

# Evaluation Study on Kasturba Gandhi Balika Vidyalaya (KGBV)

PEO Report No.228



**NITI AAYOG**  
Programme Evaluation Organisation  
Government of India  
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**“Investing in opportunities for women and girls has strong multiplier effect across all Millennium Development Goals (MDGs).”**

**-UNDP (2007)**

# Preface


The Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was launched by the Government of India in August, 2004 to ensure access and quality education for girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas. The scheme is being implemented in educationally backward blocks of the country where the female rural literacy is below the national average and gender gap in literacy is above the national average. The scheme provides for a minimum reservation of 75% of seats for girls belonging to SC, ST, OBC or minority communities and priority for the remaining 25% is accorded to girls from families below poverty line. The scheme is being implemented in 27 States/UTs and 3609 KGBVs were sanctioned by Government of India in 460 districts as on 30<sup>th</sup> June 2014.

Keeping the importance of KGBV in view, the Development Evaluation Advisory Committee (DEAC) under the Chairmanship of the then Dy. Chairman of the erstwhile Planning Commission asked PEO to conduct evaluation study of KGBV Scheme. The study was conducted by PEO, in-house by utilizing the services of its field units.

This study covered 18 states, 50 districts, 50 KGBV schools (one in each district), 100 teachers (2 in each KGBV) and 250 beneficiary students and 250 beneficiary parents (5 per KGBV). The main objective of the study was to ascertain if KGBV has been able to provide access to the quality education to the girls from SC, ST and minority communities.

In addition to the Executive Summary, the report has total 10 Chapters. Chapter 1 briefly explains KGBV scheme whereas Chapter 2 mentions about study objectives. Chapter 3 explains about the enrolment and dropout scenario among girls in the country. Chapters 4 to 9 discuss the study findings on various issues related to the implementation of KGBV. Finally, the Chapter 10 carries study suggestions and recommendations.

The study received constant support and encouragement from CEO, NITI Aayog. The study design was prepared by Dr. R C Dey, Research Associate. The data analysis and Report writing was done by Ms Lopa Banerjee, Research Officer and Shri M K Mishra, Economic Officer from REO, Kolkata. I would like to thank all my PEO field units i.e. REOs and PEOs, for carrying out the field investigation for this study. I hope the findings of the study would help the policymakers and implementing agencies in making KGBV more effective by providing quality education to the targeted groups.

  
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## **LIST OF ABBREVIATIONS USED**

- CWSN- Children with Special Needs
- DISE- District Information System for Education
- DOS – Dropout Students
- EBBs – Educationally Backward Blocks
- GER- Gross Enrolment Ratio
- GPI- Gender Parity Index
- KGBV- Kasturba Gandhi Balika Vidyalaya
- MS – Mahila Samakhya
- NCC- National Cadet Corps
- NER- Net Enrolment Ratio
- NPEGEL- National Programme for Education of Girls at Elementary Level
- NRG – National Resource Group
- NSS- National Service Scheme
- OOS- Out of School
- PGT- Post Graduate Teacher
- SFD- Special Focus District
- SSA- Sarva Shiksha Abhiyan
- TGT- Trained Graduate Teacher
- TLM- Teaching Learning Material

# Executive Summary

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

The KGBV has been merged with the SSA programme as a separate component of that programme during the XIth Five Year Plan since 1st April, 2007. The objective of KGBV is to ensure access and quality education to the girls of disadvantaged groups of society by setting up residential schools at upper primary level.

As decided by the DEAC (Development Evaluation Advisory Committee), PEO, erstwhile Planning Commission (now NITI Aayog) along with its field offices of REOs/PEOs undertook the evaluation of the scheme.

The present evaluation study uses a multi stage simple random sampling methodology for selection of 18 states, 50 districts, 50 KGBV schools (one in each district), 100 teachers (2 in each KGBV) and 250 beneficiary students and 250 beneficiary parents (5 per KGBV). The study reference period is from 2004-05 to 2011-12.

## 1. Management of KGBVs

Although Education Department/ SSA are the nodal agencies at the states/ district level, there are wide variations in the management of KGBVs within and across the states. Different agencies both government and NGOs are involved in the management of KGBVs.

Some of the states have adopted single model, while others followed more than one. Some states have fixed their own norms (deviation from the central norms) with regard to number of students.

All the states have constituted state level teams/committees for effective monitoring of KGBVs. However, the composition and the roles assigned vary from state to state.

Some state governments have introduced classes higher than Class VIII and provided additional funds too (e.g. Andhra Pradesh, Jharkhand, Haryana, Uttarakhand). There is a general demand from the parents, teachers and community as a whole for extending KGBV at least up to class X.

About 88% of the schools reported on existence of Parent/Mother Teacher Association in the school. However, the associations are mainly supervising the work rather than assisting in the functioning of KGBVs.

## **2. Flow of Funds**

It is pertinent to mention about the revisions in SSA norms effective from 1st April 2014 allowing for revision in the recurring costs of KGBV component of the SSA programme that had not been revised since 2004.

The responses of state level officials on the state-wise targets and achievements on various KGBV parameters such as opening new KGBVs, upgrading existing schools to KGBVs, appointment of male and female teachers, construction of school buildings and additional classrooms point out that the state-wise targets have been more or less achieved except in the case of appointment of female teachers and construction of school buildings where significant performance gaps have been observed. Also, no targets seem to be fixed for construction of additional classrooms in almost all states, as of end of financial year 2011-12.

Construction work and non-appointment of female teachers are key reasons cited by the state authorities for gaps in allocation and expenditure. Further, low strength of girl children, untimely availability of funds and low teachers' strength emerge as reasons for underutilization of funds by KGBV authorities.

## **3. Infrastructure of KGBVs**

About 79.6% of KGBV students opined that the classroom remain unaffected in rainy seasons. On computers and related infrastructure, about 79% students reported availability of computers in KGBVs with only 32% students using them frequently/often. About 54% of the students knew the basic operations (switch on, switch off etc.) of computers. Also, 80% of students agreed to existence of libraries in KGBV.

On safety and security issue, 72.4% students reported that KGBV hostels have boundary walls and 68% were satisfied with the security arrangements in hostels.

It seems majority of KGBV students would not have enrolled/sustained in the system had there been no residential/hostel facilities in these schools.

Among the girl students who feel that there is indeed a security problem in KGBV schools/hostels, about 41% of the selected girls feel that lack of boundary wall makes them feel insecure and 31% girls feel that lack of security guard is a matter of concern for their security.

## **4. Role of Teachers**

There is no uniform practice for the engagement of teachers across the states. However, in all the selected schools temporary teachers have been appointed. In some schools, the principals and teachers of the attached school (for type 3 model) are working as principals/teachers while in other schools teachers/principals have been appointed on deputation basis.

About 77% teachers are not satisfied with the amount of salary they are receiving. There is big difference between the remuneration of permanent and temporary teachers. On an average a permanent teacher get a monthly salary of Rs. 19162 to 26382 whereas the temporary/contractual teachers get Rs. 5624 to Rs. 10584.

The number of teachers per school is less than the requirement as about 53 % students reported that separate teachers are not available for each subject. Furthermore, the teachers of KGBVs are also involved in the hostel management.

## **5. Students in KGBV**

Most of the students studying in KGBVs are matching to their age which is found in the regular schools. Hence it seems that not many dropout and out of schools students are studying in KGBVs. It is observed that there is lack of clarity about “who are eligible for admission in KGBVs” and “how to identify the eligible girls”. It is also observed that no standardized and uniform method is followed for the identification of girls for the admission in KGBVs. In none of the selected KGBVs, the girls are selected from the list of Drop Out Students (DOS) and Out of School Child (OOSC), available at the cluster level. However, it is found that good proportion of students from the selected schools is from the disadvantaged families.

About 52% of the selected schools have informed that children with special needs are studying. Only in Bihar special arrangement have been observed for SWN girls (provision for 25% of the total seat and one teacher). At the national level, SWN girls in about 35% of the selected KGBVs receive any type of incentive (mostly in terms of equipments). Only 4% of the selected schools receive any type of grant for CSWN.

Except in Odisha, all other states follow the strategy for bridging the OOSC and DOS before formally admitting them in class VI. However, there is no curriculum, no separate classes (except in Gujarat) and no teachers’ training for this purpose. Different schools follow their own methods for bridging the OOSC and DOS.

Only about 56% schools have informed that scholarship is provided to the students. The amount of scholarship is Rs. 50 per month in most cases.

Most of the principals/teachers and more than half of the students said that the free hostel facility is the main attraction in the KGBVs. They feel that in absence of this facility, students will not continue their studies.

As per the response of KGBV authorities, majority of examinations in KGBV (about 46%) were held half-yearly and about 74% of the evaluations are by means of unit tests. 63% of the KGBV teachers also responded that they evaluate the performance of students *via* unit tests and 53% of them remarked that students get scholarships regularly. About 48% of KGBV students responded that they get scholarships of Rs. 50 per month per student. Only 18% KGBVs and 7% students responded that CWSN assistance is provided to children with special needs by way of brail books, extra coaching and counseling, provision of wheel chairs, and provision of special equipment etc.

## **6. Innovative Practices in KGBVs**

About 90% of the school authorities responded that the schools followed a strategy for mainstreaming out-of-school /dropout children and 66% reported that the enrolment drives



were in place in respective villages for mainstreaming out of school children or dropouts or minority girls. Some innovative practices followed were:

Awareness drives in communities involving KGBV girls on child marriage, dowry system and to motivate the parents of irregular, dropout and never enrolled girls to send their daughters to school; Capacity building of female teachers through block level structured initiatives and formation of resource pool for training ; Issues/concerns concerning school girls and teachers were also raised and addressed in block level forums; Block level initiatives to ensure retention and regular attendance of girls ; Community mobilization initiatives involving community, PRIs, teachers, parents etc. for spot enrolment of girls in blocks with highest gender gaps in literacy; Up-gradation of KGBVs to higher classes on demand for girls' education by schools' own initiatives in some states; Provision of special quota and incentives for CWSN children as well as higher scholarships for enrolled children.

## **7. Suggestion and Recommendations**

Some of suggestions arrived at on basis of our findings, analysis and discussions with stakeholders may be perused at under:

- Scope for separate and independent management for KGBV at the national level may be explored to look into the implementation and monitoring of the scheme as variations have been reported in implementation in or within the states resulting in deviations from the scheme objectives.
- Strict adherence to guidelines for identification of Out of School and Dropout Girls for Enrolment in KGBVs must be ensured.
- Reducing dropouts/out of schools and better educational outcomes in light of several policy interventions such as MDM, SSA etc. may dilute the current objectives of KGBVs in the distant future. Many states claimed that there is no OOSC or DOS in their states. So, there is need to rethink the long term objectives of KGBVs.
- Considering the demand for higher classes in KGBVs from different quarters, there is a need to extend classes up to class X and XII in KGBVs in a phased manner. Further it can be thought of linking with other programmes for secondary education like RMSA.
- It may be desirable to keep a track on the future progression of girls passing out from the KGBVs to ensure that they continue the education and do not fall prey to social ills like child labour, early marriage, dowry deaths etc.
- Provisions for meeting the requirements of CWSN may be made as this facility is not available uniformly across the KGBVs.
- Fortifying safety and security aspects like provision of boundary walls, security personnel etc. are required in KGBVs.

- Making computers available to all schools and emphasis on intensive training and exposure to the students which has got practical utility in their career and incomes must be given focus.
- Better maintenance and repair of infrastructure facilities in hostels is mandated as this emerges as a necessary condition for retention of students and success of KGBVs.
- Appointment of permanent teachers with training exposure and better salary to focus on teaching-learning activities in the KGBVs is suggested.
- A provision for Bridge Course to fill the gap of dropout students enrolling in upper primary classes should be formulated. For this separate curriculum, provision for teachers' training and required funds should be considered at the national level in consultation with all the stakeholders.
- The criteria for opening the KGBVs in a particular area should be linked with the number of OOSC and DOS in that area for which a baseline survey may be done to find out the requirement for opening KGBV in a block instead of solely relying on EBB criteria.
- Timely revision of norms for recurring expenditure should be done.
- Adequate medical facilities and regular health check-ups for KGBV students are a necessity for girls studying in these residential schools.

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## *Chapter 1*

### **An Introduction to Kasturba Gandhi Balika Vidyalayas**

#### **1.1 Introduction:**

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

The scheme of the KGBV ran as 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. However, the KGBV has been merged with SSA programme as a separate component of that programme during the XIth Five Year Plan since 1st April, 2007.

#### **1.2 Objectives**

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

#### **1.3 Scope of the Scheme**

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

- concentration of tribal population, with low female literacy and/or a large number of girls out of school; concentration of SC, OBC and minority populations, with low female literacy and/or a large number of girls out of school;
- areas with low female literacy; or

- areas with a large number of small, scattered habitations that do not qualify for a school

The criteria of eligible blocks has been revised with effect from 1st April, 2008 to include additional 316 EBBs with rural female literacy below 30%; and 94 Towns/cities having minority concentration (as per the list identified by Ministry of Minority Affairs) with female literacy rate below the national average (53.67%: Census 2001).

A total of 2180 residential schools were sanctioned and between 500 to 750 schools were to be opened in a phased manner over the Xth Plan period at an estimated cost of Rs. 19.05 lakh as recurring cost and Rs. 26.25 lakh as non-recurring cost, per school. Initially, the proposed schools were to be opened in rented or other available Government buildings after deciding the location. Such residential schools had to be set up only in those backward blocks that did not have residential schools for elementary education of girls under any other scheme of Ministry of Social Justice & Empowerment and Ministry of Tribal Affairs, which was to be ensured by the district level authority of SSA at the time of actual district level planning of KGBV initiatives by coordinating with the other Departments/Ministries.

#### **1.4 Coverage of the Scheme**

The scheme is being implemented in 27 States/UTs namely: Assam, Andhra Pradesh, Arunachal Pradesh, Bihar, Chhattisgarh, Dadar & Nagar Haveli, Delhi, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Karnataka, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Mizoram, Nagaland, Orissa, Punjab, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh, Uttarakhand and West Bengal.

3609 KGBVs were sanctioned by Government of India in 460 districts as of 30<sup>th</sup> June 2014. Out of these, 330 KGBVs are sanctioned in Scheduled Castes (SC) SFD districts and 508 in Scheduled Tribes (ST) SFD districts, of which 329 and 508 are operational respectively. 544 KGBVs were sanctioned and operational in Muslim Concentration districts. 912 out of 913 KGBVs sanctioned were operational in 88 districts identified for the Integrated Action Plan for Selected Tribal and Backward Districts up to 30.6.2014.

#### **1.5 Components of Scheme**

Setting up of residential schools where there are a minimum of 50 girls predominantly from the SC, ST and minority communities are available to study in the school at the elementary level. The number can be more than 50 depending on the number of eligible girls. Three possible models for such school have been identified- Model I, II and III whose description and financial norms are described in subsequent chapters.

## **1.6 Implementation, Monitoring and Evaluation**

The scheme is implemented by State Governments through the Mahila Samakhya (MS) Society in MS states and through the SSA society in case of other states. Funds are released as per SSA pattern to the State SSA societies. 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. Training for teachers and staff at the residential schools is coordinated by the District Institutes of Educational Training, Block Resource Centres and the Mahila Samakhya Resource Groups.

### **State Support Group**

An Advisory State level coordination committee as approved under the NPEGEL scheme, shall provide direction and support to the programme. This group will consist 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 the school and its location would be done by this Committee based on the recommendation of the district committee implementing the NPEGEL and the new proposed scheme.

### **National Support Group**

The National Resource Group (NRG) created under the Mahila Samakhya programme at the National level shall provide inputs on conceptual issues and concerns arising in the programme, and advice GOI on policy matters concerning the education of girls. This group will provide the interface with research and training institutions, women's movement, educationists and non-Governmental institutions and also bring in other experiences of educating girls.'

Since the NRG, consists of a small number of persons and meets only two to three times in a year, smaller sub committees of the NRG created for specific inputs, like gender training of teachers, development of gender based teaching learning material, development of audio visual programmes etc. will co-opt additional persons from relevant institutions or experts for the purpose.

## **1.7 Method of Selecting Model of KGBV**

Based on the number of girls and the type of residential school to be provided, the selection of the model of the school to be selected would be done by a State Level Committee based on the recommendation of the District Committee for the purpose. The proposal shall be forwarded to the Cell at the National level who shall appraise them with the help of external agencies/consultants, where necessary. Finally, the Project Approval Board of SSA will approve these plans.

## 1.8 Financial Norms under KGBV

- The funding pattern of the Central Government and States/UTs for the KGBV scheme will be the same as per the Sarva Shiksha Abhiyan, as it is a component of SSA with effect from 1st April, 2007.
- The provisions for KGBV will be in addition to the provisions already made under SSA and for NPEGEL. The SSA Society shall ensure convergence of KGBV with NPEGEL and Mahila Samakhya programme. It shall also ensure that funds allocated are appropriately invested and there is no duplication of activities.
- The Government of India would directly release funds to the SSA State Implementation Society. The State Government will also release its share to the State Implementation Society. Funds will be released thereafter to the Mahila Samakhya Society wherever applicable. In States where MS is not being implemented, the implementation of this scheme will be through the 'Gender Unit' of SSA Society and existing mechanism used for implementation of SSA will be followed.
- The State Society should open a separate Savings Bank Account for operating the funds of KGBV. State Government should also release its matching share to the State SSA Society through a separate budget head. Separate accounts will have to be maintained at district and sub-district structures, accordingly.

In early 2014, there have been some revisions in SSA norms, rendered effective from 1st April 2014, namely:

- Revision in the recurring costs of the KGBV component of the SSA programme which had not been revised since 2004.
- The discontinuation of the NPEGEL component of the SSA programme as the interventions of the programme have been incorporated in the mainstream SSA components.
- Provision for reimbursement of expenditure towards 25 percent admissions to private unaided schools under Section 12(1)(c) of the Right of Children to Free and Compulsory Education (RTE) Act, 2009. This is on the basis of per child cost norms notified by the State and Union Territory (UT) Governments for Classes I to VIII, subject to a maximum ceiling of 20 percent of the total annual work plan and budget for a State/UT.

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## *Chapter 2*

### **Objectives and Methodology of the Evaluation Study**

#### **4.1 Evaluation of the KGBV Scheme:**

Programme Evaluation Organisation (PEO), NITI Aayog (then erstwhile Planning Commission) has launched in-house study on KGBV during the month of January 2013. The evaluation study of KGBV Scheme was commenced along with the evaluation of NVS scheme to have a comparison on the quality and progress of the education in the States.

#### **4.2 Reference Period:**

The reference period of the study is from 2004-05 to 2011-12.

#### **4.3 Objectives of the Evaluation Study**

- (i) To evaluate the coverage of the scheme and to find out the percentage of students scored more than 60% in class exam., social category wise i.e. (SC, ST, OBC & disabled )
- (ii) To examine the drop out rate from various classes of KGBV schools.
- (iii) To examine the status of all KGBV Schools as well as to enquire whether there is any bridge course for SC, ST and other students.
- (iv) To examine the extent of land utilization and to find out the other possibilities for their utilization by conducting other promotional activities.
- (v) To assess how the schools are benefiting form the active participation of the state/ district authorities and how much it has contributed.
- (vi) To assess the flow of funds, its adequacy and timeliness during 2004 to 2012.
- (vii) To assess the quality of physical infrastructure available in KGBV Schools including computer lab, library, science laboratories, facilities, conditions of hostels, environment of the schools and quality of sanitation facility.
- (viii) To examine the socio-economic profile of KGBV students/ parents.
- (ix) To assess the future profile of students those who have passed out of KGBV.
- (x) To verify the contribution in promotion of national integration/ social integration and understanding the common and composite heritage of our people by assessing the effects KGBV is having on other schools in their vicinity through NCC, NSS, sports & cultural programme and also with regard to performance of students in KGBV in comparison with other schools.

- (xi) To assess the teacher-students ratio, adequacy of human resources and also the skill development programme (training facilities) available for the teachers.
- (xii) To examine the medical and health facilities in schools, food and nutritional aspects of residents (inmates) and verify adherence to programme guidelines.
- (xiii) To assess the dysfunctional ties in implementation of this scheme, if any including the punctuality of teachers and students.
- (xiv) To examine the fee structure of KGBV in comparison to other schools in order to assess per student recurring cost.
- (xv) To identify the major constraints if any and come up with recommendations regarding improving the classroom process, comprehensive evaluation methods and infrastructure improvement required.

#### **4.4 Proposed Indicators**

In order to redress the objectives, the following indicators have been proposed:-

- (a) Physical and financial progress through available state wise progress reports.
- (b) Infrastructure facilities
- (c) Skill Development and training centers available for teachers training.

#### **4.5 Study Methodology**

In order to meet study objectivities; systematic simple random sampling methodology is followed for selection of State/ District/ Institutions & beneficiaries.

#### **4.6 Selection of States**

There are 18 States selected under KGBV evaluation study. The list of the States is given at Annex 2.1.

#### **4.7 Selection of Districts**

Total 50 districts were selected for the study (see Annex 2.1).

#### **4.8 Selection of KGBV/ School**

From each selected district, 1 KGBV was selected on simple random basis. If a KGBV was not found in any district, then substitution was done from the adjacent district.



#### 4.9 Selection of Teachers

2 Teachers (1 PGT and 1 TGT) was selected on simple random basis from each school. In case of non availability in any group, the substitution was done from other group (it means, there is possibility of selecting 2 teachers of either PGT or TGT).

#### 4.10 Selection of Students/ Beneficiaries

5 students (at least 1 SC and 1 ST) were selected from each selected KGBV/ School.

#### 4.11 Selection of Beneficiary Parents

5 parents having their children studied in selected KGBV/ school were selected.

#### 4.12 Non- Beneficiary Students:

12 students, (Class I to XII) one from each class but studying in different schools were selected.

#### 4.13 Focus Group:

The Focus Group was constituted of at least five knowledgeable persons who could give valuable information on the scheme, comprising:

- Principal/ Head Mistress of KGBV.
- Head Master/ Mistress of nearby School.
- Pradhan/ Sarpanch or Knowledgeable representative of the Gram Panchayat.
- One or two representative of the NGOs, preferably from the field of education
- One/ two educated persons of the area.

#### 4.14 Size of Sample

S.No.	Sampling Unit/ category	Sample	Size
1	KGBV District/ school	1x50	50
2	Teachers (1 PGT+1TGT)	2x50	100
3	Beneficiary Students	5x50	250
4	Beneficiaries Parents (Subject to availability)	5x50	250
5	Non- Beneficiaries students (Subject to availability)	As per availability	As per availability
6	Focus Group Discussion	1x50	50

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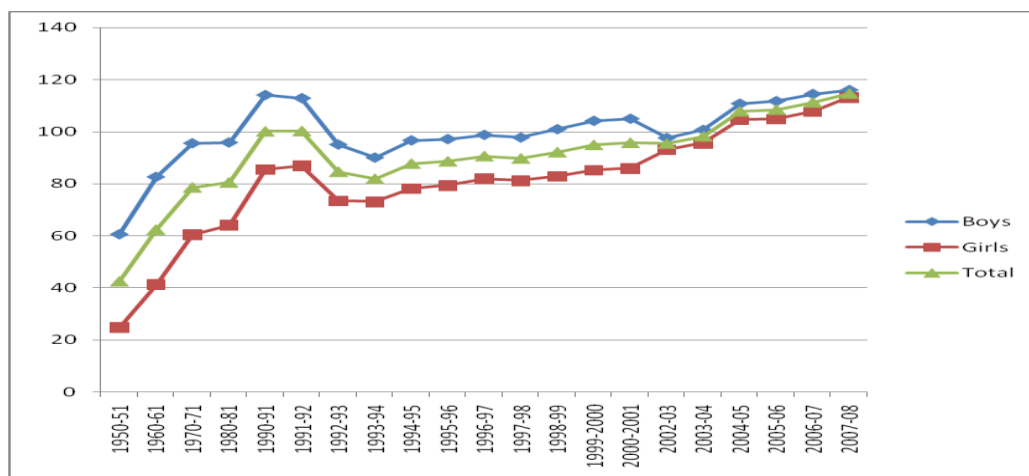
## Chapter 3

### *A Snapshot of Enrolment and Dropout Trends of Girls in India*

#### 3.1 Enrolment Trends for Girls in India

**Gross Enrolment Ratio (GER)** for primary classes is defined as the percentage of the enrolment in the Primary classes (class I-V) to the estimated child population in the age groups 6 to below 11 years (expressed as a percentage). Figure 3.1 below shows GER since 1950-51 to 2007-08 for class I-V.

**Figure 3.1: GER (Classes I-V) from 1950-2007 in India: Boys, Girls and Total**



*Source: Ministry of Human Resource Development*

**Net Enrolment Ratio (NER)** in primary education is defined as the number of children of the official primary school age who are enrolled in primary education as a percentage of the total children of the official school age population (expressed as a percentage).

Gross enrolment includes students of all ages. In other words, it includes students whose age exceeds official age group (e.g. repeaters). Thus, if there is late enrolment, early enrolment or repetition, the total enrolment can exceed population of the age group that officially corresponds to the level of education – leading to GERs greater than 100%.

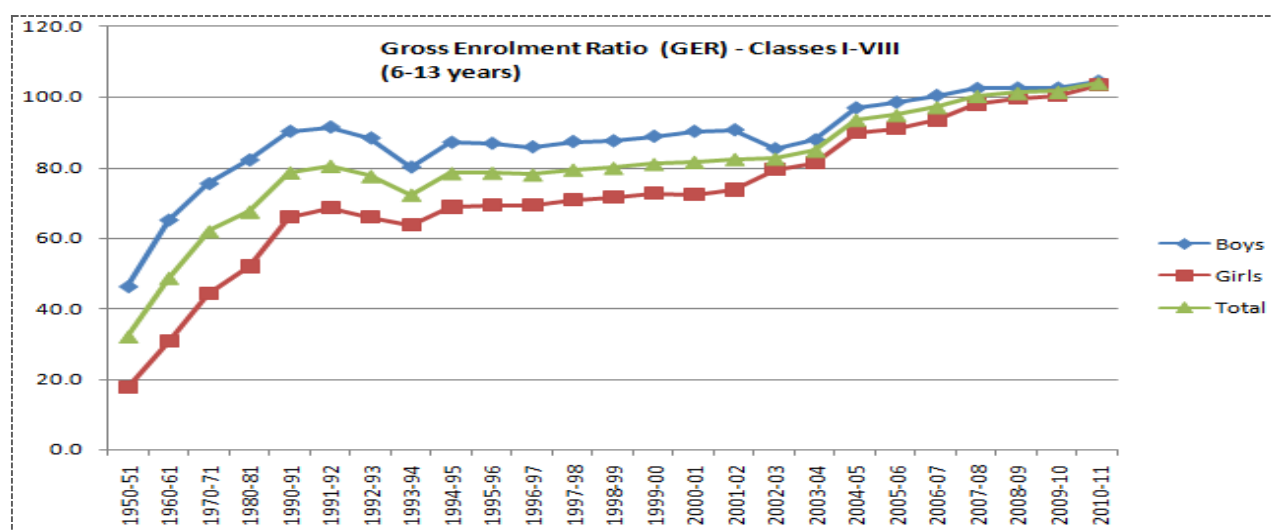
Net enrolment includes only children of the official school age, as defined by the national education system and theoretically, NER cannot exceed 100%. Small discrepancies in the reported age of children may occasionally cause NERs to exceed 100%. Since NER excludes over and under age students, it more accurately captures education system's coverage and internal efficiency than GER. However, it may be desirable to see differences between GER and NER for capturing the incidence of coverage and underage enrolments.

We can see that after 2001, it was possible to significantly narrow down the gap between girls and boys. The GER of girls in 1960-61 was as low as 41.4 percent and that of boys 82.6 percent, thus showing a differential of about 40 percent. At the upper primary level

it was 11.3 percent for girls and 33.2 percent for boys depicting of a differential of about 22 percent.

In the early 2000, GER for girls at primary level was 85.9 percent whereas for boys it was 104.9 percent, showing a differential of 19%; and at the upper primary level it was 66.7 percent for boys and 49.9% for girls with a differential of 16.8%. At both the level it has improved considerably to 2.7 percent differential at primary level and only 7.1% differential at upper primary level in 2007-08. Annex 3.1 shows the details of GER 1950 onwards for different educational age groups.

