

FINAL REPORT / 28 FEBRUARY 2007

NATIONAL EVALUATION

KASTURBA GANDHI BALIKA VIDHYALAYA (KGBV)

Objectives and Scope of the Scheme:

“The scheme would be applicable only in those identified Educationally Backward Blocks (EBBs) where, as per census data of 2001, the rural female literacy is below the national average and gender gap in literacy is more than the national average. 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 for eligible EBB will be the same as in the NPEGEL scheme of SSA.

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

The components of the scheme will be as follows:

- (i) *Setting up of residential schools where there are a minimum of 50 girls predominantly from the SC, ST and minority communities 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 and given at **Annex.I(a) to I(c)**.*
- (ii) *To provide necessary infrastructure for these schools*
- (iii) *To prepare and procure necessary teaching learning material and aids for the schools*
- (iv) *To put in place appropriate systems to provide necessary academic support and for evaluation and monitoring*
- (v) *To motivate and prepare the girls and their families to send them to residential school*
- (vi) *At the primary level the emphasis will be on the slightly older girls who are out of school and were unable to complete primary schools (10+). However, in difficult areas (migratory populations, scattered habitations that do not qualify for primary/ upper primary schools) younger girls can also be targeted*
- (vii) *At the upper primary level, emphasis will be on girls, especially, adolescent girls who are unable to go to regular schools*
- (viii) *In view of the targeted nature of the scheme, 75% girls from SC, ST, OBC or minority communities would be accorded priority for enrolment in such residential schools and only thereafter, 25% girls from families below poverty line.*
- (ix) *Established NGOs and other non-profit making bodies will be involved in the running of the schools, wherever possible. **These residential schools can also be adopted by the corporate groups. Separate guidelines are being issued in the matter.***

(Source: KGBV Guidelines, GOI, 2003-04)

1. The National Evaluation of KGBV Programme

- 1.1. A National evaluation of the Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was conducted by the Department of School Education and Literacy, Ministry of Human Resource Development, Government of India in 12 States. Six teams were constituted to carry out the evaluation. The evaluation teams that visited twelve states are: Andhra Pradesh and Madhya Pradesh (Rukmini Banerji and Subhashini Paliwal), Bihar and Jharkhand (Nishi Mehrotra and A K Singh), Arunachal Pradesh and Orissa (Deepa Das and Kokila Gulati), Rajasthan and Gujarat (Aarti Saihjee and Vineeta Sirohi), Himachal Pradesh and Uttar Pradesh (Kameshwari Jandhyala and Gauri Srivastava) and Tamil Nadu and Karnataka (Fatima Alikhan and Vimala Ramachandran). The team leader was Vimala Ramachandran.
- 1.2. The team was briefed by GOI on 29th of January 2007. Field-visits were done in February 2007. The entire team met in Delhi on 23rd and 24th of February to present and discuss the state visits and agreed on the consolidated national report. This synthesis report draws upon the individual state reports and highlights the common issues emerging from the state reports.

2. The specific objectives of the evaluation are to:

- 2.1. Assess whether the objectives of the KGBV scheme are being met in KGBV schools which have been operationalised.
- 2.2. Assess the availability and quality of infrastructure in these schools including progress in new school buildings or hostels approved so far and condition of rented accommodation.
- 2.3. Study the category wise enrolment of girls and reasons thereof, in KGBVs
- 2.4. Retention of girls enrolled and efforts made towards the same.
- 2.5. Assess status of the quality of learning (pace/achievement levels).
- 2.6. The availability of teaching learning materials in KGBV schools, number and quality of teachers.
- 2.7. What are the parental/ teacher/ community's perception regarding functioning of KGBVs?
- 2.8. Find out whether effective processes for mobilization of dropout girls in the EBB was undertaken by State/ district SSA/KGBV programmes to maximize awareness of KGBV school..
- 2.9. Study the role and effectiveness of NGOs and other non-profit organizations in running KGBVs.
- 2.10. Highlight state specific good practices which could be disseminated.
- 2.11. Suggest up to a maximum of three items in which the design of the present KGBV scheme needs to be changed with well-based justifications.

3. Overarching Observations

- 3.1. At the outset the teams would like to place on record that this programme has received high priority and political attention in most of the States visited. The State Governments worked on a very tight time-schedule and given this constraint it is indeed commendable that the programme was launched in record time and the commitment to reach out to out of school girls was evident. It is also important to place on record that this programme has been very well received by the community and it has been able to respond to the felt needs

of families in diverse poverty situations, including the remote/inaccessible locations. This programme is viewed as an intrinsic part of the broader strategy of SSA to reach out of school girls and it will become a sub-component of SSA with effect from 1 April 2007.

- 3.2. Across the States, girls in most of the KGBVs seemed to have settled down well, were happy and confident. The teachers and parents reported that they have grown and developed well and have become more articulate. The sheer joy of being in a school and studying was evident in all the KGBVs that were visited. This was an opportunity that many of the girls and their parents never dreamed of and having got a chance – they are making the best of it. In this context it is relevant to point out that the teachers and all those involved in the management of the KGBVs have shown high levels of commitment. The ‘success’ observed in the KGBVs visited is related to this commitment, vision and understanding of issues among individuals who helped set up systems of operation and continue to guide local level implementation strategies.
- 3.3. It is also important to keep in mind that the KGBVs visited by the team were in operation for varying number of years / months – some were two-three years old while others were just a few months old. Subsequently the results varied across the KGBVs and the issues they were grappling with were equally varied.

4. Status of the KGBVs

- 4.1.** The model-wise number that was reported to be functional at the time of the field visit against the number of KGBVs sanctioned is given in table 1.

Table 1: Basic information about KGBVs in the States

| Number | State | Sanctioned | Operational | Model adopted | Visited |
|--------|-------------------|------------|-------------|------------------|---------|
| 1 | Andhra Pradesh | 134 | 134 | Model 1 and 2 | 5 |
| 2 | Arunachal Pradesh | 19 | 19 | Model 2 and 3 | 3 |
| 3 | Bihar | 128 | 110 | Model 3 | 4 |
| 4 | Gujarat | 44 | 44 | Model 1, 2 and 3 | 4 |
| 5 | Himachal Pradesh | 9 | 9 | Model 3 | 2 |
| 6 | Jharkhand | 155 | 136 | Model 1 | 5 |
| 7 | Karnataka | 61 | 61 | Model 3 | 3 |
| 8 | Madhya Pradesh | 105 | 105 | Model 3 | 5 |
| 9 | Orissa | 114 | 107 | Model 1 and 3 * | 5 |
| 10 | Rajasthan | 56 | 56 | Model 1 and 3 | 5 |
| 11 | Tamil Nadu | 37 | 37 | Model 1 and 2 | 3 |
| 12 | Uttar Pradesh | 125 | 98 | Model 1 | 3 |

* Though approved as a Model III KGBV, one KGBV is running as Model 1

- 4.2.** In eight of the 12 States visited all the KGBVs sanctioned are functioning. In remaining States like Bihar (18), Jharkhand (19), Orissa (7) and Uttar Pradesh (27) there are KGBVs yet to be set up (highlighted in the table above). Both the Central and State Governments need to ensure early establishment of these KGBVs so that the older drop-out girls can be brought into the fold of education.

