

INTERNAL SUPERVISION MISSION for **KGBVs**

Sarva Shiksha Abhiyan, UttarPradesh

A Report

Year-2014



A Report on

Kasturba Gandhi Balika Vidyalaya

Internal Supervision Mission

Sarva Shiksha Abhiyan

Uttar Pradesh- 2014

KGBV State Resource Center, Sarva Shiksha Abhiyan – Uttar Pradesh

Kasturba Gandhi Balika Vidyalaya State Resource Centre, Uttar Pradesh has been set up in collaboration of CARE India UP, UNICEF UP and SSA UP to ensure equitable quality education in residential schools meant for marginalized girls. In order to achieve this objective, KGBV State Resource Centre has institutionalized a mechanism to review scheme as well as functioning of KGBVs periodically. This process initiated in 2010 through setting up of an Internal Supervision Mission. The mission has active participation of SCERT-UP, Mahila Samakhya-UP, UNICEF-UP, CARE India-UP and SSA-UP where each organization deputed experts/personnel to undertake field visits as per agreed ToR. The joint team then prepares a comprehensive report. ISM report is finally shared with State Project Director, SSA and his/her team to work on the recommendations given by the Mission. This system has been able to identify challenges and good practices taken in various regions and KGBVs. The Mission is coordinated by KGBV State Resource Centre.

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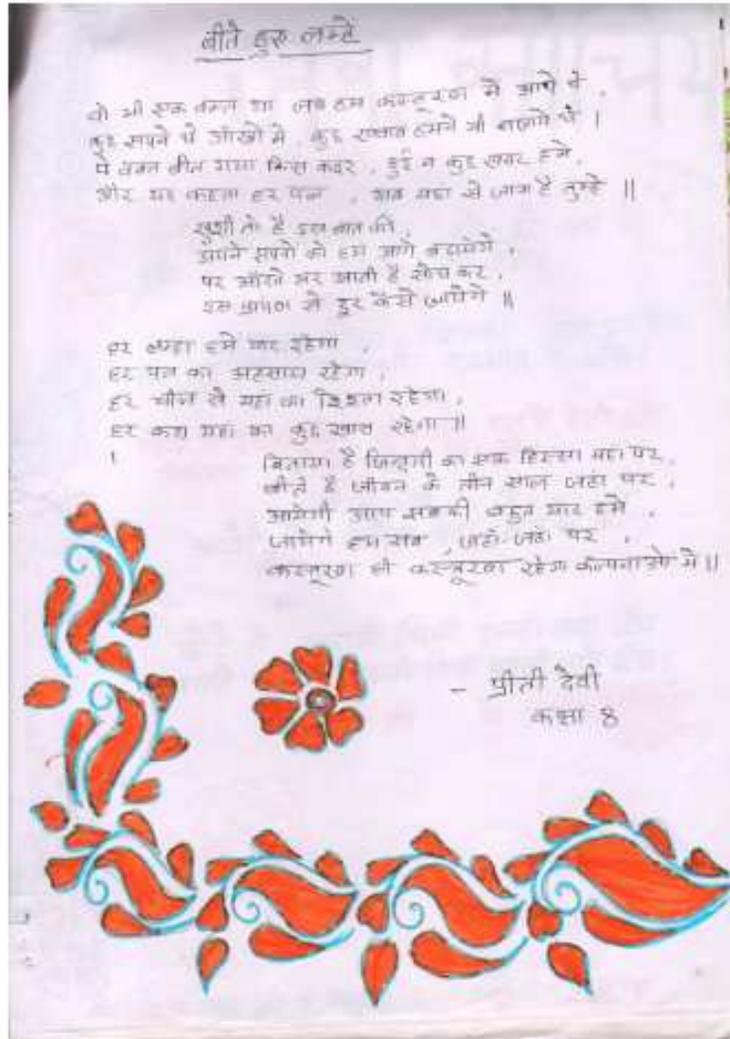
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The poem given above is written by one of the girls studying in one of the KGBVs visited by ISM. The poem is self explanatory that KGBV has been an important phase in their lives & they feel nostalgic about the days spent in KGBVs.

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. Initially it ran as a separate scheme, but was merged with the SSA programme with effect from 1st April, 2007. With the RTE Act, 2009 coming into force with effect from 1st April 2010, and the SSA Framework of Implementation being revised to correspond to the RTE Act, the KGBV component of SSA is being implemented in the overall context of child rights and child entitlements and in harmony with the spirit and stipulations of the Act.

The Internal Supervision Mission is a unique strategy to review and strengthen the functioning of KGBVs in UP. This is the fourth mission organized in as many years. The focus of this mission was on various important identified issues at System, Institutional, academic and community levels.

The ISM teams with representatives drawn from SSA, SCERT, UNICEF, MS and CARE India, visited sixteen KGBVs in five districts of the State, which were selected by stratified purposive sampling approach. This sample size, drawing from different regions of the State has brought out certain generic as well as specific issues about the progress and challenges. The issues that were observed in some locations may be valid in other KGBVs as well; hence the recommendations are generic in nature with the objective to improve overall design and implementation of KGBVs in the State.

It is evident that there is impressive progress in constructing the KGBV buildings in a short span of time. Data shared from the State shows that 683 out of 746 KGBVs have shifted to their own building and the construction work in other KGBVs is also progressing reasonably well. However, the quality of construction of these buildings and their subsequent maintenance is a major area of concern. Design and utilization of spaces for recreational activities including playground, library etc. is another area that needs to be worked upon.

Recruitment and retention of staff poses a great challenge for success of the scheme. Available strength of wardens, full time teachers and part time teachers in KGBVs is only 79%, 71% and 78% respectively. Efforts to fill the vacant positions and taking measures to improve the service and living conditions of staff need to be a priority.

Across all the KGBVs that ISM visited, it was observed that KGBVs are not getting the required amount of on-site support on academic issues. A suitable mechanism for this needs to be devised and put in place.

ISM teams observed that a significant number of girls admitted in KGBVs were earlier studying in nearby regular private / government schools. There is a need to identify and reach out to drop-out & never enrolled girls from underprivileged section of society in the catchment area. This will require active involvement of all the stakeholders including the Government officials, NGOs, warden, teachers and the community.

Another important issue that emerged from ISM visit was that wardens do not have even the basic knowledge of budget and accounting. Wardens should be

trained on budget & accounting and accounting details should be made more transparent.

It was good to note that girls studying in KGBVs were happy, expressive and had good bonding with fellow students and full time teachers. Regular organization of exposure visits along with activities such as Meena Munch, Bal Sansad etc. would be steps in the right direction. Periodic visits to KGBVs by a female gynecologist should be organized to ensure proper health check-up of adolescent girls

ISM teams noted that with basic access and infrastructure in place in KGBVs, it's time to put focus on quality of systems, processes and implementation. Domain of focus should inter-alia include quality of management, infrastructure, facilities to children, teaching-learning processes etc. Establishment of an effective grievance capturing and redressal mechanism along with measures to ensure safety and security of girls should be key components of quality assurance mechanism.

In conclusion, the 4th ISM carries forward the painstaking efforts of the earlier three ISMs. The earlier ISMs have had a positive impact with concrete follow-up action on the ground for many items. It is hoped that recommendations of ISM - IV (a few being common to the recommendations of earlier ISMs) will help the KGBVs to be even better places for girls living and studying there.

Key Recommendations

ISM looked into the various issues and concerns at system, institutional, academic and community levels; key recommendations for the same are summarized below:-

1. Systems level

- An effective mechanism for monitoring of spending of allocated funds should be put in place so that incidences of inadequate spending and reasons for the same can be timely identified and remedial action taken thereon. The information should be transparently available to all stakeholders.
- Accountants and wardens should be trained in aspects concerning financial management including maintenance of expenditure records, stock registers, material receipt and account, process followed for procurement, petty cash registers etc. District level officials should periodically check/verify the entries in these registers and record their observations. Clear guidelines/instructions need to be issued by the Government in this regard.
- District level Monitoring & Supervision committee (Steering Committee) should be constituted to oversee and monitor aspects related to providing support, monitoring and supervision to KGBVs. Orientation sessions should be conducted for district level officials to enable them in providing better quality of support, monitoring & supervision. The frequency of inspections at various levels should be prescribed along with

clear guidelines on how and what to inspect. Clear instructions on proper documentation of inspections (including items brought out in inspections, action planned to be taken thereon and compliance status) should be issued.

- Appropriate mechanism or guidelines should be laid down through which warden and teachers can seek support of district officials on various issues. Wardens should be authorized to organize petty repairs and should be assigned responsibility of ensuring that basic sanitation and hygiene is not compromised. There should also be a system in place through which warden can raise request for support on infrastructure related issues.
- Regular inspection of infrastructural facilities available in the KGBVs should be done by district/ state government officials in a structured manner. It would be desirable to prepare a check list of items to be inspected and proper record of inspection and follow up action taken should be kept.
- Surprise inspections of KGBVs by district officials should be conducted every month especially during dinner & breakfast time. Surprise checks by food inspector should be organized to drive home the need of ensuring hygiene as well as the quality of food.
- Emphasis should be laid on organizing motivation camps for enrolment of girls in KGBVs in their true spirit. Teachers should be given training for organizing such camps. Efforts should be made that category-wise

enrolments in the KGBVs are a reasonable representation of blocks' social demography.

- Synergic linkages should be developed between KGBVs and other bodies like SSA school system, RMSA / Girls hostel scheme etc. Linkage should also be developed at various levels with institutions/departments of health and vocational skill development.
- Detailed safety & security plan should be developed and implemented for KGBVs. Grievances capturing and redressal mechanism needs to be developed for bringing out the girls' grievances and resolving them. Complaint boxes should be kept at places where girls have the privacy of writing their grievances and dropping them in complaint boxes. Complaint boxes should be opened by a committee comprising of officials not directly involved with that KGBV. All grievances should be systematically recorded and appropriate action be taken to resolve them in time.
- A proper mechanism for taking over constructed buildings should be put in place so that incomplete/improperly constructed buildings are not taken over in haste. A review of KGBV buildings should be done to confirm availability and utilization of recreational spaces (like playground, library etc.)
- Earlier system of exposure visits to nearby places should be recontinued in place of existing practice of paying stipends to girls.

2. Institutional Level

- Different stakeholders like local NGOs, women SHG, SMC and BEO should be involved in the process of organizing motivation camps for enrolment of girls in KGBVs. It would be desirable to have video recording of such camps. Documents and records related to selection, enrolment and admission should be properly maintained in the school. Profile of each girl should be maintained properly.
- It should be ensured that the accountants regularly attend KGBVs and not just for a few hours occasionally. The Accountants should be given instructions in writing to keep all books of accounts in the KGBVs and not in the BSA office. Information related to allocation and expenditure should be prominently displayed in school premises and also shared with SMC and community. KGBVs should timely initiate action for disposal/writing off of dead stock.
- Availability of material, status of demand, procurement and utilization of material should be actively monitored by wardens. Sharing of this information transparently to all stakeholders and implementation of effective inspection and grievance redressal systems are critical to ensure that the facilities and services actually reach the girls.
- Regular visits of female gynecologists to KGBVs should be organized. Wardens and teachers should be oriented and counseled on ensuring that girls follow the medical prescriptions. For each KGBV a plan should be in place to take girl/s to nearby hospital in case of emergency.

- There should be formal mechanism for girls to record their grievances/feedback anonymously. This would help in bringing out their problems which would otherwise remain under the carpet.
- Girls passing out from KGBVs should be motivated for pursuing further education. A community seminar should be organized in each KGBV in last month of academic year, where authorities from RMSA, principal of nearby secondary school and other appropriate authorities should be invited. These officials should make the community and girls aware about value of further education, literate them about govt. schemes of secondary education.
- Exit questionnaires should be filled by girls passing out from the school, with all the contact details and what they want to accomplish in life. KGBVs should make active efforts to keep track of progress of pass out girls and guide/ facilitate them for further studies. Proper documents & record should be kept for the same.
- KGBVs should lay more focus on providing opportunities to girls for vocational skill training.
- The Annual Functions could be theme based rather than being largely based on dance performances on film songs - as they presently are. They may focus on a series of presentations by children including songs, poems, drama that the children prepare around the chosen theme. Themes could be chosen from Science or Literature or Mathematics. These could include themes like 'Water Conservation', 'Climate Change', 'Seasons', Munshi Premchand, Rabindra Nath Tagore etc.

