

**A
Planning
Commission
Government
of India
Study**

**SCHEME OF
SETTING UP
EDUCATIONAL
COMPLEXES
IN LOW LITERACY POCKETS
FOR THE DEVELOPMENT OF
WOMEN'S LITERACY
EVALUATION REPORT**

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Evaluation of the Scheme of Setting up Educational Complexes in Low Literacy Pockets for the Development of Women's Literacy

Report

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The views expressed in the report are that of the Project Director and not of the Planning Commission, Government of India, which has entrusted and funded the study.

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Preface

The evaluation of the scheme of setting up educational complexes in low literacy pockets for the development of women's literacy of the Ministry of Tribal Affairs, Government of India; was stupendous task. The assessment has found that the scheme has utterly failed to serve its outlined objectives. The scheme was evaluated on the basis of 5 sets of questionnaires, targeting 5 different set of population groups; implementing agencies; beneficiaries girl students; parents of enrolled girl students; community leaders; and local officials.

The evaluation has covered a total number of 27 educational complexes; spread over 4 States of Andhra Pradesh, Madhya Pradesh, Orissa and Rajasthan. While 8 educational complexes were covered in Andhra Pradesh; 4, 12 and 3 educational complexes were covered in the States of Madhya Pradesh, Orissa and Rajasthan respectively. The evaluation covered both the governmental and non-governmental implementing agencies. While 4 Mini Gurukulam; being run by Andhra Pradesh Tribal Welfare Ashram and Residential Education Institution Society, the nodal tribal welfare agency under the Government of Andhra Pradesh; were covered in the State of Andhra Pradesh; the remaining 23 educational complexes evaluated, were being run by the non-governmental organizations. It may be noted that the Government of Andhra Pradesh is the only governmental agency, which is running the educational complexes under the scheme for the development of the ST girl children.

Another notable feature of the coverage of the study is that it evaluated all the implementing non-governmental agencies in *Koraput*, *Rayagada* and *Malkangiri* districts of Orissa; which form part of KBK region of Orissa; which has been receiving special attention by the Government of India; including the Planning Commission, Government of India.

The scheme was found to be operating largely in a non-functional and dysfunctional manner. In majority of cases, the implementing agencies were

found to be undertaking the scheme in a lopsided and lackadaisical way in clear violation of the norms and the provisions of the scheme, with impunity. Even the Government of India (Ministry of Tribal Affairs) has failed to make necessary modification in the schematic and implementational patterns of the scheme to ensure its inviolability.

The evaluation findings are, in fact, startling and mostly point out towards inadequacy and unavailability of the logical facilities, hostel facilities and teaching-learning processes.

Although, the evaluation has sought to provide an overall assessment of the scheme in 4 States; it has also provided the highlights of the evaluation results of the sample implementing agencies/educational complexes individually by rating them in the scale of A, B, C and D (A being the highest level performance and D is the lowest one). The evaluation report has suggested a total modification of the scheme to rescue it from its redundancy. It has also been suggested that the Ministry of Tribal Affairs, Government of India, should initiate immediate steps for asking the refund of the entire sanctioned grant from the non-performing sample agencies; which were found to be scuttling the various provisions of the scheme and in indulging in the misappropriation of the sanctioned fund.

The strategic thrust-the letters and the spirit of the scheme; is to provide and enhance the access to locally appropriate, culturally relevant, quality and innovative primary education; with holistic residential facilities to the excluded and marginalised ST girls; who are burdened with cumulative social, economic and educational deprivations; and inter-generational pangs of poverty. However, because of the deliberate violations of the guidelines and provisions of the scheme by the majority of the implementing agencies; the scheme has failed to achieve its desired goal for the educational upliftment of the unserved and underserved ST girls.

Another startling finding is the better performance by the governmental agency in the implementation of the scheme. Andhra Pradesh Tribal Welfare

Ashram and Residential Education Institution Society. Government of Andhra Pradesh, which has been running the scheme through Mini Gurukulams. These Gurukulams have shown qualitatively and comparatively higher degree of performance in comparison to the educational complexes, being run by the non-governmental organisations.

The evaluation underlines the inevitability of the immediate joint intervention by the Planning Commission, Government of India and the Ministry of Tribal Affairs, Government of India to recover the scheme from its non-functional and dysfunctional implementation through necessary revision and revitalisation, otherwise the precious fund released for the educational upliftment of the ST girl children, will be wasted.

New Delhi
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SARALA GOPALAN
Programme Adviser to SANKALP
& Project Director

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Executive Summary

1.1 Outline of the scheme:

The Scheme of the Educational Complex for Development of Women's Literacy was introduced in 1993-94 for improving literacy among ST girls in low literacy districts, i.e. districts with less than 10% female literacy. It was implemented through the non governmental organizations, or institutes set up by the government as autonomous bodies, educational and other institutions like local bodies and cooperative societies. A total number of 134 districts in 14 States are covered under the scheme. The Ministry of Tribal Affairs, Government of India, provides full assistance for setting up of the educational complexes. A complex is a residential school, meant for girls studying in class I to V with strength of 30 girls in every class. Boarding and lodging were provided free of cost to the students.

1.2 Objectives of the study:

The objective of the study was to assess the outcome and impact of the scheme of setting up of educational complexes in low literacy pockets for the development of women's literacy in promoting education among the tribal girls and improving the socio-economic status of the poor and marginalised tribal population through women's education.

The evaluation was supposed to come out with suggestions for appropriate improvements in the schematic and operational patterns of the scheme to optimise its outputs.

1.3 Hypotheses:

The study was based on the following two main hypotheses;

- i) The scheme of educational complexes in low literacy areas of the country for the development of the ST girls needs further rejuvenation to have a focused impact on the educational development of ST girls; and
- ii) The impact of the scheme needs to be critically analysed to improve its schematic and operational patterns to raise the socio-economic and

educational lot of the excluded and marginalised ST women population through the women's education.

1.4 Methodology:

The study was fundamentally empirical. The study was based on the collection of primary data. The data source included;

- ◆ implementing agencies;
- ◆ beneficiaries girl students;
- ◆ parents of enrolled girl students;
- ◆ community leaders; and
- ◆ local officials.

The study covered 4 States; Andhra Pradesh, Madhya Pradesh, Orissa and Rajasthan; wherein a total number of 27 implementing agencies/educational complexes in these States were visited.

The study has blend both qualitative and quantitative approach for data collection, data analysis and data interpretation so as to provide an integrated perspective of the working of the scheme.

1.5 Relevance of the study:

The findings of the study will help the Government of India (Planning Commission and the Ministry of Tribal Affairs) to improve the schematic and operational patterns of the scheme to optimise its objective to promote education among the deprived and disadvantaged tribal girls in the low literacy pockets of our country as well as to improve the socio-economic status of the poor and marginalised tribal population through women's education.

The evaluation has covered a total number of 27 educational complexes; spread over 4 States of Andhra Pradesh, Madhya Pradesh, Orissa and Rajasthan. While 8 educational complexes were covered in Andhra Pradesh; 4, 12 and 3 educational complexes were covered in the States of Madhya Pradesh, Orissa and Rajasthan respectively. The evaluation covered both the governmental and non-governmental implementing agencies. While 4

Mini Gurukulam; being run by Andhra Pradesh Tribal Welfare Ashram and Residential Education Institution Society, the nodal tribal welfare agency under the Government of Andhra Pradesh; were covered in the State of Andhra Pradesh; the remaining 23 educational complexes evaluated, were being run by the non-governmental organizations. It may be noted that the Government of Andhra Pradesh is the only governmental agency, which is running the educational complexes under the scheme for the development of the ST girl children.

Another notable feature of the coverage of the study is that it evaluated all the implementing non-governmental agencies in *Koraput*, *Rayagada* and *Malkangiri* districts of Orissa; which form part of *Kalahandi*, *Balangir* and *Koraput* (KBK) region of Orissa; which has been receiving special attention by the Government of India; including the Planning Commission, Government of India.

2.1 Functioning of the educational complexes:

The various aspects, dimensions and implications of the functioning of the sample educational complexes have been studied. These include; background of the implementing agencies; locational and durational details of the sanctioned projects, enrolment status of the beneficiary students, logistic facilities, staffing pattern/human resource support, teaching and learning, vocational education, adult education centres, staff quarters, other facilities, hostel facilities, health support/medical facility, grant utilization and problems being faced by the implementing agencies.

2.2 Brief profile of the implementing agencies:

Out of the 27 implementing agencies covered under the study, the majority (81%) have been registered under the Indian Societies Registration Act, 1860; followed by those (12%) registered under non-profit organization and other relevant categories of Acts. Only 8% of the implementing agencies have been registered as public trusts. All the implementing agencies from Andhra Pradesh and Orissa have been registered under the Indian Societies Registration Act, 1860.

The study has ascertained the details of the implementing agencies' registration under the Income Tax Act, 1961 and whether they have been filing the IT returns and the Annual returns regularly with the IT authority and the Registrar of Society/Charity Commissioner/other competent registration authorities regularly. It has been found out that 27% of these implementing agencies were not registered under the IT Act, 1961; majority of whom (15%) belong to Orissa, followed by Andhra Pradesh (8 %) and Madhya Pradesh (4%). The findings were highly disturbing, since more than one-fourth (27%) of the sample implementing agencies were reported to be not registered under the IT Act, 1961; which means they do not have any accountability towards the government so far the income and expenditure/receipts and payments as well as utilization of the grants were concerned.

While the non-registration under the IT Act, 1961; has resulted in non-filing of the mandatory IT returns by these implementing agencies; even some of the implementing agencies, who were registered under the IT Act were reported to be not filing the IT returns regularly. 31% of the implementing agencies are not filing IT returns. Majority (15%) of such implementing agencies belongs to Orissa; followed by Andhra Pradesh and Madhya Pradesh, having equal number/percentage (8%) of the defaulters. Another glaring legal lapse on the part of the majority (54%) of the implementing agencies; has been their non-compliance of the mandatory provisions of filing the annual returns with the Registrar of Society/Charity Commissioner/other competent registration authority. The implementing agencies from Orissa constituted the largest segment (23%) of the defaulters, followed by the implementing agencies from Rajasthan and Madhya Pradesh (both constituting 12%), with implementing agencies from Andhra Pradesh, constituting the least percentage (8%) of the defaulters.

Majority of the implementing agencies (62 %) were reported to be having State-level coverage of their activities. The implementing agencies having national-level geographical coverage constitute 15 %. Those, which were having district-level and local presence, constituted 15% and 8% respectively.

2.3 Physical traits (space, building ownership etc.) and grant appropriations by the educational complexes:

The scheme has been availed of by the implementing agencies as early as 1993-94; with the renewal of the same under the new scheme. The total areas and covered areas meant for the educational complexes widely vary. Although, most of the agencies have claimed to have the available space (total and covered) needed for running of the educational complexes; the facts attribute differently.

38 % of the implementing agencies have availed of non-recurring grants; which has been either Rs. 9.18 lakhs or Rs. 10.08 lakhs. Only 38 % of the educational complexes were being run in the building owned by the implementing agencies; while majority of the educational complexes (62 %) were reported to be running from the rented buildings. The rent amount varied from Rs. 2,080/- to Rs. 11,000/-. The maintenance cost of the buildings, whether owned by the implementing agencies or taken on rent; have been reported between Rs. 15,000/- to Rs. 30,000/-. While majority of the implementing agencies (69%) agreed that the grant was sufficient to cover the maintenance charges of the buildings to run the educational complexes; the same view was not being shared by 31 % of implementing agencies. Some implementing agencies (23 %) have even reported that they have to incur deficit on monthly average between Rs. 3,500/-to Rs. 60,000/- to meet the rent/and maintenance charges of the buildings to run the educational complexes. These agencies claimed that the deficits on this account are primarily met from their own resources.

2.4 Enrolment Status:

The year wise growth in enrolment of the ST girl children between 2002-2003 and 2005-2006 had shown a declining trend; when enrolment year-wise data has been compared with the figures of the previous years. While in 2003-2004 the enrolment growth was 32.43 % higher than that of 2002-2003; the corresponding percentage variation of the enrolment in comparison with that of the previous years in 2004-2005 was 3.97 % and in 2005-2006 -1.3 %.

The implementing agencies in Orissa and Rajasthan together have shown a growth rate of 8.75 % and 5.94 % respectively in 2005-06 in comparison to the enrolment status in 2004-2005. However, in the remaining 2 States of Andhra Pradesh and Madhya Pradesh; the implementing agencies have shown a negative growth rate of 24.17 % and 1.45 % respectively.

The enrolment of the beneficiary ST girl children have shown a steady increase, when the enrolment was compared with the base year of 2002-2003. While in 2004-05 there has been 27.38 % increase in the enrolment in comparison to the base year of 2002-2003; the corresponding figure in 2005-2006 was 36.29 %.

While the scheme primarily provided elementary education for ST girl children for standard I – V, with a provision of up-gradation of standards,, wherever such schools for the target groups were not available in the concerned districts; only 6 implementing agencies have provided facilities beyond class V. Another glaring omission herein was the lack of uniformity in such up-gradation in the residential education facility for the ST girl children; as only 23 % implementing agencies have been allowed by the ministry to avail of the up-gradation.

While only one implementing agency was provided such education till standard X; standard VIII was being covered by another agency. Two agencies each were reported to be providing such education upto standard VI & VII. All these 6 agencies, however, were reported to be violating the guidelines of the scheme in upgrading the educational facilities beyond standard V; since the district wherever the educational complex being run by these agencies have school facilities. These implementing agencies / educational complexes should have gone/were allowed more intakes at the primary level, and should have encouraged the mainstreaming of these children in the formal school system; rather than providing them with the upper primary and secondary education in the educational complexes.

The age of enrolment in standard I vary from 4 years to 8 years. 3 implementing agencies; 1 in Madhya Pradesh and 2 in Rajasthan have shown lowest age of enrolled students in standard 1 as 4 years.

Around one-fifth (19 %) of the implementing agencies were reported to be exceeding the prescribed strength of enrolment of 30 ST girl children. Only 2 States were having such over limit; Orissa being 11 %, followed by Madhya Pradesh with 8 %.

The excess/additionality in the enrolment beyond the prescribed strength; have created the problem of residential accommodation among the enrolled ST girl beneficiaries. 23 % of these enrolled were found to be studying in the educational complexes as the day scholars; diluting the very object and purpose of the scheme; which was meant for full-fledged residential facility for the excluded ST girls children in a collectively congenial environment; wherein the entirety of personality development could be taken care of. While in the States of Andhra Pradesh and Madhya Pradesh, 8 % each of the educational complexes have to enroll the excess ST girls as day scholars, the corresponding figure for both Orissa and Rajasthan was 4 % each.

Another serious lapse was reported in the non-coverage of primitive tribal population groups by the implementing agencies/educational complexes to the tune of a sizable 31 %. In fact, these agencies have to a great extent violated the guidelines of the scheme in letter and spirits by not covering the primitive tribal groups. Out of these implementing agencies/educational complexes; majority (19 %) belonged to from Orissa; followed by Madhya Pradesh (8 %) and Rajasthan 4 %.

Regarding the methodology employed by the implementing agencies /educational complexes to identify the ST population; majority (58 %) of them opted for using the ST certificate issued by the government authorities. The next popular methods were providing ST certificates issued by the *Panchayat* and use of the BPL card; each methods accounting for 13%.

2.5 Logistic Facilities:

The study has attempted to probe the adequacy and availability of the logistic facilities, required to be provided under the scheme to meet the needs of the beneficiary ST girl students as well as the teaching and non-teaching staff. The assessment covered class rooms, chairs/benches in the classrooms, tables/desks in the classrooms, black boards in the classrooms, toilets in the teaching block, common room for the students in the teaching blocks, common room/ staff room /rest room for teachers in the teaching block, separate room for the Headmistress within the teaching block, library/ reading room, laboratory room, workshop (for vocational education/ practical training), play ground, space for indoor games, garden, kitchen garden, backyard poultry and staff quarters.

Regarding the availability of various logistic facilities in the educational complexes; while majority of them (96%) were reported to be having class rooms; more than half of them (54%) were without chair/benches and table/desks in the class rooms. Majority of the educational complexes (96 %) were having black-boards and toilets in the teaching blocks. Only 42 % of the educational complexes were having common room for the students in the teaching blocks. 62 % of the educational complexes were reported to be having common room/class room/rest rooms for teachers in the teaching blocks. 77 % of educational complexes were reported to having separate room for Headmistress within the teaching block. Library/reading room had not received priority in the educational complexes with 73 % of them were having no library/reading room facilities. Laboratory room has a peripheral presence in 4 % of the educational complexes. Workshop for vocational education/practical training was reported to have been only in 23 % educational complexes. Majority of the educational complexes (88%) were having play grounds, 58% of the educational complexes have provided space for indoor games. More than half of the educational complexes (58 %) were not having gardens. Kitchen garden and backyard poultry inside the educational complexes have been neglected. While 50 % of the educational complexes were having kitchen garden; only an insignificant percentage of

8% of educational complexes were reported to be having backyard poultry. Only half of the educational complexes were reported to have staff quarters.

Majority (96 %) of the educational complexes were reported to have adequate water supply. Only 4 % of the educational complexes, confined to Andhra Pradesh, have pointed out of not having adequate water supply.

Regarding the source of water supply/facilities, majority (29 %) of the educational complexes were reported to be depending upon ground water as the source of water supply; followed by well water (24%) and public hand pump (14%). Public water was available only with 12% of the educational complexes; with Rajasthan did not have the access to public water supply and hand pump.

Drinking water was reported to be available in majority (96 %) of the educational complexes; with some (4 %) of the educational complexes from Andhra Pradesh accounting for non-availability of drinking water supply. However, much of the drinking water supply did not come from public water, which constituted only 16 % of the total drinking water supply source. Majority (37%) of the educational complexes were depending upon ground water to meet their drinking water needs.

Majority (96 %) of the educational complexes were reported to have electricity supply. Only 4 % of the educational complexes in Orissa were reported not to be having electricity supply.

More than half of the educational complexes (54 %) claimed to have availability of electricity always, with rare load shadings. 27 % of the educational complexes reported to have occasional load shadings with 19 % of educational complexes reported to have frequent load shadings.

While 46 % of the educational complexes reported to have flush toilets, equal percentages (46 %) of the educational complexes have reported to have pit toilets.

2.6 Staffing pattern/human resource support:

Regarding the teaching staff pattern, while majority (92 %) of the educational complexes have one assistant teacher per class, with only 8% of the educational complexes were reported to be having to conduct more than one classes with one assistant teacher. one music/art and craft teacher per 100 students were reported to be in only 73% of the educational complexes. 96 % of the educational complexes were having one part-time doctor for the complex and one cook per 100 students. 92% of the educational complexes were having one *ayah* per 100 students. Only 73% of the educational complexes were having one part-time sweeper per 100 students. 85% of the educational complexes were having one watchman for the whole educational complexes.

88% of the implementing agencies were reported to have made reservation for SCs and STs in the teaching posts sanctioned under the scheme on the lines of reservation provided in the services under the Central Government for these communities. Some of the implementing agencies in Orissa (8%) and Andhra Pradesh (4%) were reported to have not adhered to the reservation in the teaching post.

Scheduled tribes constituted the single largest group (41%) among the reserved posts under teaching staff category in the educational complexes; followed by SCs (15%) and OBCs (12%). Under the general category, 30% of the posts have been observed.

A majority (65%) of the educational complexes were reported to have relaxed the prescribed qualifications of the teachers so as to appoint those, who have some proficiency in local tribal dialects. The implementing agencies/ educational complexes from Orissa topped in such categories with 35 %. The implementing agencies/educational complexes from Andhra Pradesh were in majority (23 %) in adhering to appointing teachers, who have some proficiency in local tribal dialects.

In-service training among the teachers including the Headmistresses of the educational complexes, who did not have the prescribed professional/teacher training qualifications; has not received priority, with only 35 % of the educational complexes were reported to be providing in-service training to their teachers.

Pre-service training was also found to be neglected by the implementing agencies/educational complexes. 65 % of the implementing agencies/educational complexes were reported to be not arranging any pre-service training/ orientation for their teachers; including the Headmistress. The training was necessary as the teachers were supposed to attend to the specialised target group of girl children, who had almost had an inter-generational exclusion from quality primary education and who had to be imparted instruction in the medium of local tribal dialects. The exclusions were highest among Andhra Pradesh and Orissa, both having 27 % of the share in not providing pre-service training.

Majority (63 %) of the implementing agencies/educational complexes were providing monthly salary of the teaching staff, including the headmistress by cash; with Andhra Pradesh constituting the largest segment (23 %). The implementing agencies/educational complexes from Orissa constituted the largest segment (20 %) in providing the salary by cheque.

A manifested omission in the running of the scheme was the recruitment of the Headmistresses from outside local tribal community. 73 % of the Headmistresses did not belong to the local tribal communities. The implementing agencies/educational complexes from Andhra Pradesh constituted the largest group (15 %) in recruiting Headmistresses from the local tribal communities.

85 % of the implementing agencies/educational complexes reported to have their Headmistresses having the knowledge in local tribal dialects. However, this was a contradictory claim as it has been reported that 73% of the Headmistresses do not belong to the local tribal communities.

The omission in not having the Headmistresses from the local tribal communities almost got replicated in the recruitment of the teachers by the implementing agencies/educational complexes. Majority (81 %) of the teaching staff did not belong to the local tribal communities. Andhra Pradesh was the only State, where 19 % of the educational complexes have recruited their teachers from the local tribal communities.

The implementing agencies/educational complexes have claimed that 73 % of the teachers know local tribal dialects, which was doubtful since majority of them (81 %) as already reported did not belong to the local tribal communities.

85 % of the implementing agencies/educational complexes have claimed that they have been making reservations for the SC and ST in the posts (non-teaching staff), sanctioned under the scheme on the lines of reservation provided in the services under the Central Government for these communities.

STs constituted the largest segment (54 %) of the non-teaching staff, followed by the OBCs (20 %) and SCs (12 %). General candidates recruited to the non-teaching staff posts constituted 14 %.

2.7 Teaching & Learning

All the educational complexes were reported to be providing a set of text-books/and teaching learning materials free of cost annually to all the beneficiary ST girl students. All of them also said to provide the text-books at the beginning of the session. However, the major shortcoming in the teaching and learning materials had been the use of the vernacular language, *Hindi* (where the same wasn't the vernacular language) and English as the medium of the teaching-learning materials by 81% of the school to the exclusion of the local tribal dialects as the medium of the teaching-learning material. The scheme clearly provides that the text-books and teaching-learning materials should be provided in local tribal dialects. It has been expected from the implementing agencies that they should have

used local tribal dialects for the text-books/and teaching learning materials in addition to the use of other languages. However, only 19% of the implementing agencies/and educational complexes were reported to be using the local tribal dialects. The majority (12%) of them belonged to Andhra Pradesh; followed by both Madhya Pradesh and Orissa (4% each). In Rajasthan, not a single sample implementing agency/education complex was reported to be using local tribal dialects.

Vernacular language topped the language (62%) in which the text-books/and teaching-learning materials were being provided, followed by *Hindi* 31%. English represented 7% and covered the text-books/and teaching- learning materials only in Andhra Pradesh.

All the implementing agencies/and education complexes claimed that the text-books/and teaching learning materials were self-developed by them. Only 8% of the implementing agencies/and education complexes have reviewed the text-books/and teaching-learning materials on the basis of the feed-backs from beneficiary ST girl students and teachers. The review was undertaken by implementing agencies/education complexes from only two States; Andhra Pradesh and Madhya Pradesh (with each State representing 4%).

92% of the implementing agencies/educational complexes reported that the class/standard-wise text-books/and teaching-learning materials were equivalent of those being prescribed by the State Secondary Education Council, State Institute of Educational Technology (SIET), State Council of Educational Research and Training (SCERT), National Council of Educational Research and Training (NCERT), Central Board of Secondary Education (CBSE); so that the beneficiary ST girl students could be entitled to be imparted the same level of primary/and upper primary as well as wherever allowed secondary and senior secondary education; as available to the formal school students. However, only 12% implementing agencies have submitted text-books/and teaching learning materials developed by them to the Ministry of Tribal Affairs, Government of India or any other governmental

educational department/autonomous agency to ascertain its/their expert opinion on the learning and instructional effectiveness of these text-books/ and teaching-learning materials to meet the needs of the beneficiary ST girl children.

Almost all the implementing agencies (96%) were reported to be providing two sets of uniforms free of cost to all the beneficiary ST girl students. It was reported only in Madhya Pradesh (although marginally) 4% of the implementing agencies are not providing 2 sets of uniform. Majority of the implementing agencies claimed that these uniforms were tailor-made as per the individual requirement of the students. 42% of the agencies, majority of whom belongs to Andhra Pradesh (27%), claimed that these uniforms had been procured from the shops/suppliers.

54% of the implementing agencies were reported to be providing winter clothes to the beneficiary students over and above the two sets of uniforms. However, in Andhra Pradesh and Rajasthan, the implementing agencies (23% each) were reported to be not providing such winter clothes.

In almost two-third of the educational complexes (73%), the beneficiary girl students were reported to have not been provided with chair/benches and table/desks in the class rooms. The educational complexes from Rajasthan recorded the highest (12%) percentage of the complexes, which were providing such facilities to the beneficiary students, followed by the educational complexes from Orissa (8%). The educational complexes from Andhra Pradesh and Madhya Pradesh constituted 4% each of the educational complexes, which have been providing such facilities. All the educational complexes were reported to be providing black-boards in all of their class rooms. Library/reading room facilities were reported to be available only with 46% of the educational complexes. Those from Orissa and Andhra Pradesh (19% each) constituted the largest segment of the educational complexes, which were not having such facilities, followed by Madhya Pradesh 12% and Rajasthan (4%). The story/poetry books

constituted the largest segment (16 %) of the collection in the libraries/reading rooms.

None of the educational complexes has been offering science subjects for secondary students, wherever such level/standard were available. It was, therefore, logical that no such educational complex has separate laboratory facility.

46% of the educational complexes were reported to be having both physical training and yoga teachers. However, 35% of them have only physical training teacher and 4% have only yoga teaching facility. No definite data was available on physical training and yoga teaching with regard to 15% of the educational complexes.

Almost all (92%) of the educational complexes said that they have been providing Rs. 50 per month to the parents of the beneficiary students. Only in Andhra Pradesh, 8% of the educational complexes were reported to be not providing such monthly emoluments.

Only 58% of the implementing agencies have been adopting the policy of non-detention at the primary stage. 42% of the agencies were reported to be detaining the students because of poor performance; with educational complexes from Andhra Pradesh and Madhya Pradesh (15% each) constituted the largest segment of the complexes, which were not detaining the students at the primary level. In majority of the educational complexes (77%), the students were promoted to the next standards routinely, without any evaluation. 23% of the educational complexes could not provide any definite response. Majority of the educational complexes (69%) were reported to be undertaking some sort of internal assessment to judge the performance of the beneficiary students. However, 19% of the educational complexes were reported to be enlisting the participation of the outside agencies in undertaking such performance assessment. 12% of the educational complexes could not provide any definite reason. Annual test, half yearly test and quarterly test were reported to be equally popular among

the educational complexes; these 3 tests constituted 29%, 28% and 28% of method of assessment respectively. 12% of the educational complexes were reported to have been detained the beneficiary students; with 8% of them hailing from Rajasthan and 4% from Andhra Pradesh. However, such detention, at the primary level, as a matter of practice should have been discouraged.