**Figure 3.2: GER (Classes I-VIII) from 1950-2007 in India: Boys, Girls and Total**



Source: Ministry of Human Resource Development

The 'Working Group Report on Elementary Education and Literacy' (2011) of the XIIth Five Year Plan states that efforts to universalize the elementary education gained momentum during the XIth Plan with reference to the year 2005-06. GER at primary level was 115% in 2009-10 and NER improved significantly from 84.5% in 2005-06 to 98% in 2009-10. High GER at primary level however hinted at the presence of over-age and under age children due to their early and late enrolment or repetition.

Even though GER at the upper primary level had shown considerable improvement during 2005 to 2009, wide variations in NER at upper primary is a cause of concern as it indicates that although more children are entering the education system, many are not progressing through the system. The challenge at both primary and upper primary level is to ensure regular attendance by children, which continues to be erratic on account of a variety of factors, including seasonal migration of children with parents, ill health, discrimination, etc. In this context, the table 3.1 computed from DISE data shows the percentage of repeaters from Grades I-VII in the year 2011.

**Table 3.1: Percentage of Repeaters (in 2011) from Grades I-VII**

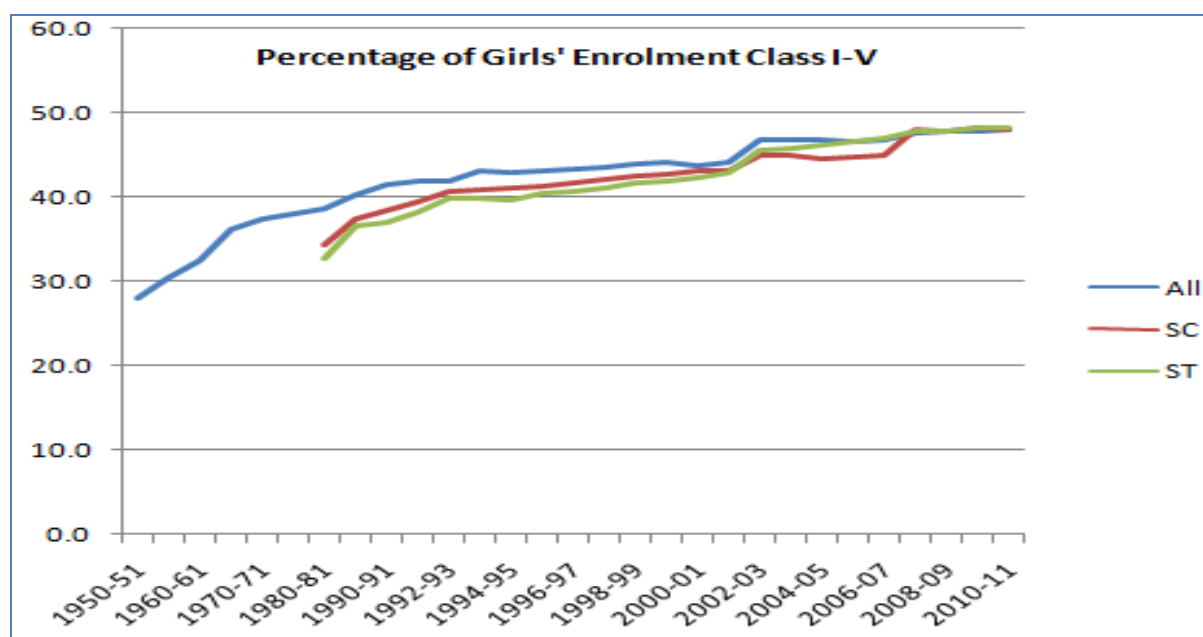
Classes/Grades	Enrolment (in 2011-12)	Number of Repeaters	Percentage of Repeaters
Grade I	29624145	1812516	6.12
Grade II	28218996	845122	2.99
Grade III	27491418	693066	2.52
Grade IV	26274089	622648	2.37
Grade V	25490374	646392	2.54
Grade VI	21974119	442122	2.01
Grade VII	21008895	392134	1.87
Grade VIII	18971554	362768	1.91

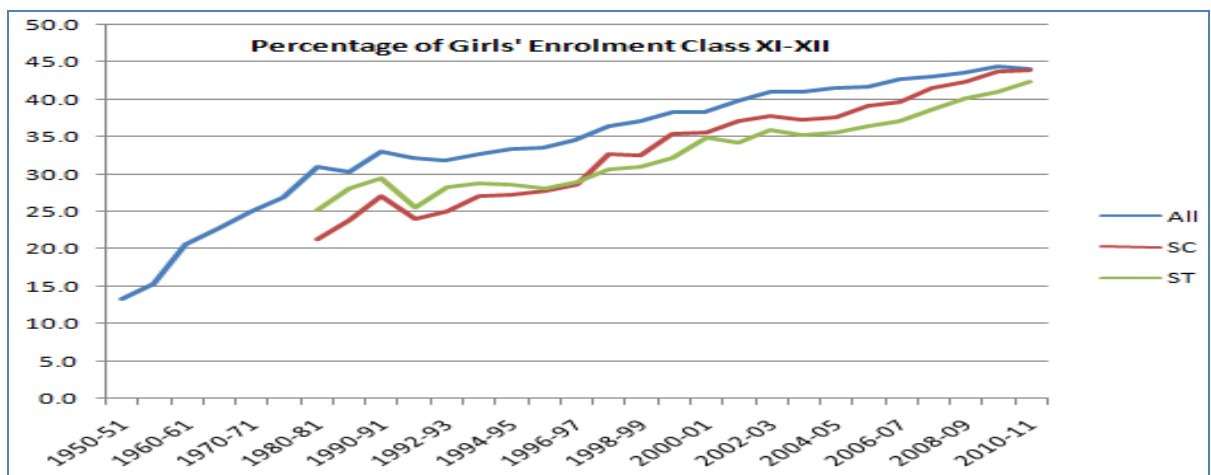
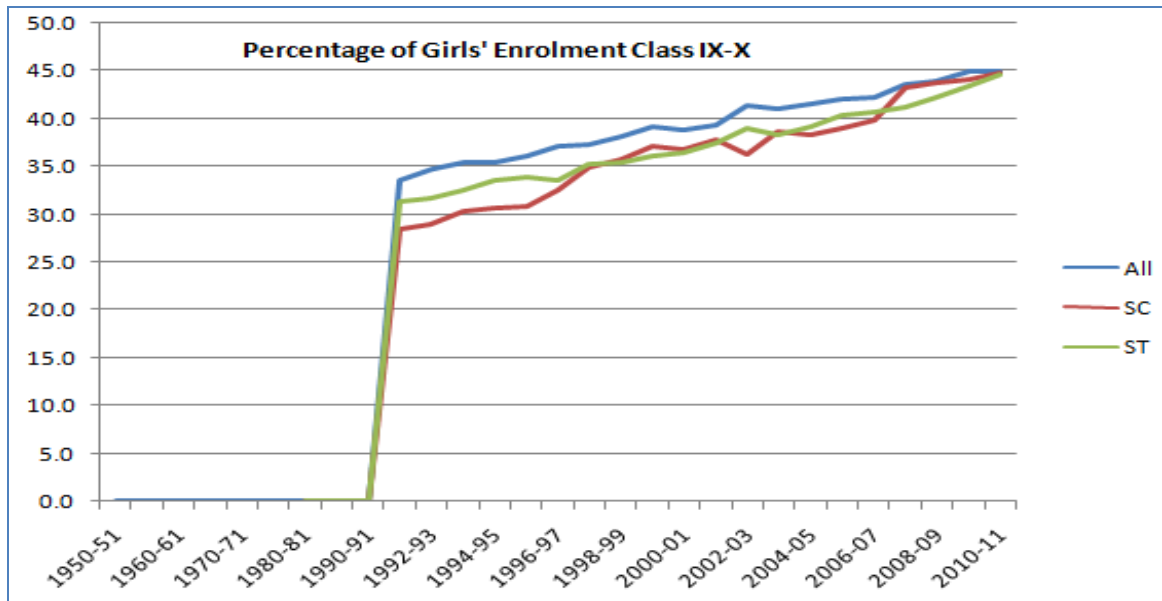
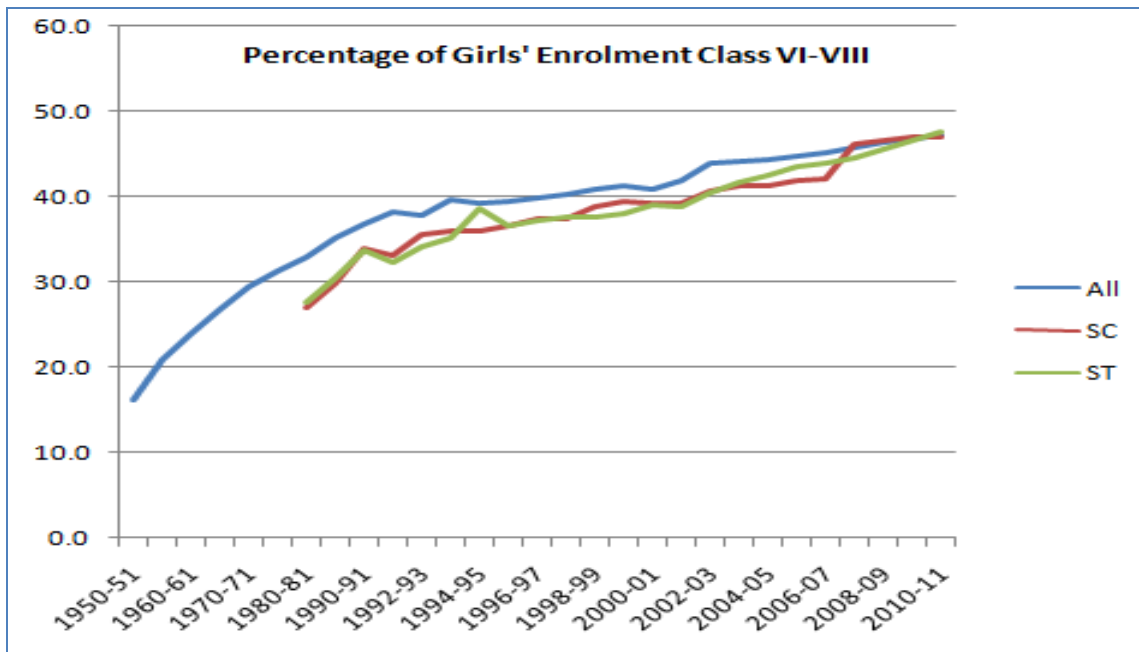
Source: DISE

Specific gender targeted interventions like opening up KGBVs in EBBs and select urban centers for providing upper primary schooling facilities to out-of-school girls from the disadvantaged groups and weaker sections underlined both community and girls' keenness on the quality education. The implementation of NPEGEL in EBBs provided a fillip to gender sensitive Model Cluster Schools as exemplar.

Both in primary as well as upper primary stages, proportionate increase in girls' enrolment was higher than boys. The panel in next page depicts the percentage of girls' enrolment at different stages of school education.

**Figure 3.3: Percentage of Girls' Enrolment – 1950-2010**





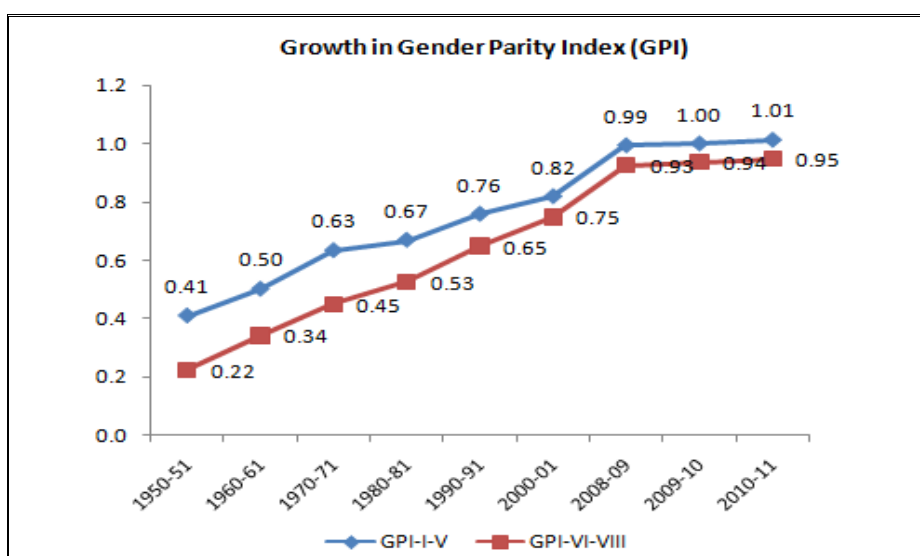
Source: Ministry of Human Resource Development

Evaluation Study on Kasturba Gandhi Balika Vidyalayas (KGBVs)

### 3.2 Gender Parity Index

Gender Parity Index (GPI) measures the progress towards gender equity in education. Ratio of girls to boys (gender parity index) in primary, secondary and tertiary education is the ratio of the number of female students enrolled at primary, secondary and tertiary levels of education to the number of male students in each level. To standardise the effects of population structure of the appropriate age groups, the Gender Parity Index (GPI) of the Gross Enrolment Ratio (GER) for each level of education is used. The Gender Parity Index (GPI) is thus calculated by dividing the female Gross Enrolment Ratio by the male Gross Enrolment Ratio for the given level of education. A GPI of 1 indicates parity between the sexes; a GPI that varies between 0 and 1 typically means a disparity in favour of males; whereas a GPI greater than 1 indicates a disparity in favour of females. GPI level in 1950-51 to 2010-11 for Class 1-V and VI-VIII have been captured in Figure 3.4.

Figure 3.4: Growth in GPI – 1950 to 2010



Source: Ministry of Human Resource Development

GPI is an imperfect measure of the accessibility of schooling for girls because it does not allow the determination of whether improvements in the ratio reflect increases in girls' school enrolment (desirable) or decreases in boys' enrolment (undesirable). It also does not show whether the overall level of participation in education is low or high.

GPI at primary level in 2007-08 was reported to be 0.98 and 0.91 at the upper primary level.

1. The Gender Parity Index (GPI) at the primary and upper primary levels was 0.9 and 0.8 in 2003 respectively (GoI, 2004). According to DISE (2006) this remained more or less same in 2005-06 (for primary GPI was 0.92 and for upper primary 0.84).

2. Once girls are able to get enrolled in school, they are rather more likely than boys to continue their education with more success (UNESCO, 2004)
3. The rapid increase in girls' schooling can arguably be attributed to the policy focus on alternative schools and transitional schooling forms such as bridge schools and residential camps, which are meant to be temporary measures aimed at integrating out of school girls into formal schools.
4. Increased female enrolment is, however, compromised by persistently high rates of drop-outs and poor attendance of girls relative to the boys. Girls also constitute a large proportion of out-of school children.
5. However the problem of drop outs is more acute. The data available shows that about 40-45% children dropped out by class VIII.

Annex 3.2 gives the year wise GPI figures for different educational age groups and Annex 3.3 shows the GPI for higher classes (class IX onwards).

### 3.3 Girls' Dropout Rates

Annex 3.4 shows the dropout rates year wise for all the categories for different educational age groups. The following exhibit shows the details of SC, ST and OBC enrolment in the year 2011, along with girls' enrolment numbers in each category:

**Table 3.2: SC, ST and OBC Enrolment Figures in 2011-12'**

Sl. No.	Enrollment	SC	ST	OBC
1.	SC Enrolment Primary	27549505	15627691	58685844
2.	SC Girls Enrolment Primary	13340644	7578399	28486335
3.	SC Enrolment Upper Primary	11863696	6108018	26802745
4.	SC Girls Enrolment Upper Primary	5771277	2972326	13028434

Category wise breakup of upper primary school girls' dropout rates shows that dropout rates have been higher in ST girls than SC girls and in general, the disadvantaged sections had higher dropouts (see figure 3.6). However, the declining trend in dropouts for both SC and ST girls is a welcome development and can be attributed to the gender specific government programmes in school education.

Figure 3.5: Percentage of drop-outs from Class I to VIII

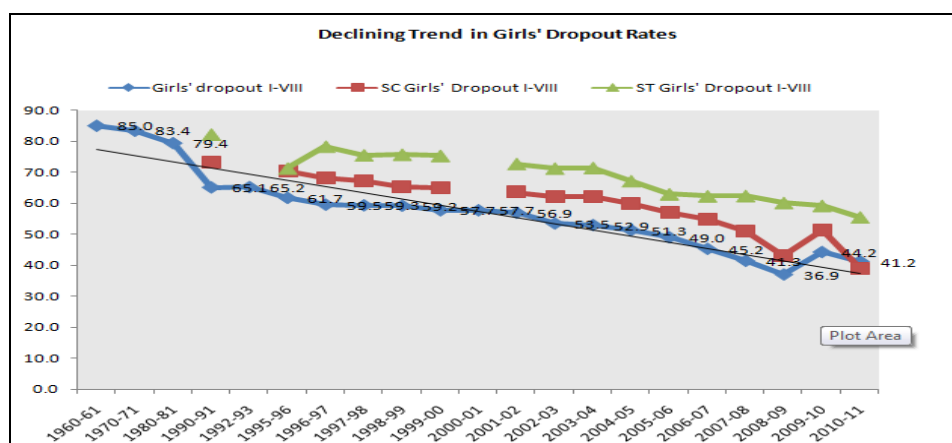
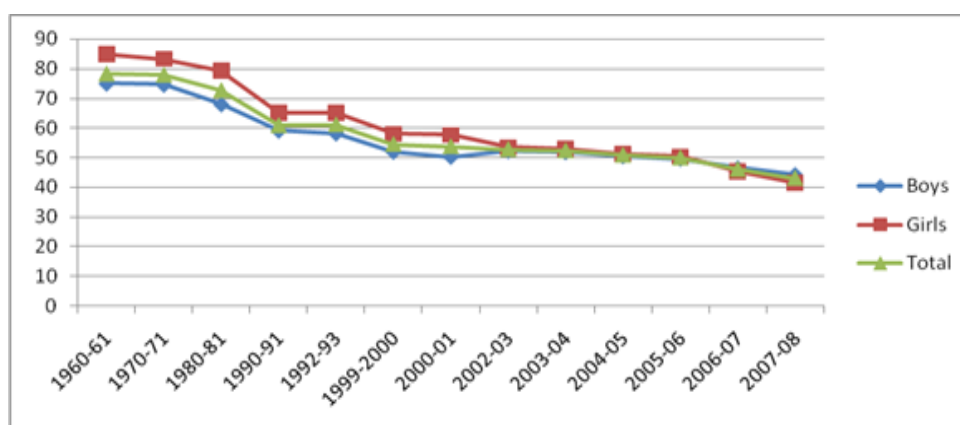


Figure 3.6: Percentage of girls' drop-outs from Class I to VIII – category wise breakup



Source: Ministry of Human Resource Development

Some observations about dropout rates in India are:

1. High drop outs: The drop-out rate for general category children decreased from 64.9 to 25.1 percent in 2007-08 at the primary level. The corresponding figure for the elementary classes is 78.3% for 1960-61 which decreased to around 43% in 2007-08.
2. An UN study highlights the severity of gender disparity that constraints the success of achieving universalization of education in India. The study shows that the gender gap at the primary section among the SC and ST is about 30% and about 26% is at upper primary section.
3. Observation at a glance indicates that at the beginning year of the Xth Plan (2002) is a watershed year in terms of convergence of dropout rates for boys and girls in primary and upper primary levels. Thereafter, the rate of decline in dropout rates for girls has been steeper or at least equal to the rate of decline for boys. This may underline the role of the SSA as an intervention programme in general that has been operational since 2000-2001 for prompting gender equity in primary education.



“Desai, Susharut (2007) Gender Disparity in Primary Education: The experience of India “highlights that:

4. Lack of attention to gender-sensitive institutional reforms and quality education has resulted in difficulties in sustaining their high level of demand for female education.
5. During 1999-2000 through 2007-08 enrolment in the elementary education increased substantially, more with respect to upper primary stage. For boys the enrolment increased more than five times from 13.8 million to 71.09 million during 1950-51 to 2007-08 whereas for girls it increased to around 12 times from 5.4 million to 64.30 million during this period.
6. At upper primary level the increase for boys was around 12 times from 2.6 million to 31.05 million for girls it was around 52 times from 0.5 million to 26.15 million during this period.
7. Increased number of girls is widely attributed to the increasing number of ‘informal’ or ‘non-formal’ education programmes, and associated with public sector that is considered widely to have failed in terms of delivery of quality education. If the increasing enrolment of girls is taking place in an environment of fragmented provision and poor quality public delivery, then the question remains of the value and success of current policy and programme intervention in relation to closing the gender gap in a sustainable way.

### **3.4 Conclusion:**

From the preceding section, it is apparent that major strides had been taken by the government in ensuring higher enrolment in schools and bridging the gender gap in education through targeted policy instruments. The results have been manifested in terms of a significant improvement in GER and NER as well as a narrowing down of the wedge between girls and boys enrolment, more so from the early 2000s. Also, a convergence of dropout rates for boys and girls in primary and upper primary levels was observed since the beginning of the Xth Five Year Plan. Thereafter, the rate of decline of dropout rates for girls has been steeper or at least equal to the rate of decline for boys hinting the role of government policies like SSA. However, a lot can still be done in areas of delivery of quality education by the public sector and fulfilling the mandates of RTE in true spirit. If the increasing enrolment of girls is taking place in an environment of fragmented provision and poor quality of public delivery, then the question remains of the value and success of current policy and programme intervention in relation to closing the gender gap in a sustainable way. Also, ensuring continuation of education after high/higher secondary level and the need for job-based education for better employability are other major issues of concern that need more attention than achieving mere enrolment numbers.

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## *Chapter 4*

### **Institutional Arrangements**

KGBV was launched in August 2004 with an objective “to ensure access and quality of education to girls from disadvantaged groups”. Residential schools at upper primary level for girls (belonging predominantly to SC, ST, OBC and minorities) are to be set up under the scheme. It was supposed to be opened in Educationally Backward Blocks (EBB) <sup>1</sup>. While opening KGBVs in EBBs it was expected that priority would be given to the blocks having large concentration of socially disadvantaged groups and/or large number of girls out of school. Blocks with low female literacy rates and/or having small/scattered habitations (and hence not qualifying to have a school) are also to be given priority.

There are 3451 EBBs in the country and 3609 KGBVs have been sanctioned. It was decided to open KGBV in some blocks apart from EBBs where there is large concentration of minority groups. It can be seen in Annex-4.1 that in most of the states number of KGBVs are equal to or more than the number of EBBs except Assam, Karnataka, and Punjab where the number of KGBVs are less than the EBBs. Initially, KGBVs are to be opened in rented or available government buildings. Later on suitable buildings can be constructed to accommodate KGBV. Three models are prescribed for such residential schools.

- A. MODEL 1: Schools with hostel for 100 girls
- B. MODEL 2: Schools with hostel for 50 girls
- C. MODEL 3: Hostels in existing schools for 50 girls

By June 2014, there are 2260 Model I KGBVs, 194 Model II KGBVs and 1155 Model III KGBVs. Some of the states adopted single model, while in other states more than one type of KGBVs are being run. In 11 states there are only Model 1 KGBVs. As against this in 9 states there are only Model 3 KGBVs. Meghalaya is the only states where all the KGBVs are of Model 2 and in Gujarat all the 3 models are available. However, the number of students admitted in a school is not as per the prescribed norms. Some states have fixed their own norms for the number of students. For example in Bihar and Odisha though all the schools are of model 3 but admit 100 students. (Annex-4.4)

#### **4.1 Management:**

Education department/ SSA authority at the state level is working as the nodal agency in all the selected states for managing KGBV. Either the Secretary/Commissioner of the Education Department or the State Project Director (SPD), SSA are designated as the nodal officer. Similarly at the district level the District Education Office/ District Project Office of SSA is the nodal agency and the concerned District Education Officer/ District Programme Manager (SSA) have been designated as district level nodal officer for the implementation of KGBV. However, in Odisha, the District Project Coordinators have

been assigned this responsibility although the nodal office is the district level education office. Among the selected districts, only in Surendranagar (Gujarat) it is found that the Mahila Samkhya is working as nodal agency for KGBV. In case of Karnataka, one nodal officer has been appointed for each district.

With regard to day to day management of KGBVs, different agencies both government and NGO are involved across the states. In Arunachal Pradesh out of 48 KGBVs, 32 are run by NGOs. Out of 43 KGBVs, 15 KGBVs are run by NGOs in Maharashtra. In Karnataka out of 71 KGBVs, 39 are managed by SSA Society and 32 by Mahila Samakhya.

## 4.2 Committees

In all the selected 18 states, the states level team/committees were constituted for an effective monitoring. However, the composition and the roles assigned to them are different in different states. In many states the team is headed by State Project Director, SSA. In Maharashtra, there are two teams headed by SPD-State Advisory Committee (SAC) and Project Monitoring and Information System (PMIS). However, in Manipur it is headed by the State Coordinator. In Arunachal Pradesh, the state level authority could not tell the exact composition of state level team for monitoring and supervision.

At the district level also such teams/committees exist for monitoring. However, in Karnataka where there exist only School Development and Monitoring Committee at the school level, and no such committee at the district level. In Gujarat the committee is headed by the MLA and the concerned District Development Officer is a member. In Bihar, Maharashtra and Andhra Pradesh, the committee is headed by District Education Officer. Similarly in Jharkhand it is headed by the District Project Officer. In Madhya Pradesh, Chhattisgarh, Odisha and Rajasthan, this committee is headed by the District Project Coordinator. In Manipur, in one selected district the committee is headed by Dy. Commissioner, while, in another selected district it is headed by the District Programme Manager. In Arunachal Pradesh, it is Dy. Director, School Education who is heading this committee at the district level.

## 4.3 Involvement of Other Institutions

Many state level authorities have engaged some other institutes especially for effective monitoring and supervision. A list of such institutes is given below.

	States	Monitoring and Supervision by
1.	Gujarat	1. M.S. University, Vadodara 2. Sardar Patel Institute of Economics and Social Science Research (SPIESR)
2.	Rajasthan	1. ICDS 2. SPRI 3. Sandhan

		4. Azim Premji Foundation 5. Plan India 6. Educate Girl
3.	Arunachal Pradesh	1. Rajiv Gandhi University 2. Rono Hill Doimukh
4.	Karnataka	Mahila Samakhya
5.	Odisha	1. SCERT 2. School Mass Education Department

Two institutes in Gujarat have been engaged for monitoring and supervision of 13 districts each. Similarly in Rajasthan the 6 institutions have been assigned the work of monitoring and supervision. In Odisha the two government institutions have been involved for teachers' training.

At the district level only 34% of the districts have engaged other institutes for effective monitoring and supervision. None of the selected district in Gujarat, Haryana, Himachal, Jharkhand, Madhya Pradesh, Maharashtra, Manipur and Uttarakhand has engaged other institutions. In few states, some districts has such arrangements. In Bihar, the Jamia Milia, New Delhi is engaged in the District-Buxur, and Mahila Samakhya is involved in Bhojpur.

#### 4.5 NGOs

In some states some NGOs have been involved for implementation of the schemes.

	States	NGOs
1.	Arunachal Pradesh	1. R.K. Mossang Memorial Society 2. Oju Welfare Association
2.	Odisha	1. CARE 2. UNFPA
3.	Jharkhand	CEDPA-INDIA
4.	Rajasthan	1. UNICEF 2. SANDHAN 3. FEGG (Federation of Educating Girls Globally) 4. BODH 5. Save the Children 6. Plan India 7. RKCL

Besides the above, in Arunachal Pradesh, Bihar, Maharashtra and Karnataka, NGOs are also running some KGBVs. However, no NGO is involved in the implementation in Andhra Pradesh, and Gujarat. In Andhra Pradesh all KGBVs are headed by a special

officer. They are regular Post Graduate Teachers on deputation to KGBVs. They are also working as principal of KGBVs. Retired teachers are also appointed as principals if the posts are not filled by deputing the regular teachers.

Out of 18 selected states, in 5 states (Bihar, Karnataka, Maharashtra, Odisha and Uttarakhand) there is no policy for implementation of KGBV in urban slums. In 9 states (Arunachal Pradesh, Chhattisgarh, Gujarat, Haryana, Jammu & Kashmir, Madhya Pradesh, Punjab, Rajasthan and Uttar Pradesh) the policy for urban slum is similar to that of the rural. Hence in none of the states any separate innovative policy for urban slums is being implemented.

