

NATIONAL REPORT
SECOND NATIONAL EVALUATION OF KGBV PROGRAMME OF GOI
NOVEMBER-DECEMBER 2013

1. MHRD, GOI commissioned the second national evaluation of the Kasturba Gandhi Balika Vidyalaya programme in November-December 2013. The Terms of Reference for the evaluation (see Annexure 1) were drafted by MHRD, GOI and communicated to the state governments. This evaluation covered 24 states (see Annexure 2 for the list of states visited along with the names of the team members for each state). The evaluation team was led by Vimala Ramachandran (Professor, NUEPA) and the core team that drafted the national report consisted of Deepa Das (Education Specialist, UNICEF), Urvashi Sahn (Lucknow) and Shushmita Dutt (Independent Researcher, Raipur).
2. This report highlights the main findings, some good practices, the challenges faced, the problems encountered and recommendations. This report does not go into details or examples, which are available in the state-specific reports that are annexed to the national report (see Part II – State Reports).

OVERARCHING ISSUES AND CONCERNS

3. The evaluation team noted that there has been an inordinately long gap between the first (2007-08) and the second (2013-14) evaluation of this programme. Several states informed us that the KGBV programme has not received the attention it merits, especially after 2009. In particular there have been no regional or national workshops to review implementation¹. Equally, the SSA JRM process has not paid attention to the implementation of KGBVs. Most monitoring reports dwell on civil works and numbers of teachers and students, and even this limited information has not been analysed or reviewed for the KGBVs. During the early years (2005 to 2009) GOI played a proactive role to explain the spirit and vision of the programme, emphasising its importance in the Educationally Backward Blocks (EBBs) and the urgency of reaching out to the out-of-school girls in the age group 11+. The initial momentum that the programme gained was not sustained after 2009 and as a result the pace at which the programme was being

¹ It may however be noted that many changes were introduced with the revised criteria notified by GOI on 1 April 2010. KGBVs were expanded to cover all educationally backward blocks where rural female literacy is below the national average of 46.13 (Census 2001); the unit cost for construction of new KGBV school / hostel was brought on par with the State PWD Schedule of Rates (SoR) and the minimum area for KGBV hostel building was to be calculated based on revised requirements. Thus for 50 children the built-up area would be approximately 80 Square feet per child and for 100 children it would be 60 Square feet per child. The per child maintenance cost was also enhanced from Rs 750 per child per month to Rs 900 per child per month.

implemented slowed down, and guidelines were not followed in many states. The most worrying outcome was that there is little understanding of the programme in several states.

4. There have also been issues with respect to fund-flow (please see Table 1 in Annexure 3 on fund flow from GOI. GOI releases have been to SSA and it was up to the states to allocate funds for specific programmes and activities within SSA and report the same to GOI. In several states not only was the fund flow from the state to the KGBV problematic but even when the funds finally reached the bank account of the KGBV, operating them was challenging in some of the KGBVs visited. The fund flow to the KGBV and the persons authorised to operate the account should be reviewed urgently by GOI and the State Governments. The account is usually handled by two signatories; in most cases this is the Head Teacher and the Accountant or SMC president.
5. It may therefore be a good time to review the national level management of KGBV. Given that there are more than 3,000 KGBVs spread across the most backward and difficult areas of the country; a different management structure along the lines of the Navodaya Sangathan could be explored.
6. Notwithstanding the above serious issues, several states have taken proactive interest in the programme and have given it a lot of attention. As a result the programme has been implemented with care in these states. This unfortunately is not true of all the states, which was reflected in some measure in the laxity in their approach towards this evaluation. Many states gave only a very cursory briefing or none at all to the evaluation team when they arrived there, failing also to provide the information requested in the TORs.
7. State level officials, with whom the team interacted, said that regional or national workshops were essential to orient key officials. In particular they stressed specific issues that frame girls' education and emphasised that the concerns surrounding the management of a residential programme for adolescent girls need to be communicated and discussed. *This is of particular importance in the light of the finding that many KGBVs visited had male staff members living inside or have unrestricted access to the hostel and even to the rooms occupied by the students.* There was one case where men from a local CRPF camp were focusing flashlights into the hostel. There was another case where district / block officials came in and out of the hostel at all times. There was another instance where the NGO coordinator of the project lived inside the KGBV (he was neither a warden, nor a teacher or a chowkidar). In one KGBV there was a men's club on the road outside it! The girls were frightened by the loud sounds of drunken men outside their hostel after dark. The matter was reported and officials took the initiative to get the club moved and the problem has been solved. Running a residential girls

programme requires a lot of care and attention to detail and even one incident can turn the tide against such programmes. Therefore GOI and the state governments need to be very alert about the security and safety of the girl students.

8. Another overarching and disturbing finding was that in many of the KGBVs visited by the teams, nutrition and sanitation received little attention. The teams came across students (most of whom are from socially and economically disadvantaged sections of society) who complained of persistent hunger and inadequacy of food. Growing children need adequate and nutritious food. Many evaluation team members expressed concern and shock at the situation they encountered in some of the KGBVs visited – there was one instance where the girls were beaten for complaining they were hungry, one place where children were not fed any lunch because the MDM was not provided on some days (like sports day) in the school. In one KGBV the girls went to a nearby river to bathe and to answer the call of nature, because there were no bathrooms in the hostel. These lapses are inexcusable and in gross violation of the dignity of students and teachers. It goes against the spirit of the KGBV programme. GOI needs to review this urgently and either correct the situation or close down such KGBVs.
9. Another serious issue is that in some cases, the KGBV hostel has been opened up for girls of classes 9 and 10 without any additional resources made available either by RMSA, GOI or the state government. The resources meant for girls of classes 6 to 8 are being used for girls of classes 9 and 10 – with just three teachers handling classes 6 to 10, diluting the per-child cost for providing food and other essential supplies. Several have reported their extension to classes 9 and 10 to GOI but, GOI has not taken note of this and considered sources of additional funding support.
10. Several KGBVs do not adhere to the norms and standards of RTE and therefore compliance to the RTE needs to be taken as a priority. This covers a range of RTE related norms on pupil-teacher ratio, required space for teaching-learning, qualification of teachers, availability of essential learning material including library, facility for sports and overall development of children. RTE compliance needs to be addressed urgently.
11. Several State Governments who have adopted Model 1 and 2 (where the KGBV is a school cum hostel) are not clear if the schools are actually recognised. They assume that because the government funds the KGBVs, they are recognised. The conditions and requirements of recognition must be explained to the states for according a status of recognition to the KGBVs.
12. Another overarching concern relates to targeting. Many states reported that there were no OOSC in their state or that their numbers have drastically come down. This assessment is not borne out by the Net Enrolment Rate (NER) data of UDISE or by the dropout rate, particularly at the upper primary level. GOI needs to help states to do an analysis of the

NER in the EBB blocks and make a realistic assessment of the prevalence of OOSC in the blocks covered by the KGBV programme.

13. The KGBV programme is primarily meant to bring out-of-school girls of 11+ age and girls from scattered habitations back into formal schooling. In exceptional cases girls who are in difficult circumstances and are unable to complete primary education would also be enrolled in the KGBVs. It may be recalled that when the KGBV programme was launched by GOI, it was positioned as an important strategy to address the challenges faced by girls after primary education. Community level identification of such girls and the use of habitation / village level information on out-of-school girls is supposed to be used to identify students. The team notes with alarm that several state government officials met, including gender coordinators, who are in-charge of KGBV, are not aware of this basic information about the KGBV programme. Many of them interpreted the eligibility criteria differently. For example in some states there is a BPL / others category where the teams found that girls from educationally forward communities with no real disadvantage were being admitted.
14. A negligible percentage of CWSN were found in most states though there were notable exceptions,
15. The identification of students is done in an ad-hoc manner and, in many KGBVs visited by the team girls are identified by word-of-mouth from a few villages. In addition, girls who are already enrolled in school are brought into the KGBV. Equally shocking is the finding that in some states – where the OOSC norm is being strictly followed – girls are given an artificial break after class 5 in order to make them eligible for enrolling in the KGBV. The block and cluster level officials were aware of this and they seem to turn a blind eye.
16. The construction cost of the KGBV building is higher in mountainous and remote locations because materials have to be brought from other places. Notwithstanding the revised norms of costing for construction as per the state-level SOR, several states complained about shortage of funds because of standard unit costs. This may have to be reviewed and discussed by GOI on a state-to-state basis.
17. The involvement of NGOs was built into the programme and several states run the KGBV through NGOs. The teams noted that in some states local missionaries are running the programme and essentially catering to one religious community. In one case the KGBV students were drawn from different districts of the state and they were all actively involved in religious activities in the local area. Also there was an instance where a local political leader was running a KGBV and not adhering to norms or procedures. These are serious issues and need to be addressed urgently.

STATE LEVEL MANAGEMENT

18. A high proportion of the sanctioned KGBVs are operational (See table 7 in Annexure V) – *out of 3,609 sanctioned 3,573 are operational* – which is 99%. Progress with respect to construction has been satisfactory in most states. Out of the 24 states visited by the team, construction of 108 KGBVs is yet to start across 11 states -: West Bengal (2), Andhra (39), Assam (2), Bihar (41), Chhattisgarh (3), Gujarat (20), Haryana (8), Jammu & Kashmir (10), Jharkhand (2), Karnataka (3), Maharashtra (10) and Nagaland (9). Only 36 of the sanctioned KGBVs are yet to be made operational and these are in Assam (1), Bihar (6), Haryana (27) and Jammu and Kashmir (2).
19. There are 2,352 Model I, 194 Model II and 1063 Model III KGBVs. Some of the states have a single model while some other have a mix of the three models. There are 18 single-model states and eight states that implement a mix of two models. Gujarat is the only state implementing all the three models
20. In all states implementing Models II and III the data on KGBVs is captured in U-DISE: Nagaland is an exception where the data of KGBV is not captured in UDISE. The majority of states include the information of Model 1 KGBV in UDISE. Information about inclusion in UDISE is not available for Assam, Arunachal Pradesh and Haryana.
21. Interpretation of the Programme
 - 21.1. KGBV is seen as a Central Sector Scheme and many states do not view this as their own programme
 - 21.2. The norms and provisions of the KGBV programme are differently interpreted – e.g. the maintenance amount of Rs 900/- per girl per month is either used fully for boarding costs or is partly used for boarding costs and partly for meeting cost of toiletries and other requirements of the girls. The stipend of Rs 50/- per month is also used for different purposes – (i) as a direct cash benefit to the girls (ii) for procuring stationery and other items that the girls may require (iii) for activities that girls undertake such as exposure/educational visits, picnics etc.
 - 21.3. In some states the programme is seen as a means of reaching girls from poor/BPL families. States are generally unable to perceive the KGBVs as a means of reducing the number of OOS girls in the state.
22. Vision of the State Government
 - 22.1. Though a vision for KGBV in the medium term and longer term has not yet emerged in most states, some states see a lot of potential in the KGBV model and have started similar residential schools with state funds or through PPP. Jharkhand and Gujarat are examples. A couple of States are supplementing

the cost of boarding for the High School level girls living in the KGBVs and are also supplementing the funds received for implementing the KGBVs by picking up teachers' salaries, etc

- 22.2. While some states say they would find resources to sustain the KGBVs in case funding support stops from GOI, there are others that do not see the state taking over the cost of running the KGBVs.

23. Management and Monitoring System adopted by the State

- 23.1. Only a couple of the states have a well-defined delivery structure that supports systems of guidance and monitoring. Such a structure assumes great significance for states that have entered into partnerships with NGOs, Mahila Samakhya or other implementing agencies. The weak coordination between SSA and Mahila Samakhya / NGOs has been pointed out in most of the states where such partnerships exist. The nine states that have involved NGOs and Mahila Samakhya in the implementation of KGBVs seem to have handed over all responsibilities to the NGOs/Mahila Samakhya and have very limited involvement in the process of implementation. This affects the efficient management of the programme as adherence to norms and standards of quality would surely improve with the proactive engagement of SSA.
- 23.2. The State Office of SSA rarely provides comprehensive operational guidelines for the implementation of KGBVs. The common practice has been to issue instructions and directives through orders related to specific issues. For NGOs and non-SSA players such orders and guidelines are not self-explanatory as they do not have a comprehensive understanding of the programme. The content of the handbook provided also contains guidance that is sometimes in contravention of the objectives and provisions of the KGBV. It may, therefore, be useful for GOI to intervene in this regard to get the facts and position corrected and help develop a common understanding about KGBVs
- 23.3. The process of identification and selection of NGOs has usually been through advertisements and scrutiny of application. The identification process, though seemingly well structured, is flawed as it has enabled the entry of NGOs with political backing or with a religious agenda. And once in, these NGOs tend to operate in ways that suit them and it is not easy to influence change in their working. States have entered into MOUs with the NGOs but the quality of the documentation needs to be reviewed. Further, it needs to be ensured that the MOUs are updated upon expiry or else it may give rise to audit objections.

23.4. Systems of monitoring and review are still to evolve. There is no regular system of review in place. This is definitely an area of concern that needs to be addressed by the GOI and State Project Offices of SSA. As the KGBVs are now largely within the purview of U-DISE, it may be worthwhile reviewing the School Report Cards for the KGBVs with the implementing partners – with each KGBV allotted a U-DISE number. This will serve the dual purpose of jointly understanding the gaps and drawing up of appropriate plans to respond to them. It will also educate the implementing partners about the KGBV programme by filling up the U-DISE data capture format.

24. Fund flow

24.1. Fund flow has been usually delayed and this inconveniences implementation at the grassroots level. The common reasons for such delay are attributable to (i) delays in submission of Utilisation Certificates to GOI (ii) delays in contributing state shares and (iii) the way states distribute the funds received from GOI among components. It is also true that some states have underutilised their allocated funds for KGBVs, particularly the funds allocated for construction. There are instances of states not utilising the funds received for construction for almost two years.

24.2. Certain internal systems that have been put in place, whereby the district office of SSA retains financial control, also obstruct autonomy of the KGBVs and flow of funds to them. Such centralised ways of working harm the very spirit of the KGBVs and need to be reviewed.