5. Achievement of Access Related Objectives of the KGBV

5.1. Taking the country as a whole this evaluation finds that the access related objectives have been met in most areas. A large proportion of girls studying in the KGBVs are from disadvantaged social groups, most of them have dropped out at various stages of primary education or do not have ready access to upper primary schools. It was also found that some of the KGBVs are catering to younger girls who have dropped out at the primary level as well as never enrolled girls. The state wise details are given in table 2.

Table 2: Background of Girls Enrolled in the KGBVs

| <i>State</i> | <i>Create access for disadvantaged</i> | <i>Drop out of out of school (older)</i> | <i>Drop out of (younger age group)</i> | <i>Never enrolled</i> |
|-------------------|--|--|--|-----------------------|
| Andhra Pradesh | Yes | Yes | No | No |
| Arunachal Pradesh | Yes | Yes | Proportionately high | Yes * |
| Bihar | Yes | Yes | Proportionately high | Yes (50%) |
| Gujarat | Yes | Yes | Proportionately low | Yes (69%) |
| Himachal Pradesh | Yes | Yes | No | No |
| Jharkhand | Yes | Yes | No | No |
| Karnataka | Yes | Yes | Relatively low | No |
| Madhya Pradesh | Yes | Yes | No | No |
| Orissa | Yes | Yes | Proportionately low | No |
| Rajasthan | Yes | Yes | Proportionately low | Yes (11%) |
| Tamil Nadu | Yes | Yes | Proportionately low | No |
| Uttar Pradesh | Yes | Yes | Proportionately high | Yes |

* Even at age 6 girls are enrolled in class 1 in the State KGBVs

5.2. From the table it is clear that the scheme has been able to create access to schooling facilities among the most disadvantaged. Though there is a mix of different age-groups of the girls enrolled, most of the States have more of the older girls who are dropouts. The only exception in this respect has been made in Arunachal Pradesh, Bihar, and Uttar Pradesh where the proportions of younger dropout girls enrolled is relatively higher. There are States like Arunachal Pradesh, Bihar, Gujarat, Rajasthan and Uttar Pradesh where never enrolled girls have also been welcomed in the KGBVs – as high as 69 percent in Gujarat and as low as 11 percent in Rajasthan.

5.3. In Arunachal Pradesh the KGBVs are virtually running as residential primary schools where six year old girls have been enrolled in Class I. A gradual shift towards converting the KGBV into a middle school has already been initiated by discontinuing a lower class with the completion of an academic year. As a result there are KGBVs with Classes 2 to 6 in Arunachal Pradesh. Considering the prevalent circumstances in the State, particularly in the districts visited, it is suggested that Arunachal Pradesh be allowed to proceed in this way. This will not disturb the equations that have been built up between the community and the KGBVs. Similarly in Gujarat, while you may not have a six year old attending the KGBV, the high percentage of never enrolled girls on the roster has meant that for the last two years the KGBVs (especially Model 1) has been functioning as a bridge course for enabling girls to complete their primary cycle.

6. Linkages with strategy for out to out of school children

- 6.1. Different strategies have been provided within SSA to reach out to out of school children and KGBV is among them. As mentioned above KGBV will become a sub-component of SSA from April 2007. Therefore the organic/inherent link between SSA and KGBV in reaching the out of school girls requires a systematic approach to the identification and selection of girls for enrolment in the KGBVs. The extent to which this link has been realised and operationalised in enrolling the girls has been examined and it was found to vary from state to state. Some examples of the practices in place for selecting the girls in the States are given below:
- 6.1.1. In AP detailed micro-planning is done to ensure that all out of school girls are enrolled and child-wise data is available at the mandal level;
 - 6.1.2. In UP, MP, Jharkhand, Karnataka household survey data is used for identification of the children and the programme is integral to the SSA strategy for the out of school children.
 - 6.1.3. In Tamil Nadu and Arunachal Pradesh the selection process was left to the NGOs and the information on out of school girls for the EBBs available with SSA are not shared with the NGOs ;
 - 6.1.4. While the list of out-of-school children is available in HP, Orissa, and Bihar it is not clear if this is the basis for selection in practice;
 - 6.1.5. In the KGBVs run by the Mahila Samakhya programme (Bihar, Gujarat, UP) they have reached out to girls in their respective project areas and identified girls through the Mahila Sangha; however the linkages were not so apparent in Karnataka. The NGOs in Arunachal Pradesh also identified the girls through their network of workers in the EBBs. In Rajasthan the team was informed that the target population of KGBV is identified from the larger pool of the out-of-school children identified under SSA. However surprisingly neither the KGBVs nor the CRCs could tell us the number of out-of-school children currently in the block. According to SSA this is because they do not have the current figures which will only be available in March 2007.
- 6.2. It will be useful to independently cross check with the existing systems of database on out of school children used in the States to verify whether the target girls, as envisaged in the scheme, have been actually included in the KGBVs or not. The data on out of school children for each EBB could be used to generate a list of 10+ years dropout girls in the block and this list compared with the list of girls enrolled in the KGBV in the EBBs. The names that match indicate the desired reach and also that the KGBV is actually helping to impact the scenario of out of school girls in the EBB. In case many names do not match, it is an indication that there are eligible girls who still need to be covered. And the list of out of school girls therefore becomes a handy database for future enrolments in the existing and new KGBVs.

7. Linkages and relationship with the formal school system:

- 7.1. The linkages with the formal school system vary across the states. It is fully integrated and linked with the formal school system in MP, Karnataka, Bihar, HP, Gujarat and Rajasthan. Most of these states have also adopted Model 3. However in Orissa (which has also adopted Model 3) even though the students are attached to upper primary schools they retain a distinct identity and are not integrated in a real sense. In Karnataka while the KGBV is autonomous it is fully integrated with formal schools with respect to training, teacher deployment etc. In Karnataka and Gujarat the KGBV receive all the benefits / incentives available to other children at the upper primary level, however this is not the case in Orissa. In Rajasthan currently free textbooks are being provided to KGBVs under SSA; and once the KGBVs shift to their own buildings, SSA is proposing to provide all other benefits that an upper-primary school receives to the KGBVs including TLE grant, school maintenance etc. In addition In Rajasthan, the state has also taken a conscious decision to associate the Model 3 KGBV with a girls' only elementary school; and as a result the presence of such a school in the EBB will be a critical variable in deciding the location of Model 3 schools.
- 7.2. Where Model 1 and 2 is being adopted the KGBVs are functioning as stand-alone residential schools – but there is some difference in their linkages with the formal school system. For example in Tamil Nadu the children take the Elementary School Leaving Certificate examination (as private candidates). In Arunachal Pradesh it is partially linked to the formal school system and the NGO implementing the scheme does not receive support from the BRC / CRC and the districts. In Jharkhand they are facilitated to run as autonomous institutions but have close linkages and support from the department. In Andhra Pradesh they are run as distinct entities but use the state textbooks and also participate in the state examination. In Gujarat and Rajasthan the KGBVs of Model 1, 2 & 3 get support from BRC and CRC although the nature of support varies: in Rajasthan it is primarily logistical support unlike Gujarat where academic coaching is stronger. In UP the KGBV run by SSA are linked with the DIET and the MS run KGBV are autonomous (not linked to the system).
- 7.3. In some states the students are identified by CRC and local primary school teachers. However, once the girls have been enrolled the identifying persons do not maintain a close link with the KGBV.
- 7.4. In most of the states (except Rajasthan) the KGBV data is yet to be integrated into the DISE data. This will change when KGBV is made a sub-component of SSA from April 2007.