- Competitions like quiz, elocution, drama, essay writing, and debates for the development of the intellectual and co-curricular capabilities of the students should be regularly organized. Science exhibitions too need to be encouraged to promote scientific temper in students.

3. Academic Level

- The process of recruitment of staff needs to be expedited so as to remove the gap between sanctioned and available strength. During staff selection process, weight age should be given to people who are good in vocational skills, craft, music, art & drawing, computer knowledge etc.
- DIET should be assigned clear responsibility for providing onsite support to teachers as per the emerging needs. Block Resource Coordinators and Cluster Resource Coordinators should be oriented and trained for providing on-site academic support to warden and teachers of KGBVs.
- Teachers need to be trained and oriented to develop a sense of professionalism, positive attitude & accountability towards learners & community. They should be aligned in line with the vision, mission & objectives of KGBV scheme.
- Subject wise recruitment of staff should be done before the beginning of new academic session. Refresher & follow up trainings for teachers should be conducted with provision of capturing feedback of teachers on such trainings. Teachers should be trained to adopt innovative methods of teaching. The teachers excelling in such methods should be acknowledged and awarded.

- Performance based appraisal system for teachers should be made compulsory before renewal of teacher's contract for new academic session. Records of all assessment should be maintained by the teachers so that they are able to track the progress of the students.
- Proper distribution of workload, accountability & responsibility should be done and displayed in warden office. Job Chart for all the staff members should be prepared & displayed on the walls of KGBVs. Monthly staff meeting should be regularly organized to build team spirit and communication channel amongst KGBV staff and teachers.
- Age and grade appropriate resource material for teachers & girls should be made available in the schools. A formal curriculum for Bridge Course/special training curriculum that has been revised by CARE India should be reviewed by SSA and shared with all KGBVs.
- The girls require a definite focus on gender training and leadership development as part of their curriculum. Gender sensitive teaching learning materials should be developed with the help of experienced NGOs like CARE and MS. Curriculum already developed by CARE India on leadership of children can be used after suitably adapting it to the local culture and context.
- A mentoring method should be used, one girl mentoring and responsible for the learning of a younger peer throughout the year. The support of class VII and VIII girls should be taken in this regard.

4. Community level

- ISM during its interaction with parents and other members of the community found them genuinely interested in functioning of KGBVs and willing to contribute in the way they can. However in most of the KGBVs that ISM visited, KGBV staff seemed to be reluctant to open up “too much” to the community. This is reflected in the irregular meetings of SMCs and PTAs and almost non-existent documentation thereof. There is need to enhance level of engagement of KGBVs with the community and making these bodies more effective. A mechanism needs to be developed to make all the relevant information transparently available to the community and keeping the community involved in functioning of KGBVs.
- Separate guidelines and instructions on roles & responsibilities of SMCs functioning in KGBVs should be issued by SSA and a drive should be undertaken for training of SMC members

REPORT

I-Overall perspective of KGBV Scheme

The objective of setting up KGBVs is to ensure access of quality education to girls of socially disadvantaged groups through setting up formal residential schools at upper primary level. The guiding principles of the KGBV are-

- Reduction in educational disparities, especially among girls through equality of opportunities and inclusion.
- Bridging gender gap in the enrolment of girls at the elementary level.
- Access and availability of quality education to the girls of disadvantaged section of society.

KGBVs are opened in Educationally Backward Blocks (EBBs), previously defined on a composite criteria of blocks with a rural female literacy rate below the national average (46.13%: Census 2001) and gender gap in literacy higher than the national average (21.59%: Census 2001). Within these blocks, priority was given to areas with-

- Concentration of tribal population, and/or a large number of girls out of school;
- Concentration of SC, ST, OBC and minority populations, 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 were revised with effect from 1st April, 2008 to include the following:

- EBBs with rural female literacy below 30%; and
- 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).

In 2010-11 opening of KGBVs was extended to all EBBs with rural female literacy below the national average as per Census 2001.

II. Main features of the scheme are:-

- Emphasis on slightly older girls who are out of school and are unable to complete primary schooling (10+). However, in difficult terrains (migratory populations, scattered habitations that do not qualify for primary/ upper primary schools) younger girls can also be targeted.
 - Target for 75% girls from SC, ST, OBC or minority communities on priority basis for enrolment with only 25% girls from families below poverty line.
- KGBVs can be run in any of the three possible models: Model 1 with 100 girls, Model 2 for 50 girls and Model III, for 50 girls wherein the girls have only the hostel facilities and have to go to the nearest school to study.
 - Provision of the necessary teaching learning material and aids for the schools and appropriate systems for academic support and for evaluation and monitoring.

III. Context of Uttar Pradesh

All the 746 KGBVs sanctioned in U.P are operational. These cover 746 EBBs in 73 districts of the state. Of these, 734 are of Model I and 12 of Model 2.

The KGBVs are managed by SSA, NGO or Mahila Samakhya. The present pattern of management of KGBVs is as under:

No of KGBVs	Managed by
666	SSA
47	NGOs
33	Mahila Samakhya

Majority of KGBVs are running in their own building. The state government plans to run all 746 KGBVs in their own building. The status of building construction is as tabulated below:

Complete	75% complete	50% complete	25% complete
683	51	10	2

A total of 71,953 girls are presently enrolled in the 746 KGBVs; the category wise number and percentage of enrolled girls is tabulated below:

Year	SC	ST	OBC	MIN	BPL	TOTAL
2012-13	30758	783	25182	5248	6921	68892
	44.64%)	(1.14%)	(36.56%)	(7.62%)	(10.04%)	(93%)
2013-14	31528	923(1.28%)	27270	5961	6261	71953
	(43.81%)		(37.90%)	(8.31%)	(8.70%)	(97%)

KGBV scheme has been very well received by the community as it has been able to respond to the felt needs of most deprived sections of the society. KGBVs have motivated and provided an opportunity to girls from these sections to continue their education.

IV.Purpose of Internal Supervision Mission:

The purpose of constituting the ISM is to review the progress and issues related to teaching learning processes, living conditions and operationalization of KGBVs and to make recommendations for decision making/actions to achieve the objectives of the scheme.

The ISM is mandated to focus on following areas of KGBVs functioning - status of procurement and availability of necessary teaching learning material & aids for the schools, quality of food and other provisions and its regularity, running of bridge courses and upper primary curriculum, quality of class room transaction, teachers capacity/motivation, representation of caste/communities in enrolment of girls, quality of infrastructure, health & hygiene, community engagement, role of NGOs in running of the schools, nature of academic support available, mechanism for evaluation and monitoring, governance of KGBVs and decision-making process, learning achievements of girls in cognitive and non cognitive domains, relationship of teachers and girls, supervisors and teachers, transition of girls and financial management system.

The specific objectives for the present ISM were to evaluate the –

- *Selection of target group girls for KGBVs, category wise representation of girls from different communities as per the prescribed norms*
- *Safety and security arrangements of girls in schools*
- *Grievances redressal mechanism in KGBVs*
- *Availability and quality of infrastructure. living conditions of the hostels*
- *Financial management system of KGBVs, procurement and supply mechanism*
- *Role of community in the functioning of KGBVs*

V. ISM Planning and process:

The Internal Supervision Mission team constituted at State level was composed of a mix of people from the SCERT/DIET, SSA, UNICEF, CARE and Mahila

Samakhya. This team visited 5 districts in 5 different divisions of the state as tabulated below.

District	S.No	Name of KGBV	Mode	Run by	Visited by
Sonbhadra	1	Duddhi	I	DPO-SSA	1.Ms.Sarita Singh –UNICEF
	2	Chopan	I	NGO	2.Ms.Rajani Singh-MS
	3	Nagwa	I	NGO	
Sant Kabir Nagar	4	Khalilabad	I	DPO-SSA	3.Dr.Meena Sharma-SSA
	5	Nathnagar	I	DPO-SSA	4.Ms.Sangeeta Anand-UNICEF
	6	Baghauri	I	DPO-SSA	
Hardoi	7	Tandiyawan	I	DPO-SSA	5.Dr. S.K. Soni-SSA
	8	Sandi	I	DPO-SSA	6.Dr.Vandana Mishra-CARE
	9	Harpalpur	I	DPO-SSA	
	10	Bilhari	I	DPO-SSA	
Chitrakoot	11	Pahadi	I	DPO-SSA	7.Mr. Manoj Ahirwar-SSA
	12	Shivrampura	I	DPO-SSA	8.Ms.Garima Singh-CARE
	13	Mau	I	MS	
Aligarh	14	Nagar kshetra	1	DPO-SSA	9.Mr.Rana S.K. Suman- SSA
	15	Bijoli	1	NGO	10.Dr.SafiaZamir-MS
	16	Lodha	1	DPO-SSA	

Before actual visits of ISM team, an orientation meeting was held at SPO on 28.02.2014 - with the identified team members to outline the objectives of the Mission and to draw up the framework of review. The tools for data collection were shared and discussed with the team members. Three formats were shared with the team to collect information from KGBVs - Format 1 for ISM team members, Format 2 for KGBV warden and Format 3 for AAO to fill information related to finances and budget. Team members were advised to share their filled formats along with brief narrative report in soft copy to State Resource Center within 15 days of completion of their visits.

Field visits of the teams began on 3rd March 2014 after a final briefing and continued upto 7th March 2014. During the field visits, the members of the Mission interacted with the KGBV staff, students, parents and the implementers. The records and documents maintained in the schools were inspected in detail.

After returning from the field, the teams shared the highlights of their review and submitted their reports. Support of the KGBV resource centre was taken for data entry. The ISM expresses its special thanks to SSA staff, the KGBV resource centre, CARE, NGOs and Mahila Samakhya for facilitating the field visits and interactions with all concerned with this review.

VI. Issues and concerns -

1- District level support, monitoring, supervision and its focus & follow up-

District level authorities' viz. DC-Balika (Girls Education), BSA, DIET staff, BEO make periodic visits to the KGBVs; with annual frequency varying from nil to 8.

The visit details for KGBVs inspected by ISM are tabulated below:-

Name of district (No of KGBVs visited by ISM)	No. of visits by district level officials to KGBVs inspected by ISM	Designation of inspecting official/s	Month/Year of inspection (during 2013-14)	Issues discussed / on which support was provided
Aligarh (3)	None	-----	-----	-----
Chitrakoot (4)	7	BSA,DIET staff, ABSA,DC, BRCC	Oct'2013, Jan, Feb, March'20 14	Food quality ,attendance, women's day celebration, use of TLM , How to deal with hearing impaired children
Hardoi (4)	4	DC-Balika, NPRC,BEO	Aug, Sep'2013, Feb, March '2014	Dispute amongst teachers,head count
SantKabir Nagar (3)	1	BSA	Not mentioned	Infrastructural issues
Sonbhadra (3)	8	ABRC,NGO Head, AAO	May,July,Nov'20 13, Jan, Feb, March'20 14	Methodologies for teaching English, classroom management during science teaching, observation of school

The visits are random & often based on ease of accessibility. ISM team could not find any evidence of structured agenda being planned and followed for these visits. Such visits/inspections are rather general and open ended in nature without any effective follow up of items brought out in inspections. No proper documentation of items identified during inspection and action taken in respect of these was available in KGBVs visited by ISM. As such, these visits do not serve the intended purpose of developing and implementing effective mechanisms for support, monitoring & supervision. There appears to be a need for conducting orientation sessions for district level officials to enable them in providing better quality of support, monitoring & supervision.

DIET and its academic structures are meant to provide academic support to all the primary & upper primary schools of district - both residential and non-residential. DIET principal & lecturers almost never make a visit to KGBV. In some of the KGBVs, BRCC do visit the schools but their visit reports and suggestions are not documented. One of the KGBVs is being visited by DIET officials; but that is mainly because it is located in DIET campus. Here also, the visits are for mere "inspection" and not for providing any meaningful onsite support.

ISM noted that there is no effective system in place for providing academic support to teachers and warden. The inspections by officials are mainly confined to items concerning infrastructural facilities, attendance, enrolment and school management issues. The academic issues do not get the required attention. There is lack of clarity amongst Block Resource Coordinators and Cluster Resource Coordinators on their role in providing support to warden and teachers of KGBVs.

ISM team was informed that a state level training of the wardens and centralized trainings for KGBV teachers have been conducted. However, the benefits of such trainings at ground level are rather limited mainly due to diversity of learners and teachers' own limitations. This underlines the need for conducting follow-up of the trainings and providing on-site support as per emerging needs.