69% of the implementing agencies said that at least one school (formal educational set up) has been functioning nearby to the educational complexes. Majority of such schools existed in Orissa; followed by Andhra Pradesh and Madhya Pradesh (each with 15%) and Rajasthan 12%. The existence of any formal school nearby the educational complex goes against the scheme, as it has been provided that the educational complexes should operate only in those districts, wherein formal schools do not exist, 63% of the formal schools, do not exist. 63% of the formal school, which exist nearby the educational complexes, are State Government schools, 33% of these schools are private/independent schools and the remaining 4% are government-aided schools. Majority of the educational complexes (65%) said that the districts in which their educational complexes were located; were having *Jawahar Navodaya Vidyalaya* (JNVs). The scheme, therefore, should not allow any education to the ST girl students beyond Vth standard and they should be encouraged to be mainstreamed either with the local schools/JNVs; the latter could be a preferred option, as JNVs provide excellent upper primary, secondary and senior secondary education, with residential facilities. More than two-third (88%) of the implementing agencies claimed that they have been mainstreaming the beneficiary girl students of their educational complexes into the formal school system. While in Rajasthan these agencies claimed to have cent-percent mainstreaming; in each of the remaining three 3 mainstreaming has not happened to the tune of 4 equal percent.

2.8 Vocational Education:

It was found that 65% of educational complexes were providing vocational/practical training to beneficiary ST girl students, with all the

implementing agencies/educational complexes from Rajasthan were providing such training.

Majority of the implementing agencies/educational complexes, which were running vocational education reported to have opted for handicrafts as one of the trades (32%); followed by agriculture (18%) and handlooms (11%). Animal husbandry was the least preferred vocational trade (4%) among the implementing agencies/educational complexes, that too being confined only to those from Orissa.

23% of the educational complexes were reported to be not having separate workshops/halls for imparting vocational educational/physical training. While the non-existence of this basic facility was equally spread in the States of Andhra Pradesh, Madhya Pradesh and Orissa with each State accounting for 8%, Rajasthan was the only State, wherein all the educational complexes were having this facility.

The study has found that in case of half of educational complexes (50%), the training equipments and raw materials were not available. While in 27% of the educational complexes, the training equipments and raw materials were found to be inadequate, 23% of the educational complexes were reported to be having adequate equipments and raw materials. On the physical verification of training equipments and raw materials, which were used by the beneficiary ST girl students, it was found that the present vocational education/practical training were largely ineffective in imparting skills.

More than two-third (81%) of the implementing agencies/educational complexes were reported to be having art fields as part of practical training. Painting and folk dance/folk music/ folk art with 24% each; constituted the most preferred art fields among the educational complexes. It might sound strange that theatre/drama has the least presence (4%) in the practical training.

23% of the educational complexes, which have been reported to be providing practical training in art fields, were not having the instruments and necessary

art material for these art works. 27% of the educational complexes were reported to have a single teacher, who has been imparting training in traditional trades as well as in arts and crafts subjects. 38% of the educational complexes were reported to be having separate teachers to attend to traditional trades and arts and crafts. Confirmed data could not be found in case of 35% of educational complexes.

Almost all the implementing agencies/educational complexes were reported (92%) to be covering non-traditional trades. Majority of them (43%) preferred computer education, followed by garment-making (37%).

2.9 Adult education centres:

Majority of the implementing agencies/educational complexes have been reported not to be having adult education centre for the parents of the beneficiary ST girl students as stipulated under the scheme. Those from Andhra Pradesh constituted the largest group (27%) followed by Orissa (15%) and Madhya Pradesh (12%). Majority of the implementing agencies / educational complexes (77%) were reported to have started the adult education centers since the inception of their projects. The agencies / complexes from Orissa constituted the largest segment (15%), which has started these centers afterwards.

Primers were found to be the most important teaching-learning materials for the adult learners. However, it was found that 58% of the implementing agencies/educational complexes have not been providing primers to the adult learners; with the majority of such defaulters belonging to Andhra Pradesh (27%), followed by Orissa (19%), Madhya Pradesh (8%) and Rajasthan (4%). Among those agencies/complexes, who have been providing primers to the adult learners, only 23% have developed by others. However, majority of them (62%) did not provide any response.

Majority of the Implementing agencies/educational complexes (54%) were not providing practical/vocational training to the parents of the beneficiary ST girl students, who have been attending the adult education centres being run

by them. The provision of such practical/vocational training has been the highest among the agencies/complexes from Andhra Pradesh (27%), followed by Madhya Pradesh (12%) and Rajasthan (8%).

2.10 Staff quarters:

More than half of the educational complexes (58%) were reported to have not been providing staff quarters to its teaching and non-teaching staff; with the educational complexes from Andhra Pradesh constituted the single largest segment (23%) in this category, followed by Madhya Pradesh (15%) and Orissa (12%). 42% of these staff quarters were reported to be located with the permission of the educational complexes, with 4% of them outside the premises. The majority of the educational complexes (54%) could not provide any definite response. 81% of these staff quarters were never reported to be having individual toilet facilities.

2.11 Other facilities:

Although the scheme categorically provides that a dispensary has to be attached to the sanctioned educational complexes, only 23% of the educational complexes were reported to have such facility, which was confined to Madhya Pradesh (12%) and Orissa (11%). Majority of them (77%) did not have any dispensary attached to them. Likewise the relevant provision of the scheme in having a fair price shop in the educational complexes has been diluted, with only 31% of the educational complexes were reported to be having such fair price shops. Not a single agency from Andhra Pradesh was reported to have such facility. Out of the 69% of the educational complexes, which were reported not to be having such shops, the complexes from Orissa were reported to be the largest segment (31%), followed by Andhra Pradesh (27%).

While the thrust of the scheme has to develop each of the educational complexes as a hub of community activity, with each of them serving as an assembly of the local tribal population for the purpose of discussions and meetings on their community matters and problems; this spirit has been

reflected in case of 46% of the educational complexes, with those from Andhra Pradesh constituting the single largest segment (27%) thereof.

2.12 Hostel facilities:

The Headmistress of each educational complex is supposed to have the additional charge as the hostel warden; as per the norms of the schemes. In 85% of the educational complexes, the Headmistresses were having the additional responsibility of hostel wardens. However, in contrary to the norms, in 15% of the educational complexes, the Headmistresses were not the hostel wardens. While the implementing agencies/educational complexes in Andhra Pradesh and Madhya Pradesh have adhered to the norms of the schemes with all of them giving the additional charges of their respective hostels to their respective Headmistresses; only in Orissa and Rajasthan (each constituting 8%) the hostel wardens were reported to be other than Headmistresses.

Majority (54 %) of the hostel warden have not been provided with staff quarters inside the premises of the educational complexes, with those from Andhra Pradesh and Orissa accounting for the highest segments in this category (each State accounting for 23 %). All implementing agencies/educational complexes from Rajasthan were reported to have provided staff quarters inside the premises of the educational complexes for their respective hostel wardens.

Even those hostels wardens, who have not been provided with staff quarters, inside the premises of the educational complexes, only half of them (50 %) have been provided with separate room/facilities inside the educational complexes.

Only 50 % of the hostels in the educational complexes were reported to be having dining hall facilities. Among those hostels, which did not have separate dining hall, majority (54 %) of them were using verandah for having the food. Majority of the hostels were reported to be having required kitchen space (81 %) as well as storage facilities (88 %). Majority (59 %) of the

hostels were reported to be using wood as fuel for cooking, followed by LPG (26 %).

58 % of the educational complexes were reported to be not having the kitchen gardens and the backyard poultries within the premises of their respective complexes for providing/supplementing the vegetables/and chicken and eggs requirements for the hostel inmates. Andhra Pradesh constituted the largest segment (23%) in such category. In Rajasthan, all the educational complexes were reported to be having the kitchen gardens and backyard poultries.

All the hostels were reported to be providing with drinking water facility. The hostels were depending upon diverse sources for getting the drinking water; with the dependence on the well water being the highest (31%), followed by the ground water (29%) and public water (14%).

Majority of the hostels (96%) were reported to have the facility to purify the drinking water. Purifying through strained by clothes was the most popular purifying methods, with 63% of the hostel restoring to the same. Only 17% of the hostels were reported to be using water filters for purification.

It was found that the hostel inmates have been largely (48 %) depending upon *ayah* for getting their clothes washed. A sizable group (38 %) among them was reported to wash their clothes themselves.

Majority of the hostels (96 %) were reported to being provided with adequate water supply. Well water constitutes the largest segment (28 %) of the water supply to the hostels, followed by ground water (20 %). Public water constituted only 12 % of the total supply.

Majority of the hostels (65 %) were reported to be provided with television sets. However, refrigerators were only available with 8 % of the hostels, that too only in Andhra Pradesh.

2.13 Health support/medical facility:

Majority (81 %) of the implementing agencies/educational complexes were reported to have health support/medical facilities for the ST girl students. The absences of such facilities were reported in case of 19 % of the agencies/complexes confined Andhra Pradesh.

Almost cent percent of the educational complexes (96 %) have been relying on the services of the part-time doctor rather than full-time doctor. Only in Orissa, the implementing agencies (4 %) were reported to have full-time doctors. Majority (68 %) of these doctors have been attached to the local PHC, followed by the private practitioners (24 %). Only 8 % of the doctors were reported to be attached to the local health sub-centers.

While it was expected that the educational complexes for the ST girl students should have female doctors; on contrary the majority of the educational complexes (88 %) were having male doctors. Only complexes in Andhra Pradesh (8 %) and Madhya Pradesh (4 %) were reported to be having female doctors.

Majority (85 %) of the implementing agencies claimed that the attached doctors have been visiting the educational complexes on regular intervals. These visits were reported to be in majority of cases (67 %) on weekly basis, followed by monthly visits (22 %).

The medical facilities in the educational complexes with regard to majority (69 %) have remained confined to health check-ups. Only 31 % of the educational complexes were providing specialized services on child and adolescents' health needs; including information, education and counseling. Those agencies/complexes, which have been providing specialized services were reported to be adhering to the basic requirements/accepted norms associated with these services; mainly, *i*) privacy; *ii*) confidentiality; *iii*) respect; and *iv*) informed consent. Majority (81 %) of the educational complexes were reported to be implementing the policies of privacy. The

other three norms- confidentiality, respect and informed consent were reported to be adhered to by 85 % of the educational complexes.

Wherever the doctor attached to the educational complexes were not providing any counseling to the beneficiary ST girl students, 54 % of the implementing agencies were reported to have been arranging for alternative counseling. While data was not available for 38 % of the implementing agencies, 8 % of the implementing agencies said that they were not providing any alternative counseling to beneficiary ST girl students. Among those educational complexes, wherein alternative counseling was made available, 42 % of them claimed to be providing the same through trained teachers and 8 % of them were reported to be taking assistance from outside counselor. Confirmed data was not available in case of 42 % of the educational complexes.

The implementing agencies/educational complexes were reported to have been miserably failed to provide any separate sick/ health check-up room in the educational complex for attending to the sick and other inmates. Only 38 % of them have provided this much-needed minimum facility.

65 % of the beneficiary students were reported to be having fallen ill, because of communicable diseases in last year, with the implementing agencies/educational complexes from Orissa being reported the highest percentage (35 %) of such cases. Tragically 8 % of such students have died.

The staffs of the educational complexes were not found to be less fortunate, 54 % of them were struck by communicable diseases in last one year, although there has been no death on this account.

2.14 Grant utilization:

96 % of the implementing agencies have been submitting the utilization certificates, with item-wise expenditure as per the sanctioned norms of the grant to the Government of India in the prescribed GFR-19A format regularly. Only 4 % of the implementing agencies, belonging to Madhya Pradesh have

not been submitting the utilization certificates regularly. The same reflection was found in the annual audit statement of the implementing agencies; with 96 % of them reflecting the income and expenditure as well as receipts and payments of the grant in the audited annual statements of the accounts. The same percentage of the implementing agencies were found to be maintaining audit records of all assets, acquired wholly or substantially out of the grants (property of a capital nature, where the value exceeds Rs. 1000/-).

35 % of the implementing agencies were reported to be not filing the utilization certificates of the grants already received in earlier year(s) in the prescribed performa for monitoring (Form No. 4) to the Ministry, including year-wise position on actual expenditure, on the basis of audited accounts under the following heads; item-wise grants sanctioned (as reflected in the sanctioned letter); item-wise expenditure actually incurred by the Organization; excess expenditure (+); less expenditure (-); un-spent balance (with reference to less expenditure; and remarks (including reasons for less expenditure incurred). The implementing agencies from Andhra Pradesh constituted the largest segment (23 %), which was adhering to the prescribed format for filing such utilization of the grants.

92 % of the implementing agencies were following the principle of joint operation of their bank accounts. Only 8 % of the implementing agencies from Andhra Pradesh were to be not maintaining such joint operation of accounts.

2.15 Problems faced by the implementing agencies:

2.15.1 Accommodational problems

38 % of the implementing agencies, which were running educational complexes in rented accommodation, were of the view that such accommodation has been creating problems. Such problem was reported to be the highest in Andhra Pradesh and Orissa, with 12 % of the implementing agencies from each of the States, facing such problems. Majority (43 %) of such implementing agencies, attributed the problem to difficulty in getting

large single-unit rented accommodation in the rural/and tribal dominated areas. 36 % of such agencies reasoned that high rent, was the real problem.

Like the rented accommodation, 38% of the implementing agencies, which were running the educational complexes from the buildings owned by the implementing agencies or by its managing committee members, admitted to have faced different problems. The implementing agencies from Andhra Pradesh and Orissa, with 15% each constituted the highest segment in this category. High maintenance cost, with less maintenance support from the government as well as no space for extension was attributed as the two main difficulties by 24% (12% each) of the implementing agencies. 8% of them attributed the difficulty to less space to run the complexes. 69% of them sited other reasons on this account.

Close to half of the implementing agencies (45%), which have availed of the non-recurring grants for the construction/and extension of their educational complexes; were of the view that such grants was not sufficient to meet their logistic and space needs as per the objectives of the schemes. The implementing agencies from Orissa (23%) topped the list in expressing such dissatisfaction, followed by those from Rajasthan (12%). 42% of the implementing agencies were non-committal on this issue. Only 12% of them express their satisfaction regarding the sufficiency of the non-recurring grants for the construction/and extension of the educational complexes.

A majority of the implementing agencies (65%) were reported not to have applied for the non-recurring grants for the construction/and extension of the educational complexes. The implementing agencies from Orissa and Rajasthan constituted the largest group (with 12% each); which have applied for such non-recurring grants. 23% of the implementing agencies, have explained that their requests for the same were not expected, while 12% of the implementing agencies said that their request were accepted but the grants were yet to be released. An equal percentage (12%) of implementing agencies/educational complexes said that their request have been deferred. 54% of the implementing agencies did not provide a firm response. Amongst

those implementing agencies, which have not applied for non-recurring grants, majority of them attributed that such grants would not be adequate for providing required buildings; including logistics and space facilities. More than half (58%) of such implementing agencies could not provide any response/reason for not applying for non-recurring grants.

2.15.2 Problem related to enrolment of the ST girl children:

While majority of the implementing agencies (46%) opined that they were not facing any problem regarding under-enrolment or over-enrolment, than the prescribed strength of 30 ST girl students per standard per annum; 31% of the agencies opined they have been facing the problem of over enrolment. 19% of the implementing agencies were reported to have problems of under-enrolment. So far, specific reasons for under-enrolment, 12% of the implementing agencies attributed the same to the inadequacy of the government sanctioned facilities in the complexes. Other reasons were cited by 15% of the implementing agencies. More than half of the implementing agencies (54%), however, could not provide any definite reason for under-enrolment. Regarding the effects of over-enrolment than the prescribed strength, 31% of the implementing agencies said that over-enrolment was a burden on the existing facilities. 19% of them said that it was never a burden. Half of the implementing agencies (50%) could not give any definite view-point on this matter.

One of the major omissions in the implementation of the scheme has been the non-coverage of the primitive tribal groups. In fact, the scheme was stipulated to provide and enhance access to quality residential primary education for the primitive tribal groups in the low literacy pockets of the country. However, more than half of the implementing agencies/educational complexes (52 %) were not covering primitive tribal population groups. These agencies/complexes attributed the non-coverage to the non-existent of those tribal groups in their respective localities; wherefrom the educational complexes were being run. 18 % of the implementing agencies/educational complexes put the blame on the lack of interest and motivation among the

local ST girls for their poor enrolment. 20 % of the implementing agencies have cited two other major reasons; which included; primitive tribal groups have been marginally present in the locality; customs and social life of primitive tribal group have been restricting such enrolment. The remaining 10 % of the implementing agencies have cited other reasons for such poor coverage of the primitive tribal groups in the sanctioned education complexes.

2.15.3 Problems related to logistic facilities:

Majority of the implementing agencies (54 %) were of the view that the existing grant was not allowing to have sufficiently adequate logistic facility to run the educational complexes as per the objectives of the schemes. Only 27 % of them opined that the grant has been sufficient to meet such logistic facility needs. However, 19 % of the implementing agencies could not provide any concrete response.

More than two-third of the implementing agencies (77%) were of the view that water supply/facility to educational complexes has been adequate. However, 23 % of the agencies, majority of whom were from Orissa and Rajasthan (8 % from each State), said that they are facing problems regarding normal water supply/facility to meet the needs of the educational complexes.

Compared to the normal water supply/facility, the drinking water problem was found of lesser dimension. 81 % of the implementing agencies said that they have not been facing any problem regarding the drinking water supply/facility. However, 19 % of the agencies, majority of them from Orissa and Rajasthan (with 8 % from each State) opined that drinking water supply/facility has been a problem for them.

All the educational complexes were not having continuous and regular supply of electricity. 27 % of the educational complexes were reported to have lacking continuous and regular electricity supply. The problem being the highest among the educational complexes from Orissa (12%), followed

by those from Rajasthan (8%). 4% each of the educational complexes from Andhra Pradesh and Madhya Pradesh were also reported to have similar problem.

The implementing agencies have divergent view-points regarding the adequacy of the sanctioned grants to meet the expenses on electricity and water. While 27% of the implementing agencies said that the grant is fully adequate to meet the electricity and water expenses, another 27% were of the view that the grant has been meeting around 75% of the expenses.

69% of the implementing agencies were of the view that the grant under the heads of electricity/and water needed to be enhanced. Majority of them (35%) belong to Orissa, with the other 3 States sharing 12% each. However, the implementing agencies from Rajasthan were not for any such enhancement.

2.15.4 Problems related to human resource support:

More than two third of the implementing agencies (77%) were of the view that prescribed monthly salary/emolument of the teaching staff; including the Headmistress, provided under the grant have been inadequate and needed to be revised. The viewpoint was shared 38% of the implementing agencies from Orissa, which constituted the largest chunk of such agencies; followed by those from Andhra Pradesh (19%) and Madhya Pradesh (12%). However, 12% of the implementing agencies (4% each from the States of Andhra Pradesh, Orissa, and Rajasthan) were of the view that such salary/emolument was reasonable and the same may continue. The implementing agencies from Madhya Pradesh, however, were totally in favour of the revision.

Majority of the implementing agencies (62%) opined that a present strength of teaching staff was sufficiently adequate to meet the teaching – learning needs of the beneficiary students. The agencies from Andhra Pradesh (15%) constituted the single largest segment, which were of the view that the present teaching staff strength is not sufficiently adequate; followed by

Madhya Pradesh 8% and Orissa 4%. The implementing agencies from Rajasthan were fully of the view that the present teaching staff strength was adequate, 12% of the agencies couldn't provide any definite response.

More than half of the implementing agencies (54%) were of the view that the prescribed monthly salary/emoluments for non teaching staff provided under the grant were inadequate and needed to be revised. The agencies from Andhra Pradesh and Orissa constituted the largest groups (8%); which were of the view that the salary/ emoluments were reasonable and may continue; followed by Madhya Pradesh and Rajasthan (each with 4%).

Regarding the sufficiency of present strength of non-teaching staff to meet teaching-learning needs of beneficiary students, majority of the implementing agencies (58%) were of the view that the same is adequate. However, the agencies from Orissa, constituted the single largest segment (15%), which were of the view that the present non-teaching staff strength was not sufficiently adequate; followed by the remaining three States, representing 8% each.

More than half of the implementing agencies/educational complexes (54%) were reported that they were finding it difficult to make reservations for SCs and STs in the teaching and non- teaching posts, sanctioned under the scheme on the lines of reservations provided under the Central Government for these communities. However, the remaining 46% of the implementing agencies expressed their viewpoints that they were not facing any difficulty to make reservations for SCs and STs, with largest segment of such agencies belonging to Orissa 19%, followed by Andhra Pradesh (15%). Among those agencies, which faced the difficulty in making such reservations; more than two-thirds (77%) were reported to have relaxed the prescribed qualifications to recruit the SCs and STs candidates to teaching and non-teaching posts. The agencies from Orissa constituted the largest group (35%) in resorting to such relaxations; followed by Andhra Pradesh (27%), with agencies from Madhya Pradesh and Rajasthan sharing 8% each of such viewpoints. The implementing agencies from Madhya Pradesh were reported were found to

be majority (12%), which were against such relaxations, followed by those from Orissa (8%) and Rajasthan (4%).

Majority of implementing agencies (45%) cited the non-availability of candidates, with the prescribed qualifications in the local communities, as the prime reason for not making required reservations for SCs and STs in the teaching and non-teaching posts, sanctioned under the scheme on the lines of reservation provided under the Central Government for these communities. Even (36%) of the implementing agencies said that even after relaxation of the prescribed qualification, such candidates were not available in the local communities. 9% of implementing agencies have evaded reservations, as they were reported to be not insisting or making provisions for such reservations in the teaching and non-teaching posts.

35% of the implementing agencies did not resort to any other method to ensure reservations to SC and ST candidates, in case such candidates were not available in local communities, even after the relaxation of the prescribed qualifications. However, 30% of the implementing agencies claimed to have given advertisement in vernacular newspaper.

Majority of the implementing agencies (52%) were of the view that the grant provided by the Ministry should make provision for in-service training for the teachers, through the financial allocation under separate head. 37% of them were of the view that such training should be arranged by the State SCERT/SIET. However, 11% of the agencies (7% from Andhra Pradesh and 4% of Rajasthan) were of the view that no such training was needed. Regarding the pre-service training, 52% of the implementing agencies were of the view that grant provided by the Ministry should make provision for pre-service trainings of the teachers, through the financial allocation under separate head. 35% implementing agencies favoured such training by the State SCERT and SIET. However, 13% of the agencies (9% from Orissa and 4% from Rajasthan) were of the view that no such pre-service training was needed.

2.15.5 Problem related to learning-teaching:

Majority of the implementing agencies (52%) were of a view that they were finding it difficult to develop text-books/and teaching and learning materials in the local tribal dialects. The largest segment of such implementing agencies (35%) belonged to Orissa, followed by those from Madhya Pradesh and Rajasthan (each representing 12%). All the implementing agencies from Andhra Pradesh (27%), however, took an opposite view-point and said that they were comfortable in developing text-books/and teaching and learning materials in the local tribal dialects. The same view was expressed by 8% of the implementing agencies, each from Madhya Pradesh and Orissa. Those of the implementing agencies; which subscribed to the view that the use of the local tribal dialects for developing text-books and teaching-learning materials, was difficult; cited a variety of reasons for the same. An equal percentage of such agencies (30% each) cited the reasons of non-availability of resource persons and non-availability of reference materials for such constraints. 23% of the implementing agencies said that the tribal dialects were difficult to be understood and comprehended by the curriculum developers. 15% of them said that tribal dialects provided less flexibility in covering the entire or all the aspects of the curriculum.

54% of the implementing agencies expressed their view that the grant received for providing a set of text-books/ and teaching-learning materials per annum to each student in each class/ standard was adequate. However, 38% of the implementing agencies; majority from Orissa (19%), followed by Madhya Pradesh (12%) and Rajasthan (8%) said that the grant was inadequate to meet the text-books/teaching-learning materials needs of 8% of the implementing agencies could not provide any definite response.

Majority of the implementing agencies/educational complexes (69%) suggested that the text-books/and the teaching-learning materials (and for that matter the teaching-learning process in the educational complexes) should not be restricted to only local tribal dialects. The majority of such implementing agencies belonged to Orissa (31%), followed by Madhya

Pradesh (15%), while with Andhra Pradesh and Rajasthan representing 12% of such agencies. While the implementing agencies from Andhra Pradesh constituted the single largest group (15%) in subscribing to the view that the teaching-learning process should be restricted only to the local tribal dialects; the same view was shared by 12% of agencies from Orissa and 4% of the agencies from Madhya Pradesh. Those implementing agencies; which subscribed to the view that teaching-learning process in the educational complex should go beyond the local tribal dialect; cited variety of reasons for such diversification. The major reason cited by them in expanding the scope of the teaching-learning process beyond the local tribal dialects is the advantages in mainstreaming the beneficiary students into the formal school system (14%); difficulty in covering all the syllabus in local tribal dialects (13%); difficulty in getting teachers, having proficiency in local tribal dialects (13%); inclination of the ST girl students towards learning the other languages (11%), difficulty in covering science and IT streams in local tribal dialects (11%); and inclination of the beneficiary students towards learning in English (10%).

Two-third of the implementing agencies/educational complexes (73%) were of the view that there should not be any change in the teaching-learning methods. The majority of such agencies belonged to Andhra Pradesh and Orissa (each sharing 27%), followed by Madhya Pradesh 15% and Rajasthan 4% among the 27% of the implementing agencies; who favoured change in the existing teaching-learning methods; majority belonged to Orissa (15%), followed by those from Rajasthan (8%) and Madhya Pradesh (4%). Those agencies; who preferred for modifications in the existing teaching-learning methods; cited a number of improvements. Inclusion of computer literacy and in-service training of the teachers were cited by an equal percentage of implementing agencies (26%), followed by pre-service training of the teachers (21%) and diversifying to other languages as medium of instruction by 16% of such implementing agencies.

Majority of the implementing agencies/educational complexes (62%) were of the view that shifting to other languages as medium of instruction would not

enhance the enrollment, retention and achievement level of the beneficiary students. However, the educational complexes from Orissa; constituting the single largest chunk (19%); were of the view that changes in the medium of instruction would lead to the enhancement in the enrolment, retention and achievement level of the beneficiary students. Such view is expressed by an equal percentage of (8%) of the educational complexes from Andhra Pradesh and Madhya Pradesh. Only 4% of the implementing agencies from Rajasthan shared this perspective.

Nearly two-third of the implementing agencies/educational complexes (73%) were of the view that the two sets of uniform; being provided to the beneficiary students; were not sufficient to meet their needs both in the class-rooms and in hostels. Only in Andhra Pradesh, majority of the implementing agencies (19%) said that the two sets of such uniforms were sufficient. All the implementing agencies/educational complexes in variations have suggested that more such uniforms and allied items should be provided to the beneficiary students for free-of-cost every year. 20% of the implementing agencies said that the students would need 3 sets of such uniforms; 70% said that 3 sets of other dresses other than the school uniforms should be provided. 16% of the agencies were of the view that 2 sets of winter clothes should be provided. Other suggested allied requirements included; 1 pair of shoes by 15% of the implementing agencies, 2 pair of socks by 13% and 1 school bags by 15% of the implementing agencies.

More than two-third of the implementing agencies/educational complexes (81%) were of the view that the amount under the school uniforms/dresses for the beneficiary students should be enhanced. Only 8% of the implementing agencies from Andhra Pradesh and 4% each of agencies from the remaining 3 States were seem to be satisfied with the present allocation for such uniform/dresses.