8. Management agency (NGO, MS, SSA run and any other):

- 8.1. It is interesting to note that the three models provided in the scheme are interpreted differently in the states – as evident in the table below. This variation needs to be encouraged in order to enable the KGBV to adapt to the local needs / administrative

culture of the states. However, we need to institutionalise cross-learning between the different providers to create maximum synergy.

Table 3: Management agency and associated remarks

| State | Number of KGBVs operational | SSA | MS | NGO | Remarks |
|-------------------|-----------------------------|-----|----|-----|---|
| Andhra Pradesh | 134 | | | | AP Residential School Society (94) and Tribal Welfare society (40); decision making is external to the school system or to the local community. |
| Arunachal Pradesh | 19 | | | All | Programme managed by NGOs. As no management cost is provided within the scheme a person paid as a teacher does management work; inadequate management cost. |
| Bihar | 110 | 3 | 25 | 82 | There are 3 models in the state – NGO, MS run and VSS run. Linkage between model 3 and the formal school is weak. While the girls go to the formal school; there are no functional linkages and there is only structural linkages and the KGBV works like a hostel. |
| Gujarat | 44 | 33 | 11 | | Although SSA provides the larger guideline for running KGBVs; MS run KGBVs have slight variations with regard to teacher remuneration rates and curriculum. |
| Himachal Pradesh | 9 | 9 | | | The KGBV is an integral part of the SSA programme. The operational management has been delegated to the VEC of the school to which the KGBV is attached., with the concerned HM and VEC President playing a key role |
| Jharkhand | 136 | 136 | | | The KGBV is fully integrated into the SSA programme and it seems to be part of the district education structure. Committed ownership of KGBVs by SSA even though they want then to function autonomously. |
| Karnataka | 61 | 32 | 29 | | There are some differences between the SSA run and MSK run KGBV in provision of food. While SSA run KGBV have sub contracted this work to SHG groups and private contractors in the MSK run schools they hire cooks. The state government plans to phase out private contractors and entrust SHGs with cooking of the food. |
| Madhya Pradesh | 105 | 105 | | | The PTA of the upper primary school is the decision making body for the KGBV. |
| Orissa | 107 | 107 | | | All are managed by SSA – which has adopted Model 3. However in practice the KGBV students are not fully integrated into the formal school to which they are attached. |

| | | | | | |
|---------------|----|----|----|----|---|
| Rajasthan | 56 | 56 | | | SSA runs all KGBVs and follows the formal school curriculum |
| Tamil Nadu | 37 | | | 37 | The linkage between KGBV and SSA is evident, but it is administered like a grant-in-aid programme. Incentives / benefits of the formal school system is not available to KGBV students. |
| Uttar Pradesh | 98 | 88 | 10 | | The bulk of the KGBVs are run by SSA. 10 KGBVs are run by MS in UP. In a recent decision, 5 NGOs have been shortlisted to run KGBVs, which have yet to start |

9. Infrastructure availability / quality / hostel / toilets:

- 9.1. In all states, the new buildings are coming up and currently most KGBVs are in temporary places (rented or otherwise). The teams were aware of the difficulties in finding a secure and spacious location in rural areas for housing 50 or 100 girls. It has also been important to find these buildings in locations that are not extremely far from the home villages of the girls so that they can go home without too much difficulty. It is commendable that despite these problems, spaces had been found and KGBVs started. For instance in Khedbrahma (Gujarat), the KGBV was forced to shift because the landlord changed his mind about renting the place. Hence the KGBV moved to the block headquarters at a considerable distance from the original location. Subsequently nearly 10-15 girls stopped attending the KGBV. A similar situation prevailed in Bellary (Karnataka) where the school had to be shifted due to a range of logistical and safety issues.
- 9.2. In terms of identifying and securing land for KGBV building construction, here too states have had to work hard to find appropriate sites. The fact that within a year and a half of the launch of the scheme building construction is on in most blocks is another very creditable feature of the programme.

10. Rented / temporary:

- 10.1. While most of the states have made considerable efforts to do their best, there are several issues with respect to renting of the premises:
- 10.1.1. There is a lack of clarity on which head of account to draw rent till such time as the building is constructed. Many of the rented buildings are inadequate and in Arunachal Pradesh two girls were sleeping on the same bed. In Tamil Nadu, Bihar and Jharkhand the furniture has occupied much space as the rooms are small that the children have very little space to move around. Being packed into a small space has led to prevalence of skin infections. This is a serious area of concern.
- 10.1.2. In some states (Orissa, AP, MP, HP and UP) some of the KGBVs visited were located in or near the BRC buildings. By innovatively converging resources from different sources, some states have been able to upgrade facilities. This is also the case in AP, MP, HP, Bihar, Jharkhand and UP.

- 10.1.3. Unused government buildings were given to the NGOs in Arunachal Pradesh, Tamil Nadu (community hall, panchayat building), Jharkhand, MP, Rajasthan, and AP.
- 10.1.4. Sanitation units in KGBVs remain a big issue in some states where girls go out into the field thereby affecting their security. Even adequate water supply for bathrooms, kitchen and cleaning of premises is a concern in some states like Bihar and Jharkhand. This may be due to the lack of budget / or inability in prioritizing provision of toilets in rented premises.
- 10.1.5. There is a space problem in Model 3 (Orissa for example) and the living conditions are not adequate. It is likely to come up in this model in most states given the size of the buildings available on rent presently and even the design evolved for construction of KGBVs.
- 10.1.6. In Rajasthan the caste issue comes in the way of making space available for running KGBV in rented accommodation. SSA has actively commissioned unused government buildings, including schools when rented buildings have not been available.
- 10.1.7. The small building sizes pose usage problems leading to cluttered class rooms and dormitories or classrooms doubling as dormitories at night. Severe space constraints have prevented NGOs running KGBVs from buying beds and other furniture. Toilet/bath facilities cannot be demarcated due to small size and proximity so demarcation is difficult. Toilet training is another issue as girls are learning sanitary habits for the first time. Equally ventilation is a serious problem in UP and AP and many girls were found to have got scabies and other skin infections.

