investigation to seek answers to queries	40
Relates processes and phenomenon with causes	44
Measures and calculates e.g., temperature; pulse rate; speed of moving objects; time period of a simple pendulum, etc	55
Plots and interprets graphs	45
Constructs models using materials from surroundings and explains their working	41
Differentiates materials, organism and processes	64
Relates processes and phenomenon with causes	47
Explains processes and phenomenon	42
Measures angles of incidence and reflection, etc	57
Applies learning of scientific concepts in day-to-day life	51
Makes efforts to protect environment	66
Identifies latitudes and longitudes, e.g., poles, equator, tropics, States/UTs of India and other neighboring countries on globe and the world map	50
locates important historical sites, places on an outline map of India	24
Describes the functioning of rural and urban local government bodies in sectors like health and education	27
Explains preventive actions to be undertaken in the event of disasters	73

Describes formation of landforms due to various factors	45
Explains the significance of equality in democracy	58
Describes the process of election to the legislative assembly	67
Explains the functioning of media with appropriate examples from newspapers	53
Differentiates between different kinds of markets	72
Traces how goods travel through various market places	65
Describes major crops, types of farming and agricultural practices in her/his own area/state	60
Locates distribution of important minerals e.g. coal and mineral oil on the world map	32
Justifies judicious use of natural resources	49
Draws inter-relationship between types of farming and development in different regions of the world	37

4.2 Chhattisgarh

Arrangement at the level of management and facilitation of KGBV schools

- (i) The state has one post each of Assistant Director, APC, Programmer, Data Entry Operator and Messenger and all the posts are filled up and there is no vacancy.
- (ii) Financial position for the period 2015-16 to 2017-18 is given below.

Table 5.1 Financial Progress in Chhattisgarh

₹ Lakh			
Year	The financial Allocation	Release	Expenditure
2017-18	4375.65	2596.42	2630.34
2016-17	4438.65	3226.47	2890.99
2015-16	4375.65	3123.44	2559.37

- (iii) In all the three years the release is less than the allocation. The expenditure in the first two years far less than the release and the release in the third year has been reduced and the expenditure in that year has become slightly more than the release.
- (iv) They had a target of opening one new school and constructing the building for the same. But they could not achieve the same. They also had a target of appointing 5 female teachers and have made appointment for all the five posts.
- (v) They have a separate curriculum for the staff training and have conducted training for them during the last three years.
- (vi) They have supplied the text books to all the students. Teaching and learning materials are available in all schools and teachers always use them. A continuous and comprehensive emulation system is adopted and skill education is imparted in all schools
- (vii) The details of students admitted in the last three years in the classes VI to VIII are as below.

Table 5.2 The details of students admitted in the last three years

Class VI					Class VII				Class VIII			
Year	ST	SC	OBC	GEN	ST	SC	OBC	GEN	ST	SC	OBC	GEN
2015-16	489	1990	613	48	471	1915	653	45	493	1863	657	44
2016-17	337	2146	529	47	489	1990	613	48	471	1915	653	45
2017-18	565	1835	666	13	337	2146	529	47	489	1990	613	48

(viii) The state had no dropouts. They had admitted 1069 CWSN in 2015-16, 103 CWSN in 2016-17 and 94 CWSN in 2017-18

Status of recognition of schools

In Chhattisgarh there are 93 schools sanctioned. All of them are established and functioning and all of them are also recognized. All of them are covered under DISE and have necessary infrastructure. All the schools belong to Model- 1.

Linkages with other government initiatives such as NRHM, ICDS (for access to benefits for adolescent girls), SSA (for teacher training) etc.

In all districts of Chhattisgarh linkages are established with NRHM for routine health Check-up of girls and for providing essential medicines and creating awareness of health and hygiene especially Menstrual Hygiene Management (MHM) and supply of sanitary pads.

Age of KGBVs- Year of establishment.

The year of establishment of the school has been obtained to know how long they are working in the field. As the schools were selected at random giving geographical representation and as schools are functioning from different years at different places we could not expect an equi-distribution of schools over years as per year of establishment.

Table 5.3 Distribution of KGBVs as per year of establishment in Chhattisgarh

Year of establishment				
State	2005	2006	2007	Total
Chhattisgarh	1	3	2	6
	16.70%	50.00%	33.30%	100.00%

The six KGBVs selected were established over the years 2005 to 2007 one each in the years of 2005 and 2007 and two in the year of 2006. There had been fair distribution over different years.

Visits by Higher officials to KGBVs

It has been enquired whether the selected KGBVs have been visited by the higher authorities in the last three years or not. All the six KGBVs selected have been visited by higher authorities in the last three years.

Level of involvement of higher officers

In order to have an idea of the level and intensity of involvement of higher officers the details of officers who visited the selected KGBVs in the last three years were collected, and the same is presented in the table below.

Table 5.4 Details of official who have visited the KGBVs in the last three years.

State	Officials who have visited KGBV in the last three years
Chhattisgarh	DEO, State Govt officials

It is seen that there had been some amount of involvement of higher authorities. However **Norms for visits by different level of officials to the KGBVs in a year have to be clearly specified and the same has to be invariably followed.**

Management of KGBVs

All the KVGBs are being managed and run by the Sarva Siksha Abhiyan (SSA). All the KGBVs selected were residential schools and all of them were functioning from their own buildings.

Number of Class rooms

The number of class rooms available in each of the selected schools was ascertained. It was seen in all the six schools selected there were 3 class rooms in each of the schools.

Compound wall

It is essential that the school meant for Girls should have all security measures. One of the primary requirements in this regard is compound wall so that unauthorised person do not approach near the school building or class rooms. Hence the availability of compound wall was observed in each of the selected KGBVs and it was found that in all the six KGBVs selected the compound walls were available.

Hostel

All the KGBVs selected have got a hostel attached with it.

Position of hostel and its compound wall

The position of the hostel and the availability of the compound wall for the hostel are also important factors from the point of view of safety and security of the girls. Hence the same was investigated and it was found that all the 6 schools selected are having the compound and also have the hostel within the same compound.

Condition of the School Building

The condition of the school building is critical for creating better atmosphere for the girls to attract them to the schools and to facilitate them to learn. The condition has been observed by our staff and the distribution of the School Buildings as per their condition can be seen in the table below.

Table 5.5 Distribution of KGBV Buildings as per their present condition

State	Condition of the KGBV Buildings			Total
	Very Good	Needs minor repairs	Needs Major repairs	
Chhattisgarh	5	0	1	6
	83.30%	0.00%	16.70%	100.00%

The condition of KGBV buildings is very good in the case of 5 KGBVs out of 6 visited and one of the KGBV buildings is in need of Major repairs. **It is essential that all the KGBV buildings are kept in a very good condition to provide a better atmosphere for the learning.**

Condition of the Hostel Building

As in the case of the KGBV building, the condition of the hostel building where the girls have to stay is also important. Hence the same was also physically observed by our team and it was found in the case of all the six KGBVs visited the condition of the hostel buildings were very good.

Security Measures

Security of the girls is one of the major concerns in the KGBVs. The school in charges were asked about the steps taken in KGBVs for the safety and security of the girls of KGBVs. Their replies have been consolidated and presented in the tabular form below.

Table 5.6 Steps taken for safety and security for the girls in KGBVs in Assam

Steps taken for the safety and security of the girls as ascertained from the school in charges.

Not allowing any male person to the hostel premises – Providing boundary wall. Guardians being allowed to meet only after valid authentication, warden keeping an eye on each girl, providing guards, not allowing anyone except KGBV Staff, Photo Matching.

Availability of Transport equipment

None of the KGBVs selected has any transport vehicles of their own for their use.

Impact of Food on the Girls

The KGBV girls are supposed to get the nutritious food in the hostels where they stay. An attempt has been made to get an idea on the impact of food on the health of the inmates of the hostels from the in charge of the schools. The picture that emerged has been presented in the table below.

Table 5.7 Distribution of KGBVs as per the opinion of the School in charge on the impact of food on the health of the girls

Impact of food on the girls			
State	Had good impact on the health	No Special Impact	Total
Chhattisgarh	4	2	6
	66.70%	33.30%	100.00%

It has been seen that in two third of the six selected KGBVs, the school in charges have expressed that there, had been good impact of the food on the health of the girls and the rest have said that there had been no impact. **In the places where it is felt that the food did not have very good impact on the health of the children the warden has to look into the matter as to why it is so and take remedial steps to see that nutritious food is supplied to them so that the same may have a positive effect on their health**

Supply of essential items to the girls

The girls are supposed to be supplied with some essential items like uniforms, other clothes, foot wear, bedding requirement and other daily essentials by KGBV in charge. The items supplied to the girls are indicated in table below.

It may be seen that almost all essential items are being supplied to the girls. It has been seen some of the school in charges could not easily report all the items that are being supplied to the girls. Generally the situation w.r.t supply of various items to the girls seems to be satisfactory.

Table 5.8 List of essential items supplied to the girls as narrated by the management

Items	Number supplied	Items	Number supplied
Bag	1	Socks	2
Belt	1	Sweater	1
Blazer	1	Tie	1
Other Clothes (pair)	2	Towel	1
Sanitary Pad	as needed	Undergarments	2
Shoes (Pair)	1	Uniforms	2
Slipper / sandal	1		

Items such as Bed Sheet, Brush, Blanket, Colour Dress, comb, Cream, Cosmetics Kit, Detergent Powder, Hair oil, Kurta Salwar, leggings, Mosquito net, Notebook, Pillow Cover, Ribbon, Rumaal Scarf, Shampoo Soap (Bath), Soap (clothes), Track suit T Shirt etc, found to be supplied in other states are not supplied in the selected KGBVs in Chhattisgarh

Facilities other than the food for the children

The school in charges were asked about the facilities other than the food being offered to the students in KGBVs. The responses from them have been consolidated and presented in the table below.

Table 5.9 Some details of facilities other than food made available to the students of KGBV Students as Ascertained from the school in charges

Facilities other than food provided at KGBVs as ascertained from school in charges
Providing School bag, tie, belt and coat; Providing Computer training; Providing morning tuition facilities; Encouraging Arts & Crafts and Gardening activities; Providing a document file for 8th pass out girls along with information needed for further studies as to the schools, hostels and other facilities.

Library facility has to be made compulsory. Newspapers and magazines are to be provided. The, empowering girls through programmes like Power Angel Programme followed in some place could be made compulsory for all the schools to follow up.

Impact of other facilities on the children

The impact of other facilities on the children was enquired into and the opinion of the in charges of the KGBVs has been obtained and the schools are distributed as per the opinion of the in charges of the schools. All the schools in Chhattisgarh have reported good impact of the other facilities provided to the girls on the general upkeep of the girls. The wardens have to take care that the facilities do have good effect on the children. The deficiencies if any in this regard have to be identified by them and removed.

Manpower

Adequate Manpower is one of the basic requirements for the success of the KGBV Scheme. In all the KGBVs one of the teacher herself is also warden of the hostel. The KGBVs have teaching staff – full time and part time, Accountants- fulltime / part time, Assistants, Peons, Chowkidar, Head Cooks and Assistant Cooks. The position of manpower as on the date of survey in the selected KGBVs was ascertained from the heads of the KGBVs and the situation is depicted in the table below.

Table 5.10 Details of Manpower in the selected KGBVs as on the date of survey

Position	S	p	V
Full time teachers	22	21	1
Par time teachers	15	10	5
Total Teachers	37	31	6
Teachers vacant %	16.2		
Full time accountant	3	1	2
Asst, Accountant	0	0	0
Total accountants	3	1	2
Assistant	0	0	0
Staff other than peon, chowkidar	40	32	8
Peon	4	4	0
Chowkidar	6	6	0
Peon and chowkidar	10	10	0
School staff	50	42	8
Cook	7	6	1
Asst cook	12	12	0
Cooking staff	19	18	1
Total staff	69	60	9
%of vacancies	13.04		

It is seen that more than about 16 percent of the teachers posts are vacant. This is a matter of worry. All **the teaching posts are to be filled up and no post is kept vacant at any point of time. They could have reserve list of candidates at all times so that as and when a vacancy arises they can fill up the same immediately.**

KGBV should have a watchman for 24 hours a day for all the seven days. Taking this requirement into consideration there should be sanction and appointment of required number of chowkidars.

Filling up of the posts

The centre has laid down norms for filling the posts in KGBVs in its guide lines. Some of the states follow the same strictly. Some other states have their own norms. It has been probed to see how far the states follow the norms given by the centre in filling up the posts. An enquiry in this regard was made and the relevant information was obtained from the selected KGBVs. It has been seen in Chhattisgarh 50 percent of the six selected KGBVs follow the KGBV norms and the other 50 percent the state norms.

Procedure for filling up the posts

It was further enquired as to how exactly the posts are being filled up in the state. The schools could give coherent and clear reply explaining the standard practice being followed. In Chhattisgarh, posts are filled up through interview as per government norms. Temporary

posts are filled up through direction as per resolution made for the same.

Teachers for different subjects

It is desired that there are separate teachers for teaching each subject to the girls. Especially the persons qualified in arts subjects are not to be allowed to take classes in Science and Mathematics. In the selected KGBVs it was investigated whether they have separate teachers for each subject and the responses in this regard have been consolidated and presented below.

Table 5.11 Distribution of selected KGBVs as per availability of separate teacher for each subject

State	Availability of separate teachers for each subject		
	Available	Not available	Total
	1	5	6
Chhattisgarh	16.70%	83.30%	100.00%

In Chhattisgarh the situation is worst in this regard with 5 out six schools having no separate teachers for each subject. **It has to be ensured that each school has separate teacher for each subject so the subjects can be taught effectively and the girls will get the proper benefit.**

Qualification of Teachers

The qualification of teachers has a relation to the level and quality of teaching. The teachers may be graduates, Post Graduates, M. Phil degree holders, or Ph.D degree holders. It was ascertained from each of the selected schools as to how many teachers are there possessing each of these qualification as the maximum qualification. The total numbers of teachers available have been classified as per their qualification based upon the information provided by the selected schools and the result is presented in the table below.

Table 5.12 Distribution of teachers in the selected KGBVs as per their qualification

State	Qualification				Total
	Graduate	Post Graduate	M/.Phil	Ph.D	
	7	22	1	1	31
Chhattisgarh	22.58%	70.97%	3.23%	3.23%	100.00%

It is seen that more than 70 percent of the teachers are Post graduates. There was a teacher with M. Phil and one teacher with Ph.D. The rest were graduates.

An essential qualification for the post of teacher is the possession of technical qualification of B.Ed Degree which makes them professionally qualified to become a regular teacher. However in practice persons without this requirement are also appointed as teachers for some period. The survey has tried to find out as to how many of the teachers in the selected KGBVs possess the technical qualification B.Ed and how many do not. The information .in

this regard has been obtained from the selected schools and the distribution of teachers as per the possession of B.Ed qualification is presented in the table below.

Table 5.13 .Distribution of teachers in the selected KGBVs as per possession or otherwise of B.Ed degree

State	Possession of B.Ed		Total
	Has B.Ed	Does not have B.Ed	
Chhattisgarh	29	2	31
	93.55%	6.45%	100.00%

Chhattisgarh is having more than 93 percent of the teachers with B.Ed qualification. It is only two teachers out of 31 who did not have B.Ed qualification. **The state may follow the practice of Uttar Pradesh and appoint only those with B.Ed qualification as teachers, in the overall interest of the programme.**

It has been further been probed whether the teachers in the selected KGBVs had undergone any training or not. The number of trained teachers and untrained teachers in the selected KGBVs as ascertained from the selected KGBVs can be seen in the table below.

Table 5.14 Distribution of teachers as trained and untrained teachers as ascertained from the selected KGBVs

State	Whether trained		Total
	Trained	No trained	
Chhattisgarh	26	5	31
	83.87%	16.13%	100.00%

More than 83 percent of the teachers are trained. **The state may follow Uttar Pradesh in this regard and have only trained teachers.**

Salary of teachers

The salaries of teachers are generally paid through BSA.

Presence of male staff

In KGBVs males are not generally allowed inside the campus. In certain cases it is prescribed that the males cannot enter before certain hours in the morning and after certain hours in the evening. Generally the employees in the KGBVs are females only. Mostly chowkidar are males and in many cases they are kept at the gate only. However there may be an occasion which necessitates the KGBV to appoint male staff and allow them to work in the campus during the day time after certain fixed hours in the morning and before certain fixed hour in the evening. The survey team tried to find out whether there are male staff in the selected schools and whether they are allowed to work within the campus of the KGBVs. It has been seen that in Chhattisgarh in two out of the six selected schools the male staff are working inside the campus of KGBVs. In the remaining four schools there were no male staff working inside the campus of the schools.

Availability of Doctor

Normally a Doctor is expected to be attached to the KGBV to take care of the health and hygiene needs of the girls. How far this is being implemented has been seen by investigating whether a doctor is attached to the KGBV or not and it is found that in all the six schools visited a doctor is attached to the school.

Having found whether a doctor is attached to the KGBV or not further it was probed how often the doctor's visit the KGBV for the health check-up or other issues. The information in this regard has been collected from the selected schools and it is found that in all the six KGBVs visited the doctor attached visits the school once in a month.

Maintenance of health records

KGBVs are expected to maintain records of health of the girls. It has been probed by the survey team to see whether the health records of the girls are kept or not. In all the six selected schools of Chhattisgarh the health records of the girls are maintained.

Condition of health

Once having seen the health records are kept in almost all the schools, the condition of health of the girls was ascertained from the KGBVs as either very good or just normal or below normal. The distribution of the school as per overall health conditions of the girls as ascertained from the KGBV is given in the table below.

Table 5.15 Distribution of schools as per the general health condition of the girls

State	General condition of health of the Girls		
	Very Good	Normal	Total
Chhattisgarh	2	4	6
	33.30%	66.70%	100.00%

It has been seen there had been no case in Chhattisgarh where the general health conditions of the girls is below normal. In two out of the six selected KGBVs the condition of health of the girls was said to be very good.

What is done to maintain hygiene?

It has been asked from the selected KGBVs as to what steps are taken by them to maintain hygiene. In Chhattisgarh, Daily cleaning is done. Hand wash is emphasized, RO water for drinking is provided. Sanitary pads are provided to the girls.

Holidays

The KGBVs were asked about the holidays being given to the girls. In all the states some of the schools have said that there is no circular on list of holidays. However they give holidays on certain occasion such as Dussehra, Diwali, and summer vacation.

There should be a list of holidays for each state in which some of the holidays must be observed on national basis and some on state basis. The list of holidays should be uniform for the state as a whole. It has been ascertained from the KGBVs whether the girls leave for home during the holidays. There can be cases where all the girls leave for holidays, and there can be cases where only some leave. The position in this regards is indicated below.

Table 5.16 Distribution of KGBVs as per the status of girls leaving home for holidays
During holidays do girls go home

State	All go home	Some go home	None go home	Total
Chhattisgarh	1	4	1	6
	16.7%	66.6%	16.7%	100.0%

In Chhattisgarh in two third of the schools some of the girls leave for home during the holidays. In one of the school all go home and in another none go home.

Visit of parents

In the KGBVs the girls are living away from home and may sometimes have homesickness and longed to see their parents. They could not go home for the purpose often from KGBV. But their parents can come and see. Whether the KGBV allows the parents to come and see the girls in the KGBV has been ascertained and it is seen that in all the six KGBVs in Chhattisgarh, the parents are allowed to visit the girls in schools.

Recognition of schools

It has been seen that all the selected schools are recognised by the State Government.

Infrastructure

Proper infrastructure is the basic need for the proper functioning of the KGBVs. The status of infrastructure in the selected KGBVs has been ascertained and presented in the table below.

Table 5.17 Distribution of schools as per availability of all infrastructures in the KGBV

State	Does school has necessary infrastructures		Total
	Yes	No	
Chhattisgarh	2	4	6
	33.3%	66.7%	100.0%

In Chhattisgarh more than two third of the schools are not having necessary infrastructures.

All the state governments must ensure that all the KGBVs do have all the necessary infrastructures.

Supply of text books

The students of KGBVs are expected to be supplied free text books. The actual position in this regard in the selected KGBVs has been examined and it is seen in all the six selected KGBVs in Chhattisgarh, all the text books have been supplied to all the students.

Teaching Material

For better teaching the relevant teaching and learning materials must be available in the schools. The real position with regard to availability of teaching materials in the selected KGBVs has been enquired into and it is found that in all the six KGBVs visited in Chhattisgarh teaching learning materials are available.

Bridge course

KGBV admits drop outs and those who had no formal education earlier. To make them fit for the class in which they are admitted they have to be given extra coaching by covering the subjects that they have not studied through organising bridge courses so that they can cope up with the class in which they are admitted. The survey team tried to find out whether such bridge courses have been conducted or not in the selected KGBVs. It is found that it is only in one third of the six KGBVs selected in Chhattisgarh the bridge courses are conducted. In the remaining two third of the schools no bridge course is conducted.

Remedial Education

For the weak students in the classes, steps are taken to give extra coaching on the subject as part of remedial education so that they can come up in the performance. It is a pity that in none of the six schools selected in Chhattisgarh remedial education measures are

Adequacy of infrastructure for learning

There are some basic infrastructures required for proper learning. Whether the school has such infrastructures adequately or not has been probed and it is seen that in two third of the six selected KGBVs the infrastructures for learning were more than adequate and in the remaining one third the same was just adequate.

Maintenance of infrastructure for learning

Besides the adequacy of infrastructure for learning it is essential that the infrastructures are well maintained so that they can be put to proper use for the benefit of ensuring successful learning process. How far the available infrastructures are maintained in the schools visited has been observed and the results of these observations are indicated in the table below.

Table 5 . 1 8 Distribution of KGBVs as per the status of maintenance of infrastructures for learning

Maintenance of infrastructures for learning Total				
State	Very Good	Just Good	Not good	
Chhattisgarh	4	2	0	6
	66.7%	33.3%	0.0%	100.0%

In about two third of the schools the infrastructures for learning are very well maintained. In about one third of the schools the maintenance is just good. It is **essential that all the schools must maintain the infrastructures for learning in good condition at least.**

Linkages with pass outs

For achieving the basic aim of continued education of the girls, it is expected that the KGBV keep contact with pass outs, encourage them and help them for continuing their education beyond 8th after leaving the KGBVs. The survey team tried to find out the extent to which the KGBVs have the linkages with the pass outs. The results of such an exercise can be seen in the table below.

Table 5.19 the distribution of Schools as per the extent of linkages with pass out

State	Are there linkages with every pass out				Total
	Yes, With everyone	Yes With Many	Yes with Some	No with none	
Chhattisgarh	4	2	0	0	6
	66.7%	33.3%	0.0%	0.0%	100.0%

It is seen that two third of the six selected KGBVs are having link with every pass out and the remaining with most of the pass outs. For achieving the overall goal of the scheme it is **essential that the KGBVs keep contact with all the pass outs. They may keep a register for the purpose and keep tracking them and guide and help them for further education.**

Bank Account

It has been asked from the KGBVs whether a separate bank account is being kept for KGBV funds or not. The responses received are consolidated and indicated in the table below.

Table 5.20 Distribution of schools as per availability of separate bank accounts

State	Are there separate SB accounts for KGBV funds		Total
	Yes	No	
Chhattisgarh	3	3	6
	50.0%	50.0%	100.0%

It is seen that in 50 percent of the cases there is separate bank account for KGBV funds.

There must be separate bank account for KGBV funds in case of each KGBVs.

Social taboos

It was investigated in the KGBVs whether taboos' regarding menstruation is observed among the girls in the KGBV or they are discussed among them in the school. The information obtained in this regard are summarised in the table below.

Table 5.21 Distribution of KGBV as per observation on taboos regarding menstruation

State	Observing Taboos regarding menstruation			Total
	Observed	Discussed	Cannot Say anything	
Chhattisgarh	1	4	1	6
	16.7%	66.7%	16.7%	100.0%

It has been seen that the matters regarding taboos relating to menstruation is widely discussed in about two third of the schools and the taboo is observed in about one of the schools. **The KGBVs have to educate the girls in respect of the matters related to menstruation, provide facility for them to discuss the issue and get out of any taboos in this regard.**

Interview of staff

During the course of the survey from each of the selected school two teachers and two non-teaching staff have been contacted and some particulars about them, about the girls and about the institutions have been collected from them and they are analysed.

Qualification of staff interviewed

The basic qualification of teaching and non-teaching staff interviewed have been collected and they are grouped according to their classification and presented in the tables below.

Table 5.22 Distribution of teachers interviewed according to their qualifications

State	Qualification			Total
	Graduate	Postgraduate	M. Phil	
Chhattisgarh	3	9	0	12
	25.0%	75.0%	0.0%	100.0%

It has been seen that 75 percent of the teachers interviewed were post graduates and the rest were graduates.

Table 5.23 Distribution of non-teaching staff according to qualification

Qualification							Total
10 th Pass	12 th pass	Graduate	Post graduate	M.Phil	illiterate		
4	0	2	3	0	3	12	
33.3%	0.0%	16.7%	25.0%	0.0%	25.0%	100.0%	

Among the non-teaching staff one fourth was graduates and another one fourth were illiterate. 10th pass were about one third and the remaining about 17 percent were graduates.

Professional Qualification of the staff interviewed

The teaching staffs are expected to possess the professional qualification B.Ed or M.Ed or any other diploma or degree. The non-teaching staff need not necessarily possess any professional qualification. Nevertheless both of them were asked to state the professional qualification if any they possess and the responses have been consolidated and presented in the tables below.

It has been seen that about 50 percent of the teachers have B.Ed and the other 50 percent had some professional qualification or the other.

Table 5.24 Distribution of Teachers as per their professional qualification

State	Professional qualification				Total
	B.Ed	M.Ed	None	Others Specify	
Chhattisgarh	6	0	0	6	12
	50.0%	0.0%	0.0%	50.0%	100.0%

Table 5.25 Distribution of non-teaching staff as per professional qualification

State	Professional qualification		
	None	Others	Total
Chhattisgarh	6	6	12
	50.0%	50.0%	100.0%

50 percent of the non-teaching staff interviewed were having some professional qualification and others did not have any.

Years of service at the present station of the staff interviewed

Staff's association with the local station would give them better understanding of the local population, their culture and local practices that may shape their activities and it may help them to articulate their actions with respect to the school and children in a better acceptable manner attracting the girls towards the school. It has been enquired from the teachers as to how long they are staying at the same station and the concerned information is presented in the table below.

Table 5.26 Distribution of teachers as per years at the present station

State	Years of experience at the present station					Total
	<2	3 to 5	6 to 10	11 to 15	>15	
Chhattisgarh	0	2	5	4	1	12
	0.0%	16.6%	41.7%	33.3%	8.3%	100.0%

It could be seen that all the teachers are in the same station for more than 2 years. Nearly 42 percent of the teachers are staying at the same station for more than 5 years. This will give them to build up better relationship with local population and help in attracting the girls to the schools through their efforts.

The same information has also been obtained from the non-teaching staff and the same is presented in the table below.

Table 5.27 Distribution of Non-teaching staff as per years at the present station

State	Number of years at the station				Total
	<2	3 to 5	6 to 10	11 to 13	
Chhattisgarh	2	1	4	5	12
	16.6%	8.3%	33.3%	41.6%	100.0%

It is seen that nearly 42 percent of the non-teaching staff interviewed are staying at the same place for more than 10 years and another one third of them are staying in the same place or more than 5 years. There were 2 out of 12 teachers who are staying for less than 2 years and one is staying for more than 2 years but less than 5 years. Thus it is seen that teachers are staying for a less period in the same station as compared to the non-teaching staff. **It would be better if the teachers are allowed to stay in the same station for more number of years.**

Training before joining

Training is an important aspect especially in the case of the teachers. They are either expected to have undergone training beforehand or after joining within few years of service. The details about the training of the 12 interviewed teachers before their joining the post have been obtained and presented in the table below.

Table 5.28 Distribution of teachers as per their having been trained beforehand or not

training before joining			
State	Yes	No	Total
Chhattisgarh	5	7	12
	41.7%	58.3%	100.0%

It has been seen that nearly 42 percent of the teachers have received training before joining the post

In the case of the non-teaching staff by the very nature of job the staffs generally do not have any training.

Almost all the persons trained have expressed their opinion that the training had been very useful to them.

Nature of job

The nature of job is likely to have an effect on the performance of a person and consequently of the education of the girls in KGBVs. Whether the teachers are engaged on full time basis or part time basis, whether they are Permanent or temporary have been ascertained and presented in the table below.

Table 5.29 Distribution of teaching staff as per their job status

State	Fulltime or part time		permanent or temporary		Total
	Full Time	Part Time	Permanent	Temporary	
	12	0	11		12
Chhattisgarh	100.0%	0.0%	91.7%	8.3%	100.0%

It is seen that all the 12 teachers are on fulltime basis and out of them 11 are permanent. **It would be better if the entire teacher are made permanent so that they may have more job satisfaction which will have an effect on their performance and hence on the education of the girls.**

The details about the nature of job in the case of the non-teaching staff have been analysed and presented in the table below.

Table 5.30 Distribution of non-teaching staff as per their job status

Fulltime or part time		Permanent / temporary / daily wager			Total
Full Time	Part Time	Permanent	Temp.	daily wager	
12	0	3	9	0	12
100.0%	0.0%	25.0%	75.0%	0.0%	100.0%

In the case of the non-teaching staff all the 12 are full time out of which 3 are permanent and the rest are temporary. **The non-teaching staff may be made permanent to the maximum extent possible.**

Subject taught

It is expected that there should be separate teachers for each subject in the KGBVs for the better education of the girls. It has been ascertained from the teachers whether they teach one single subject or more than one subject. The distribution of the teachers as per the number of subjects taught is given in the table below.

Table 5.31 Distribution of teaches as per number of subjects taught

State	Teaching single or multiple subjects		Total
	Single Subject	More than one subject	
	4	8	12
Chhattisgarh	33.3%	66.7%	100.0%

It is seen two third of the teachers out of the 12 interviewed are teaching more than one subject. **It must be ensured in all the schools that there are separate teachers for different subjects, especially for mathematics and Science.**

Involvement in selection process

Teachers could be more appropriate person to be involved in the selection process. It has been probed whether the teachers or the other staffs have been involved in the section process or not. The responses received in the process have been consolidated and presented in the table below.

Table 5.32 Distribution of staff as per their involvement or otherwise in the selection process

Teachers involved in selection			non-teaching staff involved in selection		
Yes	No	Total	Yes	No	Total
6	6	12	3	9	12
50.0%	50.0%	100.0%	25.0%	75.0%	100.0%

It is seen that 50 percent of the teachers and 25 percent of the non-teaching staff were involved in the section process of selecting girls for admission into KGBVs. **It may be ensured more number of teachers are involved in the selection process.**

It has further been seen all the teachers and non-teaching staff except one non-teaching staff in the KGBVs are satisfied with the selection process adopted for the admission of the girls in the KGBVs.

Views of selected teachers on facilities given to girls

Under the KGBV scheme many facilities are granted to the girls. As the staffs are closely associated with the system there awareness about the facilities given and their satisfaction on the same have been ascertained and the same have been analysed and presented in the table below.

It has been seen all the 12 teachers interviewed are aware of various facilities / provisions for the girls under the scheme and all of them are also satisfied with the facilities / provisions made under the scheme.

Table 5.33 Distribution of teachers as per awareness of facilities to Girls in KGBVs and their satisfaction over the same

Aware of the facilities / provisions		Satisfied with the provisions		Total
Yes	No	Yes	No	
12	0	12	0	12
100.0%	0.0%	100.0%	0.0%	100.0%

The persons to give effect to the provisions of the facilities are mostly the non-teaching staff. Their awareness and their satisfaction about the facilities given were also obtained and the same are presented in the table below.

Table 5.34 Distribution of non-teaching staff as per their awareness of the facilities to the girls and their satisfaction or otherwise of the provisions

A ware of other facilities		Satisfied with the facilities		Total
Yes	No	yes	No	
12	0	10	2	12
100.0%	0.0%	83.3%	16.7%	100.0%

Here again all the 12 staff interviewed are aware of the facilities and two of them are not satisfied with the provisions.

Teacher Student ratio

The student teacher ratio is an important factor in quality of education. The less number of students per teacher the more attention the teacher could pay to each of the students. Hence it has been enquired from the teachers as to how many students they teach and a distribution according to number of students they teach has been prepared and presented in the table below.

Table 5.35 Distribution of teacher as per number of students they teach

State	No of students per teacher					Total
	<10	11 to 20	21 to 30	31 to 40	42-50	
Chhattisgarh	0	3	1	1	7	12
	0.0%	25.0%	8.3%	8.3%	58.3%	100.0%

.In Chhattisgarh seven out of the 12 teachers interviewed were having more than 40 students and it is only three of the 12 teachers who were having less than 20 students. The rest had 20 to 40 students each. The minimum number of students for a teacher was 16 in the state.

It has also been all the 12 teachers interviewed were satisfied about the student teacher ratio.

However we feel that the student teacher ratio may not exceed forty in any case in any school.

Teachers' view on Curriculum

There are different streams of education with different curriculum. The overall development of the children through the school education much depends upon the curriculum followed in the system adopted by the schools. In our context as the teachers are the best persons to give an opinion about curriculum they were asked whether they were satisfied with the curriculum or not. All the 12 teachers interviewed expressed that they were satisfied with the curriculum.

Use of Class rooms for more than one class

One of the basic requirements for the education of the children under the scheme is required number of class rooms for conducting different classes. It has been asked from the teacher whether more than one class is taught in the same room which will indicate whether sufficient rooms are available or not. The results of this investigation are indicated in the table below.

Table 5.36 Distribution of teachers as per the fact teaching more than one class in

Whether more than one class taught in same room		
Yes	No	Total
3	9	12
25.0%	75.0%	100.0%

It is seen that in one fourth of the schools, more than one class is taught in the same class room. **It has to be ensured that there are sufficient class rooms so that there is no need to conduct more than one class in the same class room**

Teachers involvement in Hostel Management

Next to the requirement of class room, it is the hostel facility that is more important. The survey team has tried to find from teachers whether they are involved in the hostel management and if involved whether they are satisfied with the arrangements in the hostel. It has been seen that all the 12 teachers in Chhattisgarh were involved in the management of the hostel in some way or the other. It has further been seen that all of them are satisfied with the arrangements in the hostels.

Teachers' view on other infrastructures.

All the staff of the KGBVs contacted were asked to give their opinion whether they are satisfied with the infrastructures available in the KGBVs or not. The distributions of the staff as per their satisfaction regarding infrastructures are indicated in the table below.

Table 5.37 Distribution of staff as per their satisfaction with infrastructures

Teachers satisfied			Non-teaching staff satisfied		
Yes	No	Total	Yes	No	Total
12	0	12	10	2	12
100.0%	0.0%	100.0%	83.3%	16.7%	100.0%

All the teachers were satisfied with the infrastructure whereas only two out of the 12 non-teaching staff were not satisfied with the infrastructure.

Non-Teaching assignments for teachers

It is normally seen in schools in general that the teachers are loaded with a lot of non-teaching assignments related to general administration such as keeping various records, preparing various statements now and then, providing all necessary statistics relating to the school etc. Many times the teachers have to over work for these purposes and such assignments become a burden to the teachers and also to some extent distract them from their basic responsibility of devoting more time for the preparation for the classes to ensure effective teaching. The 12 teachers contacted during the present study were asked about their involvement in non-teaching jobs in the KGBVs. Irrespective of the fact whether they are involved in non-teaching job or not at present they were asked to give their opinion as to whether they feel that the non-teaching assignments to the teachers is a burden to them or not. The ground situation in this regard has been depicted in the tables below.

Table 5.38 Distribution of teachers as per their involvement in non-teaching job

Are Teachers involved in nonteaching assignments			
State	Yes	No	Total
Chhattisgarh	5	7	12
	41.7%	58.3%	100.0%

Table 5.39 Distribution of all teachers as per their opinion whether non-teaching assignments is a burden

Whether non-teaching assignments is a burden			
State	Yes	No	Total
Chhattisgarh	3	9	12
	25.0%	75.0%	100.0%

It has been seen that nearly 42 percent of the teachers are involved in non-teaching assignments. Only one fourth of the 12 teachers interviewed feel that non-teaching assignments is a burden to teachers.

Meeting of teachers.

In all the schools teachers generally meet together and discuss various issues related to the school, students and other matters of common interest for the overall improvement of the institution. The 12 teachers contacted have been asked by the survey team whether they conduct meeting among themselves to discuss issues related to school and studies. All the 12 teachers interviewed have said that they do conduct meetings to discuss issues related to schools and the study.

Each of the 12 teachers contacted were also asked about the various subjects they discussed in such meetings. It has been seen all the teachers invariably discuss about academic achievements. The number and percentage of teachers who have discussed

various other issues are indicated for each of the issues discussed in the table below.

Table 5.40 Distribution of teacher as per issues discusses in their meetings.

Number and % of teachers who discussed							
Behavioural adjustment of girls	Guiding girls	Co-curricular activities	Regularity of girls	Health of girls	Trades of interest of girls	other interests of girls	Others
11	10	10	7	10	6	9	6
91.7%	83.3%	83.3%	58.3%	83.3%	50.0%	75.0%	50.0%

The most discussed subject is the behavioural adjustment of the girls and the least discussed is trades of interests of girls. There had been no subject which has been touched by all the 12 teachers.

Teachers' view on Effect of hostel on education

How far the hostel system is responsible for attracting the girls towards KGBVs is a matter to be examined. It has been felt by a section of the people that if there had been no hostel facilities many of the girls either would not have come to the KGBVs or would have left the KGBVs without continuing education. It is this context the survey team wanted to know from the teachers their opinion whether even in the absence of hostel facility the children would have come to the KGBV schools for education, of the presence or absence of the hostel facility would affect the strength of students in KGBV schools. The position that had been obtained in this regard has been presented in the table below.

Table 5.41 Distribution of teachers as per their opinion on the effect of hostel facility on enrolment / attendance in KGBV schools

<i>Do the teachers feel that even in absence of hostel facility girls would have come to school</i>		
Yes	No	Total
2	10	12
16.7%	83.3%	100.0%

It has been seen that more than 83 percent of the 12 teachers interviewed have felt that in the absence of hostel facilities the girls would not have come to schools.

Parent Teachers Association

Parent Teachers Association is an important institutional arrangement at the school where each teacher meets with the parents of the students at periodical interval and discusses about the progress of the child in the school and other child-school related issues. This has been proved to be useful in building up a rapport between parents and teachers for the improvement of the child. During the course of the present study it was investigated whether the selected KGBVs are having the Parent teacher Association, whether the teachers actively participate in the same, Whether the Girls progress is discussed in the meeting and whether the parents cooperate.

It has been seen that in all the selected schools the Parent teacher Association is functioning and the performance of the girls is invariably discussed in the said meetings. However the active participation of the teachers and the cooperation of the parents vary from place to place, school to school and teacher to teacher. The information gathered from the 12 teachers contacted during the present study on the active participation of teachers and the cooperation of the parents are summed up and presented in the tables below.

Table 5.42 Distribution of teachers as per their active participation and their opinion on the cooperation from parents

Do actively participates in parent teachers association		Do feel that parent cooperate to improve performance of girls		
Yes	No	Yes	No	Total
3	9	5	7	12
25.0%	75.0%	41.7%	58.3%	100.0%

It is seen that only 25 percent of the teacher's take the Parent Teacher Association seriously and actively. It is also seen all that 7 out of the 12 teachers interviewed (>58%) feel that the parents do not cooperate to improve the performance of the girls

It is a must that all teachers take the Parent Teacher Association meetings seriously and participate very actively in the same.

Teachers' view on Sufficiency of teacher

For taking the classes on different subjects for all the classes run by KGBV there must be sufficient number of teachers. The teachers were asked to give their opinion whether the number of teachers in their school is sufficient or not. The opinion gathered from them have been combined and presented in the table below.

5.43 Distribution of teaches as per their opinion on the sufficiency of teachers in their schools.

Do the teacher say that school has sufficient teachers		
Yes	No	Total
10	2	12
83.3%	16.7%	100.0%

It is heartening to note that more than 83 percent of the cases, the teachers contacted have expressed that the schools have sufficient teachers.

Teachers stay in hostel

Under the KGBV scheme one of the teachers is normally functioning as warden of the hostels and normally the warden is expected to stay in the hostel. It may so happen that other teachers may also stay in the hostel in residential schools. It has been tried to ascertain from the 12 teachers contacted whether they stay in the hostel and whether there is separate room for teachers to stay in the hostel. It is seen that in Chhattisgarh none of the teachers stay in the hostels.

5.67 Teachers' view on Quality of service in hostel

The quality of service in hostels with regard to drinking water, sanitation, food, other supplies and other facilities have been enquired from the teachers and the situation w.r.t to each of these items are parented below.

Table 5.44 Distribution of teachers as per their opinion on the quality of drinking water

State	Quality of Drinking water			Total
	Very Good	Just Good	Needs Improvement	
Chhattisgarh	10	2	0	12
	83.3%	16.7%	0.0%	100.0%

In about 83 percent of the cases the quality of drinking water was said to be very good and in the remaining cases the same was said to be just good. There had been no case needing improvement.

Table 5.45 Distribution of teachers as per their opinion on sanitation conditions and hygiene

State	Sanitation conditions and hygiene			Total
	Very Good	Just Good	Needs Improvement	
Chhattisgarh	10	2	0	12
	83.3%	16.7%	0.0%	100.0%

About t 83 percent of the 12 teachers interviewed have said that the sanitation and hygiene in the hostels is very good and the e rest have said that the conditions are just good

Table 5.46 Distribution of teachers as per their opinion on quality of food

State	Quality of food			Total
	Very good	Just Good	Needs Improvement	
Chhattisgarh	10	2	0	12
	83.3%	16.7%	0.0%	100.0%

About 83 percent of the 12 teachers interviewed have said that the sanitation and hygiene are very good in the hostels and the rest have said that the conditions are just good.

Table 5.47 Distribution of teachers as per quality of other supplies in the hostel

State	Quality of other supplies in hostel			Total
	Very Good	Just Good	Needs Improvement	
Chhattisgarh	7	3	2	12
	58.3%	25.0%	16.7%	100.0%

In the case of other supplies in the hostels about 59 percent of the teachers have said that the quality is very good. Another one fourth have said that it is just good and the rest about 17 percent have said it needs improvement.

Table 5.48 Distribution of teachers as per their opinion on the quality of other facilities in the hostels

State	Other facilities			Total
	Very Good	Just Good	Needs Improvement	
Chhattisgarh	4	4	4	12
	33.3%	33.3%	33.3%	100.0%

In the case of other facilities in the hostel the opinions of the teacher were equally divided among very good, just good and needs improvement, one third feeling that the facilities in the hostels is very good another one third telling that the same is just good and yet another saying that situations needs improvement. **This is an area where attention of KGBV authorities is needed for improvement. Improvements of quality in all matters are to be ensured in all schools where the improvements are wanting.**

Teachers' Help in cooking

In many of the school where midday meal scheme is functioning it has been seen that teachers help in cooking. So also has been seen in some of the hostels in some of the schools. It has been asked from the teachers of KGBVs during the course of the study whether they help in cooking in the hostel. Their responses have been consolidated and presented in the table below.

Table 5.49 Distribution of teachers as per their act of helping or not in cooking in hostels

State	Whether teacher helps in cooking in hostel		Total
	Yes	No	
Chhattisgarh	1	11	12
	8.3%	91.7%	100.0%

It is seen that except one teacher out of the 12 none is helping in cooking in the hostels. **The scheme has provisions for cooks and assistant cooks in the hostels. Cooking has to be done only by them and in their absence by hiring proper cooks from the market and teacher should not be engaged in cooking activities.**

Help in studies in hostels by teachers

Normally hostels will have arrangements for helping the hostel students in their studies by teachers visiting the hostels at regular intervals. It has been ascertained from the 12 teachers contacted whether they help the students in the hostel in their studies. It is seen 10 out the 12 teachers contacted have said that they help students in the hostels in their studies.

Study hours in hostel as per observation of teachers.

Hostels normally observe specific study hours during which no other activity except studying is expected to be done in the hostel. The team wanted to know whether such a practice is followed in the case of hostels attached to KGBV scheme. The teachers contacted were enquired about the same and their replies have been consolidated and presented in the table below.

Table 5.50 Distribution of teachers as per their statements on observation of study hour in hostels

Is there a separate study hour in hostel (as heard from Teacher)		Total
Yes	No	
10	2	12
83.3%	16.7%	100.0%

All but two out of the 12 teachers contacted have said that the study hours are observed in the hostels.

Teachers' view on Regularity in attendance by students and interest of girls in studies

Regular attendance to the classes by the students is important for the student to follow the lessons taught. The teachers are the best person to tell about the regularity of students in classes. The 12 teachers met during the course of the study were asked about the regularity of students in classes. It is extremely heartening to note that in all cases all the teachers

have said that the students attend classes regularly. This is an indicator of successful operation of KGBV schools.

Once it is known that the girls attend the classes regularly, it was ascertained from the teachers whether they really show interest in studies. Here again all the teachers in all the places have said that the girls show interest in studies.

Interaction of girls with teachers

Having known that the girls attend the schools regularly and show interest in studies, it was attempted to measure the level on interaction of girls with the teachers and the teachers met during the survey were asked to grade the interaction as very good, normal and needs improvement. These gradings have been consolidated and the results are presented in the table below.

Table 5.51 Distribution of teachers as per their grading of interaction of girls with teachers

State	Interaction of girls with teachers			Total
	Very Good	Normal	Needs Improvement	
Chhattisgarh	9	3	0	12
	75.0%	25.0%	0.0%	100.0%

Three fourth of the 12 teachers interviewed have said that girls have very good interaction with the teachers and the rest have said that they had normal interaction. None had said that the situation needs improvement.

About the Teacher's job

Lastly the teachers were asked about their job satisfaction and their satisfaction about the remuneration being received and whether they get their salary regularly. It has been seen all the 12 teachers in Chhattisgarh are satisfied with their job, their remuneration and all of them are receiving their salary regularly.

The interviews of girls

KGBV scheme has been launched to encourage girls education by bringing the drop outs and never to school girls form socially disadvantageous groups to the schools taking them in the middle schools level at age appropriate classes, giving them free Education with all the facilities such as free educational materials, free hostel facilities and other facilities for grooming up such as those for recreating, co-curricular activities, vocational education, skill education, self-defense and martial arts, exposure to child rights, women rights, giving them a bridge course to make them fit for the class in which they are admitted and helping them

to continue their education even after they leave the school by proper liaison with the girls, their parents and the educational institutions and hostel facilities.

In order to gauge how far the scheme has actually helping the girls and what the girls actually feel, the survey team has contacted girls who are currently studying in the schools under the scheme as well as those who have passed out and obtained their opinion on various issues.

Years spent by girls in KGBV

The girls who are currently studying under KGBV scheme contacted were asked as to when they have joined the institution for the studies. The team has seen the students have joined during the period 2015 to 2018 in different schools. The number of students joined in different years is presented in the table below.

Table 5.52 Distribution of girls as per year of joining

State	Year of joining					Total
	2014	2015	2016	2017	2018	
	1	0	27	12	20	60
Chhattisgarh	1.7%	0.0%	45.0%	20.0%	33.3%	100.0%

It has been seen maximum number of girls contacted have joined the schools in the year 2016. Normally the students are expected to be in the school for only three years. However there had been only one student admitted before 2016. The girls admitted in each of the last three years are fairly represented.

Girls who have already left the KGBV were asked as to how many years they have spent in KGBV and according to the number of years they have been spent they have been classified and the result is presented in the table below.

Table 5.53 Distribution of Ex-students as per the number of years they have spent in KGBV

State	1.0	2.0	3.0	4.0	>4	Total
	1	0	13	9	7	30
Chhattisgarh	3.3%	0.0%	43.3%	30.0%	23.3%	100.0%

Normally a girl is expected to spend three years in KGBV. In certain cases it can be slightly more or less. However in Chhattisgarh more than 50 percent of the ex-students have spent more than three years in the schools.

Qualification – the class in which studying

In the case of the girls who are currently studying and selected for the study were asked about the class in which they are studying. Though originally the scheme covered only from class 6th to class 8th by the time the survey has started the same has been extended up to

class 10th and this has not come into force in the state. Efforts have been done to give fair representation of different classes while selecting the girls. The distribution of the girls as per the class in which they were studying at the time of the survey is presented in the table below.

Table 5.54 Distribution of girls as per the class in which they were studying

State	The class			Total
	6th	7th	8th	
Chhattisgarh	31	12	17	60
	51.7%	20.0%	28.3%	100.0%

In Chhattisgarh about half of the students were from class 6th and the rest were more or less equally distributed between class 7th and class 8th.

In the case of the pass outs their current educational qualification was obtained from them. It has been seen many of the pass outs contacted are currently studying in high schools / higher secondary schools or just completed the same. Some of them however were diploma holders and graduates. Even post graduate has been contacted. All the thirty ex-students are now in high school or higher secondary schools

Girls' opinion on Admission

The girls both those who are currently studying and those who have passed out were asked whether they were able to get the admission to the schools easily or not. Four out of the 60 currently studying and 2 out of the 30 pass outs have said that they were not able to get admission easily.

Girls' opinion of secular Environment

KGBVs are expected to have a nonpartisan and secular atmosphere, ensuring no discrimination on the basis of caste, creed, status etc treating all the girls on equal footing. To get an insight as to how far the same is being followed the girls contacted were asked whether in their opinion or as per their observation during their stay in the school, the schools has maintained a non-partisan and secular environment in the school or not. The replies received from them have been consolidated and presented in the table below.

Table 5.55 Distribution of girls as per their view on the environment in the schools

State	Sanitation conditions and hygiene			Total
	Very Good	Just Good	Needs Improvement	
Chhattisgarh	10	2	0	12
	83.3%	16.7%	0.0%	100.0%

A vast majority of the girls contacted 56 out of 60 current students and 28 out of 30 pass outs have opined that the school do maintain non-partisan and secular environment.

Girls' Exposure to Bridge Course

The girls who are either drop outs or those who had no formal education are admitted to appropriate classes in the KGBV schools. They are given the assistance of bridge school to make them fit for the class in which they are admitted giving them the necessary academic input that they should have otherwise got it for the admission into the class, thus bridging the gap between the level of their knowledge and the knowledge required for the admission in the class in which they were admitted. The results of the probe can be seen in the table below.

Table 5.56 Distribution of girls as per their exposure to bridge courses

State	Whether attended a bridge course					
	current students			ex-students		
	Yes	No	Total	Yes	No	Total
Chhattisgarh	2	58	60	17	13	30
	3.3%	96.7%	100.0%	56.7%	43.3%	100.0%

The number of persons attending the bridge course will depend upon the number of girls with non- formal education. It is seen that only two out of the 60 current students have attended the bridge course. However 17 out of the 30 ex-students have attended the bridge courses.