#### **4.6 Other Initiatives:**

The Government of Karnataka has started 68 Karnataka-Kasturba Gandhi Vidyalaya on the model of KGBV.

1. Blocks with a rural female literacy rate below the national average (46.13%) and gender gap in literacy higher than the national average (21.59%)
2. Initially a list of 3073 educational backward blocks (EBBs) was drawn up in connection with the Sarva Shiksha Abhiyan. This was arrived at on the basis of twin criteria of Female Literacy Rate being below the national average of 46.13% and Gender Gap in Literacy being above the national average of 21.59%. Both these criteria had been earmarked by the RGI. Subsequently this list was expanded to include 406 more blocks, out of which 404 blocks were having rural FLR of less than 45% irrespective of the Gender Gap. Besides, one SC concentration Block from West Bengal with SC Rural FLR on 19.81% and one ST concentration block in Orissa with ST rural FLR of 9.47% were also included, taking the total number of EBBs to 3479.

*(Source: SSA Portal: <http://ssamis.nic.in/EBB/>)*

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## *Chapter 5*

### **Flow of Funds**

#### **5.1 Revised Norms for Fund Flow**

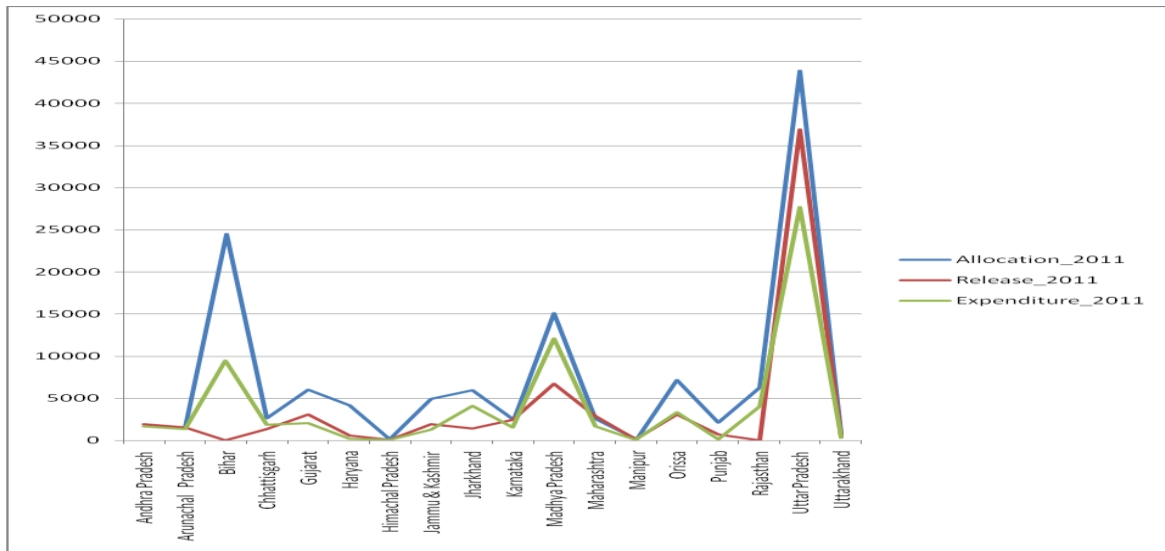
In early 2014, there have been some revisions in SSA norms, which were effective from 1st April 2014, namely:

- i. Revision in the recurring costs of the KGBV component of the SSA programme which had not been revised since 2004. There has been increase in maintenance costs per girl child, per month stipend, supplementary TLM, stationery and other educational material, capacity building etc. The revised norms details in KGBV recurring costs can be seen at Annex-5.6.
- ii. The discontinuation of NPEGEL component of SSA programme as an intervention of the programme have been incorporated in the mainstream SSA components.
- iii. Provision for reimbursement of expenditure towards 25 percent admissions to private unaided schools under Section 12(1)(c) of the Right of Children to Free and Compulsory Education (RTE) Act, 2009. This is on the basis of per child cost norms notified by the State and Union Territory (UT) Governments for Classes I to VIII, subject to a maximum ceiling of 20 percent of the total annual work plan and budget for a State/UT.

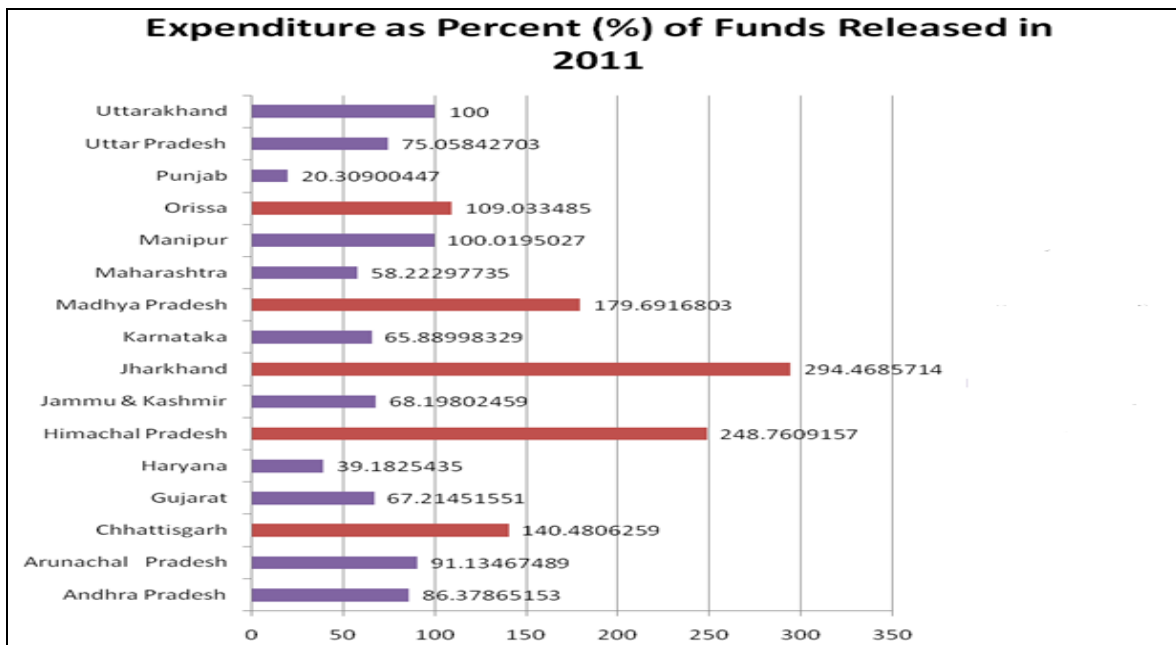
#### **5.2 Fund Flows – Allocation, Release and Expenditure**

The details of patterns of allocation, releases and expenditure of funds in KGBVs in the year 2011 can be seen at Annex-5.1. Figure 5.1 shows the details of fund flows (Rs in Lakhs) state-wise for the year 2011. Figure 5.2 shows the state-wise expenditure in terms of percentage of funds released in 2011. The states of Odisha, Madhya Pradesh, Jharkhand, Himachal Pradesh and Chhattisgarh (highlighted as red horizontal bars) have recorded expenditure in excess of 100% of funds released in the mentioned year.

**Figure 5.1: State-wise Fund Allocation, Release and Expenditure in 2011**



**Figure 5.2: State -Wise Expenditure as Percentage (%) of Funds Released in 2011**

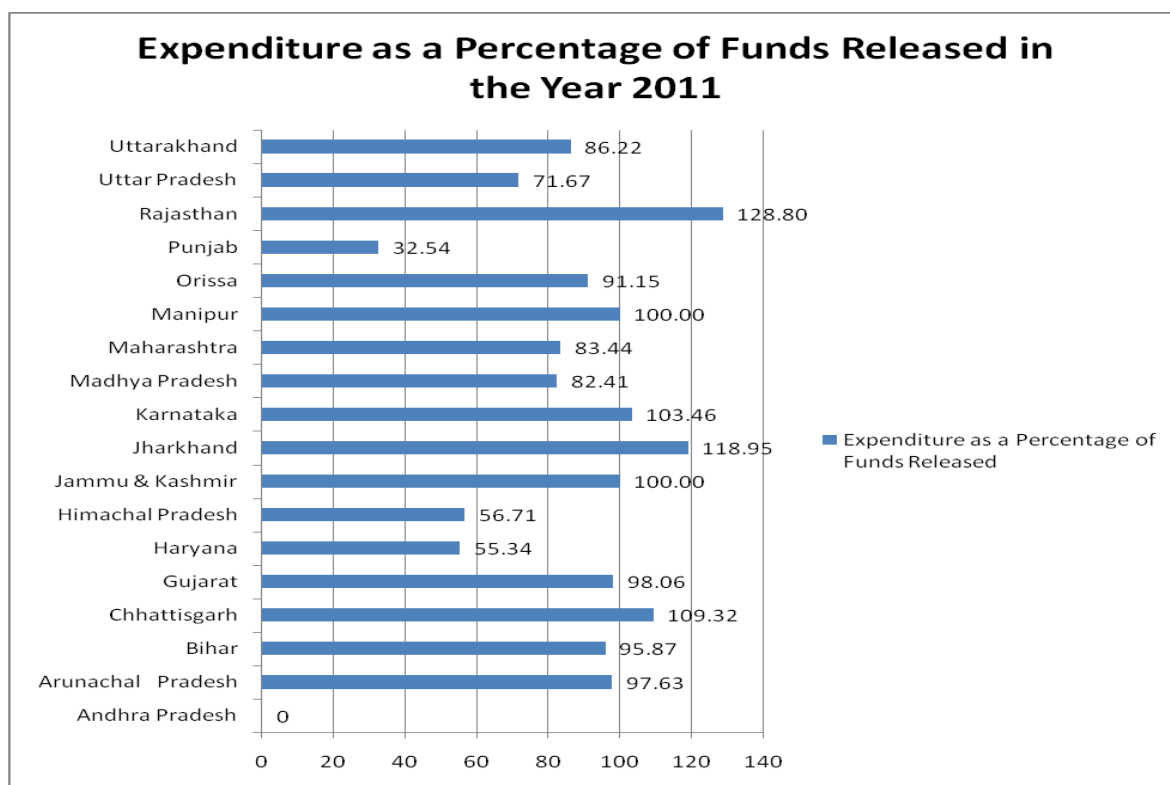


\* Release Data for Bihar & Rajasthan not provided/authentic

From the canvassed district level schedules, the responses aggregated at state-level can be seen at Figure 5.3. Some of the main reasons enumerated by the state authorities for gap in allocation and expenditure are as follows:

- Construction/Other work in progress;
- Construction work stopped due to the political and other disputes;
- Appointment of teachers under progress;
- Attrition of teachers/non-availability of female teachers.

**Figure 5.3: Aggregated District-wise Expenditure as Percentage (%) in 2011**



### 5.3 Targets and Achievements

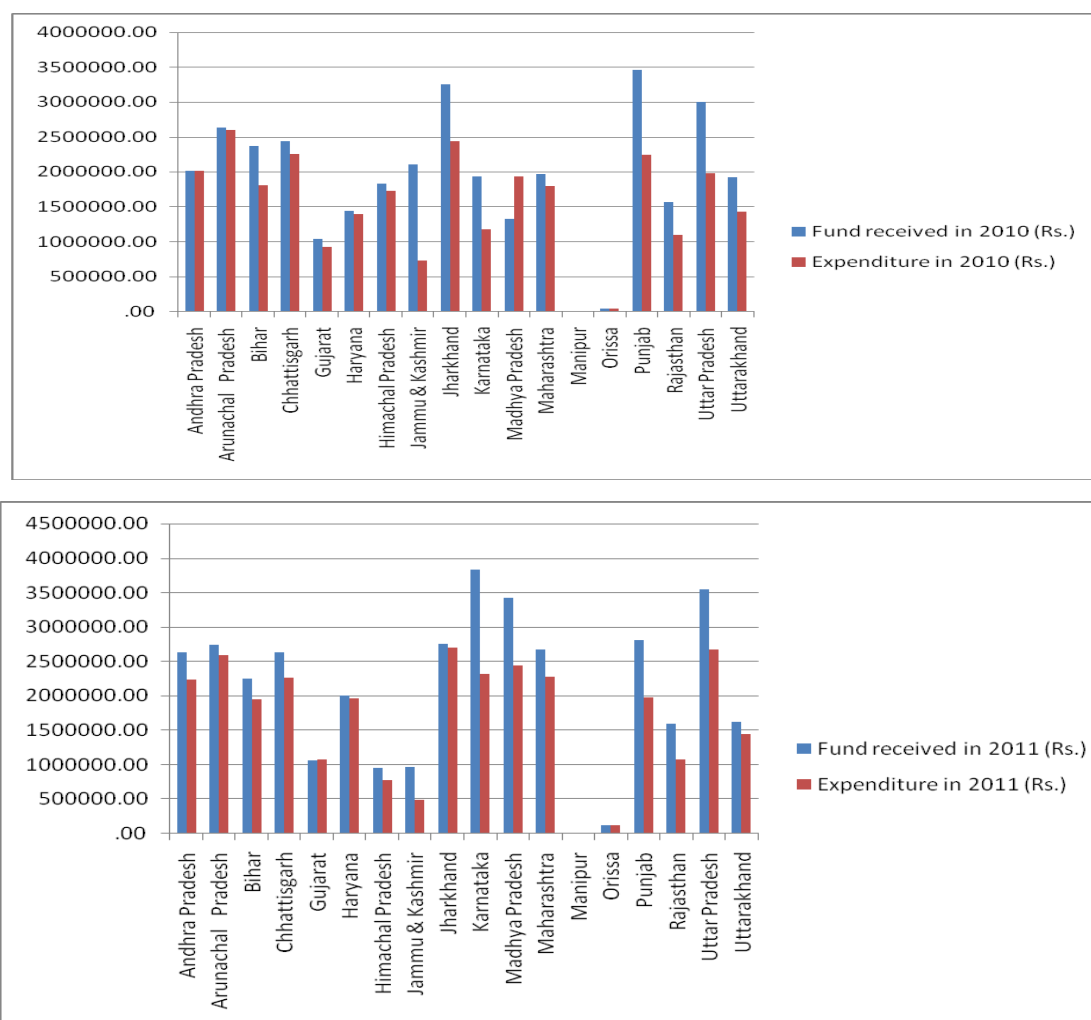
The responses of state level officials on the state-wise targets and achievements on various KGBV parameters such as opening new KGBVs, upgrading the existing schools to KGBVs, appointment of male and female teachers, construction of school buildings and additional classrooms point out that the state-wise targets have been more or less achieved except in the case of appointment of female teachers and construction of school buildings, where significant performance gaps have been observed. Also, no targets seem to be fixed for construction of additional classrooms in almost all states, as of end of the financial year 2011-2012. The details can be seen at Annex 5.3. Further, Annex 5.4 shows the district wise targets (aggregated state-wise) up to 31<sup>st</sup> March 2012.

### 5.4 Fund Flow at School/KGBV level

Figure 5.4 shows the details of KGBV funds received and spent in the two years of 2010 and 2011.



**Figure 5.4: School/KGBV Wise Funds Received in 2010 and 2011**

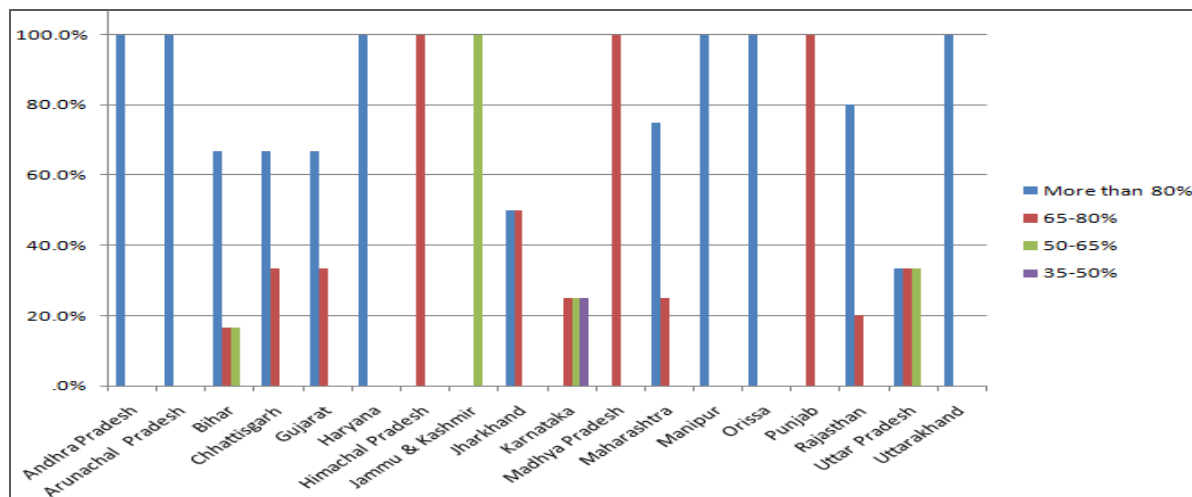


## 5.5 Capacity to Spend Money

Out of the funds received, the surveyed KGBVs were asked about their capacity to utilize funds (in percentage brackets) each year. The following figure shows that in 2011, the states of Andhra Pradesh, Arunachal Pradesh, Haryana, Manipur, Orissa and Uttarakhand were able to spend more than 80% of the funds received. Only Karnataka reported a small share of 35-50% spending of the funds in 2011. The details may be seen at Annex 5.5. The main reasons cited by the KGBVs for under spending of funds (35-50% and less) are:

- Low Strength of Children ( Jammu & Kashmir, Uttar Pradesh and Karnataka)
- Untimely Availability of Funds (Rajasthan)
- Low teachers' strength (Uttar Pradesh)

**Figure 5.5: Capacity of KGBVs to Spend Funds in 2011– aggregated State Wise**



Thus, from the above we may conclude that the construction work and non-availability of the female teachers are two main reasons cited by the state authorities for gap in fund allocation and their expenditure. Further, the low strength of girl children emerges as a significant reason for underutilization of funds by KGBV authorities.

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## Chapter 6

### Infrastructural Arrangements

#### 6.1 Norms for Non-Recurring Expenditure– A Defining Guideline for Infrastructure:

The norms for non-recurring expenditure for each of the three KGBV Model types are enumerated below:

**Model I:** Schools with hostels for 100 girls

- Non-recurring (Other than building, boundary wall, drinking water & sanitation and electric installation): Rs7.25 lakh
- Non-recurring (Other than building, boundary wall drinking water & sanitation and electric installation) for intake of additional girls: To be worked out proportionately based on the number of intake of additional girls.

**Model II:** Schools with hostels for 50 girls

- Non-recurring (Other than building, boundary wall, drinking water & sanitation and electric installation): Rs 5.375 lakh
- Non-recurring (Other than building, boundary wall, drinking water & sanitation and electric installation) for intake of additional girls: To be worked out proportionately based on the number of intake of additional girls.

**Model III:** Hostels in existing schools for 50 girls

- Non-recurring (Other than building, boundary wall, drinking water & sanitation and electric installation): Rs 5.375 lakh
- Non-recurring (Other than building, boundary wall, drinking water & sanitation and electric installation) for intake of additional girls: To be worked out proportionately based on the number of intake of additional girls.

In early 2014, there have been some revisions in SSA norms, effective from 1st April 2014, which have, inter-alia, called for the revision in recurring costs of KGBV component of the SSA programme which had not been revised since 2004. However, there has been no change in non-recurring components of the programme.

#### 6.2 Students' Responses to KGBV Infrastructure

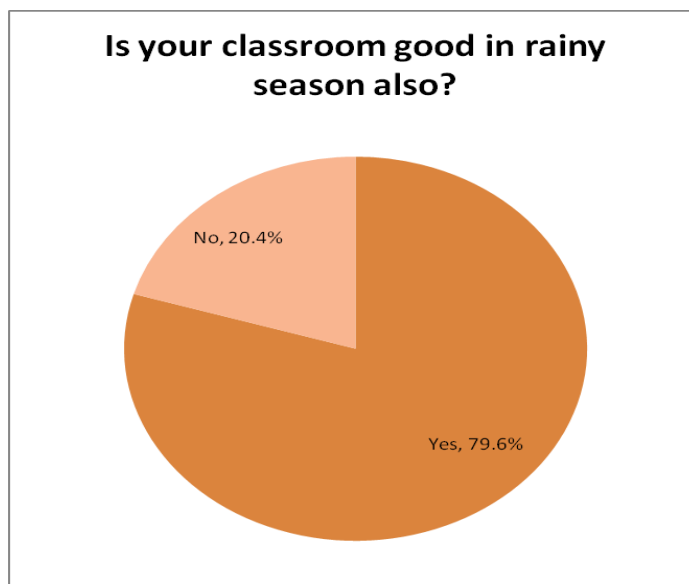
As can be seen from the following exhibits, about 79.6% of the KGBV students mentioned that the classrooms are good and unaffected in rainy seasons.

On safety and security issue, about 72.4% students reported that KGBV hostels have boundary walls and 68% were satisfied with the security arrangements in the hostels.

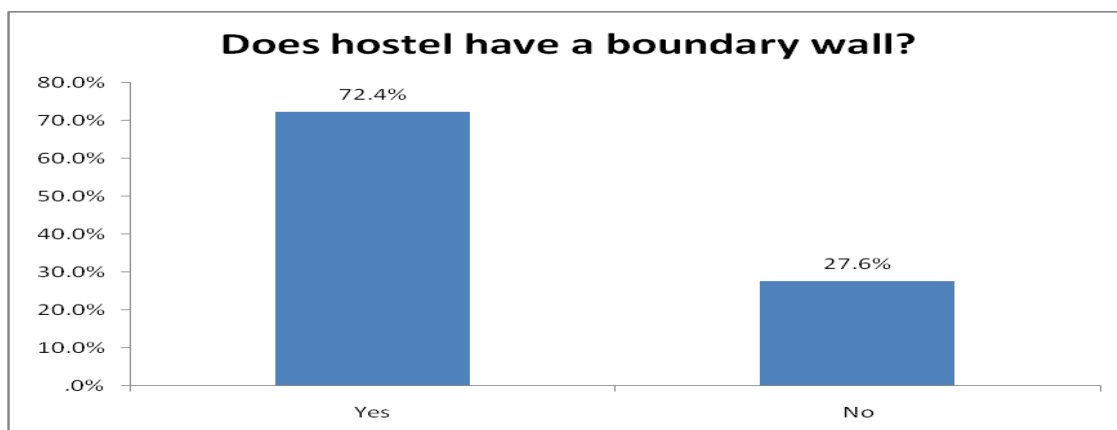
On computers and related infrastructure, about 79% of the students confirmed the availability of computers in KGBVs with only 32% students using them frequently/often. About 54% of the students knew the basic operations (switch on, switch off etc.) of computers.

Also, 80% of students agreed to the existence of libraries in KGBV. The details of responses of students on hostel facilities in KGBVs may be seen at Annex 6.1. It seems that the majority of KGBV students (54%) would not have enrolled/continued in KGBV system had there been no residential/hostel facilities in these schools.

**Figure 6.1: Responses of KGBV Students on Classroom Condition in Rainy Season**



**Figure 6.2: Responses of Students on Safety and Security in KGBV Hostels**



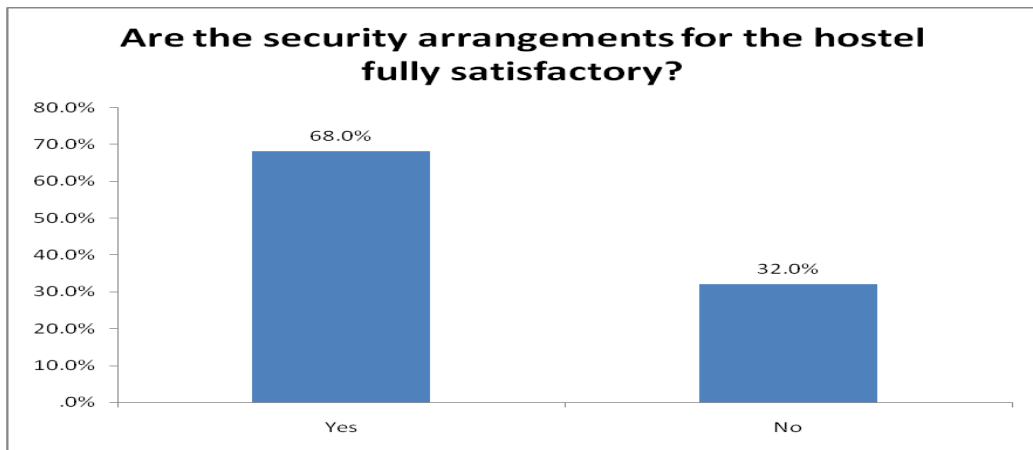


Figure 6.3: Responses of Students on Computer Infrastructure in KGBVs

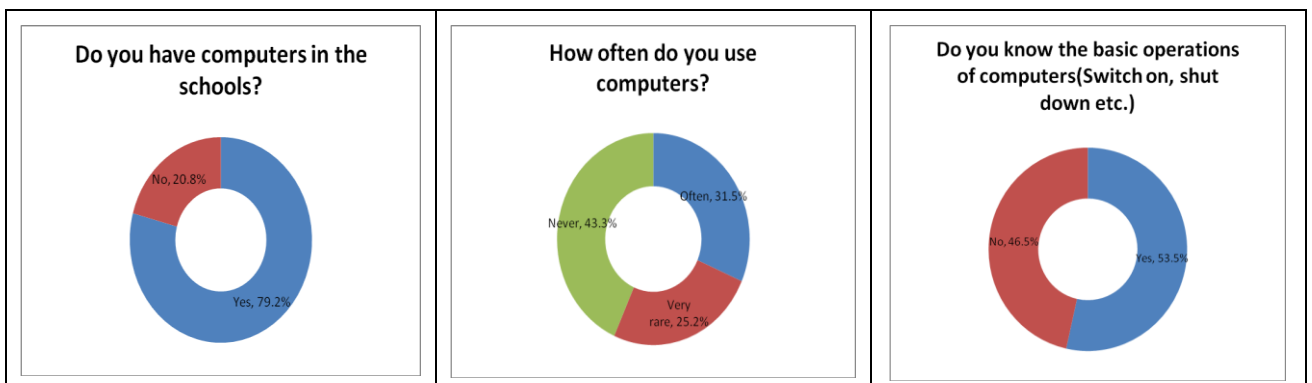
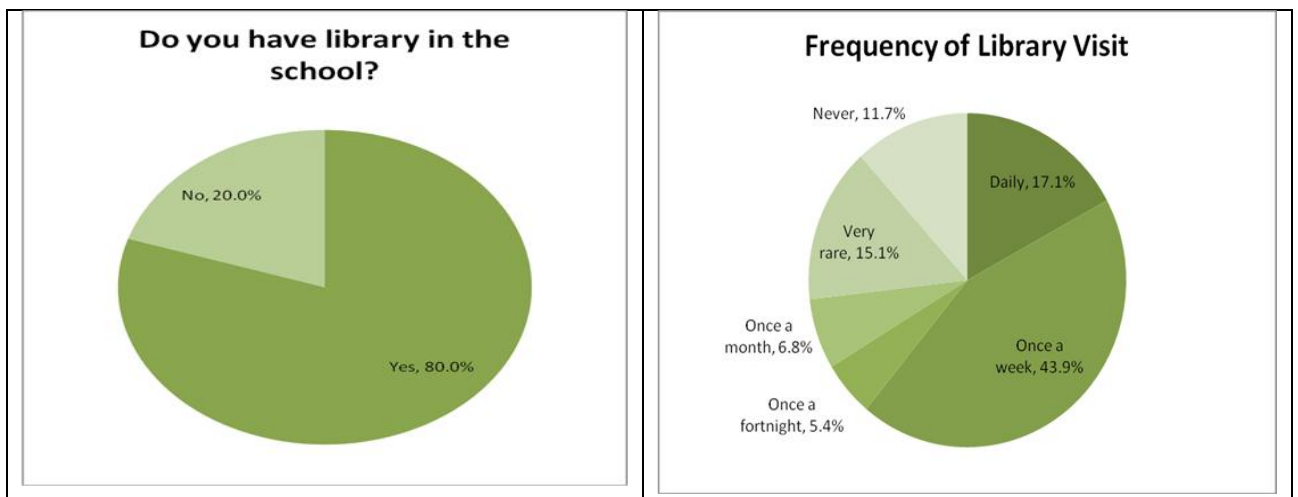


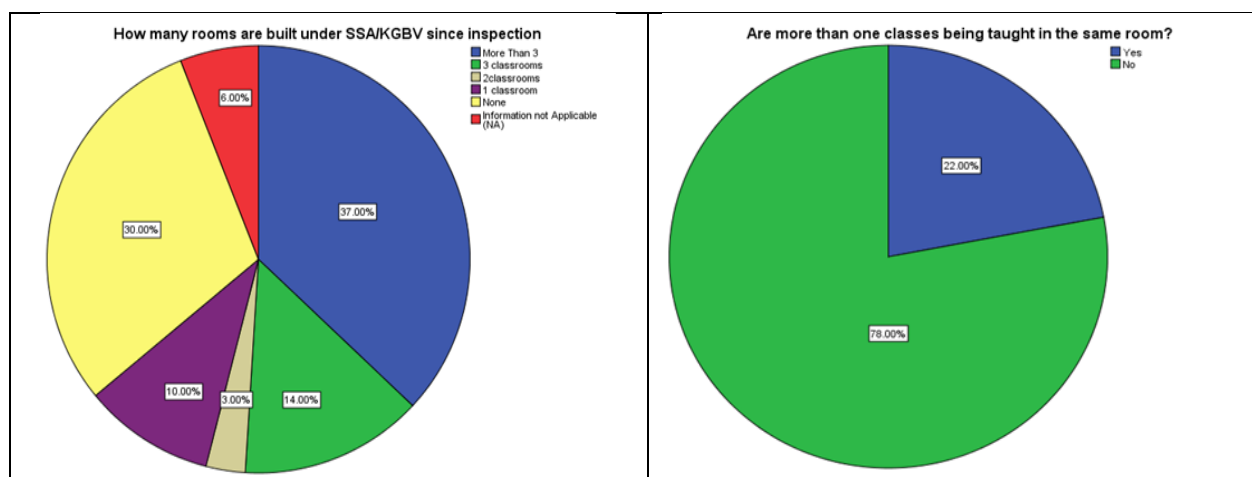
Figure 6.4: Responses of KGBV Students on Library in KGBVs



### 6.3 Teachers' Responses to KGBV Infrastructure:

About 64% of the teachers responded that the repair/maintenance works were carried out in the school in the last one year. Around 37% of the teachers responded that more than 3 classrooms had been built in KGBVs since inception and 78% reported that more than one class is not being taught in the same classroom.