The warden and teachers are quite often on their own without any meaningful support from district level. They were also not aware of any laid down mechanism or guidelines for seeking support of district officials on academic issues. There is a great need to put in place an effective system of providing academic support to teachers /warden. Constitution of District level Monitoring & Supervision committee (Steering Committee) would be one good step in this direction.

Recommendations-

- *The frequency of inspections at various levels should be prescribed along with clear guidelines on "how and what to inspect".*
- *Orientation sessions should be conducted for district level officials to enable them in providing better quality of support, monitoring & supervision.*
- *Documentation of inspections including items brought out in inspections, action planned to be taken thereon and compliance status should be properly maintained.*
- *Block Resource Coordinators and Cluster Resource Coordinators should be oriented and trained for providing on-site academic support to warden and teachers of KGBVs.*

- *Appropriate mechanism or guidelines should be laid down through which warden and teachers can seek support of district officials on academic issues*
- *District level Monitoring & Supervision committee (Steering Committee) should be constituted to oversee and monitor aspects related to providing support, monitoring and supervision to KGBVs.*

2- Exposure visit of girls

KGBVs aim to provide the girls an enriched curriculum which would equip them to confidently deal with the outside world. Exposure visits are simple and cost effective means towards this objective. Even seemingly small exposure to outside world in form of traveling in train, visiting a post office or a government office can bring about a great change in the level of their confidence and the way they see the outside world.

In this context, ISM team was rather pained to observe that only a few KGBVs are regularly taking girls for exposure visits to nearby places; as can be seen from the table below:

S.No.	Name of KGBV	Gone for excursion in last 3 years?	Where?	Details
1	Bijauli Aligarh	Yes	Agra and Mathura	2011-12 – in 2 batches of 8 girls and 42 girls
2	Lodha, Aligarh	No		
3	Nagar khestra, Aligarh	No		
4	Mau , Chitrakoot	Yes	Allahabad and Lucknow	2010-11 and 2012-13

			(historical places)	
5	Pahadi, Chitrakoot	Yes	Zoo	2012-13
6	Shivrampur, Chitrakoot	Yes	Viklang Ashram, Arogdham, Krishi Farm and chitrakoot	2010-11 and 2012-13
7	Harpalpur, Hardoi	No		
8	Saandi, Hardoi	Yes	Lucknow (Regional Science Centre, Zoo)	2012-13
9	Shahabad, Hardoi	Yes	Lucknow (Regional Science Centre, Zoo)	2012-13
10	Tandiyawan, Hardoi	Yes	Lucknow (Regional Science Centre, Zoo)	2012-13
11	Baughli, SantKabeer Nagar	Yes	Khushi Nagar (Historical place),	2012-13
12	Khalilabad, SantKabeer Nagar	Yes	Khushi Nagar (Historical place),	2012-13
13	SantKabeer Nagar	Yes	Khushi Nagar (Historical place),	2012-13
14	Chopan, Sonbhadra	Never		
15	Dudhi, Sonbhadra	Never		
16	Nagwa, Sonbhadra	Never		

It can be seen from above table that out of the 16 KGBVs visited by ISM, students of 6 no. of KGBVs have not gone for excursion even once in last 3 years.

ISM team was informed that whereas funds were earlier allotted to KGBVs under the head of “exposure visit”, from this year that amount has been converted into stipend. The girls will now be getting stipend amount of Rs 50/- per month; which will be deposited in their bank accounts (which are in the process of being opened). During conversation with the ISM members, the students clearly voiced their preference and enthusiasm for excursion rather than the transfer of money in their account.

In spite of this constraint, some schools did manage to take girls on excursion to nearby places. The girls thoroughly enjoyed the experience and were eagerly looking forward to more. Many other girls were not so lucky; for example, Girls studying in KGBVs of Sonbhadra district have not gone for any exposure visit – thus depriving them valuable opportunity of seeing and interacting with outside world.

Recommendations:

Earlier system of exposure visits to nearby places (like post office, bank, police station, historical places etc) should be re-continued (in place of existing practice of paying stipends to girls).

3- Financial management system of the KGBVs including funds flow from Gol to state and in turn to the KGBVs.

ISM team inspected various records pertaining to financial management including Cash book, Ledger Register, Stock registers for food material, essential commodities & stationary etc. It was noted that the details of the expenditure are not being properly recorded; with some important details like bill no/ date, name of the firm etc. not being entered.

Warden/Accountant does not properly maintain records pertaining to demand and supply, sanctions and process followed for procurement. Also, there is no systematic way of keeping an account of petty cash expenditure.

Another important point that ISM team observed was that stock registers for consumable and non-consumable items are not being maintained properly. For example, no record was available in KGBVs for milk and vegetables being procured on a day to day basis from the milkman and the vegetable vendor. Neither the warden, nor the cook, nor any staff member maintains any record.

In one case, when the accountant was asked on what basis he was making payments, he called the cook who showed an old used Hindi notebook and said that the record was being maintained by her in this note book but her child has torn the pages.

In some KGBVs, it was found that though earlier the records were being maintained but from last few months, the practice has been discontinued.

Audit report for KGBVs in Hardoi district observes that:

- The details of balances which represent expenditure head is not available as ledger is not prepared properly
- SPO is sending funds to KGBVs without noticing that funds already available at KGBV are unutilized.
- Advances given to staff for execution of different programs are being treated as expenditure, and so entries in records are not being done properly
- Fixed assets register and consumable stock register are not maintained properly.
- Proper evidence about payment made through cheques is not available. It does not get clear that whether cheques are account payee or not.
- No compliance to the previous year audit observations are shown to audit team.

Wardens who are supposed to generate demand are, by and large, not aware about details/status of budget & finance. This is also indicated by the large amounts that remain unutilized in various districts with as much as 67.21 % funds lying unutilized in Aligarh district; as tabulated below:-

District	Amount Received in year 2013-14 (Rs.)	Amount Spent	% amount utilized	% amount unutilized till 10.03.2014
Sonbhadra (9 KGBVs)	1,21,95,000.00	66,07,200.00	54.18	45.82
Aligarh (13 KGBVs)	1,76,15,000.36	57,75,519.00	32.79	67.21
Chitrakoot (4 KGBVs)	1,07,80,000	79,03,135	73.31	26.69

SK nagar (7 KGBVs)	1,50,33,963.00	1,36,26,317	90.64	9.36
Hardoi (20 KGBVs)	2,29,57,300.00	1,05,73,900	46.06	53.94

As per the revised guidelines on KGBV- the financial norms for model I type school, funds are made available to KGBVs at the rate of Rs 80,000 per school per annum for “Maintenance and miscellaneous”. The wardens should be made aware regarding this & advised to utilize this fund for petty repairs and maintenance.

This reflects a challenging ground condition – funds remain unutilized in spite of the funds being available and dire need to improve condition/functioning of KGBVs. Funds are allocated by SPO directly to KGBV A/C apparently without adequate monitoring of spending of earlier released amount. It is important to bring warden in this loop so that demand, allocations and expenditure can be planned in more effective manner. Responsibility and accountability of warden should be clearly laid down in this regard. In most of the KGBVs, the relationship between the Warden and the accountant was found to be strained and having glaring communication gaps.

In KGBV Baghauri, the teachers shared that the accountant visits the school for two to three hours only. When the Mission members asked for the books of account, it was not made available in the school. The accountant was not available during inspection and was not available on phone also in spite of prior intimation of ISM visit. Books of account were not available in KGBV Baghauri and hence could not be inspected.

Recommendations

- *An effective mechanism for monitoring of spending of allocated funds should be put in place so that remedial action can be timely taken. Wardens should be appropriately involved in this process.*
- *Information related to allocation and expenditure should be prominently displayed in school premises and also shared with SMC and community*
- *Accountants and wardens should be trained in aspects concerning financial management including maintaining of expenditure records, stock registers, material receipt and account, process followed for procurement, petty cash registers etc.*
- *District level officials should periodically check/verify the entries in these registers and record their observations. Clear guidelines/instructions need to be issued by the Government in this regard.*
- *It should be ensured that the accountants regularly attend KGBVs and not just for a few hours occasionally. The Accountants should be given instructions in writing to keep all books of accounts in the KGBVs and not in the BSA office.*
- *Necessary action should be taken as per rules for disposal/writing off of dead stock.*

4-Linkages with other departments like health, police, other educational bodies etc

Most of the KGBVs have good linkages with primary health centers. Doctor and ANM make periodic visits to schools for conducting health check-ups of girls and provide medicines to girls. During the health checkup, height and weight of the students is taken, eye sight is tested and accordingly spectacles are provided to students. Iron capsules and deworming tablets are provided to

girls. Health check-up record is being maintained in schools. KGBV Baghauri has issued health cards to the girls. However, there is no follow up by teachers/warden if the girls are taking the prescribed medicines regularly.

A- KGBV Nath Nagar is devoid of health facility because school is very far from the block headquarters. In case of emergency, they consult private physicians who practice in the same village. The students and teachers of KGBV Nath Nagar shared that in case of emergencies in the past, they have had to rely on the chowkidaar or the peon to take the students to the hospital on their bicycles.

B- Girls of KGBV-Khalilabad have easy access to the nearby Government Hospital. Teachers of KGBV-Baghauri shared that during emergency; the nearby hospital sends an ambulance to the school.

C- It was observed by ISM team in KGBVs of district Sonbhadra, that teachers, parents, and girls have blind faith in superstitions, witchcraft & ghost. Staff and girls have shared their stories with the team. Its bad impact can be easily seen on development of girls. The girls here are not very confident. Whenever girls fall sick they generally prefer to visit quacks rather than registered medical practitioner.

ISM noted that visits of gynecologist have not been organized in any of the visited KGBVs. Better linkages need to be developed with ICDS, NRHM at district level to avail of special health schemes for adolescent girls.

ISM team was surprised to observe that in KGBV-Saandi that although a good stock of medicines was available in the warden's cupboard, the same were not being distributed to girls in spite of many of them being anemic and having other health related issues.

Most of the KGBVs have established linkages with nearby police stations to ensure safety & security of girls' schools. There is a practice of regular Police patrolling in KGBV-Nagwa.

KGBVs more or less function as standalone units. This results in inadequate attention or techno-managerial support for them. There is a need to develop and promote linkages of KGBVs with SSAs elementary school system. Also, there appears to be no connection of KGBVs with RMSA / Girls hostel scheme or any relevant state specific schemes for ensuring that KGBV girls move on to the next level of education.

Recommendations

- *Regular visits of female gynecologists to KGBVs should be organized.*
- *Wardens and teachers should be oriented and counseled on ensuring that girls follow the medical prescriptions.*
- *For each KGBV a plan should be in place to take girl/s to nearby hospital in case of emergency.*
- *Linkage should be developed at various levels with ICDS, NRHM and officials of health department.*
- *Detailed safety & security plan should be developed and implemented for KGBVs.*
- *Synergic linkages should be developed between KGBVs and other bodies like SSA school system, RMSA / Girls hostel scheme etc.*

5- Grievances redressal Mechanism for KGBVs

No system is in place for listening to girls' grievances and resolving them. Wardens and teachers informed that they frequently ask the girls whether

they have any grievances. They also informed that grievances are discussed and resolved through discussion within girls themselves or by bringing issues to the notice of warden/teachers. However, on probing further they were unable to give details of nature of grievances and action taken to resolve them.

Staff and authorities did not seem to have reasonable sensitivity towards social and gender issues. This aspect is particularly critical since most of the KGBV girls are from weaker and disadvantaged section of society.

The only visible mechanism in place for building girls' awareness on their rights is Meena Munch. This however has an inherent limitation that it does not play a part in resolving issues hampering the growth of girls. Girls committees, Balsabha and Balsansad formed in KGBVs serve the purpose of making girls more responsible and provide them opportunities for leadership and decision making. However, their role in building up of awareness on issues pertaining to rights becomes rather limited in absence of skilled and structured supervision/guidance. In most of the KGBVs, students do not have access to newspaper; which could be a good fulcrum for initiating discussion and building up awareness of children on various issues.

A- For empowerment of girls, in KGBVs of district Sonbhadra, an initiative has been taken by UNICEF in collaboration with SHEF (Study Hall Education Foundation) to establish critical dialogue with girls on child rights, social and equity issues; the initiative has yielded definite positive benefits.

B- Chitrakoot – KGBV-Mau had “Kishori Sansad” which is used as a platform to raise questions and also to find solutions for problems.

