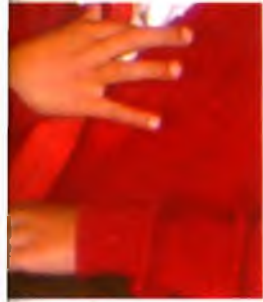


# handBOOK



Kasturba Gandhi Balika Vidyalaya (KGBV)

... providing access to  
**girls** in the  
**education** system...



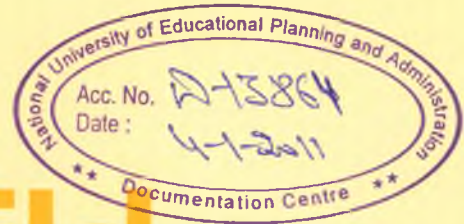
सत्यमेव जयते

Government of India  
Ministry of Human Resource Development  
Department of School Education & Literacy

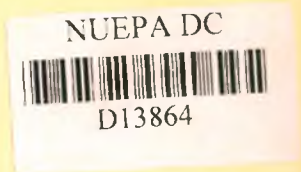


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INDIA

Kasturba Gandhi (April 11, 1869 - 22 February 1944), affectionately called Ba, was the wife of Mohandas Karamchand Gandhi. At the time of her marriage she was illiterate, and so Gandhi taught her to read and write. She participated in the nationalist movement and like her husband, she renounced all caste distinctions and lived in ashrams. She taught hygiene, discipline, reading and writing to women and children.



# ... reaching out to the girl child has been central to UEE efforts...



Reaching out to the girl child has been central to the efforts to universalize elementary education. The Sarva Shiksha Abhiyan, a national flagship programme for universalization of elementary education recognizes the need for special efforts to bring the out of school girls, especially from disadvantaged groups, to schools.

The National Policy on Education (NPE), 1986, as revised in 1992, a path breaking policy document, articulates the Government of India's unequivocal commitment, that "Education will be used as an agent of basic change in the status of women. In order to neutralize the accumulated distortions of the past, there will be a well-conceived edge in favour of women... This will be an act of faith and social engineering... The removal of women's illiteracy and obstacles inhibiting their access to, and retention in elementary education will receive overriding priority, through provision of special support services, setting time targets and effective monitoring..."



# ... a two pronged gender strategy therefore, has been adopted ...



Sarva Shiksha Abhiyan (SSA) clearly recognizes that ensuring girls' education requires changes not only in the education system but also in societal norms and attitudes. A two pronged gender strategy, therefore, was 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 schools and on the other hand to generate a community demand for girls education through training and mobilization.

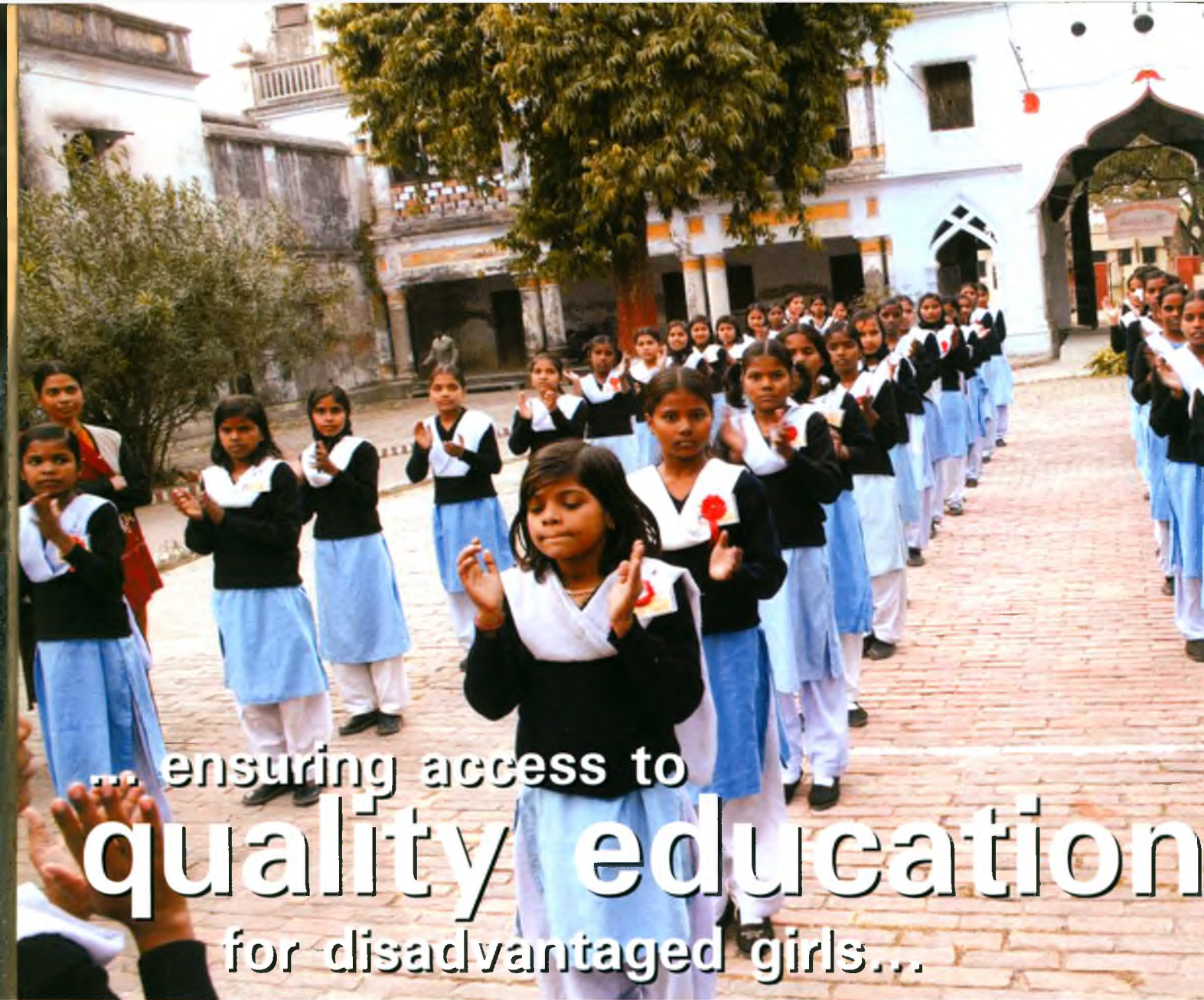
Further, to target pockets where girls education is lagging behind, two focused interventions were launched in 2003 and 2004 namely: the National Programme for Education of Girls at Elementary Level (NPEGEL) and the Kasturba Gandhi Balika Vidyalyaya (KGBV) to reach out to girls from marginalised social groups in over 3,000 educationally backward blocks in the country, where the female rural literacy was below the national average and the gender gap in literacy above the national average, on data from the 2001 Census.