24.3. Systems of audit are still weak and only some of the states have had the KGBV accounts audited.

25. Forward linkages with RMSA, secondary and higher secondary schools:

25.1. Efforts are being made to ensure that the girls graduating from the KGBVs continue their education after the elementary level – strategic collaborations with RMSA are beginning to emerge in some of the states. Jharkhand being one notable example. Some states absorb the KGBV graduates into existing SC/ST hostels for girls, e.g. Odisha.

25.2. The unanimous view of the team is that the KGBVs should be upgraded to the high school level. If the rights of girls are to be protected, there have to be adequate social protection measures in place such that the most vulnerable can easily access and complete their education at least until they turn 18 years old. It is wasteful to invest so much effort and money in educating girls up to Class VIII and allow them to graduate without completing class X. A

certificate would have value in their life and in the job market. Upgrading the KGBVs or forging effective linkages with hostels / residential schools provided by RMSA and other departments need to be mapped for guiding the graduates from KGBVs to the next level of education.

PROFILE OF STUDENTS

26. At the outset, the team would like to place on record that a good proportion of the students that we interacted with during the field visit were from socially disadvantaged groups and this profile is borne out in the enrolment data (consolidated with MHRD, GOI) present in Tables 2 to 8 in Annexure III of this report. As evident in the table below the programme primarily caters to girls from SC, ST, OBC, Muslim and BPL communities. There is certainly an improvement (since 2007-08) in the enrolment of Muslim girls – with 25% Muslim girls enrolled in the KGBVs of the 71 Special Focus Districts (with 20% or more of the population being Muslim).

26.1. The outreach to girl CWSN seems to be fairly limited. Their low representation is a serious issue and needs to be reviewed. Only Bihar has made a conscious effort to reach out to CWSN (1,118 girls CWSN out of 47,311 girls in KGBVs) and this is indeed a very good practice.

Representation of CWSN among KGBV girls- selected examples from KGBVs visited	
WB	There were only 2 girls with special needs in the 5 KGBVs visited.
Odisha	No representation in KGBVs visited. Two persons with special needs among part time teachers.
Maharashtra	Low representation.
Meghalaya	3 girls WSN in Dadenggiri and one each in Samanda and Zikzak.
Tamil Nadu	There was 1.7% CWSN representation in 5 KGBVs visited. The TN Child Care Centre, residential centres and home tuitions for CWSN addressed the issue of CWSN.
Jharkhand	There are 249 girls CWSN across all groups in KGBVs., these are clustered in KGBVs in order to provide required inputs effectively.
Arunachal Pradesh	There was one visually impaired girl WSN in Rayang but no provisions for special education had been made.
Gujarat	Four girls CWSN were studying in KGBV with the regular classes. They received support from special teachers of BRC.
Haryana	Only one visually impaired girl was in one KGBV and none in the other 3 that the team visited.
Himachal Pradesh	No girls CWSN found in the KGBV visited.
Manipur	16 girls with special needs are enrolled in the 11 KGBVs of the state
Nagaland	Did not report on this

Overview of all KGBV sanctioned and operational till 2013**Reference Annexure III, Tables 2, 3, 4, 5.**

Total operational / total sanctioned up to 2013	% SC	% ST	% OBC	% Muslim	% BPL	Total Students	No of CWSN
3609 / 3,573	30.53	24.99	30.51	7.50	6.47	370412	5123

KGBV Status in Muslim concentration (20% and more Muslim population) SFD Districts

Districts	KGBV	% SC	% ST	% OBC	% Muslim	% BPL	Total Enrolled
71	544	30.20	7.93	28.41	25.03	8.43	44534

KGBV Status in Scheduled Castes [SFD] Districts (25% and above

Districts	% SC	% ST	% OBC	% BPL	% Muslim	Total Enrolled
41 districts, 330 sanctioned; 319 operational	46.24	8.04	30.16	7.55	8.01	28804

KGBV Status in Scheduled Tribes [SFD] Districts (25% and above)

Districts	KGBV Operational/sanctioned	% SC	% ST	% OBC	% BPL	% Muslim	Total enrolled
84	508/508	13.09	67.95	14.33	2.03	2.60	52225

27. A total of 544 KGBVs exist in 71 Muslim concentration SF Districts. The percentage of Muslim girls is high at 25% and given that many of these districts also have significant SC or ST population, it is understandable that the enrolment of SC and ST is substantial.
28. KGBVs exist in 41 SC special focus districts. Of the 330 sanctioned KGBVs in these districts, 319 are operational. There are 46.24% SC girls, 8.04% ST girls, 30.16% OBC girls, 7.55% BPL girls and 8.10% Muslim girls. Here it is noticed that though the focus group forms 46.24% of the total, OBC girls also form a very large chunk of those enrolled. Greater attention to enrolling target group (SC) girls is required.
29. 508 KGBVs exist in 84 ST special focus districts. Here ST girls' form 67.95% of the total while SC girls form 13.09%, OBC forms 14.33%, BPL forms 2.03% and Muslims form 2.60%. Here the targeting has been more successful because ST groups are geographical region specific – i.e., they cluster together in specific geographical regions.
30. As per the capacity of the KGBVs sanctioned, the gap in enrolment is 21,375 against a target of 3,70,412 girls (Annexure III, Table 2)

31. The significant finding of this evaluation is that the percentage representation of special focus groups is fairly good and reflects their size in the population. However, the disturbing finding is that the programme is not reaching out to out-of-school girls.
32. **The main issues and concerns regarding targeting that have been highlighted in the 24 state reports are as follows:**
 - 32.1. There is misunderstanding about the purpose and objective of the programme; specially regarding the target group to be admitted and norms regarding enrolment.
 - 32.2. The managing body of the KGBVs need to access the list of out of school and never enrolled girls prepared by SSA to ensure the admission of eligible girls in KGBVS – the team found that this is not being done in most of the states.
 - 32.3. The problem of artificial drop out – meaning e.g. withdrawing girls from school for one year to make them eligible for enrolling in KGBVs as dropouts was found in several states.
 - 32.4. Many states seem to believe that this programme is for any SC, ST, OBC, Minority and BPL girls in the surrounding areas. Identification of BPL is problematic and the team found that in some KGBVs, girls who were not eligible were enrolled. In one KGBV the records did not have any surnames or parent names – when the team asked the girls their name it emerged that they were all of the same community that is dominant in the area but not disadvantaged. This needs to be crosschecked and this kind of misrepresentation of the data needs serious attention.
 - 32.5. The team noted that while there is indeed a gradual decrease in the number of OOSC reported by the state governments, the NER and also the dropout rates reported tell us that there are many girls who are not in school. It is important for the state governments to actively look for OOSC as they are not always clustered together but spread out thinly over large areas. It is of equal importance to have accurate and reliable lists of OOSC.
 - 32.6. In some KGBVs admissions may have taken place only in class 6 in the first year. Further admissions do not take place for any class in the following years until these girls complete class VIII. Thus, vacancies occur only when the entire cohort graduates at class VIII. This practice needs to be reviewed in every state and efforts made to fill any vacant seat (in the event of a student dropping out of the KGBV).
 - 32.7. In the absence of structural linkages with RMSA hostel programme, many girls of the prescribed age – being 11+ - cannot be enrolled because the

cohort that has completed class 8 continues to occupy the KGBV. It must be placed on record that some states have made effective linkages with RMSA – namely Jharkhand (classes 9-12 has been funded by the State under RMSA); Maharashtra for classes 9 and 10 through Manav Vikas Yojna funds. Similarly, close to 30 such girls from KGBV Karnataka were in the RMSA hostel continuing further studies. Transition of girls from KGBV to Secondary level is ensured in Gujarat, where additional budget is provided for conveyance allowance and hostel facility in 22 KGBVs. The girls reside in KGBV and attend nearby govt. schools in class IX and X. Other institutions like Adrash Nivasi Shala (Tribal Development Dept.) Eklavya Shala and residential schools run by Social Welfare Department are used to accommodate girls completing class 8 from KGBV. Most KGBV girls are accommodated in existing SC/ST hostels in Odisha after complete class VIII. In Nagaland the location of Model Schools (residential, up to Class 12) under RMSA has been planned in close proximity of the KGBVs to facilitate comfortable transition. The team visiting Phomching in Mon district of Nagaland saw construction of one such school under RMSA.

- 32.8. The team found that graduating girls are not being tracked after leaving the KGBVs - for two to four years. The information on transition is patchy and not comprehensive – Bihar is a notable exception.
- 32.9. In some states the team reported that KGBV girls appear to perform better in the Government Schools (Model III) than their counterparts. The additional academic support through part-time teachers may have contributed to this. If the girls' better performance is established then the successful strategies should be introduced into the regular Government Schools to improve learning outcomes among the most disadvantaged section of our society.
- 32.10. The teams undertook exercises in most KGBVs visited to record the age profile of students of KGBV. While the majority of the children were within the required age brackets, substantial numbers of underage (below 11 years 28% in J&K KGBV, 10 girls below 11 years in one KGBV covered in Nagaland) girls were found; some overage girls (18 years) were also found. In Meghalaya's Samanda Block KGBV 13 girls were over 16 years old out of 51 girls. In one KGBV in Jharkhand 22 out of 94 girls were between 14-16 years old. In Punjab too it was found that in KGBVs there were a few girls who were in the 14-16 year bracket. The presence of older girls was seen in all the KGBVs where girls in Classes 9 and above were staying in the hostels. KGBVs were designed for girls in the 11+ age who have dropped out after

primary school and having girls in the 16+ age may dilute the focus on the programme..

- 32.11. Information on the number of girls who have dropped out from the KGBV and reasons thereof were not available to the visiting teams. Almost all the KGBVs visited kept a formal record of the girls who had dropped out, most had anecdotal evidence to share. Again Bihar is a notable exception.

TEACHERS AND STAFF OF KGBV

33. An overarching finding of this evaluation on teachers and staff is that there is a lot of variation across states and even across districts in the same state with respect to recruitment processes, student-teacher ratio, qualifications for ‘full time’ and ‘part time’ teachers, salary structure, conditions of employment, job description, leave rules and pupil-teacher ratios. In states with Model 1, where the KGBV is a hostel cum school, this is a serious issue in places where the KGBV is up to class 10 with three full time teachers handling 5 classes. The capacity of these teachers to teach classes 9 and 10 is also an area of concern because they had been hired for the upper primary level. In most KGBVs tutors handle more than one subject. In Model 3 KGBVs, there was huge variation in the number and also the responsibility of tutors who are expected to tutor the KGBV girls in the hostels. In some the tutors also taught in the school. For example, in some states the tutors come for a couple of hours and in others they not only stay the whole day but also teach in the school that the students attend.
34. Some states deploy regular teachers on deputation to the KGBV – which is indeed a good practice as these teachers are both qualified and trained. Compared to them, teachers appointed on contract may not have the requisite qualification or training. In some states the KGBVs visited reported a high attrition as more and more teachers were qualifying the TET and moving on to join regular positions.
- 34.1. There needs to be clarity on *who is part-time* (comes for a few hours) and *full-time* (comes for the duration of the school hours). Some states interpret full time as being residential and part time as those who come and go.
- 34.2. Equally, RTE compliance needs to be made a non-negotiable guideline of KGBV. The qualifications of teachers need to be stipulated and adhered to.
35. In-service training emerged as a major issue, with almost little sustained academic support or training available to KGBV teachers and tutors. In some states the KGBV teachers attend regular SSA training, with no specific inputs on remedial education or accelerated learning for girls who have dropped out and re-joined school. Therefore building capacities of the KGBV staff remains a challenge.

36. In most states the BRC, CRC or the DIET are not linked to the KGBV (Andhra Pradesh being a notable exception), in some they monitor the coverage of the curriculum. (Arunachal Pradesh). Prevalent systems of academic support and monitoring in the states must encompass the KGBVs. This would imply stronger linkages between the KGBVs and the CRCs and BRCs.
37. One of the disturbing findings of this evaluation has to do with wardens – considerable variations were observed in the KGBVs visited. In some states the warden is the only full time warden-cum-teacher for 100 girls. In others, the warden is not a teacher and functions like a housekeeper and is paid a very low wage. In yet others the warden draws a full time teacher’s salary (with additional allowance for being the warden) – however, not all of them are qualified to teach. Some of the wardens we met were there on a stop gap arrangement. The wardens do not get any special training to run a hostel for adolescent girls.
 - 37.1. Where the RMSA hostel is adjacent to the KGBV, the team noted that there was no warden and in fact the girls were left alone at night. This is indeed worrisome.
38. The most worrying finding of this evaluation is to do with male staff. As noted in the first section of this report, many states have full time male staff and in many KGBVs that this team visited male staff had unrestricted access to the living quarters of the girls. In some others men (NGO in-charge) were found to be living in the KGBV. While it may be necessary to have male helpers and chowkidars in many states, there is no reason why these people should be allowed to come into the hostel area. The details with respect to male staff are given in the state reports and in this national report the issue is being flagged with the hope that GOI and the state governments will address it on a priority basis.
39. The remuneration paid to KGBV staff also varies a lot and there seems to be little understanding of what the KGBV programme provides. The details are given in Annexure III, table 8. The team notes that the post of the warden is important and recognises that she is expected to be a manager, mentor and a teacher. In some states the warden is paid as little as Rs. 2,000 per month, far below a decent living wage. The evaluation team was of the view that GOI needs to explain the programme along with the mandated allocations for remuneration of academic and non-academic staff.
40. The stay arrangements for residential staff, their food and access to toilets and bath area also emerged as issues that merit attention. As of now the per-student cost of Rs 900 per month is used to provide meals to the staff, including helper, chowkidar, warden, teachers and anyone else present in the KGBV during mealtime. This effectively cuts into the food

made available to the students. This is particularly serious when wardens live with their families and the rations are then taken from the KGBV.

41. Some KGBVs have a separate room for the warden while in some (especially those build in the first phase) the office room also doubles up as the warden's quarters. The room for the guard / chowkidar often opens into the hostel, thereby permitting him access to the living quarters of the girls at all times.
42. The staff interacted with during the course of this evaluation mentioned the absence of any leave rules or even clear description of roles and responsibilities. The time with the team was too short to delve deeper into several other staff related issues.
43. Some states have introduced a contributory provident fund scheme for KGBV staff and even allow maternity leave with full pay. There are other states where the per diem pay is deducted for leave taken by staff. The KGBV programme has to abide by government labour laws and provide a fixed number of casual leave and medical leave.