11. Permanent:

- 11.1. Building design in AP, Karnataka, Rajasthan are fairly adequate. However there are design problems in UP, Orissa and in one model in MP. Following are observations from field visits:
 - 11.1.1. Location, size and number of toilets is a problematic issue in many states,
 - 11.1.2. Similarly location of washing area near the kitchen,
 - 11.1.3. Some designs have not factored in cooking with wood / coal. Space will have to be created for chullahs.
- 11.2. A thorough checklist needs to be prepared before handing over the building before girls can move in. The checklist should include completion of the facilities, completion of flooring, water and electricity connection, drainage and sanitation (including garbage disposal);
- 11.3. In some states the furniture purchased does not fit into the available space as the rooms are small;
- 11.4. The quality and life of the buildings is an issue. Many of the buildings are of poor quality and there is little creative inputs into the design incorporating local construction elements;
- 11.5. The budget provided is inadequate in general and for hilly areas in particular where the land development costs, labour and material costs (due to transportation) are high;
- 11.6. There is little difference the unit cost provided for Model 1 and 3 and the space required for 50 and 100 girls. This needs to be reviewed in terms of space requirements for academic purposes and provision for healthy living conditions;

- 11.7. Some states like AP have provided additional funds for building construction - MP has used NPEGEL / MLA funds, HP accessed funds from Tribal Welfare Department and in Gujarat rain water harvesting and compound wall funds were accessed;
- 11.8. In Arunachal the cultural context has been taken into consideration in infrastructure provisioning – the buildings are built with local material merge into the surrounding environment.
- 11.9. Some buildings visited were very nice and spacious with large grounds for outdoor activities, games etc

Table 4: Status of site selection and building construction

| State | KGBVs operational | Site selection | Buildings underway | Completed | Remarks |
|-------------------|-------------------|-------------------|----------------------------|-----------|--|
| Andhra Pradesh | 134 | 82 selected | 53 | | AP government has given additional Rs 15 lakhs per KGBV to account for classes 9 and 10, compound wall etc |
| Arunachal Pradesh | 19 | NA | NA | 2 | Information on site selection not available. Building in one case on land owned by the NGO. |
| Bihar | 110 | 110 | 67 (ready in next session) | 4 | 57 yet to begin; quality of construction good |
| Gujarat | 44 | 24 | 22 | 2 | The model designed looks very good, however the one completed building we visited the maintenance was not very inspiring. |
| Himachal Pradesh | 9 | 8 | 8 | | Team did not visit any building under construction. Cost was reported as being an area of concern. |
| Jharkhand | 136 | 94 | 57 | Nil | Wardens given responsibility for supervision and they are reluctant. Local SOR is higher than approved rate |
| Karnataka | 61 | 61 | 48 | | Re-tendered 13 and 10 not yet started. All expected to be ready by June 2007. |
| Madhya Pradesh | 105 | 70 | 52 | 28 | One model has some problem and others fine. |
| Orissa | 107 | 113 site selected | 40 | Nil | Pace of construction is slow, they now have a dedicated engineer at state level. 49 will be ready by June 2007 and rest by Feb 2008. |
| Rajasthan | 56 | 56 | 53 | Nil | All buildings are under construction and are expected to be ready by end of March 31 st barring 3. |
| Tamil Nadu | 37 | 37 | 1 | | The design has been finalised and site selection done. |
| Uttar Pradesh | 98 | NA | 26 | 4 | 95 not yet started, reason being inadequate allocation of funds. |

12. Category-wise enrolment (SC, ST, Muslim, OBC, BPL, others):

- 12.1. One of the positive feed-back that we received from the 12 states visited pertains to the participation of girls from socially disadvantaged social groups - 26.36 per cent of the

enrolled students in the 12 states were SC, 31.43 per cent ST, 26.45 per cent OBC, 8.75 per cent BPL and 4.31 per cent from the Muslim community. With the exception of the Muslim community, all other socially disadvantaged groups are fairly well represented. This evaluation is of view that the scheme is reaching out to girls from the most deprived sections in rural areas.

12.2. Greater effort is required to reach out to girls from minority communities and other extremely disadvantaged social groups. Given the location of minority communities, this issue may be addressed more effectively when the KGBV programme is extended (in XI Plan) to urban and peri-urban areas.

12.2.1. In Rajasthan, 8 KGBV are located in minority dominated blocks and only 5% of the girls are from this community. On the other hand in the minority dominated block of Virangham (Gujarat) 100% of the girls enrolled in the KGBV are Muslim.

12.2.2. Careful tracking of the socially disadvantaged groups in the KGBV blocks was in AP.

12.2.3. In HP, the KGBV in Pangri Block of Chamba district needs a lot more effort to reach out to Gaddi and Gujjars because of the difficult terrain.

12.3. It is important that we also acknowledge the possibility of extant hierarchies relating to class within the marginalized groups and keep the same in mind while targeting. For instance a random glance at the profile sheets maintained by all KGBVs for girls in Alwar (Rajasthan) indicated that quite a few of them belonged to the Meena community, notified ST. Given that the Meena community is considered to be an upwardly mobile community, within the highest income bracket in the local context, it may be worth our while to target girls at the lower end of the particular intersection of community, class, headship etc.

Table 5: Category-wise enrolment

| State | Capacity | Enrolment | SC | ST | OBC | BPL / others | Minority | Remarks |
|-----------------------|----------|-----------|------|------|------|--------------|----------|---|
| Andhra Pradesh | 13500 | 14386 | 2868 | 4111 | 5358 | 1880 | 169 | Included class 9 |
| Arunachal Pradesh | 950 | 950 | | 950 | | | | APST – not clear if all children are ST. |
| Bihar (81 out of 128) | 5500 | 3972 | 1948 | 286 | 797 | 170 | 771 | Girls of single parents and orphans have been included. |
| Gujarat | 3100 | 2295 | 255 | 893 | 996 | 135 | 16 | |
| Himachal Pradesh | 500 | 336 | 105 | 79 | | 152 | | Most are BPL |
| Jharkhand | 13600 | 10268 | 1658 | 4671 | 2118 | 1153 | 708 | |
| Karnataka | 5750 | 5335 | 2034 | 854 | 1275 | 839 | 333 | |
| Madhya | 5250 | 5368 | 1140 | 2587 | 1353 | 211 | 77 | |

| | | | | | | | | |
|-------------------|-------|--------------|--------------|--------------|--------------|-------------|-------------|---------------------------------|
| Pradesh | | | | | | | | |
| Orissa | 1070 | 6021 | 1560 | 3066 | 1133 | 256 | 6 | |
| Rajasthan | 4250 | 3747 | 1057 | 1221 | 1212 | 155 | 102 | |
| Tamil Nadu | 1900 | 1879 | 514 | 579 | 718 | 10 | 58 | AIDS orphans have been included |
| Uttar Pradesh | 7850 | 7221 | 3147 | 118 | 2594 | 837 | 425 | |
| Total | 63220 | 61778 | 16286 | 19415 | 16342 | 5405 | 2665 | |
| Percentage | | 97.72 | 26.36 | 31.43 | 26.45 | 8.75 | 4.31 | |

13. The gap between capacity and enrolment is another issue. For various reasons KGBVs some states reported low enrolment - in Orissa 44% gap, Jharkhand 27% gap, Rajasthan 12% gap, Karnataka 7.21%, HP 33%, Gujarat 26% gap and UP 1%. Given the targeted nature of KGBV, its critical relevance in the context of larger numbers of older out-of-school girls as well as the generous budget allocations, it is important that efforts are made continuously to maintain optimal enrolment. In Andhra Pradesh there are more girls enrolled than the capacity (7.4%) as the state has introduced standard 9 and 10 with their own resources.

14. Retention, dropout and forward planning:

14.1. As seen in other dimensions of the KGBV programme there were significant state-wise variations. By and large the retention has been fairly good in most of the KGBV's visited. Even then dropout of girls after enrolment was quite evident despite pre screening before selections. Several reasons were attributed for drop outs – marriage, illness, non adjustment to the KGBV regimen etc. Health also seems to be a major issue for dropping out in many KGBV (malaria, scabies, anaemia, tuberculosis, sickle cell anaemia, meningitis). In some areas among tribal populations and where families migrate for economic opportunities, migration seems to be a big issue.