**The targeted provision for girls under Sarva Shiksha Abhiyan include :**

- **Free textbooks to all girls upto class VIII**
- **Separate toilets for girls**
- **Back to school camps for out-of-school girls**
- **Bridge courses for older girls**
- **Recruitment of 50% women teachers**
- **Early childhood Care and Education centers in/near schools in convergence with ICDS programme.**
- **Teachers' sensitisation programmes to promote equitable learning opportunities**
- **Gender-sensitive teaching-learning materials including textbooks**
- **Intensive community mobilisation efforts**

**The NPEGEL, launched in September 2003, is an integral but distinct component of the Sarva Shiksha Abhiyan. It has additional provisions for enhancing the education of underprivileged/disadvantaged girls at elementary level through more intense community mobilisation, the development of girl child friendly model schools in clusters, gender sensitisation of teachers, development of gender sensitive learning materials, early child care and education facilities and provision of need-based incentives like escorts, stationery, work books and uniforms etc. for girls.**

**'Innovation fund' per district for need based interventions for ensuring girls' attendance and retention.**



... ensuring access to  
**quality education**  
for disadvantaged girls...

## Objective

Gender disparities still persist in rural areas and among disadvantaged communities. Looking at enrolment trends, there remain significant gaps in the enrolment of girls at the elementary level as compared to boys, especially at the upper primary levels. Thus, a new scheme called the Kasturba Gandhi Balika Vidyalaya (KGBV) was launched in August 2004 for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minorities in the educationally backward blocks.

The scheme of the KGBV ran as a separate scheme but in harmony with the Sarva Shiksha Abhiyan (SSA), National Programme for Education of Girls at Elementary Level (NPEGEL) and Mahila Samakhya (MS) for the first two years, but has since 1 April, 2007 merged with the Sarva Shiksha Abhiyan programme, as a separate component of that programme.

## Coverage of the Kasturba Gandhi Balika Vidyalaya (KGBV) scheme

The scheme covers educationally backward blocks in 24 States namely:

- Assam
- Andhra Pradesh
- Arunachal Pradesh
- Bihar
- Jharkhand
- Gujarat
- Haryana
- Himachal Pradesh
- Karnataka
- Jammu & Kashmir
- Madhya Pradesh
- Chattisgarh
- Manipur
- Maharashtra
- Meghalaya
- Mizoram
- Orissa
- Punjab
- Rajasthan
- Tamil Nadu
- Tripura
- Uttar Pradesh
- Uttarakhand
- West Bengal

and

1 Union Territory of Dadar & Nagar Haveli

The scheme is applicable in Educationally Backward Blocks (EBBs) where, the rural female literacy is below the national average (46.13%: Census 2001) and gender gap in literacy is more than the national average (21.59%: Census 2001). Among these blocks, schools may be set up in areas with:

- concentration of tribal population, with low female literacy and/or a large number of girls out of school;
- concentration of SC, ST, OBC and minority populations, with low female literacy and/or a large number of girls out of school;
- areas with low female literacy; or
- areas with a large number of small, scattered habitations that do not qualify for an upper primary school

Such residential schools may be located only in those backward blocks that do not have residential schools for upper primary education of girls under any other scheme of the State Government, Ministry of Social Justice & Empowerment or Ministry of Tribal Affairs. This shall be ensured by the district level authority of SSA at the time of actual district level planning of KGBV initiatives by co-ordinating with the other Departments/Ministries.





...emphasis is on  
**girls out of school**  
unable to complete  
school...

## Eligibility Criteria for enrolment

In view of the targeted nature of the scheme, 75% of the enrolment would be for girls from SC, ST, OBC or minority communities, in such residential schools and only thereafter, 25% girls from families below the poverty line be admitted.

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

The main thrust of the scheme is to provide access at upper primary level to disadvantaged sections of girls in EBBs, who have remained outside the educational system despite interventions of other government programmes, due to persistent socio-economic, cultural and topographical reasons.