73% of the implementing agencies were of the view that the grant has no provision for library/reading room. The majority of such agency (35%)

belonged to Orissa, followed by those from Andhra Pradesh and Madhya Pradesh (15% each); with agencies from Rajasthan constituting the least segment in this category. However, majority of those implementing agencies; which said that the grant has provision for library/reading room, belonged to Andhra Pradesh (12%), followed by Orissa (8%), with Madhya Pradesh and Rajasthan, sharing equally 4%. The majority of the implementing agencies, which were of the view that the grant did not provide for library/reading room (88%), however, reported to have expressed their desire to have such library/reading room facility. These agencies felt that such a facility; with relevant reference books, additional copies of text books, NCERT publications, SCERT/State Education Department publications, story/poetry books, novels for children, comics and other entertaining books, general knowledge books, biographies and newspapers; should be integral part of the educational complexes, as the same would help reading habits among the beneficiary students; and provide a collective pool of books and other teaching-learning-reading materials to meet the short-fall in the educational content provided by the text-books. Only 8% of the agencies from Orissa and 4% from Madhya Pradesh did not feel the need of such library/reading room facility.

While half of the implementing agencies/educational complexes (50%) were of the view that no separate laboratory facility (wherever the educational complexes covered the senior secondary students in science stream) has been provided in the grant; the remaining half said that the facility is not applicable for them. The same division was found about the desire of such facilities among the implementing agencies/educational complexes.

Majority of the implementing agencies (81%) said that the grants did not cover the physical training and yoga teaching. Only 12% of such agencies/complexes from Andhra Pradesh and 8% of them from Rajasthan were of the view that the grant covered such training and teaching. Among those implementing agencies/educational complexes; which said that the grant in its present format did not cover the physical training and yoga

teaching; a vast majority (81%) said that such training and teaching should be covered under the grant; with the agencies from Andhra Pradesh agreeing to this view-point in cent percent. Only 12% of the agencies from Orissa, and 4% each from Madhya Pradesh and Rajasthan said that the physical training and yoga teaching were not needed.

Majority of the implementing agencies/educational complexes (58%) strongly felt that the amount of Rs. 50/- per month, being provided to each of the parents of the beneficiary students as incentive was inadequate. Among those implementing agencies; which express their view-point on the adequacy of the monthly emoluments; majority of them belonged to Andhra Pradesh (15%), followed by Orissa (8%) and Madhya Pradesh (4%). No definite response was received from 15% of the implementing agencies on this issue.

62% of the implementing agencies/educational complexes; majority of which belonged to Orissa (27%), followed by Andhra Pradesh (19%), with Madhya Pradesh and Rajasthan equally sharing 8%; were reported to be fully satisfied with the retention level of the beneficiary students. 12% of these were partially satisfied and 8% of them were dissatisfied. From all the implementing agencies/educational complexes; those which were not satisfied with the retention level of the beneficiary students; expressed divergent reasons for their drop-outs. Majority of them (57%) said that the reasons of low level retention was the prevalence of social norms/stigmas; like not allowing girls to have education after reaching adolescence; child marriage; the need of girl children to do the household chores. 20% of these agencies attributed the reason to the inadequacy of facilities under the grant. 14% of them cited other reasons.

69% of the implementing agencies/educational complexes were of the view that they were constrained to impart vocational education due to inadequacy/paucity of small equipments and raw materials needed for such training. Majority of the implementing agencies, which shared this view-point belonged to Orissa (27%); followed by Andhra Pradesh (23%). 12% of the

agencies from Rajasthan and 8% from Madhya Pradesh were also of the same viewpoint. However, 15% of the implementing agencies from Orissa; followed by those from Madhya Pradesh (12%) and Andhra Pradesh (4%) held a contrary viewpoint and reported that small equipments and raw materials were never posed any problem for them to impart vocational training.

While half of the implementing agencies (50%) were of the view that the existing provision of a single music/arts and craft teacher is sufficient to meet the human resource/ skill impartment needs of the beneficiary students in all the trades and the art fields; the other half did not subscribe to the viewpoint. The majority of the agencies, which were of the view that the single teacher was sufficient, belonged to Orissa (35%); followed by Rajasthan (12%) and Madhya Pradesh (4%). All the implementing agencies from Andhra Pradesh (27%) did not agree to the sufficiency of a single music/art and craft teacher; followed by those from Madhya Pradesh (15%) and Orissa (8%).

Almost two-third of the implementing agencies (73%) were of the view that the teaching staff strength for vocational education should be increased. Majority of them, with equal percent belonged to Andhra Pradesh and Orissa (27%); followed by Rajasthan (12%) and Madhya Pradesh (8%). Only some of the implementing agencies from Madhya Pradesh and Orissa were not in favour of such increase.

Almost all the implementing agencies (92%) were of the view that there was no provision in the scheme for appointment workshop assistant(s)/ and accompanist(s) to provide vocational training. Only 8% of the implementing agencies belonging to Rajasthan said that such a provision existed in the scheme. More than two-third of the implementing agencies (77%) said that such helping hand(s) were needed to diversify and optimise the coverage and impact of the vocational education. The majority of such agencies belonged to Orissa (35%), followed by those from Andhra Pradesh (23%). Majority of the implementing agencies (81%) opined that the grant has no separate provision for vocational education/ practical training. The dominant

segment of those implementing agencies (73%), which were of the view that the grant has provision for vocational education/practical training, opined that the grant amount was not sufficient to provide necessary skill development programmes to the beneficiary students. Only implementing agencies from Andhra Pradesh (19%) and Madhya Pradesh (8%), were of the view that grant has been sufficient to meet such needs.

While half of the implementing agencies (50%) were of the view that adult education centers, being run for the parents of the beneficiary students, have been providing required literacy and skills; the other half, majority of whom belonged to Andhra Pradesh (27%) did not agree. 65% of the implementing agencies said that separate financial provision under the grant should be made to meet the expenses on the adult education centres; including to meet the cost of primers and other teaching-learning materials, instructional support and practical/ vocational training. However, the agencies from Andhra Pradesh (19%); followed by Orissa (12%) and Madhya Pradesh (4%) did not agreed to any such separate financial provision.

Majority of the implementing agencies (65%) were of the view that the grant did not sufficiently provide for staff quarters for all the teaching and non-teaching staff inside the premises of the educational complexes. However, majority of the implementing agencies from Andhra Pradesh (19%); followed by those from Madhya Pradesh and Rajasthan (8% each); were of the view that the grant has sufficient provision for the staff quarters. Except those implementing agencies/educational complexes; which were of the view that insufficiency of funds under the grants for staff quarters; majority (88%) were of the view that the non-availability of staff quarters, was a hindrance towards optimising the outputs of the educational complexes.

On the overall assessment of the sufficiency of the hostel facilities to meet the educational, residential, nutritional, health and recreational needs of the beneficiary ST girl students; only 19% of the implementing agencies / educational complexes were of the view that hostel facilities are adequate. However, majority of the implementing agencies/educational complexes

(65%); with the largest chunk belonging to Orissa (35%); followed by Andhra Pradesh, Rajasthan (12% each) and Madhya Pradesh (8%); were of the view that the hostel facilities provided under the scheme were not sufficient and needed to be further upgraded.

Majority of the implementing agencies (88%) said that their educational complexes have been inspected by any governmental or other evaluating agency for releasing of the second installment of the grant or for the annual renewal of the project or for assessing the overall functioning of the educational complexes. However, 4% of the implementing agencies; each from the States of Andhra Pradesh, Madhya Pradesh and Rajasthan; were of the view that no such inspection has been conducted. While 52% of the implementing agencies, whose educational complexes have been inspected; said that such inspection/evaluations have been done for evaluating the overall functioning of the educational complexes. 24% of the implementing agencies each said that such inspection/evaluations were done for the release of the second installment of the grant and an annual renewal of the project.

All most all the implementing agencies (92%) opined that the scheme should be revised fully or partly to make it more effective and target group-friendly. Only 8% of the implementing agencies/educational complexes from Madhya Pradesh were not in favour of such revision. Among those implementing agencies/educational complexes; which suggested for a revision of the scheme; 54% of them favoured partial revision of the scheme. The majority of them in this group belonged to Andhra Pradesh (23%), followed by Orissa (19%). However, 42% of these implementing agencies/educational complexes were for the total revision of the scheme. The majority of the agencies/complexes in this category belonged to Orissa (23%), followed by Madhya Pradesh (12%).

85% of the implementing agencies were in favour upward revision of per child per annum recurring grant of Rs 9,000/- to optimize the outputs of the scheme in providing integrated and quality residential primary/ and upper-

primary education (and with the option of extending such education upto XII, wherever such schools for target groups are not available in the concerned districts). However, 8% of the implementing agencies from Orissa and 4% of the implementing agencies each from Madhya Pradesh and Rajasthan were not in favor of any upward revision of the existing per child per annum recurring grant.

3.1 Status of the beneficiary ST girl students:

The study covered 999 beneficiary ST girl students in the 4 sample States/27 educational complexes to find out the diverse set of responses; including personal and family information, general awareness on the classes and teachers, school uniform and dresses, understanding on teaching-learning, games and physical training, vocational education, information about adult education centers, logistic facilities, hostel facility, health support/medical facilities and the school and hostel environment.

The responses from the beneficiary ST girl students have been quite vital as they form the single-most important group in the functioning of the educational complexes. Although, their responses were not as firm and articulated as that of the adult respondents, they provided the most objective opinion, without any subjective colouring of their viewpoints. The participating ST girl students were fully innocent. The individual and group interviews enthused them, engrossed them and enthralled them. This was the first experience of its kind for the student respondents. In fact, the interaction with the beneficiary ST girl students was the most exciting and exhilarating experience for the Organization's research staff.

3.2 General awareness on the class and teachers:

All the interviewed beneficiary ST girl students have knowledge on their classes, wherein they were studying, since when they have been studying, the duration of the school schedule, the recess schedule and names of at least one of their teachers. However, 43 % of the students were not aware of the names of their respective class teachers and any other subject teacher.

Majority (66%) of the students have been aware of the names of their respective Headmistresses.

85% of the beneficiary girl students expressed their satisfaction on the sufficiency of the school uniform, which they have been receiving from their respective education complexes to meet their needs for the whole year. 12% of the students were of the opinion that the school uniforms were not sufficient. Only 3% of the students opined that they have to procure additional sets of uniforms to meet their needs. Majority (91%) of the students have been getting the additional uniform from their parents.

Majority (62%) of the students have been depending only on the school uniforms as their exclusive dresses, both for the school and daily uses. Only 38% of the school students were having extra dresses to meet their needs. Those students, who are having extra dresses, have been procuring the same mainly from the parents (89%).

Majority (82%) of the beneficiary girl students were having winter clothes. Parents (65%) have been providing winter clothes to the majority of the beneficiary students, followed by the educational complexes (18%). Majority (50%) of the beneficiary students said that the winter clothes they were having, were not sufficient to meet their needs.

3.3 Understanding on teaching and learning:

Majority (61%) of the beneficiary ST girl students have been using both slates and copies/ note books to note down the lessons during their classes and for their homework.

Regarding the sufficiency on learning materials, (78%) of beneficiary ST girl students have opined that they were sufficient. The students from Andhra Pradesh constituted the significant portion (9%) of the students, who reported that the learning materials were not sufficient for their study.

Parents (77.88%) have been providing additional learning materials, followed by the educational complexes (9.21%). Relatives constituted the next significant group (6.21%) of providers of these additional materials.

While more than (77%) of the students have been exclusively depending upon the text books/ teaching and learning materials being provided by their educational complexes, (23%) of them have to go for additional text books/ teaching and learning materials, with majority of them belonging to Orissa (11%).

Parents again constituted the highest segment (86.89%) of the persons/sources, who/which were providing the additional text books/ teaching and learning materials, followed by relatives (8.01%). Only (3.30%) of the students have to buy the additional text books/ teaching-learning materials from the market.

More than half of the students (56%) were not aware of the fact that whether their parents were being provided with monthly incentive for their education? The awareness was lowest in Orissa (25%). Only (19%) of the students said that they were having some knowledge/information on their parents, being provided with monthly incentive for their education.

Almost half of the students (48%) confessed that they have been sitting on the floor in their class rooms. While 27% said that they have been provided with chairs and tables, 24% of them said that they were using benches and desks.

More than half of the students (52%) said that they were finding it difficult to understand text books/ teaching and learning materials. 17% of them found it very difficult. Only 24% said that the text books/teaching and learning were not so difficult. A small group of 8% of the students said that it was easy to grasp the text books/teaching and learning materials.

32% of the beneficiary students said that the teachers were not able to cover the entire syllabus, provided in the text books/ teaching-learning materials given to them.

Among the students, who said that the entire course was not being covered, 34% of them said that big portion of the course was not covered. 39% of

them said that only small chunk was not covered. 27% of them could not provide any response.

While majority (68 %) of the beneficiary ST girl students were reported to be taught in tribal dialects; still the remaining 32% were deprived of education in their own tribal dialects. This is a serious lapse and in fact, a violation of the guidelines of the scheme, which stipulate the imparting of teaching and learning in the local tribal dialects.

Only 34% of the beneficiary students could speak, read and write in other languages. Majority (92%) of the students expressed their desire to be taught in other language than that of the local tribal/ and vernacular language.

While majority (58%) of the beneficiary students expressed their views that the teaching was joyful and interesting, an equally good number (42%) of the students opined that the teaching has been boring and difficult.

3.4 Vocational education:

56% of the sample beneficiary ST girl students said that they have been participating in the vocational education/ practical training. The students from the educational complexes from Andhra Pradesh constituted the largest excluded group in vocational education.

The beneficiary students were largely dissatisfied with the vocational training; with the largest percentage of them being from the educational complexes, being run from Orissa (33%). Majority (52%) of the students said that they have been participating in art and craft training.

More than two-thirds of the students (82%) expressed their preference for the non-traditional trades. Computer training was the first preference among the students. 73% of the students expressed their views for computer training as the non-traditional trade subject; followed by those who opted for electronics (16%) and garment making (11%).

3.5 Information about adult education centres:

Majority (62%) of the students were not aware of the existence of adult educational centres in their respective educational complexes. Only 19% of the students were aware of such centers. An equal percentage (19%) could not provide any response.

Only 13% of the sample interviewed students said their parents have ever attended the adult educational centres, being run by their respective educational complexes. A significant majority of the students (63%) said that their parents have never attended such centers as adult learners. There was no response from 24% of the students.

3.6 Health support/medical facilities:

While 58% of the students have had the knowledge of availability of health support/ medical facility in their respective hostels/ educational complexes; 11% of them said that such facility was not available. 31% of them were unaware and, therefore, could neither confirm nor deny about such facility. 42% of the girl students said that counseling facilities were not available in their respective hostels/ educational complexes. Only 9% confirmed about the provision of counseling facilities. Almost half of the students (49%) said that they were unaware of such facilities.

Majority of the beneficiary ST girl students were not enthused by the overall environment of educational complexes and the hostels. Only 11% of the sample girl students said that the environment was very good and 37% of them said that it was good. However, majority of the students (45%) have had the feeling that the environment of the educational complexes and hostels were average.

3.7 Opinion about the overall environment of the educational complex and hostel:

Majority of the students respondents (68%) felt that the educational complexes/and hostels are safe and secure. However, 32%, majority of whom from Orissa (11%), said that the environment is not safe and secure.

One of the most startling fact which came to the notice was that the harassment of the beneficiary girl students by the male staff of educational complexes/and hostels existed. Such harassment was highest in Orissa (10%) and was least in Rajasthan (1%). 20% of the girl respondents did not give any response on the issue of harassment.

Another baffling fact which came to the forefront was that more than half of the girl respondent (54%) said that they would not be interested to continue their studies in their respective educational complexes after completing primary education up to certain level/ standards. Those students (46%) who said that they would continue their study in their respective educational complexes cited the major reasons for such continuation as single gender education facility (22.03%), parents could afford primary education (14.47%) and environment of school reflected family and community culture (12.26%). Those who expressed their desire not to continue in their respective educational complexes cited the major reasons of the discontinuation as the desire to study in other languages (32.55%), inadequacy of hostel facilities (12.53%), preference for formal school (11.75%) and insufficiency of the teaching materials (11.58%).

4.1 Overall assessment

The evaluation findings are, in fact, startling and mostly point out towards inadequacy and unavailability of the logistic facilities, hostel facilities and teaching-learning processes.

While the scheme was envisaged to provide holistic residential primary education to the deprived and disadvantaged ST girl students; the inadequacy of basic facilities and even in some cases, cramped covered space; have considerably eroded the objective and scope of the scheme. The educational complex was supposed to have "space for classroom, staff quarters, toilets, kitchen and other essential requirements. Sufficient plan will also be kept for sports facilities, kitchen and garden".

The scheme has categorically provided that the educational complexes will be located in rural areas in identified districts with provisions for training in craft/vocational education and practical training in agriculture, animal husbandry and related subjects. Part-time doctor will be employed on honorarium basis. The doctor from the nearby PHC or sub-centre could be given honorarium. Kitchen garden, backyard poultry and horticulture will be provided in the complex to give the students practical orientation in life as well as to supply nutritious food in the hostels. However, most of the educational complexes studied have failed in providing such craft/vocational education and practical training. Medical facilities have been scarce. The kitchen garden, backyard poultry and horticulture, which were supposed to be provided in the complexes to give the students on-the-spot practical orientation in life skills as well as to supply nutritious food to the hostel inmates; were also in scarcity in these complexes.

The scheme has also failed in not only integrating traditional and local knowledge into the curriculum, but also in most cases failed to provide quality and joyful education to the excluded ST girl children. The scheme provided for imparting primary education from class I to V (and in certain cases up to XII standard) in the local tribal dialect. Wherever textbooks are not available in tribal dialects efforts would be made to bring them out. It further provided only those lady teachers, who have some proficiency in tribal dialects and who are familiar with the local situation, would be appointed even by way of relaxation of qualifications, wherever necessary. However, on both the accounts in imparting teaching in local tribal dialects and in appointing those female teachers, who have proficiency in local tribal dialects and are familiar with local situations; the scheme has utterly failed.

Although, the scheme provided for the setting up of adult education centres in the educational complexes for attracting the parents of the children and for providing instructions to them in better management of agriculture minor forest produce etc.; such centres in majority of cases, were found to be either non-functional or dysfunctional.

The complexes have also miserably failed to function as an epicentre of community activities; although the scheme visualize that “no sooner the complex is built a dispensary can be attached and a fair-price shop established under various on going programmes so that the complex becomes a hub for assembly of tribals”.

The redundancy of the scheme is mostly manifested by the fact that the government and independent (private) schools were found to be located in the same locality, wherein these educational complexes were found to be functioning and even in most of the cases, these formal schools were found to be nearby to the educational complexes. It may be noted that the scheme provided for the setting up of the educational complexes in these States/localities, wherein formal schools do not exist.

5. Recommendations:

- 5.1 The scheme of setting up educational complexes in low literacy pockets for the development of women's literacy of the Ministry of Tribal Affairs, Government of India should be fully modified to optimise its outputs and till then no new projects/fresh grants should be sanctioned by the Ministry of Tribal Affairs, Government of India.
- 5.2 Since the evaluation has found substantive facts to the effect that the implementation of the scheme has become non-functional and dysfunctional; and that in majority of cases, the implementing agencies were found to be undertaking the scheme in a lopsided and lackadaisical manner in clear violation of the norms and the provisions of the scheme, with impunity; no grant should be released to any of the implementing agencies for the ongoing projects, without rigorous assessment; with full participation of the State Governments and the district administrations.
- 5.3 Wherever the present evaluation has pointed out large-scale mismanagement of the sanctioned educational complexes and misappropriation of funds thereon; the Ministry of Tribal Affairs,

Government of India should immediately ask for the refund of the sanctioned grant (both non-recurring and recurring) in totality. Unless the Ministry takes such a step, the process of non-functionality and dysfunctionality will continue and the sanctioned grant will be wasted.

- 5.4 In those districts/geographical areas/localities; wherever formal school (government/and independent) exists, the educational complexes should be immediately discontinued. The implementing agencies of the ongoing projects should be immediately asked to provide a list of schools, with the details of the classes covered and their distance from the respective educational complexes; duly certified by the Collector & District Magistrate, within a stipulated period of one month, to enable the Ministry to take an appropriate decision.
- 5.5 Some of the implementing agencies were found to have made mockery of the scheme by violating most of its guidelines and provisions deliberately and with impunity; including some of them running the educational complexes from one or two cramped rooms; without making sanctioned number of enrolment of the students or recruiting sanctioned number of teaching and non- teaching staff. Such agency should be barred from taking any assistance from not only this scheme, but also under any other scheme of the Ministry.
- 5.6 All those implementing agencies/educational complexes, which were not covered under the present evaluation; should be immediately assessed; with the participation of the State Governments and the district administrations. The five sets of questionnaires developed for the present evaluation, may be used for such assessment. In case, the Planning Commission, Government of India/and Ministry of Tribal Affairs, Government of India; need any assistance on this matter from SANKALP; the Organisation will be glad to provide the same.
- 5.7 The State Governments and the district administrations should be fully involved in the implementation of the scheme; including

forwarding and recommending the projects as well as in monitoring-review-evaluation on a quarterly basis; in accordance with a detailed prescribed format to be developed by the Ministry of Tribal Affairs, Government of India for the purpose.

- 5.8 The functioning of each of the sanctioned educational complexes should be overseen by a committee; headed by the District Collector of the concerned district, wherein the educational complex is located; with the Head/ representative of the implementing agency, the district welfare officer and the Secretary, *Gram Panchayat* as its members. Such committees should meet on a quarterly basis to take the stock of the functioning of the educational complexes and provide quarterly assessment reports thereon. The quorum for the committee should be cent percent, the presence of all the members will be essential. Necessary guidelines and format in this regard may be issued by the Ministry of Tribal Affairs, Government of India, with immediate effect.
- 5.9 Ultimately, the scheme needs to be delegated to the State Governments, as it was found that the Government-run educational complexes (for example, Mini Gurukulams; being run by Andhra Pradesh Tribal Welfare Ashram and Residential Education Institution Society), were better managed and were having a greater degree of transparency and accountability, than those being run by the non-governmental agencies. The Andhra Pradesh Government's model should be adopted by all other State Governments, by setting up of nodal registered State-level agencies on tribal welfare, and the central assistance under the scheme should be provided or routed only through these societies.
- 5.10 The Planning Commission, Government of India and the Ministry of Tribal Affairs are requested to take all necessary steps to implement the set of recommendations/suggestions provided herein, within a stipulated period of 3 months; and for this purpose a high-level

committee, headed by the Member, Planning Commission, Government of India (in-charge of Ministry of Tribal Affairs/ SJ&E); with the Secretary, Ministry of Tribal Affairs, Government of India; the Secretary, Department of School Education & Literacy, Ministry of Human Resource Development, Government of India; Adviser (SJ&E), Planning Commission, Government of India; and Secretary, Tribal Welfare/ Director, Tribal Welfare & Member Secretary, Andhra Pradesh Tribal Welfare Ashram and Residential Education Institution Society, Government of Andhra Pradesh as members may be immediately constituted.

Chapter – 1 **Introduction**

1.1 Outline of the Scheme:

The Scheme of the Educational Complex for Development of Women's Literacy was introduced in 1993-94 for improving literacy among ST women in low literacy districts, i.e. districts with less than 10% female literacy. It was implemented through the non governmental organisations, or institutes set up by the government as autonomous bodies, educational and other institutions like local bodies and cooperative societies. A total number of 134 districts in 14 States are covered under the scheme. The Ministry of Tribal Affairs provides full assistance for setting up of the educational complexes. A complex is a residential school, meant for girls studying in class I to V with strength of 30 girls in every class. Boarding and lodging is free for the students. There is a provision for supply of two sets of uniforms per year per student, free periodical medical check-ups for the children and adult education for the parents of the girls in the evening. The guidelines and format of the scheme are provided in Appendix – 1.

1.2 Evaluation: Objective, Methodology and Relevance:

1.2.1 Objectives:

The objective of the study was to assess the outcome and impact of the scheme of setting up educational complexes in low literacy pockets for the development of women's literacy in promoting education among the tribal girls and improving the socio-economic status of the poor and marginalised tribal population through women's education.

The evaluation was supposed to come out with suggestions for appropriate improvements in the schematic and operational patterns of the scheme to optimise its outputs.

1.2.2 Hypotheses:

The study was based on the following two main hypotheses;

- i) The scheme of educational complexes in low literacy areas of the country for the development of the ST girls needs further rejuvenation to have a focused impact on the educational development of ST girls; and
- ii) The impact of the scheme needs to be critically analysed to improve its schematic and operational patterns to raise the socio-economic lot of the marginalised and illiterate tribal population through the women's education.

1.2.3 Methodology:

The proposed study was fundamentally empirical. The study was based on the collection of primary data. The data source included;

- ◆ Implementing agencies;
- ◆ Beneficiaries Girl Students;
- ◆ Parents of Enrolled Girl Students;
- ◆ Community Leaders; and
- ◆ Local officials.

The study covered 4 States; Andhra Pradesh, Madhya Pradesh, Orissa and Rajasthan; a total number of 27 implementing agencies/educational complexes in these States were visited. The State-wise distribution of the sample implementing agencies/educational complexes is provided in Table – 1.1. The sample distribution of the study is provided in Table – 1.2

Table 1.1
Distribution of the sample implementing agencies
/educational complexes, States

Sl. No.	States	Nos.	Educational complex covered
1	Andhra Pradesh	8	30
2	Madhya Pradesh	5	19
3	Orissa	11	40
4	Rajasthan	3	11
Total		27	100

Table-1.2
Distribution of samples

SI No.	States	Implementing agencies	Beneficiaries Girl Students	Parents of Enrolled Girl Students	Community Leaders	Local Officials	Total
1	Andhra Pradesh	8	262	52	42	17	380
2	Madhya Pradesh	5	194	39	30	13	281
3	Orissa	11	426	85	55	24	601
4	Rajasthan	3	117	23	15	7	165
Total		27	999	200	142	61	1428

The study has blend both qualitative and quantitative approach for data collection, data analysis and data interpretation so as to provide an integrated perspective of the working of the scheme.

1.2.4 Relevance of the Study:

The findings of the study will help the Government of India (Planning Commission and the Ministry of Tribal Affairs) to improve the schematic and operational patterns of the scheme to optimise its objective to promote education among the deprived and disadvantaged tribal girls in the low literacy pockets of our country as well as to improve the socio-economic status of the poor and marginalised tribal population through women's education.

Chapter – 2 **Performance Assessment**

The evaluation has covered a total number of 27 educational complexes; spread over 4 States of Andhra Pradesh, Madhya Pradesh, Orissa and Rajasthan. While 8 educational complexes were covered in Andhra Pradesh; 4, 12 and 3 educational complexes were covered in the States of Madhya Pradesh, Orissa and Rajasthan respectively. The evaluation covered both the governmental and non-governmental implementing agencies. While 4 Mini Gurukulam; being run by Andhra Pradesh Tribal Welfare Ashram and Residential Education Institution Society, the nodal tribal welfare agency under the Government of Andhra Pradesh; were covered in the State of Andhra Pradesh; the remaining 23 educational complexes evaluated, were being run by the non-governmental organizations. It may be noted that the Government of Andhra Pradesh is the only governmental agency, which is running the educational complexes under the scheme for the development of the ST girl children.