Recommendations

- *Grievance capturing and redressal mechanism needs to be developed for bringing out the girls' grievances and resolving them. Complaint boxes should be kept at places where girls have the privacy of writing their grievances and dropping them in. Complaint boxes should be opened by a committee comprising of officials not directly involved with that KGBV. All grievances should be systematically recoded and appropriate action be taken to resolve them in time.*

6-Recruitment process of staff

KGBV Staff is recruited by district selection committee. Selection is based on merit which includes qualifications of B.Ed. & TET. ISM team noted that even though the academic session in KGBVs is nearing completion, the staff recruitment process is still incomplete. In one of the KGBVs of Hardoi district, there are no full time teachers. It is being managed by just one full time warden.

The sanctioned strength of warden/teachers in KGBVs is 9; which includes 1 warden, 4 full time teachers and 4 part time teachers. Against this, the status of availability of teachers in KGBVs visited by ISM is tabulated below:

KGBV	Total no. of teachers including warden	FT(including warden)	PT
Bijauli Aligarh	6	3	3
Lodha, Aligarh	5	3	2
Nagar khestra, Aligarh	5	2	3
Mau , Chitrakoot	9	5	4

Pahadi, Chitrakoot	9	5	4
Shivrampur, Chitrakoot	8	4	4
Harpalpur, Hardoi	6	1	5
Saandi, Hardoi	8	3	5
Shahabad, Hardoi	9	5	4
Tandiyawan	7	3	4
Baughli, SantKabeer Nagar	6	3	3
Khalilabad, SantKabeer Nagar	8	5	3
SantKabeer Nagar	8	4	4
Chopan, Sonbhadra	9	5	4
Dudhi, Sonbhadra	5	4	1
Nagwa, Sonbhadra	9	5	4

Shortage of staff creates a vicious cycle, as is clearly visible in KGBV-Harpalpur, where only 46 girls were present on the visit day. Girls are not studying Math, Science and English because of teachers' shortage. Parents realize that the learning level of girls continues to be poor. As such, they don't feel the need to send them to school. Less number of students means less workload for the school; thus reducing the urgency of need to make good the staff shortage.

Recommendations

The process of recruitment of staff needs to expedite so as to remove the gap between sanctioned and available strength.

7-Availability of material; status of demand, procurement & supply of material-

KGBVs run by DPOs generally follow a specified procedure for buying grocery, vegetables & stationary items. There is an identified vendor selected by district office through a tender process and all the materials are procured from this vendor.

The warden gives a list of demand to the accountant, who takes it to the district office and then to the vendor. The process sometimes takes an unduly long time even for essential items like grocery and vegetables. There is a need to streamline this process with appropriate delegation of powers to warden for essential items.

The material is supplied in the schools, and the bills are available in the school. However, there is no proper system to ensure that the material is procured based on actual attendance (which in many cases is just 50 to 60%) and that the supplied items are actually reaching the target group. In many schools, ISM team noted shortage of items at ground level even though full supply against enrolled strength has been recorded to be received.

In KGBV-Harpalpur, the grocery items are not stored properly and in many cases lying open; with rats running all over the place. Parents & girls complained that note books and other stationary items are not being provided timely. The teachers informed that note books are not available for giving assessment to girls. But ISM team, on checking of stock, found that 1034 notebooks were kept locked in the store; of which many had got rotten due to presence of seepage & moisture in the store room.

Regarding teaching- learning material, note books and books are being provided to girls. In KGBV-Dudhi (district Sonbhadra) only a single notebook is given to children for a subject; with which she has to manage for the entire academic year.

Charts, globes and maps are available across all the schools, except in KGBV-Harpalpur (district- Hardoi) where not a single chart, TLM is displayed for girls. Some of the schools have morning assembly charts for girls and lesson plans for classroom transactions.

In three KGBVs of District Hardoi (viz, Saandi, Harpalpur, Tadiyawan) do not have library as a learning resource center. There is no space for library and books are not supplied for library. None of the schools is using computer as an effective teaching learning material. Either the computer is non-functional or even if computer is functional, availability of computer teacher & electricity are the issues.

Recommendations:

- *There is a need to streamline the process of procurement & supply with appropriate delegation of powers to warden for essential items.*
- *Innovative ideas for development of teaching learning material should be adopted in KGBVs.*
- *E-learning and computer based learning can be facilitated as KGBVs are equipped with computers and LCDs.*

8- Category-wise enrolment and appropriate representation of block's social demography-

Most of the staff are either not aware or are unwilling to organize motivation camps for enrollment. Only a few KGBVs are maintaining records related to motivation camp, entry level assessment at the time of admission and profile of girls. Only those parents approach KGBVs for enrolment of their daughters who have come to know of KGBV by themselves.

In Hardoi district, none of the KGBVs had organized motivation camps for admission of girls in school. Even the wardens seemed to be totally unaware about this. 4 KGBVs of district Hardoi were visited by ISM team. 3 of them were opened in the year 2011-12, all 100 enrollments were made for Std. 6th. There was thus only one class (i.e. Std. 6) running in the school. Next year, all these girls were promoted to Std 7th and again only one class (i.e. Std. 7) ran in the schools. This year all the girls are in Std 8th; with no classes running for Std. 6 & 7.

One more gross violation of norm that ISM noted in district Hardoi was that none of the enrolled girls were “out of school” or “never enrolled”. Almost all the girls were from relatively good socio-economic back ground who was earlier studying in private schools and in govt. schools. They got enrolled in KGBVs because of their parents’ unwillingness to spend money on education of girls. The situation is convenient for all – no need to run bridge course & no need to make efforts for learning of girls since girls already have a certain level of education. Overall percentage of girls from different categories, studying in KGBVs is given in the table below -

District	SC	ST	Minority	OBC	Total of SC+ST+OBC+MIN	GEN
Aligarh	29.12	-	9.82	52.28	91.23	8.77
Chitrakoot	40.91	-	2.27	46.59	89.77	10.61
Hardoi	40.67	-	10.00	40.33	91.00	9.00
S.K.Nagar	42.55	-	2.55	46.18	91.27	8.73
Sonbhadra	31.53	52.71	4.93	10.34	99.51	0.49

Though representation of target group as a whole is adequate (about 90% or more); ISM team noted in some cases there is disproportionate representation of students of certain categories (within the target group) in KGBVs. The same is illustrated in the table below:

Comparison of Number and Percentage of girls (age group 9+ to 14+ yrs.) in the block & those enrolled in the KGBVs District Sant Kabir Nagar					
	SC	ST	MIN	OBC	GEN
Total no. of girls in the block Baughli: 43867	9073 (20.68%)	0	11533 (26.29%)	20776 (47.36%)	2485 (5.66%)
Total no. of girls enrolled in KGBV-Baughli: 93	47 (50.54%)	0	3 (3.23%)	36 (38.71%)	7 (7.53%)
Total no. of girls in the block Khalilabad : 49651	14466 (29.14%)	23 (0.05%)	8402 (16.92%)	22033 (44.37%)	4727 (9.52%)
Total no. of girls enrolled in KGBV-Khalilabad : 100	36 (36%)	0 (0%)	0 (0%)	54 (54%)	10 (10%)

Total no. of girls in the block Nath Nagar: 359297	88824 (24.72%)	27 (0.01%)	84491 (23.52%)	158198 (44.03%)	27757 (7.73%)
Total no. of girls enrolled in KGBV-Nath Nagar: 101	42 (41.58%)	0 (0%)	4 (3.96%)	41 (40.59%)	14 (13.86%)

It can be noted from the above table that proportion of minority girls in KGBV enrolled girls is very less; underlining the need to reach out to them.

Recommendations:

- *Motivation camp for enrolment of girls in KGBV should be organized in its true spirit. Teachers should be given training for organizing such camps.*
- *Different stakeholders like local NGOs, women SHG, SMC and BEO should be involved in the process of organizing motivation camps for enrolment of girls in KGBVs. It would be desirable to have video recording of such camps.*
- *Teachers need to be given a refresher orientation to align them properly with the vision, mission & objectives of KGBV scheme.*
- *One official from DIET should remain available during enrolment procedure.*
- *Profile of each girl should be maintained properly.*
- *Documents and records related to selection, enrolment and admission should be properly maintained in the school.*
- *More focused efforts to recruit drop out girls should be made to ensure that the target group is being reached.*

9-Availability and quality of infrastructure, including living conditions of hostels-

9.1 Buildings-

Buildings of almost all KGBVs are in poor condition except Shahabad-Hardoi, Bagauli-S.K.Nagar and Mau-Chitrakoot. They have cracks, seepage, low boundary wall and dirty toilets. Building of KGBV-Nathnagar is comparatively new, yet in one room; water was seen flowing through the wall and collecting in the dormitory.

The school buildings of KGBV, Khalilabad (Sant Kabir Nagar) and KGBV, Nath Nagar (Sant Kabir Nagar) are in dilapidated state. In both the buildings, there are cracks in the walls, the flooring is broken and the boundary walls are very low.



One of the cracked walls of KGBV-Khalilabad- SantKabir Nagar

In spite of the importance that KGBV Scheme attaches to extra-curricular and co-curricular activities, many KGBVs do not have space for library, playground, keeping computers, demonstrating Meena books, displaying sports material and craft work of girls.

There is a need to work on optimum utilization of available space. In KGBV-Tadiyawan, one class is running in open space, where there is no proper black board whereas the actual classroom has been converted into store room. In some of the schools the space for library is being used as store room.

ISM was informed in as many as 13 KGBVs of district Hardoi there is no space for library & playground. The scene remains same in other districts also. As a result of this, the girls are deprived of their basic needs of recreation and spending their leisure time meaningfully.

ISM team observed apparent irregularities in taking over of buildings of 3KGBVs in district Hardoi. The buildings seem to have been taken over without ensuring that the work has been done to the specified requirements. The condition of these 3 KGBVs is the worst amongst those visited by ISM. KGBV- Harpalpur is one of them where excreta is flows over the ground; having serious health implications for girls staying there. Laboratory seats are damaged, wash basins are broken, electricity points are open, stair cases are damaged, doors are not working, tiles are broken, there are cracks in the wall, black boards are in poor condition and ground is not leveled. Septic tanks are not working. The warden shared that this is due to faulty design - septic tanks have not been constructed at proper level.

Audit was conducted by SPO, CA and AG for 7 KGBVs in district Sant Kabir Nagar 2012-13. The audit report mentions that no agreement was signed between the construction agency and District Officers and as a result no penalty could be charged to the agency for the delay in handing over the newly constructed building. Also the government has had to bear the enhanced actual cost due to the delay. ISM members found that the quality of construction of the visited KGBV buildings is very poor; including building of KGBV-Nath Nagar which was handed over just three years back.

In one of the KGBVs of Sonbhadra district, the dormitories have broken doors, doors without latches and windows with broken glasses. Such state of infrastructure has serious bearing on safety & security of girls staying in hostel. The same condition exists in many other KGBVs also. Wardens during their interaction with ISM informed that they do not have powers to do even the petty repair.

Store rooms are attached with kitchen but are often without the door. Wardens do not generally allow grocery items to be stored in it; fearing pilferage by cook and other staff. Even if the store has doors, wardens don't want to keep food-grains there because of presence of water point and utensils being cleaned there. As a result, grocery items are almost always improperly stored.

KGBV-Chopan (District Sonbhadra) does not have its own building and is running on a rented building. It was brought to the notice of ISM that construction of new building for KGBV has been completed but that location has safety and security related concerns for girls.

Boundary wall is low in some KGBVs; the girls from KGBV-Harpalpur (Hardoi) shared that during harvesting season, local men of the area jump inside the KGBVs creating fear amongst girls. The result is that many a times parents do not want to send their girls to the school because of security concerns.

9.2 Basic hygiene and sanitation facility-

The condition of toilets, bathing space, wash basins, water points is quite pathetic. Toilets were found choked in KGBV-Dudhhi, Septic tanks haven't been constructed in KGBV-Nagwa. Bathrooms and wash rooms are extremely dirty. The space where hand pump is fixed is normally used by girls to clean the utensils. This area remains extremely dirty as there is no outlet for drainage of water.

In all the three KGBVs of Sant Kabir Nagar, there are adequate number of toilets and bathrooms, with running water in them. They are cleaned by the girls themselves and were not very clean when the team visited. The doors of the toilets do not close, taps are broken, the latches don't function, and there is a lot of seepage in the walls.