## Strategies for identification of Target Group of girls

- *List of out of school/ dropout girls is prepared for the block.*
- *VEC meeting are organized at village level to motivate parents and create awareness within the community for promoting girls education;*
- *door to door campaigns are held to contact parents of target group.*
- *motivation camps are organized to convince the parents and family to bring girls to residential schools for continuing their education.*

## Some features of the scheme

1. Setting up of residential schools where there are a minimum of 50 girls predominantly from the SC, ST, OBC and minority communities available to study in the school at the upper primary level. The number can be more than 50 depending on the number of eligible girls.
2. To provide necessary infrastructure for these schools
3. To prepare and procure necessary teaching learning materials for these schools
4. To put in place appropriate systems to provide necessary academic support and for evaluation and monitoring of these schools.
5. Established NGOs and other non-profit making bodies be encouraged to be involved in the running of the schools, wherever possible. These residential schools can also be adopted by the corporate or not for profit organisations.

In Bihar, the MS run KGBV schools have developed an effective and enriched curriculum. A conscious effort has been made to include physically challenged girls as well.

In Andhra Pradesh, KGBVs are well embedded as an integral part of the overall strategy for out of school children. Detailed micro planning is done to figure out which child will go to which educational facility; child wise data is available in their mandal resource centres. The RBCs as well as the KGBVs have special bridging material and supplementary workbooks designed to help children "catch up" effectively. The State Government has already taken a policy decision to extend KGBV to class 9 and next year the girls will move to class 10. The State Government is adding considerable funds to upgrade the buildings.

In Karnataka, Kagina Jana Seva Trust under the aegis of the Aditya Birla Center has adopted the KGBV school of Sedam taluk, Gulbarg district. Along with the management of the schools, the trust has agreed to contribute Rs. 10.00 lakhs over a period of two years for overall development of the KGBV school.





## Different Models of KGBV schools and their financial norms

The scheme provides options for establishment of residential schools or the addition of a girls hostel facility to an existing upper primary school. Three different models with separate unit costs based on the number of girls have been provided.

- Model-I - new school + residential facility for 100 girls
- Model-II - new school + residential facility for 50 girls
- Model-III - addition of hostel facility to an existing upper primary school for 50 girls

Based on the number of girls and the type of residential school to be provided, the selection of the model of the school is done by a State Level Committee based on the recommendation of the District Committee for the purpose. The proposal is forwarded to the National level who appraise them before finally being approved by the Project Approval Board of SSA in the Government of India.

## Financial Pattern

The provisions for KGBV are in addition to the provisions already made under SSA and for NPEGEL. The SSA Society ensures convergence of KGBV with other SSA, NPEGEL interventions and the Mahila Samakhya (MS) programme. The funding pattern for the KGBV scheme is the same as that of the Sarva Shiksha Abhiyan.

## Fund Flow

The Government of India directly releases funds to the SSA State Implementation Society. The State Government also releases its share to the same Society. Funds are released thereafter to the Mahila Samakhya Society wherever applicable for KGBV purposes. In States where the MS programme is not being implemented, the implementation of the KGBV scheme is through the 'Gender Unit' of SSA Society. The existing financial mechanisms used for implementation of SSA are followed.

The State SSA Society opens a separate Savings Bank Account for operating the funds of KGBV. The State Government also releases its matching share for the KGBV scheme to the State SSA Society. Separate accounts are maintained at district and sub-district structures for KGBV.

The KGBV residential school is to be opened in the concerned EBB at an appropriate location, where the girls safety can be ensured. Preferably, the KGBV should be in the precinct of an existing school, e.g. Primary school campus and located near the target group population. The design for the schools should be adapted to suit the local area.



## Financial Norms for different Models of KGBVs

(Amount Rs. In Lakhs)

Sl. No.	Item	Model-1 For new School with 100 Girls	Model-2 For new School with 50 Girls	Model-3 For existing Girls Upper Primary School with 50 Girls hostel
<b>A.</b>	<b>NON-RECURRING COST</b>			
1	Building – Construction Grant	20.00	15.00	15.00
2	Furniture/ Equipment including kitchen equipment	2.50	2.50	2.50
3	Teaching learning material and equipment including library books	3.00	3.00	3.00
4	Bedding	0.75	0.75	0.75
	<b>TOTAL</b>	<b>26.25</b>	<b>21.25</b>	<b>21.25</b>
<b>B.</b>	<b>RECURRING COSTS</b>			
1	Maintenance per girl student per month @ Rs. 750	9.00	4.50	4.50
2	Stipend for girl student per month @ Rs. 50/- per girl student	0.60	0.30	0.30
3	Course books, stationery and other Educational material @ Rs 50/- per month per girl student enrolled	0.60	0.30	0.30
4	Examination fee	0.01	0.01	0.01
5	Salaries: 1 Warden cum teacher 2 Full time teachers* 3 Part time teachers 4 Support Staff – (Accountant/Assistant, Peon, Chowkidar and Cook)	6.49	6.49	3.60
6	Vocational training/specific skill training	0.40	0.30	0.30
7	Electricity/ water charges	0.50	0.30	0.30
8	Medical care/contingencies @ Rs 750/ child	0.75	0.38	0.38
9	Miscellaneous including maintenance	0.40	0.35	0.35
10	Preparatory camps	0.15	0.10	0.10
11	PTAs/ school functions	0.15	0.10	0.10
	<b>TOTAL</b>	<b>19.05</b>	<b>13.13</b>	<b>10.24</b>
	<b>GRAND TOTAL</b>	<b>45.30</b>	<b>34.38</b>	<b>31.49</b>

\* 4 Full time teachers have not been provided under Model 3 as it is being opened in an existing Upper Primary School for girls.