The girls who have attended the bridge courses were further asked as to whether the bridge course has helped them. Except some ex-students all the others have said that it had helped them. It is seen that the bridge courses in the KGBVs have been found to be successful.

Girls exposed to Remedial Classes

In the schools the performance of the students in a class will not be uniform. There may be a number of students whose performance is not up to the mark. For those students special classes are taken as remedial classes giving them proper extra coaching to improve their performance. The girls have been asked during the course of the survey whether they have attended any remedial classes or not. This will give an indication of the efforts taken for improvement of the low performers. All the 60 current girls and 28 out of the 30 ex-students have attended the remedial classes and all of them found the same to be useful. It is found that the remedial classes are successful in KGBVs.

Girls and Home Work

The students were asked about home works, whether they are given homework regularly, whether the home work is being checked regularly and whether the notebooks of the children are verified regularly. All the current students have affirmed that the home works

are being given regularly, they are being checked regularly, and the notebooks are being checked regularly. However in the case of ex-student except one all others have said that works are given regularly. However some of the ex- students have given a negative answer to the questions whether home works and notebooks are checked regularly.

On Tests and Examinations from girls

Tests and examinations are part of evaluation methods of the performance of the students and are expected to be conducted at regular intervals. The girls in the KGBVs have been asked whether the tests are conducted regularly and whether the examinations are being held regularly. Except for a very few ex-students all the other girls have affirmed that tests and examinations are conducted regularly, It indicates that the tests and examinations are generally conducted regularly in KGBV Schools.

It has also been ascertained from the students as to when were their examinations conducted. It has been seen that the examinations were conducted in the month of June-July in Chhattisgarh.

Supply of Books to Girls

Under the scheme every student is supposed to be supplied text books free of cost. To check how far this is accomplished the students were asked whether they have received the text books free of cost. It is heartening to note that all the current students and all the ex-students have confirmed that they have received the text books free of cost.

Girls' Interaction with teachers

Student's interaction with teachers is a factor that gives opportunity for the students to learn more and improve their performance. It has been enquired from all the students contacted whether they had interaction with the teachers or not. All the students currently studying have affirmed that they have the interaction with the teachers. However some of the ex-students have expressed that they did not have interaction with the teachers. The situation in this regard is indicated in the table below.

Table 5.57 Distribution of ex-students as per their having interaction with the teachers or not

State	had interaction with teachers		Total
	Yes	No	
	Chhattisgarh		
	29	1	30
	96.7%	3.3%	100.0%

It has been seen that except one all the other the ex-students have said that they had interaction with teachers.

The fact that the current students have no case of non-interaction indicates that the situation with regard to interaction of girls with teachers have perhaps improved over time.

Girls on Class room teaching.

An effective and high quality of teaching in the class room will help to improve the performance of the girls and to make the girls education successful. The girls contacted were asked to give their opinion about the quality of class room teaching. Their responses have been consolidated and presented below.

Table 5.58 Distribution of girls as per their opinion on the quality of class room teaching

State	Quality of class room teaching							
	current students				ex-students			
	Good	Average	Poor	Total	Good	Average	Poor	Total
Chhattisgarh	48	12	0	60	25	4	1	30
	80.0%	20.0%	0.0%	100.0%	83.3%	13.3%	3.3%	100.0%

It has been seen 80 percent of the current students and 25 percent of the ex-students have found that class room teaching to be good. It is only one of the ex-students who had found the quality to be poor. None of the current students found the quality as poor.

Girls' opinion on Availability of subject wise teachers.

It has already been indicated that the KGBV should have separate teachers for each subject especially science and Mathematics. The survey team has enquired from the girls whether they had subject wise teaches to handle different subjects for them. The distribution of girls as per their opinion in this regard can be seen in table below.

Table 5.59 Distribution of girls as per their having subject wise teachers

State	Whether had subject wise teacher					
	Current students			Ex-students		
	Yes	No	Total	Yes	No	Total
Chhattisgarh	19	41	60	3	27	30
	31.7%	68.3%	100.0%	10.0%	90.0%	100.0%

About one third of the current students and one tenth of the ex-students have said that they had separate teachers for different subject. The rest a vast majority of two third of the current students and 90 percent of the ex-students have said that they did not have subject wise teachers. **It has to be ensured that the schools are to be provided with subject wise teachers.**

Girls opinion on Usage of Materials and Facilities

The use of Teaching Learning Materials (TLM), Black Board and Audio-Visual aids for teaching in the class room will enhance the quality of teaching and hence improve the standards of education of the children. The girls contacted were asked whether in their class rooms these materials / facilities have been used or not. It is only 30 percent of the current student girls in Chhattisgarh who have told that TLM are used in their class rooms for teaching. In the case of ex-students also just above half of the girls who have said that TLM was used in the class room for teaching. In Chhattisgarh there had not been even a single case of a class without a blackboard. **It must be ensured that these materials are invariably be used in all the schools.**

Girls opinion on Physical infrastructure facilities in the class rooms

The class rooms are expected to have sufficient space, sufficient furnitures, good lighting, good ventilation, and protection from rain waters entering the class rooms. There is not even one student in Chhattisgarh, who has said that the space is not adequate or that the furnitures are not adequate and all the students were satisfied with ventilation.

Girls opinion on availability of Computers

Of late computer has become an essential and integral part of education as everything around us is turning digital. In this context, the availability of computers in the schools, the knowledge of the students in usage of computers and the use of computers by the students have been probed during the course of the study while interacting with the girls.

Table 5.60 Status of availability of computers

State	Whether sufficient computers available					
	Current students			Ex-students		
	Yes	No	Total	Yes	No	Total
Chhattisgarh	2	58	60	1	29	30
	3.3%	96.7%	100.0%	3.3%	96.7%	100.0%

It is a matter of concern that the situation regarding availability of sufficient computers is far from satisfactory. It is only 2 out of 60 current students and 2 out of 30 ex-students who have said that sufficient computers are available. **Sufficient computers must be made available in all the KGBVs.**

Girls' Knowledge of computers

How far the students are aware of the usage of computer is the next question probed. The girls were asked whether they have very good knowledge of the usage of computer or just the basic knowledge or no knowledge at all. Their responses have been consolidated and presented in the table below.

Table 5.61 Distribution of girls as per their level of knowledge of computer usage.

State	Level of computer knowledge in the case of							
	Current students				Ex-students			
	Good Knowledge	Basic Working Knowledge	No Knowledge	Total	Good Knowledge	Basic Working Knowledge	No Knowledge	Total
Chhattisgarh	3	49	8	60	0	26	4	30
	5.0%	81.7%	13.3%	100.0%	0.0%	86.7%	13.3%	100.0%

It is seen Good knowledge of computes use is available only in the case of 5 percent of the girls now and there had been not even one girl who had good knowledge of computers among ex-students. However more than 80 percent of the current as well as ex-students have said that they have basic working knowledge of the computers. Girls without computer knowledge were only about 13 percent both in the case of current students as well as in the case of ex-students.

Use of computers by Girls

Next it was probed from the students the frequency of the usage of computers by them. The students were asked whether they use computer often or just make normal use or seldom use. The overall situation in this regard can be seen in the table below.

Table 5.62 Distribution of students as per frequency of usage of computers

State	Frequency Use of computers			
	Use Often	Normal use	Seldom Use	Total
Chhattisgarh	1	42	17	60
	1.7%	70.0%	28.3%	100.0%

It is seen that 70 percent of the students in KGBV made normal use of the computers and another 2 percent make use of computers very often. The rest seldom use the computers.

Extra class room activities

The school besides the class room teaching has many other activities for grooming up the children. The quality of these activities helps the improvement of the overall personality of the students. It was probed from the students about the quality of the extra class room activities whether they are good, average, or poor and the overall picture in this regard is presented in the table below.

Table 5.63 Distribution of girls as per their ranking of the extra class room activities.

State	Quality of extra classroom activities							
	Current students				Ex students			
	Good	Average	Poor	Total	Good	Average	Poor	Totals
Chhattisgarh	15	45	0	60	15	15	0	30
	25.0%	75.0%	0.0%	100.0%	50.0%	50.0%	0.0%	100.0%

None of the current students or ex-students have rated the extra class room activities in KGBVs as poor. The situation in this regard is satisfactory.

Girls on Security arrangements

The satisfaction of the girls over the security arrangement made for them is of utmost importance. The girls contacted during the course of the survey were asked whether they were satisfied with the security arrangements or not. In Chhattisgarh 3 out of the 60 current students and all the 30 ex- students are satisfied with the security arrangements.

Girls opinion on Library

Library is one of essential requirement for use both by the faculty and by the students. It will also help the students to enhance their general knowledge. The availability of library has been ascertained from the students and ex-students. The position as given by the students and ex-students are indicated below.

Table 5.64 Distribution of girls as per their statement on availability of library

State	Availability of library as ascertained from girls					
	current students			ex students		
	available	Not available	Total	available	Not available	Total
Chhattisgarh	59	1	60	27	3	30
	98.3%	1.7%	100.0%	90.0%	10.0%	100.0%

Except one out of the 60 current students and 3 out of the 30 ex-students all the other girls have said that the libraries are available to them. There is a slight increase in the percentage of current students as compared to ex-students which indicates the improvement in the facility over time.

Accommodation and Food

The girls in the KGBVs are provided hostel accommodation. In some of the hostels they may be given independent rooms and in some other place they may have to share the accommodation with others. The hostels may have a fixed menu and the food may be supplied according to menu or there can be deviations from this practice. Day today affairs of the hostels are managed by the wardens who have also the control over the girls. During the course of the survey the team has asked the girls with whom they have interacted the questions about their accommodation- whether the hostel has sufficient rooms for the girls, whether they have independent rooms or have to share the rooms, whether they like the sharing, whether there is a menu and the food is supplied is as per menu and whether they like the behaviour of the warden etc.. The overall positions in these respects can be seen in the tables below.

Table 5.65 Distribution of girls as per having independent rooms

State	whether allotted independent rooms					
	Current students			Ex-students		
	Yes	No	Total	Yes	No	Total
Chhattisgarh	1	59	60	2	28	30
	1.7%	98.3%	100.0%	6.7%	93.3%	100.0%

It is seen all but one of the 60 current students (about 98%) are sharing the accommodation. Among the ex-students also more than 93 percent were sharing the accommodation.

In Chhattisgarh, except 5 out of 60 current students all the other 55 current students and all the 30 ex- students are satisfied with the role of the warden. Except two of the ex-students all the other 88 girls out of the 90 contacted have confirmed the presence of a menu and also confirmed that the food is served as per menu.

Receipt of Uniform by girls

The girls contacted during the survey were asked whether they receive adequate uniforms or not during the course of their stay in the KGBV. Their replies in this regard have been consolidated and presented in the table below.

Table 5.66 Distribution of students as per receipt of uniforms

Receipt of Uniforms							
Current students				Ex students			
Adequate	Not adequate	Not received	Total	Adequate	Not adequate	Not received	Total
60	0	0	60	29	1	0	30
100.0%	0.0%	0.0%	100.0%	96.7%	3.3%	0.0%	100.0%

It had been seen except one ex-student all the other 89 girls out of the 90 contacted have said that the uniforms were adequate. **Supply of adequate uniforms to all the girls at the earliest after they join the KGBV has to be ensured in all cases.**

Activities in the Hostel

An attempt has been made to probe into some of the activities in the hostel such as whether there is a time table in the hostel, whether the girls are satisfied with the time table, whether the girls follow the time table, Whether there is a study hour in the hostel, Whether the study hour is being followed by the girls, whether the festivals are celebrated in the hostel and whether the girls help in cooking in the hostel.

It has been told by all the girls that there is a daily time table in their school. The team has also observed in the schools that the daily time tables of activities are available in all the school. All the current students are satisfied with the daily time table of activities. However in the case of ex-students 10% were not satisfied with the timetable. Except 7 to 8 percent of the rest of the current students were following the time table.

In Chhattisgarh all the students have said that there is a specific study hour in their hostels and they have also affirmed that they do follow the study hour.

In Chhattisgarh about 15% of the students have said that they do not celebrate the festivals in the KGBVs.

It may be possible that some of the girls may take their own interest in helping in cooking or some places they may be required to help. The girls were asked to state whether they help in cooking in the hostel. The responses received from them have been consolidated and presented in the table below.

Table 5.67 Distribution of girls as per the fact whether they are helping in cooking

State	Help in cooking by					
	Current students			Ex students		
	Yes	No	Total	Yes	No	Total
Chhattisgarh	0	60	60	3	27	30
	0.0%	100.0%	100.0%	10.0%	90.0%	100.0%

None of the current students are helping in cooking in the hostels. Only 10 percent of the ex-students have said that they have helped in cooking.

Girls' participation in cleaning activities:

It is possible in the hostels that the children are engaged in various cleaning activities. Whether in the KGBVs the girls are engaged in the cleaning activities is probed by asking the girls whether they do various cleaning activities such as cleaning kitchen, cleaning bath rooms, cleaning toilets and cleaning living room.

In Chhattisgarh 18 percent of the girls have been engaged in cleaning the kitchen. More than three fourth of the students in Chhattisgarh are engaged in cleaning the bathrooms in the hostels. More than 80% of the girls in Chhattisgarh are involved in the cleaning of toilets.

Girls opinion on Facilities' and Supplies

The KGBV scheme has stipulated norms of supply of various items of daily use, normal wear besides uniform, and other occasional requirement as well as different facilities to be provided to them. The survey team has tried to find out from the girls contacted whether they are aware of the provision as per guideline of the scheme of the facilities to be given to them

and the supplies to be made to them. All the girls in Chhattisgarh except one of the current students have said that they are aware of the facilities and supplies to be made to them as per provisions of the scheme.

Satisfaction over availability of infrastructure

The girls were asked about whether they are satisfied with availability of sufficient toilets, stationary, Electricity, fans, drinking water and water for other purposes, recreational facilities, Extracurricular activities, audio visual aids, Vocational training facilities, first aid facilities, General medicines, sports facilities, etc.

In Chhattisgarh, more than 90 percent of the students were satisfied with toilet facilities, More than 80 percent were not satisfied with stationary. There is not even one student in the state of Chhattisgarh who was not satisfied with supply of electricity, availability of fan. More than 95 percent were satisfied with availability of drinking water and 98 percent satisfied with water for other purposes. Only 37 percent were satisfied with availability of audio visual aids and only 30 percent were satisfied with vocational training.

It has to be ensured that these facilities are made available in each and every school.

Girls' Satisfaction on the cleanliness and upkeep of facilities

The level of satisfaction of the girls on the cleanliness and upkeep of kitchen, living room, bath room, toilet, furnitures, common areas, surroundings and bed linen were probed.

In Chhattisgarh all the girls were very much satisfied with the upkeep of kitchen, toilets, furniture, common area, surroundings and bath room and more than 80 percent were satisfied with the upkeep of living room. 98 percent were satisfied with the upkeep of bed linen.

The cases of dissatisfaction though minimal should be taken note of and steps to improve the upkeep the facilities to get the best satisfaction of the girls have to be taken so that the girls will be attracted to the KGBVs.

Girls' Satisfaction on teaching and hostel

Teaching and hostel are the two important factors of the scheme. The more the girls are satisfied on these two aspects the more the deserving girls will be attached towards the scheme making the scheme successful. Hence the girls contacted were asked about the level of their satisfaction on these two factors.

In Chhattisgarh all the students were very much satisfied. Most of the students were also satisfied with the hostels. **However the hostels are to be made more attractive for the girls so that they may like to stay there to continue their learning and the teaching also could further improve to get the best satisfaction of all the students**

Girls' opinion on Issue related to menstruation

An important issue w.r.t. the girls is the matter concerning menstruation. In most of the cases the girls may be hailing from conservative background. They might have been exposed to taboos with regard to menstruation. They might not have been allowed to discuss the issues related to menstruation in open and might not be following the requirements to keep hygiene and having the use of pads. It is expected that they will be better groomed in the KGBVs in these respects. It has been enquired from them whether they are still following the taboos related to menstruation, whether they discuss and / or challenge the taboos and whether they are being provided with pads or not.

In Chhattisgarh the ratio of followers and non-followers is near about 6: 4 whereas almost all (97%) the ex-students in the state were following the taboos when they were in the hostel. About 60 percent of the girls used to discuss about the taboos. Provision of sanitary pads is satisfactory.

Girls opinion on Effect of hostel on retention of girls in KGBV

In order to ascertain whether the girls would still have come or continued in the KGBV School even if the hostel Facilities were not there further specific question was put to them in this regard. The result in this regard can be seen in the table below.

Table 5 . 6 8 Distribution of girls as per their chances of joining KGBV even in the absence of hostels

Whether would have come to / continued in KGBV even in the absence of Hostels						
State	Current students			Ex students		
	Yes	No	Total	Yes	No	Total
Chhattisgarh	10	50	60	8	22	30
	16.7%	83.3%	100.0%	26.7%	73.3%	100.0%

It is seen that more than 83 percent of the current students and 73 percent of the ex-students have said that they would not be there in the schools in the absence of the hostel facility **indicating the importance of the hostel** in the scheme in attracting the deserving girls from socially disadvantaged groups towards getting quality educations and improving their lot.

Learning Achievement

Learning Achievement for the KGBVs for the years of reference could not be obtained. However the learning achievement for the state as whole with social group wise break up has been obtained from the National Achievement Survey (NAS)

NAS was conducted throughout the country on November 13, 2017 for Classes 3, 5 and 8 in government and government aided schools. The survey tools used multiple test booklets with 45 questions in Classes III and V and 60 questions in Class VIII in Mathematics, Language, Sciences and Social Sciences. The competency based test questions developed, reflected the Learning Outcomes developed by the NCERT which were recently incorporated in the RTE Act by the Government of India. Along with the test items, questionnaires pertaining to students, teachers and schools were also used.

In Class 8, on an average, the correct responses to the subjects were 56%, 44%, 36% and 45% in Language, Science, Mathematics and Social Science respectively. The performance of Girls in Language, Mathematics, and Science was higher in comparison to Boys by 1 marks in each of these subjects. The marks of both Girls and Boys in Social Science were equal. In Mathematics, Science, and Social Science Rural Schools have shown increased performance than urban Schools. Government schools performed better in Mathematics, Science and Social Science. Government Aided Schools performed better in Languages. General Category students performed better in all the subjects in comparison to other social groups. OBC comes next to General category. SC generally performed lower than ST.

Table 5.69 Learning Achievement by Social Groups for Class 8th in Chhattisgarh

Social group	Language	Mathematics	Science	Social Studies
SC	55	35	42	43
ST	54	36	44	45
OBC	57	37	44	45
General	58	39	45	47

(Source: National Achievement Survey, NAS 2017, Chhattisgarh State Learning Report, NCERT)

Highest Performing Learning Outcomes

Reads the time correctly to the hour using a clock/watch (70)

Records data using tally marks, represents pictorially and draws conclusions (71)

Compares numbers up to 999 based on their place values (73)

Identifies and makes 2D-shapes by paper folding, paper cutting on the dot grid, using straight lines etc (73)

Voices opinion on good/bad touch, stereotypes for tasks/play/food in family w.r.t gender,

misuse/wastage of food and water in family and school (74)

Lowest Performing Learning Outcome

Finds surface area and volume of cuboidal and cylindrical object (19)

Describes the functioning of rural and urban local government bodies in sectors like health and education (26)

Solves problems related to conversion of percentage to fraction and decimal and vice versa (27)

Establishes linkages among terrain, climate, resources (food, water, shelter, livelihood) and cultural life. (E.g. life in distant/difficult areas like hot/cold deserts) (27)

Verifies properties of parallelogram and establishes the relationship between them through reasoning (28)

Learning Outcome Class 8	Average Performance (in Percent)
Language	
Read textual/non-textual materials with comprehension and identifies the details, characters, main idea and sequence of ideas and events while reading	55
Mathematics	
Solves problems involving large numbers by applying appropriate operations	38
Solves problems on daily life situations involving addition and subtraction of fractions / decimals	34
Finds out the perimeter and area of rectangular objects in the surroundings like floor of the class room, surfaces of a chalk box etc	35
Arranges given/collected information in the form of table, pictograph and bar graph and interprets them	32
Interprets the division and multiplication of fractions	36
Solves problems related to daily life situations involving rational numbers	33
Uses exponential form of numbers to simplify problems involving multiplication and division of large numbers	33
Adds/subtracts algebraic expressions	41
Solves problems related to conversion of percentage to fraction and decimal and vice versa	27
Finds out approximate area of closed shapes by using unit square grid/ graph sheet	32
Finds various representative values for simple data from her/his daily life contexts like mean, median and mode	41
Interprets data using bar graph such as consumption of electricity is more in winters than summer	32
Generalises properties of addition, subtraction, multiplication and division of	32

rational numbers through patterns	
Finds rational numbers between two given rational numbers	31
Proves divisibility rules of 2, 3, 4, 5, 6, 9 and 11	46
Finds squares, cubes, square roots and cube roots of numbers using different methods	41
Use various algebraic identities in solving problems of daily life	37
Verifies properties of parallelogram and establishes the relationship between them through reasoning	28
Finds surface area and volume of cuboidal and cylindrical object	19
Draws and interprets bar charts and pie charts	36

Learning Outcome Class 8	Average Performance (in Percent)
Science	
Classifies materials and organisms based on properties/characteristics	42
Conducts simple investigation to seek answers to queries	36
Relates processes and phenomenon with causes	41
Measures and calculates e.g., temperature; pulse rate; speed of moving objects; time period of a simple pendulum, etc	45
Plots and interprets graphs	38
Constructs models using materials from surroundings and explains their working	36
Differentiates materials, organism and processes	48
Relates processes and phenomenon with causes	31
Explains processes and phenomenon	38
Measures angles of incidence and reflection, etc	45
Applies learning of scientific concepts in day-to-day life	43
Makes efforts to protect environment	58
Social Studies	
Identifies latitudes and longitudes, e.g., poles, equator, tropics, States/UTs of India and other neighbouring countries on globe and the world map	53
Locates important historical sites, places on an outline map of India	31
Describes the functioning of rural and urban local government bodies in sectors like health and education	26
Explains preventive actions to be undertaken in the event of disasters	37
Describes formation of landforms due to various factors	39
Explains the significance of equality in democracy	38

Describes the process of election to the legislative assembly	60
Explains the functioning of media with appropriate examples from newspapers	53
Differentiates between different kinds of markets	57
Traces how goods travel through various market places	54
Describes major crops, types of farming and agricultural practices in her/his own area/state	59
Locates distribution of important minerals e.g. coal and mineral oil on the world map	29
Justifies judicious use of natural resources	50
Draws interrelationship between types of farming and development in different regions of the world	36
Distinguishes the modern period from the medieval and the ancient periods through the use of sources	43
Explains the origin, nature and spread of the revolt of 1857 and the lessons learned from it	42
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Analyses the issues related to caste, women, widow remarriage, child marriage, social reforms and the laws and policies of colonial administration towards these issues	43
Applies the knowledge of the Fundamental Rights to find out about their violation, protection and promotion in a given situation	47
Describes the process of making a law. (e.g. Domestic Violence Act, RTI Act, RTE Act)	47
Identifies the role of Government in providing public facilities such as water, sanitation, road, electricity etc., and recognizes their availability	39
Draws bar diagram to show population of different countries/India/states	56

4.3 Madhya Pradesh

Arrangement at the level of management and facilitation of KGBV schools

- (i) The state has a state level committee comprising of Director, Additional Director, Controller Finance and State Gender Coordinator and districts level committees comprising of District Collector, CEO, DEO, DPC, and DPO (RMSA). At state level the State Gender unit is looking after the matters of KGBV. State Gender Coordination is the nodal officer at State level and District Project Coordinator is the nodal officer at District level. There are no other institutions in the state involved in managing or facilitating the KGBVs. There are no other institutions like KGBVs run in the State.
- (ii) At the state level there is one post each of Mission Director, Additional Mission Director, Additional Director, Controller of Finance and State Gender Coordinator and all the posts are filled up and no post is vacant. The state has not felt any constraint in Manpower.
- (iii) There are 207 full time teachers and 1296 part time teachers and all of them are females only. All the posts are being filled up as per KGBV norms only.
- (iv) The release of funds is much less than the allocation and the expenditure in two out of three years is exceeding the amount released. The financial position for the period 2015-16 to 2017-18 is given below.

Table 6.1 Financial progress In Madhya Pradesh

Year	Allocation	Release	₹ Lakh
			Expenditure
2017-18	10845.48	3726	6863.30
2016-17	11913.79	7886.77	8591.78
2015-16	12185.2	6124.53	5853.66

- (v) The amount has been received in a single instalment in the month of June in 2017-18 and in three instalments in the months of June, July and December in 2016-17 and in three instalments in the months of May, November and March in 2014-16. **There seems to be no regular pattern of release of funds. It would be better to fix the time period for release of amount and follow a regular pattern.** Sometimes fund is received at March end. **Funds may better be released well before the close of the financial year. GoI is not releasing separately for KGBV. GoI may think of earmarking the fund meant for KGBV separately.**
- (vi) The state has got separate bank accounts for KGBV funds. The state has felt constraint w.r.t physical infrastructure, they do not find funds for the major repairs and face difficult in getting Building Funds.
- (vii) There had been no plans for opening new schools or upgrading existing schools or appointment of teachers, construction of schools or additional class rooms and hence no targets for these activities have been fixed.

- (viii) They have a separate curriculum for the staff training and have conducted training for them during the last three years.
- (ix) They have supplied the text books to all the students. Teaching and learning materials are available in all schools and teachers always use them. A continuous and comprehensive evaluation system is adopted and skill education is imparted in all schools.
- (x) At the end of 8th class assessment procedure as per RTE guide lines is adopted.
- (xi) There is lack of awareness in the community and the parents are not willing to send the girls to the schools and these acts a challenge in getting the girls to the schools.
- (xii) The details of students admitted in the last three years in the classes VI to VIII are as below.

Table 6.2 The details of students admitted in the last three years in Madhya Pradesh

Year	Class VI				Class VII				Class VIII			
	ST	SC	OBC	GE N	ST	SC	O B C	GEN	ST	SC	OBC	GEN
2015-16	5414	1484	2410	315	5502	1502	2452	332	5325	1467	2368	229
2016-17	5637	1490	1718	544	5414	1484	2410	315	5502	1502	2452	332
2017-18	5040	1062	3282	434	5637	1490	1718	544	5414	1484	2410	315

- (xiii) It is seen that the SC, ST students are declining and general students are increasing. Efforts are to be taken to cater more to SC, ST community.

- (xiv) There had been no drop out of students in classes VI to VIII, The state has no system of tracking the girls beyond class VIII and hence could not say about any failure to go beyond 8th class and the reasons for the same. For each district one Officer in charge is appointed and he / she visits KGBV hostels every month.

Status of recognition of schools

In MP 207 schools are sanctioned and all of them are established and functioning and all of them are recognized. All of them are covered under DISE and have necessary infrastructures. All the 207 schools were of Model 3.

Linkages with other government initiatives such as NRHM, ICDS (for access to benefits for adolescent girls), SSA (for teacher training) etc.

In Madhya Pradesh linkage is maintained through RMSA and Tribal Welfare Department. Linkage is also maintained with local High School and Higher Secondary School. The KGBV management has got understanding with RMSA and Girls Hostel Schemes and have linkage with NRHM and they have no other understanding with any others.

Age of KGBVs- Year of establishment

The year of establishment of the school has been obtained to know how long they are working in the field. As the schools were selected at random giving geographical representation and as schools are functioning from different years at different places we could not expect an equi-distribution of schools over years as per year of establishment.

Table 6.3 Distribution of KGBVs as per year of establishment

Year of Establishments			Total
2005	2006	2007	
3	2	1	6
50.00%	33.30%	16.70%	100.00%

The selected schools have been distributed between the years 2005 to 2007 as shown above.

Visits by Higher officials to KGBVs

Distribution of selected KGBVs as per visit made or not by higher authorities is indicated in the table below.

Table 6.4 Details of official who have visited the KGBVs in the last three years.

State	Has any higher authority visited KGBV in last three years		Total
	Yes	No	
Madhya Pradesh	5	1	6
	83.30%	16.70%	100.00%

It may be seen 5 out of 6 schools selected have been visited by higher authorities in the last three years

Level of involvement of higher officers

In order to have an idea of the level and intensity of involvement of higher officers the details of officers who visited the selected KGBVs in the last three years were collected and the same is presented in the table below.

Table 6.5 Details of official who have visited the KGBVs in the last three years.

Officials who have visited KGBV in the last three year	
State Madhya Pradesh	DEO, Block Resource Centre Coordinator(BRCC), Block Academic Coordinator(BAC), Amrita sing research associate cum young fellowship programme, Basic Siksha Adhikari(BSA), Assistant Project Coordinator (APC), District Project Coordinator(DPC), Block Resource Centre (BRC) persons, District office

It could be seen that there had been good amount of involvement in the states of Madhya Pradesh. . **However Norms for visits by different level of officials to the KGBVs in a year have to be clearly specified and the same has to be invariably followed.**

Management of KGBVs

All the KGBVs are being managed and run by the Sarva Siksha Abhiyan (SSA). All the KGBVs selected were residential schools and all of them were functioning from their own buildings.

Number of Class rooms

The number of class rooms available in each of the selected school was ascertained and the same ranged from 2 to 12. The distribution of the selected KGBVs as per number of class rooms is presented in the table below

Table 6.6 Distribution of schools as per number of class rooms						
State	Number of classrooms in KGBVs					Total
	2	3	4	5	12	
Madhya Pradesh	1	2	0	2	1	6
	16.70%	33.30%	0.00%	33.30%	16.70%	100.00%

It is only one school that was having 12 class rooms. All the other selected schools were having 5 or less number of class rooms each.

Compound wall

It is essential that the school meant for Girls should have all security measures. One of the primary requirement in this regard is compound wall so that unauthorised person do not approach near the school building or class rooms. Hence the availability of compound wall was observed in each of the selected KGBVs and the distribution of the schools as per availability of compound wall could be seen in the table below.

Table 6.7 Distribution of KGBVs as per availability of Compound Wall

State	Availability of compound Wall		Total
	Available	Not Available	
Madhya Pradesh	3	3	6
	50.0%	50.0%	100.0%

Fifty percent of the KGBVs in Madhya Pradesh are not having compound wall. This is not satisfactory.

It is a must that every KGBV should have a compound wall.

Hostel

All the KGBVs selected have got a hostel except in one case, where the hostel is 500 meters away from the school.

Position of hostel and its compound wall

The position of the hostel and the availability of the compound wall for the hostel are also important factors from the point of view of safety and security of the girls. Hence the same was investigated and the results are presented in the table below.

Table 6.8 Distribution of KGBV hostels as per their position and compound wall

State	Situation of hostel with reference to school and compound wall					Total
	Hostel & school have common compound wall	Hostel in school premises with separate compound wall	Hostel adjacent to school with separate compound	Hostel adjacent to school without separate compound	Hostel away from the school with a separate compound	
Madhya Pradesh	3	0	1	1	1	6
	50.0%	0.0%	16.7%	16.7%	16.7%	100.0%

Three schools which are having the compound also have the hostel within the same compound. Out of the remaining 4 one away from the KGBV at 500 meters has a separate compound. There is one hostel within the school premises with separate compound and two hostels adjacent to the school one with a compound and one without a compound. **All the hostel must have a compound wall.**

Condition of the School Building

The condition of the school building is critical for creating better atmosphere for the girls to attract them to the schools and to facilitate them to learn. The condition has been observed by our staff and the distribution of the School Buildings as per their condition can be seen in the table below.

Table 6.9 Distribution of KGBV Buildings as per their present condition

State	Condition of the KGBV Buildings			Total
	Very Good	Needs minor repairs	Needs Major repairs	
Madhya Pradesh	0	5	1	6
	0.00%	83.30%	16.70%	100.00%

The condition of KGBV buildings is the worst with none of the building being in good condition. One of them require major repair and all the rest require minor repair, **is essential that all the KGBV buildings are kept in a very good condition to provide a better atmosphere for the learning.**

Condition of the Hostel Building

As in the case of the KGBV building, the condition of the hostel building where the girls have to stay is also important. Hence the same was also physically observed by our team and their observations are consolidated and presented in the table below.

Table 6.10 Distribution of Hostel Buildings as per their present conditions

State	Condition of the Hostel Buildings			Total
	Very good	Needs minor repairs	Needs major repairs	
Madhya Pradesh	0	5	1	6
	0.00%	83.30%	16.70%	100.00%

The situation of the hostel buildings is the same as that of the school buildings. One requires major repair and all the remaining require minor repairs and none is in good condition. **It is essential that all the hostel buildings are kept in good condition for comfortable living of the girls and to attract the girls to stay there and study.**

Security Measures

Security of the girls is one of the major concern in the KGBVs. The school in charges were asked about the steps taken in KGBVs for the safety and security of the girls of KGBVs. Their replies have been consolidated and presented in the tabular form below.

Table 6.11 Steps taken for safety and security for the girls in KGBVs in Madhya Pradesh

Steps taken for the safety and security of the girls as ascertained from the school in charges.
Fitting CCTV Camera. Providing Security, using Voice Recorder

4.15 Availability of Transport equipment

None of the KGBVs selected has any transport vehicles of their own for their use.

4.16 Impact of Food on the Girls

The KGBV girls are supposed to get the nutritious food in the hostels where they stay. An attempt has been made to get an idea on the impact of food on the health of the inmates of the hostels from the in charge of the schools. The picture that emerged has been presented in the table below.

Table 6.12 Distribution of KGBVs as per the opinion of the School in charge on the impact of food on the health of the girls

State	Impact of food on the girls		Total
	Had good impact on the health	No Special Impact	
Madhya Pradesh	4	2	6
	66.70%	33.30%	100.00%

It has been seen that in two third of the six selected KGBVs the school in charges have expressed that there had been good impact of the food on the health of the girls.

Supply of essential items to the girls

The girls are supposed to be supplied with some essential items like uniforms, other clothes, foot wear, bedding requirement and other daily essentials by KGBV in charge. The items supplied to the girls are indicated in table below.

It may be seen that almost all essential items are being supplied to the girls. It has been seen some of the school in charges could not easily report all the items that are being supplied to the girls. Generally the situation w.r.t supply of various items to the girls seems to be satisfactory

Table 6.13 List of essential items supplied to the girls as narrated by the management

Items supplied	Number	Items supplied	Number
Bag	1	Scarf	1
Blanket	1	Shoes (Pair)	1
Brush	1	slipper / sandal	1
Cosmetics Kit	1	Socks	2
Mosquito net	1	Sweater	2
Notebook	3	Towel	1
Other Clothes (pair)	2	Track suit	1
Ribbon	1	T Shirt	2
Sanitary Pad	as	Undergarments	2
		Uniform	2

Items such as Bedsheet, Belt, Blazer, Colour Dress, comb, Cream, Detergent Powder, Hair oil, Kurta Salwar, legging, night suit, Pillow Cover, Rumaal, Shampoo, Soap (Bath), Soap (clothes), Tie, Track suit etc are found to be supplied in other states are not supplied in the selected KGBVs in Madhya Pradesh.

Facilities other than the food for the children

The school in charges were asked about the facilities other than the food being offered to the students in KGBVs. The responses from them have been consolidated and presented in the table below.

Table 6.14 Some details of facilities other than food made available to the students of KGBV Students as Ascertained from the school in charges

Facilities other than food provided at KGBVs as ascertained from school in charges Providing school bag, tie, belt and coat, Providing Cooler in dormitories, geysers, Deep freeze, Drinking water facility with R.O and LED TV; Providing cold cream

There is difference in practices in different states. Self-defence, library facility has to be made compulsory. Newspapers and magazines are to be provided. The practice of giving a dossier or file to pass outs mentioning the facilities available for further studies, providing sexual harassment committee and taking care of the complaints, empowering girls through programmes like Power Angel Programme followed in some place could be made compulsory for all the schools to follow up.

Impact of other facilities on the children

The impact of other facilities on the children was enquired into and the opinion of the in charges of the KGBVs has been obtained and the schools are distributed as per the opinion of the in charges of the schools. The in-charges of two third of the six KGBVs selected have informed that the other facilities provided had a very good impact on the up keep of the girls. The wardens have to take care that the facilities do have good effect on the children. The deficiencies if any in this regard have to be identified by them and removed.

Manpower

Adequate Manpower is one of the basic requirements for the success of the KGBV Scheme. In all the KGBVs one of the teacher herself is also warden of the hostel. The KGBVs have teaching staff – full time and part time, Accountants- fulltime / part time, Assistants, Peons, Chowkidar, Head Cooks and Assistant Cooks. The position of manpower as on the date of survey in the selected KGBVs was ascertained from the heads of the KGBVs and the situation is depicted in the table below.

Table 6.15 Details of Manpower in the selected KGBVs as on the date of survey

Position	S	P	V
Full time teachers	12	3	9
Par time teachers	35	35	0
Total Teachers	47	38	9
Teachers vacant %	19.1		
Full time accountant	0	0	0
Asst, Accountant	4	4	0
Total accountants	4	4	0
Assistant	3	2	1
staff other than peon, chowkidar	54	44	10
Peon	1	1	0
Chowkidar	6	6	0
Peon and chowkidar	7	7	0
School staff	61	51	10
Cook	8	8	0
Asst cook	27	27	0
Cooking staff	35	35	0
Total staff	96	86	10
%of vacancies	10.41		

It is seen that about one fifth of the teachers' posts are vacant. This is a matters of worry. **All the teaching posts are to be filled up and no post is kept vacant at any point of time. They could have reserve list of candidates at all times so that as and when a vacancy arises they can fill up the same immediately**

KGBV should have a watchman for 24 hours a day for all the seven days. Taking this requirement into there should be sanction and appointment of required number of chowkidar.

Filling up of the posts

The centre has laid down norms for filling the posts in KGBVs in its guide lines. Some of the states follow the same strictly. Some other states have their own norms. It has been probed to see how far the states follow the norms given by the centre in filling up the posts. An enquiry in this regard was made and the relevant information was obtained from the selected KGBVs It has been seen in Madhya Pradesh all the six selected KGBVs follow the KGBV norms.

Procedure for filling up the posts

It was further enquired as to how exactly the posts are being filled up in the state. The schools could give coherent and clear reply explaining the standard practice being followed. In Madhya Pradesh the posts are filled up as per norm though interview through School Management Committee (SMC).

Teachers for different subjects

It is desired that there are separate teachers for teaching each subject to the girls. Especially the persons qualified in arts subjects are not to be allowed to take classes in Science and Mathematics. In the selected KGBVs it was investigated whether they have separate teachers for each subject and the responses in this regard have been consolidated and presented below

Table 6.16 Distribution of selected KGBVs as per availability of separate teacher for each subject

State	Availability of separate teachers for each subject		
	Available	Not available	Total
Madhya Pradesh	4	2	6
	66.70%	33.30%	100.00%

In Madhya Pradesh two third of the schools have separate teacher for each subject and one third do not. **It has to be ensured that each school has separate teacher for each subject so the subjects can be taught effectively and the girls will get the proper benefit.**

Qualification of Teachers

The qualification of teachers has a relation to the level and quality of teaching. The teachers may be graduates, Post Graduates, M. Phil degree holders, or Ph.D degree holders. It was ascertained from each of the selected school as to how many teachers are there possessing each of these qualification as the maximum qualification. The total numbers of teachers available have been classified as per their qualification based upon the information provided by the selected schools and the result is presented in the table below.

Table 6 . 1 7 Distribution of teachers in the selected KGBVs as per their qualification

State	Qualification				Total
	Graduate	Post Graduate	M/.Phil	Ph.D	
Madhya Pradesh	31	7	0	0	29
	81.58%	18.42%	0.00%	0.00%	100.00%

It is seen that nearly 82 percent of the teachers are only graduates, and about thirty percent are post graduates. There had been 3 teachers with M.Phil and Ph.D qualifications and they constituted 10 percent of the strength of teachers.

An essential qualification for the post of teacher is the possession of technical qualification of B.Ed Degree which makes them professionally qualified to become a regular teacher. However in practice persons without this requirement are also appointed as teachers for some period. The survey has tried to find out as to how many of the teachers in the selected KGBVs possess the technical qualification B.Ed and how many do not. The information in this regard has been obtained from the selected schools and the distribution of teachers as per the possession of B.Ed qualification is presented in the table below

Table 6.18 Distribution of teachers in the selected KGBVs as per possession or otherwise of B.Ed degree

State	Possession of B.Ed		Total
	has Bed	Does not have B.Ed	
Madhya Pradesh	26	12	38
	68.42%	31.58%	100.00%

Madhya Pradesh is having more than 68 percent of the teachers with B.Ed qualification, but the rest do not have. **The state may follow the practice of Uttar Pradesh and appoint only those with B.Ed qualification as teachers, in the overall interest of the programme.**

It has further been probed whether the teachers in the selected KGBVs had undergone any training or not. The number of trained teachers and untrained teachers in the selected KGBVs as ascertained from the selected KGBVs can be seen in the table below.

Table 6.19 Distribution of teachers as trained and untrained teachers as ascertained from the selected KGBVs

State	Whether trained			Total
	Trained	No trained		
Madhya Pradesh	8	30		38
	21.05%	78.95%		100.00%

Nearly 80 percent of the teachers are not trained. **The state may follow Uttar Pradesh in this regard and have only trained teachers.**

Salary of teachers

The salaries of teachers are generally paid through BSA.

Presence of male staff

In KGBVs males are not generally allowed inside the campus. In certain cases it is prescribed that the males cannot enter before certain hours in the morning and after certain hours in the evening. Generally the employees in the KGBVs are females only. Mostly chowkidar are males and in many cases they are kept at the gate only. However there may be an occasion which necessitates the KGBV to appoint male staff and allow them to work in the campus during the day time after certain fixed hours in the morning and before certain fixed hour in the evening. The survey team tried to find out whether there are male staff in the selected schools and whether they are allowed to work within the campus of the KGBVs. It has been seen that in Madhya Pradesh in 50 percent of the six selected schools the male staff are working inside the campus of KGBVs.

Availability of Doctor

Normally a Doctor is expected to be attached to the KGBV to take care of the health and hygiene needs of the girls. How far this is being implemented has been seen by investigating whether a doctor is attached to the KGBV or not and the prevailing position in this regard has been shown in the table below.

Table 6.20 Distribution of schools as per the fact whether a doctor has been attached to the KGBV or not

State	Whether doctor is attached to school		Total
	Doctor attached to School	Doctor not attached to School	
Madhya Pradesh	4	2	6
	66.70%	33.30%	100.00%

Table 6.21 Distribution of schools as per periodicity of visit of Doctors

State	Periodicity of doctor check up						Total
	Twice a month	Once a month	Once in 2 or 3 months	Every 3 months	Once in a year	Doctor not attached	
Madhya Pradesh	0	4	0	0	0	2	6
	0.00%	66.70%	0.00%	0.00%	0.00%	33.30%	100.00%

It is seen that no doctor is attached in the case of two KGBVs and in all other cases where doctors are attached; they visit the KGBV once in a month.

It has to be ensured that a doctor is invariably attached to every KGBV and every doctor attached any KGBV visits the KGBV at the least once every 30/31 days.

Maintenance of health records

KGBVs are expected to maintain records of health of the girls. It has been probed by the survey team to see whether the health records of the girls are kept or not. In all the selected schools of Madhya Pradesh the health records of the girls are maintained.

Condition of health

Once having seen the health records are kept in almost all the schools, the condition of health of the girls was ascertained from the KGBVs as either very good or just normal or below normal. The distribution of the school as per overall health conditions of the girls as ascertained from the KGBV is given in the table below.

Table 6.22 Distribution of schools as per the general health condition of the girls

General condition of health of the Girls			
State	Very Good	Normal	Total
Madhya Pradesh	1	5	6
	16.67%	83.33%	100.00%

It has been seen that in Madhya Pradesh it is only in one of the KGBVs visited the general condition of the girls was very good and in all other five schools the general condition of the girls were normal.

What is done to maintain hygiene?

It has been asked from the selected KGBVs as to what steps are taken by them to maintain hygiene. In Madhya Pradesh KGBVs it is seen that daily cleaning is done, sanitary pads are provided, Cleaning agents are used and Hand wash is emphasized.

Holidays

The KGBVs were asked about the holidays being given to the girls. In all the states some of the schools have said that there is no circular on list of holidays. However it has been seen that in Madhya Pradesh holidays are being decided on ad-hoc basis.

There should be a list of holidays for each state in which some of the holidays must be observed on national basis and some on state basis. The list of holidays should be uniform for the state as a whole. It has been ascertained from the KGBVs whether the girls leave for home during the holidays. There can be cases where all the girls leave for holidays, and there can be cases where only some leave. The overall position in this regard is indicated in the table below.

Table 6.23 Distribution of KGBVs as per the status of girls leaving home for holidays

State	During holidays do girls go home			Total
	All go home	Some go home	None go home	
Madhya Pradesh	4	2	0	6
	66.7%	33.3%	0.0%	100.0%

In Madhya Pradesh in more than two third of the schools all the girls leave for home during the holidays and in the rest some go home during the holidays.

Visit of parents

In the KGBVs the girls are living away from home and may sometimes have homesickness and longed to see their parents. They could not go home for the purpose often from KGBV. But their parents can come and see. Whether the KGBV allows the parents to come see the girls in the KGBV has been ascertained and presented in the table below.

Table 6.24 Distribution of schools as per admitting the visit of the parents to KGBV

State	Are parents allowed to visit girls in school		Total
	Yes	No	
Madhya Pradesh	5	1	6
	83.3%	16.7%	100.0%

In all the schools except one each in Madhya Pradesh the parents are allowed to visit the KGBVs and see the girls.

Recognition of schools

It has been seen that all the selected schools are recognised by the State Government.

Infrastructure

Proper infrastructure is the basic need for the proper functioning of the KGBVs. The status of infrastructure in the selected KGBVs has been ascertained and presented in the table below.

6.25 Distribution of schools as per availability of all infrastructures in the KGBV

State	Does school has necessary infrastructures		Total
	Yes	No	
Madhya Pradesh	2	4	6
	33.3%	66.7%	100.0%

In Madhya Pradesh more than two third of the schools are not having necessary infrastructures. **All the state governments must ensure that all the KGBVs do have all the necessary infrastructures.**

Supply of text books

The students of KGBVs are expected to be supplied free text books. The actual position in this regard in the selected KGBVs has been examined and it is seen in Madhya Pradesh except one out of all the six selected KGBVs, all the text books have been supplied to all the students. **The text books must be supplied free of cost to all the students without exception.**

Teaching Material

For better teaching the relevant teaching and learning materials must be available in the schools. The real position with regard to availability of teaching materials in the selected KGBVs has been enquired into and the status in this regard is presented in the table below.

Table 6.26 Distribution of KGBVs as per availability of teaching Materials

Availability of teaching and Learning materials			
State	Available	Not Available	Total
Madhya Pradesh	5	1	6
	83.3%	16.7%	100.0%

In Madhya Pradesh it is only in one KGBV out of the six selected was found not having the necessary Teaching and Learning Materials. **All the schools should have the teaching and learning materials.**

Bridge course

KGBV admits drop outs and those who had no formal education earlier. To make them fit for the class in which they are admitted they have to be given extra coaching by covering the subjects that they have not studied through organising bridge courses so that they can cope up with the class in which they are admitted. The survey team tried to find out whether such bridge courses have been conducted or not in the selected KGBVs. It is found that none of the six KGBVs selected in Madhya Pradesh the bridge courses are conducted. It is a matter to be worried.

Remedial Education

For the weak students in the classes, steps are taken to give extra coaching on the subject as part of remedial education so that they can come up in the performance. In Madhya Pradesh in none of the KGBVs out of the six selected remedial education measures are adopted.

Adequacy of infrastructure for learning

There are some basic infrastructures required for proper learning. Whether the school has such infrastructures adequately or not has been probed and it is seen that in Madhya Pradesh in one of the six selected KGBVs the infrastructures for learning were more than adequate and in another the same was inadequate. In the remaining four the infrastructures for learning were just adequate.

Maintenance of infrastructure for learning

Besides the adequacy of infrastructure for leaning it is essential that the infrastructures are well maintained so that they can be put to proper use for the benefit of ensuring successful learning process. How far the available infrastructures are maintained in the schools visited has been observed and the results of these observations are indicated in the table below.

Table 6 . 2 7 Distribution of KGBVs as per the status of maintenance of infrastructures for learning

State	Maintenance of infrastructures for learning			
	Very Good	Just Good	Not good	Total
Madhya Pradesh	1	4	1	6
	16.70%	66.70%	16.70%	100.00%

In Madhya Pradesh in one of the six schools selected the infrastructures for learning are very well maintained and in another the maintenance was not at all good. In the remaining four the maintenance was just good. **It is essential that all the schools must maintain the infrastructures for leaning in good condition at least.**

Linkages with pass outs

For achieving the basic aim of continued education of the girls, it is expected that the KGBV keep contact with pass outs, encourage them and help them for continuing their education beyond 8th after leaving the KGBVs. The survey team tried to find out the extent to which the KGBVs have the linkages with the pass outs. The results of such an exercise can be seen in the table below.

Table 6.28 the distribution of Schools as per the extent of linkages with pass out

State	Are there linkages with every pass out				Total
	Yes, With everyone	Yes With Many	Yes with Some	No with none	
Madhya Pradesh	1	1	0	4	6
	16.7%	16.7%	0.0%	66.7%	100.0%

In Madhya Pradesh it is only one KGBV out of the six selected that was found to having link with every pass out. One more was having linkages with large number of pass outs and the rest four did not have any linkages with pass outs. For achieving the overall goal of the scheme **it is essential that the KGBVs keep contact with all the pass outs. They may keep a register for the purpose and keep tracking them and guide and help them for further education.**

Bank Account

It has been asked from the KGBVs whether a separate bank account is being kept for KGBV funds or not. The responses received are consolidated and indicated in the table below.

Table 6.29 Distribution of schools as per availability of separate bank accounts

Are there separate SB accounts for KGBV funds			
State	Yes	No	Total
Madhya Pradesh	4	2	6
	66.7%	33.3%	100.0%

It is seen that in 67% of the cases only there is separate bank account for KGBV funds.

There must be separate bank account for KGBV funds in case of each KGBVs.

Social taboos

It was investigated in the KGBVs whether taboos' regarding menstruation is observed among the girls in the KGBV or they are discussed among them in the school. The information obtained in this regard are summarised in the table below.

Table 6.30 Distribution of KGBV as per observation on taboos regarding menstruation

State	Observing Taboos regarding menstruation			Total
	Observed	Discussed	Cannot Say anything	
Madhya Pradesh	1	4	1	6
	16.7%	66.7%	16.7%	100.0%

It has been seen that the matters regarding taboos relating to menstruation is widely discussed in about two third of the schools and the taboo is observed in only one of the six selected schools. **The KGBVs have to educate the girls in respect of the matters related to menstruation, provide facility for them to discuss the issue and get out of any taboos in this regard.**

Interview of staff

During the course of the survey from each of the selected school two teachers and two non-teaching staff have been contacted and some particulars about them, about the girls and about the institutions have been collected from them and they are analysed.