INFRASTRUCTURE AND FACILITIES

44. The findings (summarised in Table 7 in Annexure V) are quite disturbing. The condition of the building, sanitation and availability of toilets and maintenance of buildings remain big issues
 - 44.1. The evaluation team found a number of design inadequacies in the new buildings, for e.g.: kitchen not provided with storage facilities, platforms, chimney etc. There is no provision of common room or activity room for girls, store, library, etc. in the hostel buildings. The plans for the school buildings often do not include provisions for Head Teachers' room or teachers' room, science laboratory, library, store room, etc.
 - 44.2. The Quality of construction is also a matter of concern as the teams have seen newly constructed buildings with severe seepages and cracks
 - 44.3. In contrast, there are also well-planned spacious and well-provisioned buildings in some of the states. The kitchen and toilets are adequate and are kept clean and there is running water. The biggest advantage in some of the hostels and schools is the availability of large playgrounds. In fact, in some of the states a minimum area of land has been provided for establishing the Model 1 KGBVs (notably Haryana), leaving adequate scope for development.
 - 44.4. The provision of Rs 40,000 per annum for maintenance has been used for repairs, procurement of generators etc. But this is inadequate for major

repairs or replacement of fittings, as is required in some older KGBV hostel buildings.

- 44.4.1. The KGBV in Geedam block is located in the Education City, Dantewada, in Chhattisgarh. The Education City/Hub has been adjudged as one of the 100 best urban infrastructure projects in the world. The infrastructure of the KGBV is, therefore outstanding. The KGBV was established in the year 2007-8. The building is located in a huge campus with a high boundary wall. The walls inside the KGBV are used as teaching aids. They had experiments in Biology, the solar system and women role models from different fields both contemporary and historical displayed on the walls. The pictures of historical leaders were badly painted. It has all modern facilities that any KGBV can desire, including three washing machines, one LCD TV, RO water purification system, fridge, solar lighting etc. Similarly, the design of the KGBV building in Haryana is not only spacious but it is safe and the state government has procured 3 to 5 acres of land for the KGBV. The new buildings in Jharkhand are also large, spacious and equipped to accommodate 300 girls. They also have spacious staff quarters in a separate building. Similarly, the new buildings in Haryana are also spacious and provide adequate toilets and bathrooms. A separate room has been provided for a warden and the building also has a common room for the use of the students.
 - 44.5. The space for 100 girls is being used to accommodate more girls (as many as 125) because these states have decided to allow the girls who have completed Class 8 from the KGBV to continue to stay and complete high school education. There is also an instance of a 50-seated hostel being used for 125 girls. Such situations should be mapped for immediate action in the states.
 - 44.6. The rented or temporary buildings are usually crowded and lack basic amenities such as number of toilets and bathing areas. Girls were found sharing beds, up to 2-3 per bed. As the buildings are not planned for KGBVs there are many adjustments that are necessary.. Under the circumstances, it is indeed important that the construction of the new buildings be expeditiously completed.
45. The safety issue has been flagged in the preceding sections. However, one specific to infrastructure needs special mention. Most of the KGBVs are using firewood as fuel for

cooking. Facilitation support is required in this regard from GOI to make it possible for the KGBVs to get LPG connections and regular supply..

- 45.1. In this context, it may be pointed out that the temporary structures in the North Eastern states are usually made of wood and bamboo that enhance the risk of fire outbreaks. And in some of these places the availability of water is poor. Staff orientation on safety and preparedness is suggested.

MANAGEMENT OF THE KGBV (MICRO LEVEL)

46. There is huge variation in the way KGBVs are managed. This is expected in a national programme of the scale of KGBV and it is also understandable. The following KGBV-level management issues emerged:

- 46.1. The first is related to the control and management of funds.. In some states the warden and one more person (local school HM or BRCC or SMC Chairperson) have the authority to sign cheques. The team noticed problems in some of the KGBV visited – for example in one KGBV there was no grain or rations in the store and the girls reported that they had not been getting adequate food. In another KGBV visited, the signatory was on leave so all purchases were frozen.. This needs attention. Efforts need to be made to ensure that no one person has full control over the funds, and that smooth and timely flow of funds is ensured.
- 46.2. Related to this is the issue (also flagged in the first section of this report) –of the right students’ to regular, wholesome and nutritious food. In some KGBVs it was found that the Rs 900 per child was adequate to provide ample food including non-vegetarian items and milk, while in some others the wardens and local officials continuously complained of lack of funds. In some KGBVs, the funds meant for 100 girls were stretched to provide for 136 girls plus a staff of 5. In some others the students were asked to take their lunch in the school where the MDM was served and they were only provided breakfast and dinner – with no tea, milk, snacks or anything else during the day. What was shocking is that some of the people in-charge of the KGBVs seem to have a casual, nonchalant almost callous, attitude towards hunger.
- 46.3. Another issue (also flagged in the introductory section of this report is one of safety and security of the girls living in the KGBVs. The appropriateness of the structure, its location, the height of the boundary wall – all these make a difference. In one KGBV it was found that the school was open and not secured. In another, personnel from the CRPF establishment near the KGBV were focusing flashlights into the KGBV. At another place, girls had to go to

the river to bathe. Finally, and most shockingly, lack of toilets forced the girls to go out in groups to answer the call of nature at one KGBV. What is more worrying is that the consultants / officials who accompanied the evaluation team were not aware of these problems and brushed it aside as being specific to the KGBV visited or said that “*these girls are used to this style of living*”. This is not only a reflection of the attitudes and prejudices of officials but also on the lack of training and orientation of those who are managing and supervising the KGBV programme. This is a serious management issue. All these lapses are inexcusable and merit immediate attention.

- 46.4. There is no standardisation of the records that are maintained in the KGBVs visited. Apart from the list of the students and in some cases the enrolment forms filled out by the students – we did not find any other common information across all KGBVs. Registers recording the height and weight of students, health records, academic performance record (year-wise) were not available in many KGBVs, Registers recording transition to classes 9 and 10 and records of those who drop out from KGBVs were available in very few KGBVs.
- 46.5. There was also variation in the constitution of the SMC – in some instances (especially Model 2 and 3) the KGBV SMC members were the same as the SMC in the school to which the KGBV was attached. Parents of KGBV students were not necessarily included in the SMC. Other KGBVs had separate SMCs. Equally in Model 1 KGBVs there was no pattern of who is a member of the SMC and whether they are elected or nominated. Discussions with parents and / or SMC members revealed different patterns: (a) in some KGBVs the members were not aware of what was discussed in the meeting even though they had signed the register and also the minutes; (b) in a few they were not aware of something called a SMC, but they came once in a while to the school; (c) in a few KGBVs the meeting was called on days the parents come to see their children, all parents attended and there was no notified committee; (d) in one KGBV in Nagaland the NGO held regular coordination meetings with parents and the attendance of parents was quite high. Of particular concern to the team is the absence of active women members in these committees. The team is of the view that all KGBVs should have a dedicated SMC (Model 1, 2 and 3) and at least 50% of the members should be women. At least 50% SMC members should be parents of the students of the KGBVs.

47. Some of the states need to seriously review the credentials of the NGOs to whom the KGBVs have been entrusted. The Constitution of India is committed to principles of non-discrimination and equal opportunity. Religious organisations need to be kept out of the ambit of KGBV and State Governments should make efforts to identify NGOs that work with all communities in a non-discriminatory and secular manner. This is a serious issue because, in a few KGBVs visited, the students were expected to go into the community to read the gospel and propagate their faith. In this case, several hours a week was spent on this kind of activity. Some of these KGBVs also admitted children from a single community from across the state, when the programme clearly mandates that admission in the KGBV is restricted to the block in which it is located.

LEARNING, CURRICULUM, ASSESSMENT

48. At the outset we would like to place on record that there is some magic in some KGBVs – the students living in the KGBV hostel were faring far better than their peers in the regular schools. The additional academic support, a stress-free environment, with the time and space to study along with the opportunity to learn from peers. These are all possible contributory factors.. There is a great deal that the regular education system can learn from these KGBVs. Discussions with students revealed some interesting facts. They said that being in the KGBVs free them from household chores and gave them access to peers for help and support. The one and half hour extra tutoring every morning and evening was greatly appreciated. The girls were eager to study and wanted even more time to study. Considering the fact that many of the girls in KGBVs are from extremely poor families and from disadvantaged communities, it is clear that even a little additional support leads to significant improvement.
49. The students were not tested, as this was not a part of the overall evaluation design. Preparing similar questions for 24 states would have posed a huge challenge. Therefore the evaluation team used different methods to ascertain what and how much are the students of KGBV learning. Some of them asked students to write one page on their experience of being in the KGBV, some others looked into the notebooks, in some KGBV the girls were asked to read an unseen passage or solve arithmetic problems. It is important to note that this was not a substitute for a formal test. Discussions with students and teachers and perusal of their notebooks revealed significant variations in levels within the group. Some teams asked the girls to write about their experience of being in the KGBV and a sample of the answers has been included in state reports.
50. The one overarching issue that the team would like to highlight is *that the no-detention policy should not mean no learning and no assessment*. There is no clarity on the kind or frequency of assessments done in the KGBVs.. This differs from district to district and

also from state to state. In some of the KGBVs visited, the team noticed that the KGBV teachers did not understand the concept of learning outcomes. The situation in most of the model 3 KGBVs was quite alarming – as there was little teaching learning happening in the attached schools. The girls were therefore, entirely dependent on the tutors in the KGBV, who were often very inadequately qualified. In some cases the tutors were not able to handle the load. They had to effectively teach the entire curriculum to the students. In many KGBVs the tutors were not competent to handle maths and science. In some instances teachers from the government upper primary schools were engaged as tutors and were also on the rolls of the KGBVs.

51. Most of the KGBV teachers, that we spoke to, said that the learning levels of the students at the time of their admission was quite low and that the tutors had to spend the first year helping the girls to come up to class 6 level. In some cases they had to start with the alphabet. There is no consistent, systematic bridging strategy across the KGBVs visited. It was noticed that even in cases where the state has developed a Bridge Course that is in use in other programmes, the course is not used in KGBVs. The teachers are not offered in-service training or orientation in assessment, classroom teaching methodologies or accelerated learning techniques. There is no bridge course material available to them. What was indeed worrying is that the experiences of SSA, especially of bridge courses, assessment techniques and accelerated learning, have not informed the KGBV. *The KGBV looks like a stand-alone programme operating within SSA – with little linkages and even less academic support.*

52. Enriched curriculum

- 52.1. We found a lack of understanding about enriched curriculum among the teachers and staff of KGBV, among gender coordinators of SSA (who are the nodal officers for KGBV in some states) and the SSA officials we met. They did not grasp the importance of providing holistic education, one that helps enhance the self-esteem and confidence of the students and also contributes towards overall personality development.
- 52.2. Most of the KGBVs promote art and crafts and some sports as “extracurricular” activities. Embroidery, stitching, sewing, knitting, crochets and stuffed toy making seem to be popular. In some KGBVs karate and self-defence was being taught – that too in fits and start. When asked why these are being taught, the team was informed that the girls and their parents want it. When we probed further, it was discovered that the teachers did not know anything else and they taught what they knew and were familiar with. This is one area where the lack of orientation and training was most apparent and the absence of gender training was evident. Unfortunately, even the SSA gender

coordinators, that we interacted with, had no gender perspective and had no understanding of enriched curriculum.

CONVERGENCE WITH OTHER GOVERNMENT PROGRAMMES AND EXTERNAL AGENCIES

53. UNICEF, CARE, specific agencies for tribal development and education and RMSA have provided support to KGBVs in some states. These good practices have been highlighted and appreciated in the state reports. Given the importance of the KGBV programme meant for disadvantaged girls; building such linkages are important and add value. The evaluation team is of the view that proactive efforts could be made to forge such linkages.
54. Equally there is insufficient convergence with NRHM, RMSA, Sabla, the PDS system to procure grain at subsidised rates, NREGA to augment the building construction budget, NADA and also with public sector organisation to get cooking gas at subsidised rates. As of now such linkages are few and patchy – left to the initiative of the district administration.

SUSTAINABILITY

- 54.1. The state-wise response on sustainability is given in Table 9 of Annexure 6. The basic issue is that sustainability remains a big question in many states, especially in states that have budgetary constraints and in states where there is little ownership of the programme. Several states see the KGBV as a GOI programme. It must be noted that the issue of sustainability of the programme differs according to the particular KGBV model the state is implementing. It is indeed interesting that while senior state government officials in some states said they could find the resources if GOI withdraws the programme, the district officials said that the programme would not be sustained. Many of them gave the example of the NPEGEL programme which has not been sustained after funding for it was withdrawn by GOI
 - 54.2. It is also noteworthy that states that claim zero OOS children may not be able to justify continuation of the programme in their state – especially when local level officials are not willing to admit that there are OOS girls.
 - 54.3. Some states (notably Gujarat, Odisha and Jharkhand) have started similar programmes with their own resources and are committed to continue the programme.
55. GOI needs to take note of the reality that the issue of sustainability is complex in places where NGOs are running the programme. Almost all the officials and also NGO representatives said that once GOI withdraws support, the programme would come to an

end. Some NGOs were aware of this – yet choose to participate because it augments their infrastructure.

- 55.1. The evaluation teams believe that implementing the KGBV programme through NGOs needs to be discontinued and the KGBV programme be made an integral part of the state elementary education programme, Given that the programme is about universalization and giving girls at risk of dropping out or who have dropped out, an opportunity to continue their education beyond class 5.

RECOMMENDATIONS

56. For consideration of MHRD, Government of India:

- 56.1. GOI should create a Sangathan on the lines of the Nayodaya Vidyalaya Sangathan. There are over 3,000 KGBVs in the most backward districts and blocks of the country. This programme needs special care and also focused implementation. Many of the managerial and programmatic issues discussed in the preceding sections would be addressed if there were a dedicated management system along the lines of the Navodaya Vidyalaya Sangathan. A dedicated and empowered group of people who are accountable and answerable would make a huge difference. Given the gender discrimination that exists in our society and given the challenges faced by girls in remote and rural areas and in backward regions, the KGBV programme adds enormous value and merits dedicated management.
 - 56.1.1. Another advantage of creating a Sangathan is that it can be coordinated with SSA and RMSA. The Sangathan could access funds from RMSA to upgrade all the KGBVs to class 12 and ensure good quality education to girls who need it the most.
- 56.2. Till such time as the KGBV Sangaathan is created, GOI should make the KGBV programme a priority and organise regional workshops to communicate the essence of the programme to the states. KGBV should be part of JRM for SSA - every JRM that goes to the state should monitor the KGBV programme and a comprehensive checklist should be developed based on the norms laid down in the programme.