# ...creating a common platform for government & NGO partnerships

## Implementation

The scheme is being implemented by State Governments through Sarva Shiksha Abhiyan (SSA). In some cases, where feasible, the State SSA programme has availed of the partnership of the Mahila Samakhya (MS) Society or Non Government Organizations for its implementation.

In States where the MS programme is running, MS has taken up responsibility for implementation of KGBV schools in its own project areas. MS experience and strategies are drawn upon however, even in non-MS blocks and for capacity building in areas of community mobilization; gender sensitization, evolving strategies to address issues like eradication of social customs that foster discrimination and inequality, early marriage etc.; in designing life skills for girls; as well as, for development of a differentiated curriculum to address concerns of adolescence, health, confidence building and legal rights etc.

Decision to take the help of the MS programme as a gender resource team, is taken mutually by the SSA State Implementing Society with the State MS programme.

**Management models**

- In Andhra Pradesh, KGBVs are run by Andhra Pradesh Residential School/Society and Tribal Welfare Department in tribal blocks.
- In Arunachal Pradesh, Maharashtra and Tamil Nadu the KGBV schools are run by NGOs.
- The Bihar Education Project Council (BEPC) has drawn upon the local NGOs and Mahila Samakhya Bihar besides the Vidyalyaya Shikshan Samitis (VSS) at the Block level to implement the scheme.
- In Uttar Pradesh, Gujarat and Karnataka some KGBVs are managed by Mahila Samakhya.
- In Madhya Pradesh, Himachal Pradesh and Jharkhand KGBV schools are run only by the SSA society.
- In Jharkhand, the KGBVs function autonomously through 4 local committees with parents, teachers, wardens and children.

**NGO managed KGBVs**

- The NGOs are oriented by SSA on the schematic provisions, status of the school, operational issues of monitoring and supervision, capacity building and academic support.
- While the management of the schools vests with identified NGOs, the operational details followed are as per the norms of the State.
- KGBV schools are formal Government Schools. They have to be built on Government land/or land which will vest with the Government.
- State Government/UTs must define a policy for teacher recruitment to KGBV schools.

## State Support Group

The advisory State level Coordination Committee set up under the NPEGEL scheme, also provides direction and support to the KGBV scheme. This group consists of nominees from relevant State Government Departments, Government of India, experts in the field of girls education, educationists etc. The selection of an appropriate model of a KGBV school and its location, is done by the Committee based on the recommendation of the district committee implementing the NPEGEL and the KGBV scheme.

## National Support Group

The National Resource Group (NRG) created under the Mahila Samakhya programme at the National level, provides inputs on conceptual issues and concerns arising in the KGBV programme, and advises GOI on policy matters concerning the education of girls. This group provides the interface with the women's movement, research/training institutions, educationists and non-governmental organisations and other experiences in girls education.

**KGBVs run through NGOs**

In the KGBV at Barap in Arunachal Pradesh, Arun Jyoti an NGO has brought with it its vast experience in the education sector as also its networks with the local community in Laju block. Associated with the Vivekananda Kendra of Kanya Kumari, Arun Jyoti has the backing of an established system of school education, teacher training based on learner centered methods. Through their approach and activities, they seek to develop the human potential holistically and thus they go beyond the textbook teaching learning. This is complemented by its experience and capacities in sectors such as health, livelihoods, women's empowerment, a promotion of local culture and handicrafts. Girls in the school are a happy lot, and are comfortable in communicating with strangers in languages that were unknown to them a few months ago, curious to explore and learn. The teachers and students share a relationship of mutual respect and affection, which has helped the girls, settle down. Along with regular studies fun activities such as storytelling sessions, picnic, games for educational purposes are taken up outside school hours.

The state government has on its part provided the infrastructure for setting up the KGBVs. Not only this, the buildings have been repaired and renovated to a ready to use condition. In the sprawling campus the government has provided a block of classrooms, spacious office space, which also houses a children's library, separate room for vocational training, hall for assembly and function, teachers' quarters, store, shed for firewood. Further it has constructed a large dormitory with attached set of bathrooms and toilets. In appreciation the community has responded by giving large stretches of land adjacent to the KGBV which is proposed to be used by the NGO for several other community development activities with prospects of a long term impact on the girls. This KGBV is an island of hope in the remote and difficult to access Barap and the girls graduating from this school are potential change agents.

Source: National Evaluation 2000



# Enhancing learning levels

## Quality of Learning

The teaching-learning needs of girls in the KGBV are a challenge as well as an opportunity. Most KGBV students have had a break in their schooling due to family compulsions or socio-economic circumstances. Many of the girls have either never been enrolled in the past or had dropped out of the schooling cycle at some stage. Considering that the girls come to school with varied experiences and different learning levels, a bridging module to achieve grade 6 competencies is conducted before they fully take up the KGBV curriculum.

- The mainstream school curriculum including State/UT prescribed textbooks and examination system of the States/UT are followed in the KGBV schools.

### Some Examples

- In Karnataka a Zero class is provided in the KGBV school where the students go through a bridge course till they reach class 6 levels of learning.
- In Gujarat, the Model 1 KGBVs are helping enrolled girls finish their primary cycle first.
- In Tamil Nadu and Jharkhand the modules/primers developed for bridge courses are being used in KGBV schools at entry level.
- Andhra Pradesh enables girl students attending SSA run bridge courses to enrol in KGBVs thereafter.