Qualification of staff interviewed

The basic qualifications of teaching and non-teaching staff interviewed have been collected and they are grouped according to their classification and presented in the tables below.

Table 6.31 Distribution of teachers interviewed according to their qualifications

State	Qualification			Total
	Graduate	Post graduate	M. Phil	
Madhya Pradesh	6	5	1	12
	50.0%	41.7%	8.3%	100.0%

It has been seen that in Madhya Pradesh 50 percent of the teachers interviewed were graduates and one was M.Phil. The rest five were post graduates.

Table 6.32 Distribution of non-teaching staff according to qualification

Qualification						Total
10 th Pass	12 th pass	Graduate	Post graduate	M.Phil	illiterate	
6	2	0	0	2	2	12
50.0%	16.7%	0.0%	0.0%	16.7%	16.7%	100.0%

Among the non-teaching staff in the six selected KGBVs in Madhya Pradesh, half of them were 10th and the remaining half were equally distributed among 12th pass, M. Phil and illiterates.

Professional Qualification of the staff interviewed

The teaching staffs are expected to possess the professional qualification B.Ed or M.Ed or any other diploma or degree. The non-teaching staff need not necessarily possess any professional qualification. Nevertheless both of them were asked to state the professional qualification if any they possess and the responses have been consolidated and presented in the tables below.

It has been seen that two third of the teachers in the six selected KGBVs in Madhya Pradesh had B.Ed Degree and the rest had no professional qualification.

Table 6.33 Distribution of Teachers as per their professional qualification

State	Professional qualification				Total
	B.Ed	M.Ed	None	Others Specify	
	8	0	4	0	12
Madhya Pradesh	66.7%	0.0%	33.3%	0.0%	100.0%

Table 6.34 Distribution of non-teaching staff as per professional qualification

State	Professional qualification			
Madhya Pradesh	B.Ed	None	Other s	Total
	0	12	2	12
	0.00%	100.00%	0.00%	100.00%

None of the 12 non-teaching staff interviewed was having any professional qualification.

Years of service at the present station of the staff interviewed

Staff's association with the local station would give them better understanding of the local population, their culture and local practices that may shape their activities and it may help them to articulate their actions with respect to the school and children in a better acceptable manner attracting the girls towards the school. It has been enquired from the teachers as to how long they are staying at the same station and the concerned information is presented in the table below.

Table 6.35 Distribution of teachers as per years at the present station

State	Years of experience at the present station					Total
	<2	3 to 5	6 to 10	11 to 15	>15	
Madhya Pradesh	2	4	4	2	0	12
	16.6%	33.4%	33.3%	16.6%	0.0%	100.0%

It could be seen that more than 83 percent of the teachers are in the same station for more than 2 years. Half of the teachers are staying at the same station for more than 5 years. This will give them to build up better relationship with local population and help in attracting the girls to the schools through their efforts.

The same information has also been obtained from the non-teaching staff and the same is presented in the table below.

Table 6.36 Distribution of Non-teaching staff as per years at the present station

State	Number of years at the station				Total
	<2	3 to 5	6 to 10	11 to 13	
Madhya Pradesh	1	0	5	6	12
	8.3%	0.0%	41.7%	50.0%	100.0%

It is seen that all but one of the 12 non-teaching staff interviewed are staying at the same place for more than 5 years and the one has not spent 2 years in this place. **It would be better if the teachers are allowed to stay in the same station for more number of years.**

Training before joining

Training is an important aspect especially in the case of the teachers. They are either expected to have undergone training beforehand or after joining within few years of service. The details about the training of the 12 interviewed teachers before their joining the post have been obtained and presented in the table below.

Table 6.37 Distribution of teachers as per their having been trained beforehand or not

training before joining			
State	Yes	No	Total
Madhya Pradesh	8	4	12
	66.7%	33.3%	100.0%

It has been seen that 66.7 percent of the teachers have received training before joining the post.

In the case of the non-teaching staff by the very nature of job the staffs generally do not have any training.

Almost all the persons trained have expressed their opinion that the training had been very useful to them.

Nature of job

The nature of job is likely to have an effect on the performance of a person and consequently of the education of the girls in KGBVs. Whether the teachers are engaged on full time basis or part time basis, whether they are Permanent or temporary have been ascertained and presented in the table below

Table 6.38 Distribution of teaching staff as per their job status

State	Full time or part time		permanent or temporary		Total
	Full Time	Part Time	Permanent	Temporary	
Madhya Pradesh	9	3	1	11	12
	75.0%	25.0%	8.3%	91.7%	100.0%

It is seen that in Madhya Pradesh three fourth of the teachers are on full time basis, but all but one of the 12 teachers are not permanent. **It would be better if the teacher are made permanent so that they may have more job satisfaction which will have an effect on their performance and hence on the education of the girls.**

The details about the nature of job in the case of the non-teaching staff have been analysed and presented in the table below

Table 6.39 Distribution of non-teaching staff as per their job status

Full time or part time		Permanent / temporary / daily wager			Total
Full Time	Part-time	Permanent	Temp.	Daily wager	
11	1	3	9		12
91.7%	8.3%	25.0%	75.0%		100.0%

In the case of the non-teaching staff about 92 percent are full time. Only one fourth of all the non-teaching staffs are permanent and the rest were temporarily. There were no daily wagers. **The non-teaching staff may be made permanent to the maximum extent possible.**

Subject taught

It is expected that there should be separate teachers for each subject in the KGBVs for the better education of the girls. It has been ascertained from the teachers whether they teach one single subject or more than one subject. The distribution of the teachers as per the number of subjects taught is given in the table below.

Table 6.40 Distribution of teaches as per number of subjects taught

State Madhya Pradesh	Teaching single or multiple subjects		Total
	Single Subject	More than one	
	9	3	12
	75.0%	25.0%	100.0%

It is seen that in Madhya Pradesh three fourth of the 12 teachers interviewed are teaching only one subject and the rest are teaching more than one subject. **It must be ensured in all the schools that there are separate teachers for different subjects, especially for mathematics and Science.**

Involvement in selection process

Teachers could be more appropriate person to be involved in the selection process. It has been probed whether the teachers or the other staff have been involved in the section process or not. The responses received in the process have been consolidated and presented in the table below.

Table 6.41 Distribution of staff as per their involvement or otherwise in the selection process

Teachers involved in selection			non-teaching staff involved in selection		
Yes	No	Total	Yes	No	Total
9	3	12	0	12	12
75.0%	25.0%	100.0%	0.0%	100.0%	100.0%

It is seen in Madhya Pradesh 75 percent of the teachers a were involved in the section process of selecting girls for admission into KGBVs and none of the non-teaching staff were involved in the selection process. **It may be ensured more number of teachers are involved in the selection process.**

It has further been seen that in Madhya Pradesh except one non-teaching staff all the teachers and non-teaching staff in the KGBVs are satisfied with the selection process adopted for the admission of the girls in the KGBVs.

Views of selected teachers on facilities given to girls

Under the KGBV scheme many facilities are granted to the girls. As the staffs are closely associated with the system there awareness about the facilities given and their satisfaction on the same have been ascertained and the same have been analysed and presented in the table below.

It has been seen all but two of the 12 teachers interviewed are aware of various facilities / provisions for the girls under the scheme and all but one of the teachers are satisfied with the facilities / provisions made under the scheme.

Table 6.42 Distribution of teachers as per awareness of facilities to Girls in KGBVs and their satisfaction over the same

Aware of the facilities / provisions		Satisfied with the provisions		Total
Yes	No	Yes	No	
10	2	11	1	12
83.3%	16.7%	91.7%	8.3%	100.0%

The persons to give effect to the provisions of the facilities are mostly the non-teaching staff. Their awareness and their satisfaction about the facilities given were also obtained and the same are presented in the table below.

Table 6.43 Distribution of non-teaching staff as per their awareness of the facilities to the girls and their satisfaction or otherwise of the provisions

A ware of other facilities		Satisfied with the facilities		Total
Yes	No	yes	No	
11	1	11	1	12
91.7%	8.3%	91.7%	8.3%	100.0%

In Madhya Pradesh except in the case of one teacher and one non-teaching staff all the other teachers and non-teaching staff were aware of the facilities given to the girls and were satisfied with provisions.

Teacher Student ratio

The student teacher ratio is an important factor in quality of education. The less number of students per teacher the more attention the teacher could pay to each of the students. Hence it has been enquired from the teachers as to how many students they teach and a distribution according to number of students they teach has been prepared and presented in the table below.

Table 6.44 Distribution of teacher as per number of students they teach

State	No of students per teacher					Total
	<10	11 to 20	21 to 30	31 to 40	42-50	
Madhya Pradesh	0	1	4	1	6	12
	0.0%	8.3%	33.3%	8.3%	50.0%	100.0%

In Madhya Pradesh, 6 out of the 12 teachers interviewed were having more than 40 students and 4 were having 20 to 30 students. One had an each of the remaining 10 teachers was having 25 students or less. In fact three of them had only less than 10 students each. It has also been all the 12 teachers interviewed were satisfied about the student teacher ratio. However we feel that the student teacher ratio may not exceed forty in any case in any school.

Teachers' view on Curriculum

There are different streams of education with different curriculum. The overall development of the children through the school education much depends upon the curriculum flowed in the system adopted by the schools. In our context as the teachers are the best persons to give an opinion about curriculum they were asked whether they were satisfied with the curriculum or not. All the 12 teachers interviewed expressed that they were satisfied with the curriculum.

Use of Class rooms for more than one class

One of the basic requirements for the education of the children under the scheme is required number of class rooms for conducting different classes. It has been asked from the teacher whether more than one class is taught in the same room which will indicate whether sufficient rooms are available or not. The results of this investigation are indicated in the table below.

Table 6.45 Distribution of teachers as per the fact teaching more than one class in the same room

More than one class taught in same room		
Yes	No	Total
8	4	12
66.7%	33.3%	100.0%

It is seen that in two third of the cases, more than one class is not taught in the same class room. **It has to be ensured that there are sufficient class rooms so that there is no need to conduct more than one class in the same class room.**

Teachers involvement in Hostel Management

Next to the requirement of class room, it is the hostel facility that is more important. The survey team has tried to find from teachers whether they are involved in the hostel management and if involved whether they are satisfied with the arrangements in the hostel. The situation about the involvement of the teachers in the hostel management could be seen in the table below.

Table 6.46 Distribution of teachers as per their involvement in the management of hostels

Whether involved in hostel management		
Yes	No	Total
12	0	12
100.0%	0.0%	100.0%

It is seen that in all the 122 selected cases teachers were involved in the management of the hostel in some way or the other. It has further been seen that all the teachers associated with the management of the schools are satisfied with the arrangements in the hostels.

Teachers' view on other infrastructures.

All the staff of the KGBVs contacted were asked to give their opinion whether they are satisfied with the infrastructures available in the KGBVs or not. The distributions of the staff as per their satisfaction regarding infrastructures are indicated in the table below.

Table 6.47 Distribution of staff as per their satisfaction with infrastructures

Teachers satisfied			Non-teaching staff satisfied		
Yes	No	Total	Yes	No	Total
9	3	12	9	3	12
75.0%	25.0%	100.0%	75.0%	25.0%	100.0%

Three fourth of the teachers as well as non-teaching staff were satisfied with the infrastructure and the remaining one fourth were not satisfied.

Non-Teaching assignments for teachers

It is normally seen in school in general that the teachers are loaded with a lot of non-teaching assignments related to general administration such as keeping various records, preparing various statements now and then, providing all necessary statistics relating to the school etc. Many times the teachers have to over work for these purposes and such assignments become a burden to the teachers and also to some extent distract them from their basic responsibility of devoting more time for the preparation for the classes to ensure effective

teaching. The 12 teachers contacted during the present study were asked about their involvement in non-teaching jobs in the KGBVs. Irrespective of the fact whether they are involved in non-teaching job or not at present they were asked to give their opinion as to whether they feel that the non-teaching assignments to the teachers is a burden to them or not. The ground situation in this regard has been depicted in the tables below.

Table 6.48 Distribution of teachers as per their involvement in non-teaching job

Are teachers involved in nonteaching assignments		
Yes	No	Total
2	10	12
16.7%	83.3%	100.0%

Table 6.49 Distribution of all teachers as per their opinion whether non-teaching assignments is a burden

Whether non-teaching assignments is a burden		
Yes	No	Total
10	2	12
83.3%	16.7%	100.0%

It has been seen that one third of the teachers are involved in non-teaching assignments. Except two of the 12 teachers interviewed others feel that non-teaching assignments is a burden to teachers.

Meeting of teachers.

In all the schools teachers generally meet together and discuss various issues related to the school, students, and other matters of common interest for the overall improvement of the institution. The 12 teachers contacted have been asked by the survey team whether they conduct meeting among themselves to discuss issues related to school and studies. All the 12 teachers interviewed have said that they do conduct meetings to discuss issues related to schools and the study.

Each of the 12 teachers contacted were also asked about the various subjects they discussed in such meetings. It has been seen all the teachers invariably discuss about academic achievements. The number and percentage of teachers who have discussed various other issues are indicated for each of the issues discussed in the table below.

Table 6.50 Distribution of teacher as per issues discusses in their meetings.

Number and % of teachers who discussed							
Behavioural adjustment of girls	Guiding girls	Co-curricular activities	Regularity of girls	Health of girls	Trades of interest of girls	other interests of girls	Others
11	10	10	10	10	11	11	11
91.7%	83.3%	83.3%	83.3%	83.3%	91.7%	91.7%	91.7%

It is seen that 10 or 11 teachers participate in the discussion of all the subjects.

Teachers' view on Effect of hostel on education

How far the hostel system is responsible for attracting the girls towards KGBVs is a matter to be examined. It has been felt by a section of the people that if there had been no hostel facilities many of the girls either would not have come to the KGBVs or would have left the KGBVs without continuing education. It is this context the survey team wanted to know from the teachers their opinion whether even in the absence of hostel facility the children would have come to the KGBV schools for education of the presence or absence of the hostel facility would affect the strength of students in KGBV schools. The position that had been obtained in this regard has been presented in the table below.

Table 6.51 Distribution of teachers as per their opinion on the effect of hostel facility on enrolment / attendance in KGBV schools

Do the teachers feel that even in absence of hostel facility girls would have come to school		
Yes	No	Total
8	8	12
66.7%	33.3%	100.0%

It has been seen that two third of the 12 teachers interviewed have felt that in the absence of hostel facilities the girls would not have come to schools.

Parent Teachers Association

Parent Teachers Association is an important institutional arrangement at the school where each teacher meets with the parents of the students at periodical interval and discuss about the progress of the child in the school and other child-school related issues. This has been proved to be useful in building up a rapport between parents and teachers for the improvement of the child. During the course of the present study it was investigated

whether the selected KGBVs are having the Parent teacher Association, whether the teachers actively participate in the same, Whether the Girls progress is discussed in the meeting and whether the parents cooperate.

It has been seen that in all the selected schools the Parent teacher Association is functioning and the performance of the girls is invariably discussed in the said meetings. However the active participation of the teachers and the cooperation of the parents vary from place to place, school to school and teacher to teacher. The information gathered from the 12 teachers contacted during the present study on the active participation of teachers and the cooperation of the parents are summed up and presented in the tables below.

Table 6.52 Distribution of teachers as per their active participation and their opinion on the cooperation from parents

Does participates in parent teacher association		Do feel that parent cooperate to improve performance of girls		Total
Yes	No	Yes	No	
5	7	11	1	12
41.7%	58.3%	91.7%	8.3%	100.0%

It is seen that about 60 percent of the teacher's do not take the Parent Teacher Association seriously and actively. However all but one of the 12 teachers interviewed (>91%) have said that the parents do cooperate to improve the performance of the girls.

It is a must that all teachers take the Parent Teacher Association meetings seriously and participate very actively in the same.

Teachers' view on Sufficiency of teacher

For taking the classes on different subjects for all the classes run by KGBV there must be sufficient number of teachers. The teachers were asked to give their opinion whether the number of teachers in their school is sufficient or not. The opinion gathered from them have been combined and presented in the table below.

Table 6.53 Distribution of teaches as per their opinion on the sufficiency of teachers in their schools.

Do the teacher say that school has sufficient teachers		
Yes	No	Total
10	2	12
83.3%	16.7%	100.0%

It is heartening to note that more than 83 percent of the cases, the teachers contacted have expressed that the schools have sufficient teachers.

Teachers stay in hostel

Under the KGBV scheme one of the teachers is normally functioning as warden of the hostels and normally the warden is expected to stay in the hostel. It may so happen that other teachers may also stay in the hostel in residential schools. It has been tried to ascertain from the 12 teachers contacted whether they stay in the hostel and whether there is separate room for teachers to stay in the hostel. The consolidated picture in this regard is presented in the tables below.

Table 6.54 Distribution of teachers as per the fact whether they stay in the hostel or not

State	Does teacher stay in the hostel		Total
	Yes	No	
Madhya Pradesh	4	8	12
	33.3%	66.7%	100.0%

It has been seen that out of the 12 teachers interviewed one third are staying in the hostels. There are separate rooms in the hostels for teachers to stay.

4.65 Teachers' view on Quality of service in hostel

The quality of service in hostels with regard to drinking water, sanitation, food, other supplies and other facilities have been enquired from the teachers and the situation w.r.t to each of these items are presented below.

Table 6.55 Distribution of teachers as per their opinion on the quality of drinking water

State	Quality of Drinking water			Total
	Very Good	Just Good	Needs Improvement	
Madhya Pradesh	7	5	0	12
	58.3%	41.7%	0.0%	100.0%

In about 60 percent of the cases in Madhya Pradesh the quality of drinking water was said to be very good and all the rest have said that it is just good. None have said that the situation needs improvement.

Table 6.56 Distribution of teachers as per their opinion on sanitation conditions and hygiene

State	Sanitation conditions and hygiene			Total
	Very Good	Just Good	Needs Improvement	
Madhya Pradesh	9	2	1	12
	75.0 %	16.7%	8.3%	100.0%

Three fourth of the 12 teachers interviewed in Madhya Pradesh have said that the sanitation and hygiene are very good in the hostels and one third has said that it is just good. Only one teacher has said that the condition needs improvement.

Table 6.57 Distribution of teachers as per their opinion on quality of food

State	Quality of food			Total
	Very good	Just Good	Needs Improvement	
Madhya Pradesh	9	3	0	12
	75.0%	25.0%	0.0%	100.0%

Three fourth of the teachers in Madhya Pradesh have said that the quality of food is very good and the remaining one third have said that it is just good.

Table 6.58 Distribution of teachers as per quality of other supplies in the hostel

State	Quality of other supplies in hostel			Total
	Very Good	Just Good	Needs Improvement	
Madhya Pradesh	8	3	1	12
	66.7%	25.0%	8.3%	100.0%

In the case of other supplies in the hostels Two third of the teachers in Madhya Pradesh have said that the quality is very good. 25 percent have said that it is just good and the rest about 8 percent have said it needs improvement.

Table 6.59 Distribution of teachers as per their opinion on the quality of other facilities in the hostels

State	Other facilities			Total
	Very Good	Just Good	Needs Improvement	
Madhya Pradesh	8	2	2	12
	66.7%	16.7%	16.7%	100.0%

In the case of other facilities in the hostel about 17 percent of the teachers in Madhya Pradesh have said that the quality needs improvement and another about 17 percent has said it is just good. Two third of the teachers have said that the quality is very good. **This is an area where attention of KGBV authorities is needed for improvement. Improvements of quality in all matters are to be ensured in all schools where the improvements are wanting.**

Teachers' Help in cooking

In many of the school where midday meal scheme is functioning it has been seen that teachers help in cooking. So also has been seen in some of the hostels in some of the schools. It has been asked from the teachers of KGBVs during the course of the study whether they help in cooking in the hostel. Their responses have been consolidated and presented in the table below.

Table 6.60 Distribution of teachers as per their act of helping or not in cooking in hostels

State	Whether teacher helps in cooking in hostel		Total
	Yes	No	
Madhya Pradesh	6	6	12
	50.0%	50.0%	100.0%

Half of the teachers in Madhya Pradesh have said that they are helping in the cooking in the hostel. **The scheme has provisions for cooks and assistant cooks in the hostels. Cooking has to be done only by them and in their absence by hiring proper cooks from the market and teacher should not be engaged in cooking activities.**

Help in studies in hostels by teachers

Normally hostels will have arrangements for helping the hostel students in their studies by teachers visiting the hostels at regular intervals. It has been ascertained from the 12 teachers contacted whether they help the students in the hostel in their studies. All but one of the 12 teachers contacted in Madhya Pradesh have said that they help students in the hostels in their studies.

Study hours in hostel as per observation of teachers.

Hostels normally observe specific study hours during which no other activity except studying is expected to be done in the hostel. The team wanted to know whether such a practice is followed in the case of hostels attached to KGBV scheme. The teachers contacted were enquired about the same and their replies have been consolidated and presented in the table below.

Table 6.61 Distribution of teachers as per their statements on observation of study hour in hostels

Is there a separate study hour in hostel (as heard from Teacher)		
Yes	No	Total
10	2	12
3. 83%	16.7%	100.0%

All but two out of the 12 teachers contacted in Madhya Pradesh have said that the study hours are observed in the hostels.

Teachers' view on Regularity in attendance by students and interest of girls in studies

Regular attendance to the classes by the students is important for the student to follow the lessons taught. The teachers are the best person to tell about the regularity of students in classes. The 12 teachers met during the course of the study were asked about the regularity of students in classes. It is extremely heartening to note that in all cases all the teachers in Madhya Pradesh have said that the students attend classes regularly. This is an indicator of successful operation of KGBV schools.

Once it is known that the girls attend the classes regularly, it was ascertained from the teachers whether they really show interest in studies. Here again all the teachers in all the places have said that the girls show interest in studies.

Interaction of girls with teachers

Having known that the girls attend the schools regularly and show interest in studies, it was attempted to measure the level on interaction of girls with the teachers and the teachers met during the survey were asked to grade the interaction as very good, normal and needs improvement. These gradings have been consolidated and the results are presented in the table below.

Table 6.62 Distribution of teachers as per their grading of interaction of girls with teachers

State	Interaction of girls with teachers			Total
	Very Good	Normal	Needs Improvement	
Madhya Pradesh	10	2	0	12
	83.3%	16.7%	0.0%	100.0%

Except two the rest of the 12 teachers interviewed in Madhya Pradesh have said that girls have very good interaction with the teachers and the two have said that they have normal interaction.

About the Teacher's job

Lastly the teachers were asked about their job satisfaction and their satisfaction about the remuneration being received and whether they get their salary regularly. The responses in these regards can be seen in the tables below.

Table 6.63 Distribution of teaches as per their job satisfaction

Whether teacher is satisfied with j			
State	Yes	No	Total
Madhya Pradesh	12	0	12
	100.0%	0.0%	100.0%

It has been seen that all the teachers have their job satisfaction in Madhya Pradesh.

Table 6.64 Distribution of teachers as per their satisfaction of the remuneration received.

Whether satisfied with salary			
State	Yes	No	Total
Madhya Pradesh	3	9	12
	25.0%	75.0%	100.0%

It is saddening to note that 9 out of the 12 teachers interviewed (75%) are not satisfied with their salary

Table 6.65 Distribution of teachers as per regularity of receipt of their salary

Whether getting salary regularly			
State	Yes	No	Total
Madhya Pradesh	11	1	12
	91.7%	8.3%	100.0%

All but one of the 12 teachers have said that they receive their salary in time. **Timely disbursal of salary has to be ensured in all cases.**

The interviews of girls

KGBV scheme has been launched to encourage girls education by bringing the drop outs and never to school girls form socially disadvantageous groups to the schools taking them in the middle schools level at age appropriate classes, giving them free Education with all the facilities such as free educational materials, free hostel facilities and other facilities for grooming up such as those for recreating, co-curricular activities, vocational education, skill education, self-defense and martial arts, exposure to child rights, women rights, giving them a bridge course to make them fit for the class in which they are admitted and helping them

to continue their education even after they leave the school by proper liaison with the girls, their parents and the educational institutions and hostel facilities.

In order to gauge how far the scheme has actually helping the girls and what the girls actually feel, the survey team has contacted girls who are currently studying in the schools under the scheme as well as those who have passed out and obtained their opinion on various issues.

Years spent by girls in KGBV

The girls who are currently studying under KGBV scheme contacted were asked as to when they have joined the institution for the studies. The team has seen the students have joined during the period 2015 to 2018 in different schools. The number of students joined in different years is presented in the table below.

Table 6.66 Distribution of girls as per year of joining

State	Year of joining					Total
	2014	2015	2016	2017	2018	
Madhya Pradesh	0	3	18	21	18	60
	0.0%	5.0%	30.0%	35.0%	30.0%	100.0%

It has been seen more or less equal numbers of girls have joined in each of the last three years. Normally the students are expected to be in the school for only three years. However a very small number of students who have joined in the year 2015 were also found in the school.

Girls who have already left the KGBV were asked as to how many years they have spent in KGBV and according to the number of years they have been spent they have been classified and the result is presented in the table below.

Table 6.67 Distribution of Ex-students as per the number of years they have spent in KGBV

years>	1.0	2.0	3.0	4.0	>4	Total
State	0	0	30	0	0	30
Madhya Pradesh	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%

Normally a girl is expected to spend three years in KGBV. It is seen all the girls contacted have remained in the school just for 3 years.

Qualification – the class in which studying

In the case of the girls who are currently studying and selected for the study were asked about the class in which they are studying. Though originally the scheme covered only from class 6th to class 8th by the time the survey has started the same has been extended up to class 10th and it was found in the field in Assam the extension to higher class has been

come into force Efforts have been done to give fair representation of different classes while selecting the girls. The distribution of the girls as per the class in which they were studying at the time of the survey is presented in the table below.

Table 4.68 Distribution of girls as per the class in which they were studying

State	The class				Total
	6th	7th	8th	9 th	
Madhya Pradesh	14	25	21	0	60
	23.3%	41.7%	35.0%	0.0%	100.0%

In Madhya Pradesh nearly one fifth belonged to 6th standard. More than 41 percent belonged to 7th standards and 35 percent belonged to 8th standard.

In the case of the pass outs their current educational qualification was obtained from them. It has been seen many of the pass outs contacted are currently studying in high schools / higher secondary schools or just completed the same. Some of them however were diploma holders and graduates. Even post graduate has been contacted. The distribution of the ex-students as per their qualification is presented in the table below.

Table 6.69 Distribution of ex-student of KGBV contacted as per education

State	HS/HSS studying or passed out	Diploma completed	ITI	M.A	Under Graduate	Total
Madhya Pradesh	30	0	0	0	0	30
	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%

It may be seen that all the pass outs are in the bracket of High School (HS) or Higher Secondary School (HSS).

Girls' opinion on Admission

The girls both those who are currently studying and those who have passed out were asked whether they were able to get the admission to the schools easily or not. Except one currently studying girls all remaining 89 out of 90 girls, (60 currently studying and 30 pass outs) have said that they were able to get admission easily.

Girls' opinion of secular Environment

KGBVs are expected to have a nonpartisan and secular atmosphere, ensuring no discrimination on the basis of caste, creed, status etc treating all the girls on equal footing. To get an insight as to how far the same is being followed the girls contacted were asked whether in their opinion or as per their observation during their stay in the school, the school has maintained a non-partisan and secular environment in the school or not. The replies received from them have been consolidated and presented in the table below.

Table 6.70 Distributions of girls as per their view on the environment in the schools

State	Does KGBV maintains nonpartisan and secular environment					
	as per current students			as per ex students		
	Yes	No	Total	Yes	No	Total
Madhya Pradesh	60	0	60	27	3	30
	100.0%	0.0%	100.0%	90.0%	10.0%	100.0%

A vast majority of the girls contacted all the 60 current students and 27 out of 30 pass outs have opined that the school do maintain non-partisan and secular environment.

Girls' Exposure to Bridge Course

The girls who are either drop outs or those who had no formal education are admitted to appropriate classes in the KGBV schools. They are given the assistance of bridge school to make them fit for the class in which they are admitted giving them the necessary academic input that they should have otherwise got it for the admission into the class, thus bridging the gap between the level of their knowledge and the knowledge required for the admission in the class in which they were admitted. The results of the probe can be seen in the table below.

Table 6.71 Distribution of girls as per their exposure to bridge courses

State	Whether attended a bridge course					
	Current students			Ex-students		
	Yes	No	Total	Yes	No	Total
Madhya Pradesh	53	7	60	18	12	30
	88.3%	11.7%	100.0%	60.0%	40.0%	100.0%

The number of persons attending the bridge course will depend upon the number of girls with non- formal education. It is seen that 53 out of the 60 current students and 18 out of the 30 ex-students have attended the bridge courses. Bridge courses have generally helped the students.

Girls exposed to Remedial Classes

In the schools the performance of the students in a class will not be uniform. There may be a number of students whose performance is not up to the mark. For those students special classes are taken as remedial classes giving them proper extra coaching to improve their performance. The girls have been asked during the course of the survey whether they have

attended any remedial classes or not. This will give an indication of the efforts taken for improvement of the low performers. All the 60 current students are attending the remedial classes. However only 24 out of the 30 ex-students had attempted the remedial classes. It is found that the remedial classes are successful in KGBVs.

Girls and Home Work

The students were asked about home works, whether they are given homework regularly, whether the home work is being checked regularly, and whether the notebooks of the children are verified regularly. All the girls have affirmed that the home works are being given regularly, they are being checked regularly, and the notebooks are being checked regularly. Thus it is seen that in KGBV schools home works are given regularly and the home works and notebooks are being checked regularly.

On Tests and Examinations from girls

Tests and examinations are part of evaluation methods of the performance of the students and are expected to be conducted at regular intervals. The girls in the KGBVs have been asked whether the tests are conducted regularly and whether the examinations are being held regularly. In Madhya Pradesh except for one student all others students have said that the examinations are being held regularly. It indicates that the tests and examinations are generally conducted regularly in KGBV Schools.

It has also been ascertained from the students as to when were their examinations conducted. It has been seen that the examinations were conducted in the month of June – July in Madhya Pradesh.

Supply of Books to Girls

Under the scheme every student is supposed to be supplied text books free of cost. To check how far this is accomplished the students were asked whether they have received the text books free of cost. It is heartening to note that all the current students and all the ex-students have confirmed that they have received the text books free of cost.

Girls' Interaction with teachers

Student's interaction with teachers is a factor that gives opportunity for the students to learn more and improve their performance. It has been enquired from all the students contacted whether they had interaction with the teachers or not. All the students currently studying have affirmed that they have the interaction with the teachers.

Table 6.72 Distribution of ex-students as per their having interaction with the teachers or not

State	Had interaction with teachers		Total
	Yes	No	
Madhya Pradesh	26	4	30
	86.7%	13.3%	100.0%

It has been seen that nearly 87 percent of the ex-students have said that they did have interaction with teachers. It is just four girls out of 30 who had said that they did not have interaction.

The fact that the current students have no case of non-interaction indicates that the situation with regard to interaction of girls with teachers have perhaps improved over time.

Girls opinion on Class room teaching

An effective and high quality of teaching in the class room will help to improve the performance of the girls and to make the girls education successful. The girls contacted were asked to give their opinion about the quality of class room teaching. Their responses have been consolidated and presented below.

Table 6.73 Distribution of girls as per their opinion on the quality of class room teaching

State	Quality of class room teaching							
	Current students				Ex-students			
	Good	Average	Poor	Total	Good	Average	Poor	Total
Madhya Pradesh	55	5	0	60	25	1	4	30
	91.7%	8.3%	0.0%	100.0%	83.3%	3.3%	13.3%	100.0%

It has been seen that about 92 percent of the current students and about 83 percent of the ex- students have found that class room teaching to good. It is only 4 ex-students who have found the quality to be poor.

Girls' opinion on Availability of subject wise teachers.

It has already been indicated that the KGBV should have separate teachers for each subject especially science and Mathematics. The survey team has inquired from the girls whether they had subject wise teaches to handle different subjects for them. The distribution of girls as per their opinion in this regard can be seen in table below.

Table 6.74 Distribution of girls as per their having subject wise teachers

State	Whether had subject wise teacher					
	Current students			Ex-students		
	Yes	No	Total	Yes	No	Total
Madhya Pradesh	57	3	60	24	6	30
	95.0%	5.0%	100.0%	80.0%	20.0%	100.0%

It is seen that as many as 95 percent of the current students and 80 percent of the ex-students have said that they had separate teachers for different subject. **It has to be ensured that the schools are to be provided with subject wise teachers.**

Girls opinion on Usage of Materials and Facilities

The use of Teaching Learning Materials (TLM), Black Board and Audio-Visual aids for teaching in the class room will enhance the quality of teaching and hence improve the standards of education of the children. The girls contacted were asked whether in their class rooms these materials / facilities have been used or not. More than 75 percent of the current students and more than 50 percent of the ex- students in Madhya Pradesh have told that TLM are used in their class rooms for teaching. **It must be ensured that these materials are invariably used in all the schools.**

Blackboard was being used in almost all the schools.

The use of Audio visual aid was confirmed by less than 50% of the current students and less 40% ex- students.

Girls opinion on Physical infrastructure facilities in the class rooms

The class rooms are expected to have sufficient space, sufficient furnitures, good lighting, good ventilation, and protection from rain waters entering the class rooms. The students and the ex- student.

There is not even one student in Madhya Pradesh, who has said that the space is not adequate and not even one has complained about lighting. It is only one student from Madhya Pradesh who has complained about ventilation. More than three fourth of the students have said that good light is available in the class rooms. All the students currently studying have affirmed that there is good ventilation in their class rooms.

Girls opinion on availability of Computers

Off late computer has become an essential and integral part of education as everything around us is turning digital. In this context, the availability of computers in the schools, the knowledge of the students in usage of computers and the use of computers by the students have been probed during the course of the study while interacting with the girl.

Table 6.75 Status of availability of computers,

State	Whether sufficient computers available					
	Current students			Ex-students		
	Yes	No	Total	Yes	No	Total
Madhya Pradesh	32	28	60	23	7	30
	53.3%	46.7%	100.0%	76.7%	23.3%	100.0%

It is a matter of concern that the situation regarding availability of sufficient computers is not very good and seems to have deteriorated over time. About 44 percent of the ex-students have said that sufficient computers were available for them whereas only about 53 percent of the current students have said that sufficient numbers of computers are available for them. **Sufficient computers must be made available in all the KGBVs.**

Girls' Knowledge of computers

How far the students are aware of the usage of computer is the next question probed. The girls were asked whether they have very good knowledge of the usage of computer or just the basic knowledge or no knowledge at all. Their responses have been consolidated and presented in the table below.

Table 6.76 Distribution of girls as per their level of knowledge of computer usage.

State	Level of computer knowledge in the case of							
	Current students				Ex students			
	Good Knowledge	Basic Working Knowledge	No Knowledge	Total	Good Knowledge	Basic Working Knowledge	No Knowledge	Total
Madhya Pradesh	18	34	8	60	6	20	4	30
	30.0%	56.7%	13.3%	100.0%	20.0%	66.7%	13.3%	100.0%

It is seen Good knowledge of computers use is available only in the case 30 percent of the girls now and 20 percent of the girls earlier. Still about 13 percent have no computer knowledge among the girls in KGBVs in Madhya Pradesh.

Use of computers by Girls

Next it was probed from the students use the computers. The students were asked whether they use computer often or just make normal use or seldom use. The overall situation in this regard can be seen in the table below.

Table 6.77 Distribution of students as per frequency of usage of computers

State	Frequency Use of computers			
	Use Often	Normal use	Seldom Use	Total
Madhya Pradesh	24	24	12	60
	40.0%	40.0%	20.0%	100.0%

It is seen that more than 40 percent of the students in KGBV often use the computers and another 40 percent make normal use. However 20 percent make no use. All must be encouraged to make use of computers often.

Girls opinion on Extra class room activities

The school besides the class room teaching has many other activities for grooming up the children. The quality of these activities helps the improvement of the overall personality of the students. It was probed from the students about the quality of the extra class room activities whether they are good, average, or poor and the overall picture in this regard is presented in the table below.

Table 6.78 Distribution of girls as per their ranking of the extra class room activities.

State	Quality of extra classroom activities							
	Current students				Ex students			
	Good	Average	Poor	Total	Good	Average	Poor	Totals
Madhya Pradesh	42	16	2	60	19	11	0	30
	70.0%	26.7%	3.3%	100.0%	63.3%	36.7%	0.0%	100.0%

It is only very few students about 3 percent of current students only who have rated the extra class room activities in KGBVs as poor. The situation in this regard is satisfactory.

Girls opinion on Security arrangements

The satisfaction of the girls over the security arrangement made for them is of utmost importance. The girls contacted during the course of the survey were asked whether they were satisfied with the security arrangements or not. Except two current students the rest of the girls in Madhya Pradesh are satisfied with the security arrangements.

Girls opinion on Library

Library is one of essential requirement for use both by the faculty and by the students. It will also help the students to enhance their general knowledge. The availability of library has been ascertained form the students and ex-students. The position as given by the students and ex-students are indicated below.

Table 6.79 Distribution of girls as per their statement on availability of library

State	Availability of library as ascertained from girls					
	Current students			Ex students		
	Available	Not available	Total	Available	Not available	Total
Madhya Pradesh	59	1	60	22	8	30
	98.3%	1.7%	100.0%	73.3%	26.7%	100.0%

Nearly three fourth of the ex-students and almost all the current students have said the libraries are available to them. There is good increase in the percentage of current students as compared to ex- students in the use of library.

Accommodation and Food

The girls in the KGBVs are provide hostel accommodation. In some of the hostels they may be given independent rooms and in some other place they may have to share the accommodation with others. The hostels may have a fixed menu and the food may be supplied according to menu or there can be deviations from this practice. Day today affairs of the hostels are managed by the wardens who have also the control over the girls. During the course of the survey the team has asked the girls with whom they have interacted the questions about their accommodation- whether the hostel has sufficient rooms for the girls, whether they have independent rooms or have to share the rooms, whether they like the sharing, whether there is a menu and the food is supplied is as per menu and whether they like the behaviour of the warden etc.. The over al positions in thee respects can be seen in the table below.

Table 6.80 Distribution of girls as per having independent rooms

State	Whether allotted independent rooms					
	Current students			Ex-students		
	Yes	No	Total	Yes	No	Total
Madhya Pradesh	13	47	60	14	16	30
	21.7%	78.3%	100.0%	46.7%	53.3%	100.0%

It is seen that about 78 percent of the current students are sharing the accommodation. Among the ex-students only about 53 percent were sharing the accommodation. The situation has worsened over time.

In Madhya Pradesh, about 30 percent of the ex-girls and about 27 percent of the current girls contacted were not satisfied with the role of the warden. However there seems to be slight improvement in this regard over time. Most of the girls have confirmed that the food is served according to menu.

Receipt of Uniform by girls

The girls contacted during the survey were asked whether they receive adequate uniforms or not during the course of their stay in the KGBV. Their replies in this regard have been consolidated and presented in the table below.

Table 6.81 Distribution of students as per receipt of uniforms

Receipt of Uniforms							
Current students				Ex students			
Adequate	Not adequate	Not received	Total	Adequate	Not adequate	Not received	Total
52	5	3.	60	25	5	0	30
86.7%	8.3%	5.0%	100.0%	83.3%	16.7%	0.0%	100.0%

It had been seen that more than 80 percent of the ex-students as well as the current students have said that they have received adequate uniforms. However it is seen that 3 current students have not received the uniforms. **Supply of adequate uniforms to all the girls at the earliest after they join the KGBV has to be ensured in all cases.**

Activities in the Hostel

An attempt has been made to probe into some of the activities in the hostel such as whether there is a time table in the hostel, whether the girls are satisfied with the time table, whether the girls follow the time table, Whether there is a study hour in the hostel, Whether the study hour is being followed by the girls, whether the festivals are celebrated in the hostel and whether the girls help in cooking in the hostel.

It has been told by all the girls that there is a daily time table in their school. The team has also observed in the schools that the daily time tables of activities are available in all the school. In Madhya Pradesh, In the current students except 2 are satisfied with the daily time table of activities. However in the case of ex-students Madhya Pradesh were not satisfied. About 20 percent of the girls are not following the daily time table of activities.

One 5th of the current students in Madhya Pradesh have said that there is no study hour in their hostels. Ex-students also have said that there is no study hour all the students who have said that there is study hour in the hostel have also affirmed that they do follow the study hour.

More than 90 percent of the students in Madhya Pradesh have said that they are celebrating the festivals in their schools.

It may be possible that some of the girls may take their own interest in helping in cooking or some places they may be required to help. The girls were asked to state whether they help in cooking in the hostel. The responses received from them have been consolidated ad pretend in the table below.

Table 6.82 Distribution of girls as per the fact whether they are helping in cooking

State	Help in cooking by					
	Current students			Ex students		
	Yes	No	Total	Yes	No	Total
Madhya Pradesh	37	23	60	17	13	30
	61.7%	38.3%	100.0%	56.7%	43.3%	100.0%

In the case of ex-students about 57 percent of the girls used to help in cooking whereas at present it has nominally increased to about 62 percent. It would not be proper to engage the girls in the cooking activities of the hostel under any circumstances. The hostels should have its own staff in cooking and the time of the students may not be spent for this purpose.

Girls' participation in cleaning activities:

It is possible in the hostels that the children are engaged in various cleaning activities. Whether in the KGBVs the girls are engaged in the cleaning activities is probed by asking the girls whether they do various cleaning activities such as cleaning kitchen, cleaning bathrooms, cleaning toilets and cleaning living room.

It is seen that 85% of the students are cleaning the kitchen. More than three fourth of the students are engaged in cleaning the bathrooms. More than 80 percent are engaged in cleaning toilets. About three fourth of the girls are cleaning toilets.

Girls opinion on Facilities' and Supplies

The KGBV scheme has stipulated norms of supply various items of daily use, normal wear besides uniform, and other occasional requirement as well as different facilities to be provided to them. The survey team has tried to find out from the girls contacted whether they are aware of the provision as per guideline of the scheme of the facilities to be given to them and the supplies to be made to them. In Madhya Pradesh except four current students all the other girls have said that they are aware of the facilities and supplies to be made to them as per provisions of the scheme.

Satisfaction over availability of infrastructure

The girls were asked about whether they are satisfied with availability of sufficient toilets, stationary, Electricity, fans, drinking water and water for other purposes, recreational facilities, extracurricular activities, audio visual aids, Vocational training facilities, first aid facilities, General medicines, sports facilities etc.

In Madhya Pradesh, one fourth of the students were not satisfied with water for other purposes. In 13 percent cases in Madhya Pradesh it has been reported that the recreational facilities are not available. It is seen 88 percent of the girls are satisfied with availability of extra-curricular activities and 73 percent were satisfied with audio visual aids.

It has to be ensured that these facilities are made available in each and every school.

Girls' Satisfaction on the cleanliness and upkeep of facilities

The level of satisfaction of the girls on the cleanliness and upkeep of kitchen, living room, bath room, toilet, furnitures, common areas, surroundings and bed linen were probed.

In Madhya Pradesh, more than two third of the students were very much satisfied with the upkeep of kitchen, more than 80 percent with the upkeep of living room. More than 90 percent with bath room facilities, 97 percent with upkeep of common areas as well as surroundings and 57 percent with bed linen. There had been no person dissatisfied with toilets, furniture.

The cases of dissatisfaction though minimal should be taken note of and steps to improve the upkeep the facilities to get the best satisfaction of the girls have to be taken so that the girls will be attracted to the KGBVs.

Girls' Satisfaction on teaching and hostel

Teaching and hostel are the two important factors of the scheme. The more the girls are satisfied on these two aspects the more the deserving girls will be attached towards the scheme making the scheme successful. Hence the girls contacted were asked about the level of their satisfaction on these two factors.

Most of the students (88%) were very much satisfied with the teaching and most of the students were also very much satisfied with the hostels. **However the hostels are to be made more attractive for the girls so that they may like to stay there to continue their learning and the teaching also could become more useful.**

Girls' opinion on Issue related to menstruation

An important issue w.r.t. the girls is the matter concerning menstruation. In most of the cases the girls may be hailing from conservative background. They might have been exposed to taboos with regard to menstruation. Thus might not have been allowed to discuss the issues related to menstruation in open and might not be following the requirements to keep hygiene and having the use of pads. It is expected that they will be better groomed in the KGBVs in these respects. It has been enquired from them whether they are still following the taboos related to menstruation, whether they discuss and / or challenge the taboos and whether they are being provided with pads or not.

In Madhya Pradesh more or less half of the girls follow the taboos and half do not.

Girls opinion on Effect of hostel on retention of girls in KGBV

In order to ascertain whether the girls would still have come or continued in the KGBV school even if the hostel Facilities were not there further specific question was put to them in this regard. The result in this regard can be seen in the table below.

Table 6 . 8 3 Distribution of girls as per their chances of joining KGBV even in the absence of hostels

State	Whether would have come to / continued in KGBV even in the absence of hostels					
	Current students			Ex students		
	Yes	No	Total	Yes	No	Total
Madhya Pradesh	55	5	60	30	0	30
	91.7%	8.3%	100.0%	100.0%	0.0%	100.0%

It is seen that more than 90 percent of the current students and 100 percent of the ex-students have said that they would have been there in the schools in the absence of the hostel facility.

(i) Socio-psychological support to resume their schooling and join KGBV. Whereas the scheme have opportunity to reach such groups or girls only once during the enrolment drive.

There should be provision for continues contact with the target population of hard to reach groups and vulnerable girls.

(ii) The details of number of students, social group wise, class wise for the whole school are given below

Learning Achievement

Learning Achievement for the KGBVs for the years of reference could not be obtained. However the learning achievement for the state as whole with social group wise break up has been obtained from the National Achievement Survey (NAS)

NAS was conducted throughout the country on November 13, 2017 for Classes 3, 5 and 8 in government and government aided schools. The survey tools used multiple test booklets with 45 questions in Classes III and V and 60 questions in Class VIII in Mathematics, Language, Sciences and Social Sciences. The competency based test questions developed, reflected the Learning Outcomes developed by the NCERT which were recently incorporated in the RTE Act by the Government of India. Along with the test items, questionnaires pertaining to students, teachers and schools were also used.

In Class 8, on an average, the correct responses to the subjects were 55%, 43%, 40% and 44% in Language, Science, Mathematics and Social Science respectively. In Language, Mathematics and Science the girls have shown marginal higher performance than the boys. In Social Science the performance of girls and boys were equal. Urban school performed better in Language and science in comparison to rural schools. While Rural school performed better in Mathematics. The performance of the Government schools was better in all the subjects in comparison to Government Aided Schools. General students performed better in different subjects in comparison to other social groups.