Figure 6.5: Responses of KGBV Teachers on Classrooms in KGBVs



About 97% of the teachers responded that students were given rooms on sharing basis in hostels and 80% teachers responded that they were involved in hostel management. Again, an overwhelmingly large percent of teachers (81%) felt that if hostel facility is stopped, the children would stop coming to the school, highlighting the importance of hostels in retention of students in KGBVs.

Table 6.1 Responses of Teachers on Various Issues

Sl. No	Survey Questions	Teachers' Response	Frequency	Percent
1.	Are children given room's independent or sharing basis?	Independent basis	79	79.0
		Sharing basis	2	2.0
		<b>Total</b>	<b>100</b>	<b>100.0</b>
2.	If sharing basis do children like?	Yes	79	79.0
		No	19	19.0
		Don't Know	2	2.0
		<b>Total</b>	<b>100</b>	<b>100.0</b>
3.	Are teachers involved in hostel management?	Yes	80	80.0
		No	20	20.0
		<b>Total</b>	<b>100</b>	<b>100.0</b>
4.	If hostel facility is stopped will children continue to come in school?	Yes	14	14.0
		No	81	81.0
		Can't say	5	5.0
		<b>Total</b>	<b>100</b>	<b>100.0</b>

## 6.4 School Authorities' Responses to KGBV Infrastructure:

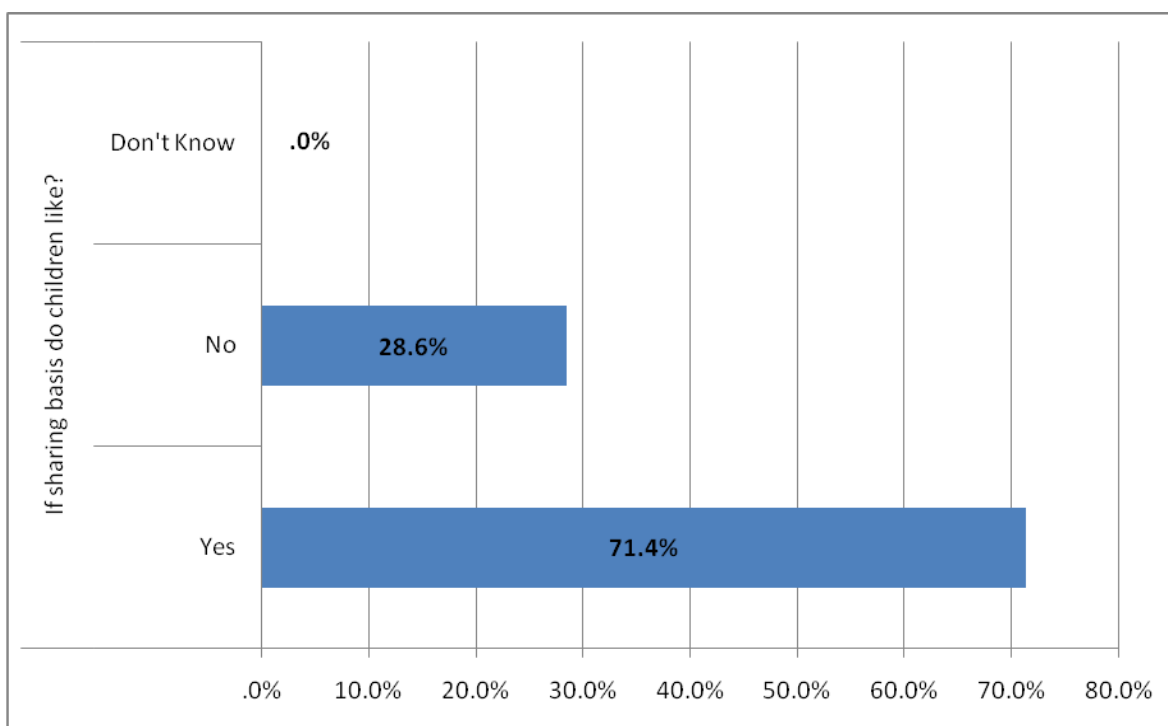
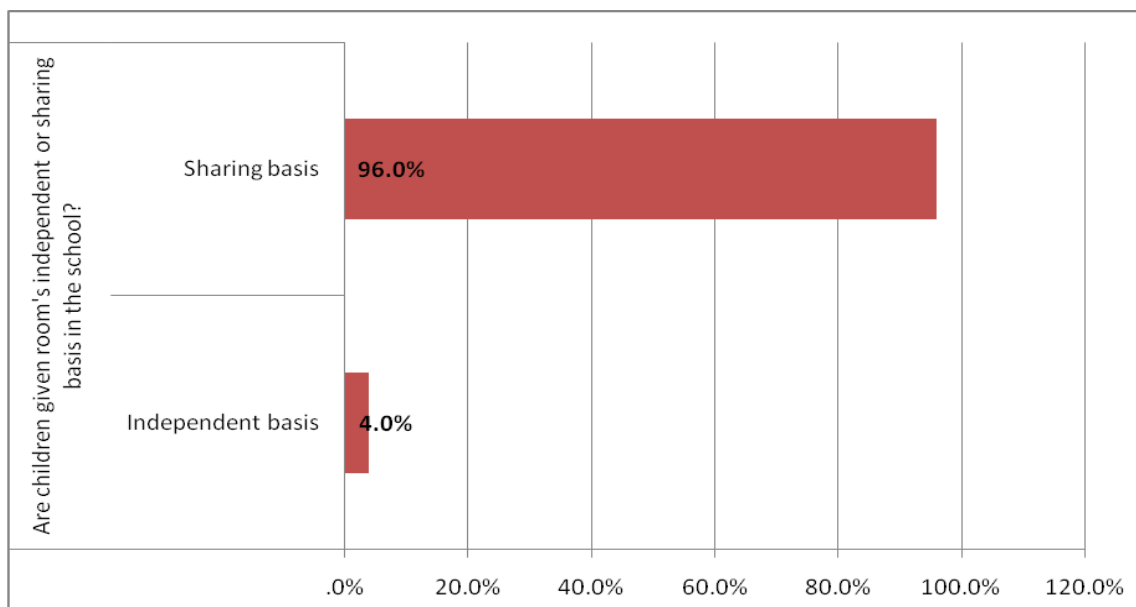
About 54% of KGBVs authorities responded that the repair/maintenance work had been carried out in the school in the last one year. 56% responded that exactly 3 classrooms had been built in KGBVs since inception and 78% reported that more than one class is not being taught in the same classroom.

**Table 6.2: Schools' Responses on various Issues to**

Sl. No.	Survey questions	Schools' Response	Frequency	Percent
1.	Is any repair/maintenance work is being carried out in the school in last one year?	Yes	27	54.0
		No	19	38.0
		Don't Know	4	8.0
		<b>Total</b>	<b>50</b>	<b>100.0</b>
2.	How many rooms are built under SSA/KGBV since inspection?	More Than 3	19	38.0
		3 classrooms	9	18.0
		2classrooms	4	8.0
		1 classroom	4	8.0
		None	14	28.0
		<b>Total</b>	<b>50</b>	<b>100.0</b>
3.	Is more than one class being taught in the same room?	Yes	11	22.0
		No	39	78.0
		<b>Total</b>	<b>50</b>	<b>100.0</b>

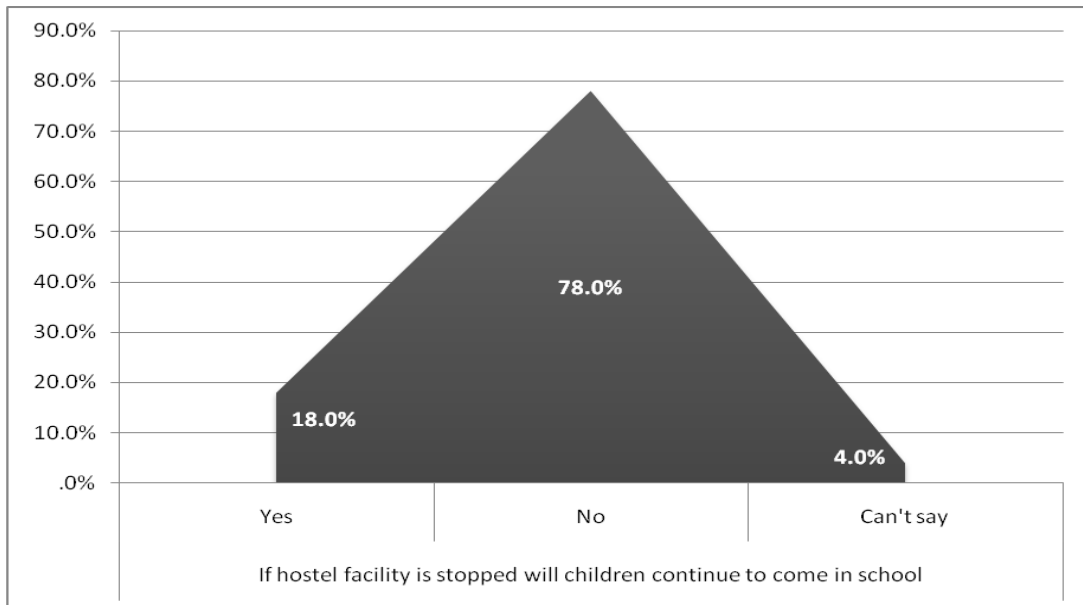
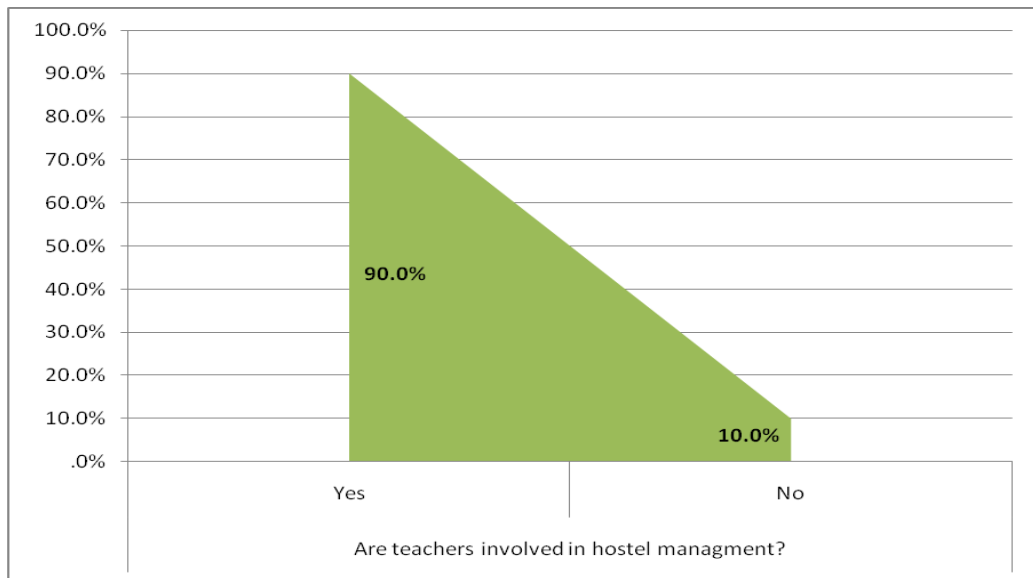
About 96% of the school authorities responded that students were given rooms on sharing basis in hostels and 90% of them responded that the teachers were involved in the hostel management. About 78% percent school authorities felt that if hostel facility is stopped, the children will stop coming to KGBVs. The snapshot of responses of KGBVs on hostel facilities can be seen in Figures 6.6 and 6.7 respectively.

**Figure 6.6: Responses of KGBV Authorities on Room Sharing in Hostels**





**Figure 6.7: Responses of KGBV Authorities on Hostel Infrastructure and Management**



Thus, in a nutshell, the following can be summarized about KGBV infrastructure – the safety and security may be improved considerably as only 72.4% students reported that KGBV hostels have boundary walls. Also, the availability of computers has to be extended to all schools and computer proficiency should be given more importance as it is becoming increasingly important nowadays in getting jobs. Notably, only 54% of the students reported that they knew the basic operations (switch on, switch off etc.) of computers. Also, a major feeling unanimously across all quarters is that the residential/hostel facilities in KGBVs are indeed a necessary condition for ensuring continuance of the students in KGBVs.

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## Chapter 7

### Role of Teachers

The job of teaching in KGBVs is done by the teachers who are temporary or hired on temporary/contractual basis. But in the states which follow Model 3 type of KGBVs, the principals of the attached schools are also working as the principals of KGBVs (e.g. Odisha) while in other states some permanent teachers have been deputed to the KGBVs (e.g. Karnataka, Rajasthan). In Andhra Pradesh all KGBVs are headed by special officers who are regular Post Graduate Teachers on deputation to KGBVs. They are working as principal of KGBVs. However, retired teachers are appointed as principals if the posts are not filled by regular teachers. In some states there is no permanent teacher (e.g. Maharashtra). Only in Andhra Pradesh, Bihar, Jharkhand, Chhattisgarh, Karnataka, Odisha, Uttar Pradesh, Uttarakhand and Rajasthan there are some permanent teachers. Except in Jharkhand and Uttar Pradesh, the principals are permanent in case of KGBV Model 1 and 2. (Annex-7.1) In Madhya Pradesh though, the post of superintendent is permanent, the teachers have been appointed on a contractual basis.

#### 7.1 Salary

About 77% of the teachers are not satisfied with the amount of salary they are receiving. However, 33% male teachers and 21% female teachers are satisfied with their salary. This feeling of inadequacy is more among the temporary than the permanent teachers.

**Table 7.1: Satisfaction of teachers on Salary**

Status	Satisfied with salary?			Total
		Yes	No	
Permanent	No.	15	9	24
	%	62.50	37.50	100.00
temporary	No.	4	23	27
	%	14.80	85.20	100.00
Appointed under SSA/KGBV	No.	4	43	47
	%	8.50	91.50	100.00
Daily wage basis	No.	0	2	2
	%	0.00	100.00	100.00
<b>Total</b>	No.	23	77	100
	%	<b>23.00</b>	<b>77.00</b>	<b>100.00</b>

On an average a permanent teacher get a monthly salary of Rs. 19162 to Rs. 26382, and a temporary/contractual teachers get between Rs. 5624 to Rs. 10584. The position of teacher working on a daily wage basis is the worst.

**Table 7.2: Average Salary of the teachers in KGBV**

Status	Salary (per month in Rs.)			
	Mean	Standard Error of Mean	Estimate of Confidence Interval (95%)	
Permanent	22772	1842	Permanent	22772
temporary	8579	1023	Temporary	8579
Appointed under SSA/KGBV	9775	2118	Appointed under SSA/KGBV	9775
Daily wage basis	4850	2350	Daily wage Basis	4850

The state wise average teachers' salaries are given in Annex-7.2. However, there are some variations across the states. It appeared that the temporary teachers of Haryana, Punjab, Arunachal Pradesh and Manipur are more satisfied than those of the other states. (Annex-7.3 & 7.4) Although there is a little difference in the salary of permanent and temporary teachers in Himachal Pradesh, all the temporary teachers are not satisfied with the amount of salary. On the other hand a temporary teacher in Punjab who gets only Rs. 2000 as monthly salary did not express his dissatisfaction.

Most of the teachers (72%) receive their salary directly in their bank account. Only 11% teachers receive their salary in cash. However, in Manipur all the selected teachers receive salary in cash. No permanent teachers receive salary in cash. (Annex-7.5) Most of the teachers receive their salary on monthly basis. However, the selected temporary teachers of Arunachal Pradesh reported irregularity (delays sometimes several months). Similarly, all the teachers in Himachal Pradesh, Madhya Pradesh and Punjab have said that they receive salary irregularly.

In Jammu and Kashmir and Karnataka selected teachers who are appointed under SSA/KGBV take salary from BRC. However in Karnataka where out of 20 teachers, 11 teachers are permanent also take the salary form BRC. In Punjab all teachers receive salary from the Gram Pradhan/ Sarpanch. (Annex-7.6)

## 7.2 Training

About 69% teachers reported that they had some training during the last 2 years. None of the teachers from Himachal Pradesh, J& K, Madhya Pradesh and Punjab have received any training during the last 2 years. There is variation in the teachers training considering their status. While almost all the permanent teachers have received training, only 64% teachers appointed under SSA/KGBV got any type of training. However, this percentage is only 59% for the temporary teachers. All the selected teachers feel that such training is very useful for them. (Annex-7.7)

### 7.3 Qualification of Teachers

Among the teachers in the selected schools, only two from Haryana are holding Ph.D. degree. Maximum teachers (151) are Graduate. However, Karnataka and Rajasthan are the exception where maximum numbers of teachers are Post Graduate. (Annex-7.8) Maximum teachers are professionally qualified and have B.Ed. degree. Most of the teachers from Rajasthan and Uttar Pradesh have B.Ed. (Annex-7.9)

However, the tables below it can be seen that there is no much difference between the permanent and temporary teachers regarding their qualifications.

**Table 7.3: Educational background of KGBV Teachers**

Qualifications	Position	Educational Qualification				Total
		Permanent	Temporary	Appointed under SSA/KGBV	Daily Wagers	
Ph.D.	No.	0	2	0	0	3
	%	0.0	100.0	0.0	.0	100.0
Post graduate	No.	13	14	23	0	50
	%	26.0	28.0	46.0	.0	100.0
Graduate	No.	6	10	22	2	40
	%	15.0	25.0	55.0	5.0	100.0
12th Pass	No.	3	2	1	0	6
	%	50.0	33.3	16.7	.0	100.0
10th Pass	No.	1	0	0	0	1
	%	100.0	.0	.0	.0	100.0
Total	No.	24	27	47	2	100
	%	24.0	27.0	47.0	2.0	100.0

**Table 7.4: Teachers with Professional Qualification in KGBV**

Professional Qualification		Permanent	Temporary	Appointed under SSA/KGBV	Daily Wagers	Total
B.ED.	No.	15	18	23	0	56
	%	26.8	32.1	41.1	.0	100.0
Any other (Specify)	No.	8	9	12	2	31
	%	25.8	29.0	38.7	6.5	100.0
None	No.	1	0	7	0	8
	%	12.5	.0	87.5	.0	100.0
Total	No.	24	27	47	2	100
	%	24.0	27.0	47.0	2.0	100.0

## 7.4 Involvement of Teachers in Non-Teaching Activities

About 80% of the teachers and 90% of the principals informed that the teachers are involved in hostel management and other non-teaching activities. On the other hand, 24% students said that the teachers are engaged in non-teaching while 37% are not aware of this aspect. It was found that in Bihar, Jharkhand and Rajasthan most teachers are engaged in non-teaching activities. As reported by the principals, teachers and the students, teachers are not involved in hostel affairs in Haryana. (Annex-7.10)

## 7.5 Adequacy of Teachers

About 53 % students reported that separate teachers are not available for each subject. In Gujarat, Jammu & Kashmir, Karnataka, and Odisha all the students reported that teacher for all subjects are not available. In contrast, in Andhra Pradesh, Arunachal Pradesh, Himachal Pradesh, Madhya Pradesh and Punjab all the students reported that teachers for all subjects are available. (Annex-7.11)

## 7.6 Community Support

About 88% schools confirmed about the availability of Parent/Mother Teacher Association in the school. Although principal of 1 out of 3 selected schools in Manipur has reported existence of such association, none of the teachers from any school has confirmed this. In rest of the states, such associations exist in some or most of the schools. As per the feedback from the principals and the teacher the associations are mainly supervising the work rather assisting in the functioning of KGBVs. About 54% principals and 39% teachers said that these associations mainly supervise the teaching and 11% principals and 27% teachers said their main role is to supervise the preparation of meals.

During the survey, the selected teachers were asked to give suggestions for the improvement of KGBVs. Maximum number of suggestion received (26%) is for the improvement of infrastructure like proper building, boundary walls, drinking water facility adequate number of rooms, etc. Teachers have also suggested that the higher classes (than VIII) should be opened in KGBVs (10%). Besides these suggestions were received for the construction of separate quarters for the teachers and the staff (6%). The details are in Annex-17.3.

During the Focus Group Discussion the members were asked about the regularity of teachers. In none of the FGD, members and the parents have complained about the teachers. All students (99%) like the teachers. And almost all students are satisfied with the role of their hostel warden (teachers working as warden).

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## Chapter 8

### Students - Incentives, Learning and Mode of Evaluation

#### 8.1 Students in KGBVs

The residential schools at upper primary level for girls under Kasturba Gandhi Balika Vidyalaya scheme are in implementation in different states. As per the guideline, in most of the selected states there are three classes in the schools, viz. Class VI, VII and VIII. However, In Andhra Pradesh, Class IX and Class X are running with the financial support from the State Government. Similarly in Jharkhand 50 more students are studying in each class from class IX to class XII with the financial support from the state government. In Haryana also one selected school (at Nuh-Mewat), runs classes from VI to X. (Annex-8.1). In Uttarakhand the students passed out to class VIII continue to stay in KGBVs and continue their secondary education in other schools. Funds for this are provided by RMSA.

As the drop out girls may not able to cope up with the syllabus of classes at the upper primary level, in many states there is provision for bridge courses. During the field survey the implementing authority shared their views with the field officers on the method adopted in their states. In Andhra Pradesh and Karnataka, after the enrolment the girls are administered a Pre-test. Depending on the competence of the girls (judged by the Pre-test), they are admitted in different classes or in bridge course. Similarly there is provision of bridge course for three months for the students seeking admission in class VI in Arunachal Pradesh. In Gujarat, the out of school or drop out girls are categorized on the basis of their competencies into informal classes from I to VIII. In Odisha, the bridge course is not followed although there is provision for this. If we compare the age and the class of the selected students, it appeared that not many drop out and out of schools students are studying in KGBV. Most of the students are studying in the classes matching to their age which is found in the regular schools. (Annex-8.2)

On the question of incentives provided to girl students enrolled in KGBVs, schedules were canvassed to KGBV students, teachers and school authorities/principals. In what follows, let us try to understand the incentive structure for KGBV students as well as the performance evaluation standards followed.

Average number of students staying in a hostel varies from state to state depending on the type of school model the state has adopted. On an average 159 students in Odisha and 100 students in Bihar are staying in a hostel which follow type 3 model of KGBV (hostels in existing schools for 50 girls). The State Governments in both these states have made provisions for admission of 100 students in a school. On an average 200 students are staying in a hostel in Andhra Pradesh where classes are running from VI to X. In Jharkhand the average number of students staying in hostel is 237 with classes from VI to XII. (Annex-8.3) The impact of number of students on the quality of teaching can be

judged by the adequacy of teachers and the infrastructure. Only 22% school principals told that more than one classes are held in a room. In Gujarat, Karnataka and Rajasthan also where the schools are provided with hostel (100 students), more than one classes is run in one room in many schools. (Annex- 8.4) The pupil teacher ratio in all the selected schools in Rajasthan is less than 40. Moreover, there are less than 100 students in a school in this state. In Bihar and Odisha where only hostels are provided to the existing schools, in more than one fourth of the schools there is problem of inadequacy of class rooms. These two states also suffer from the inadequacy of teachers. All the students of Odisha and 77% students of Bihar have reported that separate teachers for all the subjects are not available. It may be noted that the pupil teacher ratio in 5 out of selected 6 schools in Bihar is less than 40. None of the students in Gujarat, Jammu and Kashmir, Karnataka are happy with the adequacy of the teachers. In Andhra Pradesh where classes are running from I to X, all students said that separate teachers are available. But, in Jharkhand, 60% students reported that teachers are not available for all the subjects. In Jharkhand too the pupil teacher ratio is less than 40 for all the selected schools. Although higher classes (IX to XII) are also running in the KGBVs, students complained about the inadequacy of teachers belong to junior classes. It is also observed that that “Arts” is the only stream available for the students in KGBV in Jharkhand. In about 68% selected KGBV the pupil teacher ratio is more than 40. Manipur is the only state where none of the students complained about the inadequacy of room. Also the pupil teacher ratio in Manipur is less than 40. Moreover, most of the KGBVs in Manipur have been opened very recently. (Annex 8.5). As stated earlier almost all the students (99%) have said that they like their teachers as per the feedback from the selected students of KGBVs. About 53% students reported that they are never punished and 44% reported that they are rarely punished.

About 70% students reported that the teachers always use the blackboard and 25% reported that it is used most of the times. However, 40% of the selected students from Karnataka reported that their teachers rarely use blackboard. (Annex-8.6) Regarding use of chart, posters, etc. while teaching, about 27% students reported that the teachers always use them and 52% reported that they are mostly used. In Maharashtra, all the students and teachers reported that teachers always use the TLM while teaching. In contrast, in Chhattisgarh, Himachal Pradesh, Jharkhand and Madhya Pradesh, more than 60% students reported that their teachers rarely or never use the chart, posters etc. About 98% teachers have also said that they receive or prepare TLM and 87% of them said that they often use the TLM. All the selected teachers from the schools in Punjab and Jammu & Kashmir have said they sometimes use the available TLM and cited the shortage of TLM as the main reason for not using it very often. However, in Jharkhand and Manipur where 60% of the selected teachers have said that they use TLM, sometimes feel that it as per the requirements of and convenient for teaching. About 94% principals of schools have suggested for improvement in teaching learning materials especially for Science and Math. In response to the question of academic support from the community, 46% of the

selected schools have said that it is required. But, they could not specify the nature of support required. (8.7 & 8.8)

About 97% students reported that they received free textbooks. Those who are not receiving free textbooks are mostly studying in class eight. In one district of Haryana classes higher than VIII are also running, but free test books are not provided to the students studying in these classes. However, in Jharkhand and Andhra Pradesh students studying in classes higher than Class VIII, get free text books from the state government. At the national level only 21% such students (Class IX to XII) reported that they are not receiving free text books. Furthermore, 98% students reported that they receive textbooks for all the subjects and 95% students reported that they receive the textbooks at the beginning of the session. About 54% school principals think that the books available in the KGBVs are not sufficient. Most of them suggested that books other than the prescribed text books should also be made available. Some have also suggested regularity and adequacy in the supply of free books.