*KGBV schools are part of regular upper primary school system of the State. State Government's policy for instruction in Urdu medium is applicable to the girls desirous of Urdu medium of instruction in KGBV schools.*



## Teachers Training

KGBV teachers deputed from the department or on contract are given training at the block level. Training is imparted to teachers to provide guidance on academic matters from time to time. Training on how to develop monthly and daily lesson plans are also given. District Gender Coordinators, DIET, BRC/ CRC personnel and Mahila Samakhya Resource Groups impart training to KGBV teachers. Teachers are familiarized with techniques of accelerated learning and handling issues of gender including Life Skill Education. Given the roles and responsibilities of KGBV teachers, a well articulated training plan which combines technical competence with a strong gender and cultural orientation is drawn up and training modules especially designed to address these. Teachers are given special training/sensitisation to enable them to understand and appreciate the learning needs of girls. Wardens and teachers living with the students are given further training to efficiently manage/administer the school, plan for health and nutrition and in the importance of hygiene.

Orientation of wardens, teachers, accountants is also done in maintenance of accounts, records, payment of bills, handling of receipts, payments and also on the financial regulations of Sarva Shiksha Abhiyan/KGBV.

## Pupil Assessment/Evaluation

Evaluation is one of the important facets of quality education. To improve the quality of education in KGBV schools, continuous evaluation of girls is undertaken. Quarterly and weekly tests are taken on various subjects to track the progress of the girls. Group discussions on various subjects are also encouraged to evaluate analysis, listening, communication, leadership skills of the girls etc.

## Library Corners

Library corners have been introduced in KGBV schools and are being used for reference and information as well as for building a reading habit amongst teachers and students in the KGBVs.





...foster overall  
**development**  
of girls...

## Deciding the appropriate class

- A pre test to assess the learning levels of girls is carried out to place them in the appropriate grades. Depending upon the competencies of the girls, they are enrolled in class VI, VII or VIII. The girls who require individual attention to reach up to the level of VI<sup>th</sup> standard, are given bridging programmes.
- A comprehensive child profile is maintained class-wise depicting the educational status, social status and health status of every girl student in KGBV schools.

- In Karnataka, the KGBV children get textbooks and uniforms, an annual excursion (Chinnara Karnataka Darshana) in class VII. Recently, KGBV schools have been brought under the ambit of the Karnataka State Quality Assessment Organisation – which conducts an independent assessment of learning outcomes of children in class VII. Ongoing programmes of the government like Chinnara Angala (bridge course), Parihara Bodhene (remedial teaching) have been extended to all SSA managed KGBV schools. The KGBV schools have also adopted the trimester system (in sync with the formal schools) and the teachers have been provided with training for evaluation, adopting a grading system and integrating project work into regular teaching.
- In Gujarat, rigorous efforts have been made to improve the quality of education by strengthening competency levels, introducing joyful learning, library corners, evaluation, enriched curriculum and teacher training.
- In Rajasthan the KGBVs follow the same curriculum as well as a school calendar, as other upper primary schools in the State.
- In Rajasthan, remedial learning is an integral part of KGBV schools where there is an emphasis on quality education. Apart from the school routine, there is remedial instruction for additional three hours before and after school hours, especially under the Model III. A similar emphasis is also given in Model-1 with part-time teachers coming in to provide additional support to the girls.

# handBOOK

Kasturba Gandhi Balika Vidyalaya (KGBV)



## Curriculum Plus

The curriculum is enriched to foster the overall development of the girls. It comprises of academics as well as co-curricular activities such as:

- Yoga, karate, gymnasium, tailoring, embroidery, handicrafts, badminton, cycling, carrom, volley ball etc.
- Playing musical instruments like dholak, manjira, harmonium, tabla etc.
- Folk stories, folk songs, adolescent and empowerment songs, participation in debates, cultural activities etc.