- 56.3. KGBV data (though an integral part of UDISE) should also be collated and uploaded on the SSA website.
- 56.4. Funds related:
 - 56.4.1. A component wise instalment of money should be released to the State Governments by GOI to ensure that money allocated for KGBVs is used appropriately.
 - 56.4.2. The provision for recurring costs like replenishment of beddings should be utilised by the states in the case of KGBVs that are more than three years old.
 - 56.4.3. Provision for computer lab, maintenance and salary for trainer is recommended, as this is the literacy of the present and future.
- 56.5. There should be clear guidelines from GOI on the provision of stipend and what it could be used for. Some districts and states are using it for regular activities (Karnataka) and some are saving it in the girls' account. The latter is recommended uniformly across the country. Odisha releases the saved amount after the girl takes admission in Class IX or else only at the time of her marriage. It provides a cushion for the girl when she leaves.
- 56.6. The restriction of one KGBV per block should be reviewed. This is important as never enrolled and drop outs are not necessarily gathered in a single EB Block. There would be a large number of such girls among street and working children in urban and peri-urban areas. The number of dropouts in a state should determine how many KGBVs are sanctioned. Some blocks may need more than one KGBV. Cluster level data of dropouts should be used to decide the location of the KGBV.
- 56.7. State data of OOSC should be used by GOI while sanctioning KGBVs.
- 56.8. There should be periodic safety audit of KGBVs and no resident male staff should be allowed in a KGBV.

57. State Level Management of KGBVs

- 57.1. There should be clarity about the KGBV programme amongst all the officials and consultants involved in implementation and also the implementing agencies (where it is being run through NGOs or Mahila Samakhya). Many of the problems that have been noticed are a result

of the fact that there is no clear understanding of the KGBV programme, its mission and goals. State level workshops have to be organised (with GOI deputing key resource persons) covering all the district, block and school level functionaries along with the implementing partners in order to reach clarity.

- 57.2. The guidelines of KGBVs across the state, including RTE compliance, should be made binding on all states and within states to all the implementing agencies / departments. It was disturbing to note that a lot is left to the individual initiative of NGOs, District Coordinators, and wardens.
- 57.3. The enrolment of students should adhere to the norms of the KGBV programme and there should be a uniform admissions policy, which should be communicated to the Districts and blocks clearly and monitored regularly.
- 57.4. It is recommended that more detailed, in-depth and frequent monitoring of the KGBVs managed by SSA, Mahila Samakhya and NGOs at the state, district and cluster level is needed. A transparent system needs to be evolved, with checklists. This should include enrolment, admissions policy, teacher recruitment, drop out, transition, academics, living conditions, safety of students (especially access of male staff and officials), supply of essentials, extracurricular activities, fund flow, etc. SMC and parents should be involved in monitoring.
- 57.5. A more collaborative and interactive approach is needed when the programme is implemented through Mahila Samakhya and NGOs. They should be included in the decision making process and their performance monitored.
- 57.6. All KGBV staff at the state, district and block level should receive gender training.
- 57.7. While the idea of extending the KGBV to class 10 and 12 is laudable and desirable, it should be done in a planned manner ensuring sufficient funds for upgraded infrastructure and staffing. A planned phase-wise upgrading of KGBVs to class 10 and 12 should be considered by GOI with linkages with RMSA. It has been suggested that a new programme may be devised for this or through RMSA, an

additional amount can be given for the hostel and school to the KGBV along with a budget for building a hostel.

- 57.8. All State Governments should make efforts to forge convergences with other government programmes like PDS, RMSA, ICDS, MDM, NHRM and NREGA as well as with the Tribal Department.
- 57.9. Based on information on operationalization of the KGBVs sanctioned in 2010, GOI and the state governments should review the situation and the state governments may surrender non-operationalized KGBVs.
- 57.10. Model 3 in some states needs rethinking as the poor quality of the elementary schools in which the girls are enrolled is impacting and diluting the value of the KGBVs. Some Model 3 Hostels have the space for classrooms, but they need sufficient qualified teachers in order to function as schools and not just as hostels, if they are to ensure their students get a high quality education, which is the goal of the programme. The Government should enhance the staffing in their KGBVs in terms of both quantity and quality. Properly qualified teachers should be recruited and the KGBVS should assume full responsibility for the education of the girls. Where feasible a move to Model 1 is recommended.
- 57.11. It is recommended that the states try to find female gender co-ordinators at the state and district level.

58. Teachers and Staff

- 58.1. GOI should issue clear instructions to ensure female staff is appointed and that no male staff will be permitted to live in the KGBV or have unrestricted access to the living area of the girls. This has to be made a non-negotiable rule for all KGBVs. It is important to note that girls of 11+ years are vulnerable and evidence from across the world has revealed that children become targets of physical and sexual abuse.
- 58.2. All the states should have clearly defined norms and guidelines for staff recruitment with a standardised and uniform policy. Recruitment of teaching staff should be as per RTE requirements. This should be adhered to by all implementing agencies.
- 58.3. There should be clear definitions of “full time” and “part time” teachers and uniform terms and conditions of service for teachers and

staff. This information should be disseminated to all the officials of implementing agencies, at all levels, including the NGOs and MS. Adherence to these norms should be monitored by the State.

- 58.4. Adequate staffing should be ensured. All KGBVs should fill their staff vacancies with well-qualified staff – especially in cases where the KGBV has been extended to classes 9 and 10.
- 58.5. Remunerations need to be uniform and standardised across each state and under payment must not be permitted. In fact, it is strongly felt that the states should emulate the practice of providing TET passed teachers in the KGBVs that being done by some states. Other staff facilities such as provision of living quarters, leave rules and CPF (if applied) should be rationalised.
- 58.6. Capacity building support of teachers and wardens should be the responsibility of the DIETs, CRCs and BRCs. Agencies like UNICEF and other NGOs may be contracted as partners for training purposes but SSA should take primary responsibility for in service training and capacity building.
- 58.7. Wardens should be provided training in management, adolescent psychology, life skills education and health related issues and agencies like UNICEF and others may support the state in this aspect
- 58.8. Teachers should be given ongoing training in more interactive, progressive methods of teaching and CCE. NCERT and SCERTs may be involved in this.
- 58.9. Cooks and wardens should be trained in nutrition and hygiene.
- 58.10. The girls in KGBV are dropouts and need special instruction. The teachers need to be equipped for this. Specific training in remedial teaching, assessment and accelerated learning is necessary.
- 58.11. Specific teacher training is required for KGBV teachers especially in Mathematics and Science.

59. Management of KGBV at the school level

- 59.1. Safety and security of the girls has to be made a priority – both with respect to male staff as well as the location and the design of the buildings. Men should not have unrestricted access to KGBV hostels.

- 59.2. *The wardens need to be trained to manage a hostel for adolescent girls and be made aware of the rights of children.* Training in identifying victims of violence or sexual abuse would help them seek timely help and provide counselling and support. Equally the wardens need to be made aware of the importance of being alert to such issues and situations.
- 59.3. The warden and those in charge of day-to-day management need to be made aware of the budget details and accounting process. Double signatories are essential and the second signatory should be a local Head Teacher or may be the Chairwoman of the SMC. There is a problem with district or block officials who are made the second signatory and this needs to be addressed in each and every KGBV.
- 59.4. The drop out data of the KGBVs should be maintained and transition to class 9 and 10 should be systematically monitored.
- 59.5. Career counselling should be introduced in class 8 – so that the students can think about their future.
- 59.5.1. If and when RMSA extends the programme to class 12, there should be at least a 3-month period of work practice and giving back to either the KGBV or the community. This will empower the girls and such certificates would be useful for college admissions.
- 59.6. WARDENS:
- 59.6.1. Managing a residential hostel for adolescent girls requires skills to deal with socio-emotional issues of girls and a protective environment. It also requires managerial ability to coordinate with different stakeholders for smooth functioning of KGBVs on a day-to-day basis. Those providing guidance also need to be trained. Hence it is recommended that training of KGBV wardens and district gender coordinators on these issues may be taken up on a regular basis. Wardens should be paid a decent living wage.

60. Infrastructure and facilities

- 60.1. Adequate, well maintained buildings are imperative. A state level technical inspection of the KGBVs must be made to see the status of the KGBV buildings in light of the cost incurred. A follow up strategy

needs to be put in place in case buildings constructed do not meet the design and quality standards.

- 60.2. There should minimum stipulated standard requirements regarding building size and design to ensure adequate living and classroom space, safe location, adequate bathroom facilities, kitchen space, dining area, storage rooms, activity and common rooms, adequate living space for staff. The building should be inspected at regular intervals.
- 60.3. While renting buildings care should be taken to ensure that they have, sufficient space, are in a safe location with adequate water and sanitation and in good condition.
- 60.4. Construction of buildings should be supervised and their quality monitored. Completion and handing over of buildings needs to be ensured and expedited and States should take measures to resolve disputes at the earliest.
- 60.5. It is important to control the surrounding areas of the KGBVs in order to ensure the safety and security of the girls.

61. Learning quality, Curriculum and Assessment

- 61.1. Training of KGBV teachers and wardens on bridging strategies is urgently needed and the state government should draw upon the experience of DPEP, SSA and other accelerated learning programmes to develop appropriate materials for remedial teaching.
- 61.2. Standardised assessment processes and methodology should be developed and communicated to all the KGBVs. Teachers should be trained in CCE and all the teachers have to be informed that no-detention under RTE does not mean no assessment of learning. Learning levels should be monitored regularly by the district and block level agencies.

62. Enriched curriculum:

- 62.1. There should be a strong enriched curriculum in all KGBVs across the state – GOI could suggest resource persons to train the state KGBV officials and consultants on the concept of enriched curriculum.
- 62.2. Care should be taken to ensure that it does not consist only of gender-stereo typical activities like stitching, embroidery, knitting, pickle

making, jewellery making etc. Vocational education is meant to provide the girls with skills that may be useful in adult life. Therefore, vegetable gardening, horticulture, mushroom cultivation, computer skills may be examined and introduced. When KGBV is extended to Class X other skills like electricians' skills, driving vehicles, understanding money and financial instruments etc. may be considered. W. Bengal has introduced a package of financial skills for KGBV girls in one district.

- 62.3. Gender training, education about their rights, adolescent sexual and reproductive health education, life skills, and self-defence should form part of the enriched and regular curriculum. The girls require a definite focus on gender training and leadership development, development of 'voice', in order to achieve a holistic development of the girls and to attain the goal of the KGBV programme, which has the definitely stated goal of empowering girls through education. The teachers should be trained in critical feminist pedagogy so that they may be made aware of their social, economic and political realities along with their systemic causes, learn to question these and develop the capacity to transform their own lives and their communities. This will empower them to become change makers. Gender sensitive teaching learning materials should be developed with the help of experienced NGOs and Mahila Samakhya. Materials already developed by experienced and credible NGOs can be adapted to the local culture and used.

63. Pedagogy:

- 63.1. Multilingual teaching is required in many states and this required urgent attention at the bridging stage. Appropriate teaching methods must be introduced and teaching materials procured.
- 63.2. Innovative, interactive and child-centred teaching methods should be used.
- 63.3. Computer education should be introduced in all the schools and a trained computer teacher should be appointed.
- 63.4. Libraries are inadequate and not being used regularly. There is no system, and this is left to the initiative of the warden and teachers. There needs to be a state/district wide system.

63.5. Most KGBVs spend time and effort in preparing girls' cultural activities. The team would like to suggest that KGBV contingents are brought to participate in the Republic Day Parade on Raj Path, New Delhi.

64. Sustainability

64.1. This is a big issue and needs some careful planning and strategy development. Where states have taken ownership of the programme they have developed constructive linkages with other departments and programs (RMSA, Kalyan Vibhag) and are providing strong financial inputs from various resources. Sustainability is secure here. Many states have said that they do not have the funds to continue the programme. Perhaps partnership with like minded business houses, private donors and foundations could be initiated to build and sustain quality of the KGBVs

65. Community engagement and involvement

65.1. Sustainability would emerge from a close community ownership of the KGBVs, thus meaningful community participation should be encouraged. SMCs must be constituted for all KGBVs with at least 50% women members. They should be oriented regarding their role and responsibilities. Meetings should be recorded and minutes maintained. They should be involved in decisions regarding the management of the KGBVs and should be part of the planning and monitoring process.

65.2. The team would like to suggest KGBVs be permitted to ask for some minimum contribution of any kind, from parents and the local community. The team believes that expecting them to contribute even minimally towards the education of their daughters is a reflection of their commitment towards their daughters. Systems for maintaining records of such contributions must be developed to make the management accountable and avoid any misuse of the same.

SOME INNOVATIONS AND GOOD PRACTICES

66. At the outset it was indeed quite disappointing to note that we did not come across holistic good practices. The team did come across component specific innovations

or good practices. *It is important to note that no one KGBV can be held up as an ideal model* – and many of them are not best practices; they stand out because small things have been done with care.