Another notable feature of the coverage of the study is that it evaluated all the implementing non-governmental agencies in *Koraput*, *Rayagada* and *Malkangiri* districts of Orissa; which form part of KBK region of Orissa; which has been receiving special attention by the Government of India; including the Planning Commission, Government of India.

2.1 Functioning of the educational complexes:

The various aspects, dimensions and implications of the functioning of the sample educational complexes have been studied. These include; background of the implementing agencies; locational and durational details of the sanctioned projects, enrolment status of the beneficiary students, logistic facilities, staffing pattern/human resource support, teaching and learning, vocational education, adult education centres, staff quarters, other facilities, hostel facilities, health support/medical facility, grant utilization and problems being faced by the implementing agencies.

2.1.1 Brief profile of the implementing agencies:

Out of the 26 implementing agencies covered under the study, the majority (81%) have been registered under the Indian Societies Registration Act, 1860; followed by those (12%) registered under non-profit organization and other relevant categories of Acts. Only 8% of the implementing agencies have been registered as public trusts. All the implementing agencies from Andhra Pradesh and Orissa have been registered under the Indian Societies Registration Act, 1860. The percent distribution of the implementing agencies according to the registration details, States have been provided in Table 2.1.

Table 2.1
Percent distribution of the implementing agencies
according to the registration details, States

Sl. No.	States	Registration Details		
		Indian Societies Registration Act, 1860	Public Trust	Non-profit Organizations
1	Andhra Pradesh	27	-	-
2	Madhya Pradesh	4	8	8
3	Orissa	42	-	-
4	Rajasthan	8	-	4
Total		81	8	12

The study has ascertained the details of the implementing agencies' registration under the Income Tax Act, 1961 and whether they have been filing the IT returns and the Annual returns regularly with the IT authority and the Registrar of Society/Charity Commissioner/other competent registration authorities regularly. It has been found out that 27% of these implementing agencies were not registered under the IT Act, 1961; majority of whom (15%) belong to Orissa, followed by Andhra Pradesh (8%) and Madhya Pradesh (4%). The findings were highly disturbing, since more than one-fourth (27%) of the sample implementing agencies were reported to be not registered under the IT Act, 1961; which means they do not have any accountability towards the government so far the income and expenditure/receipts and payments as well as utilization of the grants were concerned.

While the non-registration under the IT Act, 1961; has resulted in non-filing of the mandatory IT returns by these implementing agencies; even some of the

implementing agencies, who were registered under the IT Act were reported to be not filing the IT returns regularly. 31% of the implementing agencies are not filing IT returns. Majority (15%) of such implementing agencies belongs to Orissa; followed by Andhra Pradesh and Madhya Pradesh, having equal number/percentage (8%) of the defaulters. Another glaring legal lapse on the part of the majority (54%) of the implementing agencies; has been their non-compliance of the mandatory provisions of filing the annual returns with the Registrar of Society/Charity Commissioner/other competent registration authority. The implementing agencies from Orissa constituted the largest segment (23%) of the defaulters, followed by the implementing agencies from Rajasthan and Madhya Pradesh (both constituting 12%), with implementing agencies from Andhra Pradesh, constituting the least percentage (8%) of the defaulters. The percent distribution of the implementing agencies by their registration under the IT Act, 1961; filing of the IT returns and filing of Annual Returns with the Registrar of Society/Charity Commissioner/other competent registration authority; States; are provided in Table 2.2.

Table 2.2
Percent distribution of the implementing agencies by their registration under the IT Act, 1961; filing of the IT returns and filing of annual returns with the Registrar of Society/ Charity Commissioner/other competent registration authority; States

Sl. No.	States	Registered under IT Act		Filing of IT Returns		Filing of Annual Returns	
		Registered	Not Registered	Filling	Not Filling	Filling	Not Filling
1	Andhra Pradesh	19	8	19	8	19	8
2	Madhya Pradesh	15	4	12	8	8	12
3	Orissa	27	15	27	15	15	23
4	Rajasthan	12	-	12	-	4	12
Total		73	27	69	31	46	54

Majority of the implementing agencies (62 %) were reported to be having State-level coverage of their activities. The implementing agencies having national-level geographical coverage constitute 15 %. Those, which were having district-level and local presence, constituted 15% and 8%

respectively. The percent distribution of the implementing agencies by geographical coverage of activities is provided in Table 2.3.

Table 2.3
Percent distribution of the implementing agencies
by geographical coverage of activities

Sl. No.	States	Geographical Coverage			
		All-India	State-level	District-level	Local level
1	Andhra Pradesh	-	27	-	-
2	Madhya Pradesh	4	12	4	-
3	Orissa	8	15	12	8
4	Rajasthan	4	8	-	-
Total		15	62	15	8

2.1.2 Physical traits (space, building ownership etc.) and grant appropriations by the educational complexes:

The scheme has been availed of by the implementing agencies as early as 1993-94; with the renewal of the same under the new scheme. The total areas and covered areas meant for the educational complexes widely vary. Although, most of the agencies have claimed to have the available space (total and covered) needed for running of the educational complexes; the facts attribute differently.

38 % of the implementing agencies have availed of non-recurring grants; which has been either Rs. 9.18 lakhs or Rs. 10.08 lakhs. Only 38 % of the educational complexes were being run in the building owned by the implementing agencies; while majority of the educational complexes (62 %) were reported to be running from the rented buildings. The rent amount varied from Rs. 2,080/- to Rs. 11,000/-. The maintenance cost of the buildings, whether owned by the implementing agencies or taken on rent; have been reported between Rs. 15,000/- to Rs. 30,000/-. While majority of the implementing agencies (69%) agreed that the grant was sufficient to cover the maintenance charges of the buildings to run the educational complexes; the same view was not being shared by 31 % of implementing agencies. Some implementing agencies (23 %) have even reported that they have to incur deficit on monthly average between Rs. 3,500/-to Rs. 60,000/-

to meet the rent/and maintenance charges of the buildings to run the educational complexes. These agencies claimed that the deficits on this account are primarily met from their own resources. While the percent distribution of the ownership of the buildings from where educational complexes are being run is provided in Table – 2.4; the percent distribution of the implementing agencies according to whether the grants are sufficient to cover the rent/and maintenance charges is provided in Table – 2.5.

Table – 2.4
Percent distribution of the ownership of the buildings from where educational complexes are being run

Sl. No.	States	Owned	Rented
1	Andhra Pradesh	4	23
2	Madhya Pradesh	8	12
3	Orissa	15	27
4	Rajasthan	12	-
Total		38	62

Table – 2.5
Percent distribution of the implementing agencies according to whether the grants covers the rent/and maintenance charges

Sl. No.	States	Yes	No
1	Andhra Pradesh	27	-
2	Madhya Pradesh	8	12
3	Orissa	35	8
4	Rajasthan	-	12
Total		69	31

2.1.3 Enrolment status:

The year wise growth in enrolment of the ST girl children between 2002-2003 and 2005-2006 had shown a declining trend; when enrolment year-wise data has been compared with the figures of the previous years. While in 2003-2004 the enrolment growth was 32.43 % higher than that of 2002-2003; the corresponding percentage variation of the enrolment in comparison with that of the previous years in 2004-2005 was 3.97 % and in 2005-2006 -1.3 %. The Implementing agencies in Orissa and Rajasthan together have shown a growth rate of 8.75 % and 5.94 % respectively in 2005-06 in comparison to the enrolment status in 2004-2005. However, in the remaining 2 States of

Andhra Pradesh and Madhya Pradesh; the implementing agencies have shown a negative growth rate of 24.17 % and 1.45 % respectively.

The enrolment of the beneficiary ST girl children have shown a steady increase, when the enrolment was compared with the base year of 2002-2003. While in 2004-05 there has been 27.38 % increase in the enrolment in comparison to the base year of 2002-2003; the corresponding figure in 2005-2006 was 36.29 %.

While the scheme primarily provided elementary education for ST girl children for standard I – V, with a provision of up-gradation of standards,, wherever such schools for the target groups were not available in the concerned districts; only 6 implementing agencies have provided facilities beyond class V. Another glaring omission herein was the lack of uniformity in such up-gradation in the residential education facility for the ST girl children; as only 23 % implementing agencies have been allowed by the ministry to avail of the up-gradation.

While only one implementing agency was provided such education till standard X; standard VIII was being covered by another agency. Two agencies each were reported to be providing such education upto standard VI & VII. All these 6 agencies, however, were reported to be violating the guidelines of the scheme in upgrading the educational facilities beyond standard V; since the district wherever the educational complex being run by these agencies have school facilities. These implementing agencies /educational complexes should have gone/were allowed more intakes at the primary level, and should have encouraged the mainstreaming of these children in the formal school system; rather than providing them with the upper primary and secondary education in the educational complexes.

The percent distribution of the enrolment of ST girl children by implementing agencies/educational complexes, class/standard, year and State as well as percent variation in enrolment in comparison to previous year, States and base year are provided in Table – 2.6.

Table – 2.6
**Percent distribution of the enrolment of ST girl children by implementing agencies/
educational complexes, class/standard, year and State as well as
percent variation in enrolment in comparison to previous year, base year and States**

2003-2004												
Andhra Pradesh												
Implementing agencies	Class/standard										Total	last year
	I	II	III	IV	V	VI	VII	VIII	IX-XII			
Mini Gurukulam (Jadcherla)	30	30	30	30	30	-	-	-	-	150	25.00	
Mini Gurukulam (Bijenpalli)	23	28	28	29	24	-	-	-	-	132	-	
Mini Gurukulam (Narap Reddy Kunta)	25	30	25	30	30					140		
Mini Gurukulam (Rangapur)	30	30	30	30	30					150	25.00	
Navodaya Integration Cultural Social Education Voluntary Action	30	30	30	30						120	33.33	
Rural Mahila Welfare Society	30	39								69	76.92	
Social Action For Social Development	15	13	41	21	15					105	0.00	
Sub-Total (1)	183	200	184	170	129					866	82.70	
Madhya Pradesh												
Adarsh Lok Kalyan Sansthan	25	25	25	25	20	15	15			150	0.00	
Bandhewal Shiksha Samiti	30	30	30	30						120	33.33	
Kasturba Gandhi National Memorial Trust	14	5	7	14	10					50	-1.96	
Pushpa Convent Education Society	30	30	30	30	30					150	0.00	
Rajendra Ashram Trust Katthiwada	17	25	33	21	4					100	11.11	
Sub-Total (2)	116	115	125	120	64	15	15			570	7.34	

**Table – 2.6(Contd...)
2003-2004**

Orissa											
Arun Institute of Rural Affairs (AIRA)	20	38	29	22	11					120	20.00
Bright Career Academy	29	30	30	26	35					150	15.38
Koraput Development Foundation	30	30	30							90	50.00
Liberation-Education and Action for Development (LEAD)	20	12	20	32	26					110	0.00
Marr Munning Ashram	25	20	18	19	18					100	0.00
Sarvodaya Samiti	30	30	30	30	30					150	14.50
Satya Shambhu Organisation		30								30	
Servants of India Society	11	7	11	10	11					50	0.00
Seva Samaj	25	4	6	6	34					75	50.00
Society for Nature, Education & Health (SNEH)	33	27	17	18	14	23	18	19		169	37.40
Tagore Society for Rural Development	30	30	30	30	30					150	0.00
Sub-Total (3)	253	258	221	193	209	23	18	19		1194	18.92
Rajasthan											
Mahaveer Jain Vidhyalaya Sansthan	40	32	22	12	8	11				125	83.82
Mewar Sharirik Shiksha Samiti	35	31	28	29	29	28				180	20.00
Rajasthan Bal Kanaya Samiti	45	39	30	13	13	20				160	45.45
Sub-Total (4)	120	102	80	54	50	59				465	41.77
Total	672	675	610	537	452	97	33	19		3095	32.43

Table – 2.6(Contd...) 2004-2005															
Andhra Pradesh															
Implemen- ting agencies	Class/standard												Total	last year	base year
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI- XII				
Mini Gurukulam (Jadcherla)	30	30	30	30	30								150	0.00	20.00
Mini Gurukulam (Bijenpalli)														- 100.00	
Mini Gurukulam (Narap Reddy Kunta)	28	20	26	30	30								134	-4.29	100.00
Mini Gurukulam (Rangapur)	30	30	30	30	30								150	0.00	20.00
Navodaya Integration Cultural Social Education Voluntary Action	30	30	30	30	30								150	25.00	40.00
Rural Mahila Welfare Society	30	30	39										99	43.48	60.61
Social Action For Social Development	15	15	13	40	20								103	-1.90	-1.94
Sub-Total (1)	163	155	168	160	140								786	-9.24	39.69
Madhya Pradesh															
Adarsh Lok Kalyan Sansthan	30	25	25	25	21	17	15	10					168	12.00	10.71
Bandhewal Shiksha Samiti	30	30	30	30	26								146	21.67	38.36
Kasturba Gandhi National Memorial Trust	13	10	4	7	14								48	-4.00	-6.25
Pushpa Convent Education Society	30	30	30	30	30								150	0.00	0.00
Rajendra Ashram Trust Katthiwada	15	17	24	33	21								110	10.00	18.18
Sub-Total (2)	118	112	113	125	112	17	15	10					622	9.12	14.63

**Table – 2.6(Contd...)
2004-2005**

Orissa														
Arun Institute of Rural Affairs (AIRA)	40	21	38	29	22							150	25.00	33.33
Bright Career Academy	30	30	30	30	30							150	0.00	13.33
Koraput Development Foundation	30	30	30	30								120	33.33	50.00
Liberation-Education and Action for Development (LEAD)	18	20	13	20	30							101	-8.18	-8.91
Marr Munning Ashram	18	25	20	18	19							100	0.00	0.00
Sarvodaya Samiti	30	30	30	30	30							150	0.00	12.67
Satya Shambhu Organisation			60									60	100.00	100.00
Servants of India Society	12	11	7	10	10							50	0.00	0.00
Seva Samaj	36	25	3	6	5							75	0.00	33.33
Society for Nature, Education & Health (SNEH)	32	33	26	20	18	24	23	23	20			219	29.59	43.84
Tagore Society for Rural Development	30	30	30	30	30							150	0.00	0.00
Sub-Total (3)	276	255	287	223	194	24	23	23	20			1325	10.97	24.23
Rajasthan														
Mahaveer Jain Vidhyalaya Sansthan	27	39	24	24	7	7						128	2.40	46.88
Mewar Sharirik Shiksha Samiti	31	38	33	27	25	28	28					210	16.67	28.57
Rajasthan Bal Kanaya Samiti	20	45	39	30	13	20						167	4.38	34.13
Sub-Total (4)	78	122	96	81	45	55	28					505	8.60	35.05
Total	635	644	664	589	491	96	66	33				3218	3.97	27.38

Table – 2.6(Contd...) 2005-2006															
Andhra Pradesh															
Implemen- ting agencies	Class/standard												Total	last year	base year
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI- XII				
Mini Gurukulam (Jadcherla)	30	30	30	30	30								150	0.00	25.00
Mini Gurukulam (Bijenpalli)													0		
Mini Gurukulam (Narap Reddy Kunta)	30	30	30	30	26								146	8.96	
Mini Gurukulam (Rangapur)	30	30	30	30	30								150	0.00	25.00
Navodaya Integration Cultural Social Education Voluntary Action	30	30	30	30	30								150	0.00	66.67
Rural Mahila Welfare Society													0	100.00	100.00
Social Action For Social Development													0	100.00	100.00
Sub-Total (1)	120	120	120	120	116								596	-24.17	25.74
Madhya Pradesh															
Adarsh Lok Kalyan Sansthan	30	30	25	25	19	22	12	12					175	4.17	16.67
Bandhewal Shiksha Samiti	30	30	30	30	26								146	0.00	62.22
Kasturba Gandhi National Memorial Trust		12	10	4	6								32	-33.33	-37.25
Pushpa Convent Education Society	30	30	30	30	30								150	0.00	0.00
Rajendra Ashram Trust Katthiwada	24	14	18	23	31								110	0.00	22.22
Sub-Total (2)	114	116	113	112	112	22	12	12					613	-1.45	15.44

**Table – 2.6(Contd...)
2005-2006**

Orissa														
Arun Institute of Rural Affairs (AIRA)	22	40	21	38	29							150	0.00	50.00
Bright Career Academy	30	30	30	30	30							150	0.00	15.38
Koraput Development Foundation	30	30	30	30	30							150	25.00	150.00
Liberation-Education and Action for Development (LEAD)	28	19	23	20	20							110	8.91	0.00
Marr Munning Ashram	19	18	25	20	18							100	0.00	0.00
Sarvodaya Samiti	30	30	30	30	30							150	0.00	14.50
Satya Shambhu Organisation				90								90	50.00	
Servants of India Society	12	11	10	7	10							50	0.00	0.00
Seva Samaj	14	31	22	3	5							75	0.00	50.00
Society for Nature, Education & Health (SNEH)	35	30	32	26	20	31	21	29	23	19		266	21.46	116.26
Tagore Society for Rural Development	30	30	30	30	30							150	0.00	0.00
Sub-Total (3)	250	269	253	324	222	31	21	29	23	19		1441	8.75	43.53
Rajasthan														
Mahaveer Jain Vidhyalaya Sansthan	38	25	15	15	14	7		1				115	-10.16	69.12
Mewar Sharirik Shiksha Samiti	37	28	33	32	29	30	23	28				240	14.29	60.00
Rajasthan Bal Kanaya Samiti	23	21	39	37	30	18	12					180	7.78	63.64
Sub-Total (4)	98	74	87	84	73	55	35	29				535	5.94	63.11
Total	582	579	573	640	523	108	68	70	23	19		3185	-1.03	36.29

The age of enrolment in standard I vary from 4 years to 8 years. 3 implementing agencies; 1 in Madhya Pradesh and 2 in Rajasthan have shown lowest age of enrolled students in standard 1 as 4 years.

The percent distribution of the implementing agencies/educational complexes by standard/class wise average, lowest and highest age of the beneficiary students in 2006-07 is provided in Table – 2.7.

Table – 2.7
**Percent distribution of the implementing agencies/
educational complexes by standard /class wise average, lowest
and highest age of the beneficiary students in 2006-07, States**

Sl. No.	States	Standard wise Age Distribution											
		Age	Class/standard										
1	Andhra Pradesh		I	II	III	IV	V	VI	VII	VIII	IX	X	
1.1	Mini Gurukulam (Jadcherla)	Lowest	6	8	9	10	11						
		Highest	8	9	10	11	12						
		Average	7	8.5	9.5	11	12						
		Age	I	II	III	IV	V	VI	VII	VIII	IX	X	
1.2	Mini Gurukulam (Bijenpalli)	Lowest	5	6	7	8	10						
		Highest	6	7	8	10	11						
		Average	5.5	6.5	7.5	9	11						
		Age	I	II	III	IV	V	VI	VII	VIII	IX	X	
1.3	Mini Gurukulam (Narap Reddy Kunta)	Lowest	6	7	8	9	10						
		Highest	7	8	9	10	11						
		Average	6.5	7.5	8.5	9.5	11						
		Age	I	II	III	IV	V	VI	VII	VIII	IX	X	
1.4	Mini Gurukulam (Rangapur)	Lowest	6	7	8	9	10						
		Highest	7	8	9	10	11						
		Average	6.5	7.5	8.5	9.5	11						
		Age	I	II	III	IV	V	VI	VII	VIII	IX	X	
1.5	Navodaya Integration Cultural Social Education Voluntary Action	Lowest	5	6	7	8	9						
		Highest	6	7	8	9	10						
		Average	5.5	6.5	7.5	8.5	9.5						
		Age	I	II	III	IV	V	VI	VII	VIII	IX	X	
1.6	Rural Mahila Welfare Society	Lowest											
		Highest											
		Average											
		Age	I	II	III	IV	V	VI	VII	VIII	IX	X	
1.7	Social Action For Social Development	Lowest	5	8	8	10	11						
		Highest	7	9	10	11	12						
		Average	6	8.5	9	11	12						
		Age	I	II	III	IV	V	VI	VII	VIII	IX	X	
2	Madhya Pradesh												
2.1	Adarsh Lok Kalyan Sansthan	Lowest	6	7	8	9	10						
		Highest	8	9	10	12	13						
		Age	I	II	III	IV	V	VI	VII	VIII	IX	X	

		Average	7	8	9	11	12						
2.2	Bandhewal Shiksha Samiti	Age	I	II	III	IV	V	VI	VII	VIII	IX	X	
		Lowest	5	6	7	8	9						
		Highest	6	7	8	9	10						
		Average	5.5	6.5	7.5	8.5	9.5						
2.3	Kasturba Gandhi National Memorial Trust	Age	I	II	III	IV	V	VI	VII	VIII	IX	X	
		Lowest	5	6	7	8	9						
		Highest	8	9	10	11	12						
		Average	6.5	7.5	8.5	9.5	11						
2.4	Pushpa Convent Education Society	Age	I	II	III	IV	V	VI	VII	VIII	IX	X	
		Lowest	5	6	7	8	9						
		Highest	7	8	9	10	11						
		Average	6	7	8	9	10						
2.5	Rajendra Ashram Trust Katthiwada	Age	I	II	III	IV	V	VI	VII	VIII	IX	X	
		Lowest	6	7	8	9	10						
		Highest	7	8	9	10	11						
		Average	6.5	7.5	8.5	9.5	11						
3	Orissa												
3.1	Arun Institute of Rural Affairs (AIRA)	Age	I	II	III	IV	V	VI	VII	VIII	IX	X	
		Lowest	5	5	6	7	9						
		Highest	6	7	8	9	10						
		Average	5.5	6	7	8	9.5						
3.2	Bright Career Academy	Age	I	II	III	IV	V	VI	VII	VIII	IX	X	
		Lowest	5	6	7	8	9						
		Highest	6	7	8	9	10						
		Average	5.5	6.5	7.5	8.5	9.5						
3.3	Koraput Development Foundation	Age	I	II	III	IV	V	VI	VII	VIII	IX	X	
		Lowest	5	6	7	8	9						
		Highest	6	7	8	9	10						
		Average	5.5	6.5	7.5	8.5	9.5						
3.4	Liberation-Education and Action for Development (LEAD)	Age	I	II	III	IV	V	VI	VII	VIII	IX	X	
		Lowest	4	6	7	8	9						
		Highest	7	8	9	10	13						
		Average	5.5	7	8	9	11						
3.5	Marr Munning Ashram	Age	I	II	III	IV	V	VI	VII	VIII	IX	X	
		Lowest	5	6	7	8	9						
		Highest											
		Average											
3.6	Sarvodaya Samiti	Age	I	II	III	IV	V	VI	VII	VIII	IX	X	
		Lowest	5	6	7	8	9						
		Highest	6	7	7	8	9						
		Average	5.5	6.5	7	8	9						
3.7	Satya Shambhu Organisation	Age	I	II	III	IV	V	VI	VII	VIII	IX	X	
		Lowest	6	7	8	9							
		Highest	8	9	10	11							
		Average	7	8	9	10							
3.8	Servants of India Society	Age	I	II	III	IV	V	VI	VII	VIII	IX	X	
		Lowest	5	6	7	9	10						
		Highest	7	8	9	10	11						
		Average	6	7	8	9.5	11						
3.9	Seva Samaj	Age	I	II	III	IV	V	VI	VII	VIII	IX	X	
		Lowest	5	6	7	8	9						

		Highest	7	7	9	9	11					
		Average	6	6.5	8	8.5	10					
3.10	Society for Nature, Education & Health (SNEH)	Age	I	II	III	IV	V	VI	VII	VIII	IX	X
		Lowest	6	7	8	9	10	11	12	13	14	15
		Highest	6	7	8	9	10	11	12	14	15	16
		Average	6	7	8	9	10	11	12	14	15	16
3.11	Tagore Society for Rural Development	Age	I	II	III	IV	V	VI	VII	VIII	IX	X
		Lowest	5	6	7	8	9					
		Highest	8	9	10	11	12					
		Average	6.5	7.5	8.5	9.5	11					
4	Rajasthan											
4.1	Mahaveer Jain Vidhyalaya Sansthan	Age	I	II	III	IV	V	VI	VII	VIII	IX	X
		Lowest	4	5	6	8	8	10	10	12		
		Highest	5	7	8	9	9	11	12	13		
		Average	4.5	6	7	8.5	8.5	11	11	13		
4.2	Mewar Sharirik Shiksha Samiti	Age	I	II	III	IV	V	VI	VII	VIII	IX	X
		Lowest	4	5	6	7	8	9	10	11	12	
		Highest	6	7	8	9	10	11	12	13	14	
		Average	5	6	7	8	9	10	11	12	13	
4.3	Rajasthan Bal Kanaya Samiti	Age	I	II	III	IV	V	VI	VII	VIII	IX	X
		Lowest	6	7	8	9	10	11	12			
		Highest	7	8	9	10	11	12	13			
		Average	6.5	7.5	8.5	9.5	11	12	13			

Around one-fifth (19%) of the implementing agencies were reported to be exceeding the prescribed strength of enrolment of 30 ST girl children. Only 2 States were having such over limit; Orissa being 11%, followed by Madhya Pradesh with 8%. The percent distribution of the implementing agencies/educational complexes according to the enrolment of ST girl children within prescribed strength, States is provided in Table – 2.8.

Table – 2.8
Percent distribution of the implementing agencies/ educational complexes according to the enrolment of ST girl children within prescribed strength, States

Sl. No.	States	Within the prescribed strength	Exceeding the prescribed strength
1	Andhra Pradesh	-	27
2	Madhya Pradesh	8	12
3	Orissa	12	31
4	Rajasthan	-	12
Total		19	81

The excess/additionality in the enrolment beyond the prescribed strength; have created the problem of residential accommodation among the enrolled

ST girl beneficiaries. 23% of these enrolled were found to be studying in the educational complexes as the day scholars; diluting the very object and purpose of the scheme; which was meant for full-fledged residential facility for the excluded ST girls children in a collectively congenial environment; wherein the entirety of personality development could be taken care of. While in the States of Andhra Pradesh and Madhya Pradesh, 8% each of the educational complexes have to enroll the excess ST girls as day scholars, the corresponding figure for both Orissa and Rajasthan was 4% each. The percent distribution of the implementing agencies/educational complexes according to the enrolment of excess ST girl children as day scholars and hostel inmates is provided in Table – 2.9.

Table – 2.9
Percent distribution of the implementing agencies
/educational complexes according to the enrolment
of excess ST girl children as day scholars and hostel inmates

Sl. No.	States	Status of the excess ST girl children over and above the prescribed strength	
		Day scholars/ non-residential	Hostel inmates/ residential
1	Andhra Pradesh	8	15
2	Madhya Pradesh	8	15
3	Orissa	4	38
4	Rajasthan	4	8
Total		23	77

Another serious lapse was reported in the non-coverage of primitive tribal population groups by the implementing agencies/educational complexes to the tune of a sizable 31%. In fact, these agencies have to a great extent violated the guidelines of the scheme in letter and spirits by not covering the primitive tribal groups. Out of these implementing agencies/educational complexes; majority (19%) belonged to from Orissa; followed by Madhya Pradesh (8%) and Rajasthan 4%. The percent distribution of the implementing agencies/educational complexes according to the coverage of primitive tribal population groups; States, is provided in Table – 2.10.