## Vocational Skills

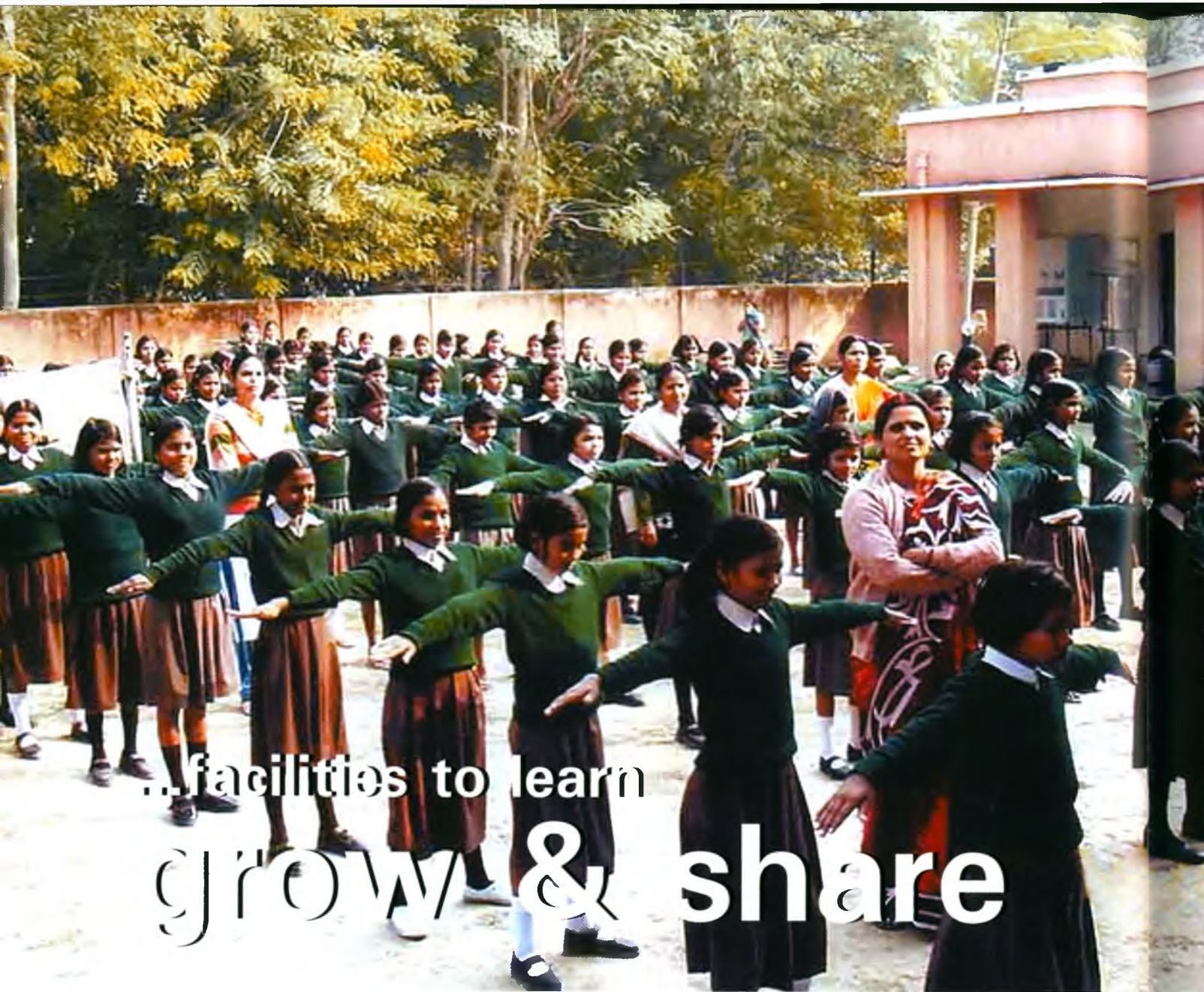
- Area specific and need based vocational skills are imparted to the girls. New vocational skills are taught by experts and exhibition cum sales are organized at the block level once a year.

## Life Skills

- A module on life skills has been prepared by Orissa Primary Education Project Authority (OPEPA) to be implemented in NPEGEL model cluster schools and KGBVs in the State. The components include aspects of self awareness, creativity, health and hygiene, child rights, environmental conservation etc.
- The Meena Manch and Meena books in Uttar Pradesh are very popular amongst the girls of KGBV. The Manch has helped in creating awareness amongst girls on health, social and educational issues. It has provided a forum to the girls, to discuss issues such as marriage, rights of the child, dowry issues etc. that are of concern to older girls.
- The SSA District team in Jamshedpur is visualizing the KGBV at Musabani as a model KGBV and as a Resource Centre for others. This KGBV will include activities to showcase best practices such as e-learning, sports, vocational training for girls, promotion of tribal art and craft. The model KGBV will also be responsible for material development, training and evolving/ sharing innovative practices. This is being envisaged as the campus is very spacious with a large ground, 20 rooms, a large library room and other spaces for extra curricular activities. Its location is another advantage, as it is easily accessible to Jamshedpur, the district headquarters.

## Vocational Training

Girls of KGBVs are trained in different vocational and life skills. A craft teacher is appointed on a part time basis. Services of local resource persons are also hired to impart specific skills.



...facilities to learn  
**grow & share**

### Academic Support

The Block Resource Persons and Cluster Resource Persons visit KGBV schools regularly to accord academic support to teachers and on site academic support on issues such as heterogeneous learning levels. Training in remedial teaching is also given to the teachers of KGBV schools.

### Convergence

Convergence with other Departments like Social Welfare, Minority Welfare, Tribal Affairs, Drinking Water, Total Sanitation Campaign and Health Department is ensured to access services and benefits for girls in Kasturba Gandhi Balika Vidyalayas, especially SC, ST, OBC and minority girls (*see page 21*).

### Community Involvement – Strengthening of Parents Teachers Association

The scheme emphasizes involvement of Panchyati Raj Institutions in the effective implementation of the KGBV schools.

- In Arunachal Pradesh, a concept of a guardian village has been developed where the local community leaders of the closest village take responsibility of the girls especially since the KGBV is in a remote location and this arrangement will provide the necessary security to the girls.
- In Madhya Pradesh, the PTA of the middle school is the body that makes decisions for the KGBV. PTA president and the warden of the KGBV are joint signatories on the KGBV account. As parents of children who are studying in the middle school – all parents of KGBV children can be part of the PTA. Quarterly joint meetings of the PTA President and the Warden are conducted at district level. The Gender Coordinator at district and block levels are responsible for coordination with the KGBV schools.



# handBOOK

Kasturba Gandhi Balika Vidyalaya (KGBV)



## Leisure Time – Recreation/Sports and Games

In addition to creating a conducive environment for learning, activities like meditation, prayers, sports alongwith other recreational activities are conducted in KGBV schools.

Schools have been provided Televisions where possible though viewing time is regulated. News and movie programmes are popular.

- Himachal Pradesh has organized "Mitra Milan - a meeting of all KGBV children at the block level where inter-KGBV competitions were also held.
- In Arunachal Pradesh teachers read out / enact a story after the morning prayer.