- 66.1. Solar energy has been tapped for uninterrupted power in some KGBVs in Andhra Pradesh
- 66.2. The School Advisory Board (SAB) in one KGBV in Assam arranged for a generator from the Panchayat and ensured 40 litres of kerosene. The same KGBV was then linked up to the Solar Mission by the SPO. The SAB also got support from the community and the Panchayat to dig a well, ask local police to patrol the area in order to make the KGBV a safe place. In the same KGBV the Panchayat community hall was offered as a hostel for girls enrolling in class 9 and 10.
- 66.3. In Gujarat the government has started Gujarat KGBV programme and have opened KGBVs in non-EBB blocks. This is entirely financed by the state government. Equally significant is that the Gujarat government has forged linkages with MNREGA for building construction and training female security guards who have been placed in 28 KGBVs.
- 66.4. In Bihar the government has made special efforts to enrol girls WSN and there are now 1,118 such girls in the KGBVs. In particular two KGBVs run by Mahila Samakhya have enrolled all eligible girls WSN from the concerned blocks. Bihar has also maintained a register to track the girls who graduate from the KGBV.
- 66.5. The two best wardens are identified and awarded at the zonal level in Chhattisgarh. Following an incident of sexual harassment in a residential school under the Tribal Department, the government has adopted a policy that all staff and teachers in KGBVs and residential schools for girls would be female. Consequently all male teachers and male chowkidars (on night duty) have been removed and women home guards have now been posted in all the KGBVs.
- 66.6. Jharkhand has upgraded all the KGBVs to class 12 with their own funds and with help from RMSA funds. The fund flow from RMSA is also smooth and regular and they have also built effective linkages with Kalyan Vibhag and NRHM. Most SC/ST KGBV graduates are

being accommodated in the ST hostels for secondary school in Odisha. Similarly W. Bengal is building 19 Secondary School hostels where many KGBV graduates will be accommodated. There are a large number of hostels managed by other departments in W. Bengal.

- 66.7. In Karnataka a few KGBVs were linked to Patyaranga Bhoomi to use theatre for teaching language and have also encouraged girls to develop their own books and review books.
- 66.8. The Madhya Pradesh government has promoted sports with the support of UNICEF and trained the wardens and teachers. They have also signed a MoU with the department of tourism to enable the KGBV students to visit historical places.
- 66.9. The UNICEF – QUEST partnership has been introduced in Maharashtra to assess learning levels and to create a multi-level and multi-grade teaching-learning strategy. This has been piloted in Jalna district. Students who complete class 8 are encouraged and supported to pursue their education through state funds. The above has been possible because of the personal interest taken by the District CEO. The CEO is also instrumental in breaking gender-stereo types and has promoted community empowerment.
- 66.10. One KGBV in Manipur maintains individual files for the girls, a stock-book and register where one can see the flow of funds. This was possible because of the vision of the warden and the district leadership.
- 66.11. In Odisha one KGBV demonstrated an ideal plan to identify every out-of-school girl and manages the KGBV with great care and commitment. Equally part-time teachers are selected carefully – after public announcement of positions available in the newspapers. The team noted that one of the outcomes of this process is that all the children could read fluently. All the students have a Post Office Savings account and the stipend of Rs. 50 per month is deposited in that bank account. The PO releases this amount on admission to Class IX or on marriage..
- 66.12. Rajasthan has forged linkages with “Educate Girls Globally”, the team also found that all contract teachers, warden and non-teaching staff

stay in the KGBV with the girls thereby enhancing security in remote areas where KGBVs have been opened.

66.13. All KGBVs in Tamil Nadu have incinerators.

66.14. Uttar Pradesh has forged linkages with UNICEF and CARE – which have provided much-needed support and orientation.

67. The design of the new KGBV buildings in Haryana is spacious, secure and airy. The design may be shared with all the states by GOI. W. Bengal has designed rectangular or octagonal shaped buildings that enclose a large courtyard and the outer walls of the building serve as the boundary wall. There is a single entrance to the building. Hostel beds have been designed to integrate a desk and storage space in one KGBV in Odisha.

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Terms of Reference of the National Evaluation of KGBVs Nov-Dec 2013

1. Introduction

1.1 Education of girls has been a high priority with the Government of India. Reaching out to the girl child is central to the efforts to universalize elementary education. A two pronged gender strategy has therefore been adopted to make the education system responsive to the needs of girls through targeted interventions which serve as a pull factor to enhance access and retention of girls in school and on the other hand to generate a community demand for girls education through training and mobilization.

1.2 The Sarva Shiksha Abhiyan, the national flagship programme for Universalisation of Elementary Education and a vehicle to implement the objectives of the Right of Children to Free and Compulsory Education Act, 2009, recognizes the need for special efforts to bring out of school girls, especially from the disadvantaged groups, to school.

1.3 Under SSA, the following provisions have been made for providing school infrastructure and quality improvement in elementary education for the girl child :

- Opening of schools in the neighborhood as per RTE Act, to make access easier for girls
- Appointment of additional teachers including women teachers to improve PTR as per RTE Act norms
- Free textbooks to all girls upto class VIII
- Free Uniforms to all girls
- Special training centres for out of school girls, to provide bridge courses prior to mainstreaming them to regular schools
- Separate toilets for girls
- Intensive community mobilisation efforts to promote girls education
- Formation of SMCs for every school which should include 50% female members
- Teachers' gender sensitisation programmes to promote equitable learning opportunities and removal of gender bias
- Gender sensitive teaching learning materials including textbooks
- Innovative fund per district for need based interventions for ensuring girls attendance and retention in schools.
- The Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme i.e. residential schools at upper primary level, to reach out to girls from marginalised social groups in over 3,000 educationally backward blocks in the country where the female rural literacy rate is below the national average.

2. KGBV Evaluations:

2.1 The Government of India undertook a National Evaluation of the Kasturba Gandhi Balika Vidyalaya scheme between 29th January to 20th February 2007 in 12 States of Karnataka, Tamil Nadu, Andhra Pradesh, Madhya Pradesh, Rajasthan, Gujarat, Jharkhand, Bihar, Himachal Pradesh, Uttar Pradesh, Arunachal Pradesh and Odisha. In December 2007 in the remaining 12 States of Assam, Chhattisgarh, Haryana, J&K, Maharashtra, Manipur, Meghalaya, Mizoram, Punjab, Tripura, Uttarakhand and West Bengal, with independent experts in girls education. The reports of both these evaluations may be seen on MHRD's website.

2.2 Since the last evaluation took place approximately 6 years ago in 2008, when the States were grappling with issues relating to initiation and operationalization of the KGBV scheme, it is therefore, now proposed to undertake another evaluation of KGBVs when they are more established and well accepted as a significant component of SSA' efforts to provide girls education for the most

disadvantaged girls in the educationally backward blocks of the country. The objective of the National KGBV Evaluation in 2013 would be to assess whether the objectives of the KGBV scheme are being met and whether this intervention has facilitated greater participation of girls at the upper primary stage of education in terms of their enrolment, attendance and learning achievements, especially for girls from SC, ST, OBC, Minorities and BPL families. It also seeks to evaluate the operational and management issues in the running of KGBV schools, hostels, such as inter-alia quality of teachers, safety and security of girls, infrastructural provisions, financial norms of the scheme etc. The National KGBV Evaluation 2013 will cover 24 states of the country namely Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chhattisgarh, Gujarat, Himachal Pradesh, Jharkhand, Jammu & Kashmir, Karnataka, Madhya Pradesh, Maharashtra, Odisha, Punjab, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh, Uttarakhand, West Bengal, Meghalaya, Nagaland, Manipur and Haryana. The evaluation is slated to be conducted from 14th November, 2013 to 5th December, 2013. The National Evaluation 2013 will be lead by a Team Leader who will also cover 2 States along with another member.

3. States to be visited

3.1 The following 24 States will be visited by the National KGBV Evaluation 2013 teams (2 States by each team consisting of two members). Each team will visit two blocks, one each in 2 different districts of the State and thus cover a minimum of two KGBVs in a State. Thus, each team will cover four KGBVs in four EBB blocks of four different districts in two States. This is a minimum expectation, however. If feasible the Evaluation Teams in conjunction with State SSA Project office could arrange visits to more KGBVs if feasible, without compromising the intensity and content of their field visits to KGBV schools.

3.2 State Teams and districts to be visited :-

Teams	State Grouping	Selection of District to be visited by Evaluation Team
I	West Bengal and Odisha	Murshidabad & Malda; Koraput & Kalahandi
II	Assam and Arunachal Pradesh	Dhubri & Barpeta; East Siyang & Papunpare
III	Bihar and Jharkhand	Sitamarhi & Nalanda; Dumka & Sahibganj
IV	Chattisgarh and Madhya Pradesh	Bastar & Dantewara; Anoop pur & Jabalpur
V	Uttar Pradesh and Uttarakhand	Badaun & Hardoi; Haridwar & Tehri
VI	Rajasthan and Gujarat	Jalor & Jaisalmer; Vadodra & Panchmahal
VII	Himachal Pradesh and Haryana	Shimla & Sirmour; Sirsa & Kaithal
VIII	Andhra Pradesh and Maharashtra	Mahaboobnagar & Medak; Jalna & Nandurbar
IX	Tamil Nadu and Karnataka	Erode & Namakkal; Gulbarga & Raichur
X	Jammu & Kashmir and Punjab	Anantnag & Rajouri; Muktasar & Bhatinda
XI	Tripura and Meghalaya	East Garo Hills & South Garo Hills; Dhalai & North Tripura
XII	Manipur and Nagaland	Chandel & Imphal East; Mon & Tuensang

4. Time Frame

4.1 The National KGBV Evaluation will begin with a detailed briefing by the MHRD to all members of the National Evaluation Team at New Delhi on 18th November, 2013. The scheme guideline, progress reports and related background papers will be provided at the meeting.

4.2 Thereafter, the State Evaluation Teams will disperse for State & field visits. State SSA offices will facilitate the field visits and will be in contact with the State Evaluation Team members with respect to State specific travel plans, briefings and KGBV school visits.

4.3 A 10 day period will be set aside for the two State visits involved. State level briefings of the State Evaluation Teams (2 States each) will also be done on arrival in the State. These briefings should be at the most feasible convenient location depending upon the travel plans in the State, so as to give the State Evaluation Teams maximum time for field visits rather than in just travelling between State and districts if distances are large. State-wise findings of the Evaluation Team would need to be shared with the State School Education Secretary and SPD of SSA before departure from the State and a draft report shared in detail on email subsequently, before finalization.

4.4 A period of 6 days will be made available for writing up of the National Evaluation Report at New Delhi. The National Evaluation report will include one overall National Report and be supplemented by 24 State specific reports. The draft version will be shared with the MHRD, before the final version is presented to the MHRD on 4th December, 2013.

4.5 The State KGBV Evaluation Reports will need to be finalized and dispatched to the States concerned and MHRD by 30th November, 2013. Members of State KGBV Evaluation Teams may then return to their homes. Only a Core Group of 4 – 6 persons including the National KGBV Evaluation Team will stay on till 5th December, 2013 to complete the National Report / Overview and present the National KGBV Evaluation Report to MHRD on 5th December, 2013.

4.6 The National Evaluation Team Leader may develop suitable formats for State KGBV Evaluation Reports in order to keep them crisp, analytical, with a clear set of 5 to 6 State specific recommendations and 2 – 3 boxes of good practices observed.

4.7 The formatting of the National KGBV Evaluation Report / Overview will also be developed by the National Team Leader in consultation with the Core Group for writing the National Report/ Overview, and based on the key objectives enunciated in these TOR's and MHRD inputs, if any.

4.8 National KGBV Evaluation 2013 Schedule

18 th November, 2013 (Monday)	10:00 AM to 1:00 PM – Government of India briefing to the KGBV National Evaluation Team members
	2:00 PM to 5:00 PM – Internal discussions of the Evaluation Team, analysis of documents and preparation of formats for State report and field visits.
	Departure to States (late evening)
19 th November, 2013 (Tuesday) – Forenoon	Arrival in States Briefing by State SPD of SSA and KGBV team to State Evaluation Team.
20 th to 22 nd November, 2013 (Wednesday to Friday)	Visits to 2 KGBV's in the 2 different districts identified for the National Evaluation.
23 rd November, 2013 (Saturday)	Meeting with State Education Secretary and State SPD of SSA for debriefing by Evaluation Team. Departure for next State to be visited by the Evaluation Team.
24 th November, 2013 (Sunday)	Arrival in 2 nd State assigned to Evaluation Team. Briefing by State SPD of SSA and KGBV team to State Evaluation Team.
25 th to 27 th November, 2013 (Monday to Wednesday)	Visit of 2 KGBV's in the 2 different districts identified for the National Evaluation.
28 th November, 2013 (Thursday)	Meeting with State Education Secretary and State SPD of SSA for debriefing by Evaluation Team. Departure for New Delhi.
29 th & 30 th November, 2013 (Friday & Saturday)	Meeting of Team Leader with all members of the National Evaluation team (along with their State-wise draft reports) in New Delhi to discuss State reports and identify emerging issues / good practices. Finalization of State Reports and dispatch by email to State Education Secretary and SPD of SSA and the MHRD by 30 th evening.
30 th November & 3 rd December, 2013	National Report writing by Core (drafting) Group of National Evaluation Team. Submission of draft report to Ministry of Human Resource Development by 3 rd

(Saturday & Tuesday)	December evening
4 th December, 2013 (Wednesday)	Forenoon – Discussion on draft evaluation report with MHRD Afternoon – Final draft National Evaluation report to be submitted by Team Leader to Department of School Education & Literacy, MHRD
5 th December, 2013 (Thursday)	10:30 AM – Presentation of report by Team Leader and local members to Secretary, Department of School Education & Literacy, MHRD

5. The specific objectives to be covered in the National KGBV Evaluation would include :-

5.1 State level – An assessment of arrangements at the State level for management and facilitation of KGBV schools at SPO SSA and for infrastructure creation, teacher appointment, KGBV teacher/ staff training, curriculum/ supply of textbooks/ teaching learning material, pupil evaluation/ CCE, gender sensitization, life skills education in KGBV schools, fund flows, audit, trouble shooting and supervision.

- Ascertain whether State Governments have accorded recognition to KGBV schools as regular residential upper primary schools.
- Ascertain whether UDISE data on annual school statistics covers KGBV schools.
- Review State data on KGBV schools to ascertain, if all KGBVs sanctioned by GoI are operationalised 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 are dialogue with RMSA / Girls hostel scheme or any relevant state specific schemes, for ensuring that KGBV girls move on to the next level of education? What steps in this direction are envisaged/ have been taken?
- Examine the process by which NGO's or other non government 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 any.