Table 6.84 Learning Achievement by Social Groups for Class 8th in Madhya Pradesh

Social group	Language	Mathematics	Science	Social Studies
SC	55	40	43	44
ST	51	36	41	41
OBC	57	41	45	45
General	58	42	45	47

(Source: National Achievement Survey, NAS 2017, Madhya Pradesh State Learning Report,

Highest Performing Learning Outcomes

Records data using tally marks, represents pictorially and draws conclusions (73)

Voices opinion on good/bad touch, stereotypes for tasks/play/food in family w.r.t gender, misuse/wastage of food and water in family and school (73)

Identifies and makes 2D-shapes by paper folding, paper cutting on the dot grid, using straight lines etc (7)

Reads the time correctly to the hour using a clock/watch (76)

Compares numbers up to 999 based on their place values (77)

Lowest Performing Learning Outcomes

Finds surface area and volume of cuboidal and cylindrical object (20)

Locates distribution of important minerals e.g. coal and mineral oil on the world map (26)

Describes the functioning of rural and urban local government bodies in sectors like health and education (27)

Observes rules in games (local, indoor, outdoor) (28)

Verifies properties of parallelogram and establishes the relationship between them through reasoning (29)

LO Code	Learning Outcome Class 8	Average Performance (in Percent)
Language		
	Read textual/non-textual materials with comprehension and identifies the details, characters, main idea and sequence of the ideas and events while reading	54
Mathematics		
	Solves problems involving large numbers by applying appropriate operations	37
	Solves problems on daily life situations involving addition and subtraction of fractions / decimals	44
	Finds out the perimeter and area of rectangular objects in the surroundings like floor of the class room, surfaces of a chalk box etc	39
	Arranges given/collected information in the form of table, pictograph and bar graph and interprets them	37
	Interprets the division and multiplication of fractions	36
	Solves problems related to daily life situations involving rational numbers	37
	Uses exponential form of numbers to simplify problems involving multiplication and division of large numbers	39
	Adds/subtracts algebraic expressions	49
	Solves problems related to conversion of percentage to fraction and decimal and vice versa	34
	Finds out approximate area of closed shapes by using unit square grid/ graph sheet	32
	Finds various representative values for simple data from her/ his daily life contexts like mean, median and mode	42
	Interprets data using bar graph such as consumption of electricity is more in winters than summer	37
	Generalises properties of addition, subtraction, multiplication and division of rational numbers through patterns	30
	Finds rational numbers between two given rational numbers	36
	Proves divisibility rules of 2, 3, 4, 5, 6, 9 and 11	50
	Finds squares, cubes, square roots and cube roots of numbers using different methods	48
	Use various algebraic identities in solving problems of daily life	39
	Verifies properties of parallelogram and establishes the relationship between them through reasoning	29
	Finds surface area and volume of cuboidal and cylindrical object	20
	Draws and interprets bar charts and pie charts	36
Science		
	Classifies materials and organisms based on properties/ characteristics	41
	Conducts simple investigation to seek answers to queries	31
	Relates processes and phenomenon with causes	39
	Measures and calculates e.g., temperature; pulse rate; speed of moving objects; time period of a simple pendulum, etc	53
	Plots and interprets graphs	34
	Constructs models using materials from surroundings and explains their working	36
	Differentiates materials, organism and processes	46

Relates processes and phenomenon with causes	36
Explains processes and phenomenon	39
Measures angles of incidence and reflection, etc	42
Applies learning of scientific concepts in day-to-day life	43
Makes efforts to protect environment	59
Social Studies	
Identifies latitudes and longitudes, e.g., poles, equator, tropics, States/UTs of India and other neighbouring countries on globe and the world map	46
Locates important historical sites, places on an outline map of India	40
Describes the functioning of rural and urban local government bodies in sectors like health and education	27
Explains preventive actions to be undertaken in the event of disasters	41
Describes formation of landforms due to various factors	39
Explains the significance of equality in democracy	37
Describes the process of election to the legislative assembly	54
Explains the functioning of media with appropriate examples from newspapers	55
Differentiates between different kinds of markets	61
Traces how goods travel through various market places.	55
Describes major crops, types of farming and agricultural practices in her/his own area/state	42
Locates distribution of important minerals e.g. coal and mineral oil on the world map	26
Justifies judicious use of natural resources	48
Draws inter-relationship between types of farming and development in different regions of the world	33
Distinguishes the modern period from the medieval and the ancient periods through the use of sources	45
Explains the origin, nature and spread of the revolt of 1857 and the lessons learned from it	47
Analyses the decline of pre-existing urban centers and handicraft industries and the development of new urban centers and industries in India during the colonial period	29
Analyses the issues related to caste, women, widow remarriage, child marriage, social reforms and the laws and policies of colonial administration towards these issues	44
Applies the knowledge of the Fundamental Rights to find out about their violation, protection and promotion in a given situation	44
Describes the process of making a law. (e.g. Domestic Violence Act, RTI Act, RTE Act)	44
Identifies the role of Government in providing public facilities such as water, sanitation, road, electricity etc., and recognizes their availability	39
Draws bar diagram to show population of different countries/ India/states	52

4.4 Rajasthan

Arrangement at the level of management and facilitation of KGBV schools

- (iii) Ms. Snehlata Harit, Deputy Commissioner (RAS), Girls Education is over all in charge at the state level. Gender cell constituted in (SMSA) with a state level committee exists. Deputy Commissioner RAS, Deputy Director, Assistant Directors and others take care of the matters at the state level. At the district level ADPC, PO and APC together take care of the work.
- (iv) Rajasthan Council of School Education is looking after the matters of KGBVs at state level. State Project Director is the nodal officer at the state level and Chief District Education Officer is the nodal officer at district. RCSCE has mechanism to engage non-state actors to strengthen learning processes through Rajasthan Education Initiative level (REI) by signed MOU. Some of such organisations are - UNICEF, Save the children, Plan India, Educate Girls, NSE partnership with UNFPA is under process.
- (v) The state also runs Residential schools/hostels for Out of School Children (OoSC), vulnerable children like migrants, Mewat hostels for Mewat girls in District Alwar. Residential schools and hostels are run by RCSCE (DoE).and other departments -- SJE, TAD, etc.
- (vi) At the state level the staffs sanctioned are indicated in table number 7.1 below and

Table 7.1 Sanction of Staff at State level in Rajasthan

Deputy Commissioner	1	MIS	1
Deputy Director	1	Computer Operator	2
Assistant Director	3		

all of them are in position. The state has not faced any constraints with regard to manpower

- (vii) There are 524 full time teachers and 54 part time teacher and all of them are females. There is no male teacher anywhere. All of them are appointed as per state norms.
- (viii) A Committee is constituted under Gender cell to appoint Govt teachers and vacancies are estimated and advertised. The candidates are screened, interviewed and the approval of DOE is taken. The teachers already working in government are allowed on a deputation for 4 years.
- (ix) The financial status in the past three year is given below

Table 7.2 Financial Progress in Rajasthan

₹ Lakh

Year	Allocation	Release	Expenditure
2017-18	8989.93	6029.269	7,870.97
2016-17	8983.86	8385.87	7,541.99
2015-16	8389.17	could not give the correct figure	6,477.30

- (x) It could be seen that release is always less than the allocation. Allocation had been remaining more or less stagnant, but the expenditure was increasing year by year.
- (xi) The state has said that it is facing the constraints w.r.t finance. The state has said that the budget amount of ₹ 25 Lakh per KGBV given in certain cases is not sufficient to run those girls hostels and in those cases the budget must be equitant to the amount give for Type-1 KGBVs.
- (xii) No delay in receipt of funds has been reported
- (xiii) The state has reported the constraints with respect to infrastructure and said that initial outlay and budget does **not give spaces for advance level facilities-cum-infrastructure, such as conference hall, where all 100 girls can sit together and participate in discussion or activities. Fully furnished playground was not incorporated in KGBV scheme. Computer lab is also missing; Separate library-cum-study room is also not visualised. Separate warden-residence is not part of the design. Water harvesting and solar panels is also not incorporated in initial building plan.** These gaps have come up due to the lack of adherence to schematic plan.
- (xiv) It has been confirmed that KGBV has separate Bank Accounts.
- (xv) The KGBVs in Rajasthan generally have Classrooms, Dormitory, HM room, library, playground, toilets, ICT Lab, Kitchen etc. Infrastructures are created normally following the guideline of KGBV scheme.
- (xvi) The state has said it has a special curriculum for training of teachers and it has trained its teacher wardens etc, during the past three years. It has also supplied the text books to the students. Learning and teaching materials are available and used in all the schools continuing and comprehensive system of evaluation and imparting skill education is adopted in some of the schools.
- (xvii) All KGBVs (with school or linked with school) are government upper primacy schools.

Hence state curriculum and assessment is followed which is prescribed by the state academic authority (SCERT). Currently all class 8 girls undergo elementary school completion examination, organised by the DoE.

(xviii) Hard to reach groups and vulnerable girls required long term socio-psychological support to resume their schooling and join KGBV. Whereas the scheme have opportunity to reach such groups or girls only once during the enrolment drive. **There should be provision for continues contact with the target population of hard to reach groups and vulnerable girls.**

(xix) The details of number of students, social group wise, class wise for the whole school are given bellow

Table 7.3 The details of students admitted in the last three years in Rajasthan

	Class VI				Class VII				Class VIII			
Year	ST	SC	OBC	GEN	ST	SC	OBC	GEN	ST	SC	OBC	GEN
2015-16	1583	1895	1623	490	1615	1934	1656	501	1471	1761	1508	456
2016-17	1687	1834	1542	486	1583	1895	1623	490	1615	1934	1656	501
2017-18	1805	2014	1615	473	1687	1834	1542	486	1583	1895	1623	490

(xx) As can be seen SCs are predominant. Classes VI, VII and VIII have more or less same strength.

(xxi) The details of enrolment showing the total admissions, Number of drop outs admitted and number of 5th pass admitted and the number of girls with no formal education admitted are given below Table 7.4 Details of admission by category in Rajasthan

Table 7.4 Details of admission by category in Rajasthan

Type of girls admitted	2015-16	2016-17	2017-18
Total admissions	16493	16846	17047
Number of dropouts admitted	5087	4833	4399
Enrolled with no proper formal education	3147	4424	4361

(xxii) It may be seen sufficient number of drop outs, girls with no proper formal education and CWSN have been admitted in the KGBVs.

(xxiii) The girls admitted do drop out in the first three months of the admission mainly due to homesickness and not being able to stay out from the home.

(xxiv) Due to non-availability of higher grades in same campus cultural practices and

prejudices at home towards girls education becomes stronger once girl reaches puberty; absence of incentive to continue education in hostel, concern of safety of girls among parents etc contribute as reasons for the failure of girls to continue beyond 8th class.

Status of recognition of schools

In Rajasthan 171 model 1 school and 22 model 3 schools are sanctioned. All of them have been established and functioning. All the 178 Model 1 schools are recognized as Government Upper Primary Schools and covered under UDISE. All the Model 1 and Model 3 KGBVs have all necessary infrastructures. However from the year 2018-19 there are three types of KGBVs in Rajasthan. The types and the numbers are indicated below.

Table 7.5 Type wise number of schools in Rajasthan

Type of school	Number of schools
Type 1	32
Type 3	68
Type- 4	118

Linkages with other government initiatives such as NRHM, ICDS (for access to benefits for adolescent girls), SSA (for teacher training) etc.

In Rajasthan the KGBVs keep linkages with many of the pass outs. In every EBB, Girls Hostels are running for continuation of studies of KGBV girls. These GH are constructed in either in campus of KGBVs or in the campus of Sr. Secondary Schools. This is done so that girls pass out from KGBVs are able to continue their studies and parents feel confident about their security. Administrative and managerial linkages are established to ensure continuation of education of KGBV girls. Further annual meetings of staff are held at district level and Counselling of parents and girls during PTM is being done. If a girl wants to go back home and continue her study from home, it is ensured through PEEO that she gets enrolment. This communication with PEEOs is done through Monthly meeting at the block level.

As part of linkages with NRHM, under school visit programme, bi-annual health check-up of girls is done and Joint initiative on developing IEC materials for girls on MHM is done.

Age of KGBVs- Year of establishment.

The year of establishment of the school has been obtained to know how long they are working in the field. As the schools were selected at random giving geographical representation and as schools are functioning from different years at different places we could not expect an equal-distribution of schools over years as per year of establishment. .

Table 7.6 Distribution of KGBVs as per year of establishment in Rajasthan

State	Year of establishment								Total
	2004	2005	2006	2007	2008	2012	2016	2017	
	0	1	0	5	0	0	0	0	6
Rajasthan	0.00%	16.70%	0.00%	83.30%	0.00%	0.00%	0.00%	0.00%	100.00%

The six KGBVs selected were established over the years 2005 to 2007 one each in 2005 and the rest 5 in 2007. All the schools selected are considerably old functioning for more than 10 years.

Visits by Higher officials to KGBVs

It has been enquired whether the selected KGBV has been visited by the higher authorities in the last three years or not. All the six KGBVs selected have been visited by higher authorities in the last three years.

Level of involvement of higher officers

In order to have an idea of the level and intensity of involvement of higher officers the details of officers who visited the selected KGBVs in the last three years were collected, and the same is presented in the table below.

Table 7.7 Details of official who have visited the KGBVs in the last three years.

State	Officials who have visited KGBV in the last three years
Rajasthan	DEO, Director- Elementary Education (P.C. Kishan), District Collector , Chief education Secretary Jaipur, Rakes Parak Dep. Comino, New Delhi, Assistant District Project Coordinator(ADPC), Block Officer(BO)

It is seen that there had been considerable amount of involvement of higher authorities. However **Norms for visits by different level of officials to the KGBVs in a year have to be clearly specified and the same has to be invariably followed.**

Management of KGBVs

All the KVGBs are being managed and run by the Sarva Siksha Abhiyan (SSA). All the KGBVs selected were residential schools and all of them were functioning from their own buildings.

Number of Class rooms

The number of class rooms available in each of the selected school was ascertained.

Table 7 . 8 Distribution of schools as per number of class rooms

State	Number of classrooms in KGBVs					Total
	2	3	4	5	12	
Rajasthan	0	4	1	1	0	6
	0.00%	66.70%	16.70%	16.70%	0.00%	100.00%

All the KGBVs have three rooms or more

Compound wall

It is essential that the school meant for Girls should have all security measures. One of the primary requirements in this regard is compound wall so those unauthorised people do not approach near the school building or class rooms. Hence the availability of compound wall was observed in each of the selected KGBVs and the distribution of the schools as per availability of compound wall could be seen in the table below.

It has been seen that all the six selected schools are having the compound hall.

Hostel

All the KGBVs selected have got a hostel attached with it.

Position of hostel and its compound wall

The position of the hostel and the availability of the compound wall for the hostel are also important factors from the point of view of safety and security of the girls. Hence the same was investigated and it was found that all the 6 schools selected are having the compound also have the hostel within the same compound. In the case of one school hostel has a separate compound and in case of all the other school and hostel have the same compound.

Condition of the School Building

The condition of the school building is critical for creating better atmosphere for the girls to attract them to the schools and to facilitate them to learn. The condition has been observed by our staff and the distribution of the School Buildings as per their condition can be seen

in the table below.

Table 7.9 Distribution of KGBV Buildings as per their present condition

Condition of the KGBV Buildings				
State	Very Good	Needs minor repairs	Needs Major repairs	Total
Rajasthan	4	2	0	6
	66.70%	33.30%	0.00%	100.00%

None of the KGBV buildings needs major repair, two of them are in very good condition and one third need minor repairs. **It is essential that all the KGBV buildings are kept in a very good condition to provide a better atmosphere for the learning.**

Condition of the Hostel Building

As in the case of the KGBV building, the condition of the hostel building where the girls have to stay is also important. Hence the same was also physically observed by our team and their observations are consolidated and presented in the table below.

Table 7.10 Distribution of Hostel Buildings as per their present conditions

Condition of the Hostel Buildings				
State	Very good	Needs minor repairs	Needs major repairs	Total
Rajasthan	3	3	0	6
	50.00%	50.00%	0.00%	100.00%

None of the schools require major repairs. Half of them are in very good conditions and the remaining half require minor repairs/. **It is essential that all the hostel buildings are kept in good condition for comfortable living of the girls and to attract the girls to stay there and study.**

Security Measures

Security of the girls is one of the major concerns in the KGBVs. The school in charges were asked about the steps taken in KGBVs for the safety and security of the girls of KGBVs. Their replies have been consolidated and presented in the tabular form below.

Table 7.11 Steps taken for safety and security for the girls in KGBVs in Assam

Steps taken for the safety and security of the girls as ascertained from the school in charges.

Providing strong boundary walls, Providing guards. Matching Identity card & photos, Providing Training of self-defense for girls, Providing guard for 24 hours at gate, Taking care of the girls at all times, warden sleeping at the same hostel at night

None of the schools / hostels is having Kanta fencing or CCTV cameras fixed, 24 hours guard at the gates. **All the KGBVs should have CCTV fixed, a boundary wall with kanta fencing all along the boundary wall, 24 hours guard at the gate. Self-defense training for the girls.**

Availability of Transport equipment

None of the KGBVs selected has any transport vehicles of their own for their use.

Impact of Food on the Girls

The KGBV girls are supposed to get the nutritious food in the hostels where they stay. An attempt has been made to get an idea on the impact of food on the health of the inmates of the hostels from the in charge of the schools. The picture that emerged has been presented in the table below

Table 7.12 Distribution of KGBVs as per the opinion of the School in charge on the

State	Impact of food on the girls		Total
	Had good health on the impact	No Special Impact	
Rajasthan	4	2	6
	66.70%	33.30%	100.00%

It has been seen two third of KGBVs the school in charges have expressed that there had been good impact of the food on the health of the girls.

The warden has to look into the matter as to why it is so and take remedial steps to see that nutritious food is supplied to them so that the same may have a positive effect on their health.

Supply of essential items to the girls

The girls are supposed to be supplied with some essential items like uniforms, other clothes, foot wear, bedding requirement and other daily essentials by KGBV in charge. The items supplied to the girls are indicated in table below.

It may be seen that almost all essential items are being supplied to the girls. It has been seen some of the school in charges could not easily report all the items that are being

supplied to the girls. Generally the situation w.r.t supply of various items to the girls seems to be satisfactory.

Table 7.13 List of essential items supplied to the girls as narrated by the management

Item	Number	Item	Number	Item	Number
Bag	1	Rumaal	1	Sweater	1
Blazer	1	Sanitary Pad	as needed	Tie	1
Colour Dress	1	Shoes (Pair)	1	Towel	1
Comb	as Needed	slipper / sandal	1	Undergarments	2
Other Clothes (pair)	1	Socks	2	Uniforms	2
Ribbon	2 mtrs.				

Table 7.14 List of items supplied in other states but not supplied Rajasthan

Bed Sheet	Hair oil	Pillow Cover
Belt	Kurta Salwar	Shampoo
Blanket	Leggings	Scarf
Brush	night suit	Soap (Bath)
Cream	Mosquito net	Soap (clothes)
Cosmetics Kit	Notebook	Track suit
Detergent Powder	Track suit	T Shirt

Facilities other than the food for the children

The school in charges were asked about the facilities other than the food being offered to the students in KGBVs. The responses from them have been consolidated and presented in the table below

Table 7.15 Some details of facilities other than food made available to the students of KGBV Students as Ascertained from the school in charges

Facilities other than food provided at KGBVs as ascertained from school in charges
Providing school bag, tie, belt and coat; providing Soap, surf, Brush, Paste, etc; Imparting Life skill education; giving Scout Guide Prashikshan; Providing self-defense training giving lessons of Judo-Karate; Implementing Power Angel Programme; Arranging Educational tour; Providing Clothes - Sportswear etc.

Library facility has to be made compulsory. Newspapers and magazines are to be provided. The practice of giving a dossier or file to pass outs mentioning the facilities available for further studies, empowering girls through programmes like Power Angel Programme followed in some place could be made compulsory for all the schools in Rajasthan to follow up.

Impact of other facilities on the children

The impact of other facilities on the children was enquired into and the opinion of the in charges of the KGBVs has been obtained and the schools are distributed as per the opinion of the in charges of the schools. Two third of the schools in Rajasthan, have reported good impact of the other facilities provided to the girls on the general upkeep of the girls. The wardens have to take care that the facilities do have good effect on the children. The deficiencies if any in this regard have to be identified by them and removed.

Manpower

Adequate Manpower is one of the basic requirements for the success of the KGBV Scheme. In all the KGBVs one of the teacher herself is also warden of the hostel. The KGBVs have teaching staff – full time and part time, Accountants- full time / part time, Assistants, Peons, Chowkidar, Head Cooks and Assistant Cooks. The position of manpower as on the date of survey in the selected KGBVs was ascertained from the heads of the KGBVs and the situation is depicted in the table below.

Table 7.16 Details of Manpower in the selected KGBVs as on the date of survey

Position	S	P	V	No of years vacant
Full time teachers	24	20	4	1 - 11
Par time teachers	6	1	5	5 - 11
Total Teachers	30	21	9	1 - 11
Teachers vacant %	30.0			
Full time accountant	3	3	0	0
Asst, Accountant	2	1	1	5
Total accountants	5	4	1	5
Assistant	1	1	0	0
Staff other than peon, chowkidar	36	26	10	1 - 11
Peon	5	5	0	0
Chowkidar	6	6	0	0
Peon and chowkidar	11	11	0	0
School staff	47	37	10	1 - 11
Cook	6	6	0	0
Asst cook	12	12	0	0
Cooking staff	18	18	0	0
Total staff	65	55	10	1 - 11
%of vacancies	15.38			

It is seen that 30 percent of the teacher's posts are vacant. This is a matter of worry. All **the teaching posts are to be filled up and no post is to be kept vacant at any point of time. They could have reserve list of candidates at all times so that as and when a vacancy arises they can fill up the same immediately.**

KGBV should have a watchman for 24 hours a day for all the seven days. Taking this requirement into there should be sanction and appointment of required number of chowkidar has to be done.

Filling up of the posts

The centre has laid down norms for filling the posts in KGBVs in its guide lines. Some of the states follow the same strictly. Some other states have their own norms. It has been probed to see how far the states follow the norms given by the centre in filling up the posts. An enquiry in this regard was made and the relevant information was obtained from the selected KGBVs It has been seen in Rajasthan two schools are following KGBV norms, one state norms and two schools are not following any norm.

Procedure for filling up the posts

It was further enquired as to how exactly the posts are being filled up in the state. The schools could give coherent and clear reply explaining the standard practice being followed. In Rajasthan the posts are filled up as per Government norms through interviews. It is desired that there are separate teaches for teaching each subjects to the girls. Especially the persons qualified in arts subjects are not to be allowed to take classes in Science and Mathematics. In the selected KGBVs it was investigated whether they have separate teachers for each subjects and the responses in this regard have been consolidated and presented below.

Table 7.17 Distribution of selected KGBVs as per availability of separate teacher for each subject

State	Availability of separate teachers for each subject		
	Available	Not available	Total
Rajasthan	3	3	6
	50.00%	50.00%	100.00%

In Rajasthan half of the schools have separate teacher and half do not. **It has to be ensured that each school has separate teacher for each subject so the subjects can be taught effectively and the girls will get the proper benefit.**

Qualification of Teachers

The qualification of teachers has a relation to the level and quality of teaching. The teachers may be graduates, Post Graduates, M. Phil degree holders, or Ph.D degree holders. It was ascertained from each of the selected school as to how many teachers are there possessing each of these qualification as the maximum qualification. The total numbers of teachers available have been classified as per their qualification based upon the information provided by the selected schools and the result is presented in the table below.

Table 7.18 Distribution of teachers in the selected KGBVs as per their qualification

State	Qualification				Total
	Graduate	Post Graduate	M/.Phil	Ph.D	
Rajasthan	7	14	0	0	21
	33.33%	66.67%	0.00%	0.00%	100.00%

It is seen that one third of the teachers are only graduates and two third are post graduates. There had been no M.Phil and Ph.D.

An essential qualification for the post of teacher is the possession of technical qualification of B.Ed Degree which makes them professionally qualified to become a regular teacher. However in practice persons without this requirement are also appointed as teachers for some period. The survey has tried to find out as to how many of the teachers in the selected KGBVs possess the technical qualification B.Ed and how many do not. The information in this regard has been obtained from the selected schools and the distribution of teachers as per the possession of B.Ed qualification is presented in the table below.

Table 7.19 Distribution of teachers in the selected KGBVs as per possession or otherwise of B.Ed degree

State	Possession of B.Ed		Total
	Has B.Ed	Does not have B.Ed	

Rajasthan is having more than 80% of the teachers with B.Ed qualification. It is only 4 out of 21 teachers who are not having B.Ed qualification. **The state may follow the practice of Uttar Pradesh and appoint only those with B.Ed qualification as teachers, in the overall interest of the programme.**

It has further been probed whether the teachers in the selected KGBVs had undergone any training or not. The number of trained teachers and untrained teachers in the selected KGBVs as ascertained from the selected KGBVs can be seen in the table below.

Table 7.20 Distribution of teachers as trained and untrained teachers as ascertained from the selected KGBVs

State	Whether trained		
	Trained	No trained	Total
Rajasthan	17	4	21
	80.95%	19.05%	100.00%

More than 80 percent of the teachers are trained. Only 4 out of 21 teachers are not trained. **The state may follow Uttar Pradesh in this regard and have only trained teachers.**

Salary of teachers

The salaries of teachers are generally paid through BSA.

Presence of male staff

In KGBVs males are not generally allowed inside the campus. In certain cases it is prescribed that the males cannot enter before certain hours in the morning and after certain hours in the evening. Generally the employees in the KGBVs are females only. Mostly chowkidar are males and in many cases they are kept at the gate only. However there may be occasions which necessitates the KGBV to appoint male staff and allow them to work in the campus during the day time after certain fixed hours in the morning and before certain fixed hour in the evening. The survey team tried to find out whether there are male staff in the selected schools and whether they are allowed to work within the campus of the KGBVs. It has been seen that in Rajasthan in 50 percent of the six selected schools the male staff are working inside the campus of KGBVs.

Availability of Doctor

Normally a Doctor is expected to be attached to the KGBV to take care of the health and hygiene needs of the girls. How far this is being implement has been seen by investigating whether a doctor is attached to the KGBV or not and the prevailing position in this regard has been shown in the table below.

Table 7.21 Distribution of schools as per the fact whether a doctor has been attached to the KGBV or not

State	Whether doctor is attached to school		Total
	Doctor attached to School	Doctor not attached to School	
Rajasthan	5	1	6
	83.30%	16.70%	100.00%

In Rajasthan 5 out of the six KGBVs selected are having a doctor attached to it. It is only one KGBV which is not having a doctor.

Having found whether a doctor is attached to the KGBV or not further it was probed how often the doctor's visit the KGBV for the health check-up or other issues. The information in this regard has been collected from the selected schools and consolidated and presented in the table below

Table 7.22 Distribution of schools as per periodicity of visit of Doctors

State	Periodicity of doctor check up						Total
	Twice a month	Once a month	Once in 2 or 3 months	Every 3 months	Once in a year	Doctor not attached	
Rajasthan	1	3	0	1	0	1	6
	16.70%	50.00%	0.00%	16.70%	0.00%	16.70%	100.00%

It is seen that no doctor is attached in the case of one KGBV and in other cases where doctors are attached, quarterly visits are made in one school, bimonthly visits are made in one school and monthly visits are made in the remaining 3 schools.

It has to be ensured that a doctor is invariably attached to every KGBV and every

doctor attached any KGBV visits the KGBV at the least once every 30/31 days.

Maintenance of health records

KGBVs are expected to maintain records of health of the girls. It has been probed by the survey team to see whether the health records of the girls are kept or not. In all the six selected schools of Assam the health records of the girls are maintained.

Condition of health

Once having seen the health records are kept in almost all the schools, the condition of health of the girls was ascertained from the KGBVs as either very good or just normal or below normal. The distribution of the school as per overall health conditions of the girls as ascertained from the KGBV is given in the table below.

Table 7.23 Distribution of schools as per the general health condition of the girls

State	General condition of health of the Girls		Total
	Very Good	Normal	
Rajasthan	3	3	6
	50.00%	50.00%	100.00%

It has been seen there had been no case in Rajasthan where the general health conditions of the girls is below normal. In three out of the six selected KGBVs the condition of health of the girls was said to

What is done to maintain hygiene?

It has been asked from the selected KGBVs as to what steps are taken by them to maintain hygiene. In Rajasthan use of sanitary napkins is encouraged, incinerator is provided. Cleaning of toilets by sweepers done twice a Day. Hand wash Counselling is given, Cleaning agents are used.

Holidays

The KGBVs were asked about the holidays being given to the girls. In all the states some of the schools have said that there is no circular on list of holidays. However they give holidays on certain occasion such Deepavali, Holi, Summer and Winter Vacations, Rakhsa Bandhan in Rajasthan.

There should be a list of holidays for each state in which some of the holidays must be observed on national basis and some on state basis. The list of holidays should be uniform for the state as a whole. It has been ascertained from the KGBVs whether the girls leave for home during the holidays

There can be cases where all the girls leave for holidays, and there can be cases where only some leave. The overall position in this regard is indicated in the table below.

Table 7.24 Distribution of KGBVs as per the status of girls leaving home for holidays

During holidays do girls go home

State	All go home	Some go home	None go home	Total
Rajasthan	3	3	0	6
	50.0%	50.0%	0.0%	100.0%

In Rajasthan in 50% of the schools all the girls leave for home during the holidays and in the other 50 percent some of the girls go home.

Visit of parents

In the KGBVs the girls are living away from home and may sometimes have homesickness and longed to see their parents. They could not go home for the purpose often from KGBV. But their parents can come and see. Whether the KGBV allows the parents to come see the girls in the KGBV has been ascertained and It is seen [n all the schools in Rajasthan the parents are allowed to visit the KGBVs and see the girls.

Recognition of schools

It has been seen that all the selected schools are recognised by the State Government.

Infrastructure

Proper infrastructure is the basic need for the proper functioning of the KGBVs. The status of infrastructure in the selected KGBVs has been ascertained and it is seen all the six selected schools in Rajasthan have necessary infrastructures.

Supply of text books

The students of KGBVs are expected to be supplied free text books. The actual position in this regard in the selected KGBVs has been examined and it is seen in all the six selected KGBVs, all the text books have been supplied to all the students.

Teaching Material

For better teaching the relevant teaching and learning materials must be available in the schools. The real position with regard to availability of teaching materials in the selected KGBVs has been enquired into and the status in this regard is presented in the table below.

Table 7.25 Distribution of KGBVs as per availability of teaching Materials

State	Availability of teaching and Learning materials		Total
	Available	Not Available	
Rajasthan	5	1	6
	83.3%	16.7%	100.0%

One school in Rajasthan out of the six selected was found not having the necessary Teaching and Learning Materials. **All the schools should have the teaching and learning materials without exception.**

Bridge course

KGBV admits drop outs and those who had no formal education earlier. To make them fit for the class in which they are admitted they have to be given extra coaching by covering the subjects that they have not studied through organising bridge courses so that they can cope up with the class in which they are admitted. The survey team tried to find out whether such bridge courses have been conducted or not in the selected KGBVs. It is found that none of the six KGBVs selected the bridge courses are conducted in Rajasthan. It is a matter to be worried.

Remedial Education

For the weak students in the classes, steps are taken to give extra coaching on the subject as part of remedial education so that they can come up in the performance. In Rajasthan it is only in one KGBVs out of the six selected remedial education measures are adopted.

Adequacy of infrastructure for learning

There are some basic infrastructures required for proper learning. Whether the school has such infrastructures adequately or not has been probed and it is seen that in 5 out of the six selected KGBVs in Rajasthan the infrastructures for learning were just adequate and in the remaining the same was more than adequate. There was not school where the same was found inadequate.

Maintenance of infrastructure for learning

Besides the adequacy of infrastructure for leaning it is essential that the infrastructures are well maintained so that they can be put to proper use for the benefit of ensuring successful learning process. How far the available infrastructures are maintained in the schools visited has been observed and the results of these observations are indicated in the table below.

Table 7 . 2 6 Distribution of KGBVs as per the status of maintenance of infrastructures for learning

State	Maintenance of infrastructures for learning			Total
	Very Good	Just Good	Not good	
Rajasthan	1	5	0	6
	16.7%	83.3%	0.0%	100.0%

In only one of the schools the infrastructures for learning are very well maintained. In the remaining 5 schools the maintenance is just good. **It is essential that all the schools must maintain the infrastructures for leaning in good condition at least.**

Linkages with pass outs

For achieving the basic aim of continued education of the girls, it is expected that the KGBV keep contact with pass outs, encourage them and help them for continuing their education

beyond 8th after leaving the KGBVs. The survey team tried to find out the extent to which the KGBVs have the linkages with the pass outs. The results of such an exercise can be seen

Table 7.27 The distributions of Schools as per the extent of linkages with pass out

Are there linkages with every pass out					
State	Yes, With everyone	Yes With Many	Yes with Some	No with none	Total

As many as 5 KGBVs out of the six selected in Rajasthan are having link with every pass out. The remaining one school does not have any linkage with any pass out for achieving the overall goal of the scheme **it is essential that the KGBVs keep contact with all the pass outs. They may keep a register for the purpose and keep tracking them and guide and help them for further education.**

Bank Account

It has been asked from the KGBVs whether a separate bank account is being kept for KGBV funds or not. The responses received are consolidated and indicated in the table below.

Table 7.28 Distribution of schools as per availability of separate bank accounts

Are there separate SB accounts for KGBV funds			
State	Yes	No	Total

It is seen that in 67% of the cases there is separate bank account for KGBV funds. **There must be separate bank account for KGBV funds in case of each KGBVs.**

Social taboos

It was investigated in the KGBVs whether taboos' regarding menstruation is observed among the girls in the KGBV or they are discussed among them in the school. The information obtained in this regard are summarised in the table below.

Table 7.29 Distribution of KGBV as per observation on taboos regarding menstruation

State	Observing Taboos regarding menstruation			Total
	Observed	Discussed	Cannot Say anything	
Rajasthan	2	4	0	6
	33.3%	66.7%	0.0%	100.0%

It has been seen that the matters regarding taboos relating to menstruation is widely discussed in about two third of the schools and the taboo is observed in about one third of the school. **The KGBVs have to educate the girls in respect of the matters related to menstruation, provide facility for them to discuss the issue and get out of any taboos in this regard.**

Interview of staff

During the course of the survey from each of the selected school two teachers and two non-teaching staff have been contacted and some particulars about them, about the girls and about the institutions have been collected from them and they are analysed.

Qualification of staff interviewed

The basic qualifications of teaching and non-teaching staff interviewed have been collected and they are grouped according to their classification and presented in the tables below.

Table 7.30 Distribution of teachers interviewed according to their qualifications

State	Qualification			Total
	Graduate	Postgraduate	M. Phil	
Rajasthan	3	9	0	12
	25.0%	75.0%	0.0%	100.0%

It has been seen that two third of the teachers interviewed were post graduates and the remaining one third are graduates.

Table 7.31 Distribution of non-teaching staff according to qualification

	Qualification						Total
	10 th Pass	12 th Pass	Graduate	PG	M.Phil	Illiterate	
Rajasthan	6	3	2	1	0	0	12
	50.0%	25.0%	16.7%	8.3%	0.0%	0.0%	100.0%

Among the non-teaching staff 10th pass were 50 percent and 12th pass were 25 percent. There had been two graduates (17%) and one post graduate (8%).

Professional Qualification of the staff interviewed

The teaching staffs are expected to possess the professional qualification B.Ed or M.Ed or any other diploma or degree. The non-teaching staff need not necessarily possess any professional qualification. Nevertheless both of them were asked to state the professional qualification if any they possess and the responses have been consolidated and presented in the tables below.

It has been seen that about 92 percent of the teachers have some professional qualification or the other. Three fourth of the teachers had B.Ed Degree. One is having M.Ed and the rest had some qualification or the other.

Table 7.32 Distribution of Teachers as per their professional qualification

State	Professional qualification				Total
	B.Ed	M.Ed	None	Others Specify	
	9	1	1	1	12
Rajasthan	75.0%	8.3%	8.3%	8.3%	100.0%

Table 7.33 Distribution of non-teaching staff as per professional qualification

State	Professional qualification			Total
	B.Ed	None	Others	
	1	9	2	12
Rajasthan	8.3%	75.0%	16.7%	100.0%

Three out of 12 non-teaching staff interviewed were having some professional qualification – one a B.Ed and the rest others. Three fourth of the staff did not have any professional qualification.

Years of service at the present station of the staff interviewed

Staff's association with the local station would give them better understanding of the local population, their culture and local practices that may shape their activities and it may help them to articulate their actions with respect to the school and children in a better acceptable manner attracting the girls towards the school. It has been enquired from the teachers as to how long they are staying at the same station and the concerned information is presented in the table below.

Table 7.34 Distribution of teachers as per years at the present station

State	Years of experience at the present station					Total
	<2	3 to 5	6 to 10	11 to 15	>15	
	5	6	0	1	0	12
Rajasthan	41.6%	50.0%	0.0%	8.3%	0.0%	100.0%

It could be seen that about 60 percent of the teachers are in the same station for more than 2 years. It is only one teacher (8.3%) who is staying at the same station for more than 5 years. This will give them to build up better relationship with local population and help in attracting the girls to the schools through their efforts.

The same information has also been obtained from the non-teaching staff and the same is presented in the table below.

Table 7.35 Distribution of Non-teaching staff as per years at the present station

State	Number of years at the station				Total
	<2	3 to 5	6 to 10	11 to 13	
Rajasthan	0	1	8	3	12
	0.0%	8.3%	66.6%	25.0%	100.0%

It is seen that all the 12 non-teaching staff interviewed are staying at the same place for more than 2 years and about 92 percent of them are staying in the same place or more than 5 years. Thus it is seen that teachers are staying for a less period in the same station as compared to the non-teaching staff. **It would be better if the teachers are allowed to stay in the same station for more number of years.**

Training before joining

Training is an important aspect especially in the case of the teachers. They are either expected to have undergone training beforehand or after joining within few years of service. The details about the training of the 12 interviewed teachers before their joining the post have been obtained and presented in the table below.

Table 7 . 3 6 Distribution of teachers as per their having been trained beforehand or not

Training before joining			
State	Yes	No	Total
Rajasthan	3	9	12
Total	25.0%	75.0%	100.0%

It has been seen that 25 percent of the teachers have received training before joining the post.

In the case of the non-teaching staff by the very nature of job the staffs generally do not have any training.

Almost all the persons trained have expressed their opinion that the training had been very useful to them.

Nature of job

The nature of job is likely to have an effect on the performance of a person and consequently of the education of the girls in KGBVs. Whether the teachers are engaged on full time basis or part time basis, whether they are Permanent or temporary have been ascertained and presented in the table below.

Table 7.37 Distribution of teaching staff as per their job status

State	Full time or part time Permanent or temporary				Total
	Full Time	Part Time	Permanent	Temporary	
Rajasthan	12	0	11	1	12
	100.0%	0.0%	91.7%	8.3%	100.0%

It is seen that all the teachers are on full time basis, but one of them is not permanent. **It would be better if the teacher are made permanent so that they may have more job satisfaction which will have an effect on their performance and hence on the education of the girls.**

The details about the nature of job in the case of the non-teaching staff have been analysed and presented in the table below.

Table 7.38 Distribution of non-teaching staff as per their job status

Sate	Full Time	Part Time	Perman ent	Temp.	daily wager	Total
Rajasthan	11	1	2	10	0	12
	91.7%	8.3%	16.7%	83.3%	0.0%	100.0%

In the case of the non-teaching staff about 92 percent are fulltime and only 2 (16.7%) out of 12 are permanent. **The non-teaching staff may be made permanent to the maximum extent possible.**

Subject taught

It is expected that there should be separate teachers for each subject in the KGBVs for the better education of the girls. It has been ascertained from the teachers whether they teach one single subject or more than one subject. The distribution of the teachers as per the number of subjects taught is given in the table below.

Table 7.39 Distribution of teaches as per number of subjects taught

State	Teaching single or multiple subjects		Total
	Single Subject	More than one	
Rajasthan	2	10	12
	16.7%	83.3%	100.0%

It is seen except two all the other 10 teachers out of the 12 interviewed are teaching more than one subject. **It must be ensured in all the schools that there are separate teachers for different subjects.**

Involvement in selection process

Teachers could be more appropriate person to be involved in the selection process. It has been probed whether the teachers or the other staffs have been involved in the section process or not. The responses received in the process have been consolidated and presented in the table below.

Table 4.40 Distribution of staff as per their involvement or otherwise in the selection process

State	Teachers involved in selection			Non-teaching staff involved in selection		Total
	Yes	No	Total	Yes	No	
Rajasthan	7	5	12	1	11	12
	58.3%	41.7%	100.0%	8.3%	91.7%	100.0%

It is seen that about 58 percent of the teachers are involved in the selection process and only 1 person (about 8 percent) of the non-teaching staff only were involved in the section process of selecting girls for admission into KGBVs. **It may be ensured more number of teachers are involved in the selection process.**

It has further been seen all the teachers and non-teaching staff in the KGBVs are satisfied with the selection process adopted for the admission of the girls in the KGBVs.

Views of selected teachers on facilities given to girls

Under the KGBV scheme many facilities are granted to the girls. As the staff are closely associated with the system there awareness about the facilities given and their satisfaction on the same have been ascertained and the same have been analysed and presented in the table below.

It has been seen one but all the 12 teachers interviewed are aware of various facilities / provisions for the girls under the scheme and more about 83 percent of the teachers are satisfied with the facilities / provisions made under the scheme.

Table 7.41 Distribution of teachers as per awareness of facilities to Girls in KGBVs and their satisfaction over the same

State	Aware of the facilities		Satisfied with the facilities		
	Yes	No	Yes	No	
Rajasthan	11	1	10	2	12
	91.7%	8.3%	83.3%	16.7%	100.0%

The persons to give effect to the provisions of the facilities are mostly the non-teaching staff. Their awareness and their satisfaction about the facilities given were also obtained and it is seen all the 12 non-teaching staff selected are aware of the other facilities provided to the girls and are satisfied with the same.

Teacher Student ratio

The student teacher ratio is an important factor in quality of education. The less number of students per teacher the more attention the teacher could pay to each of the students. Hence it has been enquired from the teachers as to how many students they teach and a distribution according to number of students they teach has been prepared and presented in the table below.

Table 7.42 Distribution of teacher as per number of students they teach

State	No of students per teacher					Total
	<10	11 to 20	21 to 30	31 to 40	42-50	
Rajasthan	0	8	4	0	0	12
	0.0%	66.7%	33.3%	0.0%	0.0%	100.0%

In Rajasthan no teacher is having more than 30 students and less than 10 students. The number of students ranged from 18 to 30 per class. Two third of them have 18 to 20 girls and one fourth of them have 21 to 30 girls. It has also been all the 12 teachers interviewed were satisfied about the student teacher ratio.

Teachers' view on Curriculum

There are different streams of education with different curriculum. The overall development of the children through the school education much depends upon the curriculum flowed in the system adopted by the schools. In our context as the teachers are the best persons to give an opinion about curriculum they were asked whether they were satisfied with the curriculum or not. All but two of the 12 teachers interviewed expressed that they were satisfied with the curriculum.

Use of Class rooms for more than one class

One of the basic requirements for the education of the children under the scheme is required number of class rooms for conducting different classes. It has been asked from the teacher whether more than one class is taught in the same room which will indicate whether sufficient rooms are available or not. The results of this investigation are indicated in the table below.

Table 7.43 Distribution of teachers as per the fact teaching more than one class in the same room

Whether more than one class taught in same room			
State	Yes	No	Total
Rajasthan	3	9	12
	25.0%	75.0%	100.0%

It is seen that in more than three fourth of the teachers have said that more than once class is not taught in the same room. **It has to be ensured that there are sufficient class rooms so that there is no need to conduct more than one class in the same class room.**

Teachers involvement in Hostel Management

Next to the requirement of class room, it is the hostel facility that is more important. The survey team has tried to find from teachers whether they are involved in the hostel management and if involved whether they are satisfied with the arrangements in the hostel. The situation about the involvement of the teachers in the hostel management could be seen in the table below.

Table 7.44 Distribution of teachers as per their involvement in the management of hostels

Whether involved in hostel management			
State	Yes	No	Total
Rajasthan	10	2	12
	83.3%	16.7%	100.0%

It is seen that in more than 83 percent of the cases the teachers were involved in the management of the hostel in some way or the other. It has further been seen that all the teachers associated with the management of the schools are satisfied with the arrangements in the hostels.

Staff's' view on other infrastructures.

All the staff of the KGBVs contacted were asked to give their opinion whether they are satisfied with the infrastructures available in the KGBVs or not. The distributions of the staff as per their satisfaction regarding infrastructures are indicated in the table below.

Table 4.45 Distribution of staff as per their satisfaction with infrastructures

State	Teachers Satisfied		Total	Non-teaching staff satisfied		Total
	Yes	No		Yes	No	
Rajasthan	6	6	12	9	3	12

Half of the teachers were satisfied with the infrastructure whereas three fourth of the non-teaching staff were satisfied with the infrastructure.

Non-Teaching assignments for teachers

It is normally seen in school in general that the teachers are loaded with a lot of non-teaching assignments related to general administration such as keeping various records, preparing various statements now and then, providing all necessary statistics relating to the school etc. Many times the teachers have to over work for these purposes and such assignments become a burden to the teachers and also to some extent distract them from their basic responsibility of devoting more time for the preparation for the classes to ensure effective teaching. The 12 teachers contacted during the present study were asked about their involvement in non-teaching jobs in the KGBVs. Irrespective of the fact whether they are involved in non-teaching job or not at present they were asked to give their opinion as to whether they feel that the non-teaching assignments to the teachers is a burden to them or not. The ground situation in this regard has been depicted in the tables below.

Table 7.46 Distribution of teachers as per their involvement in non-teaching job

State	Are teachers involved in nonteaching assignments		
	Yes	No	Total
	4	8	12
Rajasthan	33.3%	66.7%	100.0%

Table 7.47 Distribution of all teachers as per their opinion whether non-teaching assignments is a burden

Whether non-teaching assignments is a burden			
State	Yes	No	Total
	12	0	12
Rajasthan	100.0%	0.0%	100.0%

It has been seen that all the teachers selected are involved in non-teaching assignments. Half of the 12 teachers interviewed feel that non-teaching assignments is a burden to teachers.

Meeting of teachers.

In all the schools teachers generally meet together and discuss various issues related to the school, students and other matters of common interest for the overall improvement of the institution. The 12 teachers contacted have been asked by the survey team whether they conduct meeting among themselves to discuss issues related to school and studies. All but two of the 12 teachers interviewed have said that they do conduct meetings to discuss issues related to schools and the study.

Each of the 12 teachers contacted were also asked about the various subjects they discussed in such meetings. It has been seen all the teachers invariably discuss about academic achievements. The number and percentage of teachers who have discussed various other issues are indicated for each of the issues discussed in the table below.

Table 4.48 Distribution of teacher as per issues discusses in their meetings.

State	Number and % of teachers who discussed							
	Behavioural adjustment of girls	Guiding girls	Co-curricular activities	Regularity of girls	Health of girls	Trades interest of girls	other of interests of girls	Others
Rajasthan	10	4	8	9	10	7	11	4
	83.3%	33.3%	66.7%	75.0%	83.3%	58.3%	91.7%	33.3%

The most discussed subjects are the behavioural adjustment of the girls and health of the girls and the least discussed subjects are guiding the girls to face the selection process for admission and other miscellaneous subjects. None of the topic has been discussed by all the 12 teachers.

Teachers' view on Effect of hostel on education

How far the hostel system is responsible for attracting the girls towards KGBVs is a matter to be examined. It has been felt by a section of the people that if there had been no hostel facilities many of the girls either would not have come to the KGBVs or would have left the KGBVs without continuing education. It is in this context the survey team wanted to know from the teachers their opinion whether even in the absence of hostel facility the children would have come to the KGBV schools for education or the presence or absence of the hostel facility would affect the strength of students in KGBV schools. The position that had been obtained in this regard has been presented in the table below.

Table 7.49 Distribution of teachers as per their opinion on the effect of hostel facility on enrolment / attendance in KGBV schools

State	Do the teachers feel that even in absence of hostel facility girls would have come to school		Total
	Yes	No	
	0	12	12
Rajasthan	0.0%	100.0%	100.0%

It has been seen that all the 12 teachers interviewed have felt that in the absence of hostel facilities the girls would not have come to schools. This indicates the important role played by KGBVs in the education of the girls of the deprived classes.

Parent Teachers Association

Parent Teachers Association is an important institutional arrangement at the school where each teacher meets with the parents of the students at periodical interval and discusses about the progress of the child in the school and other child-school related issues. This has been proved to be useful in building up a rapport between parents and teachers for the improvement of the child. During the course of the present study it was investigated whether the selected KGBVs are having the Parent teacher Association, whether the teachers actively participate in the same, Whether the Girls progress is discussed in the meeting and whether the parents cooperate.

It has been seen that in all the selected schools the Parent teacher Association is functioning and the performance of the girls is invariably discussed in the said meetings. However the active participation of the teachers and the cooperation of the parents vary from place to place, school to school and teacher to teacher. The information gathered from the 12 teachers contacted during the present study on the active participation of teachers and the cooperation of the parents are summed up and presented in the tables below.

Table 7.50 Distribution of teachers as per their active participation and their opinion on the cooperation from parents

State	Does actively participates in parent teacher association		Do feel that parent cooperate to improve performance of girls		Total
	Yes	No	Yes	No	
	9	3	6	6	12
Rajasthan	75.0%	25.0%	50.0%	50.0%	100.0%

It is seen that a little more than 75 percent of the teacher's say that Parents actively participate in the parent teachers' association. It is seen only 50 percent of the teachers interviewed have said that the parents do cooperate to improve the performance of the girls.

It is a must that all teachers take the Parent Teacher Association meetings seriously and participate very actively in the same.

Teachers' view on Sufficiency of teacher

For taking the classes on different subjects for all the classes run by KGBV there must be sufficient number of teachers. The teachers were asked to give their opinion whether the number of teachers in their school is sufficient or not. The opinion gathered from them have been combined and presented in the table below.

Table 7.51 Distribution of teaches as per their opinion on the sufficiency of teachers in their schools.

State	Do the teacher say that school has sufficient teachers		Total
	Yes	No	
Rajasthan	10	2	12
	83.3%	16.7%	100.0%

It is heartening to note that more than 83 percent of the cases, the teachers contacted have expressed that the schools do have sufficient teachers.

Teachers stay in hostel

Under the KGBV scheme one of the teachers is normally functioning as warden of the hostels and normally the warden is expected to stay in the hostel. It may so happen that other teachers may also stay in the hostel in residential schools. It has been tried to ascertain from the 12 teachers contacted whether they stay in the hostel and whether there is separate room for teachers to stay in the hostel. The consolidated picture in this regard is presented in the tables below.

Table 7.52 Distribution of teachers as per the fact whether they stay in the hostel or not

State	Does teacher stay in the hostel		Total
	Yes	No	
Rajasthan	9	3	12
	75.0%	25.0%	100.0%

It has been seen that three fourth of the teaches interviewed are staying in the hostels.

Teachers' view on Quality of service in hostel

The quality of service in hostels with regard to drinking water, sanitation, food, other supplies and other facilities have been enquired from the teachers and the situation w.r.t to each of these items are parented below.

Table 7.53 Distribution of teachers as per their opinion on the quality of drinking water

State	Quality of Drinking water			Total
	Very Good	Just Good	Needs Improvement	
Rajasthan	10	1	1	12
	83.3%	8.3%	8.3%	100.0%

In about 83 percent of the cases the quality of drinking water was said to be very good. It is only one teacher who has said that improvement is needed in this respect.

Table 7.54 Distribution of teachers as per their opinion on sanitation conditions and hygiene

State	Sanitation conditions and hygiene			Total
	Very Good	Just Good	Needs Improvement	
Rajasthan	6	5	1	12
	50.0%	41.7%	8.3%	100.0%

Half of the 12 teachers interviewed have said that the sanitation and hygiene are very good in the hostels and only one teacher has said that the conditions need improvement. Others have said that it is just good.

Table 4.55 Distribution of teachers as per their opinion on quality of food

State	Quality of food			Total
	Very good	Just Good	Needs Improvement	
Rajasthan	10	0	2	12
	83.3%	0.0%	16.7%	100.0%

More than 83 percent of the teachers have said that the quality of food is very good and the rest about 17 per of the teachers have said that the quality of food needs improvement.

Table 7.56 Distribution of teachers as per quality of other supplies in the hostel

State	Quality of other supplies in hostel			Total
	Very Good	Just Good	Needs Improvement	
	6	6	0	12
Rajasthan	50.0%	50.0%	0.0%	100.0%

In the case of other supplies in the hostels half of the teachers only have said that the quality is very good and the other halves have said that it is just good.

Table 7.57 Distribution of teachers as per their opinion on the quality of other facilities in the hostels

State	Other facilities			Total
	Very Good	Just Good	Needs Improvement	
	6	4	2	12
Rajasthan	50.0%	33.3%	16.7%	100.0%

In the case of other facilities in the hostel as many as 50 percent of the teachers have said that the quality is very good. . Only about 17 percent have said that the quality needs improvement. The rest have said that it is just good. **This is an area where attention of KGBV authorities is needed for improvement. Improvements of quality in all matters are to be ensured in all schools where the improvements are wanting.**

Teachers' Help in cooking

In many of the school where midday meal scheme is functioning it has been seen that teachers help in cooking. So also has been seen in some of the hostels in some of the schools. It has been asked from the teachers of KGBVs during the course of the study whether they help in cooking in the hostel. Their responses have been consolidated and presented in the table below.

Table 4.58 Distribution of teachers as per their act of helping or not in cooking in hostels

State	Whether teacher helps in cooking in hostel		Total
	Yes	No	
	0	12	12
Rajasthan	0.0%	100.0%	100.0%

It is seen that none of the teachers are helping in cooking.

Help in studies in hostels by teachers

Normally hostels will have arrangements for helping the hostel students in their studies by teachers visiting the hostels at regular intervals. It has been ascertained from the 12 teachers contacted whether they help the students in the hostel in their studies. All but one of the 12 teachers contacted have said that they help students in the hostels in their studies.

Study hours in hostel as per observation of teachers.

Hostels normally observe specific study hours during which no other activity except studying is expected to be done in the hostel. The team wanted to know whether such a practice is followed in the case of hostels attached to KGBV scheme. The teachers contacted were enquired about the same and their replies have been consolidated and presented in the table below.