14.2. The teams noticed that in Karnataka and AP, child-wise files are being maintained carefully, children are tracked and both individual as well as compiled data is easily available in the KGBV. In some states the systematic tracking of drop outs and cohort information is not yet being maintained (example: MP, Bihar, Jharkhand). Though single page profiles of girls are recorded they are not used for tracking them within KGBV or when they leave. Some states, like Rajasthan, maintain the total number of the girls, but the compiled information about who dropped out, why and at what time is not easily available. In Tamil Nadu when girls drop out they are quickly replaced by others and therefore the total number remains the same.

14.3. Given the need to track children who leave the KGBV, the Gender Coordinators and CRCs could be entrusted with the task of tracking and follow-ups. It was also noted that no one in the CRC or BRC is made specifically responsible for monitoring KGBVs, as there is no role clarity in some states. Rajasthan is the exception, where the BRC chairs the specially constituted KGBV management committee and the CRC is the member secretary.

14.4. In some tribal areas lack of sensitivity to the tribal context and tribal language was evident as in Jharkhand and MP – this needs to be looked at more closely at the state level so that the cultural practices of tribal communities are respected. Similarly, introducing prayers of one religion is also a matter of concern as this may alienate children from minority communities. This was cited as an issue in both enrolment and retention in a few KGBVs.

14.5. It is noteworthy, that AP has done significant forward planning; they have extended KGBV to Std 9 and 10. However in most states, we did not come across this kind of planning beyond class 8. Children and their parents were concerned about what will happen to them after class 8. There is an overwhelming demand in all the states for forward planning for classes 9 and 10.

15. Learning:

15.1. The teaching-learning needs of girls in the KGBV are a challenge as well as an opportunity. All KGBV students have had a break in their schooling due to family or other circumstances. Many of the girls have in the past been out of school or have dropped out of the schooling cycle at some stage. Across the board they come from families and from villages which are educationally backward. It is therefore to be expected that such girls are likely to be lagging behind academically. The challenge can be developed into an opportunity as the KGBV is a residential programme for at least 2-3 years. In all cases, there are adequate numbers of teachers, possibilities of flexible time and methods and overall a high motivation from the girls and from their families for improved learning. In fact, the KGBVs can be the model schools where it can be effectively and visibly demonstrated that educational backwardness of many generations can be overcome and girls can be role models.

15.2. The learning needs of such children merit greater understanding including sensitivity to their background. It is essential to work out what methods and materials to use to accelerate learning, how to enable children to reach grade level knowledge and skills. How to balance academic learning along with other issues, especially in context of the kind of girls who come to KGBV is a challenge.

15.3. A variety of approaches were visible in the field:

15.3.1. In AP the agency running KGBVs is oriented to academic excellence. Hence the pressure to be on par with a regular class 6 cohort is very high. Similarly in Rajasthan, the KGBV is like any other upper primary school and the emphasis is on remedial learning, revision, and exams.

15.3.2. In many cases, where Model 3 is being followed it was found that the learning related issues were similar to that of the formal school system. In particular, the entry level of learning is not taken as a point of departure or as the baseline for planning their academic growth.

15.3.3. In Gujarat and Bihar, the number of never enrolled girls is quite high in the Model 3 KGBVs and hence it was not clear how they were tackling the bridging process for various levels. The KGBV, visited by the team, was barely 2 months old and hence one was unable to get a sense of the “how”.

- 15.3.4. While efforts are made to assess learning levels of girls entering KGBV, systematic follow-up and the creation of doable goals and individual learning plans for the girls of different levels has to be evolved.
- 15.3.5. For example in Orissa, in one of KGBVs, girls had been placed in class 6. Since they were not academically ready for this class they were getting remedial education outside formal class time. Remedial education or preparing students to reach class 6 levels needs to be done in camps/centres before they are formally placed in class 6 in the KGBV.
- 15.3.6. In Tamil Nadu the children were being rushed to prepare for the class 8 ESLC examination. This was done because the NGOs were given a 2 year contract.
- 15.4. The entire process of enabling girls to reach class 8 needs to be thought through. How to enable girls to learn at their own pace? How to help them accelerate but not rush them to take examinations? - are the challenges. To meet such challenges, the implementers had evolved different mechanisms in the field. For example in Karnataka a Zero class is provided where the students are supported till they reach class 6 level. In Gujarat, the Model 1 KGBVs too are overwhelmed with helping enrolled girls finish their primary cycle. In Tamil Nadu and Jharkhand the modules / primers developed for bridge courses are being used – but the rush to prepare them for ESLC is also evident in the former. Andhra Pradesh enables students from bridge courses to enrol in KGBV thereby doing some amount of preparatory work before they are formally enrolled in class 6. In KGBV also they use supplementary materials. But on the whole, greater clarity and guidance is required on how children entering the KGBV can be helped to first attain class 6 competency effectively.
- 15.5. While most of the KGBV's visited provided an opportunity for the girls to combine formal education with a lot of extra-curricular activities and also life skills – we found that this was not the case in some KGBV (notably AP) where the accent was on studies. In some areas the non-curricular aspects were far richer than actual learning. There is a need to strike a balance between learning and other activities / life skills / extra curricular.
- 15.6. Language is a serious issue in Orissa and Jharkhand where the tribal girls continue to face learning difficulties as the textbooks are in the state language. Even the teachers are young urban women who have little idea of tribal culture.
- 15.7. Though many KGBV have libraries with a variety of books the content and quality of books requires review. In some states NBT/CBT books were available and the children were using, in others we found textbooks and very dull “information” oriented books. In many KGBV the books were not quite used as they were locked up. Even the teachers were not familiar with the books. A well integrated library programme with the right mix of enjoyable fiction and fun books with information oriented books need to be given greater attention. One good practice that we came across was in Arunachal Pradesh where teachers read out / enacted a story after the morning prayer and children read and told stories once a week. This practice could be attributed to the experience of the managing NGO which has done a lot of work in this area.

- 15.8. Most of the vocational courses and classes were gender stereotypical. Tailoring, sewing, embroidery, pickle making etc were common. However Karate was extremely popular in Karnataka, HP, few KGBVs of Bihar, Gujarat and Rajasthan. Computers were available in several KGBV (TN has provided 2 computers and one LCD projector to all the schools); Rajasthan too has provided 3 computers and solar panel for power back-up as part of the Computer Aided-Learning Programme to all KGBVs). However usage and computer assisted learning requires greater attention; apart from a nodding acquaintance with basic functions of the computer, the girls are not actually using the computers effectively as pedagogical tools or to develop vocational skills.
- 15.9. It is worth noting that the teaching and learning processes visible in KGBVs was text-book oriented and in most states and it was not very different from the formal schools. Perhaps because teachers themselves have little inputs in participatory and activity based teaching practices. In some areas where model 3 was being implemented (with the exception of Karnataka) the children went to the formal school during the day and the part-time teachers of KGBV provide remedial education and support before and after school. Here and in the model 1 KGBV where girls reside and learn in the same campus, teachers can provide that extra edge to academic learning with some training inputs.
- 15.10. The assessment process is also similar to the one in formal schools. Given that the children live together the KGBV could be more creative and also plan the classroom / learning processes better – by integrating the non-academic with the academic. KGBV can lend themselves to very different classroom practices. While it may be too early to comment on how the KGBV would develop and grow – the initial indications are that they are not very different from formal school. What was worrying was that that in Karnataka the KGBV run by MS did not draw upon the rich experience of the MS programme in gender sensitisation, running MSKs and most importantly working with adolescent girls in life skills and building their self esteem and confidence.