5.2 Profile of KGBV students

- Examine whether the girls enrolled in the KGBV schools reflect the schemes' objectives to bring drop out/ never enrolled girls or girls in difficult circumstances into the KGBVs. Examine the social profile of the enrolled girls to assess if they are in accordance with the guidelines of the scheme.
- Examine the process of identification followed for enrolment of girls in KGBVs and challenges faced, if any, particularly in reaching out to the targeted girls (SC, ST, OBC, Minorities, BPL families) in that EBB blocks.
- Examine the process of admission – records created for each girl at the time of admission and documents obtained from parents/guardians.
- Assess reasons for lesser representation of minority girls in KGBV, if seen, particularly in blocks with substantial minority population.
- Assess representation of CWSN girls in the KGBVs and the factors which facilitate their inclusion.
- Age profile of KGBV girls.
- Assess why some KGBV seats remain unfilled and identify if this is a chronic problem in some KGBV's and why.
- Status of drop outs and retention of girls enrolled in the KGBVs and assess reasons for dropping out/ erratic attendance.
- Assess transition rates of girls from KGBVs to Secondary schools. In States where girls hostels for class 9–12 under the GoI scheme have been converged with KGBVs or where States have themselves extended classes 9–10 in KGBV premises, assess impact on transition of KGBV pass outs continuing their education / discontinuance.

- Explore whether effective processes for mobilisation of dropout girls in the EBB was undertaken by States /district / local authority / to maximize awareness about KGBV and bringing such girls with KGBVs.

5.3 Teachers/staff

- No. of teachers sanctioned (See KGBV scheme and State guidelines), in position, vacancies, subject teachers, analysis of turnover of teachers.
- Assess issues pertaining to the teachers viz recruitment processes, categories of teachers, gender break-up, qualifications for teaching classes 6-8, remuneration, the terms of service etc.
- Assess training and academic support system for KGBV teachers.
- Assess training and orientation to wardens/ other staff in running the KGBVs in terms of frequency, content (management, finance, supervision) and supervision systems.
- Adequacy of support staff in the KGBV, their remuneration and their supervision for the smooth functioning of the institution.
- Parent teacher interaction arrangements, sharing of the girls progress reports with parents/guardians.
- Distribution of KGBV management responsibilities between teachers; leadership by head teacher/warden, rapport with students.
- Stay arrangements for residential staff.
- Good case studies if any must be highlighted.

5.4 Management

- Assess management and operational issues as to whether priority is being accorded to security and safety of girls in KGBV. Whether any guidelines have been issued for safety and security of girls for KGBV's by State/ District/ Supervisory/ Warden level. Good practices if any may be highlighted.
- Examine the per student cost actually received in the KGBV and how this is expended, (explore if PDS or MDM grain is also being accessed). Compare KGBV norms of the GoI scheme and detailed State guidelines on its components and use with actual field realities. Assess impact on girls, viz. food provided and the quality of food.
- Examine the health records maintained and general health status of the girls and teachers as revealed in the records.
- Also explore if convergence with the NRHM school/ child health schemes are available to KGBV's. Benefits for Adolescent girls under the ICDS scheme are being accessed by the KGBV's or not {see ICDS Scheme guidelines}.
- Availability of uniforms, shoes, other clothes and monthly provision of soap, oil, tooth paste, sanitary napkins etc. (See KGBV scheme guidelines and State guidelines if issued).
- Holidays for girls and arrangements for parental contact with the students.
- In NGO run KGBV's explore management structures in detail to ascertain adherence to KGBV scheme design and presence of supervision by State Government.
- Assess the relationships and inputs of Mahila Samakhya in states where Mahila Samakhya is directly running KGBV schools or partnering with SSA for quality improvement or life skills training in KGBVs.
- Assess the transfer, availability and appropriate utilization of funds for smooth functioning of the KGBVs. Explore problems encountered due to delays in fund flow and proper fund utilization.
- Assess audit arrangements for KGBV expenditures.
- Assess supervision systems put in place by State Government for KGBV and its efficiency.

5.5 Infrastructure and facilities

- Assess the availability of infrastructure in these schools including progress in construction / completion of KGBV school buildings or hostels approved so far, their maintenance. Reasons for delays.
- Condition of rented accommodation for KGBVs without own buildings.
- Examine the adequacy and maintenance of the infrastructure for learning/ living/ dining spaces for girls. Any cost effective measures adopted may be highlighted.
- Availability of electricity and water – ability to pay bills in time – any instance of disruption of services and reasons thereof.
- Assess condition of kitchen and storage facilities, mess/dinning arrangements. Any good innovative practices may be highlighted.
- Assess sanitation and hygiene conditions. Whether adequate toilets, water, light and open spaces are there for healthy/ hygienic living of 50–150 girls, as per KGBV model.

5.6 Learning quality, curriculum transaction and assessment of girls

- Review the pedagogy and classroom practices used (through classroom observation) and comment on teaching learning practices adopted by teachers, child responsiveness, continuous evaluation practices and gender sensitive practices.
- The availability and usage of State prescribed textbooks in KGBV schools.
- Assess, availability of library and supplementary books, and other types of academic support e.g. science labs, maths kits, computers etc. available to students in KGBVs.
- Teachers available – part time and full time and their competence in teaching various subjects.
- Examine strategies and mechanisms to assess learning levels of new entrants and their placement in appropriate classes.
- Use of bridge courses to help new entrants in KGBV schools to catch up with class 6–8 levels and the remedial teaching practices adopted to help girls that lag behind academically.
- Assess arrangements for and supervision of home work or self study works after school hours.
- Assess time allocated for curricular and extra-curricular activities in the day. Review the quality of extra classroom activities. Exposure of girls to sports, outdoor activities, tours, learning about child rights and women rights etc. Assess the inputs on life skills, martial arts, if any. Bring out any special achievements by KGBVs in these areas, if any.
- Holding of annual day/ sports meet/ school functions.
- Overall assessment of daily time table/ schedule for the girls' activities, its appropriateness and actual execution.
- Assess status of learning levels. Explore whether any system of continuous and comprehensive class room assessment is in place and if student/ class/ teacher/ school interaction/ deliberation on learning assessments of the girls is undertaken to strategise improvements with remedial teaching, child counseling, teacher training etc. What is the nature and frequency of class tests or end of term tests? What are the practices followed for girls who lag behind in academic performance.
- Explore whether the KGBV maintains a non-partisan secular environment that facilitates active participation of girls from all communities.
- Explore what kind of enriched curriculum is being followed, especially those that break gender-stereotypes, encourage physical activities and sports and educate girls about their rights as citizens. In particular explore if taboos related to menstruation are observed or if they are discussed and challenged.

5.7 District Administration/NGO/NGO/Community level and other linkages

- Assess support and participation of community based structures such as SMCs or any other local community structure created by State/ school viz. KGBV schools.
- What is the parental/ community's perception regarding functioning of KGBVs.

- Examine the role and effectiveness and contribution of NGOs/INGOs (Unicef/CARE etc) and other non- profit making bodies working with or running KGBVs, if any.
- Access relationship/ support/ linkages with local communities and women's groups in tribal and minority areas, in particular.
- Assess support accorded by local district administration to KGBV schools and highlight any good case studies, if any.

5.8 Miscellaneous

- Highlight state specific good practices, which could be shared/ disseminated.
- Crystallise at least 2 key recommendations on each sub section of the State report, if not more, with adequate justification.
- Suggest measures to improve the design of the present KGBV scheme with well- supported justifications that may apply to most KGBVs
- Suggest how to improve the quality of teaching learning practices in KGBVs for holistic development of girls.

6. Approach and Methodology

6.1 The evaluation will include visits to KGBV schools and also scrutiny of relevant materials of the scheme.

National level will provide:

- (i) Update KGBV guidelines.
- (ii) Data on KGBV's sanctioned so far, State-wise, district-wise, EBB block-wise.
- (iii) Status on KGBV implementation in States by category of enrolment, coverage in special focus districts, by management, etc.
- (iv) Status of KGBV infrastructure, by year of sanction, State-wise.
- (v) Previous National Evaluation Reports on KGBV.
- (vi) MHRD publications/ reports on KGBV's and girls education.
- (vii) Monitoring arrangements under MHRD, which include KGBVs.
- (viii) List of State Education Secretary, SPD-SSA and KGBV/Gender Coordinator of State with contact details.
- (ix) Copy of scheme for Girls hostels at Secondary/ Sr. Secondary level under RMSA and list of girls' hostels sanctioned State-wise/ EBB block-wise.

6.2 The State KGBV programme should supply information on the following to the State KGBV Evaluation team.

- (i) Relevant State / UT Government Orders and instructions issued in respect of KGBV scheme.
- (ii) Complete data on KGBV sanctioned for the State, how many operational, reasons for those not operational, how many in own buildings/ rented buildings, no. of teachers in each school, no. of support staff, no. of KGBVs by Management, (Government, NGOs, Mahila Samakhya, etc.)
- (iii) District wise data of the number of out of school girls – if possible Block wise, for blocks where the KGBV schools are operational.
- (iv) Data of starting the KGBVs in locations different from EBB for which KGBV was sanctioned by GoI.
- (v) Information about the qualifications of teachers and other staff engaged in the KGBVs and their training, its frequency, modules used, training venues etc. Past trainings done, training schedules for 2013-14. If any training programme is going on National Evaluation Team may like to visit it, if convenient.
- (vi) Data on girls enrolled in all the KGBVs in the State, by category.
- (vii) Data on girls passed out of KGBVs and their enrolment in secondary education.

- (viii) Systems of academic support and supervision provided to the KGBVs.
- (ix) Pupil assessment systems in the KGBVs and results of any evaluation done so far.
- (x) Systems of review and monitoring of KGBV schools in place in the State/ UT and records of the same.
- (xi) Share report of any State Evaluation of KGBVs done by the State.
- (xii) Any special interventions which the state has included for the girls in the KGBVs.

6.3 Field visits to the KGBV schools would include interaction with the school authorities, teachers, girls, apart from discussions with parents of girls studying in the KGBV and gather other community perceptions. The evaluation team can use the following modes for structuring their field visits:-

Interviews to include	<ol style="list-style-type: none"> 1. Person in charge of SSA at State/ district levels 2. Teachers – both full time and part time 3. Head teacher 4. Hostel warden/ assistant warden 5. Cook/watchmen - meeting 6. Accountant 7. Concerned BRCC 8. Concerned District/Gender Coordinator/Incharge 9. NGO management of KGBV's 10. Mahila Samakhya management of KGBV's 11. District Education Officer and District Gender Coordinator of SSA
Group discussions	<ol style="list-style-type: none"> 1. Girls – 1 or 2 FGDs in each KGBV 2. Parents of girls enrolled in KGBVs – 1FGD SMC Members -1FGD
Observations	<ol style="list-style-type: none"> 1. School – availability and condition of infrastructure, sanitation and drinking water in particular 2. Classroom – teaching learning environment and processes, availability of teaching learning aids, inclusive practices etc. 3. Teaching learning practices (processes followed can be observed in Language and Mathematics periods in Class VII or VIII) 4. Hostel – condition of living, cooking, dining, toilets, recreational area Bridge Course Programme if being run for entrants 5. Self esteem and self confidence of KGBV girls 6. Life skill class or Sports activities 7. Hostel conditions, condition of beds/beddings, storage of girls belongings and personnel items. Availability of towels, sanitary napkins, oil, combs, uniforms, clothes, underwear etc. Examine food service for one major meal, quality, portions to girls, arrangements in mess etc. 8.
Study of School and Hostel records	<ol style="list-style-type: none"> 1. Admission register 2. Attendance register – school and hostel 3. Records of incentives provided 4. Record of academic performance/ tracking of student learning 5. Availability of KGBV scheme of GoI, State Guidelines issued to wardens/ teachers, capacity building of teachers, supervision/ assessment of teachers, their compliance and effectiveness SMC meeting/parents' meeting register 6. Records of girls' participation in vocational/ sports/ self defence/ life skills/other training, if any. 7. Records of health check up, if any (particularly with dates of foods) 8. Accounts – bank statements (particularly with dates of funds received from State/ District)

	9.	level), expenditure statements Mess / Dining hall registers if any
	10.	Store / Kitchen records on use of food quantities.
	11.	

6.4 Selection of the girls

The attendance register can be used to select the girls for interviews/ interactions, as per Evaluation Teams' judgment.

It is envisaged that having been through KGBV residential schools, certain changes are likely to come about in the girls – what one can call the “non- tangibles” such as “self – esteem”, “self confidence”, “leadership” qualities, etc. Evaluators should try and capture this in their interactions and observations.

6.5 Mahila Samakhya & NGO run KGBVs

State/ District Mahila Samakhya programme functionaries and other NGOs management staff who are associated with the implementation of the KGBV scheme in the State, will also need to be interviewed to understand the nature of their association and the manner in which they are supervising and managing the KGBVs in their charge.

7. Selection of KGBVs to be visited

7.1 The Evaluation team should finalize the KGBVs to be visited in the district already pre-selected in these ToRs, in consultation with the States they visit. It needs to be kept in mind that blocks with predominant ST, SC, OBC and minority populations should be definitely covered, as this scheme targets the disadvantaged social groups specifically.

7.2 The sample of KGBVs visited should include that are being managed by MS or NGOs and those run by Government or government related agencies, so as to get insights into different management styles in the programme.