There is a provision of sweeper in the school to keep it clean, but warden generally remains unconcerned about the quality of work being done by him/her in school premises and girls' washrooms. Strangely though, wash rooms of the wardens were in neat and clean condition; reflecting lack of concern for hygiene of girls staying in the hostel.

9.3 Girls Hostel-

Living conditions and other infrastructure in hostels are found to be good in district Aligarh. The living conditions are good in KGBV-Mau (Chitrakoot). This is a MS run school; good quality food was being served to girls. School has made proper provisions for recreational activities in the school. Dormitories are good, basic items of living are provided. In KGBV Bilhari-Hardoi, infrastructure, living conditions, safety & security arrangements are adequate & satisfactory.

a- Bedding and mattress: Each girl of KGBV is supposed to be provided a mattress, quilt, bed sheet and 'chadar' (covering sheet). The dormitories in all the KGBVs are well equipped with

beds. Though the numbers of these items are adequate as at least two girls share a bed in most of the KGBVs, the state of their maintenance and cleanliness is very poor. There is no fixed frequency of their cleaning and replacement; which needs to be prescribed and implemented at ground level.

In Khalilabad and Baghauli (Sant Kabir Nagar) there are bunk beds, 4 girls can sleep comfortably in one bunk bed- 2 on each level. The KGBV-Nath Nagar has cemented permanent high level platforms on which children spread their mattresses.



b-Provision for girls-

The girls are supposed to be provided with basic toiletries and school dress. Toiletries include oil, shampoo, bathing soap, washing soap, sanitary napkin, tooth paste/ brush and towel. The girls by and large receive tooth paste, soaps and oil for their regular usage.

Though all girls are aware of sanitary napkin and its usage, the supply of sanitary napkins is not very regular. Teachers during their interaction with ISM team members expressed the need to bring external resource person to educate the girls on menstruation and the need to keep themselves clean during this period.

The state of affairs at KGBV Harpalpur, District Hardoi was most pathetic. Odor repellent 'Odonil' though supplied to school, was not being placed in washrooms. Though the general attendance of girls in school is only 46, orders had been placed for 2 pair of dresses for all 100 girls. It appears that on learning about forthcoming inspection visit, the warden wrote a letter to DC-Balika to cancel the order for extra dresses. AAO and DC-Balika of Hardoi have asked for clarification from warden for demanding extra pair of dresses.

C-Electricity Connection-

KGBVs are facing difficulty in getting electricity connection, BSA -Hardoi shared that funds for getting new electricity connection are not adequate. Although generators are available in KGBVs, none of the KGBVs is utilizing this facility properly. Girls normally live in dark during nights; with time spent on storytelling and chatting. Mattresses, bed sheets, quilts and pillow are generally very old and dirty. TV & computers are available but are not functional.

Recommendations-

- *Regular inspection of infrastructural facilities available in the KGBVs should be done in a structured manner. It would be desirable to prepare a check list of items to be inspected and proper record of inspection and follow up action taken should be kept.*
- *Wardens should be authorized to organize petty repairs and they should be assigned responsibility of ensuring that basic sanitation and hygiene is not compromised. There should also be a system in place through which warden can raise request for support on infrastructure related issues.*
- *A proper mechanism for taking over constructed building should be put in place so that incomplete/improperly constructed buildings are not taken over in haste.*
- *Connections for electricity should be arranged for schools on priority basis. Arrangements for using solar energy can be considered for backup purpose.*
- *There should be formal mechanism for girls to record their grievance/feedback anonymously. This would help in bringing out their problems which would otherwise remain under the carpet.*

10-Provisioning of meals, breakfast as per menu/norm and its quality

In some of the schools, quality and quantity of food was found to be unsatisfactory. In all the KGBVs of district Sonbhadra, girls were working (by

rotation) as assistants of head cook in preparation of food; which was being prepared in open ground. This practice needs to be immediately stopped.

In KGBV-Harpalpur (Hardoi), during the visit ISM team found that breakfast is not being given to girls as per the menu mentioned in menu card. Dinner is being served by 5:30 to 6:00pm (on grounds of no electricity connection). Generator is available in the school but is not being used. Girls are then given just 2 pieces of 'Suzi Rusk' in the morning for breakfast. There is thus a gap of about 17-18 hours between the dinner and the lunch next day. Not surprisingly, most of the girls don't want to stay in the school; the attendance of the girls on the day of visit was just 41.

In district SantKabir Nagar, KGBV staff informed that food is being served as per the menu and one seasonal fruit is served in breakfast twice a week. However, the children denied getting any fruits for breakfast. The procurement register also did not have any record of fruits. The menu for lunch and dinner mentions dal, rice, vegetables, rotis and salads. Again the students said that very rarely are they served salads. The evening tea is accompanied by bread and namkeen alternatively.

The quality of rice in KGBV, Nath Nagar (district SantKabir Nagar) was found to be quite inferior. The food is distributed in this KGBV neatly by the Head Cook and Assistant Cooks to the children who sit on mats in the dining space.

In many other KGBVs, schools wardens/teachers informed ISM that food is being served as per the menu. However, in many cases when ISM members interacted with girls, many discrepancies came out. When ISM visited KGBV-Saandi (Hardoi) at the time of breakfast, it was found that the quantity of food was very less for 86 girls and food was tasteless - simply boiled with only salt and chilly powder added to it. The girls shared that nobody is given a second

serving of food in each meal as the quantity cooked/prepared is very less; which gets exhausted after the first serving itself.

Recommendations-

- *Food committee should be formed in each school, involvement and inspection of SMC & community members should be organized.*
- *Surprise inspections by district officials should be conducted every month especially during dinner & breakfast time.*
- *Surprise checks by food inspector should be organized to drive home the need of ensuring hygiene as well as the quality of food.*

11- Inter-personal relations of teachers–girls, Teacher-teacher and teacher-warden

ISM members observed some quite alarming patterns in interpersonal relations of KGBV staff. It appears as if Part time teachers and full time teachers work in different orbits with little coordination between them. Teachers often work as a collective against the warden; often to safeguard their petty personal convenience. Warden softens presented a picture of helplessness. There is thus a dire need to promote co-ordination between Part time teachers and full time teachers and between teachers and warden.

Full time teachers generally have good relationship with girls. Girls feel free to share their concerns with full time teachers. Part time teachers are generally not very regular & punctual; thereby adversely affecting learning of girls.

Recommendations-

- *Monthly staff meeting should be regularly organized and documented.*

- *Proper distribution of workload, accountability & responsibility should be done and displayed in warden office. Job Chart for all the staff members should be prepared & displayed on the walls of KGBVs*
- *There is a need to build on teacher's attitude, professionalism and motivation. Trainings, orientation workshops and better service conditions would help in this regard.*

12-Enriched Curriculum, extracurricular and co-curricular activities-

Some of the KGBVs have taken good initiatives to break the gender stereotypes; encouraging physical activities such as judo, karate etc. In district Sant Kabir Nagar, girls play indoor games like carom board, ludo and outdoor

KGBVs of Sant Kabir Nagar shared that they regularly participate in weekly vocational training like sewing, embroidery, jewellery making etc. Students of KGBV Nath Nagar (Sant Kabir Nagar) learn music and dance once a week. It would further help if training on additional vocational skills be arranged for them; which would create greater financial value for them



A painting made by a girl of KGBV Khalilabad (Sant Kabir Nagar)

games like volley ball, kho- kho and kabaddi. In all the three KGBVs of Sant Kabir Nagar, the students have completed training of 45 days in Karate. The girls of KGBV, Khalilabad (district Sant Kabir Nagar) have been awarded a

special prize for participating in the exhibition and cultural programs of Hindustan Kisan Mela. KGBV staff informed that they organize a Bal Sabha every Saturday. The Mission members were happy to note that competitions like drawing and painting are being organized. It would help if scope of such competitions is widened to cover activities such as creative writing, storytelling, debates, poetry writing, letter writing, etc.

Recommendations-

- *KGBVs should focus on providing opportunities to girls for vocational skill training.*
- *Some sort of linkages with other departments, who work for vocational skill development, should be established.*
- *During staff selection process, weightage should be given to people who are good in vocational skills, craft, music, art & drawing, computer knowledge etc.*

13-Transition of girls and Tracking of pass outs:

None of the KGBVs (except one school) visited by ISM was found to be maintaining record of pass put girls; as is tabulated below:

S.No.	Name of KGBVs	No. of girls transited to 9 th Std. in nearby school
1	Nagar khestra, Aligarh	Has made efforts but data not available
2	Lodha, Aligarh	First batch
3	Bijauli Aligarh	Has made some efforts but data not available
4	Shivrampur, Chitrakoot	Data not available
5	Pahadi, Chitrakoot	Data not available

6	Mau , Chitrakoot	Has made some efforts but Data not available
7	Harpalpur, Hardoi	First batch
8	Saandi, Hardoi	First batch
9	Shahabad, Hardoi	Data not available
10	Tandiyawan, Hardoi	Data not available
11	Baughli, SantKabeer Nagar	Data not available
12	Khalilabad, SantKabeer Nagar	Data not available
13	SantKabeer Nagar	Data not available
14	Chopan, Sonbhadra	Data not available
15	Dudhi, Sonbhadra	Data not available
16	Nagwa, Sonbhadra	12

None of KGBVs seem to be taking an active interest in continuation of further education of girls. Many of the girls are understood to have discontinued their studies after passing out from KGBVs. This poses a great challenge for the system.

Recommendations

- *A community seminar should be organized in each KGBV in last month of academic year, where authorities from RMSA, principal of nearby secondary school and other appropriate authorities should be invited. These officials should make the community and girls aware about value*

of further education, literate them about govt. schemes of secondary education.

- *Girls who are studying in Std 8th, should develop a year book. This will promote their talent of sharing & writing experiences; something that would sub-consciously motivate them for pursuing further education.*
- *Exit questionnaires should be filled by girls passing out from the school, with all the contact details and what they want to accomplish in life.*
- *KGBVs should make active efforts to keep track of progress of pass out girls and guide/ facilitate them for further studies. Proper documents & record should be kept for the same.*

14-Teaching learning process

Text books for upper primary are available in all the schools. Primary level text books which are needed for bridge course are not available in many KGBVs. Though the note books are provided to girls for doing the class work, they are not provided for assessment & tests. In KGBV- Baughali (district Sant Kabir Nagar), only 6 notebooks had been provided to each child whereas supply was received at the rate of 12 notebooks per child.

In all the KGBVs, note books for assessment are not being provided to girls, Teachers are using loose papers for doing assessment of children as notebooks are not being made available to them for this purpose.

Stationary items like pens, pencils, refills etc. are being provided to girls. Teaching learning material like chart, poster are displayed in classrooms except

in KGBV - Harpalpur- Hardoi (which is the worst performing KGBV amongst the KGBVs visited by ISM)

Teachers have not received any training in last one year. 70% teachers of 16 KGBVs have attended earlier organized trainings. Attrition rate is quite high in KGBVs because of contractual nature of job; the staff leaves whenever they get a better/ permanent option.

Teachers were able to recall name of the subjects on which they have been trained, but only 10 % were able to talk on content of trainings that they had undergone. This indicates that only a small percentage of teachers are able to retain and use content of trainings in classroom settings.

A-Teachers' understanding-

Teachers generally have good understanding of theoretical knowledge, but they are not well equipped to transmit this knowledge to students through effective classroom practices. In spite of the teachers' efforts and intent, the learning level of girls is quite poor especially in science, Math & English. In district Hardoi, girls are segregated in separate sections as per their learning levels. While this makes life comfortable for teachers, this practice should be avoided as it creates differences & exclusion.

Although teachers have prepared lesson plans for English language, none of teachers were found to be using these in classroom transaction. In fact, the performance of teachers themselves was not good in speaking, reading and writing skills.