16. Teachers:

- 16.1. The KGBVs reach out to drop outs, to girls from disadvantaged communities, from extremely poor families and also from those in difficult circumstances. It is also a fact that these children come to school with varied experiences and different learning levels. Therefore teachers need special training / sensitisation to enable them to understand and appreciate the special learning needs of the students. In this respect in almost all the states the teams found that the training given was woefully inadequate or non existent. The teachers were not familiar with techniques for accelerated learning.
- 16.2. The teams met with KGBV teachers who were young and enthusiastic. Overall the girls looked cheerful and happy. In depth interactions with teachers revealed that many of the wardens and teachers living with the children needed more training to efficiently manage / administer the school, plan for health and nutrition and in the importance of hygiene. Teachers need to cater to young adolescent girls who need to be oriented on the changes in their body, menstruation and also on a range of important reproductive health issues. This

area was uniformly weak in almost all the KGBV we visited – even those managed by Mahila Samakhya in some states.

16.3. We were informed that the resources available for additional training was meagre and that routine academic training was to be done out of the SSA training budget. Perhaps more thought / planning needs to go into the special training and ongoing academic support needs of KGBV teachers. Being in a KGBV is a once in a lifetime opportunity for all the students and this time could be used to enable the girls acquire a more broad based education and emerge as aware and confident young women.

16.4. It was also felt that there needs to be a policy / guideline for the recruitment and training of KGBV teachers and some kind of forward planning for the teachers themselves could help motivate them. Many of the part-time teachers are young and have a lot of potential.

17. Feedback from parents / community:

17.1. An overwhelming feedback was that the parents and the community have welcomed the KGBV. The fact that the KGBV is “completely free” is a major attraction. We did not come across any complaints about security. All the state governments have paid special attention to the security and safety of the students.

17.2. Another unanimous feedback was that parents want KGBVs to be extended to class 10. The vociferously echoed this as a priority in all the states visited. They are afraid that they may not be able to study beyond class 8 if they are sent home. Some states like AP have already extended the programme to class 10 with their own resources. Karnataka is seriously thinking of extending benefits like cycles, bus passes and facilitating their transition to existing residential schools in the state to enable them to study beyond class 8. Jharkhand has made an effort in one district tying up with the missionary school. However, given that most of the students had dropped out and come from poor households and many of them live in remote / inaccessible villages – there is a real danger of the children discontinuing their education after class 8. While the capacity utilisation is fairly good, as the school is becoming known in the area the demand is also increasing. It may therefore be good to provide an option to model 2 and 3 to increase intake capacity to 100.

17.3. Parents felt that they girls were happy being in the KGBV. They were impatient to get back to school when they come home for vacations. The girls also said that they enjoyed being in KGBV and that they had learnt a lot about hygiene and community living. Simple pleasures like having water to take a bath every day or using scented soap, oil and shampoo mean a lot to the children. There is also a flip side – discussions with the girls also revealed that there is a distinct possibility of alienation of girls from their social and cultural roots. This needs to be handled with greater sensitivity by the teachers. There is a need to strengthen the KGBV curriculum to value diversity and difference – especially because it is engaging with children coming from different communities with very rich traditions and cultural practices. It would be worthwhile to help these girls to value their cultural contexts and retain the diversity within a homogenised “mainstream” education system. This issue could also be managed if parents are encouraged to contribute

something – by way of time, teaching folk songs, provide what ever they can to the school – so that the KGBV can build closer linkages with the community. For instance Gujarat is involving parents to become resource persons to teach local crafts and skills to the KGBV girls.

18. Decision making, governance and management of KGBV:

18.1. Though conceptualised as a part of the broader SSA strategy, the KGBV often stands alone institution at the ground level – without parallel / line structures to integrate into the formal system. The challenge will be think through how to bring in decision-making and governance structures that on the one hand link it to the local community (local VECs/PTAs etc and parents) and on the other hand to the block and district level SSA structures. Both linkages could bring in sets of varied resources that may help to enrich and strengthen KGBV functioning. Rajasthan has made an attempt to facilitate the administrative integration of KGBV under SSA and has constituted two committees at the KGBV level: a) Management Committee of KGBV: Chairman BRC; Member Secretary CRC; Other Members - Warden and Two Students of VII And VIII; Govt. Senior Teacher; & Accountant BRC Office; b) SDMC of KGBV: Chairman HM of nearest UPS; Member secretary Govt. Teacher of KGBV 3 Members of PRIs (ST/SC/Female); 3 Guardians; & 3 Other Members. However it is too early to say whether this mechanism will work effectively and whether it is a good practice that can be emulated elsewhere. Even Jharkhand has facilitated the delegation of authority to KGBV level management committees for autonomous functioning. Representation of the parents is necessary in the PTA / VEC of the upper primary school where the model 3 of KGBV is located. This was voiced in several meetings with parents.

18.2. There is a need to reflect on how the KGBVs fit into the larger scheme of upper primary schools in the country and how they align with the larger strategy for reaching out to out of school girls. While this issue has been resolved at the policy level by making KGBV a sub-component of SSA from April 2007, the question that begs an answer is whether there is any mechanism to find out where the most difficult pockets are in the country are reached and whether the most needy in each EEB block is reached. The target group definition needs to be more dynamic, changing with the context and emerging issues with respect to girls' education and also targeting requires constant vigilance if we want to ensure that we are not caught in the quagmire of reaching out to the low hanging fruits when it comes to enrolment in KGBVs.

18.3. The experience of organisations (educational institutions) running residential schools needs to be studied and fed into KGBV management. In particular the rich experience of running MSK (Mahila Shikshan Kendra) and also the erstwhile Mahila Shikshan Vihar of Lok Jumbish could be fed into the KGBV training modules of teachers, managers and administrators.

18.4. There is also a lack of clarity on the role of the NGOs running KGBV – will this be a permanent arrangement? NGOs running the programme in Tamil Nadu are not sure if they will be asked to continue the programme after the two year contract. Long-term planning

and a five year perspective could enable the NGOs invest more human resources into the programme.

18.5. In most KGBVs the local community seems to be playing an active / positive role – however it may be useful to explore the notion of the “guardian” village that came across as an innovative practice in Arunachal. Here the people from the village extend protective support to the KGBV upon request as friendly neighbours, as it located in an area of scattered habitations. In Jharkhand too, one KGBV is to be located in an area quite isolated, so the girls and their parents are fairly apprehensive about security and connectivity. The Arunachal experience could be shared with them and others but with a measure of caution. This needs careful thought because in one Orissa village four or five young men were staying on the campus while the female attendant stayed with the girls.

18.6. In almost all the KGBVs the real guardians are the cooks, helpers and in some the warden / part-time teachers. Lack of transport facilities and telephone connections is an area of concern – especially with respect to emergency health care and other crisis situations.

19. Enriched curriculum:

19.1. The most endearing feedback was to do with the enriched curriculum evident in many KGBVs. While the students are learning karate, cycling, dance, music, theatre and so on – a lot more planning is necessary to infuse energy and meaning into life skills. There is a wealth of experience in the country in life skills education (Mahila Samakhya, Sandhan Life Skills Modules, Nirantar’s women and health modules and the work of Doosra Dashak) – it would be useful to expose teachers, administrators and partner NGOs to the potential of a good life skill education programme.