8. Coverage

Out of 3609 KGBVs sanctioned, 3569 are reported as operational as on 31st March, 2013 of which the details are as follows:

Sl. No.	State	Total no. of KGBVs sanctioned	No. of KGBVs operational
1	Andhra Pradesh	743	743
2	Arunachal Pradesh	48	48
3	Assam	57	52
4	Bihar	535	529
5	Chhattisgarh	93	93
6	Dadar & Nagar Haveli	1	1
7	Gujarat	89	89
8	Haryana	36	9
9	Himachal Pradesh	10	10
10	Jammu & Kashmir	99	97
11	Jharkhand	203	203
12	Karnataka	71	71
13	Madhya Pradesh	207	207
14	Maharashtra	43	43
15	Manipur	11	11

Sl. No.	State	Total no. of KGBVs sanctioned	No. of KGBVs operational
16	Meghalaya	10	10
17	Mizoram	1	1
18	Nagaland	11	11
19	Odisha	182	182
20	Punjab	22	22
21	Rajasthan	200	200
22	Sikkim	1	1
23	Tamil Nadu	61	61
24	Tripura	9	9
25	Uttar Pradesh	746	746
26	Uttarakhand	28	28
27	West Bengal	92	92
Total		3609	3569

Annexure 2

Team Members and States Visited by them

S. No.	States	Evaluation team
1	West Bengal & Odisha	Shushmita Dutt
		Usha Rane
2	Assam & Arunachal Pradesh	Revathi Narayanan
		Urvashi Prasad
3	Bihar & Jharkhand	Sister Mary Sujita
		Urvashi Sahni
4	Chhattisgarh & Madhya Pradesh	Kanchan Mathur
		Gouri Shrivastava
5	Uttar Pradesh & Uttarakhand	M P Vijay Kumar
		Ratna Mathur
6	Rajasthan & Gujarat	Suman Bhatnagar
		Subhashini Paliwal
7	Himachal Pradesh & Haryana	Vimala Ramachandran
		Alka
8	Andhra Pradesh & Maharashtra	Joy Srinivasan
		Jayashree Acharya
9	Tamil Nadu & Karnataka	Shweta Shandilya
		Sobhita Rajagopal
10	Jammu & Kashmir and Punjab	Froagh Ahmed Jami
		Neelam Sood /(Pun) Kiran Dogra (J&K)
11	Tripura & Meghalaya	Jyotshna Mohapatra
		Saritha Deshpande
12	Manipur & Nagaland	Pramila Menon
		Deepa Das

ANNEXURE III:**Table 1- FUNDS RELEASED BY GOI FOR KGBV PROGRAMME**

S.No.	Name of State/UT	2008-09		2009-10		2010-11		2011-12		2012-13		2013-14	
		GoI Release	State Release	GoI Release	State Release	GoI Release	State Release	GoI Release	State Release	GoI Release	State Release	GoI Release	State Release
1	Andaman & Nicobar					0.00	0.00					0.00	
2	Andhra Pradesh	13177.28	3566.52	0.00	0.00	0.00	0.00	0.00	0.00			0.00	
3	Arunachal Pradesh	1873.08	0.00	1289.86	41.12	844.28	0.00	1430.82	0.00	3270.56	0.00	312.00	0.00
4	Assam	552.92	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5	Bihar	16614.45	5325.21	0.00	5463.22	7327.54	0.00	0.00	0.00	5694.69	4018.18	2966.40	1597.28
6	Chandigarh									0.00	0.00	0.00	0.00
7	Chhattisgarh	1846.55	994.31	310.65	668.63	1484.00	877.47	590.37	317.89	478.61	655.96	0.00	930.00
8	D&N Haveli	14.72	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
9	Daman & Diu									0.00	0.00	0.00	0.00
10	Delhi	15.84	0.00							0.00	0.00	0.00	0.00
11	Goa									0.00	0.00	0.00	0.00
12	Gujarat	1017.89	210.00	0.00	211.00	0.00	450.00	892.80	2035.00	1584.93	877.50	200.00	912.16
13	Haryana	94.56	50.92	47.18	31.45	187.90	262.81	0.00	554.48	0.00	0.00	0.00	0.00
14	Himachal Pradesh	83.72	45.08	5.34	3.56	88.32	47.55	42.37	22.82	37.38	20.19	43.01	23.16
15	J&K	0.00		1964.36	0.00	1363.96	2090.68	0.00	0.00	0.00	374.69	640.99	0.00
16	Jharkhand	1500.00	2100.00	4028.00	1320.00	728.38	1400.00	1000.00	400.00	0.00	0.00	0.00	0.00
17	Karnataka	386.30	426.59	1399.20	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
18	Kerala									0.00	0.00	0.00	0.00
19	Lakshadweep									0.00	0.00	0.00	0.00
20	Madhya Pradesh	2447.84	367.86	4900.00	3265.17	2242.00	6287.04	7050.00	2600.00	3430.29	2701.88	0.00	1765.00
21	Maharashtra	927.00	499.18	0.00	0.00	0.00	0.00	743.60	618.75	1200.00	446.47	0.00	0.00
22	Manipur	0.00	13.19	20.00	0.00	28.02	0.00	102.55	40.00	1638.59	0.00	218.55	0.00
23	Meghalaya	56.89	6.31	0.00	0.00	0.00	0.00	0.00	0.00	192.08	21.34	59.83	6.65
24	Mizoram	20.90	2.55	22.41	0.00	25.86	0.00	0.00	0.00	0.00	0.00	0.00	0.00
25	Nagaland			87.25	9.69	0.00	0.00	223.07	31.37	0.00	0.00	0.00	0.00
26	Orissa	2476.74	2579.61	1336.39	240.44	0.00	650.49	2000.00	1076.92	0.00	0.00	0.00	0.00
27	Pondicherry									0.00	0.00	0.00	0.00
28	Punjab	34.47	0.00	18.43	30.84	263.54	27.12	600.00	115.20	0.00	0.00	257.68	0.00
29	Rajasthan	4154.00	2448.00	3372.00	352.16	2050.00	400.00	1600.00	0.00	1100.00	0.00	1137.00	0.00
30	Sikkim									153.69	0.00	0.00	0.00
31	Tamil Nadu	547.33	108.50	458.34	305.56	834.91	805.21	1085.29	584.39	617.24	308.75	725.64	0.00
32	Tripura	82.21	9.14	91.32	0.00	106.77	11.86	373.92	0.00	204.36	0.00	150.00	0.00
33	Uttar Pradesh	11927.00	6422.00	5775.49	4905.54	5898.85	2271.74	27405.00	3725.23	11801.50	6354.65	6442.94	3469.27
34	Uttarakhand	245.05	115.10	0.00	0.00	120.00	80.00	300.00	250.00	141.00	158.00	226.33	0.00
35	West Bengal	722.63	189.00	0.00	200.11	652.00	430.00	1500.00	807.69	0.00	0.00	177.94	172.75
	TOTAL	60819.37	25479.07	25126.22	17048.49	24246.33	16091.97	46939.79	13179.74	31544.92	15937.61	13558.31	8876.26

Source: TSG, SSA (Ed CIL) dated 3 December 2013.

PROFILE OF STUDENTS ENROLLED IN KGBV:

Table 2: Status of KGBVs Sanctioned, Operationalised and Girls' Enrolled Category-wise upto 30.6.2013

S. No.	State	KGB Vs Sanctioned	KGB Vs Operational	% Operational	KGBVs Un-operational	Total no. of Girls enrolled in operational KGBVs											Targeted Enrolment	% of total girls enrolment	Gap in Enrolment	CW SN Girls
						SC Girls	% of SC Girls	ST Girls	% of ST Girls	OBC Girls	% of OBC Girls	Muslim Girls	% of Muslim Girls	BPL	% of BPL Girls	Total				
1	Andhra Pradesh	743	743	100.00	0	25597	30.27	20036	23.69	30599	36.18	3088	3.65	5247	6.20	84567	89160	94.8	4593	299
2	Arunachal Pradesh	48	48	100.00	0	0	0.00	5259	99.85	8	0.15	0	0.00	0	0.00	5267	5550	94.9	283	2
3	Assam	57	56	98.25	1	170	5.86	985	33.97	581	20.03	1164	40.14	0	0.00	2900	3000	96.7	100	67
4	Bihar	535	529	98.88	6	20937	44.25	2955	6.25	14774	31.23	6371	13.47	2274	4.81	47311	53500	88.4	6189	1118
5	Chhattisgarh	93	93	100.00	0	1386	14.92	5841	62.87	1888	20.32	25	0.27	151	1.63	9291	9300	99.9	9	60
6	D & N Haveli	1	1	100.00	0	0	0.00	0	0.00	36	100.00	0	0.00	0	0.00	36	100	36.0	64	0
7	Gujarat	89	89	100.00	0	479	7.10	2734	40.50	3272	48.47	266	3.94	0	0.00	6751	6600	102.3	-151	482
8	Haryana	36	9	25.00	27	113	12.87	0	0.00	191	21.75	458	52.16	116	13.21	878	3600	24.4	2722	0
9	Himachal Pradesh	10	10	100.00	0	156	36.45	97	22.66	4	0.93	8	1.87	163	38.08	428	500	85.6	72	0
10	Jammu & Kashmir	99	97	97.98	2	262	5.56	379	8.05	284	6.03	3557	75.55	226	4.80	4708	6700	70.3	1992	20
11	Jharkhand	203	203	100.00	0	3471	17.96	7851	40.62	5131	26.55	1161	6.01	1714	8.87	19328	20300	95.2	972	269
12	Karnataka	71	71	100.00	0	2328	29.96	1042	13.41	2454	31.58	516	6.64	1431	18.41	7771	8300	93.6	529	155
13	Madhya Pradesh	207	207	100.00	0	4741	16.46	16258	56.45	6608	22.94	281	0.98	912	3.17	28800	28800	100.0	0	455
14	Maharashtra	43	43	100.00	0	869	20.41	1736	40.77	633	14.87	252	5.92	768	18.04	4258	4300	99.0	42	18
15	Manipur	11	11	100.00	0	75	6.89	700	64.28	189	17.36	125	11.48	0	0.00	1089	1100	99.0	11	15
16	Meghalaya	10	10	100.00	0	0	0.00	428	99.07	1	0.23	3	0.69	0	0.00	432	500	86.4	68	4
17	Mizoram	1	1	100.00	0	0	0.00	100	100.00	0	0.00	0	0.00	0	0.00	100	100	100.0	0	5
18	Nagaland	11	11	100.00	0	0	0.00	1100	100.00	0	0.00	0	0.00	0	0.00	1100	1100	100.0	0	0
19	Odisha	182	182	100.00	0	4438	24.42	9529	52.43	3890	21.40	157	0.86	160	0.88	18174	18200	99.9	26	169
20	Punjab	22	22	100.00	0	985	65.49	0	0.00	157	10.44	339	22.54	23	1.53	1504	2200	68.4	696	15

Final Revised 12 December 2013

21	Rajasthan	200	200	100.00	0	5237	29.39	5318	29.84	5401	30.31	1212	6.80	654	3.67	17822	19000	93.8	1178	285
22	Sikkim	1	1	100.00	0	18	0.00	97	0.00	86	0.00	0	0.00	1	0.00	202	202	100.0	0	0
23	Tamil Nadu	61	61	100.00	0	1085	24.32	970	21.74	2355	52.79	26	0.58	25	0.56	4461	4600	97.0	139	22
24	Tripura	9	9	100.00	0	2	0.25	789	98.63	0	0.00	1	0.13	8	1.00	800	800	100.0	0	0
25	Uttar Pradesh	746	746	100.00	0	31375	43.14	903	1.24	26831	36.89	5307	7.30	8314	11.43	72730	74000	98.3	1270	1577
26	Uttarakhand	28	28	100.00	0	576	47.29	86	7.06	220	18.06	288	23.65	48	3.94	1218	1400	87.0	182	2
27	West Bengal	92	92	100.00	0	2272	31.95	2031	28.56	890	12.52	1559	21.92	359	5.05	7111	7500	94.8	389	84
	Grand Total	3609	3573	99.00	36	106572	30.53	87224	24.99	106483	30.51	26164	7.50	22594	6.47	349037	370412	94.2	21375	5123

Source: TSG, SSA (Ed CIL) dated 3 December 2013.

Table 3: KGBV Status in Muslim Concentration [SFD] Districts

S. No.	State	Districts having KGBV	KGBV Sanctioned	KGBV Operational	KGBV Un-operational	Total SC Girl's Enrolled	% of SC Girl's	Total ST Girl's Enrolled	% of ST Girl's	Total OBC Girl's Enrolled	% of OBC Girl's	Total Muslim Girl's Enrolled	% of Muslim Girl's	Total BPL	% of BPL	Total Girl's Enrolled
1	Assam	13	34	33	1	39	3.09	279	22.07	158	12.50	788	62.34	0	0.00	1264
2	Bihar	7	102	102	0	2819	28.99	1178	12.11	2678	27.54	2414	24.83	635	6.53	9724
3	Gujarat	1	8	8	0	85	17.28	4	0.81	310	63.01	93	18.90	0	0.00	492
4	Haryana	1	6	6	0	55	8.30	0	0.00	106	15.99	427	64.40	75	11.31	663
5	J & K	11	69	69	0	94	2.97	153	4.84	116	3.67	2612	82.55	189	5.97	3164
6	Jharkhand	5	40	40	0	459	12.44	1311	35.53	967	26.21	388	10.51	565	15.31	3690
7	Madhya Pradesh	1	2	2	0	114	38.00	28	9.33	135	45.00	0	0.00	23	7.67	300
8	Manipur	1	1	1	0	15	0.00	0	0.00	31	0.00	49	51.58	0	0.00	95
9	Rajasthan	1	3	3	0	128	51.61	42	16.94	30	12.10	11	4.44	37	14.92	248
10	Uttar Pradesh	20	219	219	0	8297	38.92	87	0.41	7725	36.23	3050	14.31	2161	10.14	21320
11	Uttaranchal	2	9	9	0	260	64.04	22	5.42	87	21.43	35	8.62	2	0.49	406
12	West Bengal	8	51	51	0	1085	34.25	427	13.48	310	9.79	1279	40.37	67	2.11	3168
	TOTAL	71	544	543	1	13450	30.20	3531	7.93	12653	28.41	11146	25.03	3754	8.43	44534

Source: TSG, SSA (Ed CIL) dated 3 December 2013.