About 80% students said that library and computers are available in their schools. In Haryana and Jammu & Kashmir, neither library nor computers are available. In Chhatisgarh although computers are available, library is not available. (Annex-8.9)

About 56% schools have informed that scholarship is provided to the students. There is no such provision of giving scholarship in Andhra Pradesh, Arunachal Pradesh, Karnataka, Maharashtra, Odisha and Rajasthan. Only 1 school out of selected 6 schools in Uttar Pradesh, 1 school out of selected 3 schools in Manipur have reported the students are getting scholarship. The provision of scholarship is applicable to all the students in the schools where it is given. The amount of scholarship is Rs. 50 per month in most cases. (Annex- 8.10) In Bihar, the students of regular schools get Rs. 1200 per year as scholarship and the same benefit is also extended to the KGBVs students who are attached to these schools.

About 52% of the selected schools have informed that children with special needs are studying in the respective KGBVs. It appears that the availability of CWSN in KGBV does not depend on the policy adopted and implemented by the state authorities. It varies across the districts within the states. Teachers of only 42% of schools where such children are studying prepare Individualized Education Plan (IEP) for them. In Andhra Pradesh, Arunachal Pradesh, Chhattisgarh, Haryana, Jammu & Kashmir, Maharashtra, Manipur, Punjab and Uttarakhand there is no such practice in the KGBVs. In contrast, in Uttar Pradesh and Bihar teachers in most of the schools do prepare IEP. (Annex-8.11)

CSWN in about 35% of the selected KGBVs receive any type of incentive. Out of 9 such schools, only one school provides cash incentive in the form of scholarship/stipend. Rest schools provide aids and equipment like hearing aid, brail books, spectacles, tricycle etc. Out of the selected 50 KGBVs only 2 schools receive grant for the CSWN.

As the girls students are staying in the hostel there is a concern for security in many schools. The girls feel insecure due to lack of proper boundary wall and security guard.



About 31% girls feel that lack of security guard is a matter of concern for their security. And, about 41% of the selected girls feel that lack of boundary wall makes them feeling insecure. All the students Andhra Pradesh, Himachal Pradesh and Madhya Pradesh feel that lack of boundary wall is the major security concern. (Annex-8.12) In the Table 8.1 the response of the girls staying in hostel have been presented in cross tabulation. Table 8. displays 2 correlation analysis.

**Table 8.1: Security Concern: Crosstab: Security and Boundary Wall**

			Are the Security Arrangements for the Hostel Fully Satisfactory?	
			Yes	No
Does hostel have a boundary wall?	Yes	No.	142	39
		%	78.5%	21.5%
	No	No.	28	41
		%	40.6%	59.4%

**Table 8.2 Security Concern: Correlation: Security Concern and Boundary Wall**

Correlation			Are Security Arrangements for Hostel Fully Satisfactory?
Spearman's rho	Does hostel have a boundary wall?	Correlation Coefficient	.363**
		Sig. (2-tailed)	.000
		N	250

From the above two tables it can be seen that the lack of boundary wall is significantly correlated with the feeling of insecurity in the hostel by the incumbents.

To know about the main attraction for the children to continue in KGBV v.i.z “Availability of quality teaching” or “Free Hostel Facility”, the teachers’ and principals’ opinion have been taken. About 81% teachers and 78% principals feel that if hostel facility is stopped the students will not come. About 54% students echoed the same answer and said that they could not have been able to avail the education, had they not been in the hostel. The family income of the students studying in KGBVs falls in the interval of Rs. 3601 to Rs. 4439 per month (95% confidence). However, there is major variations across the states. The family income of children is the highest in Andhra Pradesh (Rs. 11580 to Rs. 25620) and lowest in Chhatisgarh (Rs. 857 to Rs. 1536). (Annex- 8.13)

However the table given below reflects that the requirement of KGBVs (or such residential school) for education is not only for the children from the economically backward families but also from the better off families.

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However from the table given below it reflects that the requirement of KGBVs (or such residential school) for education is not only for the children from the economically backward families but also from the better off families.

**Table 8.3: Monthly Income of Household and Need for Hostel for Availing Education**

Had you been able to Avail Education if you would not have Stayed in the Hostel?	Monthly Average Income of Family Household Mean	N	Std. Deviation
Yes	4268.67	83	2949.563
No	3714.07	135	2969.199
Can't say	4687.10	31	5563.916
<b>Total</b>	<b>4020.08</b>	<b>249</b>	<b>3392.969</b>

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Between Groups	(Combined)	31562946.208	2	15781473.104	1.375	.255
Within Groups		2823471652.186	246	11477527.041		
<b>Total</b>		<b>2855034598.394</b>	<b>248</b>			

## 8.2 School Principals on Students' Incentives and Mode of Evaluation

It may be seen from figures 8.1 and 8.2 respectively, that the majority of examinations in KGBV (about 46%) are held on half-yearly basis, and about 74% are held on unit tests.

Figure 8.1: Responses of KGBV Principals on Frequency of Examinations

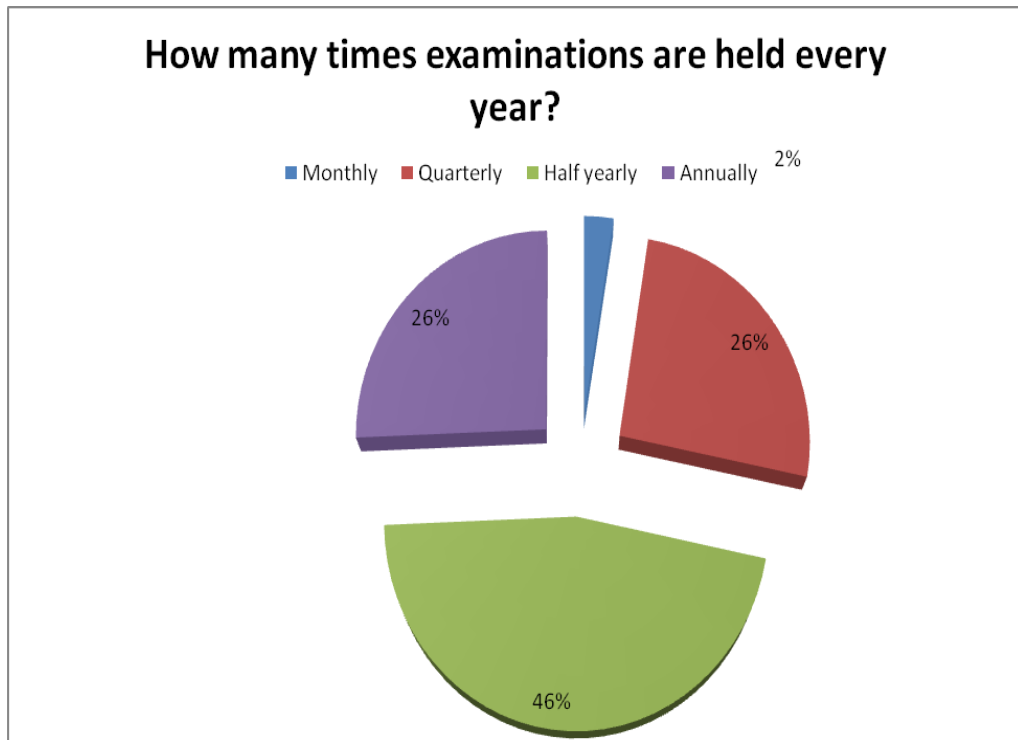


Figure 8.2: Responses of KGBV Principals on Modes of Performance Evaluation

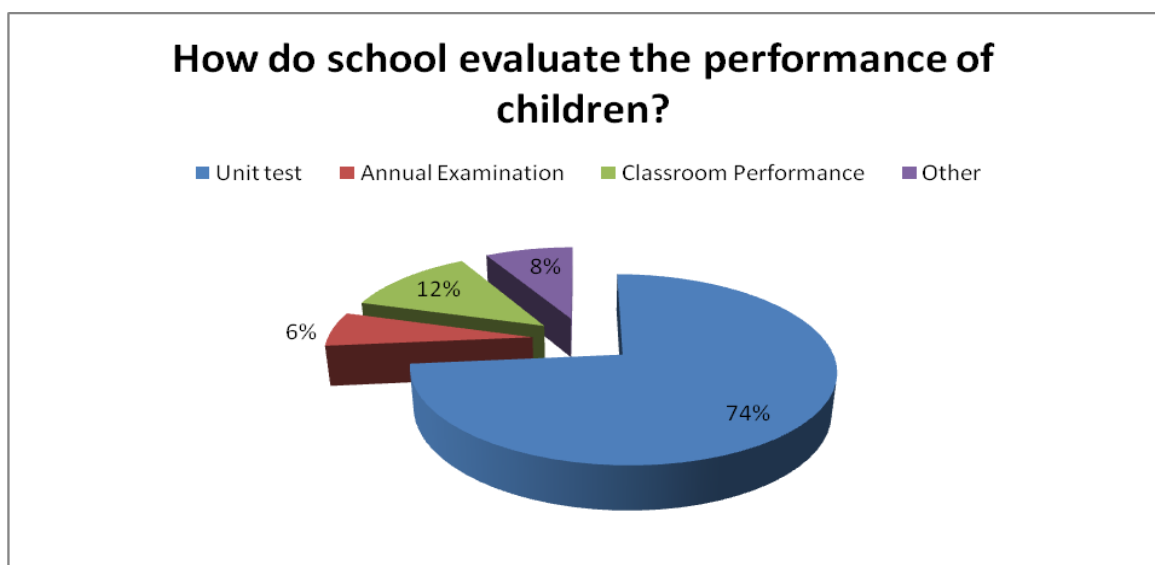
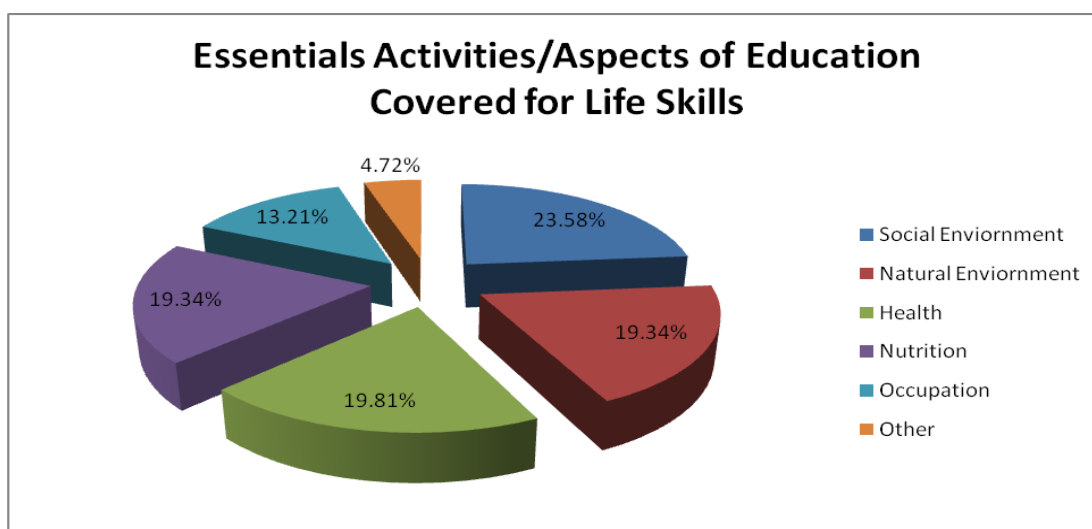
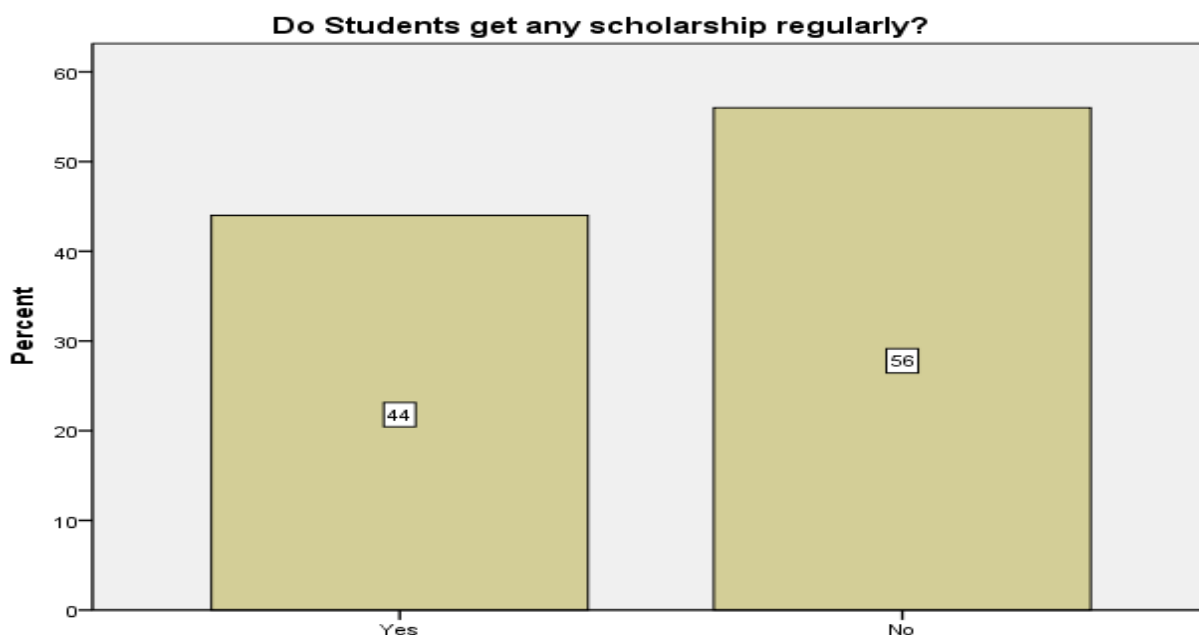


Exhibit 8.3 shows conformity for KGBV education catering to aspects related to understanding and appreciation of social and natural environment along with health, nutrition and occupation aspects as reported by KGBV school authorities.

**Figure 8.3: Whether KGBV Education Caters to Development of Life Skills**



**Figure 8.4: KGBV Responses on Student Scholarships in KGBVs**



Only 44% of the KGBV authorities responded that the scholarships were indeed given in KGBVs. The responses elicited from KGBV authorities hinted that most of these KGBV scholarships were given in the middle of the academic sessions.

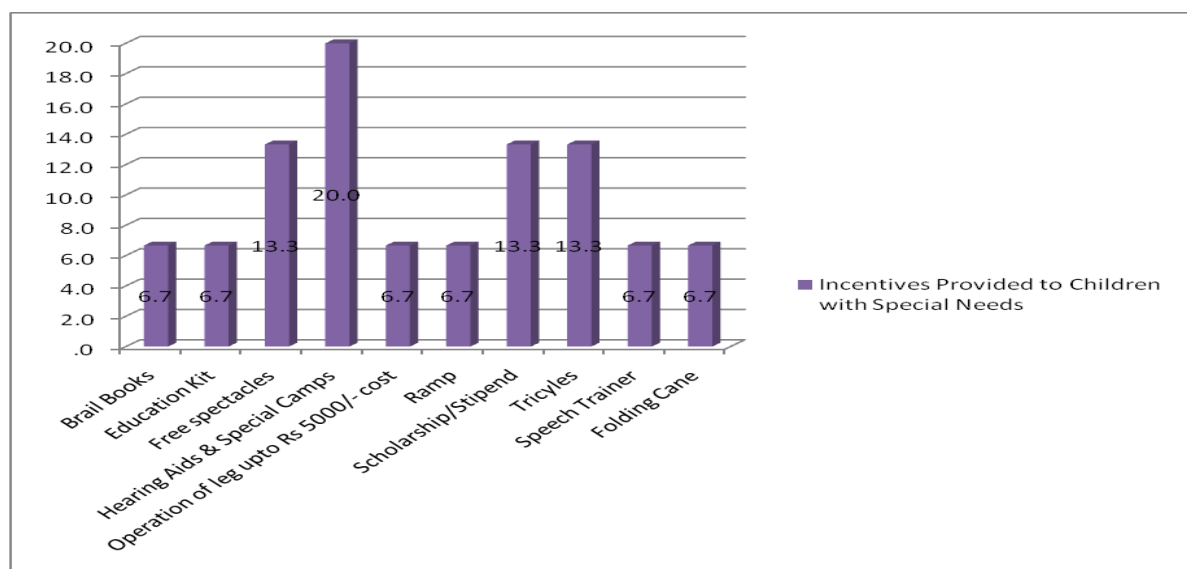
52% of the school authorities responded that there are children with special needs in schools with 11 out of 50 KGBVs (i.e. 22%) responding there 'Individual Education Plan' is being prepared by the teachers for such children. 9 out of 50 KGBVs (18%) responded that the incentives are provided to the children with special needs with most of the incentives given in the middle of the session. An overwhelming 58% (28 out of 50 KGBVs) responded that no grant is received particularly for CWSN. Tables 8.4 summarize the responses of KGBV authorities on children with special needs in KGBVs.

Figure 8.5 enumerates the types of incentives provided to children with special needs in KGBVs as reported by school authorities such as hearing aids and special camps, free spectacles and so on.

**Table 8.4: Responses of School Authorities on various Issues**

Sl. No.	Issues	Response	Frequency	Percent
1.	Are there any children with special needs in the school?	Yes	26	52.0
		No	24	48.0
		<b>Total</b>	<b>50</b>	<b>100.0</b>
2.	Whether Individualized Education Plan is being prepared by teachers for each child with special need?	Yes	11	22.0
		No	23	46.0
		Can't Say	16	32.0
		<b>Total</b>	<b>50</b>	<b>100.0</b>
3.	Any incentives provided to the children with special needs?	Yes	9	18.0
		No	22	44.0
		Can't Say	19	38.0
		<b>Total</b>	<b>50</b>	<b>100.0</b>
4.	Whether any grant is received particularly for the children with special needs?	Yes	2	4.0
		No	28	56.0
		Can't Say	20	40.0
		<b>Total</b>	<b>50</b>	<b>100.0</b>

**Figure 8.5: Responses on Various Incentives Provided to Children with Special Needs**



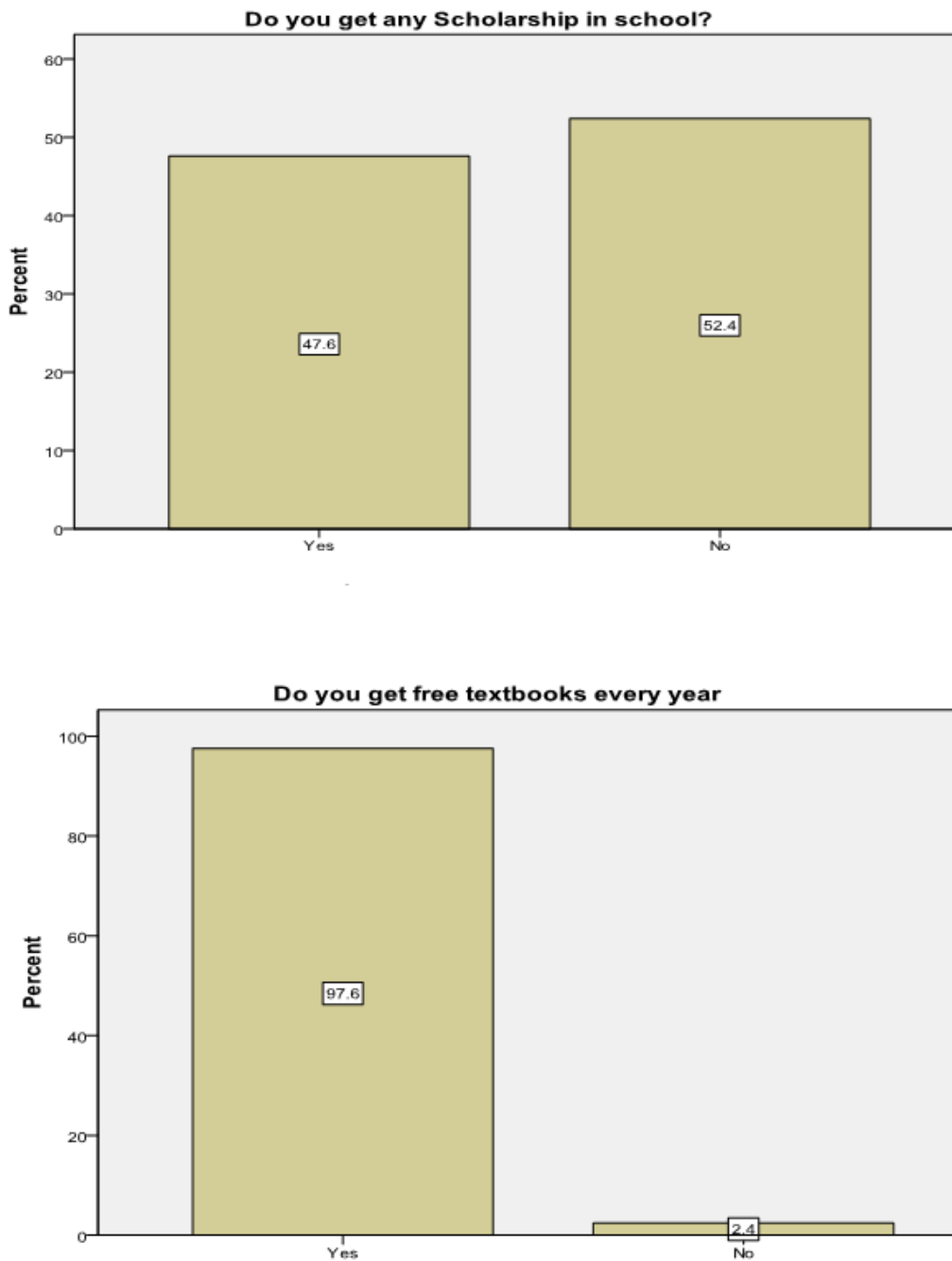
### 8.3 Summary of Responses from Students

About 47.6% of KGBV students responded that they get scholarships in KGBVs with about 9.6% stating that the amount provided is sufficient. The scholarship amount received in KGBVs is Rs. 50 per month per student. About 97% students responded that they get free textbooks each year, mostly in the beginning of the academic session, as reported by around 95% students. About 98% remarked that they get textbooks of all subjects. Hardly 7% of students said that there is CWSN assistance received by girl child through brail books, extra coaching and counseling, extra pocket money over Rs. 50 per month and provision of wheel chairs. The responses may be seen in Figure 8.6 and Tables 8.5.

**Table 8.5: Students' Responses on Various Issues**

Sl. No.	Issues	Response	Frequency	Percent
1.	Is scholarship amount sufficient?	Yes	24	9.6
		No	84	33.6
		Can't Say	142	56.8
		<b>Total</b>	<b>250</b>	<b>100.0</b>
2.	Do you get textbooks of all the subjects?	Yes	244	97.6
		No	5	2.4
		<b>Total</b>	<b>250</b>	<b>100.0</b>
3.	If the selected child is girl CWSN, do you get any assistance from school?	Yes	7	2.8
		No	63	25.2
		Can't Say	180	72.0
		<b>Total</b>	<b>250</b>	<b>100.0</b>
4.	When do you get free textbook?	Beginning of the Session	236	94.4
		Mid-session	8	3.2
		Others	6	2.4
		<b>Total</b>	<b>250</b>	<b>100.0</b>

Figure 8.6: Students' Responses on Incentives Provided in KGBVs



#### 8.4 Summary of Responses from KGBV Teachers on Mode of Evaluation and Incentives

About 63% of the KGBV teachers responded that they evaluate the performance of students via unit tests and 53% remarked that students get scholarships regularly. The details of responses of teachers on students' incentives may be seen in Table 8.6.

**Table 8.6: Response of Teachers on Various Issues**

Sl. No.	Issues	Response	Frequency	Percent
1.	How does school evaluate the performance of students?	Unit test	63	63.0
		Annual Examination	17	17.0
		Classroom Performance	8	8.0
		Other Methods	12	12.0
		<b>Total</b>	<b>100</b>	<b>100.0</b>
2.	Do students get any regular scholarship?	Yes	53	53.0
		No	47	47.0
		<b>Total</b>	<b>100</b>	<b>100.0</b>
3.	Are there any children with special needs in the school?	Yes	57	57.0
		No	43	43.0
		<b>Total</b>	<b>100</b>	<b>100.0</b>

Thus, as per response of KGBV authorities, majority of examinations in KGBV (about 46%) were held half-yearly and about 74% of the evaluations are by means of unit tests. 63% of the KGBV teachers also responded that they evaluate the performance of students via unit tests and 53% of them remarked that students get scholarships regularly. About 48% of KGBV students responded that they get scholarships of amount Rs. 50 per month per student. Only 18% KGBVs and 7% students responded that CWSN assistance is provided to children with special needs by way of brail books, extra coaching and counseling, extra pocket money over Rs. 50 per month, provision of wheel chairs, and provision of special equipment and so on.

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## *Chapter 9*

### **Innovative Practices in KGBVs**

#### **9.1 Background:**

The feedback on innovative practices in the implementation of KGBV were taken from the State and district level authorities. The questions asked were:

- a. Has any innovation been undertaken for improving the quality of education in EBB by the government in the State?
- b. Have any other innovative projects been taken up for mainstreaming the dropouts and out of school girl children?

Further, the KGBV authorities as well as school teachers were asked questions on innovative practices adopted in KGBVs which are as follows:

- a. Does school follow any strategy for mainstreaming out-of-school/dropout children?
- b. Is there any enrolment drive in the village for mainstreaming the out of school children or dropouts or minority girls?

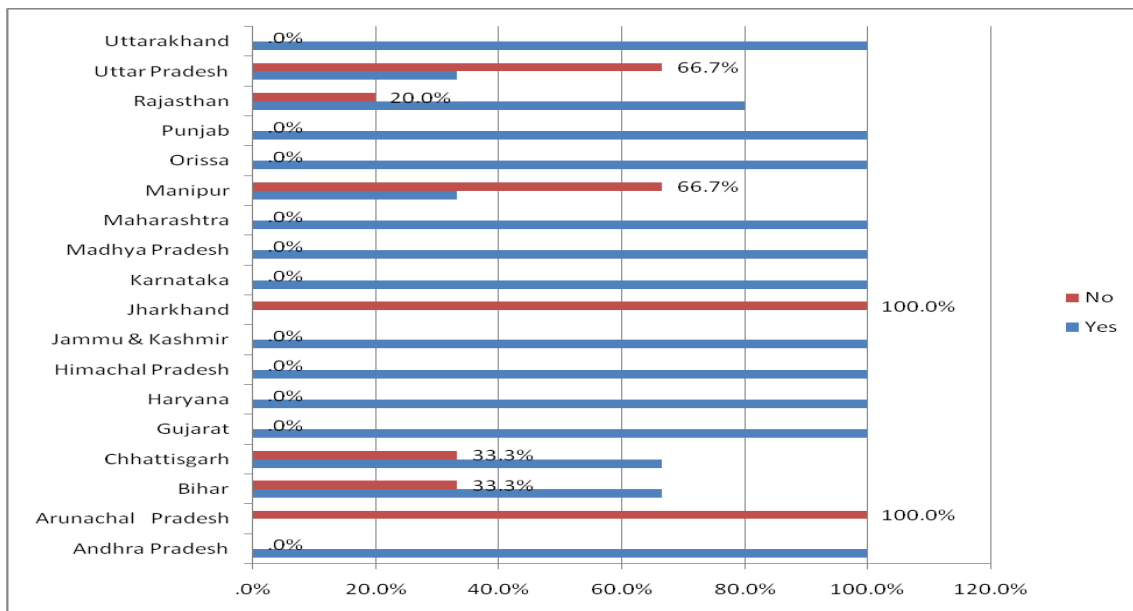
If yes, the authorities at different levels were asked to enumerate the innovative activities taken for meeting the objectives of AKGBV. In what follows, we analyze the responses at different levels with respect to strategies for bringing out-of-school children within the ambit of KGBVs.