Table 7.59 Distribution of teachers as per their statements on observation of study hour in hostels

Is there a separate study hour in hostel (as heard from Teacher)			
State	Yes	No	Total
Rajasthan	12	0	12
	100.0%	0.0%	100.0%

All the 12 teachers contacted have said that the study hours are observed in the hostels.

Teachers' view on Regularity in attendance by students and interest of girls in studies

Regular attendance to the classes by the students is important for the student to follow the lessons taught. The teachers are the best person to tell about the regularity of students in classes. The 12 teachers met during the course of the study were asked about the regularity of students in classes. It is extremely heartening to note that in all cases all the teachers have said that the students attend classes regularly. This is an indicator of successful operation of KGBV schools.

Once it is known that the girls attend the classes regularly, it was ascertained from the teachers whether they really show interest in studies. Here again all the teachers in all the places have said that the girls show interest in studies.

Interaction of girls with teachers

Having known that the girls attend the schools regularly and show interest in studies, it was attempted to measure the level on interaction of girls with the teachers and the teachers met during the survey were asked to grade the interaction as very good, normal and needs improvement. These gradings have been consolidated and the results are presented in the table below.

Table 4.60 Distribution of teachers as per their grading of interaction of girls with teachers

State	Interaction of girls with teachers			Total
	Very Good	Normal	Needs Improvement	
Rajasthan	8	2	2	12
	66.7%	16.7%	16.7%	100.0%

Two third of the 12 teachers interviewed have said that girls have very good interaction with the teachers. It is only two out of the 12 teachers who said that the interactions need improvement. The rest have said that it is normal

About the Teacher's job

Lastly the teachers were asked about their job satisfaction and their satisfaction about the remuneration being received and whether they get their salary regularly. The responses in these regards can be seen in the tables below.

Table 7.61 Distribution of teachers as per their job satisfaction

State	Whether teacher is satisfied with job		Total
	Yes	No	
Rajasthan	11	1	12

It is seen that except one out of the 12 teachers interviewed all the rest have said that they are satisfied with their job.

State	Whether satisfied with salary		Total
	Yes	No	
Rajasthan	8	4	12
	66.7%	33.3%	100.0%

Two third of the teachers interviewed are satisfied with their salary and the rest are not.

Table 7.63 Distribution of teachers as per regularity of receipt of their salary

State	Whether getting salary regularly		Total
	Yes	No	
Rajasthan	9	3	12
	75.0%	25.0%	100.0%

Three fourth of the teachers have said that they receive their salary in time. **Timely disbursal of salary has to be ensured in all cases.**

The interviews of girls

KGBV scheme has been launched to encourage girls education by bringing the drop outs and never to school girls from socially disadvantageous groups to the schools taking them in the middle schools level at age appropriate classes, giving them free Education with all the facilities such as free educational materials, free hostel facilities and other facilities for grooming up such as those for recreating, co-curricular activities, vocational education, skill education, self-defense and martial arts, exposure to child rights, women rights, giving them a bridge course to make them fit for the class in which they are admitted and helping them to continue their education even after they leave the school by proper liaison with the girls, their parents and the educational institutions and hostel facilities.

In order to gauge how far the scheme has actually helping the girls and what the girls actually feel, the survey team has contacted girls who are currently studying in the schools under the scheme as well as those who have passed out and obtained their opinion on various issues

Years spent by girls in KGBV

The girls who are currently studying under KGBV scheme contacted were asked as to when they have joined the institution for the studies. The team has seen the students have joined during the period 2015 to 2018 in different schools. The number of students joined in different years is presented in the table below.

Table 7.64 Distribution of girls as per year of joining

State	Year of joining					Total
	2014	2015	2016	2017	2018	
	1	4	26	16	13	
Rajasthan	1	4	26	16	13	60
	1.7%	6.7%	43.3%	26.7%	21.7%	100.0%

It has been seen maximum number of girls contacted have joined the schools in the year 2016. The number that joined in the last two years remained more or less the same. Normally the students are expected to be in the school for only three years. However a very small number of students who have joined in the year 2014 and 2015 were also found in the school.

Girls who have already left the KGBV were asked as to how many years they have spent in KGBV and according to the number of years they have been spent they have been classified and the result is presented in the table below.

Table 7.65 Distribution of Ex-students as per the number of years they have spent in KGBV

State	1.0	2.0	3.0	4.0	>4	Total
Rajasthan	1	1	25	3	0	30
	3.3%	3.3%	83.3%	10.0%	0.0%	100.0%

Normally a girl is expected to spend three years in KGBV. In certain cases it can be slightly more or less. It has been seen that in more than 83 percent of the cases the girls have spent three years in KGBVs. However 10 percent have spent 4 years and no one has spent more than 4 years.

Qualification – the class in which studying

In the case of the girls who are currently studying and selected for the study were asked about the class in which they are studying. Though originally the scheme covered only from class 6th to class 8th by the time the survey has started the same has been extended up to class 10th and it was found in the field Efforts have been done to give fair representation of different classes while selecting the girls. The distribution of the girls as per the class in which they were studying at the time of the survey is presented in the table below.

Table 7.66 Distribution of girls as per the class in which they were studying

State	The class				Total
	6 th	7 th	8 th	9 th	
Rajasthan	19	17	24	0	60
	31.7%	28.3%	40.0%	0.0%	100.0%

In Rajasthan 40 percent belonged to 8th standards and about 28 percent belonged 7th standard and the rest belonged to the 6th standard.

In the case of the pass outs their current educational qualification was obtained from them. It has been seen many of the pass outs contacted are currently studying in high schools / higher secondary schools or just completed the same. Some of them however were diploma holders and graduates. Even post graduate has been contacted. The distribution of the ex-students as per their qualification is presented in the table below.

Table 7.67 Distribution of ex-student of KGBV contacted as per education

State	HS/HSS studying or passed out	Diploma completed	ITI	M.A	Under Graduate	Total
Rajasthan	30	0	0	0	0	30
	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%

It may be seen that all the 30 pass outs contacted UTs are in the bracket of High School (HS) or Higher Secondary School (HSS).

Girls' opinion on Admission

The girls both those who are currently studying and those who have passed out were asked whether they were able to get the admission to the schools easily or not. 85 percent of the currently studying and 100 percent of the pass outs have said that they were able to get admission easily.

Girls' opinion of secular Environment

KGBVs are expected to have a nonpartisan and secular atmosphere, ensuring no discrimination on the basis of caste, creed, status etc treating all the girls on equal footing. To get an insight as to how far the same is being followed the girls contacted were asked whether in their opinion or as per their observation during their stay in the school, the school has maintained a non-partisan and secular environment in the school or not. The replies received from them have been consolidated and presented in the table below.

Table 7.68 Distribution of girls as per their view on the environment in the schools

State	Does KGBV maintains nonpartisan and secular environment					
	as per current students			as per ex students		
	Yes	No	Total	Yes	No	Total
Rajasthan	60	0	60	30	0	30
	100.0%	0.0%	100.0%	100.0%	0.0%	100.0%

All the 90 students' contacted -60 current students and 30 pass outs - have opined that the school do maintain non-partisan and secular environment.

Girls' Exposure to Bridge Course

The girls who are either drop outs or those who had no formal education are admitted to appropriate classes in the KGBV schools. They are given the assistance of bridge school to make them fit for the class in which they are admitted giving them the necessary academic input that they should have otherwise got it for the admission into the class, thus bridging the gap between the level of their knowledge and the knowledge required for the admission in the class in which they were admitted. The results of the probe can be seen in the table below.

Table 7.69 Distribution of girls as per their exposure to bridge courses

State	Whether attended a bridge course					
	Current students			Ex-students		
	Yes	No	Total	Yes	No	Total
Rajasthan	23	37	60	13	17	30
	38.3%	61.7%	100.0%	43.3%	56.7%	100.0%

The number of persons attending the bridge course will depend upon the number of girls with non- formal education. It is seen that only one out of the 23 percent of the current students and about 43 percent of the ex-students have attended the bridge courses.

The girls who have attended the bridge courses were further asked as to whether the bridge course has helped them. They have said that it had helped them. It is seen that the bridge courses in the KGBVs have been found to be successful.

Girls exposed to Remedial Classes

In the schools the performance of the students in a class will not be uniform. There may be a number of students whose performance is not up to the mark. For those students special classes are taken as remedial classes giving them proper extra coaching to improve their performance. The girls have been asked during the course of the survey whether they have attended any remedial classes or not. This will give an indication of the efforts taken for improvement of the low performers. About 57 percent of the current students and 70 percent of the ex-students have attended the remedial classes and all them found the same to be useful and very few of them found the same not so useful.

Girls and Home Work

The students were asked about home works, whether they are given homework regularly, whether the home work is being checked regularly and whether the notebooks of the children are verified regularly. All the girls except one have affirmed that the home works are being given regularly, they are being checked regularly, and the notebooks are being checked regularly. Thus it is seen that in KGBV schools home works are given regularly and the home works and notebooks are being checked regularly.

On Tests and Examinations from girls

Tests and examinations are part of evaluation methods of the performance of the students and are expected to be conducted at regular intervals. The girls in the KGBVs have been asked whether the tests are conducted regularly and whether the examinations are being held regularly. Except very few all the girls in Rajasthan have affirmed that tests are conducted regularly. It indicates that the tests and examinations are generally conducted regularly in KGBV Schools

It has also been ascertained from the students as to when were their examinations conducted. It has been seen that the examinations were conducted in the month of January – February.

Supply of Books to Girls

Under the scheme every student is supposed to be supplied text books free of cost. To check how far this is accomplished the students were asked whether they have received the text books free of cost. It is heartening to note that all the current students and all the ex-students have confirmed that they have received the text books free of cost.

Girls' Interaction with teachers

Student's interaction with teachers is a factor that gives opportunity for the students to learn more and improve their performance. It has been enquired from all the students contacted whether they had interaction with the teachers or not. All the girls - current students and ex-students have affirmed that they have the interaction with the teachers.

Girls opinion on Class room teaching

An effective and high quality of teaching in the class room will help to improve the performance of the girls and to make the girls education successful. The girls contacted were asked to give their opinion about the quality of class room teaching. Their responses

Table 7.70 Distribution of girls as per their opinion on the quality of class room teaching

State	Quality of class room teaching							
	Current students				Ex-students			
	Good	Average	Poor	Total	Good	Average	Poor	Total
Rajasthan	29	31	0	60	21	9	0	30
	48.3%	51.7%	0.0%	100.0%	70.0%	30.0%	0.0%	100.0%

It has been seen that about 48.3 percent of the current students and 70 percent of the ex-students have found that class room teaching to be good. Not even one girl either current student or the ex-student have found the quality of teaching as poor in the state of Rajasthan. Others marked the same as average.

Girls' opinion on Availability of subject wise teachers.

It has already been indicated that the KGBV should have separate teachers for each subject especially science and Mathematics. The survey team has inquired from the girls whether they had subject wise teachers to handle different subjects for them. The distribution of girls as per their opinion in this regard can be seen in table below.

Table 7.71 Distribution of girls as per their having subject wise teachers

State	Whether had subject wise teacher					
	Current students			Ex-students		
	Yes	No	Total	Yes	No	Total
Rajasthan	38	22	60	16	14	30
	63.3%	36.7%	100.0%	53.3%	46.7%	100.0%

About two third of the current students and more than 53 percent of the ex-students have said that they had separate teachers for different subject. **It has to be ensured that the schools are to be provided with subject wise teachers.**

Girls opinion on Usage of Materials and Facilities

The use of Teaching Learning Materials (TLM), Black Board and Audio-Visual aids for teaching in the class room will enhance the quality of teaching and hence improve the standards of education of the children. The girls contacted were asked whether in their class rooms these materials / facilities have been used or not. More than 75 percent of the current students in Rajasthan have told that TLM are used in their class rooms for teaching. However the concerned percentage in the case of e students was less than 50. Rajasthan does not have even a single case without a black board. The use of Audio visual aid is much lower than TLM and Blackboard. Howler it seems to have improved over time. **It must be ensured that these materials are invariably used in all the schools**

Girls opinion on Physical infrastructure facilities in the class rooms

The class rooms are expected to have sufficient space, sufficient furnitures, good lighting, good ventilation, and protection from rain waters entering the class rooms. In Rajasthan almost all have said that the space is adequate. The percentage of current students confirming the better status of furniture had been slightly lower than that concerned with ex-students. This may be due to the fact of deterioration of furnitures and non-replacement of the same or just due to permissible sampling fluctuations. The percentage of current students reporting availability of good light in the class rooms is slightly less than that of ex-students who have reported so. Availability of ventilation seems to have improved over time. It has also been seen that the percentage of girls reporting availability of the facility of protection from rainwater entering the class room in the case of current students has declined as compared to the case of ex-students. This might be because of the quantity of rain and the changes in the structures made in the schools etc. in the case of furnitures, provision of good light and protection from rain water entering the schools much improvement has to take place. It has to be ensured that adequate furnitures are available in each and every class without exception. Provision for sufficing light may be made. Immediate steps also have to be taken that the class rooms are protected from rain water entering the class rooms.

Girls opinion on availability of Computers

Off late computer has become an essential and integral part of education as everything around us is turning digital. In this context, the availability of computers in the schools, the knowledge of the students in usage of computers and the use of computers by the students have been probed during the course of the study while interacting with the girl.

Table 7.72 Status of availability of computers,

State	Whether sufficient computers available					
	Current students			Ex-students		
	Yes	No	Total	Yes	No	Total
Rajasthan	27	33	60	14	16	30
	45.0%	55.0%	100.0%	46.7%	53.3%	100.0%

The situation regarding availability of sufficient computers is not satisfactory and seems to have slightly deteriorated over time. About 47 percent of the ex-students have said that sufficient computers were available for them whereas only about 45 percent of the current students have said that sufficient number of computers are available for them. **Sufficient computers must be made available in all the schools.**

Girls' Knowledge of computers

How far the students are aware of the usage of computer is the next question tackled. The girls were asked whether they have very good knowledge of the usage of computer or just the basic knowledge or no knowledge at all. Their responses have been consolidated and presented in the table below.

Table 7.73 Distribution of girls as per their level of knowledge of computer usage.

State	Level of computer knowledge in the case of							
	Current students				Ex students			
	Good Knowledge	Basic Working Knowledge	No Knowledge	Total	Good Knowledge	Basic Working	No Knowledge	Total
Rajasthan	1	49	10	60	0	22	8	30
	1.7%	81.7%	16.7%	100.0%	0.0%	73.3%	26.7%	100.0%

It is seen Good knowledge of computers use is available only in the case only one current student (1.7%) and there had been not even one girl who had good knowledge of computers among ex- students. Girls with no computer knowledge were about 27 percent among ex-students and the same has reduced to about 17 percent among the current students showing an improvement over time.

Use of computers by Girls

Next it was probed from the students use the computers. The students were asked whether they use computer often or just make normal use or seldom use. The overall situation in this regard can be seen in the table below.

Table 7.74 Distribution of students as per frequency of usage of computers

State	Frequency Use of computers			
	Use Often	Normal use	Seldom Use	Total
Rajasthan	10	22	28	60
	16.7%	36.7%	46.7%	100.0%

It is seen that more about 47 percent of the students in KGBV seldom use the computers. This situation has to change.

Girls opinion on Extra class room activities

The school besides the class room teaching has many other activities for grooming up the children. The quality of these activities helps the improvement of the overall personality of the students. It was probed from the students about the quality of the extra class room activities whether they are good, average, or poor and the overall picture in this regard is presented in the table below.

Table 7.75 Distribution of girls as per their ranking of the extra class room activities.

State	Quality of extra classroom activities							
	Current students				Ex students			
	Good	Average	Poor	Total	Good	Average	Poor	Totals
Rajasthan	36	17	7	60	9	21	0	30
	60.0%	28.3%	11.7%	100.0%	30.0%	70.0%	0.0%	100.0%

None of the ex-students have said that the quality of extra class room activities is poor. But about 12 percent of the current students have said so. However the percentage of those who rated the quality as good has become double in the case of current students as compared to ex-students.

Girls opinion on Security arrangements

The satisfaction of the girls over the security arrangement made for them is of utmost importance. The girls contacted during the course of the survey were asked whether they were satisfied with the security arrangements or not. All the girls in Rajasthan are satisfied with the security arrangements.

Girls opinion on Library

Library is one of essential requirement for use both by the faculty and by the students. It will also help the students to enhance their general knowledge. The availability of library has been ascertained form the students and ex-students. The position as given by the students and ex-students are indicated below.

Table 7.76 Distribution of girls as per their statement on availability of library

Availability of library as ascertained from girls						
State	Current students			Ex students		
	Available	Not available	Total	Available	Not available	Total
Rajasthan	60	0	60	30	0	30
	100.0%	0.0%	100.0%	100.0%	0.0%	100.0%

All the ex-students as well as the present students have said the libraries are available to them.

Accommodation and Food

The girls in the KGBVs are provide hostel accommodation. In some of the hostels they may be given independent rooms and in some other place they may have to share the accommodation with others. The hostels may have a fixed menu and the food may be supplied according to menu or there can be deviations from this practice. Day today affairs of the hostels are managed by the wardens who have also the control over the girls. During the course of the survey the team h has asked the girls with whom they have interacted the questions about their accommodation- whether the hostel has sufficient rooms for the girls, whether they have independent rooms or have to share the rooms, whether they like the sharing, whether there is a menu and the food is supplied is as per menu and whether they like the behaviour of the warden etc.. The over al positions in these respects can be seen in the table below.

Table 7.77 Distribution of girls as per having independent rooms

whether allotted independent rooms						
State	Current students			Ex-students		
	Yes	No	Total	Yes	No	Total
Rajasthan	0	60	60	3	27	30
	0.0%	100.0%	100.0%	10.0%	90.0%	100.0%

It is seen that 10 percent of the ex-students have been allotted independent rooms but none among the current students has been allotted independent room.

In Rajasthan, all the 90 girls contacted are satisfied with the role of the warden.

Receipt of Uniform by girls

The girls contacted during the survey were asked whether they receive adequate uniforms or not during the course of their stay in the KGBV. Their replies in this regard have been consolidated and presented in the table below.

7.78 Distribution of students as per receipt of uniforms

Receipt of Uniforms

State	Current students				Ex students			
	Adequate	not adequate	Not received	Total	Adequate	not adequate	Not received	Total
Rajasthan	58	2	0	60	30	0	0	30
	96.7%	3.3%	0.0%	100.0%	100.0%	0.0%	0.0%	100.0%

All the ex-students and about 97 percent of the current students have said that they have received adequate uniforms. It is only 2 among the current students who have said that they have not received. **Supply of adequate uniforms to all the girls at the earliest after they join the KGBV has to be ascertained.**

Activities in the Hostel

An attempt has been made to probe into some of the activities in the hostel such as whether there is a time table in the hostel, whether the girls are satisfied with the time table, whether the girls follow the time table, Whether there is a study hour in the hostel, Whether the study hour is being followed by the girls, whether the festivals are celebrated in the hostel and whether the girls help in cooking in the hostel.

It has been told by all the girls that there is a daily time table in their school. The team has also observed in the schools that the daily time tables of activities are available in all the school. All the current students as well as ex-students are satisfied with the daily time table of activities and following the timetable

.All the students who have said that there is study hour and affirmed that they do follow the study hour.

More than 90 percent of the students in Rajasthan have said that they are celebrating the festivals in their schools.

It may be possible that some of the girls may take their own interest in helping in cooking or some places they may be required to help. The girls were asked to state whether they help in cooking in the hostel. The responses received from them have been consolidated and pretend in the table below.

Table 7.79 Distribution of girls as per the fact whether they are helping in cooking

State	Help in cooking by					
	Current students			Ex students		
	Yes	No	Total	Yes	No	Total
Rajasthan	0	60	60	10	20	30
	0.0%	100.0%	100.0%	33.3%	66.7%	100.0%

One third of the ex-students were helping in cooking whereas none is helping in cooing among the current students. This s a welcome change .It would not be proper to engage the girls in the cooking activates of the hostel under any circumstances. The hostels should have its own staff for cooking and the time of the students may not be spent for this purpose.

Girls' participation in cleaning activities

It is possible in the hostels that the children are engaged in various cleaning activities. Whether in the KGBVs the girls are engaged in the cleaning activities is probed by asking the girls whether they do various cleaning activities such as cleaning kitchen, cleaning bath rooms, cleaning toilets and cleaning living room.

In Rajasthan it is only one girl who has reported of having done the cleaning of kitchen. It is worth mentioning that not even a single student in Rajasthan is engaged in cleaning bathrooms. Practically no girl was associated with cleaning of the toilets, as only one girl reported that she has cleaned the toilets.

Girls opinion on Facilities' and Supplies

The KGBV scheme has stipulated norms of supply various items of daily use, normal wear besides uniform, and other occasional requirement as well as different facilities to be provided to them. The survey team has tried to find out from the girls contacted whether they are aware of the provision as per guideline of the scheme of the facilities to be given to them and the supplies to be made to them. All the girls in Rajasthan have said that they are aware of the facilities and supplies to be made to them as per provisions of the scheme.

Satisfaction over availability infrastructure

The girls were asked about whether they are satisfied with availability of sufficient toilets, stationary, Electricity, fans, drinking water and water for other purposes, recreational facilities, extracurricular activities, audio visual aids, Vocational training facilities, first aid facilities, General medicines, sports facilities etc.

In Rajasthan more than 90 percent of the students were not satisfied with toilet facilities. There had not been even a single student who was not satisfied with stationary, electricity, drinking water, water for other purposes, extra-curricular activities, first aid facilities and availability of general medicines.

More than 98 percent students were satisfied with fans. More than 60 percent were satisfied with recreational facilities. 68 percent were satisfied with audio video facilities. 95 percent were satisfied with vocational training. **It has to be ensured that all the facilities are made available in each and every school for each and every student.**

Girls' Satisfaction on the cleanliness and upkeep of facilities

The level of satisfaction of the girls on the cleanliness and upkeep of kitchen, living room, bath room, toilet, furnitures, common areas, surroundings and bed linen were probed.

All the students were satisfied with upkeep of toilet facilities.

All the current students are very much satisfied with the upkeep of common areas,

surroundings and bed linen.

More than two third of the students were satisfied with the upkeep of kitchen .More than 80 percent were satisfied with the upkeep of living room. 95% or more students are very much satisfied with upkeep of bath room facilities.

17 percent of students were dissatisfied with the upkeep of the furniture.

The cases of dissatisfaction though minimal should be taken note of and steps to improve the upkeep the facilities to get the best satisfaction of the girls have to be taken so that the girls will be attracted to the KGBVs.

Girls' Satisfaction on teaching and hostel

Teaching and hostel are the two important factors of the scheme. The more the girls are satisfied on these two aspects the more the deserving girls will be attached towards the scheme making the scheme successful. Hence the girls contacted were asked about the level of their satisfaction on these two factors.

Most of the current students were very much satisfied with the teaching and the rest were just satisfied. There had been no student with dissatisfaction. So was the case w.r.t hostel too. **However the hostels are to be made more attractive for the girls so that they may like to stay there to continue their learning and the teaching also could further improve to get the best satisfaction of all the students.**

Girls' opinion on Issue related to menstruation

An important issue w.r.t. the girls is the matter concerning menstruation. In most of the cases the girls may be hailing from conservative background. They might have been exposed to taboos with regard to menstruation. Thus might not have been allowed to discuss the issues related to menstruation in open and might not be following the requirements to keep hygiene and having the use of pads. It is expected that they will be better groomed in the KGBVs in these respects. It has been enquired from them whether they are still following the taboos related to menstruation, whether they discuss and / or challenge the taboos and whether they are being provided with pads or not

It is seen that in Rajasthan more than 95% of the girls do not follow the taboos. In the case of ex- students none of the girls in Rajasthan followed the taboos when they were in the hostels. Almost none (less than 2%) used to discuss about the taboos in Rajasthan. More than 60 percent of girls in Rajasthan were provided with sanitary pads.

Girls opinion on Effect of hostel on retention of girls in KGBV

In order to ascertain whether the girls would still have come or continued in the KGBV school even if the hostel Facilities were not there further specific question was put to them in this regard. The result in this regard can be seen in the table below.

Table 7 . 8 0 Distribution of girls as per their chances of joining KGBV even in the absence of hostels

State	Whether would have come to / continued in KGBV even in the absence of hostels					
	Current students			Ex students		
	Yes	No	Total	Yes	No	Total
Rajasthan	3	57	60	2	28	30
	5.0%	95.0%	100.0%	6.7%	93.3%	100.0%

It is seen that 95 percent of the current students and more than 93 percent of the ex-students have said that they would not be there in the schools in the absence of the hostel facility **indicating the importance of the hostel** in the scheme in attracting the deserving girls from socially disadvantageous groups towards getting quality educations and improving their lot.

Learning Achievement

Learning Achievement for the KGBVs for the years of reference could not be obtained. However the learning achievement for the state as whole with social group wise break up has been obtained from the National Achievement Survey (NAS)

NAS was conducted throughout the country on November 13, 2017 for Classes 3, 5 and 8 in government and government aided schools. The survey tools used multiple test booklets with 45 questions in Classes III and V and 60 questions in Class VIII in Mathematics, Language, Sciences and Social Sciences. The competency based test questions developed, reflected the Learning Outcomes developed by the NCERT which were recently incorporated in the RTE Act by the Government of India. Along with the test items, questionnaires pertaining to students, teachers and schools were also used.

In Class 8, on an average, the correct responses to the subjects were: 67%, 62%, 57% and 63% in Language, Science, Mathematics and Social Science respectively. There was practically no difference between boys and girls and their scores in all the subjects were identical. In Mathematics, Science and Social Science schools located in rural areas shows higher performance than in urban areas. The students belonging to General Category shows slightly higher performance than the other category students. All the schools covered were government schools and none of the schools Government Aided

Table 7.81 Learning Achievement by Social Groups for Class 8th in Rajasthan

Social Group	Language	Mathematics	Science	Social Studies
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SC	67	57	62	62
ST	63	54	58	60
OBC	68	58	64	64
General	70	59	64	65

(Source: National Achievement Survey, NAS 2017, Rajasthan State Learning Report, NCERT)

Highest Performing Learning Outcomes

Calculates time intervals/duration of familiar daily life events by using **forward or backward counting/addition and subtraction (79)**

Voices opinion on good/bad touch, stereotypes for tasks/play/food in family w.r.t gender, misuse/wastage of food and water in family and school (81)

Identifies and makes 2D-shapes by paper folding, paper cutting on the dot grid, using straight lines etc (82)

Reads the time correctly to the hour using a clock/watch (82)

Compares numbers up to 999 based on their place values (83)

Lowest Performing Learning Outcome

Describes the functioning of rural and urban local government bodies in sectors like health and education (31)

Finds surface area and volume of cuboidal and cylindrical object (32)

Use various algebraic identities in solving problems of daily life (34)

Estimates and measures length and distance using standard units like centimeters or meters & identifies relationships (38)

Observes rules in games (local. indoor, outdoor) (40)

Learning Outcome Class 8		Average Performance (in Percent)
Language		
Read textual/non-textual materials with comprehension and identifies the details, characters, main idea and sequence of ideas and events while reading		67
Mathematics		
Solves problems involving large numbers by applying appropriate operations		55
Solves problems on daily life situations involving addition and subtraction of fractions / decimals		67
Finds out the perimeter and area of rectangular objects in the surroundings like floor of the class room, surfaces of a chalk box etc		67
Arranges given/collected information in the form of table, pictograph and bar graph and interprets them		58
Interprets the division and multiplication of fractions		50
Solves problems related to daily life situations involving rational numbers		57
Uses exponential form of numbers to simplify problems involving multiplication and division of large numbers		54
Adds/subtracts algebraic expressions		71

Solves problems related to conversion of percentage to fraction and decimal and vice versa	59
Finds out approximate area of closed shapes by using unit square grid/ graph sheet	42
Finds various representative values for simple data from her/ his daily life contexts like mean, median and mode	53
Interprets data using bar graph such as consumption of electricity is more in winters than summer	58
Generalises properties of addition, subtraction, multiplication and division of rational numbers through patterns	44
Finds rational numbers between two given rational numbers	60
Proves divisibility rules of 2, 3, 4, 5, 6, 9 and 11	71
Finds squares, cubes, square roots and cube roots of numbers using different methods	67
Use various algebraic identities in solving problems of daily life	34
Verifies properties of parallelogram and establishes the relationship between them through reasoning	42
Finds surface area and volume of cuboidal and cylindrical object	32
Draws and interprets bar charts and pie charts	56
Science	
Classifies materials and organisms based on properties/ characteristics	61
<u>Conducts simple investigation to seek answers to queries</u>	45
Relates processes and phenomenon with causes	57
Measures and calculates e.g., temperature; pulse rate; speed of moving objects; time period of a simple pendulum, etc.	74
Plots and interprets graphs	62
Constructs models using materials from surroundings and explains their working	59
Differentiates materials, organism and processes	71
Relates processes and phenomenon with causes	60
Explains processes and phenomenon	53
Measures angles of incidence and reflection, etc	59
Applies learning of scientific concepts in day-to-day life	65
Makes efforts to protect environment	78
Social Studies	
Identifies latitudes and longitudes, e.g., poles, equator, tropics, States/UTs of India and other neighbouring countries on globe and the world map	71
Locates important historical sites, places on an outline map of India	77
Describes the functioning of rural and urban local government bodies in sectors like health and education	31
Explains preventive actions to be undertaken in the event of disasters	55
Describes formation of landforms due to various factors	52
Explains the significance of equality in democracy	54
Describes the process of election to the legislative assembly	67
<u>Explains the functioning of media with appropriate examples from newspapers</u>	74
Differentiates between different kinds of markets	77

Traces how goods travel through various market places	72
Describes major crops, types of farming and agricultural practices in her/his own area/state	71
Locates distribution of important minerals e.g. coal and mineral oil on the world map	50
Justifies judicious use of natural resources	56
Draws interrelationship between types of farming and development in different regions of the world	47
Distinguishes the modern period from the medieval and the ancient periods through the use of sources	64
Explains the origin, nature and spread of the revolt of 1857 and the lessons learned from it	71
Analyses the decline of pre-existing urban centers and handicraft industries and the development of new urban centers and industries in India during the colonial period	49
Analyses the issues related to caste, women, widow remarriage, child marriage, social reforms and the laws and policies of colonial administration towards these issues	67
Applies the knowledge of the Fundamental Rights to find out about their violation, protection and promotion in a given situation	67
Describes the process of making a law. (e.g. Domestic Violence Act, RTI Act, RTE Act)	70
Identifies the role of Government in providing public facilities such as water, sanitation, road, electricity etc., and recognizes their availability	60
Draws bar diagram to show population of different countries/ India/states	71

4.5 Uttar Pradesh

Arrangement at the level of management and facilitation of KGBV schools

- (i) There is a state level committee. The members of the committee are Secretary / Principal Secretary (Basic Education), State Project Director, Special Secretary Basic Education, Director Basic Education, / SCERT/ Mahila Samakhya, State Coordinator KGBV, State Project officer. There are district level committees. The members of the district level committees are District Magistrate (Chairman), DIET Principal, Basic Siksha Adhikari, and one person nominated by DM. There are other committees for selection of staff and for making purchases.
- (ii) In the state SSA which is now merged with Samagra Shiksha is looking after the matters of KGBV. State Project Director is the nodal officer at State level and the District Basic Education Officer is the nodal officer at the District level. Besides SSA / Samagra Shiksha, Mahila Samakhya and NGOs are also involved in managing and facilitating the KGBVs in the state. The state is also running some other institutions similar to KGBV and they are run by Shram Vibhag and Samaj Kalyan Vibhag.
- (iii) Financial position for the period 2015-16 to 2017-18 is given below

Table 8.1 Financial Progress in Uttar Pradesh

₹ Lakh

Year	The financial Allocation Expenditure		Release
2017-18	34493.080	30649.670	27560.393
2016-17	35124.100	31464.768	26817.296
2015-16	34780.631	33283.425	26290.760

- (iv) In all the three years the release was less than the allocation and expenditure was less than the release. Full utilisation of amount had not been there.
- (v) Central Government sends the funds to State Government and the state sends to State Project Officer and then the money is transferred to KGBV account.
- (vi) The target of opening 746 new schools has been achieved. But the target of upgrading 27 existing schools has not been achieved. The target of construction of additional class rooms in 197 cases has also not been achieved.

(vii) There is a specified curriculum for the training of staff and they have been trained in the past three years. In fact the teachers get training every year in teaching different subjects.

(viii) They have supplied the text books to all the students. Teaching and learning materials are available in all schools and teachers always use them. A continuous and comprehensive evaluation system is adopted and skill education is imparted in all schools.

(ix) Learning achievement is assessed by CCE by session as well as annual assessment / exam.

(x) The main challenge is the problem faced in admitting minority children belonging to Muslim Community. Only a small number of such girls could be brought to schools. The community does not send the girls to the schools where there is no Urdu teacher. Some of them are engaged in household chores and are also working in factories making bangles as they are very poor and thus could not come to school.

(xi) The details of students admitted in the last three years in the classes VI to VIII are as below

Table 8.2 The details of students admitted in the last three years in Uttar Pradesh

	Class VI				Class VII				Class VIII			
Year	ST	SC	OBC	GEN	ST	SC	OBC	GEN	ST	SC	OBC	GEN
2015-16	290	9957	8320	1680	312	9728	8390	1672	231	9521	8359	1716
2016-17	303	10083	8219	1323	290	9957	8320	1680	312	9728	8390	1672
2017-18	411	10111	8306	1472	303	10083	8219	1323	290	9957	8320	1680

(xii) The girls are not able to continue their education beyond 8th class as there had been No KGBV facility beyond 8th at secondary level and the financial barrier acted against the children continuing their education. Now that KGBV facility is being extended up to 10th the problem may be mitigated to a great extent.

Status of recognition of schools

In Uttar Pradesh 734 KGBVS under model 1 and 72 under model 2 are sanctioned. All of them are established and functioning. All of them are recognised. And covered under DISE. However 13 KGBVS of model 1 do not have necessary infrastructure. Buildings are not complete in these cases. Building , Toilet, Dining Hall, Kitchen, water and electricity , furniture, provision of /benches, Hard bed, bedding, bed sheets, Pillow, Blankets etc are the facilities generally available as part of infrastructure. Food, books uniforms, self-defense, training, sports and other daily needed facilities are also provided.

Linkages with other government initiatives such as NRHM, ICDS (for access to benefits for adolescent girls), SSA (for teacher training) etc.

In UP there is perfect linking with everyone passed outs. Register (tracking) is maintained by warden at School level and alumni meetings are held. Linkages were maintained with Ashram type of schools run by social welfare department and KGBV hostel run by erstwhile RMSA to ensure continuation of education of pass outs. But for this there is no understanding with any other schemes. A linkage with NRHM is maintained for regular check-up and other beneficial deed (supply of sanitary napkins). The pass outs are tracked on a regular basis and motivated in the alumni meetings to promote the continuation of the pass outs.

Age of KGBVs- Year of establishment.

The year of establishment of the school has been obtained to know how long they are working in the field. As the schools were selected at random giving geographical representation and as schools are functioning from different years at different places we could not expect an equal-distribution of schools over years as per year of establishment.

Table 8.3 Distribution of KGBVs as per year of establishment in Uttar Pradesh

Year of establishment			
State	2004	2008	Total
Uttar Pradesh	1	5	6
	16.70%	83.30%	100.00%

The six KGBVs selected were established over the years 2004 and 2008 one in 2004 and the rest 5 in 2008.

Visits by Higher officials to KGBVs

It has been enquired whether the selected KGBV has been visited by the higher authorities in the last three years or not. All the six KGBVs selected have been visited by higher authorities in the last three years.

Level of involvement of higher officers

In order to have an idea of the level and intensity of involvement of higher officers the details of officers who visited the selected KGBVs in the last three years were collected, and the same is presented in the table below.

Table 8.4 Details of official who have visited the KGBVs in the last three years.

State	Officials who have visited KGBV in the last three years
Uttar Pradesh	DEO, District Officer, District Sub-Officer, ED Basic Education, District Basic Education Officer, District Coordinator Basic Siksha, State Education Officer, State Programming officer , Sub Divisional Magistrate, State Project Officer(SPO)

It is seen that there had been considerable amount of involvement of higher authorities. However **Norms for visits by different level of officials to the KGBVs in a year have to be clearly specified and the same has to be invariably followed.**

Management of KGBVs

All the KVGBs are being managed and run by the Sarva Siksha Abhiyan (SSA). All the KGBVs selected were residential schools and all of them were functioning from their own buildings.

Number of Class rooms

The number of class rooms available in each of the selected school was ascertained.

Table 8 . 5 Distribution of schools as per number of class rooms

State	Number of classrooms in KGBVs					Total
	2	3	4	5	12	
Uttar Pradesh	0	6	0	0	0	6
	0.00%	100.00%	0.00%	0.00%	0.00%	100.00%

All the six selected KGBVs were having 3 class rooms each.

Compound wall

It is essential that the school meant for Girls should have all security measures. One of the primary requirement in this regard is compound wall so that unauthorised person do not approach near the school building or class rooms. Hence the availability of compound wall was observed in each of the selected KGBVs and the distribution of the schools as per availability of compound wall could be seen in the table below.

Table 8.6 Distribution of KGBVs as per availability of Compound Wall

State	Availability of compound Wall		
	Available	Not Available	Total
Uttar Pradesh	6	0	6
	100.0%	0.0%	100.0%

All the six selected KGBVs Aare having the compound wall.

Hostel

All the KGBVs selected have got a hostel attached with it.

Position of hostel and its compound wall

The position of the hostel and the availability of the compound wall for the hostel are also important factors from the point of view of safety and security of the girls. Hence the same was investigated and it was found that all the 6 schools selected are having the compound also have the hostel within the same compound.

Condition of the School Building

The condition of the school building is critical for creating better atmosphere for the girls to attract them to the schools and to facilitate them to learn. The condition has been observed by our staff and the distribution of the School Buildings as per their condition can be seen in the table below.

Table 8.7 Distribution of KGBV Buildings as per their present condition

State	Condition of the KGBV Buildings			Total
	Very Good	Needs minor repairs	Needs Major repairs	
Uttar Pradesh	3	3	0	6
	50.00%	50.00%	0.00%	100.00%

The condition of 50 percent of the KGBV buildings is very good and the remaining needs some minor repair. There is no case where major repairs are required. **It is essential that all the KGBV buildings are kept in a very good condition to provide a better atmosphere for the learning.**

Condition of the Hostel Building

As in the case of the KGBV building, the condition of the hostel building where the girls have to stay is also important. Hence the same was also physically observed by our team and

their observations are consolidated and presented in the table below.

Table 8.8 Distribution of Hostel Buildings as per their present conditions

State	Condition of the Hostel Buildings			Total
	Very good	Needs minor repairs	Needs major repairs	
	2	4	0	
	33.30%	66.70%	0.00%	

No hostel buildings in Uttar Pradesh need major repair, but however two third of them need minor repairs and the remaining one third is in very good condition. **It is essential that all the hostel buildings are kept in good condition for comfortable living of the girls and to attract the girls to stay there and study.**

Security Measures

Security of the girls is one of the major concerns in the KGBVs. The school in charges were asked about the steps taken in KGBVs for the safety and security of the girls of KGBVs. Their replies have been consolidated and presented in the tabular form below.

Table 8.9 Steps taken for safety and security for the girls in KGBVs

Steps taken for the safety and security of the girls as ascertained from the school in charges.
Providing Security guard, fitting CCTV Camera. Using Voice Recorder, having boundaries Providing Training of self-defense for girls, Providing guard for 24 hour at gate

Uttar Pradesh is one of the two states having CCTV cameras. **All the KGBVs should have a boundary wall with kanta fencing all along the boundary wall.**

Availability of Transport equipment

None of the KGBVs selected has any transport vehicles of their own for their use.

Impact of Food on the Girls

The KGBV girls are supposed to get the nutritious food in the hostels where they stay. An attempt has been made to get an idea on the impact of food on the health of the inmates of the hostels from the in charge of the schools. The picture that emerged has been presented in the table below.

Table 8.10 Distribution of KGBVs as per the opinion of the School in charge on the impact of food on the health of the girls

State	Impact of food on the girls		
	Had good impact on the health	No Special Impact	Total
Uttar Pradesh	5	1	6
	83.30%	16.70%	100.00%

It has been seen the in 5 out of the six selected KGBVs the school in charges have expressed that there had been good impact of the food on the health of the girls.

Supply of essential items to the girls

The girls are supposed to be supplied with some essential items like uniforms, other clothes, foot wear, bedding requirement and other daily essentials by KGBV in charge. The items supplied to the girls are indicated in table below. It may be seen that almost all essential items are being supplied to the girls. It has been seen some of the school in charges could not easily report all the items that are being supplied to the girls. Generally the situation w.r.t supply of various items to the girls seems to be satisfactory

Table 8.11 List of essential items supplied to the girls as narrated by the management

Item	Number. Supplied	Item	Number Supplied	Item	Number Supplied
Bag	1	Other Clothes (pair)	1	Soap (clothes)	1
Blanket	1	Track suit	2	Socks	2
Brush	1	Shampoo	100 ml	Tie	1
Cream	100 ml	Sanitary Pad	as needed	Towel	1
Detergent Powder	500 gm	Shoes (Pair)	1	Track suit	1
Hair oil	1	slipper / sandal	1	T Shirt	1
Kurta Salwar	1	Soap (Bath)	1	Undergarments	2
night suit	1			Uniforms	2

Items such as Bed Sheet, Belt, Blazer, Colour Dress, comb, Cosmetics Kit, Leggings, Mosquito net, Notebook, Pillow Cover, Ribbon, Rumaal, Scarf, Sweater found to be supplied in other states are not supplied.

Facilities other than the food for the children

The school in charges were asked about the facilities other than the food being offered to the students in KGBVs. The responses from them have been consolidated and presented in the table below.

Table 8.12 Some details of facilities other than food made available to the students of KGBV Students as Ascertained from the school in charges

Facilities other than food provided at KGBVs as ascertained from school in charges

Special attention to sports cultural activities; self-defense maintenance. Providing school bag, tie, belt and coat.

Library facility has to be made compulsory. Newspapers and magazines are to be provided. The practice of giving a dossier or file to pass outs mentioning the facilities available for further studies, empowering girls through programmes like Power Angel Programme followed in some place could be made compulsory for all the schools

Impact of other facilities on the children

The impact of other facilities on the children was enquired into and the opinion of the in charges of the KGBVs has been obtained and the schools are distributed as per the opinion of the in charges of the schools. All the schools in Uttar Pradesh have reported good impact of the other facilities provided to the girls on the general upkeep of the girls. The wardens have to take care that the facilities do have good effect on the children. The deficiencies if any in this regard have to be identified by them and removed.

Manpower

Adequate Manpower is one of the basic requirements for the success of the KGBV Scheme. In all the KGBVs one of the teacher herself is also warden of the hostel. The KGBVs have teaching staff – full time and part time, Accountants- fulltime / part time, Assistants, Peons, Chowkidar, Head Cooks and Assistant Cooks. The position of manpower as on the date of survey in the selected KGBVs was ascertained from the heads of the KGBVs and the situation is depicted in the table below

Table 8.13 Details of Manpower in the selected KGBVs as on the date of survey

Position	S	P	V
Full time teachers	109	89	20
Par time teachers	92	67	25
Total Teachers	201	156	45
Teachers vacant %	22.4		
Full time accountant	16	13	3
Asst, Accountant	8	7	1
Total accountants	24	20	4
Assistant	7	6	1
staff other than peon, chowkidar	232	182	50
Peon	22	22	0
Chowkidar	31	30	1
Peon and chowkidar	53	52	1
School staff	285	234	51
Cook	33	32	1
Asst cook	72	68	4
Cooking staff	105	100	5
Total staff	390	334	56
%of vacancies	14.35		

It is seen that about 22 percent of the teacher's posts are vacant. This is a matter of worry. **All the teaching posts are to be filled up and no post is kept vacant at any point of time. They could have reserve list of candidates at all times so that as and when a vacancy arises they can fill up the same immediately.**

KGBV should have a watchman for 24 hours a day for all the seven days. Taking this requirement into there should be sanction and appointment of required number of chowkidar.

Filling up of the posts

The centre has laid down norms for filling the posts in KGBVs in its guide lines. Some of the states follow the same strictly. Some other states have their own norms. It has been probed to see how far the states follow the norms given by the centre in filling up the posts. An enquiry in this regard was made and the relevant information was obtained from the selected KGBVs It has been seen in Uttar Pradesh two third of the selected KGBVs follow the KGBV norms and the rest do not have any norms. **The schools must be compelled to follow the norms.**

Procedure for filling up the posts

It was further enquired as to how exactly the posts are being filled up in the state. The schools could give coherent and clear reply explaining the standard practice being followed. In Uttar Pradesh, District Selection Committee are fixed by SSA and the selections for filling up the posts are made through interviews.

Teachers for different subjects

It is desired that there are separate teachers for teaching each subject to the girls. Especially the persons qualified in arts subjects are not to be allowed to take classes in Science and Mathematics. In the selected KGBVs it was investigated whether they have separate teachers for each subject and the responses in this regard have been consolidated and presented below.

Table 8.14 Distribution of selected KGBVs as per availability of separate teacher for each subject

State	Availability of separate teachers for each subject Total		
	Available	Not available	
Uttar Pradesh	4	2	6
	66.70%	33.30%	100.00%

In Uttar Pradesh two third of the schools have separate teacher and 50% do not. **It has to be ensured that each school has separate teacher for each subject so the subjects can be taught effectively.**

Qualification of Teachers

The qualification of teachers has a relation to the level and quality of teaching. The teachers may be graduates, Post Graduates, M. Phil degree holders, or Ph.D degree holders. It was ascertained from each of the selected school as to how many teachers are there possessing each of these qualification as the maximum qualification. The total numbers of teachers available have been classified as per their qualification based upon the information provided by the selected schools and the result is presented in the table below.

Table 8.15 Distribution of teachers in the selected KGBVs as per their qualification

State	Qualification				Total
	Graduate	Post Graduate	M/.Phil	Ph.D	
Uttar Pradesh	37	0	0	0	37
	100.00%	0.00%	0.00%	0.00%	100.00%

It is seen all the teachers in the selected KGBVs are only graduates.

An essential qualification for the post of teacher is the possession of technical qualification of B.Ed Degree which makes them professionally qualified to become a regular teacher. However in practice persons without this requirement are also appointed as teachers for some period. The survey has tried to find out as to how many of the teachers in the selected KGBVs possess the technical qualification B.Ed and how many do not. The information in this regard has been obtained from the selected schools and the distribution of teachers as per the possession of B.Ed qualification is presented in the table below.

Table 8.16 Distribution of teachers in the selected KGBVs as per possession or otherwise of B.Ed degree

State	Possession of B.Ed		Total
	Has B.Ed	Does not have B.Ed	
Uttar Pradesh	37	0	37
	100.00%	0.00%	100.00%

All the teachers in the selected KGBVs in Uttar Pradesh are having B.Ed degree. **The state may follows the practice of appointing only those with B.Ed qualification as teachers, in the overall interest of the programme.**

It has further been probed whether the teachers in the selected KGBVs had undergone any training or not. The number of trained teachers and untrained teachers in the selected KGBVs as ascertained from the selected KGBVs can be seen in the table below.

Table 8.17 Distribution of teachers as trained and untrained teachers as ascertained from the selected KGBVs

State	Whether trained		Total
	Trained	Not trained	
Uttar Pradesh	37	0	37
	100.00%	0.00%	100.00%

The state of Uttar Pradesh has only trained teachers

Salary of teachers

The salaries of teachers are generally paid through BSA.

Presence of male staff

In KGBVs males are not generally allowed inside the campus. In certain cases it is prescribed that the males cannot enter before certain hours in the morning and after certain hours in the evening. Generally the employees in the KGBVs are females only. Mostly chowkidar are males and in many cases they are kept at the gate only. However there may be an occasion which necessitates the KGBV to appoint male staff and allow them to work in the campus during the day time after certain fixed hours in the morning and before certain fixed hour in the evening. The survey team tried to find out whether there are male staff in the selected schools and whether they are allowed to work within the campus of the KGBVs. It has been seen that in Uttar Pradesh in 50 percent of the six selected schools the male staff.

Availability of Doctor

Normally a Doctor is expected to be attached to the KGBV to take care of the health and hygiene needs of the girls. How far this is being implement has been seen by investigating whether a doctor is attached to the KGBV or not and the prevailing position in this regard has been shown in the table below.

Table 8.18 Distribution of schools as per the fact whether a doctor has been attached to the KGBV or not

State	Whether doctor is attached to school		Total
	Doctor attached to School	Doctor not attached to School	
Uttar Pradesh	6	0	6
	100.00%	0.00%	100.00%

In Uttar Pradesh in all the six selected KGBVs are having a doctor attached to the school. Having found whether a doctor is attached to the KGBV or not further it was probed how often the doctor's visit the KGBV for the health check-up or other issues. The information in this regard has been collected from the selected schools and consolidated and presented in the table below.

Table 8.19 Distribution of schools as per periodicity of visit of Doctors

State	Periodicity of doctor check up						Total
	Twice a month	Once a month	Once in 2 or 3 months	Every 3 months	Once in a year	Doctor not attached	
Uttar Pradesh	0	6	0	0	0	0	6
	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%

In all the six selected KGBVs it has been seen that the doctor attached is visiting the school once in a month.

Maintenance of health records

KGBVs are expected to maintain records of health of the girls. It has been probed by the survey team to see whether the health records of the girls are kept or not. In Uttar Pradesh in two third of the schools the health records of the girls are maintained and in the rest the same is not maintained. **All the schools should maintain the health records of the girls.**

Condition of health

Once having seen the health records are kept in almost all the schools, the condition of health of the girls was ascertained from the KGBVs as either very good or just normal or below normal. The distribution of the school as per overall health conditions of the girls as ascertained from the KGBV is given in the table below.

Table 8.20 Distribution of schools as per the general health condition of the girls

State	General condition of health of the Girls		
	Very Good	Normal	Total
Uttar Pradesh			
	3	3	6
	50.00%	50.00%	100.00%

It has been seen there had been no case in Uttar Pradesh where the general health conditions of the girls is below normal. In half of the six selected KGBVs the condition of health of the girls was said to be very good and in the rest the same was normal.

What is done to maintain hygiene?

It has been asked from the selected KGBVs as to what steps are taken by them to maintain hygiene. In Uttar Pradesh, daily cleaning is being done in KGBVs. Toilet and bathrooms are daily cleaned. Counselling on Hand wash is being given.

Holidays

The KGBVs were asked about the holidays being given to the girls. In all the states some of the schools have said that there is no circular on list of holidays, but holiday is given during festivals. There should be a list of holidays for each state in which some of the holidays must be observed on national basis and some on state basis. The list of holidays should be uniform for the state as a whole. It has been ascertained from the KGBVs whether the girls leave for home during the holidays. There can be cases where all the girls leave for holidays, and there can be cases where only some leave. The overall position in this regard is indicated in the table below.