B-Challenges of teachers-

The teachers face weight of enormous expectations from all stakeholders and many times are treated as punching bags for the ills that plague our educational system. ISM team members interacted in detail with teachers with a view to understand their perspective and identify the challenges that they face. The same are discussed below:-

I-Challenges at learner's level:

- KGBV students come from very diverse socio-economic backgrounds at varying levels of learning. As such, catering to needs of such diverse learners poses an enormous challenge.
- Girls go to join their families during holidays, festivals, marriages in the family etc. Generally, they don't have environment conducive for studies at their home. As a result, such period is in effect a gap in their studies. In case of long absence they forget almost all that they had learned. Bringing such girls back to the normal level when they rejoin the school is a major challenge (and often a cause of demotivation) for teachers
- Teachers are not well equipped with methodologies to be followed for teaching drop out girls having very low learning levels. Teachers are also not trained on dealing with children with special needs. Here are some of challenges faced by teachers at learner's level (as written by KGBV teachers):

- बच्चे बडे हैं इसलिए वे सीखने में रुचि कम लेते हैं।
- घर जाने के बाद फिर पिछड़ जाते है।
- जो बच्चे आते हैं वो बहुत कमजोर स्तर के होते हैं।
- 6 माह में बेसिक जानकारी प्रदान करा पाते हैं।
- 01 वर्ष लगता है शब्दों की त्रुटि ठीक होने में।
- नये स्तर से शुरू करना पड़ता है, याद करने में समय लगता है।
- कुछ बच्चे जिनको समझने में कठिनाई होती है वे वापस चली जाती हैं।

The KGBV teachers in all the three KGBVs of Sant Kabir Nagar were very confident regarding efficacy of their teaching methodology. However classroom observations of teaching in Std. 6, 7 & 8 revealed a different picture. The teaching practice was very traditional and uninspiring; comprising of rote learning and copying from black board. One teacher was teaching English in Hindi. The teachers need to be oriented and trained to adopt creative and innovative methods of teaching.

II-Challenges at attitudinal level

The attitude of teachers is, in general, quite laid back. Due to their own low level of motivation caused by a number of factors, they fail to inspire the students that they teach. Poor working conditions of teachers also play a part in this. Their lack of motivation has adverse bearing on learning outcomes of the students. This underlines the need to work towards bringing about improvement in attitude of teachers.

III-Challenges at training level

Teachers feel constrained because of their lack of effective training in teaching girls belonging to poor socio-economic backgrounds and having low learning levels. Lack of appropriate teaching-learning environment in schools further adds to the challenge that they face.

IV-Challenges because of lack of understanding on vision & mission of KGBV

Most of the girls enrolled in KGBVs belong to SC, ST, OBC or minority communities; which are amongst the most vulnerable and deprived sections of the society. KGBV scheme aims to bring these girls to the mainstream of society through education and empowerment; which is quite a challenging task considering the context and background where these girls come from. ISM during its interaction with teachers and wardens got a perception that they take the "limitation" of these girls as an irritant rather than as a challenge. This underlines the need to work towards improving their understanding on vision & mission of KGBV and motivating them for this task.

V-Challenges because of lack of gender-sensitivity and social sensitivity

Teachers and staff at KGBV need to become more gender sensitive & social sensitive towards girls from underprivileged section of the society. With no formal mechanism for grievance redressal in place, the support to girls mainly comes from teachers, warden and peer group. It was observed by ISM that teachers and warden lack the required degree of sensitivity towards gender and social issues. As a result, many a times what seems to be a “solution” by them, actually hampers the growth of personality of girls in the long term. There is thus a need to sensitize warden, teachers and other KGBV staff on gender and social

VI-Challenges because of language of girls -

Girls, who study in KGBVs, are from diverse rural background; with local dialect quite different from proper Hindi language (as we know it). Girls struggle to learn proper text book Hindi.

A much enormous challenge is to learn English. English is one of the important subjects at upper primary level and is an important tool for empowering women & girls in villages. KGBV girls find it very difficult to learn English as they find it to be almost “alien”. Here are some of the challenges that teachers face in teaching English to KGBV girls (as written by KGBV teachers):

- कठिन शब्दों का उच्चारण, मात्रा एवं वर्तनी की अशुद्धियां।
- शब्दों को ढंग से न लिखना।
- क्षेत्रीय भाषा देर में सीख पाती हैं।
- सामाजिक विज्ञान , चूंकि हिन्दी नहीं जानते हैं, पढ़ने में कठिनाई आती है।

VII-Challenge because of poor availability of resources

Poor availability of resources in schools is a major challenge that teachers have to continuously deal with. Teachers are not able to conduct/demonstrate practical in science due to non-availability of required material. Even the notebooks are not available in sufficient numbers; leaving them with no option but to conduct the assessment on open sheets. Some of the schools are having library but the books procured do not have any relevance for both teachers and students; as the following photograph of a library rack indicates:



Library cupboard in KGBV Baghali

Computer can be a good resource for improving conceptual understanding of different subjects. None of the visited KGBVs was however making their use for enhancing learning experience of students.

15-Documentation of academic achievement of girls-

Teachers and warden do not maintain proper records of test results and assessment profiles of girls. While discussing learning achievement of girls, not a single properly maintained document was presented to ISM team members. According to the teachers & warden, assessment of girls at entry level, during bridging & summative assessment for Std. VI, VII & VIII is being done in the school. But records for the same were not made available. There is no system

of tracking of learning of girls. Both teachers and students in all the KGBVs reported that monthly tests are being conducted but no record of assessments is being maintained except for the half yearly and annual exams. Though a continuous assessment was done, only the marks of the summative assessment were counted for preparing the final report of the student. The review of the registers presented a reasonably good picture of the learning levels of students. The interaction of ISM Team with students however indicated that they do not have satisfactory conceptual understanding of concepts of Science & Math. Their knowledge is essentially based on rote memorization.

Recommendations-

- *Age and grade appropriate resource material for teachers & girls should be made available in the schools.*
- *Performance based appraisal system for teachers should be made compulsory before renewal of teacher's contract for new academic session.*
- *Suitable guidelines should be issued for encouraging usage of ICT in teaching & learning.*
- *Refresher & follow up trainings for teachers should be conducted with provision of capturing feedback of teachers on such trainings.*
- *DIET should be assigned clear responsibility for providing on-site support to teachers as per the emerging needs.*
- *Teachers need to be trained and oriented to develop a sense of professionalism, positive attitude & accountability towards learners & community.*

- *Subject wise recruitment of staff should be done before the beginning of new academic session.*
- *A formal curriculum for Bridge Course/special training curriculum that has been revised by CARE India should be reviewed by SSA and shared with all KGBVs.*
- *Teachers should be trained to adopt innovative methods of teaching. The teachers excelling in such methods should be acknowledged and awarded.*
- *Records of all assessment should be maintained by the teachers so that they are able to track the progress of the students.*
- *A mentoring method should be used, one girl mentoring and responsible for the learning of a younger peer throughout the year. The support of class VII and VIII girls should be taken in this regard.*
- *The girls require a definite focus on gender training and leadership development as part of their curriculum. Gender sensitive teaching learning materials should be developed with the help of experienced NGOs like CARE and MS. Curriculum already developed by CARE India on leadership of children can be used after suitably adapting it to the local culture and context.*
- *A formal system of tracking of girls who have passed out should be introduced.*
- *The Annual Functions could be theme based rather than being largely based on dance performances on film songs - as they presently are. They may focus on a series of presentations by children including songs, poems, drama that the children prepare around the chosen theme. Themes could be chosen from Science or Literature or Mathematics. These could include themes like 'Water Conservation', 'Climate Change', 'Seasons', Munshi Premchand, Rabindra Nath Tagore etc.*

- *Mission members recommend that the state should issue guidelines for the teachers to encourage organization of competitions like quiz, elocution, drama, essay writing, and debates for the development of the intellectual and co-curricular capabilities of the students. Science exhibitions too need to be encouraged to promote scientific temper in students.*

16-Involvement of Parents/SMC/community in KGBVs

ISM team noted that by and large parents are not much aware about their daughter's learning achievements in school. Community engagement is rather limited in most of the KGBVs with few very notable exceptions. In KGBV-Baghauli, the Gram Pradhan took initiative to get leveled play ground of the school. Students informed mission members that earlier water logging was a big problem in link road to KGBV, Khalilabad; with snakes and scorpions often being sighted on the road. The Gram Pradhan in Khalilabad facilitated repair of this link road. KGBV staff and teachers have since heaved a sigh of relief.

The status of PTA meetings in various KGBVs visited by ISM is tabulated below:

S.No.	Name of KGBV	Whether PTA meetings are held?	Whether minutes are available
1	Bijauli Aligarh	Yes	No
2	Lodha, Aligarh	No regular meeting	No
3	Nagar khestra, Aligarh	Yes	No
4	Mau , Chitrakoot	Yes	No
5	Pahadi, Chitrakoot	Yes	No
6	Shivrampur, Chitrakoot	Yes	No
7	Harpalpur, Hardoi	No	NA

8	Saandi, Hardoi	No	NA
9	Shahabad, Hardoi	Yes	No
10	Tandiyawan	Yes,	No
11	Baughli, SantKabeer Nagar	Yes	No
12	Khalilabad, SantKabeer Nagar	No	NA
13	SantKabeer Nagar	No	NA
14	Chopan, Sonbhadra	No	NA
15	Dudhi, Sonbhadra	No	NA
16	Nagwa, Sonbhadra	Yes	No

It can be seen from above table that PTA meetings are held in just 9 out of 16 KGBVs. Though warden and teachers informed that issues such as quality of education, security and safety, infrastructure and facilities are discussed in these meetings, there was no documentary record like minutes of meetings to this effect.

The status of SMC meetings in various KGBVs visited by ISM is tabulated below:

S.No.	Name of KGBV	Whether meetings being held regularly	Whether minutes are available
1	Bijauli Aligarh	Yes	No
2	Lodha, Aligarh	Yes	No
3	Nagar khestra, Aligarh	Yes	No

4	Mau , Chitrakoot	Yes	No
5	Pahadi, Chitrakoot	No (SMC has not been constituted)	NA
6	Shivrampur, Chitrakoot	Yes	No
7	Harpalpur, Hardoi	No	NA
8	Saandi, Hardoi	No	NA
9	Shahabad, Hardoi	Yes	No
10	Tandiyawan	Yes	No
11	Baughli, SantKabeer Nagar	No (SMC has not been constituted)	NA
12	Khalilabad, SantKabeer Nagar	Yes	No
13	Nath Nagar, SantKabeer Nagar	No	NA
14	Chopan, Sonbhadra	Yes	No
15	Dudhi, Sonbhadra	No	NA
16	Nagwa, Sonbhadra	Yes	No

It can be noted that in 6 out of 16 KGBVs visited by ISM, SMC meetings are not being held regularly. In fact in 2 of these 6 KGBVs, SMCs have not yet been constituted. In other KGBVs where SMC meetings are held, no documentation (like minutes of meetings) is being maintained for the same. Non-availability of documentation indicates unstructured and informal nature of meetings which

defeats the very purpose of these committees. This was further corroborated during discussion of ISM with warden, teachers and community members; which revealed lack of clarity on role and functioning of SMCs. It therefore becomes important that training and orientation be organized for all stakeholders so that SMCs function in true letter and spirit. The training should have a special focus on preparation of SDP (School Development Plan) and broad supervision of allocation, expenditure and infrastructural facilities.

In district Aligarh, regular monthly meetings of SMCs are being conducted; members actively participate in meetings and show keen interest in functioning of school.

In KGBV-Chopan & Nagwa, regular parents' meeting is being held. Education of girls, early marriage, toilet facilities, boundary wall, building related issues, learning level of girls, water supply are discussed in these meetings.

It was heartening to note that in many cases community played a very active role in KGBV related issues. For example in KGBV Pahadi, Chitrakoot, 10 hearing impaired girls got admission in KGBV with the help of community. in KGBV Mau, Chitrakoot, community played an active part in making people aware about KGBV scheme and quality of education. In many other KGBVs, community facilitated enrolment of girls in KGBVs.

17-Best practices from the field

A- KGBV-Lodha (District Aligarh)

- Medicine register is being maintained by girls themselves under close supervision of warden/permanent teachers.

- Handicrafts made by the girls were of very good quality. Most of the girls wear woolen socks knitted by them.

B- KGBV Mau (District Chitrakoot)

- Proper records of assessment are maintained. Learning outcome of girls is properly recorded so that progression in learning achievement of girls is easily traceable.
- Assessment results are shared with the Parents to keep them involved in progress & potential of their ward.

C- KGBV-Pahadi (District Chitrakoot)

- A speech therapist has been appointed for 10 Hearing Impaired girls in this school for their speech therapy, auditory Training and language development. Itinerant Teacher regularly visits the school.
- Teachers and girls are orientated & sensitized towards CWSN.