## Tours and Exposure visits

Exposure visits to neighbouring villages/ educational tours are also organized under the KGBV scheme to facilitate intellectual, physical, aesthetic and social development of girls.

- In Rajasthan, as part of the Computer Aided Learning Programme, a set of 3 computers have been provided to each KGBV school. In addition, the State is also providing solar panels as a power back-up for the computers.
- In Tamil Nadu, all the KGBVs have been provided two computers and one LCD projector. They also have a set of educational CDs.
- In Gujarat, considerable effort has gone in enriching the quality of education keeping the needs of girls in mind: teachers have been trained extensively; systems of monitoring and on-site support have been put in place involving the district gender co-ordinators and direct support from State SSA office through academic consultants. In addition the State has worked closely with CARE as a resource agency to develop tools pertaining to classroom observations and monitoring.





## Other Facilities

The girls are provided beds, mattresses, pillows, blankets/quilts as well as school uniforms.

### Daily Routine

Every KGBV school charts out its own daily routine and food menu. The school routine includes time allotted for teaching as in regular schools along with a hostel time table covering study hours, remedial teaching, and extra curricular activities.

#### Daily Routine (An example from Orissa)

5.00	Wake up
5.30 - 7.30	Self study/remedial classes
7.30 - 10.30	Get ready and breakfast
10.30 - 1.00	School activities (in grades 6-8)
1.00 - 2.00	Lunch
2.00 - 4.00	School activities
4.00 - 5.00	Water garden, tiffin, play time
5.00 - 7.00	Remedial teaching
7.30 - 8.00	Dinner
9.00	Bed time



### Health check ups

In KGBVs health check ups are done on a regular basis and a medical profile including height and weight, is maintained for every girl in the school. Linkages with the State Health Department are established for health care and emergency assistance, if required.

### Food

The daily menu is displayed prominently in all the schools.

A Model Menu Chart is provided to all the schools by the State level, but the items to be cooked and served are decided locally by the School Committee depending on local choice and culinary practices.

### Safety and Security of girls

Linkages are also maintained with the district administration to ensure security of girls in the Kasturba Gandhi Balika Vidyalaya.

- In Orissa, available resource are used optimally for better physical infrastructure and security in the rented KGBV premises. The health records of children (including prescriptions etc.) have very meticulously been kept making it very easy to access children's health histories.
- In Andhra Pradesh, Arun Jyoti has a health program and the doctors of this program visit the KGBV in Laju regularly for health check ups for children. Health records have been maintained of all children with details of weight, height, and any medical history.
- In Tamil Nadu, a one-time insurance policy with risk coverage for 2 years has been taken for the girls.



## Monitoring & Evaluation

- The monitoring and evaluation at the State and district level is undertaken by the MS State Resource Centers and in non-MS States through the Committee created for the National Programme for Education of Girls at the Elementary Level in the SSA society.
- Apart from these, monthly parents/guardian meetings are also conducted to share the performance of the girls and discuss other related issues.

### State Level

- There is a State Level Coordinator for the KGBV programme, usually the State Gender Coordinator, while at the district level the DPC, the Gender Coordinator and Accounts Officer render support. At the Block level DRG members monitor and support KGBV academic activities.
- The Gender Coordinator visits and provide administrative support to the KGBV schools. Monthly/Quarterly reviews are organized on KGBV progress by the State Office.

### National Level Review

- Quarterly meetings of State Gender Coordinators are held at the National Level to review the implementation of girls education programmes including the KGBV scheme. These are review cum capacity building workshops with exchange of good practices across the States.
- National level meetings are conducted by Secretary, Department of School Education & Literacy, Government of India with State Education Secretaries and State Project Directors (SPDs) of SSA including Directors of State Council for Education Research and Training twice a year and other Regional Reviews are also held. Progress of KGBV is reviewed in each of these.

### Overarching observations of the National Evaluation

A National Evaluation of KGBV was undertaken in February 2007 in 12 States namely: Karnataka, Tamil Nadu, Andhra Pradesh, Madhya Pradesh, Rajasthan, Gujarat, Jharkhand, Bihar, Himachal Pradesh, Uttar Pradesh, Arunachal Pradesh and Orissa, with independent experts on girls education

- The Scheme has received high priority and political attention in most of the States visited.
- The programme was launched in record time and the commitment to reach out to out of school girls was evident.
- The programme has been very well received by the community and it has been able to respond to the felt needs of families in diverse poverty situations, including the remote/inaccessible locations.
- The 'success' observed in the KGBVs visited is related to the commitment, vision and understanding of issues among individuals who helped set up systems of operation and continue to guide local level implementation strategies.
- The scheme is reaching out to girls from the most deprived sections in rural areas.
- Across the States, girls in most of the KGBVs seemed to have settled down well, were happy and confident.



...infusing  
**confidence,**  
personality change  
and social skills...

## Changing Lives

The introduction of the KGBV schools has undoubtedly been a very positive experience for the girls who have enrolled in these schools. Most of the girls come from rural areas and the only thing that has been constant in their lives has been poverty and the demands imposed on them to work at home – primarily domestic chores, cattle grazing, working in the fields, and sibling care. The KGBV school environment has brought about a sea change in the lives of such marginalised girls who have got a second chance at schooling. Girls are happy and satisfied with the environment of KGBV. They have developed self-confidence and there is an overall change in their personality, lifestyle, clean and hygienic habits and communication as well as social skills. They are motivated, self disciplined and self-assured.