Table 8.21 Distribution of KGBVs as per the status of girls leaving home for holidays

State	During holidays do girls go home			Total
	All go home	Some go home	None go home	
Uttar Pradesh	6	0	0	6
	100.0%	0.0%	0.0%	100.0%

In Uttar Pradesh all the girls go home during holidays in the case of all the six selected KGBVs.

Visit of parents

In the KGBVs the girls are living away from home and may sometimes have homesickness and longed to see their parents. They could not go home for the purpose often from KGBV. But their parents can come and see. Whether the KGBV allows the parents to come see the girls in the KGBV has been ascertained and presented in the table below.

Table 8.22 Distribution of schools as per admitting the visit of the parents to KGBV

State	Are parents allowed to visit girls in school		Total
	Yes	No	
Uttar Pradesh	6	0	6
	100.0%	0.0%	100.0%

In all the schools in Uttar Pradesh, the parents are allowed to visit the KGBVs and see the girls.

Recognition of schools

It has been seen that all the selected schools are recognised by the State Government.

Infrastructure

Proper infrastructure is the basic need for the proper functioning of the KGBVs. The status of infrastructure in the selected KGBVs has been ascertained and presented in the table below.

Table 8.23 Distribution of schools as per availability of all infrastructures in the KGBV

State	Does school has necessary infrastructures		Total
	Yes	No	
Uttar Pradesh	4	2	6
	66.7%	33.3%	100.0%

In Uttar Pradesh more two third of the schools are having necessary infrastructures and the rest do not. **All the state governments must ensure that all the KGBVs do have all the necessary infrastructures.**

Supply of text books

The students of KGBVs are expected to be supplied free text books. The actual position in this regard in the selected KGBVs has been examined and it is seen in all the six selected KGBVs, all the text books have been supplied to all the students.

Teaching Material

For better teaching the relevant teaching and learning materials must be available in the schools. The real position with regard to availability of teaching materials in the selected KGBVs has been enquired into and the status in this regard is presented in the table below.

Table 8.24 Distribution of KGBVs as per availability of teaching Materials

State	Availability of teaching and Learning materials		Total
	Available	Not Available	
Uttar Pradesh	6	0	6
	100.0%	0.0%	100.0%

All the six selected were found having the necessary Teaching and Learning Materials.

Bridge course

KGBV admits drop outs and those who had no formal education earlier. To make them fit for the class in which they are admitted they have to be given extra coaching by covering the subjects that they have not studied through organising bridge courses so that they can cope up with the class in which they are admitted. The survey team tried to find out whether such bridge courses have been conducted or not in the selected KGBVs. It is found that in two third of the six KGBVs selected the bridge courses are conducted. It is a matter to be worried.

Remedial Education

For the weak students in the classes, steps are taken to give extra coaching on the subject as part of remedial education so that they can come up in the performance. In Uttar Pradesh it is only in one of KGBVs out of the six selected remedial education measures are adopted.

Adequacy of infrastructure for learning

There are some basic infrastructures required for proper learning. Whether the school has such infrastructures adequately or not has been probed and it is seen that in none of the schools the same was found inadequate. In one of the schools the infrastructures were more than adequate and in the rest the same were just adequate.

Maintenance of infrastructure for learning

Besides the adequacy of infrastructure for leaning it is essential that the infrastructures are well maintained so that they can be put to proper use for the benefit of ensuring successful learning process. How far the available infrastructures are maintained in the schools visited has been observed and the results of these observations are indicated in the table below.

8.25 Distribution of KGBVs as per the status of maintenance of infrastructures for learning

State	Maintenance of infrastructures for learning			Total
	Very Good	Just Good	Not good	
	1	4	1	6
Uttar Pradesh	16.7%	66.7%	16.7%	100.0%

In only one of the six KGBs selected the infrastructures for learning are very well maintained. In about two third of the schools the maintenance is just good. However in one of the schools the same is not good. **It is essential that all the schools must maintain the infrastructures for learning in good condition at least.**

Linkages with pass outs

For achieving the basic aim of continued education of the girls, it is expected that the KGBV keep contact with pass outs, encourage them and help them for continuing their education beyond 8th after leaving the KGBVs. The survey team tried to find out the extent to which the KGBVs have the linkages with the pass outs. The results of such an exercise can be seen in the table below.

Table 8.26 the distribution of Schools as per the extent of linkages with pass out

State	Are there linkages with every pass out				Total
	Yes, With everyone	Yes With Many	Yes with Some	No with none	
Uttar Pradesh	3	2	0	1	6
	50.0%	33.3%	0.0%	16.7%	100.0%

Half of the KGBVs out of the six selected in Uttar Pradesh were found having link with every pass out and two more were having the link with most of the pass outs. It is only one of the schools that did not have any linkage. **It is essential that the KGBVs keep contact with all the pass outs. They may keep a register for the purpose and keep tracking them and guide and help them for further education.**

Bank Account

It has been asked from the KGBVs whether a separate bank account is being kept for KGBV funds or not. The responses received are consolidated and indicated in the table below.

Table 8.27 Distribution of schools as per availability of separate bank accounts

State	Are there separate SB accounts for KGBV funds		Total
	Yes	No	
Uttar Pradesh			
	3	3	6
	50.0%	50.0%	100.0%

It is seen that in 50 percent of the cases there is separate bank account for KGBV funds.

There must be separate bank account for KGBV funds in case of each KGBVs.

Social taboos

It was investigated in the KGBVs whether taboos' regarding menstruation is observed among the girls in the KGBV or they are discussed among them in the school. The information obtained in this regard are summarised in the table below.

Table 8.28 Distribution of KGBV as per observation on taboos regarding menstruation

State	Observing Taboos regarding menstruation			Total
	Observed	Discussed	Cannot Say anything	
Uttar Pradesh				
	1	3	2	6
	16.7%	50.0%	33.3%	100.0%

It has been seen that the matters regarding taboos relating to menstruation is widely discussed in half of the schools and the taboo is observed in about one third of the school.

The KGBVs have to educate the girls in respect of the matters related to menstruation, provide facility for them to discuss the issue and get out of any taboos in this regard.

Interview of staff

During the course of the survey from each of the selected school two teachers and two non-teaching staff have been contacted and some particulars about them, about the girls and about the institutions have been collected from them and they are analysed.

Qualification of staff interviewed

The basic qualifications of teaching and non-teaching staff interviewed have been collected and they are grouped according to their classification and presented in the tables below.

Table 8.29 Distribution of teachers interviewed according to their qualifications

State	Qualification			Total
	Graduate	Postgraduate	M. Phil	
Uttar Pradesh				
	4	8	0	12
	33.3%	66.7%	0.0%	100.0%

It has been seen that a little more than one third of the teachers interviewed were graduates and the rest were post graduates.

Table 8.30 Distribution of non-teaching staff according to qualification

Qualification						Total
10 th Pass	12 th pass	Graduate	Post graduate	M.Phil	Illiterate	
6	0	3	2	0	1	12
50.0%	0.0%	25.0%	16.7%	0.0%	8.3%	100.0%

Among the non-teaching staff 10th pass were 50 percent and graduates were 25 percent. There were no M Phil or 12th only pass persons. There was only one illiterate.

Professional Qualification of the staff interviewed

The teaching staffs are expected to possess the professional qualification B.Ed or M.Ed or any other diploma or degree. The non-teaching staff need not necessarily possess any professional qualification. Nevertheless both of them were asked to state the professional qualification if any they possess and the responses have been consolidated and presented in the tables below.

Three fourth of the teachers were B.Ed one is and M.Ed and the rest had some professional qualification.

Table 8.31 Distribution of Teachers as per their professional qualification

State	Professional qualification				Total
	B.Ed	M.Ed	None	Others Specify	
Uttar Pradesh	9	1	0	2	12
	75.0%	8.3%	0.0%	16.7%	100.0%

Table 8.32 Distribution of non-teaching staff as per professional qualification

State	Professional qualification			
	B.Ed	None	Others	Total
Uttar Pradesh	1	9	2	12
	8.3%	75.0%	16.7%	100.0%

One out of 12 non-teaching staff interviewed was a B.Ed and two more had some other qualifications. Three fourth of the staff did not have any professional qualification.

Years of service at the present station of the staff interviewed

Staff's association with the local station would give them better understanding of the local population, their culture and local practices that may shape their activities and it may help them to articulate their actions with respect to the school and children in a better acceptable manner attracting the girls towards the school. It has been enquired from the teachers as to how long they are staying at the same station and the concerned information is presented in the table below.

Table 8.33 Distribution of teachers as per years at the present station

State	Years of experience at the present station					Total
	<2	3 to 5	6 to 10	11 to 15	>15	
	3	2	7	0	0	12
Uttar Pradesh	25.0%	16.6%	58.2%	0.0%	0.0%	100.0%

It could be seen that about 75 percent of the teachers are in the same station for more than 2 years. About 59 percent of the teachers are staying at the same station for more than 5 years. This will give them to build up better relationship with local population and help in attracting the girls to the schools through their efforts.

The same information has also been obtained from the non-teaching staff and the same is presented in the table below.

Table 8.34 Distribution of Non-teaching staff as per years at the present station

State	Number of years at the station				Total
	<2	3 to 5	6 to 10	11 to 13	
	0	1	9	2	12
Uttar Pradesh	0.0%	8.3%	75.0%	16.6%	100.0%

It is seen that all the 12 non-teaching staff interviewed are staying at the same place for more than 2 years and more than 90 percent of them are staying in the same place or more than 5 years. Thus it is seen that teachers are staying for a less period in the same station as compared to the non- teaching staff. **It would be better if the teachers are allowed to stay in the same station for more number of years.**

Training before joining

Training is an important aspect especially in the case of the teachers. They are either expected to have undergone training beforehand or after joining within few years of service. The details about the training of the 12 interviewed teachers before their joining the post have been obtained and presented in the table below.

Table 8 . 3 5 Distribution of teachers as per their having been trained beforehand or not

State	Training before joining		
	Yes	No	Total
	5	7	12
	41.7%	58.3%	100.0%

It has been seen that about 42 percent of the teachers have received training before joining the post.

In the case of the non-teaching staff by the very nature of job the staffs generally do not have any training.

Almost all the persons trained have expressed their opinion that the training had been very useful to them.

Nature of job

The nature of job is likely to have an effect on the performance of a person and consequently of the education of the girls in KGBVs. Whether the teachers are engaged on full time basis or part time basis, whether they are Permanent or temporary have been ascertained and presented in the table below.

Table 8.36 Distribution of teaching staff as per their job status

State	Full time or part time		Permanent or temporary		Total
	Full Time	Part Time	Permanent	Temporary	
Uttar Pradesh	9	3	0	12	12
	75.0%	25.0%	0.0%	100.0%	100.0%

It is seen that 75 percent of the teachers are on fulltime basis, but none of them are permanent. **It would be better if the teacher are made permanent so that they may have more job satisfaction which will have an effect on their performance and hence on the education of the girls.**

The details about the nature of job in the case of the non-teaching staff have been analysed and presented in the table below.

Table 8.37 Distribution of non-teaching staff as per their job status

State	Full time or part time		Permanent / temporary / daily wager			Total
	Full Time	Part Time	Permanent	Temp.	daily wager	
Uttar Pradesh	10	2	1	10	1	12
	83.3%	16.7%	8.3%	83.3%	8.3%	100.0%

In the case of the non-teaching staff about 83 percent are full time. Only one out of the 12 teachers is permanent. **The non-teaching staff may be made permanent to the maximum extent possible.**

Subject taught

It is expected that there should be separate teachers for each subject in the KGBVs for the better education of the girls. It has been ascertained from the teachers whether they teach one single subject or more than one subject. The distribution of the teachers as per the number of subjects taught is given in the table below.

Table 8.38 Distribution of teaches as per number of subjects taught

State	Teaching single or multiple subjects		
	Single Subject	More than one	Total
Uttar Pradesh	5	7	12
	41.7%	58.3%	100.0%

It is seen except one all the other 7 teachers out of the 12 interviewed are teaching more than one subject. **It must be ensured in all the schools that there are separate teachers for different subjects, especially for mathematics and Science.**

Involvement in selection process

Teachers could be more appropriate person to be involved in the selection process. It has been probed whether the teachers or the other staffs have been involved in the section process or not. The responses received in the process have been consolidated and presented in the table below.

Table 8.39 Distribution of staff as per their involvement or otherwise in the selection process

State	Teachers involved in selection			non-teaching staff involved in selection		
	Yes	No	Total	Yes	No	Total
Uttar Pradesh	12	0	12	1	11	12
	100.0%	0.0%	100.0%	8.3%	91.7%	100.0%

It is heartening to note that all the teachers and another are involved in the section process of selecting girls for admission into KGBVs and only one of the non-teaching staff is involved.

It has further been seen all the teachers and non-teaching staff in the KGBVs are satisfied with the selection process adopted for the admission of the girls in the KGBVs.

Views of selected teachers on facilities given to girls

Under the KGBV scheme many facilities are granted to the girls. As the staff are closely associated with the system there awareness about the facilities given and their satisfaction on the same have been ascertained and the same have been analysed and presented in the table below.

It has been two third of the teachers interviewed are aware of various facilities / provisions for the girls under the scheme and more than 83% of the teachers are satisfied with the facilities / provisions made under the scheme.

Table 8.40 Distribution of teachers as per awareness of facilities to Girls in KGBVs and their satisfaction over the same

State	Aware of the facilities / provisions		Satisfied with the provisions		Total
	Yes	No	Yes	No	
Uttar Pradesh	8	4	10	2	12
	66.7%	33.3%	83.3%	16.7%	100.0%

The persons to give effect to the provisions of the facilities are mostly the non-teaching staff. Their awareness and their satisfaction about the facilities given were also obtained and the same are presented in the table below.

Table 8.41 Distribution of non-teaching staff as per their awareness of the facilities to the girls and their satisfaction or otherwise of the provisions

State	Aware of other facilities		Satisfied with the facilities		Total
	Yes	No	yes	No	
Uttar Pradesh	9	3	11	1	12
	75.0%	25.0%	91.7%	8.3%	100.0%

Three fourth of the staff interviewed are aware of the facilities and almost all are satisfied with the provisions.

Teacher Student ratio

The student teacher ratio is an important factor in quality of education. The less number of students per teacher the more attention the teacher could pay to each of the students. Hence it has been enquired from the teachers as to how many students they teach and a distribution according to number of students they teach has been prepared and presented in the table below.

Table 8.42 Distribution of teacher as per number of students they teach

State	No of students per teacher					Total
	<10	11 to 20	21 to 30	31 to 40	42-50	
Uttar Pradesh	0	5	6	1	0	12
	0.0%	41.7%	50.0%	8.3%	0.00%	100.0%

In Uttar Pradesh none of the 12 teachers interviewed had less than 10 students or more than 40 students. It is only one teacher who was having more than 30 students.

Teachers' view on Curriculum

There are different streams of education with different curriculum. The overall development of the children through the school education much depends upon the curriculum flowed in the system adopted by the schools. In our context as the teachers are the best persons to give an opinion about curriculum they were asked whether they were satisfied with the curriculum or not. All the 12 teachers interviewed expressed that they were satisfied with the curriculum.

Use of Class rooms for more than one class

One of the basic requirements for the education of the children under the scheme is required number of class rooms for conducting different classes. It has been asked from the teacher whether more than one class is taught in the same room which will indicate whether sufficient rooms are available or not. The results of this investigation are indicated in the table below.

Table 8.43 Distribution of teachers as per the fact teaching more than one class in the same room

State	Whether more than one class taught in same room		Total
	Yes	No	
Uttar Pradesh	4	8	12
	33.3%	66.7%	100.0%

It is seen that in two third of the cases, more than one class is not taught in the same class room. **It has to be ensured that there are sufficient class rooms so that there is no need to conduct more than one class in the same class room**

Teachers involvement in Hostel Management

Next to the requirement of class room, it is the hostel facility that is more important. The survey team has tried to find from teachers whether they are involved in the hostel management and if involved whether they are satisfied with the arrangements in the hostel. The situation about the involvement of the teachers in the hostel management could be seen in the table below.

Table 8.44 Distribution of teachers as per their involvement in the management of hostels

State	Whether involved in hostel management		
	Yes	No	Total
Uttar Pradesh	8	4	12
	66.7%	33.3%	100.0%

It is seen that in two third of the cases the teachers were involved in the management of the hostel in some way or the other. It has further been seen that all the teachers associated with the management of the schools are satisfied with the arrangements in the hostels.

Teachers' view on other infrastructures.

All the staff of the KGBVs contacted were asked to give their opinion whether they are satisfied with the infrastructures available in the KGBVs or not. The distributions of the staff as per their satisfaction regarding infrastructures are indicated in the table below.

Table 8.45 Distribution of staff as per their satisfaction with infrastructures

State	Teachers satisfied			Non-teaching staff satisfied		
	Yes	No	Total	Yes	No	Total
Uttar Pradesh	7	5	12	8	4	12
	58.3%	41.7%	100.0%	66.7%	33.3%	100.0%

Nearly 60 percent of the teachers were satisfied with the infrastructure and two third of the non- teaching staff were also satisfied with the infrastructure.

Non-Teaching assignments for teachers

It is normally seen in school in general that the teachers are loaded with a lot of non-teaching assignments related to general administration such as keeping various records, preparing various statements now and then, providing all necessary statistics relating to the school etc. Many times the teachers have to over work for these purposes and such assignments become a burden to the teachers and also to some extent distract them from their basic responsibility of devoting more time for the preparation for the classes to ensure effective teaching. The 12 teachers contacted during the present study were asked about their involvement in non-teaching jobs in the KGBVs. Irrespective of the fact whether they are involved in non-teaching job or not at present they were asked to give their opinion as to whether they feel that the non-teaching assignments to the teachers is a burden to them or not . The ground situation in this regard has been depicted in the tables below.

Table 8.46 Distribution of teachers as per their involvement in non-teaching job

State	Are teachers involved in non-teaching assignments		
	Yes	No	Total
Uttar Pradesh	8	4	12
	66.7%	33.3%	100.0%

Table 8.47 Distribution of all teachers as per their opinion whether non-teaching assignments is a burden

Whether non-teaching assignments is a burden			
State	Yes	No	Total
Uttar Pradesh	8	4	12
	66.7%	33.3%	100.0%

It has been seen that two third of the teachers are involved in non-teaching assignments and all of them felt that non-teaching assignments is a burden to teachers.

Meeting of teachers.

In all the schools teachers generally meet together and discuss various issues related to the school, students and other matters of common interest for the overall improvement of the institution. The 12 teachers contacted have been asked by the survey team whether they conduct meeting among themselves to discuss issues related to school and studies. All but one of the 12 teachers interviewed have said that they do conduct meetings to discuss issues related to schools and the study.

Each of the 12 teachers contacted were also asked about the various subjects they discussed in such meetings. It has been seen all the teachers invariably discuss about academic achievements. The number and percentage of teachers who have discussed various other issues are indicated for each of the issues discussed in the table below.

Table 8.48 Distribution of teacher as per issues discusses in their meetings.

State	Number and % of teachers who discussed							
	Behavioural adjustment of girls	Guiding-girls	Co-c curricular activities	Regularity of girls	Health of girls	Trades of interest of girls	Other interests of girls	Others
Uttar Pradesh	9	9	9	9	10	9	10	9
	75.0%	75.0%	75.0%	75.0%	83.3%	75.0%	83.3%	75.0%

The most discussed subject is the health of the girls and equal attention has been given to all the other subjects. All the 12 teachers interviewed have said that they discuss about behavioural adjustment of girls, co-curricular activities, and regularity of girls and health of girls.

Teachers' view on Effect of hostel on education

How far the hostel system is responsible for attracting the girls towards KGBVs is a matter to be examined. It has been felt by a section of the people that if there had been no hostel facilities many of the girls either would not have come to the KGBVs or would have left the KGBVs without continuing education. It is in this context the survey team wanted to know from the teachers their opinion whether even in the absence of hostel facility the children would have come to the KGBV schools for education. The presence or absence of the hostel facility would affect the strength of students in KGBV schools. The position that had been obtained in this regard has been presented in the table below.

Table 8.49 Distribution of teachers as per their opinion on the effect of hostel facility on enrolment / attendance in KGBV schools

State	Do the teachers feel that even in absence of hostel facility girls would have come to school		Total
	Yes	No	
Uttar	6	6	12
Pradesh	50.0%	50.0%	100.0%

It has been seen that six out of the 12 teachers interviewed have felt that in the absence of hostel facilities the girls would not have come to schools.

Parent Teachers Association

Parent Teachers Association is an important institutional arrangement at the school where each teacher meets with the parents of the students at periodical interval and discuss about the progress of the child in the school and other child-school related issues. This has been proved to be useful in building up a rapport between parents and teachers for the improvement of the child. During the course of the present study it was investigated whether the selected KGBVs are having the Parent teacher Association, whether the teachers actively participate in the same, Whether the Girls progress is discussed in the meeting and whether the parents cooperate.

It has been seen that in all the selected schools the Parent teacher Association is functioning and the performance of the girls is invariably discussed in the said meetings. However the active participation of the teachers and the cooperation of the parents vary from place to place, school to school and teacher to teacher. The information gathered from the 12

Teachers contacted during the present study on the active participation of teachers and the cooperation of the parents are summed up and presented in the tables below.

Table 8.50 Distribution of teachers as per their active participation and their opinion on the cooperation from parents

State	Does actively participates in parent teacher association		Do feel that parent cooperate to improve performance of girls		Total
	Yes	No	Yes	No	
Uttar Pradesh	8	4	9	3	12
	66.7%	33.3%	75.0%	25.0%	100.0%

It is seen that two third of the teacher's take the Parent Teacher Association seriously and actively. It is seen all but one of the 12 teachers interviewed 9 (75%) have said that the parents do cooperate to improve the performance of the girls

It is a must that all teachers take the Parent Teacher Association meetings seriously and participate very actively in the same.

Teachers' view on Sufficiency of teacher

For taking the classes on different subjects for all the classes run by KGBV there must be sufficient number of teachers. The teachers were asked to give their opinion whether the number of teachers in their school is sufficient or not. The opinion gathered from them have been combined and presented in the table below.

Table 8.51 Distribution of teaches as per their opinion on the sufficiency of teachers in their schools.

State	Do the teacher say that school has sufficient teachers		Total
	Yes	No	
Uttar Pradesh	10	2	12
	83.3%	16.7%	100.0%

It is seen that in more than 83 percent of the cases, the teachers contacted have expressed that the schools have sufficient teachers.

Teachers stay in hostel

Under the KGBV scheme one of the teachers is normally functioning as warden of the hostels and normally the warden is expected to stay in the hostel. It may so happen that other teachers may also stay in the hostel in residential schools. It has been tried to ascertain from the 12 teachers contacted whether they stay in the hostel and whether there is separate room for teachers to stay in the hostel. The consolidated picture in this regard is presented in the tables below.

Table 8.52 Distribution of teachers as per the fact whether they stay in the hostel or not

State	Does teacher stay in the hostel		
	Yes	No	Total
Uttar Pradesh	9	3	12
	75.0%	25.0%	100.0%

It has been seen that all but 9 out of the 12 teachers interviewed are staying in the hostels. There are no separate rooms in the hostels for teachers to stay.

Teachers' view on Quality of service in hostel

The quality of service in hostels with regard to drinking water, sanitation, food, other supplies and other facilities have been enquired from the teachers and the situation w.r.t to each of these items are presented below.

Table 8.53 Distribution of teachers as per their opinion on the quality of drinking water

State	Quality of Drinking water			Total
	Very Good	Just Good	Needs Improvement	
Uttar Pradesh	10	2	0	12
	83.3%	16.7%	0.0%	100.0%

In 83.3 percent of the cases the quality of drinking water was said to be very good and in the rest of the cases the same was found to be good. There had been no case needing improvement.

Table 8.54 Distribution of teachers as per their opinion on sanitation conditions and hygiene

State	Sanitation conditions and hygiene			Total
	Very Good	Just Good	Needs Improvement	
Uttar Pradesh	8	4	0	12
	66.7%	33.3%	0.0%	100.0%

Two third of the 12 teachers interviewed have said that the sanitation and hygiene are very good in the hostels and the rest one third have said that the conditions are just good.

Table 8.55 Distribution of teachers as per their opinion on quality of food

State	Quality of food			Total
	Very good	Just Good	Needs Improvement	
Uttar Pradesh	5	6	1	12
	41.7%	50.0%	8.3%	100.0%

Half of the teachers interviewed have said that the quality of food is just good. About 42 percent of the teachers have said that the quality of food is very good. It is only one (8.3%) out of 12 teachers who has said that the quality of food needs improvement.

Table 8.56 Distribution of teachers as per quality of other supplies in the hostel

State	Quality of other supplies in hostel			Total
	Very Good	Just Good	Needs Improvement	
Uttar Pradesh	8	3	1	12
	66.7%	25.0%	8.3%	100.0%

In the case of other supplies in the hostels two third of the teachers only have said that the quality is very good. 25 percent have said that it is just good. Only one teacher out of the 12 has said that the quality of other supplies needs improvement.

Table 8.57 Distribution of teachers as per their opinion on the quality of other facilities in the hostels

State	Other facilities			Total
	Very Good	Just Good	Needs Improvement	
Uttar Pradesh	6	2	4	12
	50.0%	16.7%	33.3%	100.0%

In the case of other facilities in the hostel as many as 50 percent of the teachers have said that the quality very good. However one third of the teachers have said that the quality is just good. **This is an area where attention of KGBV authorities is needed for improvement. Improvements of quality in all matters are to be ensured in all schools where the improvements are wanting.**

Teachers' Help in cooking

In many of the school where midday meal scheme is functioning it has been seen that teachers help in cooking. So also has been seen in some of the hostels in some of the schools. It has been asked from the teachers of KGBVs during the course of the study whether they help in cooking in the hostel. Their responses have been consolidated and presented in the table below.

Table 8.58 Distribution of teachers as per their act of helping or not in cooking in hostels

Whether teacher helps in cooking in hostel			
State	Yes	No	Total
Uttar Pradesh	3	9	12
	25.0%	75.0%	100.0%

One fourth of the teachers have said that they are helping in the cooking in the hostel. **The scheme has provisions for cooks and assistant cooks in the hostels. Cooking has to be done only by them and in their absence by hiring proper cooks from the market and teacher should not be engaged in cooking activities.**

Help in studies in hostels by teachers

Normally hostels will have arrangements for helping the hostel students in their studies by teachers visiting the hostels at regular intervals. It has been ascertained from the 12 teachers contacted whether they help the students in the hostel in their studies. Ten out of the 12 teachers contacted have said that they help students in the hostels in their studies.

Study hours in hostel as per observation of teachers.

Hostels normally observe specific study hours during which no other activity except studying is expected to be done in the hostel. The team wanted to know whether such a practice is followed in the case of hostels attached to KGBV scheme. The teachers contacted were enquired about the same and their replies have been consolidated and presented in the table below.

Table 8.59 Distribution of teachers as per their statements on observation of study hour in hostels

Is there a separate study hour in hostel (as heard from Teacher)			
State	Yes	No	Total
Uttar Pradesh	5	7	12
	41.7%	58.3%	100.0%

A majority of the teachers 7 (58.3%) out of 10 have said that there is no separate study hour in the hostel. **The hostels should have a separate study hour.**

Teachers' view on Regularity in attendance by students and interest of girls in studies

Regular attendance to the classes by the students is important for the student to follow the lessons taught. The teachers are the best person to tell about the regularity of students in classes. The 12 teachers met during the course of the study were asked about the regularity of students in classes. It is extremely heartening to note that in all cases all the teachers have said that the students attend classes regularly. This is an indicator of successful operation of KGBV schools.

Once it is known that the girls attend the classes regularly, it was ascertained from the teachers whether they really show interest in studies. Here again all the teachers in all the places have said that the girls show interest in studies.

Interaction of girls with teachers

Having known that the girls attend the schools regularly and show interest in studies, it was attempted to measure the level on interaction of girls with the teachers and the teachers met during the survey were asked to grade the interaction as very good, normal and needs improvement. These gradings have been consolidated and the results are presented in the table below.

Table 8.60 Distribution of teachers as per their grading of interaction of girls with teachers

State	Interaction of girls with teachers			Total
	Very Good	Normal	Needs Improvement	
Uttar Pradesh	10	2	0	12
	83.3%	16.7%	0.0%	100.0%

Ten out of the 12 teachers interviewed have said that girls have very good interaction with the teachers. None of the 12 teachers has said that the interactions need improvement.

About the Teacher's job

Lastly the teachers were asked about their job satisfaction and their satisfaction about the remuneration being received and whether they get their salary regularly. The responses in these regards can be seen in the tables below.

Table 8.61 Distribution of teaches as per their job satisfaction

State	Whether teacher is satisfied with job		
	Yes	No	Total
Uttar Pradesh	7	5	12
	58.3%	41.7%	100.0%

It has been seen that more than 58.3 percent of the teachers have their job satisfaction.

Table 8.62 Distribution of teachers as per their satisfaction of the remuneration received.

State	Whether satisfied with salary		
	Yes	No	Total
Uttar Pradesh	3	9	12
	25.0%	75.0%	100.0%

It is saddening to note that 9 out of the 12 teachers interviewed (75%) are not satisfied with their salary

Table 8.63 Distribution of teachers as per regularity of receipt of their salary

State	Whether getting salary regularly		
	Yes	No	Total
Uttar Pradesh	10	2	12
	83.3%	16.7%	100.0%

Ten (83.3%) out of the 12 teachers have said that they receive their salary in time. **Timely disbursal of salary has to be ensured in all cases.**

The interviews of girls

KGBV scheme has been launched to encourage girls education by bringing the drop outs and never to school girls form socially disadvantageous groups to the schools taking them in the middle schools level at age appropriate classes, giving them free Education with all the facilities such as free educational materials, free hostel facilities and other facilities for grooming up such as those for recreating, co-curricular activities, vocational education, skill education, self-defense and martial arts, exposure to child rights, women rights, giving them a bridge course to make them fit for the class in which they are admitted and helping them to continue their education even after they leave the school by proper liaison with the girls, their parents and the educational institutions and hostel facilities.

In order to gauze how far the scheme has actually helping the girls and what the girls actually feel, the survey team has contacted girls who are currently studying in the schools under the scheme as well as those who have passed out and obtained their opinion on various issues.

Years spent by girls in KGBV

The girls who are currently studying under KGBV scheme contacted were asked as to when they have joined the institution for the studies. The team has seen the students have joined during the period 2015 to 2018 in different schools. The number of students joined in different years is presented in the table below.

Table 8.64 Distribution of girls as per year of joining

State	Year of joining					Total
	2014	2015	2016	2017	2018	
Uttar	0	0	22	28	10	60
Pradesh	0.0%	0.0%	36.7%	46.7%	16.7%	100.0%

It has been seen maximum number of girls contacted have joined the schools in the year 2017. Normally the students are expected to be in the school for only three years. There had been no student who had joined before 2016.

Girls who have already left the KGBV were asked as to how many years they have spent in KGBV and according to the number of years they have been spent they have been classified and the result is presented in the table below.

Table 8.65 Distribution of Ex-students as per the number of years they have spent in KGBV

State	1.0	2.0	3.0	4.0	>4	Total
Uttar	1	2	24	0	3	30
Pradesh	3.3%	6.7%	80.0%	0.0%	10.0%	100.0%

Normally a girl is expected to spend three years in KGBV. In certain cases it can be slightly more or less. It has been seen that 80 percent of the cases the girls have spent three years in KGBVs. Another 10 percent each have spent less than three years and more than 4 years.

Qualification – the class in which studying

In the case of the girls who are currently studying and selected for the study were asked about the class in which they are studying. Though originally the scheme covered only from class 6th to class 8th by the time the survey has started the same has been extended up to class 10th and it was found in the field in Assam the extension to higher class has been come into force Efforts have been done to give fair representation of different classes while selecting the girls. The distribution of the girls as per the class in which they were studying at the time of the survey is presented in the table below.

Table 8.66 Distribution of girls as per the class in which they were studying

State	The class				Total
	6th	7th	8th	9th	
Uttar Pradesh	13	20	27	0	60
	21.7%	33.3%	45.0%	0.0%	100.0%

In Uttar Pradesh one third belonged to 7th standard. 45 percent belonged to 8th standards and about 22 percent belonged to 6th standard.

In the case of the pass outs their current educational qualification was obtained from them. It has been seen many of the pass outs contacted are currently studying in high schools / higher secondary schools or just completed the same. Some of them however were diploma holders and graduates. Even post graduate has been contacted. The distribution of the ex-students as per their qualification is presented in the table below.

Table 8.67 Distribution of ex-student of KGBV contacted as per education

State	HS/HSS studying or passed out	Diploma completed	ITI	M.A	Under Graduate	Total
Uttar Pradesh	24	1	0	1	4	30
	80.1%	3.3%	0.0%	3.3%	13.3%	100.0%

It may be seen that more than 80 percent of pass outs are in the bracket of High School (HS) or Higher Secondary School (HSS) and another about 13.3 percent are under graduates. One girl has completed a diploma and one is a post graduate.

Girls' opinion on Admission

The girls both those who are currently studying and those who have passed out were asked whether they were able to get the admission to the schools easily or not. All the 90 girls, 60 currently studying and 30 pass outs have unanimously said that they were able to get admission easily.

Girls' opinion of secular Environment

KGBVs are expected to have a nonpartisan and secular atmosphere, ensuring no discrimination on the basis of caste, creed, status etc treating all the girls on equal footing. To get an insight as to how far the same is being followed the girls contacted were asked whether in their opinion or as per their observation during their stay in the school, the school has maintained a non-partisan and secular environment in the school or not. The replies received from them have been consolidated and presented in the table below.

Table 8.68 Distributions of girls as per their view on the environment in the schools

State	Does KGBV maintains nonpartisan and secular environment					
	as per current students			as per ex students		
	Yes	No	Total	Yes	No	Total
Uttar Pradesh	57	3	60	28	2	30
	95.0%	5.0%	100.0%	93.3%	6.7%	100.0%

A vast majority of the girls contacted 57(95%) out of 60 current students and 28(93.3%) out of 30 pass outs have opined that the school do maintain non-partisan and secular environment.

Girls' Exposure to Bridge Course

The girls who are either drop outs or those who had no formal education are admitted to appropriate classes in the KGBV schools. They are given the assistance of bridge school to make them fit for the class in which they are admitted giving them the necessary academic input that they should have otherwise got it for the admission into the class, thus bridging the gap between the level of their knowledge and the knowledge required for the admission in the class in which they were admitted. The results of the probe can be seen in the table below.

Table 8.69 Distribution of girls as per their exposure to bridge courses

State	Whether attended a bridge course					
	Current students			Ex-students		
	Yes	No	Total	Yes	No	Total
Uttar Pradesh	40	20	60	26	4	30
	66.7%	33.3%	100.0%	86.7%	13.3%	100.0%

The number of persons attending the bridge course will depend upon the number of girls with non- formal education. 66.7 percent of the current students and 86.7 percent of ex-students have attended the bridge courses.

The girls who have attended the bridge courses were further asked as to whether the bridge course has helped them. They have said that it had helped them. It is seen that the bridge courses in the KGBVs have been found to be successful.

Girls exposed to Remedial Classes

In the schools the performance of the students in a class will not be uniform. There may be a number of students whose performance is not up to the mark. For those students special classes are taken as remedial classes giving them proper extra coaching to improve their performance. The girls have been asked during the course of the survey whether they have attended any remedial classes or not. This will give an indication of the efforts taken for improvement of the low performers. A vast majority of the girls (66.7% of the current and 86.7% of the ex-students) have attended the remedial classes and except very few among ex-students all the others found the same to be useful. It is found that the remedial classes are successful in KGBVs.

Girls and Home Work

The students were asked about home works, whether they are given homework regularly, whether the home work is being checked regularly and whether the notebooks of the children are verified regularly. Except one of the current students all the other girls have affirmed that the home works are being given regularly, they are being checked regularly, and the notebooks are being checked regularly. Thus it is seen that in KGBV schools home works are given regularly and the home works and notebooks are being checked regularly.

On Tests and Examinations from girls

Tests and examinations are part of evaluation methods of the performance of the students and are expected to be conducted at regular intervals. The girls in the KGBVs have been asked whether the tests are conducted regularly and whether the examinations are being held regularly. All most all the girls have affirmed that tests are conducted regularly and all the girls without any exception have said that the examinations are conducted regularly it indicates that the tests and examinations are generally conducted regularly in KGBV Schools.

It has also been ascertained from the students as to when were their examinations conducted. It has been seen that the examinations were conducted in the month of April in Uttar Pradesh.

Supply of Books to Girls

Under the scheme every student is supposed to be supplied text books free of cost. To check how far this is accomplished the students were asked whether they have received the text books free of cost. It is heartening to note that all the current students and all the ex-students have confirmed that they have received the text books free of cost.

Girls' Interaction with teachers

Student's interaction with teachers is a factor that gives opportunity for the students to learn more and improve their performance. It has been enquired from all the students contacted whether they had interaction with the teachers or not. All the students currently studying have affirmed that they have the interaction with the teachers. However some of the ex-students have expressed that they did not have interaction with the teachers. The situation in this regard is indicated in the table below.

Table 8.70 Distribution of ex-students as per their having interaction with the teachers or not

State	Had interaction with teachers		
	Yes	No	Total
Uttar Pradesh	30	0	30
	100.0%	0.0%	100.0%

It has been seen that all the ex-students have said that they had interaction with teachers.

Girls opinion on Class room teaching

An effective and high quality of teaching in the class room will help to improve the performance of the girls and to make the girls education successful. The girls contacted were asked to give their opinion about the quality of class room teaching. Their responses have been consolidated and presented below.

Table 8.71 Distribution of girls as per their opinion on the quality of class room teaching

State	Quality of class room teaching							
	Current students				Ex-students			
	Good	Average	Poor	Total	Good	Average	Poor	Total
Uttar Pradesh	35	21	4	60	19	3	8	30
	58.3%	35.0%	6.7%	100.0%	63.3%	10.0%	26.7%	100.0%

It has been seen that 58.3 percent of the current students and 63.3 percent of the ex-students have found the class room teaching to be good. About 7 percent of the current students and 27 percent of the ex-students have found the quality to be poor. Comparing the ratings by ex-students and the current students the quality seems to have improved over time.

Girls' opinion on Availability of subject wise teachers.

It has already been indicated that the KGBV should have separate teachers for each subject especially science and Mathematics. The survey team has inquired from the girls whether they had subject wise teaches to handle different subjects for them. The distribution of girls as per their opinion in this regard can be seen in table below.

Table 4.72 Distribution of girls as per their having subject wise teachers

State	Whether had subject wise teacher					
	Current students			Ex-students		
	Yes	No	Total	Yes	No	Total
Uttar Pradesh	59	1	60	29	1	30
	98.3%	1.7%	100.0%	96.7%	3.3%	100.0%

Except one current student and one ex-student all the other girls have said that they had separate teachers for different subject. **It has to be ensured that the schools are to be provided with subject wise teachers.**

The use of Teaching Learning Materials (TLM), Black Board and Audio-Visual aids for teaching in the class room will enhance the quality of teaching and hence improve the standards of education of the children. The girls contacted were asked whether in their class rooms these materials / facilities have been used or not. More than three fourth of the current students in Uttar Pradesh have told that TLM are used in their class rooms for teaching. In Uttar Pradesh a little more than 10% of the students reported that they don't have black board. The use of TLM and audio visual aid has increased over time. **It must be ensured that these materials are invariably used in all the schools.**

Girls opinion on Physical infrastructure facilities in the class rooms

The class rooms are expected to have sufficient space; sufficient furnitures, good lighting, good ventilation, and protection from rain waters entering the class rooms, In Uttar Pradesh 17% of the students have said that the space is not adequate. But it has been seen that the percentage of girls affirming availability of adequate space furniture lighting and ventilation has increased in the case of current students as compared to ex-students indicating an overall improvement over time. But facility of protection against rain water has decreased

Girls opinion on availability of Computers

Off late computer has become an essential and integral part of education as everything around us is turning digital. In this context, the availability of computers in the schools, the knowledge of the students in usage of computers and the use of computers by the students have been probed during the course of the study while interacting with the girl.

Table 8.73 status of availability of computers

State	Whether sufficient computers available					
	Current students			Ex-student		
	Yes	No	Total	Yes	No	Total
Uttar Pradesh	21	39	60	15	15	30
	35.0%	65.0%	100.0%	50.0%	50.0%	100.0%

It is a matter of concern that the situation regarding availability of sufficient computers is far from satisfactory and seems to have deteriorated over time. Fifty percent of the ex-students have said that sufficient computers were available for them whereas only about 35 percent of the current students have said that sufficient numbers of computers are available for them. **Sufficient computers must be made available in all the KGBVs**

Girls' Knowledge of computers

How far the students are aware of the usage of computer is the next question tackled. The girls were asked whether they have very good knowledge of the usage of computer or just the basic knowledge or no knowledge at all. Their responses have been consolidated and presented in the table below.

Table 8.74 Distribution of girls as per their level of knowledge of computer usage.

State	Level of computer knowledge in the case of							
	Current students				Ex students			
	Good Knowledge	Basic Working Knowledge	No Knowledge	Total	Good Knowledge	Basic Working	No Knowledge	Total
Uttar Pradesh	2	32	26	60	5	11	14	30
	3.3%	53.3%	43.3%	100.0%	16.7%	36.7%	46.7%	100.0%

It is seen Good knowledge of computers use is available only in the case about 3 percent of the girls now though and there had been about 17 percent of ex-students had good knowledge of computers the girls with no knowledge constituted about 43 to 47 percent and had no significant difference over time among the ex-students and the current students. **The situation needs a lot of improvement.** All girls need to be imparted computer knowledge.

Use of computers by Girls

Next it was probed from the students use the computers. The students were asked whether they use computer often of just make normal use or seldom use. The overall situation in this regard can be seen in the table below.

Table 8.75 Distribution of students as per frequency of usage of computers

State	Frequency Use of computers			
	Use Often	Normal use	Seldom Use	Total
Uttar Pradesh	3	23	34	60
	5.0%	38.3%	56.7%	100.0%

It is seen that more than 56.7 percent of the students in KGBV seldom use the computers. This situation has to change.

Girls opinion on Extra class room activities

The school besides the class room teaching has many other activities for grooming up the children. The quality of these activities helps the improvement of the overall personality of the students. It was probed from the students about the quality of the extra class room activities whether they are good, average, or poor and the overall picture in this regard is presented in the table below.

Table 8.76 Distribution of girls as per their ranking of the extra class room activities.

State	Quality of extra classroom activities							
	Current students				Ex students			
	Good	Average	Poor	Total	Good	Average	Poor	Totals
Uttar Pradesh	34	20	6	60	23	5	2	30
	56.7%	33.3%	10.0%	100.0%	76.7%	16.7%	6.7%	100.0%

It is only 10 percent of current students and about 7 percent of ex students who have rated the extra class room activities in KGBVs as poor. The situation in this regard is satisfactory.

Girls opinion on Security arrangements

The satisfaction of the girls over the security arrangement made for them is of utmost importance. The girls contacted during the course of the survey were asked whether they were satisfied with the security arrangements or not. More than 85 percent of the girls in Uttar Pradesh are satisfied with the security arrangements.

Girls opinion on Library

Library is one of essential requirement for use both by the faculty and by the students. It will also help the students to enhance their general knowledge. The availability of library has been ascertained form the students and ex-students. The position as given by the students and ex-students are indicated below.

Table 8.77 Distribution of girls as per their statement on availability of library

State	Availability of library as ascertained from girls					
	Current students			Ex students		
	Available	Not available	Total	Available	Not available	Total
Uttar Pradesh	38	22	60	23	7	30
	63.3%	36.7%	100.0%	76.7%	23.3%	100.0%

A little more than three fourth of the ex-students as well as about two third of the present students have said the libraries are available to them. However there is a slight decrease in the percentage of current students as compared to ex-students which indicates the deterioration in the facility over time.

Accommodation and Food

The girls in the KGBVs are provided hostel accommodation. In some of the hostels they may be given independent rooms and in some other place they may have to share the accommodation with others. The hostels may have a fixed menu and the food may be supplied according to menu or there can be deviations from this practice. Day today affairs of the hostels are managed by the wardens who have also the control over the girls. During the course of the survey the team has asked the girls with whom they have interacted the questions about their accommodation- whether the hostel has sufficient rooms for the girls, whether they have independent rooms or have to share the rooms, whether they like the sharing, whether there is a menu and the food is supplied as per menu and whether they like the behaviour of the warden etc.. The overall positions in these respects can be seen in the table below.

Table 8.78 Distribution of girls as per having independent rooms

State	Whether allotted independent rooms					
	Current students			Ex-students		
	Yes	No	Total	Yes	No	Total
Uttar Pradesh	12	48	60	5	25	30
	20.0%	80.0%	100.0%	16.7%	83.3%	100.0%

It is seen that more than 80 percent of the current students are sharing the accommodation. Among the ex-students also more than 83 percent were sharing the accommodation.

In Uttar Pradesh, all the ex-students contacted are satisfied with the role of the warden whereas about 12 percent among the current students were not satisfied.

One fourth of the students in Uttar Pradesh have said that the food is not being serviced as per menu

Receipt of Uniform by girls

The girls contacted during the survey were asked whether they receive adequate uniforms or not during the course of their stay in the KGBV. Their replies in this regard have been consolidated and presented in the table below.

Table 8.79 Distribution of students as per receipt of uniforms

Caste	Receipt of Uniforms							
	Current students				Ex students			
	Adequate	not adequate	Not received	Total	Adequate	not adequate	Not received	Total
Uttar Pradesh	55	5	0	60	26	3	1	30
	91.7%	8.3%	0.0%	100.0%	86.7%	10.0%	3.3%	100.0%

It had been seen that about 87 percent of the ex-students and about 92 percent of the current students have said that they have received adequate uniforms. There had been only one girls an ex student who has said that she has not received the uniform. **Supply of adequate uniforms to all the girls at the earliest after they join the KGBV has to be ensured in all cases.**

Activities in the Hostel

An attempt has been made to probe into some of the activities in the hostel such as whether there is a time table in the hostel, whether the girls are satisfied with the time table, whether the girls follow the time table, Whether there is a study hour in the hostel, Whether the study hour is being followed by the girls, whether the festivals are celebrated in the hostel and whether the girls help in cooking in the hostel.

It has been told by all the girls that there is a daily time table in their school. Except one student all the others are satisfied with the time table. The team has also observed in the schools that the daily time tables of activities are available in all the school. It has been seen that all the students are following the time table.

One fifth of the students in Uttar Pradesh have said that there is no study hour in their hostels. All the students who have said that there is study hour in the hostel have also affirmed that they do follow the study hour.

More than 90 percent of the students in Uttar Pradesh have said that they are celebrating the festivals in their schools.

It may be possible that some of the girls may take their own interest in helping in cooking or some places they may be required to help. The girls were asked to state whether they help in cooking in the hostel. The responses received from them have been consolidated ad pretend in the table below.

Table 8.80 Distribution of girls as per the fact whether they are helping in cooking

State	Help in cooking by					
	Current students			Ex students		
	Yes	No	Total	Yes	No	Total
Uttar Pradesh	12	48	60	11	19	30
	20.0%	80.0%	100.0%	36.7%	63.3%	100.0%

In the case of ex-students about 37 percent of the girls used to help in cooking whereas at present it is only 20 percent of the girls who have said that they are helping in cooking in the hostels. This s a welcome change. It would not be proper to engage the girls in the cooking activates of the hostel under any circumstances. The hostels should have its own staff in cooking and the time of the students may not be spent for this purpose.

Girls' participation in cleaning activities:

It is possible in the hostels that the children are engaged in various cleaning activities. Whether in the KGBVs the girls are engaged in the cleaning activities is probed by asking the girls whether they do various cleaning activities such as cleaning kitchen, cleaning bath rooms, cleaning toilets and cleaning living room.

It is seen that 37 % of the students in Uttar Pradesh are cleaning the kitchen. One third of the girls are engaged in cleaning the bathrooms and one third of the girls in cleaning toilets.

Girls opinion on Facilities' and Supplies

The KGBV scheme has stipulated norms of supply various items of daily use, normal wear besides uniform, and other occasional requirement as well as different facilities to be provided to them. The survey team has tried to find out from the girls contacted whether they are aware of the provision as per guideline of the scheme of the facilities to be given to them and the supplies to be made to them. Except 5 out of 30 ex-students and 2 out of 60 current students the rest of the girls have said that they are aware of the facilities and supplies to be made to them as per provisions of the scheme.

Satisfaction over availability of infrastructure and facilities

The girls were asked about whether they are satisfied with availability of sufficient toilets, stationary, Electricity, fans, drinking water and water for other purposes, recreational facilities, Extracurricular activities, audio visual aids, Vocational training facilities, first aid facilities, General medicines, sports facilities, etc.

In Uttar Pradesh more than 90 percent of the students were satisfied with toilet facilities, more than 80 percent were satisfied with stationary, 72 percent of current student were satisfied with electricity, 88 percent were satisfied with drinking water, 84 percent with water for other purposes, More than 70 percent with recreational facilities 90 percent of the students with extra-curricular activities, 70 percent with availability of general medicines. However about one fourth were not satisfied with fans and one fourth with first aid facilities. Fifty percent of the students were not satisfied with sports facilities.

It has to be ensured that these facilities are made available in each and every school.

Girls' Satisfaction on the cleanliness and upkeep of facilities

The level of satisfaction of the girls on the cleanliness and upkeep of kitchen, living room, bath room, toilet, furniture's, common areas, surroundings and bed linen were probed.

Sixty five percent of the students were very much satisfied with the upkeep of kitchen, 60 percent with the upkeep of living room, 43 percent with the upkeep of bath room, and 55 percent with the upkeep of surroundings.

In the case of toilets hardly one or two have expressed dissatisfaction over the upkeep. 7 percent were dissatisfied with the upkeep of furniture. Only two girls in Uttar Pradesh who were not satisfied with the upkeep of common area and the bed linen.

The cases of dissatisfaction though minimal should be taken note of and steps to improve the upkeep the facilities to get the best satisfaction of the girls have to be taken so that the girls will be attracted to the KGBVs.

Girls' Satisfaction on teaching and hostel

Teaching and hostel are the two important factors of the scheme. The more the girls are satisfied on these two aspects the more the deserving girls will be attached towards the scheme making the scheme successful. Hence the girls contacted were asked about the level of their satisfaction on these two factors.