Table – 2.10

**Percent distribution of the implementing agencies/
educational complexes according to the coverage
of primitive tribal population groups; States**

Sl. No.	States	Primitive group covered	Primitive group not covered
1	Andhra Pradesh	27	-
2	Madhya Pradesh	12	8
3	Orissa	23	19
4	Rajasthan	8	4
Total		69	31

Regarding the methodology employed by the implementing agencies / educational complexes to identify the ST population; majority (58%) of them opted for using the ST certificate issued by the government authorities. The next popular methods were providing ST certificates issued by the *Panchayat* and use of the BPL card; each methods accounting for 13%. The percent distribution of the implementing agencies/educational complexes according to the methodology implied by them to identify the ST population and the targeted ST girl children for their enrolment in the educational complex, States is provided in Table – 2.11.

Table – 2.11

**Percent distribution of the implementing agencies/
educational complexes according to the methodology implied by
them to identify the ST population and the targeted ST girl children
for their enrolment in the educational complex, States**

Sl. No.	States	ST certificates issued by the competent governmental authority	ST certificates issued by the <i>Panchayat</i>	Voter list, identifying the parents' belongingness to the ST community	Ration cards, identifying the parents' Belongingness to the ST community	BPL cards, identifying the parents' belongingness to the ST community	Any other	No such certificate obtained
1	Andhra Pradesh	18	-	-	-	-	-	-
2	Madhya Pradesh	8	5	-	-	-	-	-
3	Orissa	24	8	5	3	13	8	-
4	Rajasthan	8	-	-	-	-	-	-
Total		58	13	5	3	13	8	-

2.1.4 Logistic facilities

The study has attempted to probe the adequacy and availability of the logistic facilities, required to be provided under the scheme to meet the needs of the beneficiary ST girl students as well as the teaching and non-teaching staff. The assessment covered class rooms, chairs/benches in the classrooms, tables/desks in the classrooms, black boards in the classrooms, toilets in the teaching block, common room for the students in the teaching blocks, common room/ staff room /rest room for teachers in the teaching block, separate room for the Headmistress within the teaching block, library/ reading room, laboratory room, workshop (for vocational education/ practical training), play ground, space for indoor games, garden, kitchen garden, backyard poultry and staff quarters.

Regarding the availability of various logistic facilities in the educational complexes; while majority of them (96%) were reported to be having class rooms; more than half of them (54%) were without chair/benches and table/desks in the class rooms. Majority of the educational complexes (96%) were having black-boards and toilets in the teaching blocks. Only 42 % of the educational complexes were having common room for the students in the teaching blocks. 62% of the educational complexes were reported to be having common room/class room/rest rooms for teachers in the teaching blocks. 77% of educational complexes were reported to having separate room for Headmistress within the teaching block. Library/reading room had not received priority in the educational complexes with 73% of them were having no library/reading room facilities. Laboratory room has a peripheral presence in 4% of the educational complexes. Workshop for vocational education/practical training was reported to have been only in 23% educational complexes. Majority of the educational complexes (88%) were having play grounds, 58% of the educational complexes have provided space for indoor games. More than half of the educational complexes (58%) were not having gardens. Kitchen garden and backyard poultry inside the educational complexes have been neglected. While 50% of the educational complexes were having kitchen garden; only an insignificant percentage of

8% of educational complexes were reported to be having backyard poultry. Only half of the educational complexes were reported to have staff quarters. The percent distribution of the educational complexes according to the availability of logistic facilities, States is provided in Table – 2.12.

Table – 2.12
**Percent distribution of the implementing agencies/
educational complexes according to the
availability of logistic facilities, States**

Sl. No.	Logistic Facilities	Total Available in the Complex	
		Available	Not available
1	Class Rooms	96	4
2	Chairs /benches in the classrooms	50	50
3	Tables/desks in the classrooms	54	46
4	Black boards in the classrooms	96	4
5	Toilets in the teaching block	96	4
6	Common room for the students in the teaching blocks	42	58
7	Common room/ staff room /rest room for teachers in the teaching block	62	38
8	Separate room for the Headmistress within the teaching block	77	23
9	Library/ reading room	27	73
10	Laboratory room, in case science streams are covered	4	96
11	Workshop (for vocational education/ practical training)	23	77
12	Play ground	88	12
13	Space for indoor games	58	42
14	Garden	42	58
15	Kitchen garden	50	50
16	Backyard Poultry	8	92
17	Staff quarters	50	50

Majority (96%) of the educational complexes were reported to have adequate water supply. Only 4% of the educational complexes, confined to Andhra Pradesh, have pointed out of not having adequate water supply. The percent distribution of the implementing agencies/educational complexes according to the adequacy of water supply/facility, States is provided in Table – 2.13.

Table – 2.13
**Percent distribution of the implementing agencies/
educational complexes according to the adequacy of
water supply/facility, Sates**

Sl. No.	States	Adequate water supply	Inadequate water supply
1	Andhra Pradesh	23	4
2	Madhya Pradesh	19	-
3	Orissa	42	-
4	Rajasthan	12	-
Total		96	4

Regarding the source of water supply/facilities, majority (29%) of the educational complexes were reported to be depending upon ground water as the source of water supply; followed by well water (24%) and public hand pump (14%). Public water was available only with 12% of the educational complexes; with Rajasthan did not have the access to public water supply and hand pump. The percent distribution of the educational complexes by the source of water supply/facility is provided in Table – 2.14.

Table 2.14
**Percent distribution of the educational complexes
by the source of water supply/facility, States**

Sl. No.	States	Public water	Ground water	Public hand pump	Well water	Surface water (river/pond/lake/stream)	Rain water	Tanker truck	Any other
1	Andhra Pradesh	5	10	-	-	-	-	-	-
2	Madhya Pradesh	5	2	2	5	-	-	-	5
3	Orissa	2	12	12	14	2	-	-	7
4	Rajasthan	-	5	-	5	-	-	2	5
Total		12	29	14	24	2	-	2	17

Drinking water was reported to be available in majority (96%) of the educational complexes; with some (4%) of the educational complexes from Andhra Pradesh accounting for non-availability of drinking water supply. However, much of the drinking water supply did not come from public water, which constituted only 16% of the total drinking water supply source. Majority

(37%) of the educational complexes were depending upon ground water to meet their drinking water needs. The percentage distribution of the education complexes by the adequacy of drinking water supply/facility, States. The percent distribution of the educational complexes by the source of drinking water supply/facility is provided in Table – 2.16.

Table 2.15
Percentage distribution of the education complexes
by the adequacy of drinking water supply/facility, States

Sl. No.	States	Adequate water supply	Inadequate water supply
1	Andhra Pradesh	23	4
2	Madhya Pradesh	19	-
3	Orissa	42	-
4	Rajasthan	12	-
Total		96	4

Table 2.16
Percentage distribution of the education complexes
by the source of drinking water supply/facility, States

Sl. No.	States								
		Public water	Ground water	Public hand pump	Well water	Surface water (river/pond/lake/stream)	Rain water	Tanker truck	Any other
1	Andhra Pradesh	5	11	-	-	-	-	-	-
2	Madhya Pradesh	5	5	3	3	-	-	-	5
3	Orissa	5	16	8	8	3	-	-	8
4	Rajasthan	-	5	-	5	-	-	-	5
Total		16	37	11	16	3	-	-	18

Majority (96%) of the educational complexes were reported to have electricity supply. Only 4% of the educational complexes in Orissa were reported not to be having electricity supply. The percent distribution of the educational complexes according to the provision of electricity is provided in Table – 2.17.

Table 2.17
Percent distribution of the educational complexes
according to the provision of electricity, States

Sl. No.	States	Electricity provided	Electricity not provided
1	Andhra Pradesh	27	-
2	Madhya Pradesh	19	-
3	Orissa	38	4
4	Rajasthan	12	-
Total		96	4

More than half of the educational complexes (54%) claimed to have availability of electricity always, with rare load shadings. 27% of the educational complexes reported to have occasional load shadings with 19% of educational complexes reported to have frequent load shadings. The percent distribution of educational complexes by regularity or continuity of electricity supply, States is provided in Table – 2.18.

Table – 2.18
Percent distribution of educational complexes
by regularity or continuity of electricity supply, States

Sl. No.	States	Always, with rare load-shadings	Moderate, with occasional load-shadings	Low, with frequent load-shadings
1	Andhra Pradesh	15	4	8
2	Madhya Pradesh	12	4	4
3	Orissa	23	15	4
4	Rajasthan	4	4	4
Total		54	27	19

While 46% of the educational complexes reported to have flush toilets, equal percentages (46%) of the educational complexes have reported to have pit toilets. The percent distribution of the educational complexes according to the kind of toilet facility available, States is provided in Table - 2.19.

Table - 2.19
Percent distribution of the educational complexes
according to the kind of toilet facility available, States

Sl. No.	States	Flush toilet	Pit toilet	Other
1	Andhra Pradesh	4	19	4
2	Madhya Pradesh	12	8	-
3	Orissa	19	19	4
4	Rajasthan	12	-	-
Total		46	46	8

2.1.5 Staffing pattern/human resource support:

Regarding the teaching staff pattern, while majority (92%) of the educational complexes have one assistant teacher per class, with only 8% of the educational complexes were reported to be having to conduct more than one classes with one assistant teacher. One music/art and craft teacher per 100 students were reported to be in only 73% of the educational complexes. 96% of the educational complexes were having one part-time doctor for the complex and one cook per 100 students. 92% of the educational complexes were having one *ayah* per 100 students. Only 73% of the educational complexes were having one part-time sweeper per 100 students. 85% of the educational complexes were having one watchman for the whole educational complexes. The percent distribution of the educational complex by teaching staff pattern, States is provided in Table – 2.20.

Table – 2.20
Percent distribution of the educational complexes by teaching staff pattern, States

Sl. No.	States	*1		*2		*3		*4		*5		*6		*7		*8	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Andhra Pradesh	23	4	8	19	23	4	23	4	23	4	23	4	23	4	19	8
2	Madhya Pradesh	19	-	19	-	19	-	19	-	19	-	19	-	15	4	19	-
3	Orissa	38	4	35	8	42	-	42	-	38	4	38	4	27	15	35	8
4	Rajasthan	12	-	12	-	12	-	12	-	12	-	12	-	8	4	12	-
Total		92	8	73	27	96	4	96	4	92	8	92	8	73	27	85	15

*1 - 1 assistant teacher per class

*2 - 1 music/art/craft teacher per 100 students

*3 - 1 part-time doctor for the whole complex

*4 - 1 cook per 100 students

*5 - 1 helper per 100 students

*6 - 1 ayah per 100 students

*7 - 1 part-time sweeper per 100 students

*8 - 1 watchman for the whole educational complex

88% of the implementing agencies were reported to have made reservation for SCs and STs in the teaching posts sanctioned under the scheme on the lines of reservation provided in the services under the Central Government for these communities. Some of the implementing agencies in Orissa (8%) and Andhra Pradesh (4%) were reported to have not adhered to the reservation in the teaching post. The percent distribution of the implementing agencies/educational complexes by reservation for the SC and ST in the teaching posts, States is provided in Table – 2.21.

Table – 2.21
**Percent distribution of the implementing agencies/
educational complexes by reservation for the
SC and ST in the teaching posts, States**

Sl. No.	States	Sex		Community				
		Male	Female	SC	ST	OBC	Minority	General
1	Andhra Pradesh	1	7		2	-	-	-
2	Madhya Pradesh	8	14	3	5	3	2	7
3	Orissa	4	44	5	12	10	-	28
4	Rajasthan	13	10	10	5	7	-	-
Total		26	74	19	24	21	2	34

Scheduled tribes constituted the single largest group (41%) among the reserved posts under teaching staff category in the educational complexes; followed by SCs (15%) and OBCs (12%). Under the general category, 30% of the posts have been observed. The percent distribution of the reserve posts under teaching staff category in the educational complexes, States is provided in Table – 2.22.

Table – 2.22
**Percent distribution of the reserve posts
under teaching staff category
in the educational complexes, States**

Sl. No.	States	SC	ST	OBC	Minority	General
1	Andhra Pradesh	2	21	-	1	1
2	Madhya Pradesh	5	6	4	-	5
3	Orissa	3	10	4	1	13
4	Rajasthan	4	5	4	-	11
Total		15	41	12	2	30

A majority (65%) of the educational complexes were reported to have relaxed the prescribed qualifications of the teachers so as to appoint those, who have some proficiency in local tribal dialects. The implementing agencies/ educational complexes from Orissa topped in such categories with 35%. The implementing agencies/educational complexes from Andhra Pradesh were in majority (23%) in adhering to appointing teachers, who have some proficiency in local tribal dialects. The percent distribution of the educational complexes according to selecting teachers with proficiency in local tribal dialects as per the prescribed qualification, States is provided in Table – 2.23.

Table – 2.23
Percent distribution of the educational complexes according to selecting teachers with proficiency in local tribal dialects as per the prescribed qualification, States

Sl. No.	States	Prescribed qualification relaxed	Prescribed qualification adhered to
1	Andhra Pradesh	4	23
2	Madhya Pradesh	19	-
3	Orissa	35	8
4	Rajasthan	8	4
Total		65	35

In-service training among the teachers including the Headmistresses of the educational complexes, who did not have the prescribed professional /teacher training qualifications; has not received priority, with only 35% of the educational complexes were reported to be providing in-service training to their teachers. The percent distribution of the implementing agencies/educational complexes according to the in-service training being imparted to the teachers, States is provided in Table – 2.24.

Table – 2.24
Percent distribution of the implementing agencies/ educational complexes according to the in-service training being imparted to the teachers, States

Sl. No.	States	Provided	Not provided
1	Andhra Pradesh	8	15
2	Madhya Pradesh	8	12
3	Orissa	15	31
4	Rajasthan	4	8
Total		35	65

Pre-service training was also found to be neglected by the implementing agencies/educational complexes. 65% of the implementing agencies/educational complexes were reported to be not arranging any pre-service training/ orientation for their teachers; including the Headmistress. The training was necessary as the teachers were supposed to attend to the specialised target group of girl children, who had almost had an inter-generational exclusion from quality primary education and who had to be imparted instruction in the medium of local tribal dialects. The exclusions were highest among Andhra Pradesh and Orissa, both having 27% of the share in not providing pre-service training. The percent distribution of the implementing agencies/educational complexes according to provision of pre-service training, States is provided in Table – 2.25.

Table – 2.25
Percent distribution of the implementing agencies/
educational complexes according to
provision of pre-service training, States

SI. No.	States	Provided	Not provided
1	Andhra Pradesh	-	27
2	Madhya Pradesh	15	4
3	Orissa	15	27
4	Rajasthan	4	8
Total		35	65

Majority (63%) of the implementing agencies/educational complexes were providing monthly salary of the teaching staff, including the headmistress by cash; with Andhra Pradesh constituting the largest segment (23%). The implementing agencies/educational complexes from Orissa constituted the largest segment (20%) in providing the salary by cheque. The percent distribution of the implementing agencies/educational complex according to the mode of salary payment to the teaching staff, States is provided in Table – 2.26.

Table – 2.26
**Percent distribution of the implementing agencies/
educational complexes according to the
mode of salary payment to the teaching staff, States**

Sl. No.	States	By cash	By cheque
1	Andhra Pradesh	23	-
2	Madhya Pradesh	10	13
3	Orissa	20	20
4	Rajasthan	10	3
Total		63	37

A manifested omission in the running of the scheme was the recruitment of the Headmistresses from outside local tribal community. 73% of the Headmistresses did not belong to the local tribal communities. The implementing agencies/educational complexes from Andhra Pradesh constituted the largest group (15%) in recruiting Headmistresses from the local tribal communities. The percent distribution of the implementing agencies according to the recruitment of their respective Headmistresses from the local tribal communities, States is provided in the Table – 2.27.

Table – 2.27
**Percent distribution of the implementing agencies
according to the recruitment of their respective
Headmistresses from the local tribal communities, States**

Sl. No.	States	Within the local tribal community	Outside the local tribal community
1	Andhra Pradesh	15	12
2	Madhya Pradesh	8	12
3	Orissa	4	38
4	Rajasthan	-	12
Total		27	73

85% of the implementing agencies/educational complexes reported to have their Headmistresses having the knowledge in local tribal dialects. However, this was a contradictory claim as it has been reported that 73% of the Headmistresses do not belong to the local tribal communities. The percent distribution of the implementing agencies/educational complexes according

to their respective Headmistresses having the knowledge on local tribal dialects, States is provided in Table – 2.28.

Table – 2.28
**Percent distribution of the implementing agencies/
educational complexes according to their respective
Headmistresses having the knowledge on local tribal dialects, States**

Sl. No.	States	Having knowledge	Without having knowledge
1	Andhra Pradesh	23	4
2	Madhya Pradesh	15	4
3	Orissa	35	8
4	Rajasthan	12	-
Total		85	15

The omission in not having the Headmistresses from the local tribal communities almost got replicated in the recruitment of the teachers by the implementing agencies/educational complexes. Majority (81%) of the teaching staff did not belong to the local tribal communities. Andhra Pradesh was the only State, where 19% of the educational complexes have recruited their teachers from the local tribal communities. The percent distribution of the implementing agencies/educational complexes according to the recruitment of the teaching staff from the local tribal community, States is provided in Table – 2.29.

Table – 2.29
**Percent distribution of the implementing agencies/
educational complexes according to the recruitment of
the teaching staff from the local tribal community, States**

Sl. No.	States	Belongs to the local tribal community	Does not belong to the local tribal community
1	Andhra Pradesh	19	8
2	Madhya Pradesh	-	19
3	Orissa	-	42
4	Rajasthan	-	12
Total		19	81

The implementing agencies/educational complexes have claimed that 73 % of the teachers know local tribal dialects, which was doubtful since majority of them (81 %) as already reported did not belong to the local tribal communities. The percent distribution of the implementing agencies /educational complexes according to the teaching staff having the knowledge on local tribal dialects, States is provided in Table – 2.30.

Table – 2.30
Percent distribution of the implementing agencies/ educational complexes according to the teaching staff having the knowledge on local tribal dialects, States

Sl. No.	States	Having knowledge	Do not have the knowledge
1	Andhra Pradesh	23	4
2	Madhya Pradesh	12	8
3	Orissa	27	15
4	Rajasthan	12	-
Total		73	27

85 % of the implementing agencies/educational complexes have claimed that they have been making reservations for the SC and ST in the posts (non-teaching staff), sanctioned under the scheme on the lines of reservation provided in the services under the Central Government for these communities. The percent distribution of the implementing agencies/ educational complexes according to having reservation for ST & ST in the non-teaching staff, States is provided in Table – 2.31.

Table – 2.31
Percent distribution of the implementing agencies/ educational complexes according to having reservation for ST & ST in the non-teaching staff, States

Sl. No.	States	Making reservation	Not making reservation
1	Andhra Pradesh	19	8
2	Madhya Pradesh	15	4
3	Orissa	38	4
4	Rajasthan	12	-
Total		85	15

STs constituted the largest segment (54 %) of the non-teaching staff, followed by the OBCs (20 %) and SCs (12 %). General candidates recruited

to the non-teaching staff posts constituted 14 %. The percent distribution of the agencies/educational complexes according to the reserved posts under non-teaching staff category, States is provided in Table – 2.32.

Table – 2.32
**Percent distribution of the agencies/
educational complexes according to the
reserved posts under non-teaching staff category, States**

Sl. No.	States	SC	ST	OBC	Minority	General
1	Andhra Pradesh	4	17	3	-	-
2	Madhya Pradesh	6	4	3	-	1
3	Orissa	1	27	5	1	7
4	Rajasthan	1	6	9	-	6
Total		12	54	20	1	14

2.1.6 Teaching & learning:

All the educational complexes were reported to be providing a set of text-books/and teaching learning materials free of cost annually to all the beneficiary ST girl students. All of them also said to provide the text-books at the beginning of the session. However, the major shortcoming in the teaching and learning materials had been the use of the vernacular language, *Hindi* (where the same wasn't the vernacular language) and English as the medium of the teaching-learning materials by 81% of the school to the exclusion of the local tribal dialects as the medium of the teaching-learning material. The scheme clearly provides that the text-books and teaching-learning materials should be provided in local tribal dialects. It has been expected from the implementing agencies that they should have used local tribal dialects for the text-books/and teaching learning materials in addition to the use of other languages. However, only 19% of the implementing agencies/and educational complexes were reported to be using the local tribal dialects. The majority (12%) of them belonged to Andhra Pradesh; followed by both Madhya Pradesh and Orissa (4% each). In Rajasthan, not a single sample implementing agency/education complex was reported to be using local tribal dialects. The percent distribution of the implementing agencies/education complexes by their use of local tribal dialects for the preparation of text-books/and teaching-learning materials, States is provided in Table-2.33.

Table-2.33
**Percent distribution of the implementing agencies/
and education complexes by their use of
local tribal dialects for the preparation of
text-books/and teaching learning materials, States.**

Sl. No.	States	Provided in local tribal dialects	Not Provided in local tribal dialects
1	Andhra Pradesh	12	15
2	Madhya Pradesh	4	15
3	Orissa	4	38
4	Rajasthan	0	12
Total		19	81

Vernacular language topped the language (62%) in which the text-books/and teaching-learning materials were being provided, followed by *Hindi* 31%. English represented 7% and covered the text-books/and teaching-learning materials only in Andhra Pradesh. The percent distribution of the implementing agencies/education complexes according to the languages in which text-books/and teaching learning materials have been developed, States is provided in Table-2.34.

Table-2.34
**Percent distribution of the implementing agencies
/and education complexes according to the
languages in which text-books/and
teaching learning materials have been developed, States**

Sl. No.	States	Vernacular language	Hindi	English
1	Andhra Pradesh	15	4	7
2	Madhya Pradesh	4	15	-
3	Orissa	38	4	-
4	Rajasthan	4	8	-
Total		62	31	7

All the implementing agencies/and education complexes claimed that the text-books/and teaching learning materials were self-developed by them. Only 8% of the implementing agencies/and education complexes have reviewed the text-books/and teaching-learning materials on the basis of the feed-backs from beneficiary ST girl students and teachers. The review was undertaken by implementing agencies/education complexes from only two

States; Andhra Pradesh and Madhya Pradesh (with each State representing 4%). The percent distribution of the implementing agencies/and education complexes by their efforts to review the text-books/and teaching learning materials on basis of feed back from the beneficiary ST girl students and teachers, States is provided Table-2.35.

Table-2.35
**Percent distribution of the implementing agencies/
and education complexes by their efforts to review the
text-books/and teaching learning materials on basis of
feed back from the beneficiary ST girl students and teachers, States**

Sl. No.	States	Reviewed	No-reviewed
1	Andhra Pradesh	4	23
2	Madhya Pradesh	4	15
3	Orissa	-	42
4	Rajasthan	-	12
Total		8	92

92% of the implementing agencies/educational complexes reported that the class/standard-wise text-books/and teaching-learning materials were equivalent of those being prescribed by the State Secondary Education Council, State Institute of Educational Technology (SIET), State Council of Educational Research and Training (SCERT), National Council of Educational Research and Training (NCERT), Central Board of Secondary Education (CBSE); so that the beneficiary ST girl students could be entitled to be imparted the same level of primary/and upper primary as well as wherever allowed secondary and senior secondary education; as available to the formal school students. However, only 12% implementing agencies have submitted text-books/and teaching learning materials developed by them to the Ministry of Tribal Affairs, Government of India or any other governmental educational department/autonomous agency to ascertain its/their expert opinion on the learning and instructional effectiveness of these text-books/and teaching-learning materials to meet the needs of the beneficiary ST girl children. The percent distribution of the implementing agencies/and education complexes according to their claim of having develop text-

books/teaching learning materials as equivalents of those, being prescribed by the governmental agencies, States is provided Table-2.36.

Table-2.36
Percent distribution of the implementing agencies/and education complexes according to their claim of having develop text-books/ teaching learning materials as equivalents of those, being prescribed by the governmental agencies, States

Sl. No.	States	Equivalent	Not equivalent
1	Andhra Pradesh	27	-
2	Madhya Pradesh	19	-
3	Orissa	35	8
4	Rajasthan	12	-
Total		92	8

The percent distribution of the implementing agencies/education complexes according to their claim of providing the text-books/teaching learning materials developed by them to the Ministry of Tribal affairs, States is provided Table-2.37.

Table-2.37
Percent distribution of the implementing agencies/and education complexes according to their claim of providing the text-books/teaching learning materials developed by them to the Ministry of Tribal affairs, States

Sl. No.	States	Provided	Not provided
1	Andhra Pradesh	-	27
2	Madhya Pradesh	8	12
3	Orissa	-	42
4	Rajasthan	4	8
Total		12	88

Almost all the implementing agencies (96%) were reported to be providing two sets of uniforms free of cost to all the beneficiary ST girl students. It was reported only in Madhya Pradesh (although marginally) 4% of the implementing agencies are not providing 2 sets of uniform. Majority of the implementing agencies claimed that these uniforms were tailor-made as per the individual requirement of the students. 42% of the agencies, majority of whom belongs to Andhra Pradesh (27%), claimed that these uniforms had been procured from the shops/suppliers. While the percent distribution of the

implementing agencies/educational complexes according to their providing 2 sets of uniform free of cost to all the beneficiary students, State is provided in Table –2.38. The percent distribution of these agencies/complexes according to the procurement pattern of these uniforms is provided in Table – 2.39.

Table –2.38
Percent distribution of the implementing agencies/ educational complexes according to their providing 2 sets of uniform free of cost to all the beneficiary students, States

Sl. No.	States	Provided	Not provided
1	Andhra Pradesh	27	-
2	Madhya Pradesh	15	4
3	Orissa	42	-
4	Rajasthan	12	-
Total		96	4

Table – 2.39
Percent distribution of the implementing agencies/ educational complexes according to procurement patterns of the school uniforms, States

Sl. No.	States	Procured from outside	Tailor-made
1	Andhra Pradesh	27	-
2	Madhya Pradesh	4	12
3	Orissa	12	35
4	Rajasthan	-	12
Total		42	58

54% of the implementing agencies were reported to be providing winter clothes to the beneficiary students over and above the two sets of uniforms. However, in Andhra Pradesh and Rajasthan, the implementing agencies (23% each) were reported to be not providing such winter clothes. The percent distribution of the implementing agencies/educational complexes according to their providing winter clothes to the beneficiary students, over and above the uniform, States is provided in Table – 2.40.

Table – 2.40
**Percent distribution of the implementing agencies/
educational complexes according to their
providing winter clothes to the beneficiary students
over and above the uniform, States**

Sl. No.	States	Provided	Not-provided
1	Andhra Pradesh	4	23
2	Madhya Pradesh	19	-
3	Orissa	19	-
4	Rajasthan	12	23
Total		54	46

In almost two-third of the educational complexes (73%), the beneficiary girl students were reported to have not been provided with chair/benches and table/desks in the class rooms. The educational complexes from Rajasthan recorded the highest (12%) percentage of the complexes, which were providing such facilities to the beneficiary students, followed by the educational complexes from Orissa (8%). The educational complexes from Andhra Pradesh and Madhya Pradesh constituted 4% each of the educational complexes, which have been providing such facilities. All the educational complexes were reported to be providing black-boards in all of their class rooms. Library/reading room facilities were reported to be available only with 46% of the educational complexes. Those from Orissa and Andhra Pradesh (19% each) constituted the largest segment of the educational complexes, which were not having such facilities, followed by Madhya Pradesh 12% and Rajasthan (4%). The story/poetry books constituted the largest segment (16 %) of the collection in the libraries/reading rooms. The percent distribution of the educational complexes according to the provision of chairs/benches and table/desks for the beneficiary ST girl students, States is provided in Table - 2.41. While the percent distribution of the educational complexes according to the provision of library/reading room facility, States is provided in Table -2.42; the percent distribution of these educational complexes having such facilities according to the nature of collection therein, States is provided in Table – 2.43.