#### **9.2 Analysis of Responses of District and State Officials:**

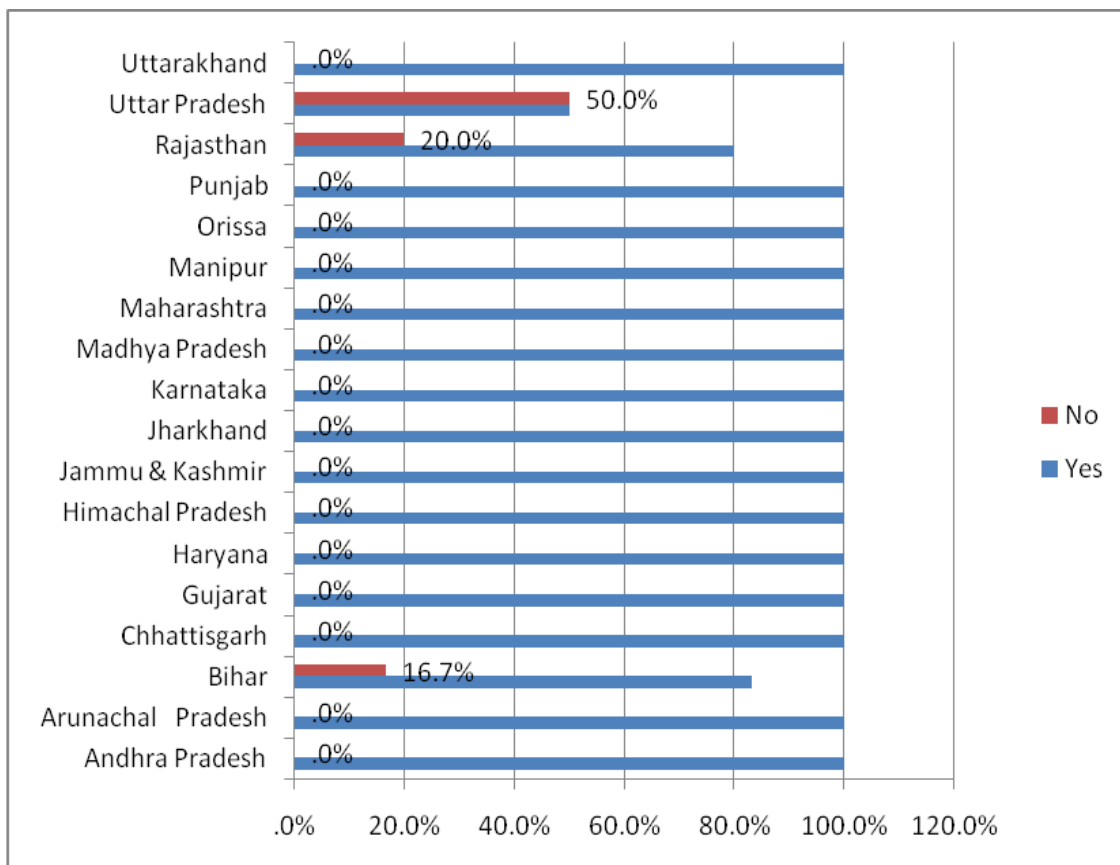
The district authorities of all the districts surveyed responded in affirmative with respect to any innovation undertaken for improving the quality of education in EBB by the state government. The exceptions were the states of Arunachal Pradesh, Bihar, Chhattisgarh, Jharkhand, Manipur, Rajasthan and Uttar Pradesh. The detailed responses may be perused at Annex 9.1.

With respect to the second question, only in few districts of Bihar, Rajasthan and Uttar Pradesh, the response was negative, i.e. no innovation as such was undertaken for mainstreaming dropout girls. The detailed responses state wise may be seen at Annex 9.2.

**Figure 9.1: Innovation for Improving quality of EBB: Responses Aggregated State wise**



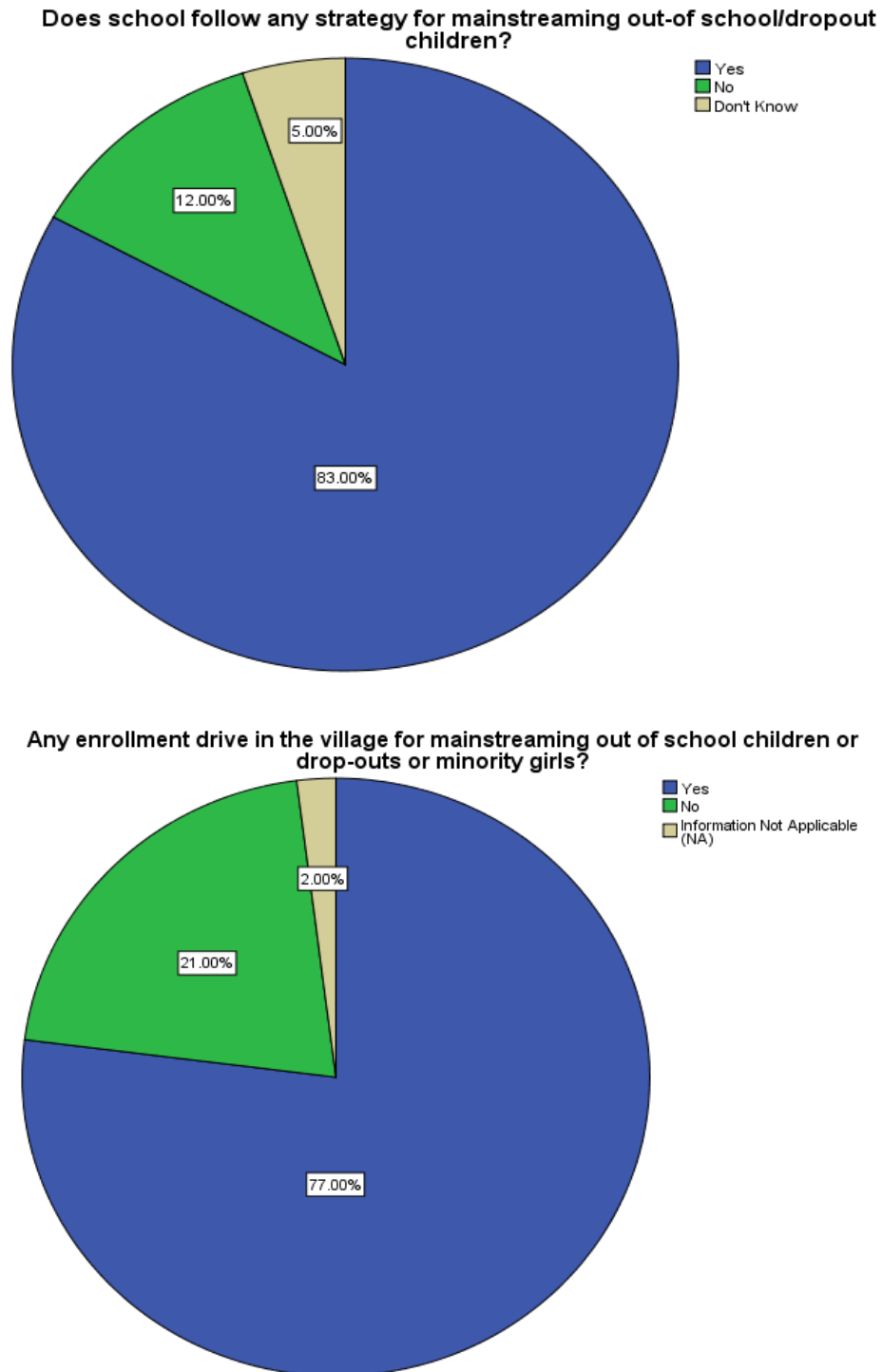
**Figure 9.2 : Innovative Projects taken for Mainstreaming Dropouts and out of Schools: District Responses Aggregated State wise**



### 9.3 Analysis of Responses of Teachers:

About 83% of the teachers responded that the school indeed followed a strategy for mainstreaming the out-of-school/dropout children and 77% reported that the enrolment drives were in place in respective villages for mainstreaming the out of school children or dropouts or minority girls.

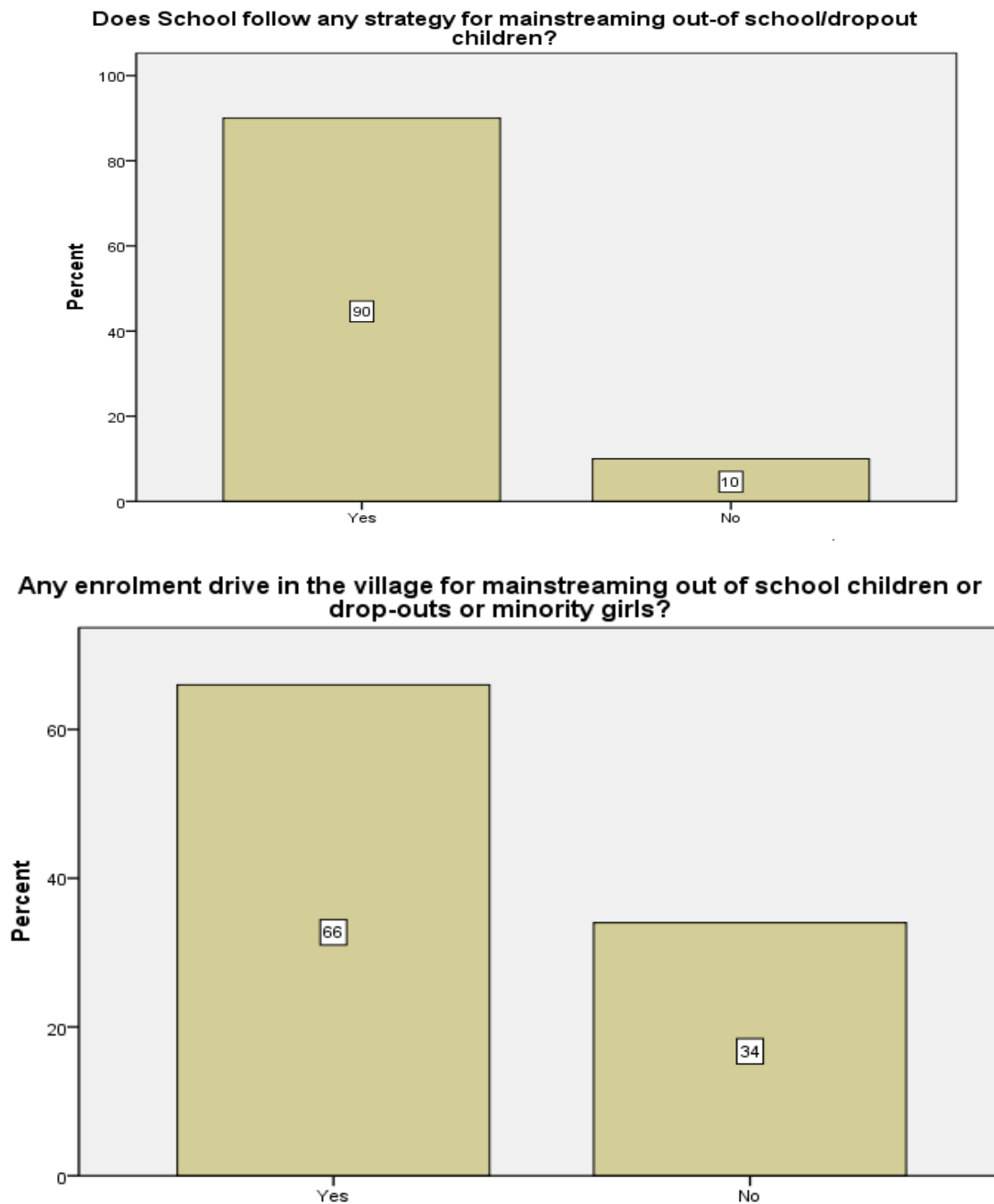
**Figure 9.3 : Teachers' Responses on Innovative Practices in KGBVs**



## 9.4 Analysis of Responses of School Authorities:

About 90% of the school authorities/principals responded that the school indeed followed a strategy for mainstreaming out-of-school /dropout children and 66% reported that the enrolment drives were in place in respective villages for mainstreaming the out of school children or dropouts or minority girls.

**Figure 9.4: KGBVs' Responses on Innovative Practices Adopted**



## 9.5 Types of Innovations Followed:

Some types of innovative practices followed were:

- i. Awareness drives in communities involving KGBV girls on child marriage, dowry system and to motivate the parents of irregular, dropout and never enrolled girls to send their daughters to the schools.
- ii. Capacity building of female teachers through block level structured initiatives and formation of resource pool for training. Issues concerning the school girls and teachers were also raised and addressed in these forums.
- iii. Block level initiatives to ensure the retention and regular attendance of girls.
- iv. Community mobilization initiatives involving community, PRIs, teachers, parents, etc. for spot enrolment of girls in the blocks with highest gender gaps in literacy.
- v. Upgrading KGBVs to higher classes on demand for girls' education by schools' own initiatives in some places.
- vi. Provision of special quota and incentives for CWSN children.

## *Chapter 10*

### **Suggestions and Recommendations**

#### **I. Independent Management for KGBV**

The separate management for KGBV at the national level should be in place to look into the implementation and monitoring of the scheme as deviations in implementation and low level of achievement were observed. It may be the right time to review the national level management of KGBV given the spread of KGBVs across the most backward and difficult areas of the country. For better outreach, a different management structure, perhaps, along the lines of the Navodaya Vidyalaya Sangathan, could be contemplated.

#### **II. Adherence to Guidelines for Identification of Out of School and Dropout Girls**

The findings of the study reveal that the proportion of the out of school (OOS) and dropout students (DOS) are very less. The identification of girls for admission in KGBV is followed in an ad-hoc manner. The guidelines on student eligibility should be followed strictly for identification of girls for admission in KGBV.

#### **III. Rethinking Long Term Objectives of KGBV**

Many states claimed that there is no out of school and dropout student in their states. In near future, many other states may see the similar situation as a result of the positive impact of SSA, MDM and other relevant programmes. Thus, there is a need to rethink and revisit the long term objectives of KGBVs.

#### **IV. Policy for Extension to Higher Classes in KGBVs**

According to the feedback collected, retention of girls is a concern especially after class VIII, since girls cannot continue education due to the absence of higher classes in KGBVs. There is a general demand from KGBV principals, parents and teachers for extension of KGBV up to the class X initially and class XII subsequently. Some State Governments have already introduced higher classes in KGBV. So there is a need to take a policy decision on this. Further, it can be thought of linking with other programmes for secondary education like RMSA. However, one must exercise appropriate caution here since the extension of KGBVs to the higher classes must be accompanied by a commensurate improvement in the infrastructural facilities in KGBVs- classrooms, accommodation, sanitation in general and teachers' availability and qualifications in particular to meet out the high quality education in higher classes.

## **V. Keeping a Track on Future Progression of Outgoing Students**

It may be desirable to keep a track on the future progression of girls passing out from the KGBVs in some way or the other to ensure that they continue their education and do not necessarily become a victim of social ills like early marriage, dowry deaths, etc. There is perhaps a scope for better aligning other social sector schemes for empowering the women with KGBV with respect to this issue. Better micro-management and counseling on the importance of women education to reduce the absenteeism and dropouts may be done by the KGBV teachers and mentors.

## **VI. More Attention to CWSN**

Teachers of only 42% of schools where CWSN are studying, prepare the Individualized Education Plan (IEP). Uttar Pradesh and Bihar teachers in most of the schools do prepare IEP. CWSN in about 35% of the selected KGBVs receive any type of incentive and hardly any cash incentive is granted to them. Most schools, wherever CWSN incentive is provided is in the form of aids and equipment like hearing aid, brail books, spectacles, tricycles, etc. Out of the selected 50 KGBVs, only 2 schools receive grant for CWSN. It was observed that some CWSN were bearing huge transport cost to study in day boarding KGBV in rugged terrain and as per the scheme guidelines there was no provision for compensating them for their transport expenditure.

Thus, serious efforts to bring the girls with special needs, have not been made in most of the states. There is a need to make special policy for the Girl SWN who could not continue their education due to the various reasons. Furthermore, there should be fund provision and guidelines for special facilities for these students in the schools and hostels.

## **VII. Beefing up Safety and Security Arrangements**

Lack of boundary wall (41% girls) and security guard (31% girls) are the main security concern for the girls. These two deficiencies need to be rectified for running the residential schools for girls. Concerns like no male entry in girls' hostels, etc. need also to be addressed.

## **VIII. More Focus on Computer Infrastructure and Proficiency**

The availability of computers has to be extended to more schools (about 79% students reported availability of computers) and computer proficiency should be given more importance as it is becoming increasingly important nowadays in getting jobs. 68.5% students rarely or never use computers in KGBVs even if it is available. Only 54% of the students reported that they knew the basic operations (switch on, switch off etc.) of computers.

## **IX. Improved Maintenance and Repair of Hostel Infrastructure**

A major feeling unanimously across all quarters is that residential/hostel facilities are indeed a necessary condition for ensuring continuance of the students in KGBVs. Thus, hostel facilities must be kept up to the mark –drinking water, sanitation and lodging facilities. The overcrowding in hostel rooms may be reviewed from time to time as rooms are provided on sharing basis. Repair/maintenance work of hostels has to be regularly adhered to.

## **X. Permanent Teachers with better Training and Incentives**

There is no uniform policy followed for the appointment of teachers across the states. In many schools there is no permanent teacher. The temporary teachers are not adequately paid. In fact, complaints were that the teachers/staff employed in KGBVs had low job satisfaction *vis-à-vis* their salaries. As the teaching of the girls at KGBVs needs special skill, there is a need to create a cadre of teachers specially trained for teaching the girls of KGBVs. There should be some permanency in their tenure. Their service conditions should be improved with permanent tenure and increased salary.

## **XI. Bridge Course for Bringing Dropouts at par with Upper Primary Standard**

There is a need for evolving a strategy for bridging the dropouts and out of school students to the upper primary levels. For this purpose separate curriculum, provision for teachers' training and required funds should be considered at the national level in consultation with all the stakeholders.

## **XII. Baseline Survey for Opening New KGBVs**

The criteria for opening the KGBVs in a particular area should be linked with the number of OOSC and DOS in that area for which there is a need for baseline survey(s) to find out the requirement for opening KGBV in a block instead of only relying on EBB criteria.

## **XIII. Timely Revision of Expenditure Norms**

One welcome step recently has been revision in the norms for recurring expenditure that were considered inadequate for the maintenance of girl students as the same had not been revised since 2004. It is hoped that with the much awaited revision, the KGBVs would now be able to have more wherewithal in proper implementation of the scheme objectives and meeting its outcomes.



#### **XIV. Adequate medical and Health Facilities**

As per the feedback/suggestion from the field, adequate medical facilities and regular health check-ups for KGBV students are required.

#### **XV. Injudicious to Compare KGBVs with JNVs due to Different set of Objectives**

To have a comparison on the quality and progress of education in the States due to the launching of KGBV scheme with the existing JNV scheme is imprudent. As per the design of KGBV evaluation study available with this office, the design methodology of the KGBV study is similar to that of evaluation study on NVS as it was decided to conduct this evaluation study on the sidelines of the evaluation study of NVS. It may be stressed that the NVS is a scheme to bring talented rural students into the mainstream through a tough competitive entrance examination whereas the KGBV is to enable socially disadvantaged girls in EBBs and bring in out-of-school and dropout students to the ambit of formal education to bridge in the wedge between male and female literacy. Hence, the outcomes of the former are not comparable with the latter as it is naturally expected that results in NVS will be better. Also, unlike NVS which is fully funded and implemented by the Central government, KGBVs are implemented by the state/district authorities and expenses are shared by State and Centre. The objectives of KGBV scheme are thus very different from those of the NVS scheme. Also, the stated objectives of KGBV evaluation study and the indicators as mentioned in the Evaluation Design lead to inadequate coverage of different facets of the scheme in the evaluation report. However, considering that both are residential schools, the security, infrastructure and other facilities of KGBVs are well below the NVS standards. Moreover, it has been observed that the lack of independent management at the apex level for KGBVs affects the effective implementation and achieving the desired goals.

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- Desai, Susharut (2007) Gender Disparity in Primary Education: The experience of India: UN Chronicle, UT Publication, Gale, Cengage Learning (Dec 27)
- Working Group Report on Elementary Education and Literacy'(2011) of the XIIth Five Year Plan
- Ministry of Human Resource Development website
- DISE data

# ***ANNEXURES***

## Name of the selected States and Districts for evaluation under the KGBV study.

S. No.	Name of the selected States	Selected Districts/ KGBV Schools
1.	Orissa	i) Bolangir, ii) Phulbani, iii) Nuapada, iv) Kalahandi
2.	Chhattisgarh	i) Raigarh, ii) Raipur, iii) Bilaspur
3.	Himachal Pradesh	i) Sirmaur
4.	Jammu & Kashmir	i) Kathua
5.	Andhra Pradesh	i) Visakhapatnam
6.	Rajasthan	i) Bharatpur, ii) Sirohi, iii) Jhalawar, iv) Sawai Madhopur, v) Jaipur
7.	Haryana	i) Mewat
8.	Uttar Pradesh	i) Unnao, ii) Kushi Nagar, iii) Meerut, iv) G.B. Nagar, v) Varanasi-1 vi) Gorakhpur
9.	Uttarakhand	i) U.S. Nagar, ii) Nainital
10.	Maharashtra	i) Thane ii) Kolhapur iii) Nashik iv) Hingoli
11.	Gujarat	i) Junagarh, ii) Kheda, iii) Surendranagar
12.	Manipur	i) Bishnupur ii) Churachandpur iii) Imphal East
13.	Arunachal Pradesh	i) Lohit, ii) L.D. Valley
14.	Bihar	i) Buxar, ii) Kaimur, ii) Madhepura, iv) Aurangabad, v) Bhojpur, vi) Katihar
15.	Jharkhand	i) Chatra, ii) Gumla
16.	Punjab	i) Sangrur
17.	Madhya Pradesh	i) Bhopal
18.	Karnataka	i) Mysore ii) Yadgir iii) Chitradurga (iv) Hassan

### Gross Enrolment Ratio (GER) -All categories

Year	Classes I-V (6-10 Years)			Classes VI-VIII (11-13 Years)			Classes I-VIII (6-13 Years)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1950-51	60.6	24.8	42.6	20.6	4.6	12.7	46.4	17.7	32.1
1960-61	82.6	41.4	62.4	33.2	11.3	22.5	65.2	30.9	48.7
1970-71	95.5	60.5	78.6	46.3	20.8	33.4	75.5	44.4	61.9
1980-81	95.8	64.1	80.5	54.3	28.6	41.9	82.2	52.1	67.5
1990-91	94.8	71.9	83.8	80.1	51.9	66.7	90.3	65.9	78.6
1991-92	97.2	75.0	86.5	79.1	54.1	67.3	91.5	68.6	80.5
1992-93	95.5	73.8	85.0	73.4	49.3	61.9	88.4	66.0	77.6
1993-94	83.6	73.1	81.7	67.1	49.4	58.6	80.2	63.7	72.3
1994-95	96.6	78.2	87.7	68.9	50.0	60.0	87.2	68.8	78.4
1995-96	97.1	79.4	88.6	67.8	49.8	59.3	86.9	69.4	78.5
1996-97	97.0	80.1	88.8	65.8	49.2	58.0	85.9	69.4	78.0
1997-98	99.3	82.2	91.1	66.3	49.7	58.5	87.4	70.7	79.4
1998-99	100.9	84.1	92.8	65.1	49.5	57.7	87.6	71.5	79.9
1999-2000	103.3	86.0	94.9	65.2	49.6	57.8	88.9	72.6	81.0
2000-01	104.9	85.9	95.7	66.7	49.9	58.6	90.3	72.4	81.6
2001-02	105.3	86.9	96.3	67.8	52.1	60.2	90.7	73.6	82.4
2002-03	97.5	93.1	95.3	65.3	56.2	61.0	85.4	79.3	82.5
2003-04	100.6	95.6	98.2	66.8	57.6	62.4	87.9	81.4	84.8
2004-05	110.7	104.7	107.8	74.3	65.1	69.9	96.9	89.9	93.5
2005-06	112.8	105.8	109.4	75.2	66.4	71.0	98.5	91.0	94.9
2006-07	114.6	108.0	111.4	77.6	69.6	73.8	100.4	93.5	97.1
2007-08	115.3	112.6	114.0	81.5	74.4	78.1	102.4	98.0	100.3
2008-09	114.7	114.0	114.3	82.7	76.6	79.8	102.5	99.6	101.1
2009-10	113.8	113.8	113.8	84.3	79.0	81.7	102.5	100.4	101.5
2010-11	114.9	116.3	115.5	87.5	82.9	85.2	104.5	103.3	103.9

Source: Ministry of Human Resource Development

## GENDER PARITY INDEX (GPI)

Year	Classes I-V (6-10 Years)			Classes VI-VIII (11-13 Years)			Classes I-VIII (6-13 Years)		
	All	SC	ST	All	SC	ST	All	SC	ST
1950-51	0.41			0.22			0.38		
1960-61	0.50			0.34			0.47		
1970-71	0.63			0.45			0.59		
1980-81	0.67			0.53			0.63		
1990-91	0.76	0.69	0.65	0.65	0.52	0.50	0.73	0.63	0.60
1991-92	0.77	0.69	0.66	0.68	0.52	0.50	0.75	0.65	0.63
1992-93	0.77	0.72	0.70	0.67	0.59	0.55	0.75	0.69	0.67
1993-94	0.87	0.74	0.72	0.74	0.61	0.58	0.79	0.71	0.69
1994-95	0.81	0.75	0.68	0.73	0.61	0.67	0.79	0.71	0.70
1995-96	0.82	0.76	0.70	0.73	0.62	0.61	0.80	0.72	0.71
1996-97	0.83	0.77	0.69	0.75	0.68	0.63	0.81	0.74	0.70
1997-98	0.83	0.78	0.73	0.75	0.67	0.64	0.81	0.75	0.73
1998-99	0.83	0.79	0.72	0.76	0.71	0.64	0.82	0.77	0.70
1999-00	0.83	0.78	0.72	0.76	0.72	0.64	0.82	0.77	0.71
2000-01	0.82	0.80	0.73	0.75	0.70	0.66	0.80	0.78	0.72
2001-02	0.83	0.80	0.80	0.77	0.72	0.70	0.81	0.78	0.77
2002-03	0.95	0.88	0.88	0.86	0.77	0.74	0.93	0.85	0.85
2003-04	0.95	0.89	0.93	0.86	0.80	0.79	0.93	0.87	0.90
2004-05	0.95	0.86	0.90	0.88	0.79	0.81	0.93	0.85	0.88
2005-06	0.94	0.87	0.91	0.88	0.80	0.84	0.92	0.86	0.90
2006-07	0.94	0.88	0.92	0.90	0.76	0.85	0.93	0.86	0.91
2007-08	0.98	0.99	0.96	0.91	0.95	0.87	0.96	0.98	0.94
2008-09	0.99	0.99	0.97	0.93	0.96	0.89	0.97	0.98	0.95
2009-10	1.00	1.00	0.98	0.94	0.97	0.93	0.98	0.99	0.97
2010-11	1.01	1.01	1.00	0.95	0.96	0.96	0.99	1.00	0.99

Source: Ministry of Human Resource Development

## GENDER PARITY INDEX (GPI) for HIGHER CLASSES

Year	Classes IX-X (14-15 Years)			Classes I-X (6-15 Years)			Classes XI-XII (16-17 Years)			Classes IX-XII (14-17 Years)			Classes I-XII (6-17 Years)		
	All	SC	ST	All	SC	ST	All	SC	ST	All	SC	ST	All	SC	ST
2001-02										0.73			0.82		
2002-03										0.80			0.91		
2003-04										0.80			0.91		
2004-05	0.79	0.72	0.70				0.79	0.72	0.59	0.79	0.72	0.67	0.91	0.84	0.86
2005-06	0.80	0.74	0.74				0.80	0.75	0.61	0.80	0.74	0.69	0.91	0.85	0.88
2006-07	0.81	0.76	0.75				0.83	0.75	0.63	0.82	0.76	0.71	0.91	0.85	0.89
2007-08	0.85	0.88	0.76				0.84	0.84	0.67	0.85	0.87	0.73	0.94	0.98	0.91
2008-09	0.86	0.89	0.79	0.96	0.97	0.94	0.85	0.86	0.70	0.85	0.88	0.75	0.95	0.97	0.93
2009-10	0.88	0.90	0.83	0.96	0.98	0.96	0.87	0.90	0.72	0.88	0.90	0.79	0.96	0.98	0.94
2010-11	0.88	0.91	0.86	0.97	0.99	0.97	0.86	0.90	0.76	0.87	0.91	0.82	0.96	0.99	0.96