Most of the students were very much satisfied with the teaching and the rest were just satisfied. There had been no student with dissatisfaction. Most of the students were also satisfied with the hostels. **However the hostels are to be made more attractive for the girls so that they may like to stay there to continue their learning and the teaching also could further improve to get the best satisfaction of all the students.**

Girls' views on Issue related to menstruation

An important issue w.r.t. the girls is the matter concerning menstruation. In most of the cases the girls may be hailing from conservative background. They might have been exposed to taboos with regard to menstruation. They might not have been allowed to discuss the issues related to menstruation in open and might not be following the requirements to keep hygiene and having the use of pads. It is expected that they will be better groomed in the KGBVs in these respects. It has been enquired from them whether they are still following the taboos related to menstruation, whether they discuss and / or challenge the taboos and whether they are being provided with pads or not.

It is seen that more half of the current students follow the taboos and half do not, whereas most of the ex-students were following the same. About one third of the girls used to discuss about the taboo. 97 percent of girls in Uttar Pradesh were provided with sanitary pads.

Girls opinion on Effect of hostel on retention of girls in KGBV

In order to ascertain whether the girls would still have come or continued in the KGBV School even if the hostel Facilities were not there further specific question was put to them in this regard. The result in this regard can be seen in the table below.

Table 8 . 8 1 Distribution of girls as per their chances of joining KGBV even in the absence of hostels

State	Whether would have come to / continued in KGBV even in the absence of Hostels					
	Current students			Ex students		
Uttar Pradesh	Yes	No	Total	Yes	No	Total
	30	30	60	18	12	30
	50.0%	50.0%	100.0%	60.0%	40.0%	100.0%

Half of the current students and 40 percent of the ex-students have said that they would not be there in the schools in the absence of the hostel facility **indicating the importance of the hostel** in the scheme in attracting the deserving girls from socially disadvantaged groups towards getting quality educations and improving their lot.

Learning Achievement

Learning Achievement for the KGBVs for the years of reference could not be obtained. However the learning achievement for the state as whole with social group wise break up has been obtained from the National Achievement Survey (NAS)

NAS was conducted throughout the country on November 13, 2017 for Classes 3, 5 and 8 in government and government aided schools. The survey tools used multiple test booklets with 45 questions in Classes III and V and 60 questions in Class VIII in Mathematics, Language, Sciences and Social Sciences. The competency based test questions developed, reflected the Learning Outcomes developed by the NCERT which were recently incorporated in the RTE Act by the Government of India. Along with the test items, questionnaires pertaining to students, teachers and schools were also used.

In Class 8, on an average, the correct responses to the subjects were a 53%, 42%, 40% and 42% in Language, Science, Mathematics and Social Science respectively. There was practically no difference between boys and girls. The students in rural areas are performing better in all the subjects. Government schools shows slightly better performance in Language, Mathematics and Science. SC and OBC students shows a marginal higher performance in all the subjects than the General and ST students.

Table 8.82 Learning Achievement by Social Groups for Class 8th

	Language	Mathematics	Science	Social Studies
SC	53	41	42	42
ST	49	36	38	38
OBC	54	41	42	42
General	53	39	41	41

(Source: National Achievement Survey, NAS 2017, Uttar Pradesh State Learning Report, NCERT)

Highest Performing Learning Outcomes

Constructs and uses the multiplication facts (up till 10) in daily life situations (62)

Records data using tally marks, represents pictorially and draws conclusions (64)

Identifies and makes 2D-shapes by paper folding, paper cutting on the dot grid, using straight lines etc (67)

Compares numbers up to 999 based on their place values (69)

Reads the time correctly to the hour using a clock/watch (72)

Lowest Performing Learning Outcomes

Finds surface area and volume of cuboidal and cylindrical object (21)

Draws and interprets bar charts and pie charts (25)

Use various algebraic identities in solving problems of daily life. (29)

Locates distribution of important minerals e.g. coal and mineral oil on the world map (29)

Describes the functioning of rural and urban local government bodies in sectors like health and education (30)

Learning Outcome Class 8	Average Performance (in Percent)
Language	
Read textual/non-textual materials with comprehension and identifies the details, characters, main idea and sequence of ideas and events while reading	51
Mathematics	
Solves problems involving large numbers by applying appropriate operations	40
Solves problems on daily life situations involving addition and subtraction of fractions / decimals	47
Finds out the perimeter and area of rectangular objects in the surroundings like floor of the classroom, surfaces of a chalk box etc	43

Arranges given/collected information in the form of table, pictograph and bar graph and interprets them	37
Interprets the division and multiplication of fractions	37
Solves problems related to daily life situations involving rational numbers	41
Uses exponential form of numbers to simplify problems involving multiplication and division of large numbers	42
Adds/subtracts algebraic expressions	53
Solves problems related to conversion of percentage to fraction and decimal and vice versa	37
Finds out approximate area of closed shapes by using unit square grid/ graph sheet	34
Finds various representative values for simple data from her/ his daily life contexts like mean, median and mode	41
Interprets data using bar graphs such as consumption of electricity is more in winters than summer	37
Generalises properties of addition, subtraction, multiplication and division of rational numbers through patterns	31
Finds rational numbers between two given rational numbers	38
Proves divisibility rules of 2, 3, 4, 5, 6, 9 and 11	50
Finds squares, cubes, square roots and cube roots of numbers using different methods	48
Use various algebraic identities in solving problems of daily life	29
Verifies properties of parallelogram and establishes the relationship between them through reasoning	30
Finds surface area and volume of cuboidal and cylindrical object	21
Draws and interprets bar charts and pie charts	25
Science	
Classifies materials and organisms based on properties/ characteristics	40
Conducts simple investigation to seek answers to queries	30
Relates processes and phenomenon with causes	38
Measures and calculates e.g., temperature; pulse rate; speed of moving objects; time period of a simple pendulum, etc	53
Plots and interprets graphs	35
Constructs models using materials from surroundings and explains their working	36
Differentiates materials, organism and processes	45
Relates processes and phenomenon with causes	38
Explains processes and phenomenon	34
Measures angles of incidence and reflection, etc	42
Applies learning of scientific concepts in day-to-day life	40
Makes efforts to protect environment	55

Social Science	
Identifies latitudes and longitudes, e.g., poles, equator, tropics, States/UTs of India and other neighboring countries on globe and the world map	43
Locates important historical sites, places on an outline map of India	37
Describes the functioning of rural and urban local government bodies in sectors like health and education	30
Explains preventive actions to be undertaken in the event of disasters	46
Describes formation of landforms due to various factors	36
Explains the significance of equality in democracy	36
Describes the process of election to the legislative assembly	45
Explains the functioning of media with appropriate examples from newspapers	49
Differentiates between different kinds of markets	55
Traces how goods travel through various market places	49
Describes major crops, types of farming and agricultural practices in her/his own area/state	46
Locates distribution of important minerals e.g. coal and mineral oil on the world map	29
Justifies judicious use of natural resources	41
Draws interrelationship between types of farming and development in different regions of the world	35
Distinguishes the modern period from the medieval and the ancient periods through the use of sources	40
Explains the origin, nature and spread of the revolt of 1857 and the lessons learned from it	46
Analyses the decline of pre-existing urban centers and handicraft industries and the development of new urban centers and industries in India during the colonial period	30
Analyses the issues related to caste, women, widow remarriage, child marriage, social reforms and the laws and policies of colonial administration towards these issues	35
Applies the knowledge of the Fundamental Rights to find out about their violation, protection and pro-motion in a given situation	34
Describes the process of making a law. (e.g. Domestic Violence Act, RTI Act, RTE Act)	42
Identifies the role of Government in providing public facilities such as water, sanitation, road, electricity etc., and recognizes their availability	39
Draws bar diagram to show population of different countries/ India/states	45

5. Trends in KGBVs in all the states and ground realities

Trends

A general trend seen is that KGBVs in all the five states is that they are all being managed and run by the Sarva Siksha Abhiyan (SSA). Now SAMGRA as SSA has been subsumed in SAMGRA.

All the thirty KGBVs selected in our sample were residential schools and all of them were functioning from their own buildings.

All the sanctioned schools are established, functioning and recognised and covered under DISE.

With regard to gender of teachers and staff in the sampled schools it was seen that all the teachers were female in all the states. But among other staff there were males. In more than half of the schools the male staffs are working in the campus of the school during day time.

Linkages with pass outs on an overall basis are maintained and also linkages with social organisation and management of other schemes and schools are maintained in most of the places to help the girls for further education after 8th. Though it should be done in each and every KGBVs.

Almost all the KGBVs are visited by higher officers

In all most all the cases the hostel was in the premises or near the premises of the schools.

All the schools have supplied the text books to all the students. Also teaching and learning materials are available in all schools and teachers always use them. A continuous and comprehensive evaluation system is adopted by all the schools.

Almost all essential items are being supplied to the girls.

Almost all the schools are having only one chowkidar and that chowkidar is not even having a shed.

In most of the schools a doctor is attached to the KGBV.

Almost in all schools, the toilets, bathrooms, class rooms, hostel rooms are kept fairly neat and clean.

The matters regarding taboos regarding menstruation is widely discussed in most of the schools

Ground Realities

S. No.	Item	Ground Reality
1	Funds and related issues	- There seems to be no regular pattern of release of funds. Sometimes fund is received at March end. - The expenditure is much less than the allocation in many cases. - The budget grant is not sufficient in certain case being amount of ₹ 25 Lakh per KGBV. - Teachers have to do a lot of extra work and put a lot of effort

		• The scholarship amount is very less and not released in time • Sufficient provisions are not made for Repair of KGBVs • Financial mismanagement have been brought out in media
2	Admission	• Admission of SC students is declining over the years and that of general is increasing in Madhya Pradesh • Several factors like Lack of awareness in the community, Lack of motivation and resistance among parents and their unwillingness to send girls to school, Puberty of girls, Concerns of parents about marriage of girls, need for taking care of household core and younger siblings are still acting against getting the girls to the schools • Problems are still faced in admitting minority children belonging to Muslim Community.
3	Linkages with Pass outs	• Linkages are not kept with every pass out from 8th standards in every school.
4	Infrastructure and Facilities	• Majority of the school have only three class rooms. • Some of the KGBVs visited do not have necessary infrastructures. • Scheme does not provide for facilities such as conference hall, fully furnished playground Computer lab, Separate library-cum-study room, Separate warden-residence water harvesting and solar panels • Transport facilities are not there • Compound walls are not there in all the schools • Audio video aids are not available in all the schools • The surroundings of the schools are not well lit • 24 hours guard facility is not available. • Bridge course and remedial classes are not available in any school in Madhya Pradesh • Girls are employed for cooking and cleaning in Uttar Pradesh.

6. Success stories / Case studies

During the course of the visit of the field team to the state headquarters and the school, the team has been appraised of many of the success stories and case studies/ some of the KGBVs were having elaborate documentations of the success stories. One of the KGBV in Madhya Pradesh has even produced very good videos depicting the success stories and the various efforts undertaken by the KGBV in different fields. In this chapter we present a sample of success stories as an illustration.

Story of Success in the words of the girl herself

Name of Girl-	Ku. Kamini Bhuriya	Name of Village-
		Adavi

Father's Name-	Shree Govind Bhuriya	Police station-
		Tirla

Mother's Name-	Shreemati Hamlata Bhuriya	Age-
		19

Kamini says

I am Kamini Bhuriya. I belong to Adavi village. I had been to study in KGBV, I started liking to being here. I had participated in every function/ program which used to be organized in hostel. Since my childhood I had decided to do something different. My good behaviour made everyone like me. I love dancing.

Girls who live in village and not being in KGBV are not that confident as we in KGBV are. We can see the changes in thoughts of KGBV's girls, we get good environment here to learn, how to talk, how to be disciplined, how to keep ourselves clean and so many good things. KGBV's teachers are inspiration and guide for every girl of hostel. Girls get inspired by their teachers. I was also inspired by them and they made me confident

In year 2010 I score 71% in 8th standard and in 9th I took admission in " Raajkiye Utkrist Vidhyalay-1" and completed my study till 12th, I had Maths subject in 12th and I was also part of the NCC, I had been in every competition organized in hostel specially in dance. Now I am pursuing B.SC 2nd year and doing BSW (bachelor of social work) I learnt DCA in computer after passing my 12th. I want to do something good for society as well, and I am focused on my "AIM"

Everyone does for themselves but this is my wish to do something for my society, for my village, for my nation, for this my family is also with me, I would love to give the credit of my success to my parents and to my teachers if I had become something

Story of courage in the words of the girl

Name of Girl- Ku. Prathiksha Parmar

Name of hostel - Balika Chhatrawas Churawali

Father's Name- Shree Pratipal singh

Class- 8th

Prathiksah says

I am Ku. Prathiksha Parmar, Studying in 8th standard in Churawali Chhatarpur and living in girls hostel, when I was 4 years old my mother died, I had lived in a bad condition for 2 years. Being orphan condition of my family was pitiful, so my father went to Delhi for work, and left me with my grandparents.

I did not let my courage go down and started living in "Chhatrawas Churawali," with the help of teacher I got my confidence grow more.

One day I was standing on terrace with "Aadhishika" and suddenly I saw an accident of motor biker, he was in bad condition, He was bleeding and almost dead, With the help of "Aadhishika" and a girl "sandeepnapal" I took that man to hospital by which he got immediate treatment, Doctors appreciated our efforts by which his life was saved. Doctors told but for our bringing him in time to the hospital he would have died.

"Everyone appreciated my courage

Story of Success in the words of the Girl

Name of Girl- Ku. Madhubala Chauhan

Name of Village- Gwalior badi

Father's Name- Late Shree Rukhadusingh Chauhan

Police station- Dharmपुरi

Mother's Name- Shreemati Rangabhai Chauhan

Age- 18

Madhubala says

I am Madhubala Chauhan, in year 2006 - 07 had come to study in KGBV, and at that time I was 10 years old. I used to feel good in hostel because I got good friends, teachers, and a happily environment I did not used to miss my family and I spent my time well in hostel.

We were taught "Life skill education" we used to think why do we need this? But gradually we started liking

This "Life skill education" and it became the important part of our study, today I have become confident just because of this education.

I did not get to realise how the time has been passed soon in hostel. I was an active student since starting that's why every teacher used to like me. I used to participate in every cultural program, I never felt that I was studying in hostel away from my family, our teachers used to teach us so many things in good way for that I am indebted. After passing 8th standard, we were very upset, but our teachers have made us understand that we all would have to go for study ahead. I continued my education and completed the 12th standard.

Financial condition of my family was not good and still it is not, due to TB my father passed away, my mother does "majduri" to survive, I am thankful to " Bharat Sarkar " that they have given us opportunity and hope to go ahead through scholarship

Now I am preparing for PMT and PAT to be a doctor because I want to complete my father's dream

Brilliant performance of KGBV girls in Academics in the year 2016

Success Story of Ms Jonali Nath of Gobardhana KGBV

Ms Jonali Nath of KGBV Gobardhana under Barpeta district has secured 1st div (85.33 %) with letter marks in all the subjects. Jonali Nath was a student of Kasturba Gandhi Balika Vidyalaya, Gobardhana which was established in 2011. Her father's name is Sashi Mohan Nath and her Mother's name Nirupama Nath. She lives in Saudor vitha of Baksa district. Her father is a small shopkeeper. She belongs to a very poor family and due to poverty she dropped out from school in Class VI. At the beginning, she was very shy and inattentive in school. But after two months due to constant support of the KGBV teachers she started showing interest in studies. She performed well in academic and co-curricular activities during her stay in KGBV. After passing class VIII from KGBV Gobardhana, she got admitted in class IX at Dakshin Bijni Adarsha Vidyapeeth HS School. She performed brilliantly in HSLC (class X) exam in 2016 securing 1st division with 85.3% and letter marks in all subjects. Now, she is studying at Bhattadev Academy (Pathsala). The institute has made her education and hostel facility free for securing such a position in HSLC. She was felicitated in a district level function for excelling in HSLC examination by the Sarva Siksha Abhijan Mission, Barpeta

Success Story of Ripa Barpatra Gohain of Hapjan KGBV

Ripa Barpatra Gohain of KGBV Hapjan under Tinsukia District has secured 1st div (82.67 %) with letter in 5 subjects. Smt. Ripa Barpatra Gohain is the daughter of Shri Nareswar Barpatra Gohain and Smt. Sumila Barpatra Gohain. She was a class VI drop out student and was admitted at KGBV, Hapjan in the year 2010. Due to poor economic condition Ripa had to drop out of her school when was studying in class VI. She was a polite student. She can easily acquire the knowledge of scholastic subjects of the school and have an intellectual power. She can explore her talent on non- scholastic side also. She can easily acquire other extra co-curricular activities like art in the field of quiz, extempore speech etc. She has acquired the capacity to pronounce the words in clear manner and the art how to speak. She can initiate to conduct every programme in our school which others was not able to do this. In the guidance of the teachers of KGBV, Hapjan she has able to deliver a perfect speech in the stage. She had participated in Art and Essay competition and won the prize at district level. She also passed 'Chief Minister Scholarship Exam' in 2013-14. Ripa passed her class VIII exam from KGBV Hapjan in the year 2013 and was mainstreamed in class IX in Sarbajanin Girls HS School, Tinsukia in January 2014. Ripa performed brilliantly in HSLC (class X) exam in 2016 securing 1st division with 82.67 % and letter marks in 5 subjects. Her father name is Nareswar Barpatra Gohain and mother name is Sumila Barpatra Gohain. At present she got admission in HS First year at Digboi College in Science stream Function

Shabnam Jahan was a student of Kasturba Gandhi Balika Vidyalaya (KGBV) in, in Uttar Pradesh. She had battled odds and her family's resistance to emerge as one of the /most promising students at the school. Her parents were reluctant to send her back to school after winter break. But insisted in returning to the school and came back to the school. She came first in inter-school Science and Maths competition and won three pens and a diary as prize. She says "Science is my favourite subject, along with English and Hindi. I can spend the entire day with my books without getting bored," She prefers to stay in hostel even during festival periods and devote the time for study. She has taught her mother Momina, who is illiterate, to write her name. "I have taught my mother alphabets, numbers and tables in last three years. I teach her something every time I go back. This time, I taught her a few words of English. Now, I have started teaching my sister-in-law Noor Jahan who has never been to school." says Shabnam, who wants to become a teacher when she grows up. Despite her family's strong reservations. She is passionate about ensuring that other girls do not drop out of school and speaking up against the evils of child marriage and other age-old beliefs. She also works with her community to ensure women are treated equally, and everyone has access to proper sanitation. For her outstanding courage and determination, she was also chosen as one of the 'Women of the Year' by Glamour Magazine in 2015, for which she was invited to New York to attend the felicitation ceremony. **Shabnam is a role model for education in her village -**
The story collected from a teacher in UP

Dipandita Chutia, a girl child from Class-VII of KGBV Panitola, Dibrugarh district faced a problem when she travelled with her mother to her uncle's home at Chabua in the evening during summer vacation. Her mother went to a nearby place and told her to wait for a while. In the mean time she saw her friend Shewali walking on the other side of the road and she shouted at her with excitement. But due to the noise of the vehicles Shewali could not hear her and eventually, she crossed the road to meet her and started walking unknowingly with her along the side of the road. When her mother did not see her at the place she became worried and looked at the corners and footpaths in search of her daughter. When Shewali left her friend she realised that she was moving somewhere else away from her mother and therefore started weeping across the road. After a while she decided that she had to do something rather than crying. First she thought the she should tell about the incident to a man walking along the road. But she thought that it might not be safe and sound for her. Then she saw a traffic police performing his duties and she went to report him immediately. She told him about the incident and gave him the mobile no of her mother. The police official rang up her mother and informed the whereabouts of her daughter. Shewali's mother rushed to the spot and rescued her without any difficulties. Thus Shewali could save her life by applying life skills in proper time with the spirit of self-confidence.

Ms. Samina Sultana is a class VII student of KGBV Laharighat, Morigaon district. During summer vacation when she went to her home where her parents decided to discontinue her studies and marry her instead. She was told that they will not send her to KGBV again after vacation as her marriage will be fixed soon. Samina immediately protested about this decision and told her parents she will continue her studies. She requested and convinced her parents that this not her age for marriage and she should first finish her studies. She was allowed to return to KGBV and continue her studies. Life skill education has given her enough knowledge and builds her confidence that she could protect herself from early marriage.

Ms. Padumi Daimary from KGBV Borchala (Sonipat District) was selected by All Assam Tae Kwon Do Association to participated in 36th National Games held in Jharkhand in 2016 –

Ms. Sangeeta Daimary was selected by All Assam Tae Kwon Do Association to participate in National School Games, 2015

KGBV children participating in National Handball Championship, 2017 held at Ghaziabad, Uttar Pradesh.

KGBV children prove their worth and capability in spite of coming from disadvantaged background. Children of KGBV, Golakganj under Dhubri district started practicing Handball after the initiative by the Asstt. Commander, CRPF, Golakganj Camp and then Addl. Deputy Commissioner Mr. Palash Pratim Bora who was the president , District Handball Association, Dhubri district

The 12 members Handball Team participated in State Level at Guwahati on 26th March, 2017. Out of the 12 players, 3 players were selected for Selection Cum Trial Camp held from 15th to 21st May, 2017 at Ghagrapar, Rangia. After camp 2 girls namely Tomi Roy and Bitumoni Roy were selected for Assam Team to participate in **National Handball Championship, 2017** at Ghaziabad, Uttar Pradesh from 22nd to 28th May, 2017. This was possible because of continuous effort and the hard work of the Caretaker and Staff of KGBV. The district level officers and Staff of KGBV congratulated participants at Ghagrapar before the team start for Uttar Pradesh.

7. Findings and Suggestions / Recommendations

Based upon the field survey and the discussion with the authorities in the states the salient points that emerged out through the study and the suggestions / recommendations for improvement are given below:-

Findings

There is a state level and district level committees in some of the states. In some other states the concerned department is taking care and there is no separate committee at the state and district level. There does not seem to be uniformity in this respect. Nodal officers have been nominated in all the states.

All the teachers are females in all the state. But among other staff there were males. In more than half of the schools the male staffs are working in the campus of the school during day time.

There seems to be no regular pattern of release of funds. Sometimes fund is received at March end. The expenditure is much less than the allocation in many cases. The state has got separate bank accounts for KGBV funds in all the states. However the school level information reveals that it is only in 60% of the cases there is separate bank account for KGBV funds.

All states except Assam have a separate curriculum for the staff training and have conducted training for them during the last three years. The training touched the subject such as **Menstrual Hygiene Management, School Leadership, Subject wise In-service Teachers Training, Career Counselling, Self-defence in Chhattisgarh etc.** However there had been training of staff in Assam touching the subjects such as. “Bridge Course and teachers training Package” “Sports for Development of Children”, “Life Skill Education” with focus on adolescent stage and adolescent Health and hygiene (with special focus on NHM), child right, child protection issues. All states have supplied the text books to all the students. Teaching and learning materials are available in all schools and teachers always use them. A continuous and comprehensives evaluation system is adopted.

Lack of awareness in the community, Lack of motivation and resistance among parents and their unwillingness to send girls to school, Puberty of girls, Concerns of parents about marriage of girls, need for taking care of household core and younger siblings are the factors that act against getting the girls to the schools

Problems are faced in admitting minority children belonging to Muslim Community. Only a small number of such girls could be brought to schools. The community does not send the

girl to the schools where there is no Urdu teacher. Some of them are engaged in household chores and are some also working in factories.

The budget amount of ₹ 25 Lakh per KGBV given in certain cases was found not sufficient.

Fifty percent of the KGBVs visited do not have necessary infrastructures. Rajasthan has said spaces for advance level facilities-cum-infrastructure, such as conference hall, where all 100 girls can sit together and participate in discussion or activities, fully furnished playground Computer lab, Separate library-cum-study room, Separate warden-residence water harvesting and solar panels are not provided as part of the scheme.

Hard to reach groups and vulnerable girls required long term socio-psychological support to resume their schooling and join KGBV. Whereas the scheme provides opportunity to reach such groups or girls only once during the enrolment drive. There should be provision for continues contact with the target population of hard too hard to reach groups and vulnerable girls.

SC, ST, OBC and minorities are given admission in Madhya Pradesh however the admission of SC students is declining over the years and that of general is increasing. There had been no drop out of students in classes VI to VIII, In Chhattisgarh and SCs are admitted more. There are no drop outs. CWSN are admitted. In Assam Mainly drop outs are admitted. Few with non-formal education area also admitted. CWSN are also admitted. In Rajasthan drop outs and girls with no formal education are admitted to the extent near about one fourth of the strength.

In Chhattisgarh Nearly 60% of the KGBVs needs major repairing work but due to Budget not sanctioned it could not be completed.

All the sanctioned schools are established, functioning and recognised and covered under DISE

The linkages with pass outs are maintained and also linkages with social organisation and management of other schemes and schools are maintained in most of the places to help the girls for further education after 8th. From the school level information it is found that it is only about 47% of the schools the linkage is kept with every pass outs from 8th standard. Almost all the KGBVs are visited by higher officers. The intensity of visit by higher officials to KGBV differs from state to state.

In all the five states it has been told that the KGBV is being managed and run by the Sarva Siksha Abhiyan (SSA). (Now SAMGRA as SSA has been subsumed in SAMGRA). All the thirty KGBVs selected were residential schools and all of them were functioning from their own buildings.

The number of class rooms ranged from 2 to 12, majority of the schools have 3 class rooms.

Some of the schools in Madhya Pradesh and Assam were not having the compound wall.

It is only in one case the hostel was found to be 500 mtrs away from school. In all other cases the hostel was in the premises or near the premises.

One third of the KGBV buildings need some minor repair.

Almost all the schools are having only one chowkidar and that chowkidar is not even having a shed.

None of the 30 KGBVs selected has any transport facility for their use.

In about one fourth of the schools the school in charges have felt that the food in the hostel did not have any special impact on the girls.

It may be seen that almost all essential items are being supplied to the girls. It has been seen some of the school in charges could not easily report all the items that are being supplied to the girls. Generally the situation w.r.t supply of various items to the girls seems to be satisfactory.

In the case of provision of other facilities there are different practices in different states. In almost all the cases the other facilities provided to the girls had a very good impact in the upkeep of the girls.

Fourteen of the posts were vacant. The period for which these posts are vacant ranges from 3 months to 11 years.

In nearly three fourth of the KGBVs, the KGBV norms are followed in filling up the posts. Among the rest in half of the case state norms are followed.

In 50% of the schools there are separate teachers for each of the subjects.

Two third of the teachers possess only the minimum qualification of Graduation and do not possess any higher qualification.

More than three fourth of the teachers in the selected KGBVs possess the technical qualification of B.Ed.

It has been seen that in 80% of the schools a doctor is attached to the KGBV. In the vast majority of the cases the health check-up is done once in a month in KGBVs where the doctor is attached. In almost all the KGBVs the health records of the girls are maintained.

The toilets, bathrooms, class rooms, hostel rooms are generally kept fairly neat.

In nearly two third of the schools all the girls leave for home during the holidays and in one third only some of the girls leave for home.

In almost all the KGBVs the parents are allowed to visit the KGBVs and see the girls.

Basic requirements / facilities such as separate class rooms for different classes, Furniture, Electricity, and Drinking Water are available more than requirement in 47% of the school. In one fifth of the schools such facilities are not sufficient. In the case of availability of water for other purposes and toilet facilities in 40% of the schools the facilities available are more than sufficient. Toilet facilities were found to be not sufficient in 10% schools in all.

In about one fourth of the schools the library facility was found to be more than sufficient. In 2 out of 30 schools the same was insufficient.

Laboratory facilities as well as computers are not available in the case of 10% of the schools and was not sufficient in the case of another one third of the schools.

In 50% of the KGBVs there is no audio video aids and in two third of the KGBVs there is no place of worship in the premises of KGBVs.

Quality of drinking water, sanitation, curriculum and teaching methods was very good in 50 to 60 % schools.

In 80% of the schools office room is available whereas auditorium as well as music room are not available. In three fourth of the schools the visitors room, Play room and Music rooms are available. Staff room and other rooms are available in little more than 50% of the schools.

Among all the registers only the attendance register of staff is well maintained in all the schools.

It has been seen that the matters regarding taboos regarding menstruation is widely discussed in about two third of the schools and the taboo is observed in about one fourth of the school.

Teachers have felt that they have to do a lot of extra work and put a lot of effort to make these girls future and wardens work for 24 hours. But still they don't get sufficient amount of salary / compensation.

Girls have generally felt that there should be light in the streets nearby, extra guard for safety, proper boundaries, more toilets, and changes in infrastructure. They have expressed that they face problems in rainy season and fall sick and this becomes hard and risky for being in same room with more than 20 girls.

Most of the girls want to study ahead and for that it is very important to give them scholarship on time, Most of the girls were saying the scholarship is very less and this needs to get increased.

Recommendations

General Administration

- (i) The separate management for KGBV at the national level should be in place to look into the implementation and monitoring of the scheme. Uniformity in the overall management process could be brought into practice. All states may have a committee at state level and district level including officials from different departments. This may help to strengthen the scheme by adopting policy of convergence with other schemes in operation and also evolve suitable strategies for mobilizing funds for sustenance of the scheme.
- (ii) It would be better to fix the time period for release of amount and follow a regular pattern of release of amount. Funds may better be released well before the close of the financial year. GoI may think of earmarking the fund meant for KGBV separately. The money allotted may be fully utilised, so that the scheme could be more and more effective.
- (iv) Financial assistance to KGBV may be approved at higher level to meet the costs on realistic basis. The same may be reviewed periodically taking into consideration the hike in cost of living.
- (v) Norms for visits by different level of officials to the KGBVs in a year may be clearly specified and the same

Infrastructure

- (i) Every school must have compound sufficiently high preferably with iron spikes and wire fencing on the top of the wall.
- (ii) It would be good to have the hostel and the school in the same compound.
- (iii) All the KGBV school buildings are to be kept in a very good condition to provide a better atmosphere for the learning. All repairs needed are to be carried out immediately.
- (iv) All the hostel buildings are to be kept in good condition for comfortable living of the girls and to attract the girls to stay there and study.
- (v) The schools must have 24 X 7 guards and for that purpose it is essential that schools have 3 chowkidar to keep constant vigil though out the day and night. There should

- be some arrangement for the chowkidar just near the gate to stay in a shade – a shed or a room for the chowkidar.
- (vi) CCTV may be installed in all the KGBVs.
 - (vi) Flood lights may be provided on all sides of the KGBVs.
 - (vii) KGBVs may be provided some transport equipment.
 - (viii) Provisions may be made for conference hall, where all 100 girls can sit together and participate in discussion or activities, fully furnished playground Computer lab, Separate library-cum-study room, Separate warden-residence water harvesting system and solar panels may be provided in every KGBV.
 - (ix) In the places where it is felt that the food did not have very good impact on the health of the children the warden has to look into the matter as to why it is so and take remedial steps to see that nutritious food is supplied to them so that the same may have a positive effect on their health.
 - (x) Library must be there in every school. Newspapers and magazines are to be provided. The practice of giving a dossier or file to pass outs mentioning the facilities available for further studies, providing sexual harassment committee and taking care of the complaints, empowering girls through programmes like Power Angel Programme followed in some place could be made compulsory for all the schools to follow up
 - (xi) It has to be ensured that a doctor is invariably attached to every KGBV and every doctor attached to any KGBV visits the KGBV at the least once every 30/31 days
 - (xii) All the state governments must ensure that all the KGBVs do have all the necessary infrastructures.
 - (xiii) Lab, computer Audio visual aids may be made available sufficiently in all the school
 - (xiv) All the prescribed registers are to be well maintained and the same have to be inspected periodically
 - (xv) There must be separate bank account for KGBV funds in case of each KGBV
 - (xvi) Other issues that emerged out of discussion with teachers and the girls
 - Tap water facility and geyser may be provided
 - Power backup, Inverter facility or generator are to be provided
 - Stipend for the students may be increased
 - Guest rooms may be provided in the hostel

Students

- (i) There should be provision for continued contact with the target population of hard to reach groups and vulnerable girls.
- (ii) KGBVs may invariably keep contact with all the pass outs. They may keep a register for the purpose and keep tracking them and guide and help them for further education. This may be made compulsory for the KGBVs.
- (iii) The KGBVs have to educate the girls in respect of the matters related to menstruation, provide facility for them to discuss the issue and get out of any taboos in this regard.

Teachers

- (i) All states should see that that all the teaching posts are filled up and no post is kept vacant at any point of time. They could have reserve list of candidates at all times so that as and when a vacancy arises they can fill up the same immediately.
- (ii) It should be made strict that the guidelines given in the scheme are strictly followed by all the states in all the schools for filling up the posts.
- (iii) It has to be ensured that each school has separate teacher for each subject so the subjects can be taught effectively and the girls will get the proper benefit. It is all the more necessary in the case of Mathematics and Science.
- (iv) In the appointment of teachers, preference may be given to those with higher qualification.
- (v) All the states may follow the practice of Uttar Pradesh and appoint only those with B.Ed qualification as teachers in the overall interest of the programme.
- (vi) Other issues that emerged out of discussion with teachers and the girls
 - All Warden and teaching staff may be given separate living rooms in the hostel
 - Temporary staff may be regularised

General

Some more suggestions based on the FGDs and IDIs with various stake holders are given below.

- (i) The per capita grant for daily maintenance of KGBV girls needs to be increased taking into consideration like the hike in cost of living.
- (ii) Public-Private-Partnership could be strengthened and more of NGOs could be involved.
- (iii) Teachers in KGBV should encourage students to question and foster in them the quest for seeking knowledge thus infusing in children the skills of critical thinking so that they constantly ask questions and search for an answer.
- (iv) Reservation of seats for KGBV girls in Navodaya Vidyalayas could be considered for

promoting their higher education.

- (v) Some percentage of National Talent Scholarship (NTS) may be reserved for KGBV girls for their transition to secondary and senior secondary stages of education.
- (vi) Strategies could be worked out to link schools to ITIs, Polytechnics, and other Vocational Institutes.
- (vii) KGBV could have a direct link with PHCs, CHCs and an effective ambulance service.

State wise point for action

Assam

- ☐ All school must have a compound wall
- ☐ Buildings must be kept in good condition
- ☐ CCTVs are to be fixed
- ☐ 24 hours security is to be provided
- ☐ Transport facilities are to be provided
- ☐ Teachers' posts may be filled up
- ☐ Should have separate teacher for each subject
- ☐ Only B. Ed and trained persons may be appointed as teachers
- ☐ All the schools may be attached with doctor and their monthly visit may be ensured
- ☐ Almost all are not having necessary infrastructure. The same may be provided
- ☐ All Schools should have teaching material
- ☐ No school is having bridge course. Bridge courses may be conducted
- ☐ Remedial classes may be introduced in all schools
- ☐ Linkages with past students may be improved
- ☐ All schools may have separate bank account
- ☐ It may be ensured that a class does not have more than 40 students
- ☐ Separate class rooms may be provided for different classes
- ☐ Teachers may not be involved in non-teaching assignments
- ☐ Teachers may not be associated with cooking
- ☐ More computers may be made available
- ☐ Computer knowledge may be imparted to all girls.
- ☐ Adequate uniforms may be supplied
- ☐ Girls may not be deployed for cooking and cleaning activities

- ☐ CCTVs are to be fixed
- ☐ 24 hours security is to be provided
- ☐ Transport facility may be provided
- ☐ Teacher's posts may be filled up
- ☐ Most of the schools are not having teachers for different subjects. Teachers may be provided for different subjects
- ☐ There should be a list of holidays
- ☐ More infrastructure is needed in majority of the schools
- ☐ None of the schools has remedial classes. Bridge course and remedial classes may be introduced in all classes
- ☐ Infrastructures are well maintained
- ☐ All KGBVs should have bank account
- ☐ Teachers may be more involved in the selection process of the girls
- ☐ It may be ensured that no class has more than 40 students
- ☐ Sufficient class rooms may be provided
- ☐ Non-teaching assignments may not be given to teachers
- ☐ Parent Teachers Association needs to be strengthened
- ☐ Computer knowledge may be imparted to all girls.
- ☐ Adequate uniforms may be supplied
- ☐ Girls may not be engaged in cleaning activities

Madhya Pradesh

- ☐ All schools must have compound wall
- ☐ All hostels may be accommodated nearer or inside the compound of the school
- ☐ All hostels must have a compound
- ☐ All the buildings need repairs. The same may be carried out
- ☐ CCTV cameras and 24 hour guard may be provided
- ☐ Transport vehicle may be provided
- ☐ Teachers posts may be filled up
- ☐ Separate teachers may be provided for each subject
- ☐ Only B.Ed passed may be appointed as teachers
- ☐ Doctor may be attached to each school and their monthly visit may be ensured
- ☐ More infrastructure is needed in many of the schools
- ☐ Text books must be supplied free of cost to all the students in all the schools
- ☐ None of the schools have either bridge course or remedial classes. These

facilities may be provided

- ☐ Maintenance of infrastructure was not found good in few cases. The same may be improved
- ☐ Many of the schools have no linkages with past student. Such linkages may be maintained.
- ☐ Every school may have its own bank account
- ☐ Most of the teachers are temporary. They may be made permanent
- ☐ It may be ensured that no class has more than 40 students
- ☐ Sufficient class rooms are to be provided
- ☐ Parent teachers association needs to be strengthened
- ☐ Half of the teachers are engaged in cooking in the hostels. This has to be avoided
- ☐ Computer knowledge may be imparted to girls
- ☐ Adequate uniforms may be provided
- ☐ About 60 percent of girls are helping in cooking. This has to be avoided
- ☐ More than 80 percent students are engaged in cleaning. This has to be avoided

Rajasthan

- ☐ All the buildings need repair, some need major repair. The same may be attended to
- ☐ CCTV cameras and 24 hours guard may be provided
- ☐ Vehicles may be provided
- ☐ Teachers' posts may be filled up
- ☐ Subject wise teachers may be provided
- ☐ Only B.Ed passed may be appointed as teacher
- ☐ In none of the schools there is a bridge course and only one school has remedial classes. These facilities may be provided in all the schools
- ☐ Every school should have its own bank account
- ☐ More class rooms may be provided
- ☐ Teaches may not be given non-teaching assignment
- ☐ More computers may be provided and computer knowledge may be imparted to every girl

Uttar Pradesh

- ☐ Some buildings require some minor repair. The same may be attended to
- ☐ Boundary wall with Kanta may be provided.
- ☐ A vehicle may be provided to the schools
- ☐ Teaches posts may be filled up

- ☐ All schools may be provided bridge course and remedial classes
- ☐ Maintenance of infrastructure needs improvement in some cases
- ☐ Linkages with past students' needs improvement
- ☐ Each school should have its own bank account
- ☐ All the teachers are temporary. This situation needs improvement
- ☐ Many teachers teach more than one subject. This may be avoided
- ☐ Use of same room for more many classes may be avoided. Sufficient rooms may be provided
- ☐ Two third of the teachers have non-teaching assignments. Teachers may not be given not teaching assignments
- ☐ Parent Teachers Association may be strengthened
- ☐ Teachers may not be put to cooking
- ☐ Computer knowledge may be imparted to all girls.
- ☐ Adequate uniforms may be supplied
- ☐ Girls may not be deployed for cooking and cleaning activities

Some district specific observations are given below as seen in some of the schools in the respective districts as we have physically observed

Dima: Repair of Building is very much needed, Toilets need to be made Pucca. There is problem of **Electricity**. Generator is required

Sonitpur: In front of KGBV there is a Dhaba where people are drinking wine. Trucks stand in front of school. Drinking water tank is needed. There should be more lights in the surroundings

Tinsukiya: The toilet construction is very bad; the repairs are very much needed, Problem of drinking water is there

Dhar: Boundary wall is very short

Chhatarpur: There are no sweepers. Toilets and Bathrooms are dirty needs to repair boundary wall roof and walls

Chindwara: Hostel rooms are not sufficient. 30 to 40 students are staying in one room

Mandla: Hostel rooms are not sufficient. 25-30 student are staying in a room

Bhopal: water is a big problem

Bulandshahr: needs separate class room, insufficient bed room, needs separate living room for warden.

GALLERY

Rajasthan- Jaipur-KGBV-Basi



Rajasthan- Sriganganagar-KGBV-Suratgarh- Amarpurajatan



Rajasthan- Alwar-KGBV-Kishangarhbas



Rajasthan-Sirohi-KGBV-Girvar Aburoad



Uttar Pradesh- Bulandsahar-KGBV-Secundrabad Gramin



Uttar Pradesh- Sitapur-KGBV-Laharpur



Madhya Pradesh- Bhopal-KGBV-Bairasiya



Chhattisgarh-Gariyaband-KGBV-Gariyaband



Assam-Tinsukia-KGBV Hapjan



Assam- Dima Hasao-KGBV-Dyungbra



PERSONS CONTACTED IN THE FIELD

List of Contact Person

State	Name of the Official	Designation	Contact Number
Assam	Mr. Prasanta Chakrabarty	State Consultant, AS	9365464799
	Ms. Sharmila Thakur	Consultant	9954810536
	Mrs. Nandita Medhi	State Programme Officer	8638464774
	Ms. Sri Jutika Das	Warden Cum Teacher, KGBV Barpeta	9365606210
	Mrs. Manjima Barvah	Warden Cum Teacher, KGBV Dhekiajuli, ward-1, Sonitpur	8638956884
	Mrs. Saponi Surabhi Aideo	Warden Cum Teacher, KGBV Shivpuri Dhubri	9101179159
	Mr .Abijit Chakraborty	District Programme Officer I/C KGBV Haijan, Tinsukiya	8876920737
	Mrs. Anindita Bajan	Warden Cum Teacher, KGBV Chamania, Kamrup	9957078367
	Mrs. Jaynal Abdeen	accountant, KGBV Diyungbra, Dima Haso	9435077761
Chhattisgarh	Mr. K Kumar	Joint Director, RGSM Raipur	9424239889
	Mr. H.P. Sharma	Asst. Director, RGSM Raipur	9893848943
	Mr. S.L. Obre	DEO, Gariyaband	9993110660
	Mr. Y.P Hardi	DMC, Gariyaband	8815166712
	Mr. Bhupendra K Soni	APC, Gariyaband	7746018616
	Mr. S.K. Nage	BRC, Gariyaband	9399801385
	Mrs. Iuneswari Besew	Warden Cum Badravas, pithora , Mahasamund	9131000199
	Mrs. Roma Nishad	accountant, KGBV Bastar	9644350782
	Mrs. Roshmi Sharma	Superintendent, KGBV Bihar (Bar tori), Bilaspur	7000839186
	Mrs. Geeta Baghel.	Warden Cum Teacher, KGBV Sitapur, Surguja	7867753223
	Smt. Aarti N.	Warden Cum Teacher ,KGBV Bhopalpatna, Bijapur	7587787293
	Mrs. Chanda Prabha pholjari	Superintendent ,KGBV Gariyabad	7974180530
Madhya Pradesh	Mr. R. K Pandey	Asst. Director, Rajya Shiksha Kendra, Bhopal	0755-2578773 9425022754
	Mrs. Tanuja	Tech .Expert Rajya Shiksha Kendra, Bhopal	0755-

			2553097
	Dr. Seema Gupta	APC-G, Bhopal	7999596738
	Mrs. Pooja Dubey	Warden, KGBV- Berasia, Bhopal	9165142542
	Mrs .Shardha Date	APC-G, Chindwara	9131527747
	Mrs. Yogya Pathak	KGBV-Warden- Amarwara,Chindwara	9479434812
	Mr. Raj Kumar Vishwakarma	BAC – Amarwara, Chindwara	9926937561
	Mrs. Anita Gupta	APC-G, Shivpuri	9425430801
	Mr. Rajesh Kumar	BRCC- Badarbas, Shivpuri	8319545367
	Mrs. Vandna Sharma	Warden- KGBV-Badarbas, Shivpuri	9893543512
	Mr. Manish Dubey	APC-G, Mandla	9424339281
	Mr. Naresh Saiyam	BRC, Mandla	9424388909
	Mrs. Rekha	KGBV-Warden-Mandla	7354845895
	Mr. Pradeep Khare	APC-G, Chhatarpur	9424714633
	Mr. Avdhesh Shukla	BRCC,Chhatarpur	9754748027
	Mrs. Pratibha Shukla	Warden, KGBV,Chhatarpur	7566096780
	Mr. Thakur Lal Malviya	APC-G, Dhar	9993355887
	Mrs. Sharmila Thakur	Warden, KGBV-Dhar	9981743476
	Mrs. Vandna Raghubansi	Asst. Warden, KGBV-Dhar	8085882595
Rajasthan	Smt. Shivangi Sawanker, IAS	State Project Director, Jaipur	141-2715551
	Smt. Anuradha Gogiya	Deputy Commissioner, Jaipur	9587648999
	Mrs. Seema Paraser	Dy. Director, Jaipur	9829050297
	Mr. Lekhraj Mittal	Asst. Director, Jaipur	9413874201
	Dr. Dharamveer Singh	Asst. Director, Jaipur	9414358589
	Mr. Rajesh Arora	APC, Sri Ganganagar	9649015550
	Mrs. Urvashi- Boolchandani	Principal, KGBV- Krishan Garh, Alwar	9983488447
	Mrs. Priya Rani	Principal, KGBV Amarpura Juttan Suratgrah, Sri Ganganagar	9660662206
	Mrs. Mamta Sharma	Teacher, KGBV Kalyanpura , Bass	9983840004
	Mrs.Vimla Mahawar	Principal, KGBV Lakheri, Bundi	9079298498
	Mrs. Praveena Garg	Teacher, KGBV Aburoad , Sirohi	9414808034
	Mrs. Girija kumawat	Principal, KGBV- Nahargarh, Chittorgarh	8112285671
Uttar Pradesh		Sr. Professional (KGBV& Girls Education)Lucknow	9415904777
	Mr. Kamlakar Pandey		

Dr. Saba Siddiqui	Sr. Professional (KGBV& Girls Education),Lucknow	8765959761
Mr.Ambrish Kumar	District Basic Education Officer, Bulandshahr	9453004073
Mr. B. N. Singh	District Basic Education Officer, Gorakhpur	9453004147
Mr. Hryvnas Kumar	District Basic Education Officer, Jhansi	9453004097
Mr. P.N Singh	District Basic Education Officer, Raibareli	9453004175
Mr. Ajay singh	District Basic Education Officer, Sitapur	9453004169
Mr. Jay Singh	District Basic Education Officer, Varanasi	9453004187
Sunita Bhargav	Warden Cum Teacher ,KGBV Laharpur, Sitapur	9415904893
Anjana Giri	Principal, KGBV Berhampur, Gorakhpur	8765955270
Mrs. Jyoti Chaudhary	Warden Cum Teacher ,KGBV Babine Tapaiyan ,Jhansi	9415904623
Kadesh Kumari Singh	Warden Cum Teacher ,KGBV Shivpuri Varanasi	9415904917
ALKA SINGH RATHAUR	Warden Cum Teacher ,KGBV Gramin, Bulandshahar	9415904846
Nitu Singh	Warden Cum Teacher ,KGBV Romania, Raibareli	9415904873

DETAILS OF PREVIOUS REPORTS / STUDIES ON KGBV

1 National Consultation on Kasturba Gandhi Balika Vidyalaya- A visionary Initiative

1.1 Objectives and coverage

The National Consultation on Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme was held on August 11-12, 2008 at NIE, NCERT, New Delhi. The Consultation was attended by officials from Ministry of Human Resource Development, New Delhi, State Project Directors of different states, eminent academicians from Universities, Centres of Higher Education, NCERT's own experts, representatives of Non-Governmental Organizations and various stakeholders of the scheme such as students, teachers and warden of KGBV. The objectives of the Consultation were to:

- Identify issues pertaining to the effective implementation of KGBV scheme
- Evolve suitable solutions for strengthening the scheme
- Suggest recommendations for future direction

1.2 Recommendations. :

1.2.1 Exclusion, Inclusion and Equity: Problems and Solutions

(i) Short Term

- There is a need to adopt the gender sensitive approach of Mahila Samakhya to the KGBV schools. In this context NGO's entrusted with the responsibility of running the scheme need to be carefully selected. Procedure of selection should be rigorous and transparent.
- The involvement of NGO's of different socio-religious backgrounds can be used in encouraging enrolments of girls from minority communities as they have social acceptance in the community. Further, their help can be elicited in imparting vocational skills, tackling problems related to health and nutrition. However, care should be taken to see that the religious affiliations of these organizations do not get reflected in the KGBV schools, which are expected to act as a 'Correctional Agencies'.
- Scheme should have inbuilt provisions for girls with disability.
- Organization of regular community mobilization programmes for promoting enrolment and retention of girls in KGBVs.
- Preparation of socio-economic profile of KGBV girls.
- Organization of training programmes for functionaries of KGBV e.g. warden's for strengthening inclusion and quality issues in KGBV's.
- Development of a mechanism for tracking students who have passed out from KGBV and its documentation.

(ii) Long Term

- Strategies of inclusion of girls from different socio-economic background needs to be sensitively planned for prevention of further exclusion
- KGBV should be up-scaled to secondary school.
- There is a need to have an institutionalized mechanism to keep in touch with parents of KGBV girls for ownership of the scheme by them.

1.2.2 Text, Context and Quality: Integrating Gender Sensitivity

(i) Short Term

- State textbooks being used in the KGBV's in many places do not provide an understanding of necessary concepts as the context of these girls are often missing in these books. Further, textbooks do not project gender concerns and many others related to equity and social justice in appropriate manner. In this regard NCERT textbooks based on NCF-2005 should be used as they weave issues of gender and marginalized groups in textual materials. They also attempt to connect children with their lived realities.
- Science and Math kits developed by NCERT should be used in KGBVs for better understanding of these subjects.
- Reservation of at least ten seats for KGBV girls in Navodaya Vidyalayas, thereby giving the KGBV girls a second entry point after class VIII.
- 15% of National Talent Scholarship (NTS) to be reserved for KGBV girls for their transition to secondary and senior secondary stages of education.
- Need to work out strategies which can link schools to ITIs, Polytechnics and other Vocational Institutes. In this regard NIOs run courses on Rural Health and Rural – Engineering and schemes such as 'Aasha' and 'Hunar' can be used in KGBVs to enable students to link education with the world of work. An integrated approach to work and education as a pedagogy needs to be adopted.
- Funds to be provided to expose girls to the outside world in terms of educational tours and excursions. In some KGBVs assistance is provided by the state but in those where there are no provisions for such visits this component needs to be added.
- Provision of physical facilities needs to be provided such as science, maths and language laboratory, computer labs, functional library and facilities for organization of Sports and Yoga.
- Provision of sports and vocational teachers in KGBVs should be provided for overall development of girls. Appointment of Urdu teachers should be especially made in blocks having larger concentration of Muslim population as Urdu teacher can help in the retention of Muslim girls.
- There is a need for strengthening academic rigour of the scheme.
- Teaching in KGBV schools is very challenging, teachers have greater responsibilities to negotiate with the curriculum and also to critique the textbooks, which often project an urban, male, middle-class, biases. The delivery mechanisms which teachers use in these schools need to be critically assessed and accordingly the teachers need to be provided necessary orientation and training.