Table – 2.41
Percent distribution of the educational complexes according to the provision of chairs/benches and table/desks for the beneficiary ST girl students, States

Sl. No.	States	Provided	Not-provided
1	Andhra Pradesh	4	23
2	Madhya Pradesh	4	15
3	Orissa	8	35
4	Rajasthan	12	-
Total		27	73

Table –2.42
Percent distribution of the educational complexes according to the provision of library/reading room facility, States

Sl. No.	States	Available	Not-available
1	Andhra Pradesh	8	19
2	Madhya Pradesh	8	12
3	Orissa	23	19
4	Rajasthan	8	4
Total		46	54

Table – 2.43
Percent distribution of those educational complexes which were having library/reading room facility according to the nature of collection, States

Sl. No.	States	*1	*2	*3	*4	*5	*6	*7	*8	*9	*10	*11
1	Andhra Pradesh	-	-	-	-	1	1	-	-	1	-	-
2	Madhya Pradesh	-	3	1	-	3	1	1	3	2	1	-
3	Orissa	4	5	-	1	9	6	6	7	5	6	-
4	Rajasthan	2	2	-	1	3	2	1	3	2	3	14
Total		6	10	1	2	16	10	8	13	10	10	14

- *1 Reference books
- *2 Text books
- *3 NCERT books
- *4 State Govt. publication
- *5 Story/ poetry books
- *6 Children's novel
- *7 Comics etc
- *8 G.K. books
- *9 Biographies
- *10 Newspapers
- *11 Others

None of the educational complexes has been offering science subjects for secondary students, wherever such level/standard were available. It was,

therefore, logical that no such educational complex has separate laboratory facility.

46% of the educational complexes were reported to be having both physical training and yoga teachers. However, 35% of them have only physical training teacher and 4% have only yoga teaching facility. No definite data was available on physical training and yoga teaching with regard to 15% of the educational complexes. The percent distribution of the educational complexes according to the provision of physical training and yoga training, States is provided in Table – 2.44.

Table – 2.44
Percent distribution of the educational complexes
according to the provision of physical training and yoga training, States

Sl. No.	States	Physical Training	Yoga Training	Both	No definite response
1	Andhra Pradesh	8	4	-	15
2	Madhya Pradesh	8	-	12	-
3	Orissa	15	-	27	-
4	Rajasthan	4	-	8	-
Total		35	4	46	15

Almost all (92%) of the educational complexes said that they have been providing Rs. 50 per month to the parents of the beneficiary students. Only in Andhra Pradesh, 8% of the educational complexes were reported to be not providing such monthly emoluments. The percent distribution of the educational complexes according to the provision of monthly emoluments to the parents of the beneficiary students, States is provided in Table – 2.45.

Table – 2.45
Percent distribution of the educational complexes
according to the provision of monthly emoluments
to the parents of the beneficiary students, States

Sl. No.	States	Provided	Not provided
1	Andhra Pradesh	19	8
2	Madhya Pradesh	19	-
3	Orissa	42	-
4	Rajasthan	12	-
Total		92	8

Only 58% of the implementing agencies have been adopting the policy of non-detention at the primary stage. 42% of the agencies were reported to be detaining the students because of poor performance; with educational complexes from Andhra Pradesh and Madhya Pradesh (15% each) constituted the largest segment of the complexes, which were not detaining the students at the primary level. In majority of the educational complexes (77%), the students were promoted to the next standards routinely, without any evaluation. 23% of the educational complexes could not provide any definite response. Majority of the educational complexes (69%) were reported to be undertaking some sort of internal assessment to judge the performance of the beneficiary students. However, 19% of the educational complexes were reported to be enlisting the participation of the outside agencies in undertaking such performance assessment. 12% of the educational complexes could not provide any definite reason. Annual test, half yearly test and quarterly test were reported to be equally popular among the educational complexes; these 3 tests constituted 29%, 28% and 28% of method of assessment respectively. 12% of the educational complexes were reported to have been detained the beneficiary students; with 8% of them hailing from Rajasthan and 4% from Andhra Pradesh. However, such detention, at the primary level, as a matter of practice should have been discouraged. The percent distribution of the educational complexes according to the provision of policy of non detention at the primary stage, States is provided in Table – 2.46. While the percent distribution of the educational complexes according to the provision of promotion to the next standard routinely, without any evaluation, States is provided in Table – 2.47; the percent distribution of the educational complexes according to the evaluation/assessment format, States is provided in Table – 2.48. While the percent distribution of the educational complexes according to methods of evaluation/assessment/test, States is provided in Table – 2.49; the percent distribution of the educational complexes according to the detention of the beneficiary students in the same standard, States is provided in Table – 2.50.

Table – 2.46
Percent distribution of the educational complexes according to the provision of policy of non detention at the primary stage, States

Sl. No.	States	Non detention	Detention
1	Andhra Pradesh	12	15
2	Madhya Pradesh	4	15
3	Orissa	35	8
4	Rajasthan	8	4
Total		58	42

Table – 2.47
Percent distribution of the educational complexes according to the provision of promotion to the next standard routinely, without any evaluation, States

Sl. No.	States	Without evaluation	With evaluation	No definite response
1	Andhra Pradesh	15	-	-
2	Madhya Pradesh	12	-	12
3	Orissa	38	-	8
4	Rajasthan	12	-	4
Total		77	-	23

Table – 2.48
Percent distribution of the educational complexes according to the evaluation/assessment format, States

Sl. No.	States	Internal assessment	By outside	No definite response
1	Andhra Pradesh	19	4	4
2	Madhya Pradesh	8	4	8
3	Orissa	31	12	-
4	Rajasthan	12	-	-
Total		69	19	12

Table – 2.49
Percent distribution of the educational complexes according to methods of evaluation/assessment/test, States

Sl. No.	States	Annual test	Half yearly test	Quarterly test	Others
1	Andhra Pradesh	9	9	9	7
2	Madhya Pradesh	7	7	7	4
3	Orissa	11	9	8	5
4	Rajasthan	3	3	4	-
Total		29	28	28	16

Table – 2.50
Percent distribution of the educational complexes
according to the detention of the beneficiary
students in the same standard, States

Sl. No.	States	Detained	Not-detained
1	Andhra Pradesh	4	23
2	Madhya Pradesh	-	19
3	Orissa	-	42
4	Rajasthan	8	4
Total		12	88

69% of the implementing agencies said that at least one school (formal educational set up) has been functioning nearby to the educational complexes. Majority of such schools existed in Orissa; followed by Andhra Pradesh and Madhya Pradesh (each with 15%) and Rajasthan 12%. The existence of any formal school nearby the educational complex goes against the scheme, as it has been provided that the educational complexes should operate only in those districts, wherein formal schools do not exist, 63% of the formal schools, do not exist. 63% of the formal school, which exist nearby the educational complexes, are State Government schools, 33% of these schools are private/independent schools and the remaining 4% are government-aided schools. Majority of the educational complexes (65%) said that the districts in which their educational complexes were located; were having *Jawahar Navodaya Vidyalaya* (JNVs). The scheme, therefore, should not allow any education to the ST girl students beyond Vth standard and they should be encouraged to be mainstreamed either with the local schools/JNVs; the latter could be a preferred option, as JNVs provide excellent upper primary, secondary and senior secondary education, with residential facilities. More than two-third (88%) of the implementing agencies claimed that they have been mainstreaming the beneficiary girl students of their educational complexes into the formal school system. While in Rajasthan these agencies claimed to have cent-percent mainstreaming; in each of the remaining three 3 States mainstreaming has not happened to the tune of 4 equal percent. While the percent distribution of the educational complexes according to the existence of any school nearby them, States is provided in Table – 2.51; the status of these schools in percent is provided in

Table – 2.52. The percent distribution of educational complexes according to the existence of JNVs in the same district, wherein these complexes are located, States is provided in Table – 2.53; the percent distribution of the implementing agencies/educational complexes according to provision of mainstreaming the beneficiary ST girl students, studying in their educational complexes into formal school system, States is provided in Table – 2.54.

Table – 2.51
Percent distribution of the educational complexes
according to the existence of any school nearby them, States

Sl. No.	States	Exist	Does not exist
1	Andhra Pradesh	15	12
2	Madhya Pradesh	15	4
3	Orissa	27	15
4	Rajasthan	12	-
Total		69	31

Table – 2.52
Percent distribution of the schools, which are
located nearby the educational complexes, States

Sl. No.	States	State government	KV	JNV	Government aided	Private/independent
1	Andhra Pradesh	8	-	-	4	13
2	Madhya Pradesh	13	-	-	-	13
3	Orissa	29	-	-	-	-
4	Rajasthan	13	-	-	-	8
Total		63	-	-	4	33

Table – 2.53
Percent distribution of educational complexes
according to the existence of JNVs in the same district
wherein these complexes are located, States

Sl. No.	States	Exist	Does not exist
1	Andhra Pradesh	12	15
2	Madhya Pradesh	12	8
3	Orissa	38	4
4	Rajasthan	4	8
Total		65	35

Table – 2.54
Percent distribution of the implementing agencies/educational complexes according to provision of mainstreaming the beneficiary ST girl students, studying in their educational complexes into formal school system, States

Sl. No.	States	Mainstreamed	Not-mainstreamed
1	Andhra Pradesh	23	4
2	Madhya Pradesh	15	4
3	Orissa	38	4
4	Rajasthan	12	-
Total		88	12

2.1.7 Vocational education:

It was found that 65% of educational complexes were providing vocational/practical training to beneficiary ST girl students, with all the implementing agencies/educational complexes from Rajasthan were providing such training. The percent distribution of the implementing agencies/educational complexes according to the facilities of vocational education/and practical training, States is provided in Table-2.55.

Table-2.55
Percent distribution of the implementing agencies/ educational complexes according to the facilities of vocational education/and practical training, States

Sl. No.	States	Existent	Non-existent
1	Andhra Pradesh	4	23
2	Madhya Pradesh	15	4
3	Orissa	35	8
4	Rajasthan	12	0
Total		65	35

Majority of the implementing agencies/educational complexes, which were running vocational education reported to have opted for handicrafts as one of the trades (32%); followed by agriculture (18%) and handlooms (11%). Animal husbandry was the least preferred vocational trade (4%) among the implementing agencies/educational complexes, that too being confined only to those from Orissa. The percent distribution of the implementing agencies/educational complexes according to the coverage of trades under the vocational training, States is provided in Table-2.56.

Table-2.56
**Percent distribution of the implementing agencies/
educational complexes according to the coverage
of trades under the vocational training, States**

Sl. No.	States	Agriculture	Horticulture	Animal Husbandry	Handlooms	Handicrafts	Others
1	Andhra Pradesh	-	-	-	-	-	4
2	Madhya Pradesh	4	-	-	11	7	7
3	Orissa	11	7	4	-	18	18
4	Rajasthan	4	-	-	-	7	-
Total		18	7	4	11	32	29

23% of the educational complexes were reported to be not having separate workshops/halls for imparting vocational educational/physical training. While the non-existence of this basic facility was equally spread in the States of Andhra Pradesh, Madhya Pradesh and Orissa with each State accounting for 8%, Rajasthan was the only State, wherein all the educational complexes were having this facility. The percent distribution of the educational complexes according to having separate workshops/hall/big room for imparting vocational educational/practical training, States is provided in Table-2.57.

Table-2.57
**Percent distribution of the educational complexes
according to having separate workshops/hall/big room
for imparting vocational educational/practical training, States**

Sl. No.	States	Existent	Non-existent
1	Andhra Pradesh	19	8
2	Madhya Pradesh	12	8
3	Orissa	35	8
4	Rajasthan	12	0
Total		77	23

While majority of the implementing agencies/educational complexes (65%) were reported to be having small equipments and raw materials for vocational training; a sizeable group of 35% of agencies/complexes (with Orissa being highest with 12% and other 3 States having an equal share of 8%) were reported to be lacking small equipments and raw materials for

vocational education. The percent distribution of the educational complexes according to the availability of small equipments and raw materials for vocational training, States is provided in Table-2.58.

Table-2.58
Percent distribution of the educational complexes according to the availability of small equipments and raw materials for vocational training, States

Sl. No.	States	Available	Not-available
1	Andhra Pradesh	23	8
2	Madhya Pradesh	12	8
3	Orissa	27	12
4	Rajasthan	4	8
Total		65	35

The percent distribution of the educational complexes according to the adequacy of small equipments and raw materials for vocational training, States is provided in Table-2.59.

Table-2.59
Percent distribution of the educational complexes according to the availability of small equipments and raw materials for vocational training, States

Sl. No.	States	Adequate	Inadequate	Not-Available
1	Andhra Pradesh	-	-	27
2	Madhya Pradesh	8	4	8
3	Orissa	15	12	15
4	Rajasthan		12	-
Total		23	27	50

The study has found that in case of half of educational complexes (50%), the training equipments and raw materials were not available. While in 27% of the educational complexes, the training equipments and raw materials were found to be inadequate, 23% of the educational complexes were reported to be having adequate equipments and raw materials. On the physical verification of training equipments and raw materials, which were used by the beneficiary ST girl students, it was found that the present vocational

education/practical training were largely ineffective in imparting skills. The assessment found that 50% of such educations were totally ineffective and 23% were effective. While the percent distribution of the educational complexes according to the adequacy of the training equipments and raw materials, States is provided in Table-2.60; the percent distribution of the educational complexes according to the effectiveness of the training (particularly positive comprehension of the imparted skills by the students), States is provided in Table-2.61.

Table-2.60
Percent distribution of the educational complexes according to the adequacy of the training equipments and raw materials, States

Sl. No.	States	Adequate	Inadequate	Not Available
1	Andhra Pradesh	-	-	27
2	Madhya Pradesh	8	4	8
3	Orissa	15	12	15
4	Rajasthan	-	12	-
Total		23	27	50

Table-2.61
Percent distribution of the educational complexes according to the effectiveness of the training (particularly positive comprehension of the imparted skills by the students), States

Sl. No.	States	Effective	Largely Ineffective	Total Ineffective
1	Andhra Pradesh	-	-	27
2	Madhya Pradesh	8	4	8
3	Orissa	15	12	15
4	Rajasthan	-	12	-
Total		23	27	50

More than two-third (81%) of the implementing agencies/educational complexes were reported to be having art fields as part of practical training. Painting and folk dance/folk music/ folk art with 24% each; constituted the most preferred art fields among the educational complexes. It might sound strange that theatre/drama has the least presence (4%) in the practical training. While the percent distribution of implementing agencies/educational complexes by the coverage of

art fields is provided in the practical training, States is provided in Table-2.62; the percent distribution of the implementing agencies/educational complexes by the coverage of different art field, States is provided in Table-2.63.

Table-2.62
**Percent distribution of implementing agencies/
educational complexes by the coverage of art fields
is provided in the practical training, States**

Sl. No.	States	Covered	Not covered
1	Andhra Pradesh	23	4
2	Madhya Pradesh	12	8
3	Orissa	35	8
4	Rajasthan	12	-
Total		81	19

Table-2.63
**Percent distribution of the educational complexes
by the coverage of different art fields, States**

Sl. No.	States	Indian Classical Dance	Indian Classical Music	Theatre/Drama	Folk Dance/Folk Music/Folk Art	Painting	Sculpture/Clay-modeling	Others
1	Andhra Pradesh	-	-	-	4	-	-	2
2	Madhya Pradesh	6	6			6	2	8
3	Orissa	6	2	4	14	14	4	6
4	Rajasthan	2	4		6	4	2	-
Total		14	12	4	24	24	8	16

23% of the educational complexes, which have been reported to be providing practical training in art fields, were not having the instruments and necessary art material for these art works. 27% of the educational complexes were reported to have a single teacher, who has been imparting training in traditional trades as well as in arts and crafts subjects. 38% of the educational complexes were reported to be having separate teachers to attend to traditional trades and arts and crafts. Confirmed data could not be found in case of 35% of educational complexes. While the percent distribution of the educational complexes

according to the availability of the instruments and other art materials for arts and crafts subject, States is provided in Table-2.64; the percent distribution of the educational complexes according to the availability of separate teachers to attend to traditional trades as well as arts and crafts, States is provided in Table-2.65.

Table-2.64
Percent distribution of the educational complexes
according to the availability of the instruments
and other art materials for arts and crafts subject, States

Sl. No.	States	Available	Not available
1	Andhra Pradesh	15	12
2	Madhya Pradesh	15	4
3	Orissa	35	8
4	Rajasthan	12	-
Total		77	23

Table-2.65
Percent distribution of the educational complexes
according to the availability of separate teachers to attend
to traditional trades as well as arts and crafts, States

Sl. No.	States	Single teacher	Separate teacher	No confirmed data
1	Andhra Pradesh	4	4	19
2	Madhya Pradesh	4	12	4
3	Orissa	19	12	12
4	Rajasthan	-	12	-
Total		27	38	35

Almost all the implementing agencies/educational complexes were reported (92%) to be covering non-traditional trades. Majority of them (43%) preferred computer education, followed by garment-making (37%). While the percent distribution of the implementing agencies/educational complexes according to their perception for covering non-traditional trades, States is provided in Table-2.66; the percent distribution of the implementing agencies/educational complexes according to their preferences for proposed non-traditional trades, States is provided in Table-2.67.

Table-2.66
**Percent distribution of the implementing agencies/
educational complexes according to their
perception for covering non-traditional trades, States**

Sl. No.	States	Prefers	Not prefers
1	Andhra Pradesh	27	-
2	Madhya Pradesh	15	4
3	Orissa	38	4
4	Rajasthan	12	-
Total		92	8

Table-2.67
**Percent distribution of the implementing agencies/
educational complexes according to their
perception for covering non-traditional trades, States**

Sl. No.	States	Computer training	Electronics	Garment-making	Others
1	Andhra Pradesh	3	3	9	3
2	Madhya Pradesh	9	-	6	-
3	Orissa	23	6	23	9
4	Rajasthan	9	-	-	-
Total		43	9	37	11

2.1.8 Adult education centres:

Majority of the implementing agencies/educational complexes have been reported not to be having adult education centre for the parents of the beneficiary ST girl students as stipulated under the scheme. Those from Andhra Pradesh constituted the largest group (27%) followed by Orissa (15%) and Madhya Pradesh (12%). Majority of the implementing agencies/educational complexes (77%) were reported to have started the adult education centers since the inception of their projects. The agencies/complexes from Orissa constituted the largest segment (15%), which has started these centers afterwards. While the percent distribution of the implementing agencies/educational complexes according to the facility/provision of Adult Education Centers for the parents of the beneficiary ST girl students, States is provided in Table-2.68; the percent distribution of the implementing agencies/educational complexes according to having the

Adult Education Centres for the parents of ST girl students since the inception of their projects, States is provided in Table-2.69.

Table-2.68
Percent distribution of the implementing agencies/ educational complexes according to the facility/ provision of Adult Education Centres for the parents of the beneficiary ST girl students, States

Sl. No.	States	Available	Not available
1	Andhra Pradesh	-	27
2	Madhya Pradesh	8	12
3	Orissa	27	15
4	Rajasthan	8	4
Total		42	58

Table-2.69
Percent distribution of the implementing agencies/educational complexes according to having the Adult Education Centres for the parents of ST girl students since the inception of their projects, States

Sl. No.	States	Since inception	Afterwards
1	Andhra Pradesh	27	-
2	Madhya Pradesh	15	4
3	Orissa	27	15
4	Rajasthan	8	4
Total		77	23

Primers were found to be the most important teaching-learning materials for the adult learners. However, it was found that 58% of the implementing agencies/educational complexes have not been providing primers to the adult learners; with the majority of such defaulters belonging to Andhra Pradesh (27%), followed by Orissa (19%), Madhya Pradesh (8%) and Rajasthan (4%). Among those agencies/complexes, who have been providing primers to the adult learners, only 23% claimed to have self-developed these primers. However, majority of them (62%) did not provide any response. While the percent distribution of the implementing agencies/educational complexes according to the provision/supply of the primers to the adult learners, States are provided in Table-2.70. The percent distribution of the implementing agencies/educational complexes according to the self development of the primers for adult learners is provided in the Table-2.71.

Table-2.70
**Percent distribution of the implementing agencies/
educational complexes according to the provision/
supply of the primers to the adult learners, States**

Sl. No.	States	Provided	Not provided
1	Andhra Pradesh	-	27
2	Madhya Pradesh	12	8
3	Orissa	23	19
4	Rajasthan	8	4
Total		42	58

Table-2.71
**Percent distribution of the implementing agencies/
educational complexes according to the self- development
of the primers for adult learners, States**

Sl. No.	States	Self Developed	Other sources	No responses
1	Andhra Pradesh	-	-	27
2	Madhya Pradesh	4	4	12
3	Orissa	12	12	19
4	Rajasthan	8	-	4
Total		23	15	62

Majority of the Implementing agencies/educational complexes (54%) were not providing practical/vocational training to the parents of the beneficiary ST girl students, who have been attending the adult education centres being run by them. The provision of such practical/vocational training has been the highest among the agencies/complexes from Andhra Pradesh (27%), followed by Madhya Pradesh (12%) and Rajasthan (8%). The percent distribution of the implementing agencies/vocational training for the parents of the beneficiary ST girl students, States, who have been attending classes in the adult education centres being run by them, States is provided in Table-2.72.

Table-2.72
**Percentage distribution of the implementing agencies/
vocational training for the parents of the
beneficiary ST girl students, States**

Sl. No.	States	Provided	Not-provided
1	Andhra Pradesh	27	-
2	Madhya Pradesh	12	8
3	Orissa	8	35
4	Rajasthan	-	12
Total		46	54

2.1.9 Staff quarters:

More than half of the educational complexes (58%) were reported to have not been providing staff quarters to its teaching and non-teaching staff; with the educational complexes from Andhra Pradesh constituted the single largest segment (23%) in this category, followed by Madhya Pradesh (15%) and Orissa (12%). 42% of these staff quarters were reported to be located with the permission of the educational complexes, with 4% of them outside the premises. The majority of the educational complexes (54%) could not provide any definite response. 81% of these staff quarters were never reported to be having individual toilet facilities. While the percent distribution of the educational complexes according to the provision of staff quarters for teaching and non-teaching staff, States is provided in Table-2.73; their location to (within/outside) the premises of the educational complexes and provision of toilet facility therein are provided in Table–2.74 and Table–2.75 respectively.

Table – 2.73
Percent distribution of the educational complexes
according to the provision of staff quarters
for teaching and non-teaching staff, States

Sl. No.	States	Provided	Not-provided
1	Andhra Pradesh	4	23
2	Madhya Pradesh	4	15
3	Orissa	31	12
4	Rajasthan	4	8
Total		42	58

Table – 2.74
Percent distribution of the staff quarters
according to their locations within the premises
of the educational complexes, States

Sl. No.	States	Within the premises	Outside the premises	No definite response
1	Andhra Pradesh	4	-	23
2	Madhya Pradesh	4	-	15
3	Orissa	31	-	12
4	Rajasthan	4	4	4
Total		42	4	54

Table – 2.75
Percent distribution of the staff quarters according to the provision of individual toilet facilities, States

Sl. No.	States	Provided	Not provided
1	Andhra Pradesh	27	-
2	Madhya Pradesh	19	-
3	Orissa	27	15
4	Rajasthan	8	4
Total		81	19

2.1.10 Other facilities:

Although the scheme categorically provides that a dispensary has to be attached to the sanctioned educational complexes, only 23% of the educational complexes were reported to have such facility, which was confined to Madhya Pradesh (12%) and Orissa (11%). Majority of them (77%) did not have any dispensary attached to them. Likewise the relevant provision of the scheme in having a fair price shop in the educational complexes has been diluted, with only 31% of the educational complexes were reported to be having such fair price shops. Not a single agency from Andhra Pradesh was reported to have such facility. Out of the 69% of the educational complexes, which were reported not to be having such shops, the complexes from Orissa were reported to be the largest segment (31%), followed by Andhra Pradesh (27%). While the percent distribution of the educational complexes according to the provision of any dispensary attached to each of them, States is provided in Table-2.76; the percent distribution of the educational complexes according to the provision of fair price shop being located nearby each of the complex, States is provided in Table-2.77.

Table –2.76
Percent distribution of the educational complexes according to the provision of any dispensary attached to each of them, States

Sl. No.	States	Provided	Not provided
1	Andhra Pradesh	-	27
2	Madhya Pradesh	12	8
3	Orissa	12	31
4	Rajasthan	-	12
Total		23	77

Table –2.77
Percent distribution of the educational complexes according to the provision of fair price shop being located nearby each of the complex, States

Sl. No.	States	Provided	Not provided
1	Andhra Pradesh	-	27
2	Madhya Pradesh	12	8
3	Orissa	12	31
4	Rajasthan	8	4
Total		31	69

While the thrust of the scheme has to develop each of the educational complexes as a hub of community activity, with each of them serving as an assembly of the local tribal population for the purpose of discussions and meetings on their community matters and problems; this spirit has been reflected in case of 46% of the educational complexes, with those from Andhra Pradesh constituting the single largest segment (27%) thereof. The percent distribution of the educational complexes according to serving a hub of community activities, States is provided in Table – 2.78.

Table –2.78
Percent distribution of the educational complexes according to serving a hub of community activities, States

Sl. No.	States	Serving	Not serving
1	Andhra Pradesh	-	27
2	Madhya Pradesh	12	8
3	Orissa	31	12
4	Rajasthan	12	-
Total		54	46

2.1.11 Hostel facilities:

The Headmistress of each educational complex is supposed to have the additional charge as the hostel warden; as per the norms of the schemes. In 85% of the educational complexes, the Headmistresses were having the additionality of responsibility of hostel wardens. However, in contrary to the norms, in 15% of the educational complexes, the Headmistresses were not the hostel wardens. While the implementing agencies/educational complexes in Andhra Pradesh and Madhya Pradesh have adhered to the norms of the

schemes with all of them giving the additional charges of their respective hostels to their respective Headmistresses; only in Orissa and Rajasthan (each constituting 8%) the hostel wardens were reported to be other than Headmistresses. The percent distribution of the implementing agencies/educational complexes according to the Headmistress given additional charges as the hostel wardens, States is provided in Table-2.79.

Table-2.79
Percent distribution of the implementing agencies /educational complexes according to the Headmistress given additional charges as the hostel wardens, States

Sl. No.	States	With additional charges	Without additional charges
1	Andhra Pradesh	27	-
2	Madhya Pradesh	19	-
3	Orissa	35	8
4	Rajasthan	4	8
Total		85	15

Majority (54 %) of the hostel warden have not been provided with staff quarters inside the premises of the educational complexes, with those from Andhra Pradesh and Orissa accounting for the highest segments in this category (each State accounting for 23 %). All implementing agencies/educational complexes from Rajasthan were reported to have provided staff quarters inside the premises of the educational complexes for their respective hostel wardens. The percent distribution of the implementing agencies/educational complexes according to providing staff quarters inside the premises of the educational complexes for their respective hostel wardens, States is provided in Table-2.80.

Table-2.80
Percent distribution of the implementing agencies/ educational complexes according to provision of staff quarters inside the premises of the educational complexes for their respective hostel wardens, States

Sl. No.	States	Provided	Not provided
1	Andhra Pradesh	4	23
2	Madhya Pradesh	12	8
3	Orissa	19	23
4	Rajasthan	12	-
Total		46	54

Even those hostels wardens, who have not been provided with staff quarters, inside the premises of the educational complexes, only half of them (50 %) have been provided with separate room/facilities inside the educational complexes. The percent distribution of the implementing agencies /educational complexes according to the provision of separate room/facilities for the hostel warden (who have not been provided with staff quarters) inside the hostel complexes, States is provided in Table-2.81.