19.2. A careful documentation of life skills education and preparation of booklets with games and activities, audio tapes of songs could be valuable. Equally – integrating reproductive health education, sensitivity / awareness of the environment, legal rights, citizenship education (Bal Panchayats) and awareness about social issues could be a valuable addition to the KGBV curriculum.

19.3. KGBV buildings are being built everywhere – usually close to where the girls are staying right now. Using the building as an opportunity for learning (whether in terms of drawing or understanding how buildings are constructed, or taking decisions on who will have which room or simply in terms of visiting it regularly etc) can be incorporated everywhere. This will add to the experiential learning of girls besides giving them an opportunity to take up planning projects.

19.4. These KGBVs can provide multi -dimensional opportunities to girls who are exploring education for the first time. These girls can become role models in their community and they can be visualised as a special cadre of girls who could play a catalytic role in their communities through the messages and practices they take back. This will not only help link them more creatively into their community but also make them pioneers in a different way. For this they will also require leadership training which will need to be integrated into the KGBV curriculum.

20. Hygiene and sanitation / physical environment of the KGBV:

20.1. Hygiene, sanitation and physical environment of the KGBV emerged as one of the worrisome issues in many KGBVs. The rented buildings where the girls are housed temporarily are not suited as the space was inadequate. This is a common denominator with hired buildings because large private buildings are not available at the block level in many states. Availability of water (in some KGBV the girls had to walk to the main village to bring water) is also an issue of concern. Storage of rations, washing space near the kitchens, disposal of garbage and sanitation needs greater attention. Health problems like scabies (found in HP, Rajasthan and UP) could partly be attributed to overall hygiene and also availability of sufficient water to practice cleanliness and keep the environs of the KGBV clean.

20.2. The evaluation found that the location of KGBVs remains an issue. Whether they are located in isolated areas or within crowded localities is a matter of concern in the interest of the girls and staff. Moving into their own building needs to be seen as an important break from the existing practices and also provide an opportunity to change them. While there cannot be any strict national guideline or norms, it is nevertheless important to pay special attention.

21. Health and nutrition:

21.1. This evaluation found that health was critical area as many girls had poor health due to their circumstances, particularly neglect and hard work. In most KGBVs health check ups was being done basically by way of height and weight records, haemoglobin count. However, in some cases NGOs located in remote areas have not organised medical check-up. The health related information is not used to plan the diet of the children who need a balanced intake. Girls also complained of having headaches, stomach aches and nausea. The former possibly because of low haemoglobin levels and the latter due to worms. They do require proper and complete health check ups when they enrol so that their health can be tracked and do not leave the hostel due to a severe illness. We found that scabies is a problem in UP, HP, Rajasthan – this is directly related to hygiene and sanitation, however one cannot say whether this is a consequence of lack of sanitation in KGBVs or just lack of sanitation in general. In Rajasthan effort has been made to treat the skin ailments that girls were suffering from when they joined the KGBVs.

21.2. Given the nutritional status of the communities many girls who are 11+ have not yet attained menarche. In some KGBVs in Bihar and Jharkhand teachers did not know how handle the puberty concerns and problems of girls. In almost all the KGBVs the issue of supply of sanitary napkins was discussed. In Andhra Pradesh the KGBV girls have been taught to make sanitary napkins. Sanitary napkins are provided in Karnataka, Gujarat and Rajasthan. No napkins are supplied in Bihar, Jharkhand, HP and Arunachal Pradesh – where they use cloth. Proper disposal / cleaning of the cloth is also an area of concern.

21.3. Nutrition education and sustainable nutrition practices need greater attention. For example in Tamil Nadu we found that while polished rice was being given in an area where ragi is consumed. In Gujarat and Rajasthan, the KGBV menu reflected the local dietary patterns along with IFA tablets. In Jharkhand the menu includes milk, meat, fish and eggs as the

tribal girls are used to eating this at home. However, in general, the KGBV management and teachers need to review nutritional status of the students and promote healthier diets through a well planned menu. Equally, shortage of iron and folic acid and vitamin tablets were also reported in several KGBVs. Closer linkages with the health department for health care and supply of necessary nutrition supplements an urgent need.

22.Promising initiatives / practices:

22.1.Travelling across the country, the teams encountered a number of promising initiatives in the KGBVs. A number of these are mentioned here with the idea that “good practices” can be shared across the states.

22.1.1. In Arunachal Pradesh, the team saw how unused government buildings were handed over to NGOs for running KGBV (full campus). The team members were also impressed by story telling and story reading sessions that were part of the weekly routine of the KGBV. Also the concept and practice of the “guardian” village was an interesting one for KGBVs in remote locations.

22.1.2. Andhra Pradesh KGBVs have several remarkable features. It is clear that the KGBVs are well embedded as an integral part of the overall strategy for out of school children. Detailed micro planning is done to figure out which child will go to which educational facility; child wise data is available in their mandal resource centres. In terms of teaching-learning materials, the RBCs as well as the KGBVs have special bridging material and supplementary workbooks designed to help children “catch up” effectively. In terms of other needs, KGBV girls are learning to make their own sanitary napkins. The state government has already taken a policy decision to extended KGBV to class 9 and next year the girls will move to class 10. The state government is adding considerable funds to upgrade the buildings.

22.1.3. In Rajasthan, as part of the Computer Aided Learning Programme, a set of 3 computers have been provided to each KGBV. In addition, the state is also providing solar panels to provide power back-up for computers. There was also discussion on how one could link geysers to it in the winter to provide hot water for the use of girls. While the team acknowledges that the mere presence of the objects is itself not a best practice – it may constitute a promising practice and recommends the state to innovatively integrate ICT into the KGBV curriculum.

22.1.4. In Tamil Nadu all the KGBVs have been provided two computers and one LCD projector. They also have a set of educational CDs. While this is indeed a step in the right direction it is not yet used optimally.

22.1.5. In Gujarat, considerable effort has gone in enriching the quality of education keeping the needs of girls in mind: teachers have been trained extensively; systems of monitoring and on-site support have been put in place involving the district gender co-ordinators and direct support from State SSA office through academic consultants. In addition the state has worked closely with CARE as a resource agency to develop tools pertaining to classroom observations and monitoring.

22.1.6. In Himachal Pradesh, the team saw evidence of the revival of traditional Chamba Rumal. HP KGBVs organize “Mitra Milan - a meeting of all KGBV children are the block level where inter-KGBV competitions are also held.

- 22.1.7. Uttar Pradesh KGBVs have done interesting work in the area of learning assessment.
- 22.1.8. In Orissa, the teams saw imaginative use of available resources for better physical infrastructure and security in the temporary KGBV. In one of the KGBVs visited, the health records of children (including prescriptions etc) had been very meticulously kept making it very easy to access children's health histories. , One district has 17 KGBV s and competitions had been organized between KGBVs.
- 22.1.9. The Karnataka government has included KGBVs in the quality assessment regime. Another good practice pertains to the annual excursion organised under the aegis of Chinnara Karnataka Darshana.
- 22.1.10. In Bihar the teams saw effective enriched curriculum in MS run KGBV and also were impressed by the conscious inclusion of physically challenged children. The state SSA plans to hold Mela of KGBV girls at state level.
- 22.1.11. In Jharkhand a resource group has been created for material production and for generating an operational handbook for training and bridge course material. The KGBVs function autonomously – through 4 local committees with parents, teachers, wardens and children;
- 22.1.12. Madhya Pradesh KGBVs were characterized by PTA (of the local upper primary school where the KGBV girls studied) managing the KGBV. The state government has also started a girls' hostel initiative similar to KGBVs (close to 250 girls hostels are functioning).