(ii) Long Term

- The teaching learning requirements of girls need to be carefully planned as these girls are from diverse socio-economic background and of different learning levels.
- Since stereotypes are being strengthened through curriculum and teaching, use of theatre, puppetry and other such activities can be used to undo stereotyping and biases. Perhaps use of such mediums can address issues such as untouchability and other socio-cultural taboos prevailing in the society.
- Academic and vocational courses in KGBV's should dismantle gender biases and stereotypes.
- There is a need to connect school life with existing and lived realities which girls face outside the school such as violence, scarcity of water and other multiple challenges. The significant question is how the curriculum should be designed so that the social milieu and context of girl is addressed.
- Sports and Physical Education and Arts and Aesthetics can be introduced in KGBV schools.

1.2.3 Recruitment, Posting and Capacity Building of Teachers: From a Gender Lens

(i) Short Term

- KGBV teachers should be encouraged to participate in in-service training programmes organized by various organizations such as the Navodaya Vidyalaya Samiti, NCERT, SCERT, NIEPA, CCRT and RIE's
- Selection of teachers should be based on written test and personal attributes of teachers.
- Deserving and needy teachers should be given priority and they should be apprised of the requirements of the challenging job they are appointed for.
- The service conditions of the teachers which include their salaries, working conditions, residential facilities, crèches, transport facilities, maternity leave benefits and incentives need to be given urgent attention.
- New and innovative approaches in pedagogy of different subjects like Mathematics, Science and Social Sciences needs to be part of the teacher training Programmes.
- Migration of teachers from KGBV to government school needs to be addressed on priority basis. As these phenomena has an impact on teaching and learning process and the bonding already established between teachers and the pupils in a residential set up.
- For strengthening academic rigor of KGBVs the Karnataka Model can be adopted. Regular teachers could be deputed to these schools in addition to teachers selected under the scheme.

(ii) Long Term

- Pre-service and in-service programmes at all levels for teachers should have a strong gender sensitive component keeping in view the specific contexts of KGBVs and should attempt to address the socio-psycho needs of the students from diverse socio-economic backgrounds.
- Teacher training programmes need to be based on continuous monitoring and feedback.

- Teachers should be an agent of change. They should overcome their own prejudices and biases and efforts should be made by the teachers to encourage questioning and critiquing social practices that hinder confidence building among girls.
- Participatory teaching should be encouraged.
- Preparation of Training Modules for teachers in content areas of Sciences, Maths, Social Sciences and Physiological needs of girls.

1.2.3 Building Awareness of Health, Nutrition and Hygiene

(i) Short Term

- Provision for budgeted 'Group Health Insurance' for all girls.
- An amount of Rs. 25 for Nutrition per day per girl (i.e. Rs.750/- pm) is too less as it was implemented about 4-5 years ago. The consensus among the experts was to raise this amount up to Rs.750/- per day per girl (i.e. Rs 1500/- pm), that would take care of the living cost index and rate of inflation in the states.
- The Navodaya Vidyalaya Samiti (NVS) very meticulously utilizes the budgetary provisions for each student. In connection with medical care, NVS budgetary provision of doctor and its unit cost per child is Rs. 1,117/- (for details see Kumar ,Gupta, What is Missing in Girls Empowerment , Economic and Political Weekly, Volume XLIII, No 26 and 27, June 28, 2008). In case of KGBV so far there is no provision of doctor and the unit cost per child is Rs.750/-. The recommendation for following the NVS norms was put forth by the house.
- KGBV should have a direct link with PHCs, CHCs and an effective ambulance service need to be introduced at village level for handling emergencies.
- More autonomy and freedom should be given to the KGBVs with regard to expenditure on health and hygiene.

(ii) Long Term

- The group recommended very specific quarantine area in the civil design of each school to be compulsory, as communicable diseases are common in most KGBVs.
- Professional bodies like Indian Medical Association and Gynecological Association may be involved for regular health checkups at KGBVs, since anemia and malnutrition amongst these girls are rampant. Steps should be taken for increasing the hemoglobin to 12 gm and more.

1.2.4 Financial Management: Strategies of Partnership among Government and Civil Society

(i) Short Term

- Constitution of an Autonomous Administrative Body to look after the management issues of all agencies (NGOs, MS, SSA and Corporate Sector) running KGBV.
- The capacity building for different levels of management and functionaries of KGBVs, such as cooks, security personnel and accountants should be planned systematically for strengthening social sensitivity, accountability, roles and responsibilities.

- Convergence with different schemes of the State can be explored for meeting financial, academic and health related concerns of KGBV. Programmes such as the Meena Manch, Meena Puppet theatre of the NPEGEL can be used to generate awareness on socio-cultural issues.
- KGBV run by different agencies can seek convergence with Civil Society and MS groups such as Kishori Kendra, Kishori Sangha and Mahila Sangha.
- Public-private partnership based on Rajasthan model can be replicated. However, the credibility of such partnership has to be kept in mind to an extent that it serves the purpose for which partnership is sought.
- There is a need to build capacities within the KGBV to have a prefect management group which can assess the credibility of the agency.
- Documentation of partnerships will facilitate in affective running of the KGBVs.
- Preparation of manuals for wardens and other functionaries of KGBV for utilization of funds under different heading and providing clarity on flexibility regarding its utilization.
- Financial allocation to be enhanced keeping in mind the current cost index of various items.

(ii) Long Term

- Updating rules and provisions of the scheme as and when required.
- The group felt that government has allocated reasonable budget for KGBVs. Funds for innovations have to be generated at local levels. Since these initiatives and innovations are local specific, the state governments should conceive, generate and seek public-private-partnership in this respect.
- While mobilizing resources through public-private partnerships the goals of KGBV and the quality issue in KGBV should not be compromised on.
- The KGBVs which are functioning in the hilly areas and in north eastern region need specific financial allocations as the cost of construction and material used is very high.

1.2.5 Envisioning KGBV: Future Prospects

(i) Short Term

- Research studies could be undertaken on the following themes : - Lower participation of Muslim girls - Identify causes of dropout of girls from KGBV
- Scheme must be extended up to class X and if possible up to class XII.
- Constitution of a small Committee which can work towards re-conceptualizing it with a future vision and also updating it, looking after the implementation and monitoring of KGBV and conduct mid-term review of the schools.
- There is a need to re look at the school's architecture from a pedagogically sensitive angle such as designed location of toilets, heights of wash basins, electric switches, provision of ramps etc. in this regard some of the architectural firms such as Aga Khan Planning and Building Service in India (AKPBS), Haryana Urban Development Authority (HUDA), National Building Cooperation, Council for Advancement of Peoples Action and Rural Technology (CAPART) and

Vinyas Centre for Architecture and Design can be consulted for designing KGBVs that are girl friendly.

(ii) Long Term

- Agenda of the scheme should not be minimalist.
- This scheme needs to be seen not merely as yet another project but as one that seeks to promote meaningful social change. There is evidence to show that the scheme is getting structural support and we must promote it as an institutionalized movement.
- Inter-linkages between institutions of higher learning and KGBVs needs to be strengthened.

1.2.6 Role of NCERT in strengthening the KGBVs

- NCERT textbooks should be used in KGBV Schools.
- Developing of training modules for addressing training needs of teachers.
- TLM packages could be prepared by NCERT for better understanding of concepts of different disciplines.
- Science and Maths kits, Mobile Chemistry lab developed by NCERT can be used to strengthen the understanding of these subjects.
- Since girls in these formal schools are available for twenty four hours there is enough potential for introducing art and aesthetics education to these girls. Expertise in this area can be provided by NCERT

2. Evaluation study of KGBV by Programme Evaluation Division of NITI Aayog

2.1 Objectives

The study was conducted to evaluate / examine the coverage of the scheme, performance of students, social category included, drop outs, the to find out the percentage of students scored more than 60% in class exam., , dropout rates , status of all KGBV Schools, availability of any bridge course, land utilization benefits form participation of the state/ district authorities, flow of funds, quality of physical infrastructure available in KGBV Schools socio-economic profile of students, future profile of pass outs, contribution in promotion of national integration/ social integration etc the effects KGBV on other schools teacher-students ratio, adequacy of human resources and also the skill development programme medical and health facilities in schools, food and nutritional aspects of residents (inmates), dysfunctional ties in implementation of this scheme, the fee structure , major constraints if any and come up with recommendations regarding improving the classroom process, comprehensive evaluation methods and infrastructure improvement required.

2.2 Coverage and methodology

18 states, 50 districts and one school from each district was selected, one TGT and one PGT and 5 students from each schools were contacted. Parents and non-beneficiary student were contacted subject to availability one FGD was held in each school. Systematic simple random sampling methodology is said to have been followed for selection of State/ District/ Institutions & beneficiaries.

2.3 The suggestion and recommendations.

- There should be separate management for KGBV at the national level along the lines of the Navodaya Vidyalaya Sangathan, could be contemplated.
- The proportion of the out of school (OOS) and dropout students (DOS) are very less.
- The identification of girls for admission in KGBV is followed in an ad-hoc manner. The guidelines on student eligibility should be followed strictly \
- Many states claimed that there is no out of school and dropout student in their states.
- There is a need to rethink and revisit the long term objectives of KGBVs.
- I, retention of girls is a concern especially after class VIII,
- There is a general demand for extension of KGBV up to the class X initially and class XII subsequently. Some States have already introduced higher classes in KGBV. So there is a need to take a policy decision
- it can be thought of linking with other programmes for secondary education like RMSA.
- It may be desirable to keep a track on the future progression of girls passing out to ensure that they continue their education
- There is perhaps a scope for better aligning other social sector schemes for empowering the women with KGBV with respect to this issue.
- Better micromanagement and counseling on the importance of women education to reduce the absenteeism and dropouts may be done
- .Teachers of only 42% of schools where CWSN are studying, prepare the Individualized Education Plan (IEP).
- CSWN in about 35% of the selected KGBVs receive any type of incentive and hardly any cash incentive is granted to them. Only 2 schools out of 50 receive grant
- CWSN were bearing huge transport cost and there was no provision for compensating them
- There should be fund provision and guidelines for special facilities for these students in the schools and hostels.
- Lack of boundary wall (41% girls) and security guard (31% girls) are the main security concern for the girls. These are to be rectified for running the residential schools for girls.
- Concerns like no male entry in girls' hostels, etc. need also to be addressed.
- The availability of computers has to be extended to more schools (about 79% students reported availability of computers) and computer proficiency should be given more importance
- 68.5% students rarely or never use computers in KGBVs even if it is available.

- Only 54% of the students reported that they knew the basic operations (switch on, switch off etc.) of computers.
- A major feeling is that residential/hostel facilities are indeed a necessary condition for ensuring continuance of the students in KGBVs.
- Hostel facilities must be kept up to the mark –drinking water, sanitation and lodging facilities.
- The overcrowding in hostel rooms may be reviewed from time to time
- Repair/maintenance work of hostels has to be regularly adhered to.
- There is no uniform policy followed for the appointment of teachers across the states.
- In many schools there is no permanent teacher.
- The temporary teachers are not adequately paid.
- Teachers/staff employed in KGBVs had low job satisfaction vis-à-vis their salaries.
- There is a need to create a cadre of teachers specially trained for teaching the girls of KGBVs.
- Their service conditions should be improved with permanent tenure and increased salary.
- There is a need for evolving a strategy for bridging the dropouts and out of school students to the upper primary levels.
- The criteria for opening the KGBVs in a particular area should be linked with the number of OOSC and DOS in that area for which there is a need for baseline survey(s) to find out the requirement for opening KGBV in a block instead of only relying on EBB criteria.
- One welcome step recently has been revision in the norms for recurring expenditure
- Adequate medical facilities and regular health check-ups for KGBV students are required.
- KGBVs could not be compared with JNVs / NVs due to Different set of Objectives)

3. Evaluation study in Assam

The Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was introduced by the Government of India in August 2004, then integrated in the Sarva Shiksha Abhiyan program, to provide educational facilities for girls belonging to scheduled castes, scheduled tribes, other backward classes, minority communities, and families below the poverty line in educationally backward blocks in India. The present study presented a detailed analysis of the management system of the Kasturba Gandhi Balika Vidyalaya (KGBV). The findings of the study revealed that the monitoring from different sources was not satisfactory. Therefore, convergence with different organizations and schemes is to be developed for strengthening the Kasturba Gandhi Balika Vidyalaya and also for proper implementation of the programme.

(This is the essence of a Ph.D thesis by the author)

4. National Evaluation of Kasturba Gandhi Balika Vidyalayas (KGBV) conducted by the Department of School Education and Literacy, Ministry of Human Resource

4.1 A National evaluation of the Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was conducted by the Department of School Education and Literacy, Ministry of Human Resource Development, Government of India in 12 States. Six teams were constituted to carry out the evaluation. The evaluation teams that visited twelve states are: Andhra Pradesh and Madhya Pradesh, Bihar and Jharkhand, Arunachal Pradesh and Orissa, Rajasthan and Gujarat, Himachal Pradesh and Uttar Pradesh, Tamil Nadu and Karnataka...

4.2 Objectives

- Assess whether the objectives of the KGBV scheme are being met in KGBV schools which have been operationalized.
- Assess the availability and quality of infrastructure in these schools including progress in new school buildings or hostels approved so far and condition of rented accommodation.
- Study the category wise enrolment of girls and reasons thereof, in KGBVs
- Retention of girls enrolled and efforts made towards the same.
- Assess status of the quality of learning (pace/achievement levels).
- The availability of teaching learning materials in KGBV schools, number and quality of teachers. \
- What are the parental/ teacher/ community's perception regarding functioning of KGBVs?
- Find out whether effective processes for mobilization of dropout girls in the EBB was undertaken by State/ district SSA/KGBV programmes to maximize awareness of KGBV School.
- Study the role and effectiveness of NGOs and other non-profit organizations in running KGBVs.
- Highlight state specific good practices which could be disseminated.
- Suggest up to a maximum of three items in which the design of the present KGBV scheme needs to be changed with well-based justifications.

4.3 Recommendations:

- Government look at the scheme more closely and start a thinking process on where is KGBV headed further. What is the vision for the KGBV in the future? Is it a transition measure or will it be a regular feature of the block?
- Forward planning and extending the scheme up to 10th standard will add great value to the scheme. Secular practices need to be followed in accordance with the spirit of the Indian Constitution. 24.1.4. GOI need to issue guidelines for adoption / support of KGBV by philanthropic / corporate groups. Extend KGBV to urban areas. Reach out to very deprived communities - especially Muslim girls and those from poor migrant families.

- There is a need to provide dedicated budget for training of teachers, wardens and administrators (including CRC and BRC linked to KGBV).
- Funds need to be provided for building a boundary wall and also ensure proper supply of water, adequate sanitation and levelling of the playground to create a better environment for the students. A percentage provision for cost escalation needs to be built in.
- Recurring grant needs to be provided for bedding to replenish supplies. The same is also necessary to provide library books and play material.
- The EGS / AIE programmes could be dovetailed to KGBVs in order to provide for a ZERO class to help never enrolled / primary school dropout girls to reach class 6 levels.
- Life skills need greater clarification. The countrywide experience available could be accessed in different areas to enrich learning. This could be built into the training programme.
- A holistic approach to teaching is required. There is a need to weave in gender and social context into training modules and instructional materials. Equally experience from different parts of the country with respect to continuous assessment needs to be fed in. Implement a well-articulated training plan for KGBV teachers which combines technical competence with a strong gender and cultural orientation needs to be drawn up. A separate budget allocation for teacher training has to be included. Explore a system of incentives to attract trained teachers to the KGBVs. Training on gender and adolescent needs (including reproductive health) is also essential for teachers and wardens
- Introduce structured mechanisms for child participation and child rights through children's cabinets to foster democratic values and decision-making skills.
- Creative use of library is essential to enrich the learning experience.
- There is a need for greater clarity on partnership issues (NGO-government partnership) to ensure that all parties are clear about the role of the implementing agency and that the NGO (and Mahila Samakhya) have adequate budget for monitoring and management.
- Parents could be asked to give an assurance that they will not get their daughters married before they turn 18 and that they will retain the girls in the KGBV till they complete class 8.
- Similarly, significant presence of men in the hostel needs to be discouraged. All visitors from the community / NGO or even the government need to be discouraged after sun-set.
- The girls who graduate could be given an opportunity to come back once a year at least two years – this would greatly help in retaining them in the school system up to class 10. This would be a mechanism of follow up and support to girls who have passed out.

5. A Study on Implementation of KGBV Scheme in the Muslim Concentrated Districts of Four States in India by Department of Women's Studies, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi

5.1 The study was undertaken in the year 2010-2013 to "Study the Implementation of KGBV Scheme in the Muslim Concentrated District of Four States of India". The four states from each region were selected having districts with 20 percent of Muslim population and low female literacy rates than the national female literacy rates that is 65.46%. The states selected are Andhra Pradesh, Bihar, Jammu and Kashmir and Rajasthan. As per 2001 census total Muslim population of India is 138, 1888, 240 out of which Andhra Pradesh comprises of 6,986,856 Bihar comprises of 13,722,048; Jammu and Kashmir consist of 6,793,240 and Rajasthan comprises of 4,788,227 Muslims. The operational KGBVs in selected states are- 564 out of 743 sanctioned in Andhra Pradesh, 445 out of 535 sanctioned in Bihar, 77 out of 99 sanctioned in Jammu and Kashmir, and 200 out of 200 sanctioned in Rajasthan.

5.2 Objectives

- To Assess / examine / explore the availability and quality of infrastructure in KGBV in the Muslim concentrated districts.
- Examine the participation of Muslim girls in these KGBV in terms of enrolment and retention.
- The kind of curriculum being followed and the pedagogical process used in the KGBVs.
- The perception of girls, teachers, parents and community on KGBV scheme for enhancing the participation of Muslim girls.

5.3 Questions adopted include

- Are the objectives of the KGBV scheme being met in the KGBVs in the Muslim concentrated districts? What are the strategies adopted for effective mobilization of dropout Muslim girls
- What is the participation of Muslim girls in terms of their enrolment and retention?
- Does the curriculum transaction in KGBV empower girls? •
- What are the activities and vocational courses offered in the KGBV to make girls self-reliant?
- What are the girls", teachers" and parents" perception regarding the functioning of KGBV and strategies to be adopted for greater participation of Muslim girls?

5.4 Sampling

The study was conducted in four state Andhra Pradesh Jammu & Kashmir Rajasthan Bihar, 10 district were selected out of the four states three from AP, thee from Rajasthan, two from J&K and two from Bihar. From Each District 10 parents, one teacher, one accountant, one warden, one cook and 10 students were contacted.

5.5 Target populations and tools adopted

- Warden and Teacher - Interview Schedule
- Girls, Accountant, Cook and Parents of Girls Enrolled -Focus Group Discussion
- District Gender Coordinator, girls, teacher, warden, parent/community members.- Observations
- School – availability and condition of infrastructure, vocational courses being offered
- Classroom – teaching learning processes, classroom environment and teaching learning aids, etc.
- Hostel – spaces provided for living room, cooking space, dining space, storage space, toilets, sports and recreational area, health facilities, rooms for staff and warden. Study of school and hostel records. All records related to KGBV were observed and looked into.

5.6 Suggestions

- Admission procedures has to be streamlines and the same procedure should be adopted in all schools
- School should be nearer to villages to increase the enrolment of Muslim girls. There should be continuous discussion by teachers with parents to encourage them to send their girls to the schools
- There should be separate room, infrastructure and teacher for vocational education and sports
- Beds are to be replaced once in three years to avoid spread of diseases
- There should be awareness to keep the toilets clean
- According to the needs of the states the curriculum for the bridge courses are to be decided.
- Training should be given to teachers and warden on issues related to adolescents.
- Vocational education should be taught in a professional manner
- Girls should be taught other self defence mechanisms also other than Judo and Karate.
- There should be regular health check-up of the girls and health cards has to be there for each girl
- Taking into consideration of the number of students the required number of full time and part time teachers are to be appointed
- There should be separate provisions for the stay of the teachers and provisions for them to keep their young children along with them
- There should be increase in the salary of the teachers
- The salary of non-teaching staff also needs to be increased and they should be permitted to live with their small children
- The menu for food should be changed periodically on the basis of nutrition standards required
- There should be counselling to make the students more aware that Mathis is a subject just like other subjects and they should not be afraid of maths
- All the needs of the children with special needs may be provided to them
- There should be compound walls on all four sides and there should be shelter for the guards outside the gate
- .Overall, it is observed that the KGBV scheme is well received by the parents and the community members alike. It has responded to the felt needs of marginalized groups especially living in

remote and inaccessible locations. The girls in most of the KGBVs are happy, confident and satisfied with the provisions of the KGBV scheme as they expressed their joy during the visit.

- The state government officials involved in identification of out of school girls should be trained in identification and motivation processes. Teaching learning process.
 - There should be enriched curriculum for girls in KGBV. Girls need to be trained on adolescent and social issues as well as on life skills to equip them to cope with stress, emotions and to fight violence. Self-defence techniques should be taught in more rigorous manner rather than limiting it to karate training. Committees should be formed with parents. The committees can look after various aspects of the KGBV.
 - Parents and community participation can help girls to learn the local art and skills.
 - Teachers should maintain the academic profile and a portfolio of girls for making learning meaningful. The girls should be trained on gender and leadership qualities for their holistic development.
 - The teaching learning material should be gender sensitive and related to their local needs.
 - Sufficient computers should be provided to all the KGBVs.
 - Special coaching classes should be provided to intelligent girls for appearing in national level talent search examinations and other competitive exams.
 - Regular physical education teacher who can teach different sports and yoga to girls should be appointed.
 - The community members through SMCs should be involved in decisions regarding the management of the KGBVs and should become a part of planning and monitoring processes.
 - The community can motivate some economically better off member of the village to contribute towards the maintenance of KGBVs.
 - Private partnerships with business houses and foundation which are genuinely interested in enhancing quality of education of KGBVs can be sought. Visits can be made to financial houses like banks and insurance companies who can help in providing infrastructure facilities in KGBV.
- Infrastructure and Facilities
- It is important to have adequate and well maintained buildings. There should be regular inspection of the KGBV and the follow up should be done at regular interval to meet the quality standards
 - The stipend money should be put as savings in the girl's account, which can be given to her when she leaves the KGBV, which will motivate the parents to enroll girls in KGBV.
 - Counsellors should be appointed or called on monthly basis to counsel students on adolescent issue and career choices.
 - Regular in-service training to the special officer, warden and teachers should be provided for academic inputs and for understanding the psychosocial needs of the girls enrolled in KGBVs. Teachers need to be trained in CCE, The special officer, warden teachers and other non-teaching staff should be trained to manage a hostel for adolescent girls..

- There should be set norms for recruiting full time and part time teachers and their service conditions should be properly defined and all agencies should follow these norms.
- Adequate staff should be provided
- There should be proper leave rules for teachers and other staff in this scheme.
- All the staff should have proper residential facilities.
- It is very important to provide appropriate training and laboratories /kit/activity areas for teaching of science. Policy and management
- The capacity of KGBVs should be increased as per the requirement of the block.
- The cost of construction should be provided according to the terrain.
- Regular and timely fund should be ensured.
- Thus proper guidelines of KGBV and the need for implementing RTE effectively should be adhered by all agencies implementing KGBV.
- The linkages between civil society and KGBVs need to be strengthened for better implementation of the scheme.
- The public private partnership model needs to be adopted by all States in order to strengthen the interface between SSA and its partners.
- More sections of English medium should be provided.
- The database on girls should be carefully maintained for greater rigour in reaching the unreached.
- All the agencies involved in implementing the KGBV in one state should meet frequently and share good practices.
- There can be student exchange programmes in these KGBVs, so that the girls get opportunity to interact with each other and share resources available in KGBVs
- The State government should ensure convergence of other government schemes in the KGBV like tribal welfare schemes, health schemes, mid-day meal scheme, minority schemes for self-reliance of girls.
- In Bihar the State should adopt model I instead of model III.
- Special efforts are needed at the state level to enroll CWSN girls in the KGBVs and to provide them with necessary facilities.
- GOI should create a Sangathan on the lines of Navodaya Vidyalaya Sangathan.

SOME STATE LEVEL TABLES

Table S1 **State wise distribution of KGBVs as per sufficiency of class rooms**

Number and percentage of schools

State	More than sufficient	Just Sufficient	Not Sufficient	Total
Assam	1	2	3	6
	16.7%	33.3%	50.0%	100.0%
Chhattisgarh	4	2	0	6
	66.7%	33.3%	0.0%	100.0%
Madhya Pradesh	3	2	1	6
	50.0%	33.3%	16.7%	100.0%
Rajasthan	3	2	1	6
	50.0%	33.3%	16.7%	100.0%
Uttar Pradesh	3	2	1	6
	50.0%	33.3%	16.7%	100.0%
Total	14	10	6	30
	46.7%	33.3%	20.0%	100.0%

Table S2 State wise distribution of KGBVs as per sufficiency of Electricity

Number and percentage of schools

State	Sufficiency of Electricity			Total
	More than sufficient	Just Sufficient	Not Sufficient	
Assam	1	5	0	6
	16.7%	83.3%	0.0%	100.0%
Chhattisgarh	5	1	0	6
	83.3%	16.7%	0.0%	100.0%
Madhya Pradesh	2	3	1	6
	33.3%	50.0%	16.7%	100.0%
Rajasthan	3	3	0	6
	50.0%	50.0%	0.0%	100.0%
Uttar Pradesh	3	3	0	6
	50.0%	50.0%	0.0%	100.0%
Total	14	15	1	30
	46.7%	50.0%	3.3%	100.0%

Table S3 State wise distribution of KGBVs as per sufficiency of furnitures in the class

rooms

Number and percentage of schools

State	Sufficiency of Furniture's for the classes			Total
	More than Sufficient	Just Sufficient	Not Sufficient	
Assam	1	3	2	6
	16.7%	50.0%	33.3%	100.0%
Chhattisgarh	5	1	0	6
	83.3%	16.7%	0.0%	100.0%
Madhya Pradesh	2	3	1	6
	33.3%	50.0%	16.7%	100.0%
Rajasthan	3	0	3	6
	50.0%	0.0%	50.0%	100.0%
Uttar Pradesh	3	2	1	6
	50.0%	33.3%	16.7%	100.0%
Total	14	9	7	30
	46.7%	30.0%	23.3%	100.0%

Table S4 State wise distribution of KGBVs as per sufficiency of Drinking Water

Number and percentage of schools

State	Sufficiency of Drinking water			Total
	More than sufficient	Just Sufficient	Not Sufficient	
Assam	1	5	0	6
	16.7%	83.3%	0.0%	100.0%
Chhattisgarh	5	1	0	6
	83.3%	16.7%	0.0%	100.0%
Madhya Pradesh	3	2	1	6
	50.0%	33.3%	16.7%	100.0%
Rajasthan	2	4	0	6
	33.3%	66.7%	0.0%	100.0%
Uttar Pradesh	3	3	0	6
	50.0%	50.0%	0.0%	100.0%
Total	14	15	1	30
	46.7%	50.0%	3.3%	100.0%

Table S5 State wise distribution of KGBVs as per sufficiency of water

Number and percentage of schools

State	Sufficiency of Water			Total
	More than Sufficient	Just Sufficient	Not Sufficient	
Assam	1	5	0	6
	16.7%	83.3%	0.0%	100.0%
Chhattisgarh	4	2	0	6
	66.7%	33.3%	0.0%	100.0%
Madhya Pradesh	2	3	1	6
	33.3%	50.0%	16.7%	100.0%
Rajasthan	2	4	0	6
	33.3%	66.7%	0.0%	100.0%
Uttar Pradesh	3	3	0	6
	50.0%	50.0%	0.0%	100.0%
Total	12	17	1	30
	40.0%	56.7%	3.3%	100.0%

Table S6 State wise distribution of KGBVs as per sufficiency of Toilets

Number and percentage of schools

State	Sufficiency of Toilets				Total
	More than Sufficient	Just Sufficient	Not Sufficient	Not Available	
Assam	2	2	2	0	6
	33.3%	33.3%	33.3%	0.0%	100.0%
Chhattisgarh	4	2	0	0	6
	66.7%	33.3%	0.0%	0.0%	100.0%
Madhya Pradesh	2	4	0	0	6
	33.3%	66.7%	0.0%	0.0%	100.0%
Rajasthan	1	5	0	0	6
	16.7%	83.3%	0.0%	0.0%	100.0%
Uttar Pradesh	3	1	1	1	6
	50.0%	16.7%	16.7%	16.7%	100.0%
Total	12	14	3	1	30
	40.0%	46.7%	10.0%	3.3%	100.0%

Table S7 State wise distribution of KGBVs as per sufficiency of Libraries

Number and percentage of schools

State	Sufficiency of library				Total
	More than Sufficient	Just Sufficient	Not Sufficient	Not Available	
Assam	0	1	4	1	6
	0.0%	16.7%	66.7%	16.7%	100.0%
Chhattisgarh	3	1	2	0	6
	50.0%	16.7%	33.3%	0.0%	100.0%
Madhya Pradesh	1	1	3	1	6
	16.7%	16.7%	50.0%	16.7%	100.0%
Rajasthan	1	2	3	0	6
	16.7%	33.3%	50.0%	0.0%	100.0%
Uttar Pradesh	2	3	1	0	6
	33.3%	50.0%	16.7%	0.0%	100.0%
Total	7	8	13	2	30
	23.3%	26.7%	43.3%	6.7%	100.0%

Table S8 State wise distribution of KGBVs as per sufficiency of Supplementary Books

Number and percentage of schools

State	Sufficiency of Supplementary books			Total
	More than Sufficient	Just Sufficient	Not Sufficient	
Assam	3	3	0	6
	50.0%	50.0%	0.0%	100.0%
Chhattisgarh	4	2	0	6
	66.7%	33.3%	0.0%	100.0%
Madhya Pradesh	1	5	0	6
	16.7%	83.3%	0.0%	100.0%
Rajasthan	1	4	1	6
	16.7%	66.7%	16.7%	100.0%
Uttar Pradesh	1	5	0	6
	16.7%	83.3%	0.0%	100.0%
Total	10	19	1	30
	33.3%	63.3%	3.3%	100.0%

Table S9 State wise distribution of KGBVs as per sufficiency of Labs

Number and percentage of schools

State	Sufficiency of Labs	Total
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	More than Sufficient	Just Sufficient	Not Sufficient	Not Available	
Assam	0	0	4	2	6
	0.0%	0.0%	66.7%	33.3%	100.0%
Chhattisgarh	3	2	1	0	6
	50.0%	33.3%	16.7%	0.0%	100.0%
Madhya Pradesh	1	3	2	0	6
	16.7%	50.0%	33.3%	0.0%	100.0%
Rajasthan	3	1	1	1	6
	50.0%	16.7%	16.7%	16.7%	100.0%
Uttar Pradesh	2	2	2	0	6
	33.3%	33.3%	33.3%	0.0%	100.0%
Total	9	8	10	3	30
	30.0%	26.7%	33.3%	10.0%	100.0%

Table S10 State wise distribution of KGBVs as per sufficiency of Maths Kit

Number and percentage of schools

State	Sufficiency of Maths kit			Total
	More than Sufficient	Just Sufficient	Not Sufficient	
Assam	1	4	1	6
	16.7%	66.7%	16.7%	100.0%
Chhattisgarh	3	3	0	6
	50.0%	50.0%	0.0%	100.0%
Madhya Pradesh	1	5	0	6
	16.7%	83.3%	0.0%	100.0%
Rajasthan	1	2	3	6
	16.7%	33.3%	50.0%	100.0%
Uttar Pradesh	2	4	0	6
	33.3%	66.7%	0.0%	100.0%
Total	8	18	4	30
	26.7%	60.0%	13.3%	100.0%

Table S11 State wise distribution of KGBVs as per sufficiency of Computers

Number and percentage of schools

Sufficiency of Computers

State	More than Sufficient	Just Sufficient	Not Sufficient	Not Available	Total
Assam	0	1	4	1	6
	0.0%	16.7%	66.7%	16.7%	100.0%
Chhattisgarh	3	2	1	0	6
	50.0%	33.3%	16.7%	0.0%	100.0%
Madhya Pradesh	2	1	1	2	6
	33.3%	16.7%	16.7%	33.3%	100.0%
Rajasthan	4	1	1	0	6
	66.7%	16.7%	16.7%	0.0%	100.0%
Uttar Pradesh	2	1	3	0	6
	33.3%	16.7%	50.0%	0.0%	100.0%
Total	11	6	10	3	30
	36.7%	20.0%	33.3%	10.0%	100.0%

Table S12 State wise distribution of KGBVs as per sufficiency of Sports facilities

Number and percentage of schools

State	sufficiency of Sports facilities				Total
	More than Sufficient	Just Sufficient	Not Sufficient	Not Available	
Assam	0	3	2	1	6
	0.0%	50.0%	33.3%	16.7%	100.0%
Chhattisgarh	3	3	0	0	6
	50.0%	50.0%	0.0%	0.0%	100.0%
Madhya Pradesh	2	4	0	0	6
	33.3%	66.7%	0.0%	0.0%	100.0%
Rajasthan	1	5	0	0	6
	16.7%	83.3%	0.0%	0.0%	100.0%
Uttar Pradesh	3	3	0	0	6
	50.0%	50.0%	0.0%	0.0%	100.0%
Total	9	18	2	1	30
	30.0%	60.0%	6.7%	3.3%	100.0%

Table S13 State wise distribution of KGBVs as per sufficiency of extracurricular activities

Number and percentage of schools

Sufficiency of Extracurricular Activities

State	More than Sufficient	Just Sufficient	Not Sufficient	Total
Assam	1	4	1	6
	16.7%	66.7%	16.7%	100.0%
Chhattisgarh	2	3	1	6
	33.3%	50.0%	16.7%	100.0%
Madhya Pradesh	1	2	3	6
	16.7%	33.3%	50.0%	100.0%
Rajasthan	3	3	0	6
	50.0%	50.0%	0.0%	100.0%
Uttar Pradesh	3	2	1	6
	50.0%	33.3%	16.7%	100.0%
Total	10	14	6	30
	33.3%	46.7%	20.0%	100.0%

Table S14 State wise distribution of KGBVs as per sufficiency of Recreations facilities

Number and percentage of schools

State	Sufficiency of Recreation facilities				Total
	More than Sufficient	Just Sufficient	Not Sufficient	Not Available	
Assam	1	3	0	2	6
	16.7%	50.0%	0.0%	33.3%	100.0%
Chhattisgarh	3	3	0	0	6
	50.0%	50.0%	0.0%	0.0%	100.0%
Madhya Pradesh	2	2	2	0	6
	33.3%	33.3%	33.3%	0.0%	100.0%
Rajasthan	3	2	1	0	6
	50.0%	33.3%	16.7%	0.0%	100.0%
Uttar Pradesh	4	0	2	0	6
	66.7%	0.0%	33.3%	0.0%	100.0%
Total	13	10	5	2	30
	43.3%	33.3%	16.7%	6.7%	100.0%

Table S15 State wise distribution of KGBVs as per availability of Audio-visual aids

Number and percentage of schools

State	Are there Audio-visual aids		Total
	Yes	No	
Assam	3	3	6
	50.0%	50.0%	100.0%
Chhattisgarh	4	2	6
	66.7%	33.3%	100.0%
Madhya Pradesh	1	5	6
	16.7%	83.3%	100.0%
Rajasthan	4	2	6
	66.7%	33.3%	100.0%
Uttar Pradesh	3	3	6
	50.0%	50.0%	100.0%
Total	15	15	30
	50.0%	50.0%	100.0%

Table S16 State wise distribution of KGBVs as per availability of Places of worships

Number and percentage of schools

State	Are there places of worships		Total
	Yes	No	
Assam	0	6	6
	0.0%	100.0%	100.0%
Chhattisgarh	3	3	6
	50.0%	50.0%	100.0%
Madhya Pradesh	3	3	6
	50.0%	50.0%	100.0%
Rajasthan	2	4	6
	33.3%	66.7%	100.0%
Uttar Pradesh	2	4	6
	33.3%	66.7%	100.0%
Total	10	20	30
	33.3%	66.7%	100.0%

Table S17 State wise distribution of KGBVs as per availability of well-lit class rooms

Number and percentage of schools

State	Are classrooms well lit		Total
	Yes	No	
Assam	3	3	6
	50.0%	50.0%	100.0%
Chhattisgarh	1	5	6
	16.7%	83.3%	100.0%
Madhya Pradesh	2	4	6
	33.3%	66.7%	100.0%
Rajasthan	4	2	6
	66.7%	33.3%	100.0%
Uttar Pradesh	4	2	6
	66.7%	33.3%	100.0%
Total	14	16	30
	46.7%	53.3%	100.0%

Table S18 State wise distribution of KGBVs as per class rooms well ventilated

Number and percentage of schools

State	Are class rooms well ventilated		Total
	Yes	No	
Assam	3	3	6
	50.0%	50.0%	100.0%
Chhattisgarh	6	0	6
	100.0%	0.0%	100.0%
Madhya Pradesh	6	0	6
	100.0%	0.0%	100.0%
Rajasthan	6	0	6
	100.0%	0.0%	100.0%
Uttar Pradesh	6	0	6
	100.0%	0.0%	100.0%
Total	27	3	30
	90.0%	10.0%	100.0%

Table S19 State wise distribution of KGBVs as per provision for imparting skill education

Number and percentage of schools

Provision for Imparting

State	skill education		Total
	Provided	Not Provided	
Assam	6	0	6
	100.0%	0.0%	100.0%
Chhattisgarh	5	1	6
	83.3%	16.7%	100.0%
Madhya Pradesh	4	2	6
	66.7%	33.3%	100.0%
Rajasthan	6	0	6
	100.0%	0.0%	100.0%
Uttar Pradesh	4	2	6
	66.7%	33.3%	100.0%
Total	25	5	30
	83.3%	16.7%	100.0%

Tale S20

State wise distribution of KGBVs as per provision for Education on self-defence and martial arts

Number and percentage of schools

State	Provision for Education on self-defense and martial arts		Total
	Provided	Not Provided	
Assam	6	0	6
	100.0%	0.0%	100.0%
Chhattisgarh	4	2	6
	66.7%	33.3%	100.0%
Madhya Pradesh	5	1	6
	83.3%	16.7%	100.0%
Rajasthan	6	0	6
	100.0%	0.0%	100.0%
Uttar Pradesh	5	1	6
	83.3%	16.7%	100.0%
Total	26	4	30
	86.7%	13.3%	100.0%

Table S21

State wise distribution of KGBVs as per quality of Drinking water

Number and percentage of schools

State	Quality of Drinking water			Total
	Very good	Just good	Needs Improvement	
Assam	1	4	1	6
	16.7%	66.7%	16.7%	100.0%
Chhattisgarh	5	1	0	6
	83.3%	16.7%	0.0%	100.0%
Madhya Pradesh	4	2	0	6
	66.7%	33.3%	0.0%	100.0%
Rajasthan	3	1	2	6
	50.0%	16.7%	33.3%	100.0%
Uttar Pradesh	5	1	0	6
	83.3%	16.7%	0.0%	100.0%
Total	18	9	3	30
	60.0%	30.0%	10.0%	100.0%

Table S22 State wise distribution of KGBVs as per Quality of Sanitation conditions and hygiene Number and percentage of schools

Number and percentage of schools

State	Quality of Sanitation conditions and hygiene			Total
	Very good	Just good	Needs Improvement	
Assam	0	4	2	6
	0.0%	66.7%	33.3%	100.0%
Chhattisgarh	5	1	0	6
	83.3%	16.7%	0.0%	100.0%
Madhya Pradesh	3	3	0	6
	50.0%	50.0%	0.0%	100.0%
Rajasthan	4	2	0	6
	66.7%	33.3%	0.0%	100.0%
Uttar Pradesh	4	2	0	6
	66.7%	33.3%	0.0%	100.0%
Total	16	12	2	30
	53.3%	40.0%	6.7%	100.0%

Table S23 State wise distribution of KGBVs as per Quality of curriculum

Number and percentage of schools

Quality of

State	curriculum		Total
	Very good	Just good	
Assam	3	3	6
	50.0%	50.0%	100.0%
Chhattisgarh	4	2	6
	66.7%	33.3%	100.0%
Madhya Pradesh	3	3	6
	50.0%	50.0%	100.0%
Rajasthan	4	2	6
	66.7%	33.3%	100.0%
Uttar Pradesh	3	3	6
	50.0%	50.0%	100.0%
Total	17	13	30
	56.7%	43.3%	100.0%

Table S24 State wise distribution of KGBVs as per Quality of Teaching and learning practices adopted

Number and percentage of schools

State	Quality of Teaching and learning practices adopted			Total
	Very good	Just good	Needs Improvement	
Assam	2	4	0	6
	33.3%	66.7%	0.0%	100.0%
Chhattisgarh	5	0	1	6
	83.3%	0.0%	16.7%	100.0%
Madhya Pradesh	1	4	1	6
	16.7%	66.7%	16.7%	100.0%
Rajasthan	4	2	0	6
	66.7%	33.3%	0.0%	100.0%
Uttar Pradesh	3	2	1	6
	50.0%	33.3%	16.7%	100.0%
Total	15	12	3	30
	50.0%	40.0%	10.0%	100.0%

Table S25 State wise distribution of KGBVs as per availability of Office room

Number and percentage of schools

Availability of Office room

State	Facility is available	Facility is not available	Total
Assam	5	1	6
	83.3%	16.7%	100.0%
Chhattisgarh	5	1	6
	83.3%	16.7%	100.0%
Madhya Pradesh	5	1	6
	83.3%	16.7%	100.0%
Rajasthan	5	1	6
	83.3%	16.7%	100.0%
Uttar Pradesh	4	2	6
	66.7%	33.3%	100.0%
Total	24	6	30
	80.0%	20.0%	100.0%

Table S26 State wise distribution of KGBVs as per availability of Visitor room

Number and percentage of schools

State	Availability of Visitor room		Total
	Facility is available	Facility is not available	
Assam	0	6	6
	0.0%	100.0%	100.0%
Chhattisgarh	2	4	6
	33.3%	66.7%	100.0%
Madhya Pradesh	3	3	6
	50.0%	50.0%	100.0%
Rajasthan	0	6	6
	0.0%	100.0%	100.0%
Uttar Pradesh	2	4	6
	33.3%	66.7%	100.0%
Total	7	23	30
	23.3%	76.7%	100.0%

Table S27 State wise distribution of KGBVs as per availability of Auditorium

Number and percentage of schools

Availability of Auditorium

State	Facility is available	Facility is not available	Total
Assam	0	6	6
	0.0%	100.0%	100.0%
Chhattisgarh	0	6	6
	0.0%	100.0%	100.0%
Madhya Pradesh	2	4	6
	33.3%	66.7%	100.0%
Rajasthan	2	4	6
	33.3%	66.7%	100.0%
Uttar Pradesh	2	4	6
	33.3%	66.7%	100.0%
Total	6	24	30
	20.0%	80.0%	100.0%

Table S28 State wise distribution of KGBVs as per availability of Playroom

Number and percentage of schools

State	Availability of Playroom		Total
	Facility is available	Facility is not available	
Assam	0	6	6
	0.0%	100.0%	100.0%
Chhattisgarh	2	4	6
	33.3%	66.7%	100.0%
Madhya Pradesh	3	3	6
	50.0%	50.0%	100.0%
Rajasthan	2	4	6
	33.3%	66.7%	100.0%
Uttar Pradesh	1	5	6
	16.7%	83.3%	100.0%
Total	8	22	30
	26.7%	73.3%	100.0%

Table S29 State wise distribution of KGBVs as per availability of Music room

Number and percentage of schools

State	Availability of Music room		Total
	Facility is available	Facility is not available	
Assam	0	6	6
	0.0%	100.0%	100.0%
Chhattisgarh	3	3	6
	50.0%	50.0%	100.0%
Madhya Pradesh	2	4	6
	33.3%	66.7%	100.0%
Rajasthan	0	6	6
	0.0%	100.0%	100.0%
Uttar Pradesh	1	5	6
	16.7%	83.3%	100.0%
Total	6	24	30
	20.0%	80.0%	100.0%

Table S30 State wise distribution of KGBVs as per availability of Sick room

Number and percentage of schools

State	Availability of Sick room		Total
	Facility is available	Facility is not available	
Assam	1	5	6
	16.7%	83.3%	100.0%
Chhattisgarh	2	4	6
	33.3%	66.7%	100.0%
Madhya Pradesh	1	5	6
	16.7%	83.3%	100.0%
Rajasthan	1	5	6
	16.7%	83.3%	100.0%
Uttar Pradesh	2	4	6
	33.3%	66.7%	100.0%
Total	7	23	30
	23.3%	76.7%	100.0%

Table S31 State wise distribution of KGBVs as per availability of Staff room

Number and percentage of schools

State	Availability of Staff room		Total
	Facility is available	Facility is not available	
Assam	3	3	6
	50.0%	50.0%	100.0%
Chhattisgarh	5	1	6
	83.3%	16.7%	100.0%
Madhya Pradesh	3	3	6
	50.0%	50.0%	100.0%
Rajasthan	1	5	6
	16.7%	83.3%	100.0%
Uttar Pradesh	4	2	6
	66.7%	33.3%	100.0%
Total	16	14	30
	53.3%	46.7%	100.0%

Table S32 State wise distribution of KGBVs as per availability of other rooms

Number and percentage of schools

State	Availability of Other rooms		Total
	Facility is available	Facility is not available	
Assam	1	5	6
	16.7%	83.3%	100.0%
Chhattisgarh	5	1	6
	83.3%	16.7%	100.0%
Madhya Pradesh	3	3	6
	50.0%	50.0%	100.0%
Rajasthan	4	2	6
	66.7%	33.3%	100.0%
Uttar Pradesh	3	3	6
	50.0%	50.0%	100.0%
Total	16	14	30
	53.3%	46.7%	100.0%

Table S33 State wise distribution of KGBVs as per Status of Attendance Register for students

Number and percentage of schools

State	Status of Attendance Register for students		Total
	Well Maintained	Register is there but not maintained	
Assam	6	0	6
	100.0%	0.0%	100.0%
Chhattisgarh	5	1	6
	83.3%	16.7%	100.0%
Madhya Pradesh	5	1	6
	83.3%	16.7%	100.0%
Rajasthan	6	0	6
	100.0%	0.0%	100.0%
Uttar Pradesh	6	0	6
	100.0%	0.0%	100.0%
Total	28	2	30
	93.3%	6.7%	100.0%

Table S34 State wise distribution of KGBVs as per Status of Attendance Register for staff

Number and percentage of schools

State	Status of attendance register for Staff	Total
	Well Maintained	
Assam	6	6
	100.0%	100.0%
Chhattisgarh	6	6
	100.0%	100.0%
Madhya Pradesh	6	6
	100.0%	100.0%
Rajasthan	6	6
	100.0%	100.0%
Uttar Pradesh	6	6
	100.0%	100.0%
Total	30	30
	100.0%	100.0%

Table S35 State wise distribution of KGBVs as per Status of visitors register

Number and percentage of schools

Status of visitors register

State	Well Maintained	Register is there but not maintained	Total
Assam	6	0	6
	100.0%	0.0%	100.0%
Chhattisgarh	5	1	6
	83.3%	16.7%	100.0%
Madhya Pradesh	5	1	6
	83.3%	16.7%	100.0%
Rajasthan	6	0	6
	100.0%	0.0%	100.0%
Uttar Pradesh	6	0	6
	100.0%	0.0%	100.0%
Total	28	2	30
	93.3%	6.7%	100.0%

Table S36 State wise distribution of KGBVs as per Status of Health register

Number and percentage of schools

State	Status of Health register		Total
	Well Maintained	Register is there but not maintained	
Assam	5	1	6
	83.3%	16.7%	100.0%
Chhattisgarh	6	0	6
	100.0%	0.0%	100.0%
Madhya Pradesh	5	1	6
	83.3%	16.7%	100.0%
Rajasthan	6	0	6
	100.0%	0.0%	100.0%
Uttar Pradesh	6	0	6
	100.0%	0.0%	100.0%
Total	28	2	30
	93.3%	6.7%	100.0%

Table S37 State wise distribution of KGBVs as per Status of Accounts register

Number and percentage of schools

Status of Accounts register

State	Well Maintained	Register is there but not maintained	Total
Assam	6	0	6
	100.0%	0.0%	100.0%
Chhattisgarh	5	1	6
	83.3%	16.7%	100.0%
Madhya Pradesh	5	1	6
	83.3%	16.7%	100.0%
Rajasthan	6	0	6
	100.0%	0.0%	100.0%
Uttar Pradesh	6	0	6
	100.0%	0.0%	100.0%
Total	28	2	30
	93.3%	6.7%	100.0%

Table S38 State wise distribution of KGBVs as per Status of Food items purchase register

Number and percentage of schools

State	Status of Food items purchase register		Total
	Well Maintained	Register is there but not maintained	
Assam	6	0	6
	100.0%	0.0%	100.0%
Chhattisgarh	4	2	6
	66.7%	33.3%	100.0%
Madhya Pradesh	4	2	6
	66.7%	33.3%	100.0%
Rajasthan	6	0	6
	100.0%	0.0%	100.0%
Uttar Pradesh	4	2	6
	66.7%	33.3%	100.0%
Total	24	6	30
	80.0%	20.0%	100.0%

Table S39 State wise distribution of KGBVs as per Status of Learning materials receipt register

Number and percentage of schools

State	Status of Learning materials receipt register		Total
	Well Maintained	Register is there but not maintained	
Assam	6	0	6
	100.0%	0.0%	100.0%
Chhattisgarh	1	5	6
	16.7%	83.3%	100.0%
Madhya Pradesh	2	4	6
	33.3%	66.7%	100.0%
Rajasthan	4	2	6
	66.7%	33.3%	100.0%
Uttar Pradesh	3	3	6
	50.0%	50.0%	100.0%
Total	16	14	30
	53.3%	46.7%	100.0%

Table S40 State wise distribution of KGBVs as per Status of Other Materials receipt register

Number and percentage of schools

State	Status of Other Materials receipt register			Total
	Well Maintained	Register is there but not maintained	Register is not there	
Assam	6	0	0	6
	100.0%	0.0%	0.0%	100.0%
Chhattisgarh	1	0	5	6
	16.7%	0.0%	83.3%	100.0%
Madhya Pradesh	1	2	3	6
	16.7%	33.3%	50.0%	100.0%
Rajasthan	3	1	2	6
	50.0%	16.7%	33.3%	100.0%
Uttar Pradesh	3	0	3	6
	50.0%	0.0%	50.0%	100.0%
Total	14	3	13	30
	46.7%	10.0%	43.3%	100.0%