Table-2.81
Percent distribution of the implementing agencies/
educational complexes according to the provision of
separate room/facilities for the hostel warden
(who have not been provided with staff quarters)
inside the hostel complexes, States

Sl. No.	States	Provided	Not provided
1	Andhra Pradesh	27	-
2	Madhya Pradesh	4	15
3	Orissa	15	27
4	Rajasthan	4	8
Total		50	50

Only 50 % of the hostels in the educational complexes were reported to be having dining hall facilities. Among those hostels, which did not have separate dining hall, majority (54 %) of them were using verandah for having the food. While the percent distribution of the hostels of the educational complexes having separate dining halls, States is provided in Table-2.82; the percent distribution of those hostels, which are using other facilities for having the food, reason being not having the dining halls, States is provided in Table-2.83.

Table-2.82
Percent distribution of the hostels of the
educational complexes, having separate dining halls, States

Sl. No.	States	With dining hall	Without dining hall
1	Andhra Pradesh	15	12
2	Madhya Pradesh	4	15
3	Orissa	27	15
4	Rajasthan	4	8
Total		50	50

Table-2.83
Percent distribution of those hostels
which are using other facilities for having
the food for not having the dining halls, States

Sl. No.	States	Open space/terrace	verandah	Take food to your room	Data not provided
1	Andhra Pradesh	4	4	4	15
2	Madhya Pradesh	4	15	-	-
3	Orissa	4	27	-	12
4	Rajasthan	-	8	-	4
Total		12	54	4	31

Majority of the hostels were reported to be having required kitchen space (81 %) as well as storage facilities (88 %). The percent distribution of the hostels of the educational complexes according to the availability of the required kitchen space, States is provided in Table-2.84.

Table-2.84
Percent distribution of the hostels of the educational complexes
according to the availability of the required kitchen space, States

Sl. No.	States	Required kitchen space available	Required kitchen space not available
1	Andhra Pradesh	27	-
2	Madhya Pradesh	8	12
3	Orissa	35	8
4	Rajasthan	12	-
Total		81	19

The percent distribution of the hostels of the educational complexes according to the availability of storage facilities, States is provided in Table-2.85.

Table-2.85
Percent distribution of the hostels of the educational complexes
according to the availability of storage facilities, States

Sl. No.	States	Storage facilities available	Storage facilities not available
1	Andhra Pradesh	27	-
2	Madhya Pradesh	12	-
3	Orissa	38	8
4	Rajasthan	12	4
Total		88	12

Majority (59 %) of the hostels were reported to be using wood as fuel for cooking, followed by LPG (26 %). The percent distribution of the hostels of the educational complexes according to the type of fuel being used for cooking, States is provided in Table-2.86.

Table-2.86
Percent distribution of the hostels of the educational complexes according to the type of fuel being used for cooking, States

Sl. No.	States	Wood	Dung cakes	Coal /coke/ lignite	Charcoal	Kerosene	Crop residues	LPG	Electricity	Biogas	other
1	Andhra Pradesh	13	-	-	-	-	-	8	-	3	-
2	Madhya Pradesh	10	-	-	-	-	-	5	-	-	-
3	Orissa	28	-	-	3	-	-	5	-	-	-
4	Rajasthan	8	-	-	3	3	-	8	3	3	-
Total		59	-	-	5	3	-	26	3	5	-

58 % of the educational complexes were reported to be not having the kitchen gardens and the backyard poultries within the premises of their respective complexes for providing/supplementing the vegetables/and chicken and eggs requirements for the hostel inmates. Andhra Pradesh constituted the largest segment (23%) in such category. In Rajasthan, all the educational complexes were reported to be having the kitchen gardens and backyard poultries. The percent distribution of the educational complexes according to their having the kitchen gardens and backyard poultries, States is provided in Table-2.87.

Table-2.87
Percent distribution of the educational complexes according to their having the kitchen gardens and backyard poultries, States

Sl. No.	States	Having the kitchen gardens and backyard poultries	Not having the kitchen gardens and backyard poultries
1	Andhra Pradesh	4	23
2	Madhya Pradesh	8	12
3	Orissa	31	12
4	Rajasthan	-	12
Total		42	58

All the hostels were reported to be providing with drinking water facility. The hostels were depending upon diverse sources for getting the drinking water; with the dependence on the well water being the highest (31%), followed by the ground water (29%) and public water (14%). The percent distribution of the hostels of the educational complexes according to the source of drinking water supply/facility, States is provided in Table-2.88.

Table-2.88
Percent distribution of the hostels of the educational complexes
according to the source of drinking water supply/facility, States

Sl. No.	States	Public water	Ground water	Public hand pump	Well water	Surface water	Rain water	Tanker truck	other
1	Andhra Pradesh	7	10	-	-	-	-	-	-
2	Madhya Pradesh	5	2	-	12	-	-	-	5
3	Orissa	2	14	10	14	2	-	-	5
4	Rajasthan	-	2	-	5	-	-	-	5
Total		14	29	10	31	2	-	-	14

Majority of the hostels (96%) were reported to have the facility to purify the drinking water. Purifying through strained by clothes was the most popular purifying methods, with 63% of the hostel restoring to the same. Only 17% of the hostels were reported to be using water filters for purification. While the percent distribution of the hostels of the educational complexes according to facility to purify the drinking water, States is provided in Table-2.89; the percent distribution of the hostels of the educational complexes according to the purifying methods being adopted by them, states is provided in Table-2.90.

Table-2.89
Percent distribution of the hostels of the educational complexes according to facility to purify the drinking water, States

Sl. No.	States	Purifying drinking water	Not purifying drinking water
1	Andhra Pradesh	23	4
2	Madhya Pradesh	19	-
3	Orissa	42	-
4	Rajasthan	12	-
Total		96	4

Table-2.90
Percent distribution of the hostels of the educational complexes according to the purifying methods being adopted by them, states

Sl. No.	States	Strained by cloth	Alum	Water filter	Boiling	Electric purifier	Nothing	Other
1	Andhra Pradesh	25	-	-	-	-	-	-
2	Madhya Pradesh	17	-	-	-	-	-	4
3	Orissa	8	-	17	4	-	4	8
4	Rajasthan	13	-	-	-	-	-	-
Total		63	-	17	4	-	4	13

It was found that the hostel inmates have been largely (48 %) depending upon *ayah* for getting their clothes washed. A sizable group (38 %) among them was reported to wash their clothes themselves. The percent distribution of the hostel inmates of the educational complexes according to whether they have been washing their own clothes by themselves or by others, States is provided in Table-2.91.

Table-2.91
Percent distribution of the hostel inmates of the educational complexes according to whether they have been washing their own clothes by themselves or by others, States

Sl. No.	States	Ayah	Other staff	Inmates themselves	Other
1	Andhra Pradesh	10	-	10	3
2	Madhya Pradesh	14	-	3	3
3	Orissa	17	-	24	3
4	Rajasthan	7	-	-	3
Total		48	-	38	14

Majority of the hostels (96 %) were reported to being provided with adequate water supply. Well water constitutes the largest segment (28 %) of the water supply to the hostels, followed by ground water (20 %). Public water constituted only 12 % of the total supply. While the percent distribution of the hostels of the educational complexes according to adequacy of water supply/facility, States is provided in Table-2.92; the percent distribution of the sources of the water supply to the hostel of the educational complexes, States is provided in Table-2.93.

Table-2.92
Percent distribution of the hostels of the educational complexes according to adequacy of water supply/facility, States

Sl. No.	States	Adequate	Not adequate
1	Andhra Pradesh	23	4
2	Madhya Pradesh	19	-
3	Orissa	42	-
4	Rajasthan	12	-
Total		96	4

Table-2.93
Percent distribution of the sources of the water supply to the hostel of the educational complexes, States

Sl. No.	States	Public water	Ground water	Public hand pump	Well water	Surface water	Rain water	Tanker truck	Other
1	Andhra Pradesh	7	9	-	-	-	-	-	-
2	Madhya Pradesh	4	2	-	9	-	-	-	4
3	Orissa	4	7	9	15	11	-	-	4
4	Rajasthan	-	2	2	4	-	-	2	4
Total		15	20	11	28	11	-	2	13

Majority of the hostels (65 %) were reported to be provided with television sets. However, refrigerators were only available with 8 % of the hostels, that too only in Andhra Pradesh. While the percent distribution of the hostels according to the availability/provision of television sets in the hostels, States

is provided in Table-2.94; the percent distribution of the hostels according to the availability/provision of refrigerators, States is provided in Table-2.95.

Table-2.94
Percent distribution of the hostels according to the availability/provision of television sets in the hostels, States

Sl. No.	States	Available	Not available
1	Andhra Pradesh	12	15
2	Madhya Pradesh	15	4
3	Orissa	31	12
4	Rajasthan	8	4
Total		65	35

Table-2.95
Percent distribution of the hostels according to the availability/provision of refrigerators, States

Sl. No.	States	Available	Not available
1	Andhra Pradesh	8	19
2	Madhya Pradesh	-	19
3	Orissa	-	42
4	Rajasthan	-	12
Total		8	92

2.1.12 Health Support/Medical facility

Majority (81 %) of the implementing agencies/educational complexes were reported to have health support/medical facilities for the ST girl students. The absences of such facilities were reported in case of 19 % of the agencies/complexes confined Andhra Pradesh. The percent distribution of the implementing agencies/educational complexes according to the provision/availability of health support/medical facility for the beneficiary ST girl students, States is provided in Table-2.96.

Table-2.96
Percent distribution of the implementing agencies/ educational complexes according to the provision/availability of health support/medical facility for the beneficiary ST girl students, States

Sl. No.	States	Provided	Not provided
1	Andhra Pradesh	27	19
2	Madhya Pradesh	38	-
3	Orissa	4	-
4	Rajasthan	12	-
Total		81	19

Almost cent percent of the educational complexes (96 %) have been relying on the services of the part-time doctor rather than full-time doctor. Only in Orissa, the implementing agencies (4 %) were reported to have full-time doctors. Majority (68 %) of these doctors have been attached to the local PHC, followed by the private practitioners (24 %). Only 8 % of the doctors were reported to be attached to the local health sub-centers. While the percent distribution of the implementing agencies/educational complexes according to the engagement of the doctors on a full-time basis, States is provided in Table-2.97; the percent distribution of the categories of these doctors is provided in Table-2.98.

Table-2.97
**Percent distribution of the implementing agencies/
educational complexes according to the
engagement of the doctors on a full-time basis, States**

Sl. No.	States	Full-time	Part-time
1	Andhra Pradesh	-	27
2	Madhya Pradesh	-	15
3	Orissa	4	42
4	Rajasthan	-	12
Total		4	96

Table-2.98
**Percent distribution of the doctors serving the
educational complexes according to their categories, States**

Sl. No.	States	Attached to the local PHC	Attached to the local health sub-center	Private practitioners
1	Andhra Pradesh	16	-	12
2	Madhya Pradesh	12	8	-
3	Orissa	28	-	12
4	Rajasthan	12	-	-
Total		68	8	24

While it was expected that the educational complexes for the ST girl students should have female doctors; on contrary the majority of the educational complexes (88 %) were having male doctors. Only complexes in Andhra Pradesh (8 %) and Madhya Pradesh (4 %) were reported to be having female doctors. The percent distribution of the doctors serving the educational complexes by sex, States is provided in Table-2.99.

Table-2.99
Percent distribution of the doctors serving the educational complexes by sex, States

Sl. No.	States	Male	Female
1	Andhra Pradesh	19	8
2	Madhya Pradesh	15	4
3	Orissa	42	-
4	Rajasthan	12	-
Total		88	12

Majority (85 %) of the implementing agencies claimed that the attached doctors have been visiting the educational complexes on regular intervals. These visits were reported to be in majority of cases (67 %) on weekly basis, followed by monthly visits (22%). While the percent distribution of the educational complexes according to the regularity of visits by the doctors, States is provided in Table-2.100; the percent distribution of the frequency of such visits is provided in Table-2.101.

Table-2.100
Percent distribution of the educational complexes according to the regularity of visits by the doctors, States

Sl. No.	States	On calls	On regular intervals
1	Andhra Pradesh	4	23
2	Madhya Pradesh	-	15
3	Orissa	4	42
4	Rajasthan	8	4
Total		15	85

Table-2.101
Percent distribution of the doctors serving the educational complexes according to the frequency of their visits, States

Sl. No.	States	Weekly	Fortnightly	Monthly	Bi-monthly
1	Andhra Pradesh	15	4	4	4
2	Madhya Pradesh	11	4	4	-
3	Orissa	33	-	7	-
4	Rajasthan	7	-	7	-
Total		67	7	22	4

The medical facilities in the educational complexes with regard to majority (69 %) have remained confined to health check-ups. Only 31 % of the educational complexes were providing specialized services on child and adolescents' health needs; including information, education and counseling. Those agencies/complexes, which have been providing specialized services were reported to be adhering to the basic requirements/accepted norms associated with these services; mainly, *i*) privacy; *ii*) confidentiality; *iii*) respect; and *iv*) informed consent. Majority (81 %) of the educational complexes were reported to be implementing the policies of privacy. The other three norms- confidentiality, respect and informed consent were reported to be adhered to by 85 % of the educational complexes. While the percent distribution of the educational complexes according to the nature of health services provided by them, States is provided in Table-2.102; the percent distribution of the educational complexes according to the adherence to the basic norms of specialized child and adolescent health services, States is provided in Table-2.103.

Table-2.102
Percent distribution of the educational complexes
according to the nature of health services provided by them, States

Sl. No.	States	Only health check-ups	Specialized services
1	Andhra Pradesh	15	4
2	Madhya Pradesh	15	4
3	Orissa	31	15
4	Rajasthan	8	8
Total		69	31

Table-2.103
Percent distribution of the educational complexes
according to the adherence to the basic norms of specialized
child and adolescent health services, States

Sl. No.	States	Privacy		Confidentiality		Respect		Informed Consent	
		Yes	No	Yes	No	Yes	No	Yes	No
1	Andhra Pradesh	27	-	27	-	27	-	19	8
2	Madhya Pradesh	19	-	12	8	19	-	19	-
3	Orissa	27	15	35	8	27	15	35	8
4	Rajasthan	8	4	12	-	12	-	12	-
Total		81	19	85	15	85	15	85	15

Wherever the doctor attached to the educational complexes were not providing any counseling to the beneficiary ST girl students, 54 % of the implementing agencies were reported to have been arranging for alternative counseling. While data was not available for 38 % of the implementing agencies, 8 % of the implementing agencies said that they were not providing any alternative counseling to beneficiary ST girl students. Among those educational complexes, wherein alternative counseling was made available, 42 % of them claimed to be providing the same through trained teachers and 8 % of them were reported to be taking assistance from outside counselor. Confirmed data was not available in case of 42 % of the educational complexes. While the percent distribution of the educational complexes according to provision for alternative counseling, wherever the same was not provided by the attached doctor, States is provided in Table-2.104; the percent distribution of those educational complexes which have been providing alternative counseling according to the categories of the counselors, States is provided in Table-2.105.

Table-2.104
Percent distribution of the educational complexes
according to provision for alternative counseling
wherever the same was not provided by the attached doctor, States

Sl. No.	States	Provided	Not provided	No confirmed data
1	Andhra Pradesh	-	-	27
2	Madhya Pradesh	12	-	8
3	Orissa	31	8	4
4	Rajasthan	12	-	-
Total		54	8	38

Table-2.105
Percent distribution of those educational complexes
which have been providing alternative counseling
according to the categories of the counselors, States

Sl. No.	States	Outside counselor	Trained teacher	other	No confirmed data
1	Andhra Pradesh	-	-	-	27
2	Madhya Pradesh	-	12	-	8
3	Orissa	4	23	8	8
4	Rajasthan	4	8	-	-
Total		8	42	8	42

The implementing agencies/educational complexes were reported to have been miserably failed to provide any separate sick/ health check-up room in the educational complex for attending to the sick and other inmates. Only 38 % of them have provided this much-needed minimum facility, the percent distribution of the implementing agencies/educational complexes according to the provision of separate sick/ health check-up room in the educational complex for attending to the sick and other inmates, States is provided in Table-2.106.

Table-2.106
Percent distribution of the implementing agencies/ educational complexes according to the provision of separate sick/ health check-up room in the educational complex for attending to the sick and other inmates, States

Sl. No.	States	Provided	Not provided
1	Andhra Pradesh	4	23
2	Madhya Pradesh	12	8
3	Orissa	12	31
4	Rajasthan	12	-
Total		38	62

65 % of the beneficiary students were reported to be having fallen ill, because of communicable diseases in last year, with the implementing agencies/educational complexes from Orissa being reported the highest percentage (35 %) of such cases. Tragically 8 % of such students have died. While the percent distribution of the beneficiary students according to their being falling ill because of communicable diseases in last year, States is provided in Table-2.107; the percent distribution of those who died because of such illness, States is provided in Table-2.108.

Table-2.107
Percent distribution of the beneficiary students according to their being falling ill because of communicable diseases in last year, States

Sl. No.	States	Fallen ill	Not fallen ill
1	Andhra Pradesh	15	12
2	Madhya Pradesh	12	8
3	Orissa	35	8
4	Rajasthan	4	8
Total		65	35

Table-2.108
**Percent distribution of beneficiary ST girl students
who died because of illness on account of
communicable diseases in last one year, States**

Sl. No.	States	Died	Survived
1	Andhra Pradesh	4	23
2	Madhya Pradesh	-	19
3	Orissa	4	38
4	Rajasthan	-	12
Total		8	92

The staffs of the educational complexes were not found to be less fortunate, 54 % of them were struck by communicable diseases in last one year, although there has been no death on this account. The percent distribution of the staff according to their being falling ill because of communicable diseases in last one year, States is provided in Table-2.109.

Table-2.109
**Percent distribution of the staff according to
their being falling ill because of
communicable diseases in last one year, States**

Sl. No.	States	Fallen ill	Not fallen ill
1	Andhra Pradesh	4	23
2	Madhya Pradesh	12	8
3	Orissa	35	8
4	Rajasthan	4	8
Total		54	46

2.1.13 Grant Utilization

96 % of the implementing agencies have been submitting the utilization certificates, with item-wise expenditure as per the sanctioned norms of the grant to the Government of India in the prescribed GFR-19A format regularly. Only 4 % of the implementing agencies, belonging to Madhya Pradesh have not been submitting the utilization certificates regularly. The same reflection was found in the annual audit statement of the implementing agencies; with 96 % of them reflecting the income and expenditure as well as receipts and payments of the grant in the audited annual statements of the accounts. The same percentage of the implementing agencies were found to be maintaining

audit records of all assets, acquired wholly or substantially out of the grants (property of a capital nature, where the value exceeds Rs. 1000/-). While the percent distribution of the implementing agencies according to their filling/submission of the utilization certificates in prescribed norms regularly, States is provided in Table-2.110; the reflection of the grant in audited annual statements of account and maintenance of the audited records of all assets, States in percent are provided in Table-2.111 and Table-2.112 respectively.

Table-2.110
Percent distribution of the implementing agencies
according to their filling/submission of the
utilization certificates in prescribed norms regularly, States

Sl. No.	States	Submitting	Not-submitting
1	Andhra Pradesh	27	-
2	Madhya Pradesh	15	4
3	Orissa	42	-
4	Rajasthan	12	-
Total		96	4

Table-2.111
Percent distribution of implementing agencies
according to the reflection of the grant-in-aid
in audited annual statements of account, States

Sl. No.	States	Reflected	Not-reflected
1	Andhra Pradesh	27	-
2	Madhya Pradesh	15	4
3	Orissa	42	-
4	Rajasthan	12	-
Total		96	4

Table-2.112
Percent distribution of implementing agencies according to
their maintenance of the audited records of all assets, States

Sl. No.	States	Maintained	Not maintained
1	Andhra Pradesh	27	-
2	Madhya Pradesh	15	4
3	Orissa	42	-
4	Rajasthan	12	-
Total		96	4

35 % of the implementing agencies were reported to be not filing the utilization certificates of the grants already received in earlier year(s) in the prescribed performa for monitoring (Form No. 4) to the Ministry, including year-wise position on actual expenditure, on the basis of audited accounts under the following heads; item-wise grants sanctioned (as reflected in the sanctioned letter); item-wise expenditure actually incurred by the Organization; excess expenditure (+); less expenditure (-); un-spent balance (with reference to less expenditure; and remarks (including reasons for less expenditure incurred). The implementing agencies from Andhra Pradesh constituted the largest segment (23 %), which was adhering to the prescribed format for filing such utilization of the grants. The percent distribution of grants in the prescribed performa for monitoring (form no. 4) to the Ministry, States is provided in Table-2.113.

Table-2.113
Percent distribution of grants in the prescribed
performa for monitoring (form no. 4) to the Ministry, States

Sl. No.	States	Filling	Not filling
1	Andhra Pradesh	23	4
2	Madhya Pradesh	15	4
3	Orissa	19	23
4	Rajasthan	8	4
Total		65	35

92 % of the implementing agencies were following the principle of joint operation of their bank accounts. Only 8 % of the implementing agencies from Andhra Pradesh were to be not maintaining such joint operation of accounts. The percent distribution of the implementing agencies according to their maintaining joint operation of bank accounts, States is provided in Table-2.114.

Table-2.114
Percent distribution of the implementing agencies according to
their maintaining joint operation of bank accounts, States

Sl. No.	States	Joint operation	Single operation
1	Andhra Pradesh	19	8
2	Madhya Pradesh	19	-
3	Orissa	42	-
4	Rajasthan	12	-
Total		92	8

2.1.14 Problems faced by the Implementing agencies:

2.1.14.1 Accommodational Problems:

38% of the implementing agencies, which were running educational complexes in rented accommodation, were of the view that such accommodation has been creating problems. Such problem was reported to be the highest in Andhra Pradesh and Orissa, with 12 % of the implementing agencies from each of the States, facing such problems. Majority (43 %) of such implementing agencies, attributed the problem to difficulty in getting large single-unit rented accommodation in the rural/and tribal dominated areas. 36 % of such agencies reasoned that high rent, was the real problem. While the percent distribution of the implementing agencies, which have been running educational complexes in rented accommodation according to their having any problem regarding such accommodation, States is provided in Table-2.115; the percent distribution of such agency according to the categories of problems thereon is provided in Table-2.116.

Table-2.115
Percent distribution of the implementing agencies which have been running educational complexes in rented accommodation according to their problems regarding such accommodation, States

Sl. No.	States	Having problems	Without any problem
1	Andhra Pradesh	12	15
2	Madhya Pradesh	8	12
3	Orissa	12	31
4	Rajasthan	8	4
Total		38	62

Table-2.116
Percent distribution of the implementing agencies, which have been running educational complexes in rented accommodation according to the categories of problems being faced by them on such rented accommodation, States

Sl. No.	States	Non-availability of single-unit accommodation	High rent	Others
1	Andhra Pradesh	14	7	-
2	Madhya Pradesh	7	-	7
3	Orissa	14	14	14
4	Rajasthan	7	14	-
Total		43	36	21

Like the rented accommodation, 38% of the implementing agencies, which were running the educational complexes from the buildings owned by the implementing agencies or by its managing committee members, admitted to have faced different problems. The implementing agencies from Andhra Pradesh and Orissa, with 15% each constituted the highest segment in this category. High maintenance cost, with less maintenance support from the government as well as no space for extension was attributed as the two main difficulties by 24% (12% each) of the implementing agencies. 8% of them attributed the difficulty to less space to run the complexes. 69% of them cited other reasons on this account. While the percent distribution of the implementing agencies, which were running the educational complexes from the building owned by the implementing agencies or by its managing committee members according to their having any problem regarding such accommodation, States is provided in Table-2.117; the percent distribution of such agency according to the categories of problems thereon is provided in Table-2.118.

Table-2.117
Percent distribution of the implementing agencies which were running the educational complexes from the building owned by the implementing agencies or by its managing committee members according to their having any problem regarding such accommodation, States

Sl. No.	States	Having problem	Without any problem
1	Andhra Pradesh	15	12
2	Madhya Pradesh	8	12
3	Orissa	15	27
4	Rajasthan	-	12
Total		38	62

Table-2.118
Percent distribution of implementing agencies which have been running educational complexes from the building owned by the implementing agencies or by its managing committee members according to the categories of problems being faced by them, States

Sl. No.	States	High maintenance cost	Less space	No space for extension/-construction	Others
1	Andhra Pradesh	-	4	-	23
2	Madhya Pradesh	4	-	4	12
3	Orissa	8	4	8	23
4	Rajasthan	-	-	-	12
Total		12	8	12	69

Close to half of the implementing agencies (45%), which have availed of the non-recurring grants for the construction/and extension of their educational complexes; were of the view that such grants was not sufficient to meet their logistic and space needs as per the objectives of the schemes. The implementing agencies from Orissa (23%) topped the list in expressing such dissatisfaction, followed by those from Rajasthan (12%). 42% of the implementing agencies were non-committal on this issue. Only 12% of them express their satisfaction regarding the sufficiency of the non-recurring grants for the construction/and extension of the educational complexes. The percent distribution of the implementing agencies, which have received the non-recurring grants for the construction/and extension of the educational complexes according to their view point regarding the sufficiency of such grants, States is provided in Table-2.119.

Table-2.119
Percent distribution of the implementing agencies
which have received the non-recurring grants for the construction/
and extension of the educational complexes according to their
view point regarding the sufficiency of such grants, States

Sl. No.	States	Sufficient	Not-sufficient	Non-committal
1	Andhra Pradesh	-	4	23
2	Madhya Pradesh	4	8	8
3	Orissa	8	23	12
4	Rajasthan	-	12	-
Total		12	46	42

A majority of the implementing agencies (65%) were reported not to have applied for the non-recurring grants for the construction/and extension of the educational complexes. The implementing agencies from Orissa and Rajasthan constituted the largest group (with 12% each); which have applied for such non-recurring grants. 23% of the implementing agencies, have explained that their requests for the same were not expected, while 12% of the implementing agencies said that their request were accepted but the grants were yet to be released. An equal percentage (12%) of implementing agencies/educational complexes said that their request have been deferred. 54% of the implementing agencies did not provide a firm response.

Amongst those implementing agencies, which have not applied for non-recurring grants, majority of them attributed that such grants would not be adequate for providing required buildings; including logistics and space facilities. More than half (58%) of such implementing agencies could not provide any response/reason for not applying for non-recurring grants. While the percent distribution of the implementing agencies according to their States as applicants for non-recurring grants for the construction/and extension of the educational complexes is provided in Table-2.120; the percent distribution of such agencies according to their acceptance of their request as well as the reasons for not applying for such grants are provided in Table–2.121 and Table – 2.122 respectively.