- In Karnataka, the girls of KGBV have achieved great heights within few months of their joining. The Bijapur team participated in the State Level Hockey Match, Gulbarga and Bangalore rural girls took part in a State Level Yoga Competition, few schools participated in the State Level Pratiba Karanji (cultural competition), while some girls participated in a State level kannada language exam conducted by the Department of Culture. Five such girls were selected and invited by Hon'ble Prime Minister of India to participate in the children's camp organized at New Delhi in that year.
- KGBV girls also participate regularly in the Parade during Independence Day and Republic day at the Manekshaw Parade ground at Bangalore twice a year. The girls have made the State proud by winning prizes in competitions and significant events in the State.

## Facing challenges with a smile

### Bochaha's Role Models

Lalita, Nagina, Rekha, Sheela and Kanti

In the KGBV in Bochha, Muzaffarpur, there are 5 girls who are role models for many others who are struggling with physical disabilities. They have become eligible for merit scholarships in the school where they are studying. This is an outcome of the opportunity they got here after giving up hope that they will ever be able to get educated. These girls living in distant villages in the block had their first taste of the 3Rs in the Jagjagi centres and camps of Mahila Samakhya. When the opportunity to join the KGBV came their parents got motivated to send them there. Today they are regular students despite being doubly challenged- both physically and socially. Lalita and Nagina who are Musahars are in class 4 and so is Rekha who is in class 6. Sheela and Kanti in class 6 are afflicted with polio and belong to SC and OBC families respectively. One walks with crutches and the other has a wheelchair. They were able to get these from the Social Welfare department besides the monthly stipend of Rs 200. Being here has been a boon for them – getting educated, having their entitlements and a feather in the cap by way of scholarships. The last is through their hard work and determination along with the loving care and academic support from teachers at their KGBV school. Their sunny smiles and confidence radiate throughout the environs of the hostel.

*Extract from National Evaluation 2007*



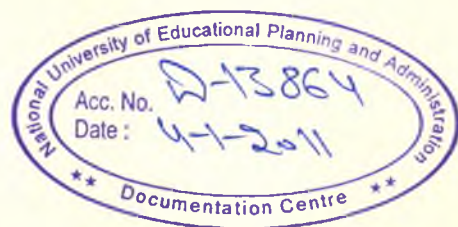
## Targetted Locations

KGBVs sanctioned in educationally backward blocks with more than 20% population of Muslims, SCs and STs

S. No.	Name of State	Number of KGBVs approved	Number of KGBVs sanctioned in blocks having over 20% Muslim population	Number of KGBVs sanctioned in blocks having over 20% SC population	Number of KGBVs sanctioned in blocks having over 20% ST population
1	Andhra Pradesh	342	5	80	60
2	Arunachal Pradesh	25	0	0	17
3	Assam	15	0	1	10
4	Bihar	350	53	85	0
5	Chhattisgarh	84	0	12	67
6	Dadar & Nagar Hawali	1	0	0	1
7	Gujarat	52	3	0	14
8	Haryana	9	6	3	0
9	Himachal Pradesh	10	0	4	2
10	Jammu and Kashmir	51	40	4	20
11	Jharkhand	187	19	42	113
12	Karnataka	61	2	28	8
13	Madhya Pradesh	185	0	50	88
14	Maharashtra	36	0	4	13
15	Manipur	1	0	0	1
16	Meghalaya	1	0	0	1
17	Mizoram	1	0	0	1
18	Orissa	114	0	21	73
19	Punjab	2	0	2	0
20	Rajasthan	186	9	54	58
21	Tamil Nadu	53	0	16	3
22	Tripura	7	0	0	7
23	Uttar Pradesh	323	112	169	0
24	Uttaranchal	25	6	11	2
25	West Bengal	59	15	36	24
	<b>Total</b>	<b>2180</b>	<b>270</b>	<b>622</b>	<b>583</b>

## Glossary

<b>BRC</b>	: Block Resource Center
<b>CRC</b>	: Cluster Resource Center
<b>DIET</b>	: District Institute of Education & Training
<b>DPC</b>	: District Programme Coordinator
<b>DRG</b>	: District Resource Group
<b>EBB</b>	: Educationally Backward Block
<b>GOI</b>	: Government of India
<b>KGBV</b>	: Kasturba Gandhi Balika Vidyalaya
<b>MS</b>	: Mahila Samakhya
<b>NGO</b>	: Non Governmental Organization
<b>NPEGEL</b>	: National Programme for Education of Girls at Elementary Level
<b>NRG</b>	: National Resource Group
<b>OBC</b>	: Other Backward Class
<b>RBC</b>	: Residential Bridge Course
<b>SC</b>	: Scheduled Caste
<b>SSA</b>	: Sarva Shiksha Abhiyan
<b>ST</b>	: Scheduled Tribe
<b>UEE</b>	: Universalization of Elementary Education
<b>VEC</b>	: Village Education Committee
<b>VSS</b>	: Village Shiksha Samiti
<b>3Rs</b>	: Reading, Writing and Arithmetic



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# Kasturba Gandhi Balika Vidyalaya

 We are happy  
to come here

*I have no parents.  
I did not dream that I would ever study*

My life is changing,  
I am learning different things 

I ALWAYS WANTED TO STUDY,  
BUT I HAD TO WORK  
 MY PARENTS ARE VERY POOR

Now I can study even though  
both my legs are polio affected.  
I could not go to school earlier.  
Now I am proud of myself.



We love being here

16.5.14

SCANNED

# handBOOK

Kasturba Gandhi Balika Vidyalaya (KGBV)

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