Source: Ministry of Human Resource Development

## DROP OUT RATES

Year	Classes I-V			Classes I-VIII			Classes I-X		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1960-61	61.7	70.9	64.9	75.0	85.0	78.3	N.A	N.A	N.A.
1970-71	64.5	70.9	67.0	74.6	83.4	77.9	N.A	N.A	N.A.
1980-81	56.2	62.5	58.7	68.0	79.4	72.7	79.8	86.6	82.5
1990-91	40.1	46.0	42.6	59.1	65.1	60.9	67.5	76.9	71.3
1992-93	43.8	46.7	45.0	58.2	65.2	61.1	70.0	77.3	72.9
1995-96	41.4	43.0	42.1	56.6	61.7	58.8	66.7	73.7	69.6
1996-97	39.7	40.9	40.2	54.3	59.5	56.5	67.3	73.7	70.0
1997-98	37.5	41.5	39.2	53.8	59.3	56.1	66.6	73.0	69.3
1998-99	40.9	42.3	41.5	54.2	59.2	56.3	64.5	69.8	66.7
1999-00	39.8	41.0	40.3	53.3	57.7	55.1	64.9	69.9	67.0
2000-01	39.7	41.9	40.7	50.3	57.7	53.7	66.4	71.5	68.6
2001-02	38.4	39.9	39.0	52.9	56.9	54.6	64.2	68.6	66.0
2002-03	35.9	33.7	34.9	52.3	53.5	52.8	60.7	65.0	62.6
2003-04	33.7	28.6	31.5	51.9	52.9	52.3	61.0	64.9	62.7
2004-05	31.8	25.4	29.0	50.5	51.3	50.8	60.4	63.9	61.9
2005-06	28.7	21.8	25.7	48.7	49.0	48.8	60.1	63.6	61.6
2006-07	24.6	26.8	25.6	46.4	45.2	45.9	58.6	61.5	59.9
2007-08	25.7	24.4	25.1	43.7	41.3	42.7	56.6	57.3	56.7
2008-09	29.6	25.8	27.8	41.1	36.9	39.3	54.0	54.4	54.2
2009-10	31.8	28.5	30.3	41.1	44.2	42.5	53.3	51.8	52.7
2010-11	29.0	25.4	27.4	40.6	41.2	40.8	50.2	47.7	49.2

Source: Ministry of Human Resource Development



## State wise number of EBBs and KGBVs sanctioned

Sl. No.	State	Number of EBBs	Number of Sanctioned KGBV
1.	Andhra Pradesh	331	345
2.	Arunachal Pradesh	40	48
3.	Assam	81	57
4.	Bihar	530	530
5.	Chhattisgarh	74	93
6.	Delhi	0	0
7.	Goa	0	0
8.	Gujrat	85	89
9.	Haryana	36	39
10.	Himachal Pradesh	5	10
11.	Jammu & Kashmir	97	99
12.	Jharkhand	201	203
13.	Karnataka	74	71
14.	Kerala	1	0
15.	Madhya Pradesh	201	207
16.	Maharashtra	43	43
17.	Manipur	5	11
18.	Meghalaya	9	10
19.	Mizoram	1	1
20.	Nagaland	11	11
21.	Odisha	173	182
22.	Punjab	21	15
23.	Rajasthan	186	198
24.	Sikkim	0	1
25.	Tamil Nadu	44	61
26.	Telangana	396	398
27.	Tripura	9	9
28.	Uttarakhand	19	28
29.	Uttar Pradesh	680	746
30.	West Bengal	87	92

## Models of KGBV adopted in different States

Only Model 1	Only Model 2	Only Model 3	Model 1 & 2	Model 1 & 2 & 3	Model 1 & 3
1. Arunachal Pradesh 2. Andhra Pradesh 3. Chhattisgarh 4. Haryana 5. Jharkhand 6. Karnataka 7. Maharashtra 8. Manipur 9. Mizoram 10. Sikkim 11. Telangana	1. Meghalaya	1. Bihar 2. Himachal Pradesh 3. Uttarakhand 4. Madhya Pradesh 5. Nagaland 6. Odisha 7. Punjab 8. Tripura 9. West Bengal	1. Assam 2. Jammu & Kashmir 3. Tamil Nadu 4. Uttar Pradesh	1. Gujarat	1. Rajasthan

## State wise Nodal Agency and Nodal Officer

Sl. No.	State	Name of the Nodal Department/ Agency	Nodal Officer
1.	Chhattisgarh	Rajeev Gandhi Shiksha Mission	Secretary, School Education
2.	Madhya Pradesh	Rajya Shiksha Kendra	Secretary, School Education
3.	Gujarat	SSA	State Project Director, SSA
4.	Andhra Pradesh	SSA	State Project Director, SSA
5.	Uttar Pradesh	SSA	Senior Consultant
6.	Uttarakhand	SSA	State Project Director, SSA
7.	Maharashtra	Maharashtra Prathmik Shikshan Parishad (MPSP)	State Project Director, SSA
8.	Karnataka	SSA & Mahila Samakhya	State Programme Officer
9.	Himachal Pradesh	SSA	In-charge, SSA
10.	Punjab	SSA	State Project Director, SSA
11.	Haryana	SSA & Mewat Model School	State Project Director, SSA
12.	Jammu & Kashmir	SSA	State Project Director, SSA
13.	Odisha	Odisha Primary Education Programme Authority	Deputy Director, GE OPEPA
14.	Arunachal Pradesh	SSA	State Project Director, SSA
15.	Manipur	SSA	State Project Director, SSA
16.	Rajasthan	Rajasthan Council of Elementary Education (RCEE)	Commissioner, RCEE
17.	Bihar	Bihar Education Project Council	State Project Director
18.	Jharkhand	Jharkhand Education Project Council	State Project Director, SSA

## Average Number of students enrolled in Selected Sample School

Sl. No.	States	Number of Students per KGBV
1.	Andhra Pradesh	200
2.	Arunachal Pradesh	100
3.	Bihar	100
4.	Chhattisgarh	100
5.	Gujarat	100
6.	Haryana	248
7.	Himachal Pradesh	38
8.	Jammu & Kashmir	56
9.	Jharkhand	237
10.	Karnataka	101
11.	Madhya Pradesh	150
12.	Maharashtra	99
13.	Manipur	103
14.	Orissa	159
15.	Punjab	100
16.	Rajasthan	96
17.	Uttar Pradesh	83
18.	Uttarakhand	50

## Details of Fund flows (Rs in Lakhs) State-wise in the Year 2011.

State Name	Allocation	Release	Expenditure	Exp. as %age of Funds	
				Released	Allocated
Andhra Pradesh		1931.38	1668.3	86.38	
Arunachal Pradesh	1522.11	1522.11	1387.17	91.13	91.13
Bihar	24518.68	0	9511.09		38.79
Chhattisgarh	2652.52	1342	1885.25	140.48	71.07
Gujarat	6036.3	3089.66	2076.7	67.21	34.4
Haryana	4187.29	581.56	227.87	39.18	5.44
Himachal Pradesh	139.5	42.37	105.4	248.76	75.56
Jammu & Kashmir	4927.33	1904.41	1298.77	68.2	26.36
Jharkhand	5933.89	1400	4122.56	294.47	69.47
Karnataka	2418.82	2399.09	1580.76	65.89	65.35
Madhya Pradesh	15083.19	6743	12116.61	179.69	80.33
Maharashtra	2580.6	2889.89	1682.58	58.22	65.2
Manipur	162.55	102.55	102.57	100.02	63.1
Orissa	7191.06	3076	3353.87	109.03	46.64
Punjab	2089.89	715.2	145.25	20.31	6.95
Rajasthan	6285	16	4059		64.58
Uttar Pradesh	43864.38	36905.01	27700.32	75.06	63.15
Uttarakhand	716.57	338.13	338.13	100	47.19
All India	7665.28	3611.02	4075.68	112.87	53.17

*\*Release Data for Bihar & Rajasthan not provided/authentic*

## Sample District-wise Averages on Details of Fund Flows (Rs in Lakhs) in 2011

Sl. No.	State Name	Allocation 2011	Release 2011	Expenditure 2011
1.	Andhra Pradesh	.	.	.
2.	Arunachal Pradesh	65.75	65.75	64.19
3.	Bihar	653.16	234.53	224.83
4.	Chhattisgarh	137.18	103.23	112.84
5.	Gujarat	260.9	137.05	134.4
6.	Haryana	161.75	136.35	75.45
7.	Himachal Pradesh	16.4	16.4	9.3
8.	Jammu & Kashmir	70.43	70.43	70.43
9.	Jharkhand	294.82	204.6	243.38
10.	Karnataka	94.45	68.27	70.63
11.	Madhya Pradesh	225.63	78.27	64.5
12.	Maharashtra	180.81	95.99	80.1
13.	Manipur	29.82	29.82	29.82
14.	Orissa	307.8	226.91	206.83
15.	Punjab	342.23	134.03	43.62
16.	Rajasthan	196.57	99.15	127.7
17.	Uttar Pradesh	282.55	275.6	197.53
18.	Uttarakhand	20	20	17.24

## State-Wise KGBV Targets and Achievements – Up to 31.03.2012

State	Opening of new KGBV		Upgradation of Existing schools to KGBV		Appointment of Male Teachers		Appointment of Female Teachers Appointed		Construction of School Building		Construction of Additional Classrooms	
	Targets	Achievements	Targets	Achievements	Targets	Achievements	Targets	Achievements	Targets	Achievements	Targets	Achievements
Andhra Pradesh	743	743	0	0	0	0	5201	5201	743	446	.	.
Arunachal Pradesh	48	48	0	0	238	238	194	194	48	36	0	0
Bihar	535	450	.	.	.	.	.	.	535	200	0	0
Chhattisgarh	93	93	0	0	0	0	651	519	93	90	0	0
Gujarat	89	89	0	0	0	0	624	498	89	56	0	0
Haryana	36	9	0	1	42	42	36	3	.	.	.	.
Himachal Pradesh	0	0	0	0	0	0	0	0	10	8	0	0
Jammu & Kashmir	99	97	0	0	0	0	693	587	99	13	0	0
Jharkhand	203	203	.	.	0	0	1015	739	203	135	0	0
Karnataka	71	71	24	24	.	.	.	.	7	0	24	0
Madhya Pradesh	0	0	0	0	0	0	0	0	207	151	0	0
Maharashtra	43	43	0	0	.	.	.	.	43	22	0	0
Manipur	4	5	0	0	.	20	.	15	4	1	0	0
Orissa	182	182	0	0	599	599	693	693	182	182	0	0
Punjab	22	21	0	0	0	3	63	49	22	9	0	0
Rajasthan	0	-	0	0	0	0	0	728	0	200	0	-
Uttar Pradesh	0	0	47	0	1695	1695	3156	3156	746	680	0	0
Uttarakhand	.	.	.	.	.	.	.	.	.	.	.	.

Source: KGBV State Level Schedules

Sample District-Wise Average Targets and Achievements – up to 31.03.2012 in KGBVs

State	Opening of new KGBV		Upgradation of Existing schools to KGBV		Male Teachers Appointed		Female Teachers Appointed		Construction of School Building		Construction of Additional Classrooms	
	Targets	Achievements	Targets	Achievements	Targets	Achievements	Targets	Achievements	Targets	Achievements	Targets	Achievements
Andhra Pradesh	18	.	.	.	.	.	18	.	.	.	.	.
Arunachal Pradesh	2	1	6	10	2	0	2	1	6	10	2	0
Bihar	8	0	0	37	9	0	8	0	0	20	3	0
Chhattisgarh	4	0	0	23	1	1	4	0	0	19	1	1
Gujarat	5	0	0	20	5	1	5	0	0	15	3	0
Haryana	5	0	0	52	5	0	5	0	0	52	4	1
Himachal Pradesh	1	1	0	3	0	0	1	0	0	2	0	0
Jammu & Kashmir	4	7	7	28	7	7	4	7	7	25	7	7
Jharkhand	10	5	0	50	10	0	10	5	0	37	4	0
Karnataka	3	1	0	6	3	1	3	1	0	5	2	1
Madhya Pradesh	2	0	0	0	16	2	2	0	0	0	16	1
Maharashtra	3	0	.	20	3	0	3	0	5	14	1	0
Manipur	1	0	.	.	1	.	1	0	.	.	0	.
Orissa	7	10	12	20	9	10	7	10	10	16	6	10
Punjab	4	0	0	0	5	0	4	0	0	0	1	0
Rajasthan	3	2	0	11	3	3	3	2	0	10	3	3
Uttar Pradesh	8	0	7	25	6	0	8	0	5	17	5	0
Uttarakhand	2	1	0	4	1	0	2	1	0	4	1	0

Source: KGBV District Level Schedules

Evaluation Study on Kasturba Gandhi Balika Vidyalayas(KGBVs)

Capacity of KGBVs to Spend Funds received in years 2010 and 2011 (Aggregated State Wise)

State	Capacity to spend money in 2010							Capacity to spend money by KGBVs in 2011						
	More than 80%	65-80%	50-65%	35-50%	25-35%	Below 25%	Not Applicable	More than 80%	65-80%	50-65%	35-50%	25-35%	Below 25%	Not Applicable
Andhra Pradesh	100.0%	.0%	.0%	.0%	.0%	.0%	.0%	100.0%	.0%	.0%	.0%	.0%	.0%	.0%
Arunachal Pradesh	100.0%	.0%	.0%	.0%	.0%	.0%	.0%	100.0%	.0%	.0%	.0%	.0%	.0%	.0%
Bihar	50.0%	33.3%	16.7%	.0%	.0%	.0%	.0%	66.7%	16.7%	16.7%	.0%	.0%	.0%	.0%
Chhattisgarh	66.7%	33.3%	.0%	.0%	.0%	.0%	.0%	66.7%	33.3%	.0%	.0%	.0%	.0%	.0%
Gujarat	66.7%	33.3%	.0%	.0%	.0%	.0%	.0%	66.7%	33.3%	.0%	.0%	.0%	.0%	.0%
Haryana	100.0%	.0%	.0%	.0%	.0%	.0%	.0%	100.0%	.0%	.0%	.0%	.0%	.0%	.0%
Himachal Pradesh	.0%	100.0%	.0%	.0%	.0%	.0%	.0%	.0%	100.0%	.0%	.0%	.0%	.0%	.0%
Jammu & Kashmir	.0%	.0%	.0%	.0%	100.0%	.0%	.0%	.0%	.0%	100.0%	.0%	.0%	.0%	.0%
Jharkhand	50.0%	50.0%	.0%	.0%	.0%	.0%	.0%	50.0%	50.0%	.0%	.0%	.0%	.0%	.0%
Karnataka	50.0%	.0%	.0%	.0%	.0%	.0%	50.0%	.0%	25.0%	25.0%	25.0%	.0%	.0%	25.0%
Madhya Pradesh	100.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	100.0%	.0%	.0%	.0%	.0%	.0%
Maharashtra	75.0%	25.0%	.0%	.0%	.0%	.0%	.0%	75.0%	25.0%	.0%	.0%	.0%	.0%	.0%
Manipur	.0%	.0%	.0%	.0%	.0%	.0%	.0%	100.0%	.0%	.0%	.0%	.0%	.0%	.0%
Orissa	100.0%	.0%	.0%	.0%	.0%	.0%	.0%	100.0%	.0%	.0%	.0%	.0%	.0%	.0%
Punjab	.0%	.0%	100.0%	.0%	.0%	.0%	.0%	.0%	100.0%	.0%	.0%	.0%	.0%	.0%
Rajasthan	60.0%	.0%	20.0%	20.0%	.0%	.0%	.0%	80.0%	20.0%	.0%	.0%	.0%	.0%	.0%
Uttar Pradesh	16.7%	50.0%	.0%	16.7%	.0%	16.7%	.0%	33.3%	33.3%	33.3%	.0%	.0%	.0%	.0%
Uttarakhand	50.0%	50.0%	.0%	.0%	.0%	.0%	.0%	100.0%	.0%	.0%	.0%	.0%	.0%	.0%

Source: KGBV/School Level Schedule



**Financial Norms for KGBV – Revised w.e.f 1<sup>st</sup> April 2014****MODEL - I (School with Hostel for 100 – 150 girls)****Non-Recurring Cost – No Change**

Sl. No.	Recurring Cost (Existing KGBV Financial Norms)	Recurring Cost (Revised)
1	Maintenance per girl student per month @ Rs 900/-	Maintenance (food component) per girl student per month @ Rs.1500/- and indexed to the Consumer Price Index as approved for the Mid Day Meal Scheme
2	Stipend for girl student per month @ Rs 50	Stipend for girl student per month @ Rs.100/-
3	Supplementary TLM, stationery and other educational material @ Rs. 600 per girl student per annum	Supplementary TLM, Stationary and other educational material for girl student @ Rs.1000/- per annum
4	Examination fee @ Rs. 20 per annum	Deleted
5	<b>Salaries – LumpSum Provision of Rs. 12 lakhs per annum per centre</b>	<b>Salaries</b>
	1 Warden	1 Warden @ Rs.25,000/- per month.
	4 Full time teachers (i) In case the enrolment exceed 100 children, a head teacher as per RTE norms will be provided with unit cost of Rs.20,000 per month. (ii) An additional teacher with a salary of Rs.15,000 per month will be provided when enrolment exceeds 105 children on 1:35 ratio as per RTE Act.	1 head teacher @ Rs.25,000/- per month in case the enrolment exceeds 100  4-5 Full time teachers as per RTE norms @ Rs.20,000/- per month per teacher
	2 Urdu teachers (only for blocks with muslim population above 20% and select urban areas), if required	2 Urdu Teachers (only for blocks with muslim population above 20% and select urban areas), if required @ Rs.12,000/- per month per teacher
	3 Part time teachers	3 part time teachers @ Rs.5,000/- per month per teacher

	1 Full time accountant	1 Full time Accountant @ Rs.10,000/- per month
	2 Support staff - (Accountant/Assistant, Peon, Chowkidar)	2 Support Staff – (Accountant/Assistant, Peon, Chowkidar) @ Rs.5,000/- per month per staff
	1 Head cook and 1 Asst. cook for 50 girls and 2 Asst. cooks for 100 girls An additional Asst. cook with a salary of Rs.4500 per month will be provided for every additional enrolment of 50 girls.	1 Head cook @ Rs.6,000/- per month and upto 2 Asstt. Cooks @ Rs.4,500/- per month per cook
	Vocational training/specific skill training @ Rs.500/- per girl student per annum.	Specific skill training per girl @ Rs.1,000/- per annum
6	Electricity/ water charges @ Rs.600/- per girl student per annum	Electricity/ Water charges per girl @ Rs.1,000/- per annum
7	Medical Care/Contingencies @ Rs 750/- per girl student per annum	Medical Care/Contingencies @ Rs. 1,250/- per girl student per annum
8	Maintenance @ Rs.400/- per girl student per annum	Maintenance (hostel maintenance) @ Rs.750/- per girl student per annum
9	Miscellaneous @ Rs.400/- per girl student per annum	Miscellaneous (toiletries, sportswear, sports equipment etc.) @ Rs.750/- per girl student per annum
10	Preparatory camps @ Rs.150/- per girl student per annum	Preparatory camp @ Rs.200/- per girl student per annum
11	PTAs/ school functions @ Rs.150/- per girl student per annum	PTAs/school functions @ Rs.200/- per girl student per annum
12	Provision of Rent (8 months)@ Rs.4,800/- per girl student per annum	Provision of Rent @ Rs.6,000/- per girl student per annum
13	Capacity building @ Rs.300/- per girl student per annum	Capacity building (Training of Teachers, Warden & hostel staff) @ Rs.500/- per girl student per annum
14		Physical/Self Defence training @ Rs.200/- per girl student per annum

## MODEL – II (School with Hostel for 50 girls)

### Non-Recurring Cost – No Change

Sl. No.	Recurring Cost (Existing KGBV Financial Norms)	Recurring Cost (Revised)
1	Maintenance per girl student per month @ Rs 900/-	Maintenance (food component) per girl student per month @ Rs.1500/- and indexed to the Consumer Price Index as approved for the Mid Day Meal Scheme
2	Stipend for girl student per month @ Rs 50	Stipend for girl student per month @ Rs.100/-
3	Supplementary TLM, stationery and other educational material @ Rs. 600 per girl student per annum	Supplementary TLM, Stationary and other educational material for girl student @ Rs.1000/- per annum
4	Examination fee @ Rs. 20 per annum	Deleted
5	Salaries – LumpSum Provision of Rs. 12 lakhs per annum per centre	Salaries
	1 Warden	1 Warden @ Rs.25,000/- per month.
	4 Full time teachers	4 Full time teachers as per RTE norms @ Rs.20,000/- per month per teacher
	2 Urdu teachers (only for blocks with muslim population above 20% and select urban areas) , if required	2 Urdu Teachers (only for blocks with muslim population above 20% and select urban areas), if required @ Rs.12,000/- per month per teacher
	3 Part time teachers	3 part time teachers @ Rs.5,000/- per month per teacher
	1 Full time accountant	1 Full time Accountant @ Rs.10,000/- per month
	2 Support staff - (Accountant/Assistant, Peon, Chowkidar)	2 Support Staff – (Accountant/Assistant, Peon, Chowkidar) @ Rs.5,000/- per month per staff.
	1 Head cook and 1 Asst. cook for 50 girls and 2 Asst. cooks for 100 girls	1 Head cook @ Rs.6,000/- per month and upto 2 Asstt. Cooks @ Rs.4,500/- per month per cook.

	Vocational training/specific skill training @ Rs.600/- per girl student per annum.	Specific skill training per girl @ Rs.1,000/- per annum.
6	Electricity/ water charges @ Rs.720/- per girl student per annum	Electricity/ Water charges per girl @ Rs.1,000/- per annum.
7	Medical Care/Contingencies @ Rs 750/- per girl student per annum	Medical Care/Contingencies @ Rs. 1,250/- per girl student per annum
8	Maintenance @ Rs.400/- per girl student per annum	Maintenance (hostel maintenance) @ Rs.750/- per girl student per annum
9	Miscellaneous @ Rs.400/- per girl student per annum	Miscellaneous (toiletries, sportswear, sports equipment etc.) @ Rs.750/- per girl student per annum
10	Preparatory camps @ Rs.200/- per girl student per annum	Preparatory camp @ Rs.300/- per girl student per annum
11	PTAs/ school functions @ Rs.200/- per girl student per annum	PTAs/school functions @ Rs.300/- per girl student per annum
12	Provision of Rent (8 months)@ Rs.8000/- per girl student per annum	Provision of Rent @ Rs.10,000/- per girl student per annum
13	Capacity building @ Rs.300/- per girl student per annum	Capacity building (Training of Teachers, Warden & hostel staff) @ Rs.500/- per girl student per annum
14		Physical/Self Defence training @ Rs.200/- per girl student per annum

**MODEL – III (Only Hostel attached to existing school for 50-150 girls)**

**Non-Recurring Cost – No Change**

Sl. No.	Recurring Cost (Existing KGBV Financial Norms)	Recurring Cost (Revised)
1	Maintenance per girl student per month @ Rs 900/-	Maintenance (food component) per girl student per month @ Rs.1500/- and indexed to the Consumer Price Index as approved for the Mid Day Meal Scheme
2	Stipend for girl student per month @ Rs 50	Stipend for girl student per month @ Rs.100/-
3	Supplementary TLM, stationery and other educational material @ Rs. 600 per girl student per annum	Supplementary TLM, Stationary and other educational material for girl student @ Rs.1000/- per annum
4	Examination fee @ Rs. 20 per annum	Deleted
5	<b>Salaries – LumpSum Provision of Rs. 6 lakhs per annum per centre</b>	<b>Salaries</b>
	1 Warden	1 Warden @ Rs.25,000/- per month.
	2 Urdu teachers (only for blocks with muslim population above 20% and select urban areas) , if required	2 Urdu Teachers (only for blocks with muslim population above 20% and select urban areas), if required @ Rs.12,000/- per month per teacher
	3 Part time teachers	3 part time teachers @ Rs.5,000/- per month per teacher
	1 Full time accountant	1 Full time Accountant @ Rs.10,000/- per month
	2 Support staff - (Accountant/Assistant, Peon, Chowkidar)	2 Support Staff - (Accountant/Assistant, Peon, Chowkidar) @ Rs.5,000/- per month per staff
	1 Head cook and 1 Asst. cook for 50 girls and 2 Asst. cooks for 100 girls	1 Head cook @ Rs.6,000/- per month and upto 2 Asstt. Cooks @ Rs.4,500/- per month per cook.
	Vocational training/specific skill training Additional Enrolment @ Rs.600/- per girl student per annum.	Specific skill training per girl @ Rs.1,000/- per annum
6	Electricity/ water charges @ Rs.720/- per girl student per annum	Electricity/ Water charges per girl @ Rs.1,000/- per annum
7	Medical Care/Contingencies @ Rs 750/- per girl student per annum	Medical Care/Contingencies @ Rs. 1,250/- per girl student per annum

8	Maintenance @ Rs.400/- per girl student per annum	Maintenance (hostel maintenance) @ Rs.750/- per girl student per annum
9	Miscellaneous @ Rs.400/- per girl student per annum	Miscellaneous (toiletries, sportswear, sports equipment etc.) @ Rs.750/- per girl student per annum
10	Preparatory camps @ Rs.200/- per girl student per annum	Preparatory camp @ Rs.300/- per girl student per annum
11	PTAs/ school functions @ Rs.200/- per girl student per annum	PTAs/school functions @ Rs.300/- per girl student per annum
12	Provision of Rent (8 months)@ Rs.8000/- per girl student per annum	Provision of Rent @ Rs.10,000/- per girl student per annum
13	Capacity building @ Rs.300/- per girl student per annum	Capacity building (Training of Teachers, Warden & hostel staff) @ Rs.500/- per girl student per annum
14		Physical/Self Defence training @ Rs.200/- per girl student per annum

*Source: Department of School Education and Literacy, Ministry of Human Resource Development*

Annexure 6.1

Sl. No.	KGBV Hostel Facility	Students' Response	Percent
1.	Do you have satisfactory provision of drinking water in the hostel?	Yes	78.4%
		No	21.6%
2.	Do you get good quality food in the hostel?	Yes	94.4%
		No	5.6%
3.	Do you satisfied with quantity and quality of food?	Yes	90.0%
		No	8.4%
		Can't say	1.6%
4.	Had you been able to avail education if you would not have stayed in the hostel?	Yes	33.2%
		No	54.0%
		Can't say	12.8%
5.	Are basic facilities such as toilet, bathroom, etc. provided in hostel satisfactory?	Yes	82.3%
		No	17.7%
6.	Is there any girl physically handicapped in the hostel?	Yes	54.4%
		No	45.2%
		Can't Say	.4%

## Appointment Status of Principals and Teachers in the sample KGBV

State	Principal (Permanent)	Principal Appointed under SSA/KGBV/ Temporary	No. of Teachers per School (Average)	
			Permanent	Temporary
Andhra Pradesh	1	0	NA	NA
Arunachal Pradesh	0	2	.00	7.00
Bihar	2	4	3.00	1.83
Chhattisgarh	3	0	2.67	.67
Gujarat	0	3	.00	5.67
Haryana	0	1	.00	10.00
Himachal Pradesh	1	0	.00	2.00
Jammu & Kashmir	1	0	.00	5.00
Jharkhand	0	2	3.00	9.00
Karnataka	4	0	2.75	2.25
Madhya Pradesh	1	0	.00	6.00
Maharashtra	0	4	.00	7.50
Manipur	0	3	.00	8.00
Orissa	4	0	3.25	1.25
Punjab	1	0	.00	3.00
Rajasthan	5	0	2.40	2.20
Uttar Pradesh	0	6	1.17	5.33
Uttarakhand	2	0	1.00	1.00
<b>Total</b>	<b>25</b>	<b>25</b>	<b>1.54</b>	<b>4.02</b>