Table 4: KGBV Status in Scheduled Tribes [SFD] Districts (25% and above)

S. No.	States	No. of Districts having KGBV	Total KGBVs Sanctioned		Category-wise Enrolment										Total Enrolment
			San	Oper	SC	% of SC Girls	ST	% of ST Girls	OBC	% of OBC Girls	BPL	% of BPL Girls	Min.	% of Min Girls	
1	AP	1	33	33	1485	40.20	443	11.99	1184	32.05	294	7.96	288	7.80	3694
2	Ar. P	9	31	31	0	0.00	3362	99.76	8	0.24	0	0.00	0	0.00	3370
3	Assam	2	7	7	3	0.86	336	96.00	10	2.86	0	0.00	1	0.29	350
4	Chhattisgarh	8	38	38	377	9.92	2689	70.73	676	17.78	57	1.50	3	0.08	3802
5	D & N H	1	1	1	0	0.00	36	100.00	0	0.00	0	0.00	0	0.00	36
6	Gujarat	5	24	24	9	0.43	1821	87.84	242	11.67	0	0.00	1	0.05	2073
7	J & k	4	20	20	0	0.00	153	21.92	0	0.00	0	0.00	545	78.08	698
8	Jharkhand	8	72	72	1168	17.12	3443	50.46	1408	20.64	471	6.90	333	4.88	6823
9	Maharashtra	1	6	6	0	0.00	556	94.88	23	3.92	0	0.00	7	1.19	586
10	Manipur	5	7	7	0	0.00	694	100.00	0	0.00	0	0.00	0	0.00	694
11	Meghalaya	3	10	10	0	0.00	428	99.07	1	0.23	0	0.00	3	0.69	432
12	Mizoram	1	1	1	0	0.00	100	100.00	0	0.00	0	0.00	0	0.00	100
13	MP	16	77	77	675	5.79	9662	82.94	1170	10.04	125	1.07	18	0.15	11650
14	Nagaland	2	11	11	0	0.00	1100	100.00	0	0.00	0	0.00	0	0.00	1100
15	Odisha	13	140	140	2977	21.27	8318	59.42	2554	18.24	94	0.67	56	0.40	13999
16	Rajasthan	4	27	27	138	5.37	2100	81.78	209	8.14	17	0.66	104	4.05	2568
17	Tripura	1	3	3	2	0.80	247	98.80	0	0.00	0	0.00	1	0.40	250
	Total	84	508	508	6834	13.09	35488	67.95	7485	14.33	1058	2.03	1360	2.60	52225

Source: TSG, SSA (Ed CIL) dated 3 December 2013.

Table 5: KGBV Status in Scheduled Castes [SFD] Districts (25% and above)

S. No.	States	No. of Districts having KGBV	KGBVs Sanctioned Up to 2013-14		Category-wise Girls Enrolment											Targeted Enrolment
			Sanctioned	Operational	SC	% of SC Girls	ST	% of ST Girls	OBC	% of OBC Girls	BPL	% of BPL Girls	Min	% of Min Girls	Total	
1	Bihar	1	27	27	1094	43.97	4	0.16	885	35.57	137	5.51	368	14.79	2488	2700
2	Haryana	2	11	0	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	600
3	Himachal Pradesh	2	2	2	50	57.47	0	0.00	4	4.60	33	37.93	0	0.00	87	100
4	Jharkhand	2	22	22	641	29.51	495	22.79	681	31.35	238	10.96	117	5.39	2172	2200
5	Karnataka	1	3	3	121	42.01	34	11.81	69	23.96	61	21.18	3	1.04	288	300
6	Punjab	4	14	14	537	59.93	0	0.00	78	8.71	23	2.57	258	28.79	896	1400
7	Rajasthan	2	3	3	191	64.31	0	0.00	88	29.63	12	4.04	6	2.02	297	350
8	Tamil Nadu	3	20	20	390	28.10	181	13.04	817	58.86	0	0.00	0	0.00	1388	1400
9	Uttar Pradesh	16	186	186	8964	50.93	562	3.19	5802	32.97	1531	8.70	741	4.21	17600	18800
10	West Bengal	8	42	42	1332	37.12	1040	28.99	264	7.36	139	3.87	813	22.66	3588	3650
	Total	41	330	319	13320	46.24	2316	8.04	8688	30.16	2174	7.55	2306	8.01	28804	31500

Source: TSG, SSA (Ed CIL) dated 3 December 2013.

Table 6: Remuneration of staff in KGBVs visited by the evaluation team (Amount in Rupees)

States	Warden	Full-time Teachers	Part time Teachers	Accountant	Cook	Asst. cook	Peon	Watch Man	Others
Andhra Pradesh	15,000	9,000	7,000	6,000	4,500	3,000	3,000	4,500	
Maharashtra	11,000	8,000	5,000	5,000	6,000	3,000	3,000	3,000	
Himachal Pradesh	regular salary+ 1000, or 10,000		1,500	4,650	4,650		3,600	4,650	
Haryana	2,000 (house keeper)		15,800	8,750	7,100	6,250	6,250	6,250	Sweeper (2150)
Tamil Nadu	9060	9060	5980	5980	4655	3325	4655	3985	Vocational (2660)
Gujarat	9,500	7,000			5,000	3,000	3,000	3,000	
Rajasthan	9,000	7,500			4,500	3,500		4,000	
Karnataka	23,000 – 29000	14,000 – 16,000	2,800 – 5,000	2,800 – 5,000	2,500 – 3,500	2500 – 3500		2,500 – 3,500	Vocational (2500-3500)
West Bengal	Warden - 5,100 Asst. Warden 4,500		2,025	2025-4500	4050		3930	3930	Sweeper (2040)
Odisha	6,000-8,400		4,500		3,000			4,000	
Assam	9,500	8,500-15,500	7,000-15,000		4,000	3,500	4,000	4,000	Caretaker 7,000
Arunachal Pradesh	8,500	8,500	6000,7200	6000	3500	2500	3500,6000	3,500	Headmistress 10,000
Bihar	6,000-6,500	6,000		5,000	3,000			3,000	
Jharkhand		16,750	150-200/day	12,300	8,100	2,500		8,000	
Chattisgarh	Warden -29,530 Asst. Warden 11,260	11,260	8,240						
Madhya Pradesh	Warden -2,000 Asst. Warden 9,815		2,500						Vocational Teacher 1500
Uttar Pradesh	11,000	9,200	7,200	6,000	4,600	3,200	3,200	3,200	
Uttarakhand	35,000-40,000		5,000-5,600		3,000		5,000		
Jammu & Kashmir	Regular pay + 2,000	1500, 3,000	Not applicable	1,500	1,200	1,200	1,200	1,200	
Punjab	8,000	Not applicable	2,000	6,000	4,500	4,000	4,500	4,000	
Tripura	7,060	7,060	5,500	4,100	4,300	4,100		4,300	
Meghalaya	10,000	9,000	3,000 – 5,000	8,000	6,000	5,000	5,000		LDC 6,000
Manipur	7,600 + monthly allowance of 200	12,300	7,600	8,000	5,740 + monthly allowance of 150	5,740	5,740		Assistant/Staff Support 7,100
Nagaland									

TABLE 7: Overview of the Status of construction and buildings

Sl. No.	State	No Sanctioned	No Operational	No Not Operational	No Model 1	No Model 2	No Model 3	Inclusion in UDISE	Physical Infrastructure					
									Target (Units) Cumulative	Completed (Units) Cumulative	In progress (Units) cumulative	Work not Started	TOTAL (C+IP)	% of (C+IP)
1	Andhra Pradesh	743	743		743			Y	743	539	165	39	704	95
2	Arunachal Pradesh	48	48		48			NA	48	26	22	0	48	100
3	Assam	57	56	1	3	54		NA	57	24	31	2	55	96
4	Bihar	535	529	6			535	Y	535	317	177	41	494	92
5	Chhattisgarh	93	93		93			Y	93	89	1	3	90	97
6	Gujarat	89	89		43	24	22	Y	89	58	11	20	69	78
7	Haryana	36	9	27	36			NA	36	8	20	8	28	78
8	Himachal Pradesh	10	10		10			Y	10	8	2	0	10	100
9	Jammu & Kashmir	99	97	2	35	64		Y	99	14	75	10	89	90
10	Jharkhand	203	203		203			Y	203	130	71	2	201	99
11	Karnataka	71	71		71			Y	71	64	4	3	68	96
12	Madhya Pradesh	207	207		15	192		N	207	171	36	0	207	100
13	Maharashtra	43	43		43			Y	43	25	8	10	33	77
14	Manipur	11	11		11			Y	11	1	10	0	11	100
15	Meghalaya	10	10			10		Y	10	2	8	0	10	100
16	Nagaland	11	11		9		2	N	11	2	0	9	11	100
17	Odisha	182	182		68		114	Y	182	121	61	0	182	100
18	Punjab	22	22				22	Y	22	19	3	0	22	100
19	Rajasthan	200	200		163		37	Y	200	200	0	0	200	100
20	Tamil Nadu	61	61		31	30		Y	59	58	1	0	59	100
21	Tripura	9	9				9	Y	9	8	1	0	9	100
22	Uttar Pradesh	746	746		734	12		Y	746	687	59	0	746	100
23	Uttarakhand	28	28				28	Y	28	16	12	0	28	100
24	West Bengal	92	92				92	Y	92	74	16	2	90	98

Table 8: Overview of status of recognition and sustainability plan

Sl. No.	State	Nos Implemented by				Recognition	Sustainability Plan
		SSA	NGO	Other Govt Agency	Mahila Samakhya		
1	Andhra Pradesh	368	-	348		All KGBVs are yet to be recognised by the state government as mainstream schools. It is in the process. It is likely to happen within the beginning of next academic year.	
2	Arunachal Pradesh	3	45			The situation regarding registration of KGBV as a Government School is not clear. Though the KGBVs were considered Government Schools, they were not formally registered as Government Schools	
3	Assam	57				NA	Senior officials committed to sustain and enhance initiatives for dropout girls. As mentioned earlier, the State is committed to bringing drop out girls into the mainstream and has started the administrative processes for recognition of the KGBVs as well as extending them to Classes 9 and 10.
4	Bihar	344	78		107	Since all the KGBVs are attached to the state's elementary schools they are all recognised by the Bihar board	As Model 3 KGBV is being implemented the issue of sustainability of the schools does not arise but it is applicable to the hostels – no information in this regard. The State officials said that it would not be possible to sustain the programme if GOI withdrew support, as it was an expensive programme and their numbers were large. The SPD mentioned that all the children of the state were his responsibility and it was not possible to sustain a resource intensive programme that catered to a fraction of them, with state funds alone
5	Gujarat	74			15	All the KGBVS are recognized and registered as regular schools by district Panchayat	NA
6	Haryana	29	7			There was no clear response on recognition.	During the debriefing of the findings with the Principal Secretary, School Education, assured the evaluation team that if for some reason GoI

							decides to stop financial support to the state for implementation of the programme, state government would run it form its own resources.
7	Himachal Pradesh	10				There is no problem of recognition as Model 3 is being implemented	The state government depends entirely on GOI funds to run the KGBVs. The government believes this is a valuable programme but view it as a centrally sponsored programme. Their sustainability is therefore no assured.
8	Chhattisgarh	93				NA	The state official including the SPD mentioned that the programme should continue as it is the only programme that has promoted girl's education among the most marginalised communities particularly the tribal and naxal affected area girls. For its sustenance the centre funding should continue, rather it should be enhanced for meeting the recurring and non-recurring costs. The State officials also said that in the event of the Centre curtailing the funding the State would consider entering into a PPP with the some of the big Corporates in the State i.e. Bhilai Steel Plant, Balco Steel Plant and Jindal Steel Plant and with the Minerals and Metals Development Corporation (MMDC). They also mentioned that funds could also be drawn from the Integrated Action Plan (IAP) meant for naxal affected areas.
9	Jammu & Kashmir	99				The KGBVs are not yet notified as regular school.	There does not seem to be a clear vision for the KGBV in the longer termin the state. At this stage, KGBV is taken as GOI funded programme that is being implemented by the state.
10	Jharkhand	203				KGBVs are recognised by the Jharkhand Academic Council	The state govt has upgraded the KGBVS, by mustering funds from all sources. They have built linkages with RMSA, the Kalyan Vibhag and the department of secondary education. It seems they can sustain the schools if needed. According to them it is their prized program and the CM wants to have one more KGBV per block with state funds!
11	Karnataka	39			32	A school in Karnataka is established after the approval and recognition by the department and hence there is no need for	NA

						any other process of recognition.	
12	Madhya Pradesh	207				The state government has notified all schools. In the two districts visited the schools were notified in the year 2013.	Central funding to KGBV should not be discontinued rather it should be up-scaled to cover the entire schooling cycle of KGBV girls. They said that they would try for alternate sources of funding to ensure that the programme does not close down.
13	Maharashtra	29	14			All KGBVs are recognized by the state government as mainstream schools and the girls are entitled to join any Secondary School after completing education of Grade 8 level with satisfactory achievement level.	Possible for the state to sustain it as it is willing to take up the KGBV in its wings but no plan as yet.
14	Manipur	11				Girls from KGBVs are enrolling in government secondary schools. When the issue of recognition was raised with officials of the State Project Office, there was no clear response	The issue has not been given much thought but it was accepted at the de-briefing meeting that one day these schools will have to be taken over by the State Government and the modalities for the same will have to be worked out.
15	Meghalaya	10				All KGBVs are registered	The district administration and the NGOs were not sure of the sustainability of the KGBVs with respect to the funds but were very positive that the programme should continue as there were many girls who needed this kind of help. They say there are many girls who they had to refuse admission as there was no place vacant.
16	Nagaland		11		9	Though no formal recognition, girls from KGBV are enrolling in government secondary schools	No sustainability plan
17	Odisha	182				These schools are recognized hence there is no need to get recognition under RTE for the KGBV hostels	Most SC/ST KGBV graduates will be absorbed into the ST hostels for Secondary Students. The issue of OBC and minority students is under consideration.
18	Punjab	22				KGBVs are recognised	Vision for KGBV in the medium term and longer term has not yet emerged.
19	Rajasthan	200				All the KGBVs are notified and recognized schools of the state.	NA
20	Tamil Nadu	32	27			The schools are affiliated to state or central board. The KGBV like any other government school is automatically registered as the land of KGBV is registered in the name of education department or CEO. Hence it can be concluded that there is no formal process	NA

						of recognition of schools presently in the state and SPD acknowledged and agreed to take action	
21	Tripura	9				The KGBVs are not registered. The reason for this is that KGBVs, as in Model III, are only hostels and not schools	The SSA is sure that it will be able to sustain the KGBVs even if they had to look after them using their own funds
22	Uttar Pradesh	666	47		33	The 746 KGBVs are all recognized as schools	NA
23	Uttarakhand	28				NA	NA
24	West Bengal	92				As Model 3 is being implemented there is no issue of recognition. However, the schools are Aided Non-Government Schools and this may be an issue for consideration for linking to RMSA.	The state has submitted proposals for a large number of hostels under RMSA and is awaiting a reply. W. Bengal is already constructing 19 Secondary School Hostels. Other departments also have hostels already running. NA