D- KGBV- Baugauli (District Sant Kabir Nagar)

- Girls are being taught Karate for self defense

Appendix A

Terms of Reference (ISM IV)

1. BACKGROUND

Basic education is not an end in itself; it is the foundation for lifelong learning and human development. With the passage of the RTE Act, every child in the age group of 6 to 14 years has a right to free and compulsory education in a neighborhood school till the completion of elementary education. RTE Act has an inherent focus on rights perspectives with specific references to and provisions for children from disadvantaged groups; that include children belonging to SC, ST, SEBC or such other group having disadvantaged owing to social, cultural, economical, geographical, linguistic, gender or any such factor.

Globally also, the rights perspective on educational access and equality has received a tremendous boost during the last decade. Children of a majority of developed/developing countries now have a right to education, which is directed to the full development of human resources, and human dignity and potential, with particular attention to women and the girl child. Women's and girls' education is placed at the centre stage in the struggle for human development and social justice; it has been an area of high priority with the Governments & their policies. Reaching out to the girl child is central to the efforts to universalize elementary education.

A two pronged gender strategy has therefore been adopted by Government of Uttar Pradesh to make the education system responsive to the needs of girls through targeted interventions which serve as a pull factor to enhance access and retention of girls in school and on the other hand to generate a community demand for girls education through training and mobilization.

Sarva Shiksha Abhiyan (SSA) is a comprehensive and integrated flagship program, aiming to provide useful and relevant, elementary education to all children in the 6 to 14 age group. It is an initiative to universalize and improve quality of education through decentralized and context specific planning and a process based, time bound implementation strategy. The program lays emphasis on bridging all gender and social category gaps at elementary education level with time bound objectives.

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

- Opening of schools in the neighborhood as per RTE Act, to make access easier for girls

- Appointment of additional teachers including women teachers to improve PTR as per RTE Act norms
- Free textbooks to all students upto class VIII
- Free Uniforms to all students
- Special training centers for out of school girls, to provide bridge courses prior to mainstreaming them to regular schools
- Separate toilets for girls
- Intensive community mobilization efforts to promote girls education
- Formation of SMCs for every school which should include 50% female members
- Teachers' gender sensitization programs to promote equitable learning opportunities and
- Removal of gender bias
- Gender sensitive teaching learning materials including textbooks
- Innovative fund per district for need based interventions for ensuring girls attendance and retention in schools

2. INTRODUCTION:

INTERNAL SUPERVISION MISSION

The KGBV State Resource Centre of SSA (SarveShikshaAbhiyan)-Uttar Pradesh has constituted an Internal Supervision Mission (ISM) to evaluate the status and monitor the progress made by various KGBVs and recommend measures for strengthening them. Internal Supervision mission is a collaborative, team-oriented process that leads to better management of KGBVs and learning of target girls. Internal Supervision Mission (ISM) is designed to evaluate progress, achievements and functioning of the KGBVs and review the progress of quality initiatives. The aim of the mission is to analyze the impact of KGBVs on status of education of girls in the state.

The Internal Supervision Mission is being organized since 2010 once in an academic year. It will review the progress in KGBVs through a group of persons representing from SSA, SCERT, MahilaSamakhya, UNICEF and CARE India.

3. SCOPE

3.1 The ISM will review the progress and issues related to system, Institution and academics and will suggest actions to achieve the objectives of the scheme. The earlier three ISMs focused on almost all the relevant issues. SSA-UP is taking necessary action on the recommendations submitted by earlier ISMs.

Proposed 4th ISM will include the same issues with specific focus on several important identified issues and will conduct intensive evaluation on these specific issues.

3.2 The ISM will focus on following four key areas of KGBVs to assess their present situation and interventions periodically –

- i) System level-
- ii) Institution level-
- iii) Academic issues-
- iv) Community as an important stakeholder

The mission will review the performance of KGBVs from quality and equity lens in all its aspects. The mission will interact with all KGBV stake holders (Girls, teachers, district education officials, community members/parents/ SMC members/VEC members/others) to arrive at its report.

The findings will be presented at appropriate level with adequate suggestions/recommendations for decision making on corrective measures from KGBV SRC, SSA-UP.

4. MISSION OBJECTIVES

The ToR (Terms of Reference) for the fourth ISM is given below. These will be shared with mission members, who will visit the selected KGBVs and will submit their report on respective KGBVs with recommendations (for all four key areas) for future action to the KGBV State Resource Centre. The 4th ISM is scheduled in the 2nd week of February'2014

The 4th mission will carry out a comprehensive review on the theme of “safety and security arrangements, financial management system of the KGBVs and Learning outcomes of girls of KGBVs. Specific objectives are as follows –

i) Systems level

- District level support, monitoring, supervision and its focus & follow up
- Exposure visit of girls
- Financial management system of the KGBVs including funds flow from GoI to state and in turn to the KGBVs.
- Linkages with other departments like health, police etc.
- Grievances redressal Mechanism for KGBVs
- Nature of Academic support from DIET, BRCC, CRCC
- Recruitment process of staff

ii) Institution level

- Availability of material; status of demand, procurement & supply of material (The various kinds of material required in a residential set-up) including teaching learning aids
- Understanding of teacher's on vision & mission of KGBV
- Gender-sensitivity and social sensitivity of teachers towards target girls
- Safety and security arrangements at schools
- Grievances redressal Mechanism at schools
- Category wise enrolment and appropriate representation of block's social demography.
- Efforts made for enrolment and retention of girls, including efforts for awareness building and community mobilization
- Effort to bring back drop-out girls and its outcome.
- Availability and quality of infrastructure, including living conditions of hostel
- Provisioning of meals, breakfast as per menu/norm and its quality
- Selection of site in terms of security and approachability to other services (like PHC, police station, etc.

- Forward linkages to higher secondary education, in particular check about RMSA hostels and KGBV girls access to these hostels.
- Inter-personal relation of teachers and girls
- Good practices related to academics, community, adolescence issues, health & hygiene, safety-security of staff & girls
- Enriched Curriculum- To break the gender stereotypes, encourage physical activities, sports, rights of women, judo, karate, gender consciousness, martial arts, rights as citizens, menstrual hygiene and health related issues.
- Vocational education and co curricular activities
- Transition of girls and Tracking of pass outs.

iii) Academic issues

- Availability of text books(primary & upper primary), library, notebooks and stationery for girls and teachers
- Impact of trainings on Teaching learning processes, Teaching learning practices, lesson planning, use of library in school activities
- Assessment processes at entry level, during bridging & summative assessment for Std. VI, VII & VIII
- Use & availability of TLM, computer and sports material etc.
- Documentation of Academic achievement of girls.
- Areas of academic support received by teachers from appropriate level.
- Availability of subject-wise teachers and staff.

(iv) Community as an important stakeholder

- Documents related to Parent- teacher meeting & SMCs meetings
- Decisions taken at meetings

- Issues raised by community for education of girls
- Issues resolved by community
- Role of community in enrollment of girls in KGBVs

5. MISSION PLAN

5.1 The mission would comprise of 10 members, nominated by SSA UP, UNICEF UP, CARE India, SCERT-UP and MahilaSamakhya. The members would be familiar of the KGBV scheme.

5.2 Selection of districts will be done through random sampling from all five regions i.e. Eastern Region, Terai belt, Bundelkhand Region, Central Zone, and Western Districts of the state.

5.3 Selection of KGBVs from the identified districts will be done on the basis of urban/rural block, poor female literacy rate, concentration of ST and Muslim minority population in the block.

5.4 Each team will visit one district and 3 blocks and thus cover a minimum of 3 KGBVs in three days in a district. ISM Members will visit total 15 KGBVs in 5 teams of two persons, 3 EB blocks of 5 different districts in Uttar Pradesh.

5.5 An orientation of the members will be conducted by SSA & facilitated by APD (SSA), Sr. Professional KGBV (SSA), Education Officer (UNICEF) and Program Manager, Girls Education (CARE India).

5.6 KGBV SRC, SSA UP would provide leadership and coordination to this mission team for smooth review of the program. The responsibility to organize meeting and deliberation for this ISM will be with CARE, whereas travel and other cost of mission members would be borne by their respective nominating organization.

6. TIME FRAME

The ISM would take place in 2nd week of Feb'14. The details of activity is scheduled as follows -

Date / Day	Activity
------------	----------

1 st week of Feb'14	Briefing on objectives and monitoring indicators Sharing of actions plans Sharing of list of KGBVs' to be visited
2 nd week of Feb'14	Field Visit
3 rd week of Feb'14	Briefing Meeting
1 st week of March'14	Finalization of Mission Report
2 nd week of March'14	Final presentation

7. DOCUMENT AND INFORMATION REQUIRED

Following information will be provided by SSA UP

- EMIS & KGBV data
- Quarterly Progress Review (QPR) of KGBV
- Last three filled monitoring reports conducted by task force
- Details of fund utilization and status of procurement
- Guidelines of the scheme
- Quality indicators of KGBV

(These questions will be discussed by Warden and teachers of Hindi, Math, English and Computer subjects. The details will be written as per teachers' discussion)

a-What was the key learning of the training they attended/participated? (Please write in bullets and cross check with training design)

b-How did they implement their key learning in classroom? (Please write in bullets)

Hindi Language Training-

Mathematics Training-

Warden Training-

Computer Training-

English Language Training-

c-What are the main areas of challenge for teachers in teaching learning?

d- Who provides support to teachers in academic areas?

e- Nature of support provided by DIET, BRCC and NPRC to KGBV

3-Selection of girls-

3.1-What was the strategy adopted for the identification and enrollment of girls?

3.2-Have the staff made any special effort for the enrollment of minority and CWSN girls?

3.3-Are any special efforts made i.e. (bridging strategy/readiness program) to cater to the needs of never enrolled children? If, yes, please mention the duration of the bridge course?

3.4-Was there any assessment done to know learning level of girls enrolled?

(Yes/No) If yes, how many girls were assessed at the time of enrollment? (They do pen paper test / oral test).What was the outcome of the assessment? If No, why?

3.5-Is this initial assessment used in any way during classroom planning, level wise teaching or bridge? Please elaborate.

4-Teaching learning Material:

Points of observation	Available	Used	Remarks
Time table			
Library books			
Text books for Upper Primary and Primary			
Regular assessment format/ chart			
Note book/ stationary			
Lesson Plans			
Computers			
TLM			
Morning assembly activity chart			
Training designs			
Math/ Science Kits			

4.1 How do teachers develop time table? What are main problem in its implementation?

4.2 How do they correlate their library books with text books and day to day teaching learning processes?

4.3 How do teachers' develop lesson plans and how do the lesson plans help them to transact a concept?

5-Classroom Observation- (Please observe a classroom teaching and write here)

At the time of observation please observe following; TLM use, use of lesson plan, teaching method, time management, peer learning , teacher sensitivity/behavior (teacher-child relationship), participation of all girls, space for asking questions etc.

6- Assessment of girls- (How does teacher do assessment? Is it on regular basis or not?)

A-Weekly basis

B-Fortnightly basis

C-Unit tests

D-Annual exams

Kindly elaborate the process of assessment used by teachers in school.

8-Platform for Girls- (Is there any platform for girls for discussion? What are the main activities /discussions and how it was used? Please observe any of them and write a small note?)

Discussion points-

Observation note-

9-Monthly review and planning meeting- (Is there any arrangement of review and planning of the academic activities of teachers on regular basis? if yes, what happens in it? Please also mention the number of meetings done till the date.

10-Inter personal Relationships: (Based on observation & interaction with staff)

10.1-Interaction with staff (Teaching and Non teaching)

Is there regular interaction between warden, teachers and accountant?
Is there mutual respect and cooperation among them?
Do teachers and warden regularly discuss school related issues?

Write a brief note on the basis of the points given in box and discussion made by staff.

10.2-Interaction with Girls- (Based on observation & interaction with girls)

Is there a fear free environment?
Do girls feel encouraged to ask question?
Do teachers make everyone feel equal without giving any impression of bias or partiality?
How do the children address the teachers?
How do the teachers address the children?
Is there cooperation among children? Is social hierarchy being supported? Any barriers to break those are encouraged to work in groups time to time?
Is there a mechanism to address grievance of the girls?

Write a brief note on the basis of the points given in box and discussion made with girls.

11- Health and hygiene (Based on interaction with girls and wardens)

11.1-What are the provisions for regular health check-ups of the girls? Are they as per instructions given by State? If not, why?

11.2-Are the health cards being regularly updated? If yes, which kind of information is being covered under health cards and during health check-ups? (Please collect the samples of health cards)

11.3-Do the staff uses the information of health records in development of girls? If yes, how? If no, why?

11.4-On the basis of information recorded in health check-ups, required supplements and medicines have been provided to girls or not? If yes, see the evidences? If not identify the reasons?