## Average Salary paid to Teaches in KGBV per month (in Rs.)

States	Permanent	temporary	Appointed under SSA/KGBV	Daily wage basis
Andhra Pradesh	.	.	9000	.
Arunachal Pradesh	.	7533	.	7200
Bihar	6000	.	6091	.
Chhattisgarh	.	11364	10663	.
Gujarat	.	6375	6750	.
Haryana	.	15840	15840	.
Himachal Pradesh	43265	33000	.	.
Jammu & Kashmir	.	.	1500	.
Jharkhand	.	.	35529	.
Karnataka	20028	.	.	.
Madhya Pradesh	.	2500	.	2500
Maharashtra	.	8000	8000	.
Manipur	.	.	8367	.
Orissa	20591	3550	.	.
Punjab	.	.	2000	.
Rajasthan	21523	.	8488	.
Uttar Pradesh	.	9067	.	.
Uttarakhand	40000	7000	2500	.
<b>All India</b>	<b>22772</b>	<b>8579</b>	<b>9775</b>	<b>4850</b>

## Feedback of Teachers on Satisfaction on Quantum of Salary

Sl. No.	States	% of Teachers Satisfied
1.	Andhra Pradesh	.0%
2.	Arunachal Pradesh	50.0%
3.	Bihar	.0%
4.	Chhattisgarh	.0%
5.	Gujarat	.0%
6.	Haryana	50.0%
7.	Himachal Pradesh	50.0%
8.	Jammu & Kashmir	.0%
9.	Jharkhand	25.0%
10.	Karnataka	100.0%
11.	Madhya Pradesh	.0%
12.	Maharashtra	.0%
13.	Manipur	33.3%
14.	Orissa	25.0%
15.	Punjab	50.0%
16.	Rajasthan	40.0%
17.	Uttar Pradesh	8.3%
18.	Uttarakhand	.0%
	<b>All India</b>	<b>23%</b>

## Feedback of Teachers on satisfaction with their salary (Status wise)

States	Status wise Response (in %)							
	Permanent		Temporary		Appointed under SSA/KGBV		Daily Wages	
	Yes	No	Yes	No	Yes	No	Yes	No
Andhra Pradesh						100		
Arunachal Pradesh			66.7	33.3				100
Bihar		100				100		
Chhattisgarh				100		100		
Gujarat				100		100		
Haryana			100			100		
Himachal Pradesh	100			100				
Jammu & Kashmir						100		
Jharkhand					25	75		
Karnataka	100							
Madhya Pradesh				100				100
Maharashtra				100		100		
Manipur					33.3	67.7		
Orissa	50	50		100				
Punjab					50	50		
Rajasthan	67.7	33.3				100		
Uttar Pradesh			8.3	91.7				
Uttarakhand		100		100		100		

## Mode of Payment of Salary to the Teachers in KGBV

Sl. No.	State	% of Teachers Receive in Cash
1.	Andhra Pradesh	50.0
2.	Arunachal Pradesh	50.0
3.	Bihar	.0
4.	Chhattisgarh	.0
5.	Gujarat	.0
6.	Haryana	.0
7.	Himachal Pradesh	.0
8.	Jammu & Kashmir	.0
9.	Jharkhand	.0
10.	Karnataka	.0
11.	Madhya Pradesh	50.0
12.	Maharashtra	.0
13.	Manipur	100.0
14.	Orissa	.0
15.	Punjab	.0
16.	Rajasthan	.0
17.	Uttar Pradesh	.0
18.	Uttarakhand	25.0
	<b>All India</b>	<b>11.0</b>

## Agency in Charge of Disbursing Salary to the Teachers in KGBVs (in %)

Sl. No.	States	Gram Pradhan/ Sarapanch	Block Resource Centre	Dist. Hqrs.	Other
1.	Andhra Pradesh	.0	.0	50.0	50.0
2.	Arunachal Pradesh	.0	.0	.0	100.0
3.	Bihar	8.3	.0	.0	91.7
4.	Chhattisgarh	.0	.0	100.0	.0
5.	Gujarat	.0	.0	100.0	.0
6.	Haryana	.0	.0	.0	100.0
7.	Himachal Pradesh	.0	.0	.0	100.0
8.	Jammu & Kashmir	.0	100.0	.0	.0
9.	Jharkhand	.0	.0	.0	100.0
10.	Karnataka	.0	100.0	.0	.0
11.	Madhya Pradesh	.0	.0	100.0	.0
12.	Maharashtra	.0	.0	100.0	.0
13.	Manipur	.0	.0	.0	100.0
14.	Orissa	.0	.0	25.0	75.0
15.	Punjab	100.0	.0	.0	.0
16.	Rajasthan	.0	10.0	90.0	.0
17.	Uttar Pradesh	.0	.0	91.7	8.3
18.	Uttarakhand	.0	.0	75.0	25.0
	Not Available	.0	.0	.0	.0
	Not Applicable	.0	.0	.0	.0
	<b>All India</b>	<b>3.0</b>	<b>11.0</b>	<b>48.0</b>	<b>38.0</b>

**Training for Teachers during the last 2 Years in KGBV**

Sl. No.	States	% of Teachers
1.	Andhra Pradesh	100.00
2.	Arunachal Pradesh	25.00
3.	Bihar	58.30
4.	Chhattisgarh	100.00
5.	Gujarat	66.70
6.	Haryana	50.00
7.	Himachal Pradesh	0.00
8.	Jammu & Kashmir	0.00
9.	Jharkhand	50.00
10.	Karnataka	100.00
11.	Madhya Pradesh	0.00
12.	Maharashtra	100.00
13.	Manipur	33.30
14.	Orissa	100.00
15.	Punjab	0.00
16.	Rajasthan	80.00
17.	Uttar Pradesh	75.00
18.	Uttarakhand	75.00
	<b>All India</b>	<b>69</b>

## Qualification of Teachers in KGBV (Numbers in the Sample School)

Sl. No.	Status	Ph.D.	PG	Graduation	12th Pass
1.	Andhra Pradesh	.00	.00	2.00	1.00
2.	Arunachal Pradesh	.00	8.00	10.00	1.00
3.	Bihar	.00	8.00	22.00	3.00
4.	Chhattisgarh	.00	3.00	5.00	2.00
5.	Gujarat	.00	.00	8.00	4.00
6.	Haryana	2.00	2.00	3.00	1.00
7.	Himachal Pradesh	.00	1.00	1.00	.00
8.	Jammu & Kashmir	.00	1.00	1.00	.00
9.	Jharkhand	.00	4.00	13.00	3.00
10.	Karnataka	.00	18.00	10.00	7.00
11.	Madhya Pradesh	.00	.00	3.00	.00
12.	Maharashtra	.00	4.00	18.00	7.00
13.	Manipur	.00	17.00	20.00	.00
14.	Orissa	.00	12.00	15.00	5.00
15.	Punjab	.00	.00	1.00	.00
16.	Rajasthan	.00	14.00	3.00	.00
17.	Uttar Pradesh	.00	10.00	15.00	.00
18.	Uttarakhand	.00	5.00	1.00	.00
	<b>All India</b>	<b>2.00</b>	<b>107.00</b>	<b>151.00</b>	<b>34.00</b>

## Professional Qualification of Teachers in Sample KGBVs (In Numbers)

Sl. No.	Sates	B. Ed.	JBT	Other Professional Qualifications
1.	Andhra Pradesh	6.00	.00	2.00
2.	Arunachal Pradesh	3.00	.00	.00
3.	Bihar	4.00	.00	.00
4.	Chhattisgarh	3.00	2.00	7.00
5.	Gujarat	8.00	1.00	8.00
6.	Haryana	6.00	2.00	2.00
7.	Himachal Pradesh	1.00	.00	1.00
8.	Jammu & Kashmir	4.00	.00	1.00
9.	Jharkhand	5.00	2.00	.00
10.	Karnataka	9.00	.00	10.00
11.	Madhya Pradesh	3.00	.00	.00
12.	Maharashtra	18.00	.00	12.00
13.	Manipur	3.00	.00	.00
14.	Orissa	7.00	.00	13.00
15.	Punjab	3.00	.00	.00
16.	Rajasthan	23.00	.00	1.00
17.	Uttar Pradesh	33.00	3.00	3.00
18.	Uttarakhand	3.00	.00	1.00
	<b>All India</b>	<b>142.00</b>	<b>10.00</b>	<b>61.00</b>



## Feedback on Involvement of Teachers for Hostel Management (in %)

Sl. No.	States	Opinions of			
		Principals	Teachers	Students' View	
				Yes	Don't Know
1.	Andhra Pradesh	.0	100.0	.0	.0
2.	Arunachal Pradesh	100.0	100.0	10.0	90.0
3.	Bihar	100.0	100.0	80.0	20.0
4.	Chhattisgarh	100.0	.0	6.7	6.7
5.	Gujarat	100.0	100.0	.0	6.7
6.	Haryana	.0	.0	.0	.0
7.	Himachal Pradesh	100.0	100.0	.0	60.0
8.	Jammu & Kashmir	.0	100.0	.0	80.0
9.	Jharkhand	100.0	100.0	60.0	30.0
10.	Karnataka	75.0	25.0	25.0	15.0
11.	Madhya Pradesh	100.0	50.0	.0	.0
12.	Maharashtra	100.0	87.5	5.0	35.0
13.	Manipur	100.0	83.3	.0	80.0
14.	Orissa	75.0	75.0	10.0	90.0
15.	Punjab	100.0	100.0	20.0	20.0
16.	Rajasthan	100.0	90.0	64.0	24.0
17.	Uttar Pradesh	100.0	100.0	10.0	33.3
18.	Uttarakhand	100.0	100.0	.0	70.0

## Separate Teachers for Different Subjects: Students' View

Sl. No.	States	Students (%)
1.	Andhra Pradesh	100.0
2.	Arunachal Pradesh	100.0
3.	Bihar	23.3
4.	Chhattisgarh	40.0
5.	Gujarat	.0
6.	Haryana	75.0
7.	Himachal Pradesh	100.0
8.	Jammu & Kashmir	.0
9.	Jharkhand	40.0
10.	Karnataka	.0
11.	Madhya Pradesh	100.0
12.	Maharashtra	80.0
13.	Manipur	86.7
14.	Orissa	.0
15.	Punjab	100.0
16.	Rajasthan	68.0
17.	Uttar Pradesh	40.0
18.	Uttarakhand	90.0
	<b>All India</b>	<b>46.80</b>

**Existence of Parent-Teacher Association/Mother-Teacher Associations**

Sl. No.	States	Yes	No
1.	Andhra Pradesh	1	0
2.	Arunachal Pradesh	2	0
3.	Bihar	6	0
4.	Chhattisgarh	3	0
5.	Gujarat	2	1
6.	Haryana	1	0
7.	Himachal Pradesh	1	0
8.	Jammu & Kashmir	1	0
9.	Jharkhand	2	0
10.	Karnataka	3	1
11.	Madhya Pradesh	1	0
12.	Maharashtra	4	0
13.	Manipur	1	2
14.	Orissa	4	0
15.	Punjab	1	0
16.	Rajasthan	5	0
17.	Uttar Pradesh	5	1
18.	Uttarakhand	2	0
	<b>All India</b>	<b>45</b>	<b>5</b>

**Suggestions received from the Teachers (Weightage)**

Sl. No.	Suggestion	%
1.	Increase the salary	9
2.	Additional supporting staff	4
3.	Enhancement of per child norm	5
4.	Timely salary	2
5.	Construction of teachers' quarter	6
6.	Teachers should be permanent	7
7.	Addition of higher classes in KGBV	10
8.	Training of teachers	3
9.	Adequate Teacher	7
10.	Improvement in infrastructure	26
11.	Separate Post of Warden	2
12.	Others	19

## State wise Number of Students Studying in the Sample KGBV (Class Wise)

Sl. No.	State	Total Number of Children in different Classes											
		I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
1.	Andhra Pradesh	.	.	.	.	.	49	45	28	37	32	.	.
2.	Arunachal Pradesh	.	.	.	.	21	57	53	69	.	.	.	.
3.	Bihar	.	.	.	.	.	261	154	185	.	.	.	.
4.	Chhattisgarh	.	.	.	.	.	104	105	95	.	.	.	.
5.	Gujarat	12	3	10	14	55	66	73	43	.	.	.	.
6.	Haryana	.	.	.	.	.	33	30	38	43	39	0	.
7.	Himachal Pradesh	.	.	.	.	.	11	15	12	.	.	.	.
8.	Jammu & Kashmir	.	.	.	.	.	19	15	24	.	.	.	.
9.	Jharkhand	.	.	.	.	.	68	63	67	90	72	27	47
10.	Karnataka	0	0	0	0	0	86	162	101	0	0	0	0
11.	Madhya Pradesh	.	.	.	.	.	80	55	15	.	.	.	.
12.	Maharashtra	0	0	0	0	100	116	85	99	21	0	0	0
13.	Manipur	.	.	.	.	.	24	14	.	.	.	.	.
14.	Orissa	.	.	.	.	.	151	213	139	.	.	.	.
15.	Punjab	.	.	.	.	.	42	40	13	.	.	.	.
16.	Rajasthan	.	.	.	.	.	126	146	142	.	.	.	.
17.	Uttar Pradesh	.	.	.	.	.	271	96	58	.	.	.	.
18.	Uttarakhand	.	.	.	.	.	46	31	23	.	.	.	.

## Cross Tabulation: Age and Class of the Students Studying in KGBV (Sample Schools)

Class	Age (In years)										Total
	9	10	11	12	13	14	15	16	17	18	
Class V	0	0	4	3	2	0	0	0	0	0	9
CLASS VI	1	3	16	30	6	3	0	0	0	0	59
CLASS VII	0	0	3	24	40	5	1	0	1	0	74
CLASS VIII	0	0	0	6	42	30	9	1	1	0	89
CLASS IX	0	0	0	0	1	3	4	1	0	0	9
CLASS X	0	0	0	0	0	0	3	3	0	0	6
CLASS XI	0	0	0	0	0	0	0	1	1	1	3
CLASS XII	0	0	0	0	0	0	0	1	0	0	1
<b>Total</b>	<b>1</b>	<b>3</b>	<b>23</b>	<b>63</b>	<b>91</b>	<b>41</b>	<b>17</b>	<b>7</b>	<b>3</b>	<b>1</b>	<b>250</b>

## Average Number of Student in a KGBV state wise

Sl. No.	State	Type of KGBV	Average No. of students in a school
1.	Andhra Pradesh	KGBV with hostels for 100 girls	200
2.	Arunachal Pradesh	KGBV with hostels for 100 girls	100
3.	Bihar	Existing schools(KGBV) with hostels for 50 girls (Provision for 100 girls)	100
4.	Chhattisgarh	KGBV with hostels for 100 girls	100
5.	Gujarat	KGBV with hostels for 100 girls	100
6.	Haryana	KGBV with hostels for 100 girls	248
7.	Himachal Pradesh	Existing schools(KGBV) with hostels for 50 girls	38
8.	Jammu & Kashmir	Existing schools(KGBV) with hostels for 50 girls	56
9.	Jharkhand	KGBV with hostels for 100 girls	237
10.	Karnataka	KGBV with hostels for 100 girls	101
11.	Madhya Pradesh	Existing schools(KGBV) with hostels for 50 girls	150
12.	Maharashtra	KGBV with hostels for 100 girls	99
13.	Manipur	KGBV with hostels for 100 girls	103
14.	Orissa	Existing schools(KGBV) with hostels for 50 girls (Provision for 100 girls)	159
15.	Punjab	Existing schools(KGBV) with hostels for 50 girls	100
16.	Rajasthan	KGBV with hostels for 100 girls	96
17.	Uttar Pradesh	KGBV with hostels for 100 girls	90
		KGBV with hostels for 50 girls	47
18.	Uttarakhand	Existing schools(KGBV) with hostels for 50 girls	50

## Where more than one class is taught in one room (in %).

Sl. No.	States	Percentage
1.	Andhra Pradesh	.0
2.	Arunachal Pradesh	.0
3.	Bihar	33.3
4.	Chhattisgarh	.0
5.	Gujarat	100.0
6.	Haryana	.0
7.	Himachal Pradesh	.0
8.	Jammu & Kashmir	.0
9.	Jharkhand	.0
10.	Karnataka	50.0
11.	Madhya Pradesh	.0
12.	Maharashtra	.0
13.	Manipur	.0
14.	Orissa	25.0
15.	Punjab	.0
16.	Rajasthan	40.0
17.	Uttar Pradesh	16.7
	Uttarakhand	.0



## Pupil Teacher Ratio in Sample KGBVs

1.	Maharashtra (3 out of 4 schools)	<b>More than 40</b>
2.	Andhra Pradesh	
3.	Arunachal Pradesh	
4.	Chhattisgarh	
5.	Gujarat	
6.	Haryana	
7.	Himachal Pradesh	
8.	Jammu & Kashmir	
9.	Karnataka	
10.	Madhya Pradesh	
11.	Orissa	
12.	Punjab	
13.	Uttar Pradesh	
14.	Uttarakhand	
15.	Bihar (5 out of 6 schools)	<b>Less than 40</b>
16.	Jharkhand	
17.	Manipur	
18.	Rajasthan	

## Use of Black Board by the Teachers in KGBV

Sl. No	States	Always (%)	Most of the times (%)	Rarely (%)
1.	Andhra Pradesh	80.0	20.0	.0
2.	Arunachal Pradesh	100.0	.0	.0
3.	Bihar	60.0	36.7	3.3
4.	Chhattisgarh	100.0	.0	.0
5.	Gujarat	100.0	.0	.0
6.	Haryana	100.0	.0	.0
7.	Himachal Pradesh	80.0	20.0	.0
8.	Jammu & Kashmir	100.0	.0	.0
9.	Jharkhand	60.0	20.0	20.0
10.	Karnataka	.0	60.0	40.0
11.	Madhya Pradesh	100.0	.0	.0
12.	Maharashtra	100.0	.0	.0
13.	Manipur	80.0	20.0	.0
14.	Orissa	40.0	60.0	.0
15.	Punjab	100.0	.0	.0
16.	Rajasthan	88.0	8.0	4.0
17.	Uttar Pradesh	60.0	40.0	.0
18.	Uttarakhand	40.0	60.0	.0
	<b>All India</b>	<b>70.4</b>	<b>24.8</b>	<b>4.8</b>

## Use of Chart, Posters etc. by the Teachers in KGBV: Students' View

Sl. No.	State	Always (%)	Most of times (%)	Rarely (%)	Never (%)
1.	Andhra Pradesh	.0	100.0	.0	.0
2.	Arunachal Pradesh	30.0	70.0	.0	.0
3.	Bihar	26.7	40.0	33.3	.0
4.	Chhattisgarh	33.3	.0	60.0	6.7
5.	Gujarat	20.0	80.0	.0	.0
6.	Haryana	20.0	60.0	.0	20.0
7.	Himachal Pradesh	40.0	.0	20.0	40.0
8.	Jammu & Kashmir	60.0	40.0	.0	.0
9.	Jharkhand	20.0	20.0	60.0	.0
10.	Karnataka	.0	65.0	35.0	.0
11.	Madhya Pradesh	.0	40.0	60.0	.0
12.	Maharashtra	100.0	.0	.0	.0
13.	Manipur	26.7	66.7	6.7	.0
14.	Orissa	.0	100.0	.0	.0
15.	Punjab	20.0	40.0	40.0	.0
16.	Rajasthan	36.0	36.0	20.0	8.0
17.	Uttar Pradesh	13.3	76.7	10.0	.0
18.	Uttarakhand	30.0	70.0	.0	.0
	<b>All India</b>	<b>27.2</b>	<b>51.6</b>	<b>18.8</b>	<b>2.4</b>

## Use of Available TLM by the teachers in KGBV: Teachers' View

Sl. No.	States	Often (%)	Sometimes (%)
1.	Andhra Pradesh	100.0	.0
2.	Arunachal Pradesh	100.0	.0
3.	Bihar	100.0	.0
4.	Chhattisgarh	83.3	16.7
5.	Gujarat	66.7	33.3
6.	Haryana	100.0	.0
7.	Himachal Pradesh	100.0	.0
8.	Jammu & Kashmir	.0	100.0
9.	Jharkhand	50.0	50.0
10.	Karnataka	100.0	.0
11.	Madhya Pradesh	100.0	.0
12.	Maharashtra	100.0	.0
13.	Manipur	40.0	60.0
14.	Orissa	100.0	.0
15.	Punjab	.0	100.0
16.	Rajasthan	90.0	10.0
17.	Uttar Pradesh	100.0	.0
18.	Uttarakhand	100.0	.0
	<b>All India</b>	<b>86.7</b>	<b>13.3</b>

## Availability of Library and Computers in the KGBVs: Views of Students

Sl. No	State	Library (%)	Computer (%)
1.	Andhra Pradesh	100.0	100.0
2.	Arunachal Pradesh	100.0	50.0
3.	Bihar	80.0	86.7
4.	Chhattisgarh	.0	100.0
5.	Gujarat	100.0	100.0
6.	Haryana	.0	.0
7.	Himachal Pradesh	60.0	100.0
8.	Jammu & Kashmir	.0	.0
9.	Jharkhand	50.0	100.0
10.	Karnataka	100.0	75.0
11.	Madhya Pradesh	100.0	100.0
12.	Maharashtra	100.0	85.0
13.	Manipur	33.3	40.0
14.	Orissa	100.0	25.0
15.	Punjab	100.0	100.0
16.	Rajasthan	100.0	100.0
17.	Uttar Pradesh	96.7	100.0
18.	Uttarakhand	90.0	90.0
	<b>All India</b>	<b>80</b>	<b>79.20</b>

## Regular Scholarship to the students in KGBV: Response of the schools

Sl. No.	State	Yes		No	
		%	Number	%	Number
1.	Andhra Pradesh	.0	0	100.0	1
2.	Arunachal Pradesh	.0	0	100.0	2
3.	Bihar	100.0	6	.0	0
4.	Chhattisgarh	100.0	3	.0	0
5.	Gujarat	66.7	2	33.3	1
6.	Haryana	100.0	1	.0	0
7.	Himachal Pradesh	100.0	1	.0	0
8.	Jammu & Kashmir	100.0	1	.0	0
9.	Jharkhand	100.0	2	.0	0
10.	Karnataka	.0	0	100.0	4
11.	Madhya Pradesh	100.0	1	.0	0
12.	Maharashtra	.0	0	100.0	4
13.	Manipur	33.3	1	66.7	2
14.	Orissa	.0	0	100.0	4
15.	Punjab	100.0	1	.0	0
16.	Rajasthan	.0	0	100.0	5
17.	Uttar Pradesh	16.7	1	83.3	5
18.	Uttarakhand	100.0	2	.0	0
	<b>All India</b>	<b>44.0</b>	<b>22</b>	<b>56.0</b>	<b>28</b>

## IEP for Children with Special Needs in KGBVs: Response of the Schools

Sl. No.	States	Schools with CWSN		Preparation of IEP by teachers where CWSN study	
		Number	%	Number	%
1.	Andhra Pradesh	1	100.0	0	.0
2.	Arunachal Pradesh	1	50.0	0	.0
3.	Bihar	3	50.0	2	66.7
4.	Chhattisgarh	2	66.7	0	.0
5.	Gujarat	2	66.7	2	100.0
6.	Haryana	1	100.0	0	.0
7.	Himachal Pradesh	0	.0	0	.0
8.	Jammu & Kashmir	1	100.0	0	.0
9.	Jharkhand	1	50.0	1	100.0
10.	Karnataka	1	25.0	1	100.0
11.	Madhya Pradesh	0	.0	0	.0
12.	Maharashtra	3	75.0	0	.0
13.	Manipur	2	66.7	0	.0
14.	Orissa	2	50.0	2	100.0
15.	Punjab	1	100.0	0	.0
16.	Rajasthan	0	.0	0	.0
17.	Uttar Pradesh	4	66.7	3	75.0
18.	Uttarakhand	1	50.0	0	.0
	<b>All India</b>	<b>26</b>	<b>52</b>	<b>11</b>	<b>42.3</b>

## Feeling of Insecurity by the Girls in the KGBV: Reasons (%)

States	Lack of Proper Boundary Wall	Lack of Security Guard	No control on Access to hostel for strangers/ outsiders	Lack of discipline among hostel staff	Lack of discipline among girls	Any Other (Specify)
Andhra Pradesh	100.0	100.0	.0	.0	.0	100.0
Arunachal Pradesh	50.0	.0	.0	.0	.0	.0
Bihar	76.7	43.3	3.3	6.7	6.7	66.7
Chhattisgarh	6.7	.0	.0	.0	.0	.0
Gujarat	46.7	.0	.0	.0	.0	.0
Haryana	.0	.0	.0	.0	.0	40.0
Himachal Pradesh	100.0	100.0	40.0	.0	.0	40.0
Jammu & Kashmir	20.0	80.0	.0	.0	.0	100.0
Jharkhand	50.0	90.0	.0	.0	.0	30.0
Karnataka	47.4	.0	.0	.0	.0	.0
Madhya Pradesh	100.0	.0	.0	.0	.0	.0
Maharashtra	30.0	10.0	20.0	5.0	5.0	5.3
Manipur	33.3	33.3	.0	.0	.0	.0
Orissa	.0	75.0	.0	.0	.0	25.0
Punjab	.0	100.0	.0	.0	.0	.0
Rajasthan	4.0	.0	.0	.0	.0	.0
Uttar Pradesh	56.7	23.3	6.7	.0	.0	20.0
Uttarakhand	80.0	40.0	.0	.0	.0	.0
<b>All India</b>	<b>41.40</b>	<b>30.80</b>	<b>3.80</b>	<b>1.30</b>	<b>1.30</b>	<b>20.50</b>



**Monthly Family Income of Students and Hostel Facility as a Factor for Education**

Sl. No.	States	Mean Income (In Rs.)	Standard Error of Mean	Students feel of no education without hostel (%)
1.	Andhra Pradesh	18600	3600	40.0
2.	Arunachal Pradesh	7550	783	10.0
3.	Bihar	2843	165	40.0
4.	Chhattisgarh	1197	174	66.7
5.	Gujarat	3313	928	73.3
6.	Haryana	7300	2022	40.0
7.	Himachal Pradesh	6100	781	.0
8.	Jammu & Kashmir	5760	2345	.0
9.	Jharkhand	2830	167	40.0
10.	Karnataka	2205	275	85.0
11.	Madhya Pradesh	2660	840	40.0
12.	Maharashtra	2863	458	40.0
13.	Manipur	2643	264	33.3
14.	Orissa	3070	172	35.0
15.	Punjab	4100	600	40.0
16.	Rajasthan	5780	416	72.0
17.	Uttar Pradesh	4697	414	80.0
18.	Uttarakhand	3650	428	100.0
	<b>All India</b>	<b>4020</b>	<b>215</b>	<b>54</b>

**Innovation for Improving Quality of Education in EBBs by the State Government:  
District Responses Aggregated State wise**

Sl. No.	State Name	Yes	No
1.	Andhra Pradesh	100.0%	.0%
2.	Arunachal Pradesh	.0%	100.0%
3.	Bihar	66.7%	33.3%
4.	Chhattisgarh	66.7%	33.3%
5.	Gujarat	100.0%	.0%
6.	Haryana	100.0%	.0%
7.	Himachal Pradesh	100.0%	.0%
8.	Jammu & Kashmir	100.0%	.0%
9.	Jharkhand	.0%	100.0%
10.	Karnataka	100.0%	.0%
11.	Madhya Pradesh	100.0%	.0%
12.	Maharashtra	100.0%	.0%
13.	Manipur	33.3%	66.7%
14.	Orissa	100.0%	.0%
15.	Punjab	100.0%	.0%
16.	Rajasthan	80.0%	20.0%
17.	Uttar Pradesh	33.3%	66.7%
18.	Uttarakhand	100.0%	.0%

**Innovative Projects taken up for Mainstreaming Dropouts and out of Schools:  
District Responses Aggregated State wise**

Sl. No.	State Name	Yes	No
1.	Andhra Pradesh	100.0%	.0%
2.	Arunachal Pradesh	100.0%	.0%
3.	Bihar	83.3%	16.7%
4.	Chhattisgarh	100.0%	.0%
5.	Gujarat	100.0%	.0%
6.	Haryana	100.0%	.0%
7.	Himachal Pradesh	100.0%	.0%
8.	Jammu & Kashmir	100.0%	.0%
9.	Jharkhand	100.0%	.0%
10.	Karnataka	100.0%	.0%
11.	Madhya Pradesh	100.0%	.0%
12.	Maharashtra	100.0%	.0%
13.	Manipur	100.0%	.0%
14.	Orissa	100.0%	.0%
15.	Punjab	100.0%	.0%
16.	Rajasthan	80.0%	20.0%
17.	Uttar Pradesh	50.0%	50.0%
18.	Uttarakhand	100.0%	.0%

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