23. Finance related issues:

- 23.1. The few important financial and management issues that emerged in the state reports are:
 - 23.1.1. The budget allocated for building construction is not adequate and that the difference in cost between a unit for 50 and 100 girls is not much – there is requirement of larger and more rooms for 100 girls. Also for bedding and other recurring items that appear as non-recurring in the budget the allocation is constrained. Several districts are not able to make building within the stipulated cost. Land development costs are higher in hilly regions.
 - 23.1.2. The maintenance cost provided was reported to be adequate in almost all the states. However, it was felt that an annual escalation needs to be build in to factor for inflation. Conversely, some states like MP provide only Rs 500 per child per month as against the budgeted Rs 750 per child per month permitted by GOI. It is not clear how the remaining fund is utilised. A more thorough review of financial patterns followed in different states may be necessary to get a clearer picture of the situation on the ground.
 - 23.1.3. The state share of funds has not been released in Orissa and Arunachal Pradesh. There has been a delay in GOI releases in Tamil Nadu – the last sanction letter was received on 16 of January 2007. These issues are being discussed and resolved.
 - 23.1.4. By and large the financial records are maintained well in the KGBVs visited and all states have followed GOI guidelines with respect to bank accounts.
 - 23.1.5. Quality of goods emerged as a concern in states where centralised procurement was done. This has been flagged in the respective state reports.

24.Recommendations:

24.1.General recommendations:

- 24.1.1. Even in a short period of time, in every state, the KGBV has become an important component in the elementary education landscape of the educationally backward blocks. Seeing the pace at which KGBV scheme has taken off, this evaluation recommends that the government look at it more closely and start a thinking process on where is KGBV headed in the XI Plan. At present the KGBVs are popular; with new buildings and facilities and with successful academic records of the girls, the KGBVs will increasingly face greater demand. What therefore is the vision for the KGBV in the future? Is it a transition measure or will it be a regular feature of the block?
- 24.1.2. Although the fundamental right to education extends to age 14, in every KGBV, girls and parents pointed out the need for not only completing elementary education but reaching up to class 10 successfully. If upper primary schools are in short supply in most parts of the country in rural areas, secondary schooling opportunities are even scarcer. Greater thought needs to go into forward planning for the girls who come to KGBVs. This needs to be done both at the GOI level and in the states. The girls coming to KGBV are the most deprived girls and this may be their only opportunity for them to break out of the cycle of poverty / low educational attainment. Since GOI has already spent so much and expended so much energy on the girls – forward planning will add great value to the scheme.
- 24.1.3. Secular practices need to be followed in accordance with the spirit of the Indian Constitution. Religious prayers, celebration of festivals and other activities need to be sensitively conducted to honour the feelings of girls from communities and also the tribal groups who follow different practices. Teachers and wardens need inputs on gender and social issues, how to maintain a secular and prejudice-free environment in the KGBV.
- 24.1.4. As mentioned in the guidelines, GOI need to issue guidelines for adoption / support of KGBV by philanthropic / corporate groups. This could also include mobilisation of resources from general public into a state level girls education fund or a KGBV residential school fund.

24.2.Design related recommendations:

- 24.2.1. **Extend KGBV to urban areas:** Given the rapid urbanisation and given increasing migrating into the urban areas, introducing the KGBVs in urban areas would help the government reach out to very deprived communities - especially Muslim girls and those from poor migrant families.
- 24.2.2. **Financial norms and provisions:**
 - 24.2.2.1. There is a need to provide dedicated budget for training of teachers, wardens and administrators (including CRC and BRC linked to KGBV). This is essential not only for MS and NGOs running the programme but also where it is run by SSA in order to orient them to the specific needs / requirements, provide gender

training and also sensitise them to the social, cultural and economic situation of the students.

24.2.2.2. Funds need to be provided for building a boundary wall and also ensure proper supply of water, adequate sanitation and levelling of the play ground to create a better environment for the students. A percentage provision for cost escalation needs to be built in.

24.2.2.3. Recurring grant needs to be provided for bedding to replenish supplies. The same is also necessary to provide library books and play material.

24.2.3. **Dovetail EGS/AIS to KGBV:** Given that many of the girls who enrol in KGBV are drop outs and never enrolled, a clear-cut strategy is required to enable them to achieve grade 6 competencies. This is of particular importance for girls in the 10 to 15 age group. The EGS / AIE programmes could be dovetailed to KGBVs in order to provide for a ZERO class to help never enrolled / primary school drop out girls to reach class 6 levels. The example from AP is worth emulating.

24.3. Implementation related recommendations:

24.3.1. Life skills need greater clarification. The countrywide experience available could be accessed in different areas to enrich learning. This could be built into the training programme.

24.3.2. A holistic approach to teaching is required. There is a need to weave in gender and social context into training modules and instructional materials. Equally experience from different parts of the country with respect to continuous assessment needs to be fed in. KGBV can then emerge as “best practices” and site for innovations. In this context, implement a well articulated training plan for KGBV teachers which combines technical competence with a strong gender and cultural orientation needs to be drawn up. This would involve orientation as well as refresher trainings. Given the distinct profile of the KGBV contract teachers and their roles and responsibilities, it is important that the training modules be specially designed to address this. Therefore, a separate budget allocation for teacher training has to be included. In addition, the states may also wish to explore a system of incentives to attract trained teachers to the KGBVs.

24.3.3. The wardens need management training. Training on gender and adolescent needs (including reproductive health) is also essential for teachers and wardens

24.3.4. Introduce structured mechanisms for child participation and child rights through children’s cabinets to foster democratic values and decision-making skills.

24.3.5. Creative use of library is essential to enrich the learning experience.

24.3.6. There is a need for greater clarity on partnership issues (NGO-government partnership) – this is essential to ensure that all parties are clear about the role of the implementing agency and that the NGO (and Mahila Samakhya) have adequate budget for monitoring and management.

24.3.7. **Spell out non-negotiable principles:** One of the unique features of GOI’s Mahila Samakhya programme is the non-negotiable principles that form part of the scheme.

24.3.7.1. Parents could be asked to give an assurance that they will not get their daughters married before they turn 18 and that they will retain the girls in the KGBV till they complete class 8. As with degree of community interest has emerged from the ground it would be ideal to ensure that education functionaries

in partnership with the community /parents agree on certain “non-negotiables” regarding the responsibilities of the guardians of girls attending KGBVs – girls do not migrate with families, do not get married before 18, continue in school after KGBV for another 2 years, younger siblings are regular in schools etc.

24.3.7.2. Similarly, significant presence of men in the hostel needs to be discouraged.

All visitors from the community / NGO or even the government need to be discouraged after sun-set.

24.3.8. The girls who graduate could be given an opportunity to come back once a year at least two years – this would greatly help in retaining them in the school system up to class 10. This would be a mechanism of follow up and support to girls who have passed out.