11.5-Do girls use sanitary napkins during menstruation or any other material? Please elaborate what are the difficulties faced by the girls in case of non availability of napkins and from when it is not available?

11.6-What are the arrangements to deal with medical emergency? (Connection with hospital, medical van, emergency fund with warden.)

11.7-Is there any synergy with ICDS, NRHM and others at district level?

12-Food: (write a brief note on the quality, preparation and distribution of food.)

12.1-Is there any problem with respect availability of food material (ration), provision of cooks, helpers, utensils and space?

12.2-Whether the girls involved in any way with food preparation and distribution?

13-Exposer Visits

13.1Do the girls are carried out for exposure visits? If yes, please give the details of last six visits.

Session	No.of girls	Place Visited	Purpose of Visit

13.2 Please discuss with girls and teachers about the place visited and purpose of visit and write your views, yet the objectives are fulfilled or not.

14-Community mobilization

14.1 Discussion with teachers and warden

14.1.1-Do the community meetings/parents meetings take place regularly?

14.1.2-How many meetings have taken place up from July 13 to Feb 14?

14.1.3-No of parents/guardians who participated (Average figure)

Mothers
Fathers
Others

14.1.4- Issues taken up for discussion in the parents meeting?

14.1.5-Role of School Management Committee in KGBVs? (Kindly write a note on formation, meetings, proceedings and actions taken by SMC members)

14.2- Discussion with Community Members:

14.2.1-What are the changes that you have observed in your daughter since she joined KGBV?

14.2.2- Do teachers cooperate with you? If no, what are the issues on which you normally face problem?

14.2.3-What is your future plan regarding your daughters?

14.2.4- Any suggestions for KGBV improvement?

15-Safety & security:

15.1-What are the provisions for safety and security of girls in KGBVs? Are they as per instructions given by state? (Kindly see the instructions)

15.2-Please write a note on the basis of following-

- Discussion with girls on the issues of safety & security, harassment and others
- Entry of male members in girls' hostel area at night
- Stay of male staff during night inside the school area
- Stay of full time teachers and warden with girls and in the dormitories at night
- Entry of any person/officer without permission and after 5 pm in KGBVs

16- District Level Supervision-

16.1-Is there any mechanism/system to supervise the KGBVs? If Yes, Please mention the details?

16.2-How does this mechanism work for KGBVs to provide the academic support and supervision? Please give the details of visits and type of support provided.

Name of Visitors	Designation	Last Visit Date	Support Provided

17- Best Practices in KGBV (kindly elaborate at least two)**18- Suggestions-**

18.1- Suggestions/recommendations for future strategies given by teachers.

18.2- Suggestions/recommendations for future strategies given by children.

18.3- Suggestions/recommendations for future strategies given by warden.

18.4- Suggestions/recommendations for future strategies by ISM members.

Full Name and Signature of ISM members

1.

2.

NOTE-

1-Please observe and fill all the points given in the format.

2-In absence of adequate writing space observer can add pages or use left side of the format for writing.

3- Please verify the information given by warden in format 1, regarding points enrollment/attendance, infrastructure, food and write your comments in the box given below.

4- Feel free to note down any information which you feel important to share in ISM report.

Format 2- (To be filled in by the warden of KGBV)

1-General Profile:

1.1-Name:

1.2-Block:

1.3-District:

2-Detail of Teaching and Non Teaching Staff

S. No.	Name of Personnel	M/F	Post	Full Time/ Part Time	Qualification	Date of Joining	Stay in KGBV
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							

Does all full time staff stay at KGBV at night? (Yes/No) If no then give reason?

3-Enrollment Category wise

E-Enrolled P- Present

Class		SC	ST	Minority	OBC	Gen	Others	Total
VI-	E							
	P							
VII-	E							
	P							
VIII-	E							
	P							
Bridge Course	E							
	P							

Only for ISM members (comments after verification of attendance and enrollment)

4-Enrollment Age wise

Age	SC	ST	Minority	OBC	Gen	Others	Total
Below 10							
10							
11							
12							
13							
14							
Above 14							

5-Type of Learners

	SC	ST	Minority	OBC	Gen	Others	Total
Never enrolled							
Dropouts							
a-5 th passed dropouts							
b-2/3 passed dropouts							

6-Status of Learners

Year	Enrolment			Dropout			New Enrolment			No. of girls who took admission in std IX	Total Pass out
	VI	VII	VIII	VI	VII	VIII	VI	VII	VIII		
2006											
2007											
2008											
2009											
2010											
2011											

2012											
2013											

6.1 Are the girls contacted who had been passed out? Please give the details of the efforts made by school to ensure their enrollment in class 9th.

6.2 Is there any dialogue with RMSA / Girls hostel scheme or any relevant state specific schemes, for ensuring that KGBV girls move on to the next level of education? What steps in this direction are envisaged/ have been taken?

7-Infrastructure-

S.N.	Components	Classroom	Living Rooms	Library	Toilet	Bathing Space	Common Room (Dining space)	Kitchen
1	Number of rooms							
2	Ventilation							
3	Proper Lighting							
4	Dampness							
5	Water leakage							
6	Space/Size							
7	Space to keep material							
8	Cleanness							
9	Adequate water							
10	Condition of doors/windows							

Only for ISM members (comments after verification of information given regarding infrastructure)

8-KGBV Building details:

8.1-Where is the KGBV being run?

1-Rental

2-Own building

3-DIET Campus

4-BRC/Junior High School

8.2-Kindly write the issues related to building , if any?

9-Provision for Girls

Monthly Provisions	Demand (write quantity here for a month)	Supply(details of supply for a month)	Adequacy(yes/no)
Oil			
Bathing Soap			
Washing Soap			
Sanitary Napkins			
Towels			
Another(specify)			

Grocery items as per the menu-

Monthly Provisions	Demand (write quantity here for a month)	Supply(details of supply for a month)	Adequacy(yes/no)
Atta			
Cooking Oil			
Pulses(whole and dal)			
Rice			
Besan			
Suzi			
Masale			
Seasonal vegetables			
Seasonal Fruits			
Cooking gas			

Which kind of challenges you face in supplies?

10-Other facilities for girls

Items	No	Available for use as per the requirement	Comments on the quality& quantity(filled by ISM member)
		Yes/No	
Uniform			
Beds			
Mattresses			

Pillows			
Bed sheets			
Blankets			
Drinking Water			
Quilts			
Shoes/slippers			

Only for ISM members (comments after verification of information given regarding facilities for girls)

11-Food

Menu details

Days	Break- Fast	Lunch	Evening Refreshment	Dinner
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Day of visit				

Only for ISM members (comments after verification of information given regarding Food)

12-Health & Hygiene:

Availability of Medical facilities

Items	Yes/No	Comments
First aid Box		
Regular checkup of girls		
Affiliation of doctors		
Updated health cards of girls		
Girls are looking healthy & happy		
All the living spaces are neat & clean including kitchen		

Girls have worn neat & clean cloths		
Girls are aware about menstrual hygiene		

13-Games and sport material

13.1-Is there any playing material available in the schools?

- For outdoor games (write name and number of sports material)
- For in-door games (write name and number of sports material)
- For local games
- Others

Name of local game	Material available/used	Comments

13.2-Write a note on the use of sport material-(please discuss with the girls, which type of games they like to play while they are in KGBV? Any local games played?)

13.3-Girls play non stereotypical games in the school (yes/no)- If yes then give details?

14- Computer, CDs, Science & Maths Kit and other teaching material

Item	Material available (Yes/No)	Material used (Yes/No)	Comments
Computer			
CDs			
Science experiment			
Maths kit			
Other TLM			

15- Vocational training for girls

15.1- Is there any provision of vocational training for girls? (yes/no) If yes then give details?

15.2- On which trades girls have been trained in this session?

16- Co-curricular activities

16.1-What are the different co-curricular activities in which girls participate in the KGBVs?

16.2-Which kinds of changes have been recorded by staff in girls from co-curricular activities?

17- Community/parents involvement in KGBVs

17.1-Is there any monthly provision of parent-teacher meeting? (yes/no)

17.2-Are the document & registers related to meetings are maintained? (Yes/no)

17.3-What are the main issues raised by Parents during meeting?

- 1-
- 2-
- 3-
- 4-
- 5-

17.4-Is SMC of KGBV formed? (yes/no), if no then why?

17.5- What is the role of SMC in KGBV?

17.6- Issues resolved by SMC-

- 1-
- 2-
- 3-
- 4-

17.7-Is community involved in the enrollment process of girls in KGBV (yes/no) If yes then how many girls have got admission with the help of community (give name of girls?)

17.8-Issues raised by community members for KGBV girls?

18- Grievances Redressal mechanism in KGBVs

18.1-Is there any provision for girls and staff to share their grievances?(yes/no) If yes then what is the mechanism?

18.2-What are the different issues shared by girls under the established mechanism?

18.3-Who provided solutions of the problems of the girls?

18.4-Is DM (district magistrate) aware about these issues?

18.5-Is there any provision to make girls literate about their legal rights & entitlements? (yes/no) If yes then give details.

19- Linkages of other govt. departments with KGBVs

19.1-Whom do you approach for dealing with medical emergency, safety & security of girls?

19.2-Was there any instance when you took support of local police station, primary health center & district magistrate for keeping girls healthy, safe & secure?(yes/no) If yes then give details.

19.3-Was there any instance when community came forward to provide support to KGBV in case of emergency?(yes/no) If yes then give details.

20- Recruitment process of staff

20.1-What is the provision of teacher's recruitment in KGBV?

20.2-Was the process of recruitment completed within the given time schedule?

20.3-What are the other issues related to process of recruitment of teachers?

21-Monthly meeting of staff

21.1 Is there any provision for monthly meeting of staff? If yes how many meetings have been conducted in this session? Please give evidences like- attendance sheet and agenda points of all the meetings?

21.2-What is the procedure to conduct monthly meeting of staff? Kindly write the agenda and process in brief?

21.3-Do you develop and share the proceedings and reports of monthly meeting with district officials? If yes kindly attach a report?

Name and Signature of Warden-

Format 3-Financial Management (To be provided by district office /BSA/AO)**1-Fund Details (Financial Year 2013-2014)**

Funds	Date	Amount	Remarks
Received			
Available			

1.1-When the last Utilization Certificate (UC) was sent to state?

1.2- When the last installment was given to KGBVs/NGO? And how much amount was given to them?

2-Funds received & spent under the following heads:

S.No	Items of Expenditure	Amount Received from state/ give date	Amount Spent/give date	Comments(if fund diverted in different head)
	Non-recurring cost			
1	Furniture/equipment including kitchen equipment			
2	TLM & equipment including library books			
3	Bedding			
	Total			
	Recurring Cost			
1	Maintenance per students per month @ Rs 900			
2	Stipend for students per month @ Rs 50			
3	Supplementary TLM, stationery & other educational material			
4	Examination fees			
5	Vocational training/specific skill training			
6	Medical care/contingencies @ Rs 750			
7	Preparatory camps			
8	PTAs/School functions			

9	Capacity Building			
10	Exposure visit			
	Total			

Kindly analyze the heads and amounts sanctioned and spent? If the amount is still not spent in certain heads, kindly write your comments as per heads?

3-Account and Audit Details

3.1- Do the KGBVs have separate computerized accounts? If yes, kindly give the details of bank with account numbers? And write about operation of the accounts?

S No	District	KGBV	Bank	Account No

3.2- Have books and accounts been audited by the district or any authorized persons? (Yes/No) If yes then what are different issues raised by Audit report?

3.3- Do the schools have a copy of the audit report? (Yes/No)

3.4- What were the main observations made by the auditors?

3.5- Has the compliance been made? (Yes/No)

3.6- If yes, attach a copy of the report, If no, then kindly mention the reasons?

4-Responsibility and procedures

4.1- What is the procedure of supply of different materials and what is the time interval?

- Food
- Stationary
- Cloths
- Sanitary napkins
- Material of daily use

4.2-Which procedure do you use for purchasing the material?

1-Tendar

2-Quotation

4.3-What is the role of accountant in KGBVs? Have you issued any written instructions to accountants regarding account management of KGBVs?

4.4-Is there any provision for calling the regular meetings of accountants and wardens at district level? Kindly write the issues captured and actions taken in last 5 meetings?

4.5-Please write the issues related to supplies and account operations in KGBVs which you have faced in last two sessions and what kinds of solutions have been provided from your end?

Name and Signature-(District point person)