Table –2.120
Percent distribution of the implementing agencies
according to their States as applicants for non-recurring grants for
the construction/and extension of the educational complexes, States

Sl. No.	States	Applied	Not applied
1	Andhra Pradesh	8	19
2	Madhya Pradesh	4	15
3	Orissa	12	31
4	Rajasthan	12	-
Total		35	65

Table –2.121
Percent distribution of implementing agencies
according to the acceptance of their request for
non-recurring grants for the construction/
and extension of the educational complexes, States

Sl. No.	States	Accepted but yet to be released	Non-accepted	Deferred	No definite response
1	Andhra Pradesh	-	4	-	23
2	Madhya Pradesh	8	8	-	4
3	Orissa	-	8	8	27
4	Rajasthan	4	4	4	-
Total		12	23	12	54

Table – 2.122
Percent distribution of the implementing agencies
according to the reasons for not applying for
the non-recurring grants for the construction/
and extension of the educational complexes, States

Sl. No.	States	Own building sufficient and cost-effective	Rented accommodation sufficient and cost-effective	Non-recurring grants inadequate	others	No definite response
1	Andhra Pradesh	-	-	-	4	23
2	Madhya Pradesh	-	-	8	4	8
3	Orissa	4	-	8	15	15
4	Rajasthan	-	-	-	-	12
Total		4	-	15	23	58

2.1.14.2 Problem related to enrolment of the ST girl children:

While majority of the implementing agencies (46%) opined that they were not facing any problem regarding under-enrolment or over-enrolment, than the prescribed strength of 30 ST girl students per standard per annum; 31% of the agencies opined they have been facing the problem of over enrolment. 19% of the implementing agencies were reported to have problems of under-enrolment. So far, specific reasons for under-enrolment, 12% of the implementing agencies attributed the same to the inadequacy of the government sanctioned facilities in the complexes. Other reasons were cited by 15% of the implementing agencies. More than half of the implementing agencies (54%), however, could not provide any definite reason for under-enrolment. Regarding the effects of over-enrolment than the prescribed strength, 31% of the implementing agencies said that over-enrolment was a burden on the existing facilities. 19% of them said that it was never a burden. Half of the implementing agencies (50%) could not give any definite view-point on this matter. While the percent distribution of the implementing agencies according to their enrolment status, States is provided in Table – 2.123; the percent distribution of the implementing agencies according to the reasons cited by them for under enrolment, States is provided in Table – 2.124. The percent distribution of the implementing agencies according to their view points on the effect of the over enrolment on the existing facilities, States is provided in Table -2.125.

Table –2.123
Percent distribution of the implementing agencies
according to their enrolment status, States

Sl. No.	States	Under-enrolment	Over-enrolment	No such problem	No definite response
1	Andhra Pradesh	4	8	15	-
2	Madhya Pradesh	8	-	8	4
3	Orissa	4	15	23	-
4	Rajasthan	4	8	-	-
Total		19	31	46	4

Table –2.124
Percent distribution of the implementing agencies according
to the reasons cited by them for under -enrolment, States

Sl. No.	States	Inadequate number of ST girl students	Beneficiary preferring schools	Inadequacy of the Government-sanctioned facility in the complex	Rigid pattern of the scheme like imparting education only in tribal dialect etc	Others	No definite response
1	Andhra Pradesh	-	4	-	4	4	15
2	Madhya Pradesh	8	4	4	-	4	-
3	Orissa	-	-	4	-	8	31
4	Rajasthan	-	-	4	-	-	8
Total		8	8	12	4	15	54

Table –2.125
Percent distribution of the implementing agencies
according to their view points on the effect of the
over- enrolment on the existing facilities, States

Sl. No.	States	Burden on the existing facility	No such burden	No definite response
1	Andhra Pradesh	12	-	15
2	Madhya Pradesh	-	4	15
3	Orissa	15	8	19
4	Rajasthan	4	8	-
Total		31	19	50

One of the major omissions in the implementation of the scheme has been the non-coverage of the primitive tribal groups. In fact, the scheme was stipulated to provide and enhance access to quality residential primary education for the primitive tribal groups in the low literacy pockets of the country. However, more than half of the implementing agencies/educational complexes (52 %) were not covering primitive tribal population groups. These agencies/complexes attributed the non-coverage to the non-existent of those tribal groups in their respective localities; wherefrom the educational complexes were being run. 18 % of the implementing agencies/educational complexes put the blame on the lack of interest and motivation among the local ST girls for their poor enrolment. 20 % of the implementing agencies have cited two other major reasons; which included; primitive tribal groups have been marginally present in the locality; customs and social life of primitive tribal group have been restricting such enrolment. The remaining 10 % of the implementing agencies have cited other reasons for such poor coverage of the primitive tribal groups in the sanctioned education complexes. The percent distribution of the implementing agencies according to the reasons sited by them for non-coverage/marginal coverage of the beneficiary ST girl students from the primitive tribal groups, States is provide in Table – 2.126.

Table –2.126
Percent distribution of the implementing agencies
according to the reasons sited by them for non-coverage
/marginal coverage of the beneficiary ST girl students
from the primitive tribal groups, States

Sl. No.	States	Non-existent of primitive tribal groups in the locality	Marginal presence of primitive tribal groups in the locality	Absence of interest/ motivation on part of the girl students for such education	Customs and social life acting as deterrent	No Definite response
1	Andhra Pradesh	5	-	5	-	5
2	Madhya Pradesh	10	-	-	-	-
3	Orissa	24	10	13	10	5
4	Rajasthan	14	-	-	-	-
Total		52	10	18	10	10

2.1.14.3 Problems related to logistic facilities:

Majority of the implementing agencies (54 %) were of the view that the existing grant was not allowing to have sufficiently adequate logistic facility to run the educational complexes as per the objectives of the schemes. Only 27 % of them opined that the grant has been sufficient to meet such logistic facility needs. However, 19 % of the implementing agencies could not provide any concrete response. The percent distribution of the implementing agencies according to their view regarding the sufficiency of the existing grant to meet the logistic facility needs of the educational complexes, States is provided in Table – 2.127.

Table –2.127
Percent distribution of the implementing agencies according to their view regarding the sufficiency of the existing grant to meet the logistic facility needs of the educational complexes, States

Sl. No.	States	Sufficient	Not-sufficient	No Definite response
1	Andhra Pradesh	4	12	12
2	Madhya Pradesh	8	4	8
3	Orissa	12	31	-
4	Rajasthan	4	8	-
Total		27	54	19

More than two-third of the implementing agencies (77%) were of the view that water supply/facility to educational complexes has been adequate. However, 23 % of the agencies, majority of whom were from Orissa and Rajasthan (8 % from each State), said that they are facing problems regarding normal water supply/facility to meet the needs of the educational complexes. The percent distribution of the educational according to adequacy of normal water supply/facility to meet their needs, States is provided in Table – 2.128.

Table –2.128
The percent distribution of the educational complexes I according to adequacy of normal water supply /facility to meet their needs, States

Sl. No.	States	Adequate	Not adequate
1	Andhra Pradesh	4	23
2	Madhya Pradesh	4	15
3	Orissa	8	35
4	Rajasthan	8	4
Total		23	77

Compared to the normal water supply/facility, the drinking water problem was found of lesser dimension. 81 % of the implementing agencies said that they have not been facing any problem regarding the drinking water supply/facility. However, 19 % of the agencies, majority of them from Orissa and Rajasthan (with 8 % from each State) opined that drinking water supply/facility has been a problem for them. The percent distribution of the educational complexes according to the adequacy of drinking water supply/facility to meet their needs, State is provided in Table – 2.129.

Table –2.129
Percent distribution of the educational complexes according to the adequacy of drinking water supply/facility to meet their needs, State

Sl. No.	States	Adequate	Not-adequate
1	Andhra Pradesh	4	23
2	Madhya Pradesh	-	19
3	Orissa	8	35
4	Rajasthan	8	4
Total		19	81

All the educational complexes were not having continuous and regular supply of electricity. 27 % of the educational complexes were reported to have lacking continuous and regular electricity supply. The problem being the highest among the educational complexes from Orissa (12%), followed by those from Rajasthan (8%). 4% each of the educational complexes from Andhra Pradesh and Madhya Pradesh were also reported to have similar problem. The percent distribution of the educational complexes according to continuous and regular supply of electricity, State is provided in Table – 2.130.

Table –2.130
Percent distribution of the educational complexes according to continuous and regular supply of electricity, States

Sl. No.	States	Continuous and regular	Not continuous and regular
1	Andhra Pradesh	4	23
2	Madhya Pradesh	4	15
3	Orissa	12	31
4	Rajasthan	8	4
Total		27	73

The implementing agencies have divergent view-points regarding the adequacy of the sanctioned grants to meet the expenses on electricity and water. While 27% of the implementing agencies said that the grant is fully adequate to meet the electricity and water expenses, another 27% were of the view that the grant has been meeting around 75% of the expenses. The percent distribution of the implementing agencies according to their view point on the adequacy of the sanctioned grants to meet the electricity and water expenses of the educational complexes, State is provided in Table – 2.131.

Table –2.131
Percent distribution of the implementing agencies
according to their view point on the adequacy of the
sanctioned grants to meet the electricity and water expenses
of the educational complexes, State

Sl. No.	States	Fully adequate	Upto 70%	Up to 50%	Less than 50%	No definite response
1	Andhra Pradesh	8	4	8	4	4
2	Madhya Pradesh	4	4	-	-	12
3	Orissa	15	15	8	4	-
4	Rajasthan	-	4	4	4	-
Total		27	27	19	12	15

69% of the implementing agencies were of the view that the grant under the heads of electricity/and water needed to be enhanced. Majority of them (35%) belong to Orissa, with the other 3 States sharing 12% each. However, the implementing agencies from Rajasthan were not for any such enhancement. The percent distribution of the implementing agencies according to their views regarding the enhancement of the electricity/and water charges provided under the grant, States is provided in Table –2.132.

Table –2.132
Percent distribution of the implementing agencies
according to their views regarding the enhancement of the
electricity/and water charges provided under the grant, States

Sl. No.	States	Agreed	Not agreed
1	Andhra Pradesh	12	15
2	Madhya Pradesh	12	8
3	Orissa	35	8
4	Rajasthan	12	-
Total		69	31

2.1.14.4 Problems related to Human Resource Support:

More than two third of the implementing agencies (77%) were of the view that prescribed monthly salary/emolument of the teaching staff; including the Headmistress, provided under the grant have been inadequate and needed to be revised. The viewpoint was shared 38% of the implementing agencies from Orissa, which constituted the largest chunk of such agencies; followed by those from Andhra Pradesh (19%) and Madhya Pradesh (12%). However, 12% of the implementing agencies (4% each from the States of Andhra Pradesh, Orissa, and Rajasthan) were of the view that such salary/emolument was reasonable and the same may continue. The implementing agencies from Madhya Pradesh, however, were totally in favour of the revision. The percent distribution of the implementing agencies/educational complexes according to their viewpoints regarding the revision of the present prescribed monthly salary/ emoluments of the teaching staff, states is provided in Table-2.133.

Table-2.133
**Percent distribution of the implementing agencies/
educational complexes according to their viewpoints
regarding the revision of the present prescribed
monthly salary/ emoluments of the teaching staff, States**

Sl. No.	States	Reasonable	Need to be revised	No definite response
1	Andhra Pradesh	4	19	4
2	Madhya Pradesh	-	12	8
3	Orissa	4	38	-
4	Rajasthan	4	8	-
Total		12	77	12

Majority of the implementing agencies (62%) opined that a present strength of teaching staff was sufficiently adequate to meet the teaching – learning needs of the beneficiary students. The agencies from Andhra Pradesh (15%) constituted the single largest segment, which were of the view that the present teaching staff strength is not sufficiently adequate; followed by Madhya Pradesh 8% and Orissa 4%. The implementing agencies from Rajasthan were fully of the view that the present teaching staff strength was adequate, 12% of the agencies couldn't provide any definite response. The percent distribution of the implementing agencies/ educational complexes

according to their viewpoint on the sufficiency of the present teaching staff strength to meet teaching – learning needs of the beneficiary students, States is provided in Table-2.134.

Table-2.134
**Percent distribution of the implementing agencies/
educational complexes according to their viewpoint
on the sufficiency of the present teaching staff strength
to meet teaching-learning needs of the beneficiary students, States**

Sl. No.	States	Not Sufficiently adequate	Adequate	No Definite responses
1	Andhra Pradesh	15	8	4
2	Madhya Pradesh	8	8	4
3	Orissa	4	38	-
4	Rajasthan	-	8	4
Total		27	62	12

More than half of the implementing agencies (54%) were of the view that the prescribed monthly salary/emoluments for non teaching staff provided under the grant were inadequate and needed to be revised. The agencies from Andhra Pradesh and Orissa constituted the largest groups (8%); which were of the view that the salary/ emoluments were reasonable and may continue; followed by Madhya Pradesh and Rajasthan (each with 4%). The percent distribution of the implementing agencies/educational complexes according to their viewpoints on the adequacy of the present prescribed monthly salary/ emoluments of the non- teaching staff provided under grant, States is provided in Table-2.135.

Table-2.135
**Percent distribution of the implementing agencies/
educational complexes according to their viewpoints on
the adequacy of the present prescribed monthly salary/ emoluments
of the non- teaching staff provided under grant, States**

Sl. No.	States	Reasonable	Inadequate needs to be revised	No definite response
1	Andhra Pradesh	8	12	8
2	Madhya Pradesh	4	8	8
3	Orissa	8	31	4
4	Rajasthan	4	4	4
Total		23	54	23

Regarding the sufficiency of present strength of non-teaching staff to meet teaching-learning needs of beneficiary students, majority of the implementing

agencies (58%) were of the view that the same is adequate. However, the agencies from Orissa, constituted the single largest segment (15%), which were of the view that the present non-teaching staff strength was not sufficiently adequate; followed by the remaining three States, representing 8% each. The percent distribution of the implementing agencies/educational complexes according to their viewpoints on the sufficiency of the present non-teaching staff strength to meet the needs of the beneficiary students, States is provided in Table-2.136.

Table-2.136
**Percent distribution of the implementing agencies/
educational complexes according to their viewpoints on
the sufficiency of the present non-teaching staff
strength to meet the needs of the beneficiary students, States**

Sl. No.	States	Not sufficiently adequate	Adequate	Not applicable
1	Andhra Pradesh	8	19	-
2	Madhya Pradesh	8	8	4
3	Orissa	15	27	-
4	Rajasthan	8	4	-
Total		38	58	4

More than half of the implementing agencies/educational complexes (54%) were reported that they were finding it difficult to make reservations for SCs and STs in the teaching and non-teaching posts, sanctioned under the scheme on the lines of reservations provided under the Central Government for these communities. However, the remaining 46% of the implementing agencies expressed their viewpoints that they were not facing any difficulty to make reservations for SCs and STs, with largest segment of such agencies belonging to Orissa 19%, followed by Andhra Pradesh (15%). Among those agencies, which faced the difficulty in making such reservations; more than two-thirds (77%) were reported to have relaxed the prescribed qualifications to recruit the SCs and STs candidates to teaching and non-teaching posts. The agencies from Orissa constituted the largest group (35%) in resorting to such relaxations; followed by Andhra Pradesh (27%), with agencies from Madhya Pradesh and Rajasthan sharing 8% each of such viewpoints. The implementing agencies from Madhya Pradesh were reported were found to

be majority (12%), which were against such relaxations, followed by those from Orissa (8%) and Rajasthan (4%). While, the percent distribution of the implementing agencies/ educational complexes according to their viewpoints on the reservations SCs and STs in the teaching and non- teaching posts, sanctioned under the scheme on the lines of reservation provided under the Central Government for these communities, States is provided in Table-2.137. The percent distribution of the implementing agencies/educational complexes according to their resorting to relaxations in the prescribed qualification to recruit the SCs and STs candidates to the teaching and non teaching posts, States is provided in Table-2.138.

Table-2.137
Percent distribution of the implementing agencies/ educational complexes according to their viewpoints on the reservations SCs and STs in the teaching and non- teaching posts sanction under the scheme on the lines of reservation provided under the Central Government for these communities, States

Sl. No.	States	Finding difficulty	No such difficulty
1	Andhra Pradesh	12	15
2	Madhya Pradesh	12	8
3	Orissa	23	19
4	Rajasthan	8	4
Total		54	46

Table-2.138
Percent distribution of the implementing agencies/ educational complexes according to their resorting to relaxations in the prescribed qualification to recruit the SCs and STs candidates to the teaching and non teaching posts, States

Sl. No.	States	Relaxing	Not relaxing
1	Andhra Pradesh	27	-
2	Madhya Pradesh	8	12
3	Orissa	35	8
4	Rajasthan	8	4
Total		77	23

Majority of implementing agencies (45%) cited the non-availability of candidates, with the prescribed qualifications in the local communities, as the

prime reason for not making required reservations for SCs and STs in the teaching and non-teaching posts, sanctioned under the scheme on the lines of reservation provided under the Central Government for these communities. Even (36%) of the implementing agencies said that even after relaxation of the prescribed qualification, such candidates were not available in the local communities. 9% of implementing agencies have evaded reservations, as they were reported to be not insisting or making provisions for such reservations in the teaching and non-teaching posts. The percent distribution of implementing agencies/educational complexes according to the reasons cited by them for not making the required qualification for SC, ST candidates in local communities, States is provided in Table-2.139.

Table-2.139
**Percent distribution of implementing agencies/
educational complexes according to the reasons cited
by them for not making the required qualification
for SC, ST candidates in local communities, States**

Sl. No.	States	Non-availability of qualified SC and ST candidates in the local communities	Non-availability of qualified SC and ST candidates in local communities even after relaxation	Did not insist or made provision for reservations	Others
1	Andhra Pradesh	9	-	9	-
2	Madhya Pradesh	9	-	-	-
3	Orissa	23	27	-	9
4	Rajasthan	5	9	-	-
Total		45	36	9	9

35% of the implementing agencies did not resort to any other method to ensure reservations to SC and ST candidates, in case such candidates were not available in local communities, even after the relaxation of the prescribed qualifications. However, 30% of the implementing agencies claimed to have given advertisement in vernacular newspaper. The percent distribution of the implementing agencies according to teaching resources the other

alternatives to ensure reservations in the teaching and non- teaching posts, States is provided in Table-2.140.

Table-2.140
Percent distribution of the implementing agencies
according to teaching resources the other alternatives to
ensure reservations in the teaching and non- teaching posts, States

Sl. No.	States	Obtaining names from employment exchange	Advertisement in vernacular newspapers	Circulation in local educational institutions	Others	Didn't try any alternative
1	Andhra Pradesh	-	-	-	-	35
2	Madhya Pradesh	-	5		10	-
3	Orissa	-	20	10	5	-
4	Rajasthan		5	5	5	-
Total		-	30	15	20	35

Majority of the implementing agencies (52%) were of the view that the grant provided by the Ministry should make provision for in-service training for the teachers, through the financial allocation under separate head. 37% of them were of the view that such training should be arranged by the State SCERT/SIET. However, 11% of the agencies (7% from Andhra Pradesh and 4% of Rajasthan) were of the view that no such training was needed. Regarding the pre-service training, 52% of the implementing agencies were of the view that grant provided by the Ministry should make provision for pre-service trainings of the teachers, through the financial allocation under separate head. 35% implementing agencies favoured such training by the State SCERT and SIET. However, 13% of the agencies (9% from Orissa and 4% from Rajasthan) were of the view that no such pre-service training was needed. While, the percent distribution of the implementing agencies according to their preferences for in-service trainings of the teaching, States is provided in Table-2.141; the percent distribution of the implementing agencies according to their preference for pre- services training of the teachers, States is provided in Table-2.142.

Table-2.141
Percent distribution of the implementing agencies according to their preferences for in-service trainings of the teaching, States

Sl. No.	States	Separate final allocation	Training by SCERT/ SIET	Training not need
1	Andhra Pradesh	15	7	7
2	Madhya Pradesh	11	-	-
3	Orissa	26	22	-
4	Rajasthan	-	7	4
Total		52	37	11

Table-2.142
Percent distribution of the implementing agencies according to their preference for pre- services training of the teachers, States

Sl. No.	States	Separate final allocation	Training by SCERT/ SIET	Training not needed
1	Andhra Pradesh	13	4	-
2	Madhya Pradesh	13	-	-
3	Orissa	26	22	9
4	Rajasthan	-	9	4
Total		52	35	13

2.1.14.5 Problem related to learning-teaching:

Majority of the implementing agencies (52%) were of a view that they were finding it difficult to develop text-books/and teaching and learning materials in the local tribal dialects. The largest segment of such implementing agencies (35%) belonged to Orissa, followed by those from Madhya Pradesh and Rajasthan (each representing 12%). All the implementing agencies from Andhra Pradesh (27%), however, took an opposite view-point and said that they were comfortable in developing text-books/and teaching and learning materials in the local tribal dialects. The same view was expressed by 8% of the implementing agencies, each from Madhya Pradesh and Orissa. Those of the implementing agencies; which subscribed to the view that the use of the local tribal dialects for developing text-books and teaching-learning materials, was difficult; cited a variety of reasons for the same. An equal percentage of such agencies (30% each) cited the reasons of non-availability of resource persons and non-availability of reference materials for such constraints. 23% of the implementing agencies said that the tribal dialects

were difficult to be understood and comprehended by the curriculum developers. 15% of them said that tribal dialects provided less flexibility in covering the entire or all the aspects of the curriculum. While the percent distribution of the implementing agencies/educational complexes according to their view points regarding the difficulty in developing text-books/and teaching and learning materials in local tribal dialects, States is provided in Table–2.143; the percent distribution of those implementing agencies/ educational complexes, which were reported to find it difficult to develop text-books/and teaching and learning materials in local tribal dialects; according to the reasons cited by them for having such difficulty, States is provided in Table – 2.144.

Table – 2.143
Percent distribution of the implementing agencies/ educational complexes according to their view points regarding the difficulty in developing text-books/ and teaching and learning materials in local tribal dialects, States

Sl. No.	State	Difficult	Not-difficult
1	Andhra Pradesh	-	27
2	Madhya Pradesh	12	8
3	Orissa	35	8
4	Rajasthan	12	-
Total		58	42

Table – 2.144
Percent distribution of those implementing agencies/ educational complexes which were reported to find it difficult to develop text-books/and teaching and learning materials in local tribal dialects; according to the reasons cited by them for having such difficulty, States

Sl. No.	States	Non-availability of resource persons	Difficulty in comprehending tribal dialects	Non-availability of reference materials	Non-flexibility of tribal dialects in covering the entire syllabus	Others
1	Andhra Pradesh	-	-	-	-	-
2	Madhya Pradesh	5	5	8	5	-
3	Orissa	20	13	18	10	-
4	Rajasthan	5	5	5	-	3
Total		30	23	30	15	3

54% of the implementing agencies expressed their view that the grant received for providing a set of text-books/ and teaching-learning materials per annum to each student in each class/ standard was adequate. However, 38% of the implementing agencies; majority from Orissa (19%), followed by Madhya Pradesh (12%) and Rajasthan (8%) said that the grant was inadequate to meet the text-books/teaching-learning materials needs of 8% of the implementing agencies could not provide any definite response. The percent distribution of the implementing agencies according to their view point on the adequacy of the grants in providing a set of text-books/ and teaching and learning materials per annum to each student in each class/ standard, States is provided in Table – 2.145.

Table – 2.145
Percent distribution of the implementing agencies
according to their view point on the adequacy of the grants
in providing a set of text-books/ and teaching and learning materials
per annum to each student in each class/ standard, States

Sl. No.	State	Adequate	Inadequate	No definite response
1	Andhra Pradesh	23	-	4
2	Madhya Pradesh	4	12	4
3	Orissa	23	19	-
4	Rajasthan	4	8	-
Total		54	38	8

Majority of the implementing agencies/educational complexes (69%) suggested that the text-books/and the teaching-learning materials (and for that matter the teaching-learning process in the educational complexes) should not be restricted to only local tribal dialects. The majority of such implementing agencies belonged to Orissa (31%), followed by Madhya Pradesh (15%), while with Andhra Pradesh and Rajasthan representing 12% of such agencies. While the implementing agencies from Andhra Pradesh constituted the single largest group (15%) in subscribing to the view that the teaching-learning process should be restricted only to the local tribal dialects; the same view was shared by 12% of agencies from Orissa and 4% of the agencies from Madhya Pradesh. Those implementing agencies; which subscribed to the view that teaching-learning process in the educational complex should go beyond the local tribal dialect; cited variety of reasons for

such diversification. The major reason cited by them in expanding the scope of the teaching-learning process beyond the local tribal dialects is the advantages in mainstreaming the beneficiary students into the formal school system (14%); difficulty in covering all the syllabus in local tribal dialects (13%); difficulty in getting teachers, having proficiency in local tribal dialects (13%); inclination of the ST girl students towards learning the other languages (11%), difficulty in covering science and IT streams in local tribal dialects (11%); and inclination of the beneficiary students towards learning in English (10%). While the percent distribution of the implementing agencies/educational complexes according to their view points in not restricting the teaching-learning process in the educational complexes to the local tribal dialects, States is provided in Table – 2.146; the percent distribution of those educational complexes /educational complexes; who shared the view that the teaching-learning processes in the educational complexes should go beyond the local tribal dialects; according to the reasons cited by them for expanding the horizon of such education; States is provided in Table – 2.147.

Table – 2.146
**Percent distribution of the implementing agencies/
educational complexes according to their view points
in not restricting the teaching-learning process in the
educational complexes to the local tribal dialects, States**

Sl. No.	State	Not to be restricted	To be restricted
1	Andhra Pradesh	12	15
2	Madhya Pradesh	15	4
3	Orissa	31	12
4	Rajasthan	12	-
Total		69	31

Table – 2.147
**Percent distribution of those educational complexes /
educational complexes; who shared the view that the teaching-learning
processes in the educational complexes should go beyond the
local tribal dialects; according to the reasons cited by them
for expanding the horizon of such education; States**

Sl. No.	States	Reasons											
		*1	*2	*3	*4	*5	*6	*7	*8	*9	*10	*11	*12
1	Andhra Pradesh	-	-	-	-	-	-	-	1	-	-	-	-
2	Madhya Pradesh	-	-	3	3	4	4	4		4	-	-	1
3	Orissa	-	6	9	8	6	1	4	3	6	4	1	6
4	Rajasthan	1	3	1	3	1	3	3	1	4	-	1	4
Total		1	9	13	13	11	7	10	5	14	4	3	11

- *1 Local tribal dialects difficult to be understood by the children
- 2 Local tribal dialects difficult to be taught by the teachers
- 3 All the syllabus cannot be covered in the local tribal dialects
- 4 Difficult to get teachers who have proficiency in local tribal dialects
- 5 ST girl children are more inclined towards learning in vernacular language
- 6 Children are more inclined towards learning in Hindi (where Hindi is not the vernacular language)
- 7 Children are more inclined towards learning in English
- 8 Parents are more inclined towards teaching-learning of their wards in other than (or over and above) the local tribal dialects because it offers a larger academic canvas.
- 9 Teaching-learning in local tribal dialects restricts the mainstreaming of beneficiary students into the formal school system
- 10 Such teaching-learning contrasts the three-language/two-language teaching-learning methods adopted by the Central and the State government.
- 11 Teaching-learning in local tribal dialect is not interesting and joyful
- 12 Difficult to cover the science & IT streams in local tribal dialects

Two-third of the implementing agencies/educational complexes (73%) were of the view that there should not be any change in the teaching-learning methods. The majority of such agencies belonged to Andhra Pradesh and Orissa (each sharing 27%), followed by Madhya Pradesh 15% and Rajasthan 4% among the 27% of the implementing agencies; who favoured change in the existing teaching-learning methods; majority belonged to Orissa (15%), followed by those from Rajasthan (8%) and Madhya Pradesh (4%). Those agencies; who preferred for modifications in the existing teaching-learning methods; cited a number of improvements. Inclusion of computer literacy and in-service training of the teachers were cited by an equal percentage of implementing agencies (26%), followed by pre-service training of the teachers (21%) and diversifying to other languages as medium of instruction by 16% of such implementing agencies. While the percent distribution of the implementing agencies/educational complexes according to their view points to bring about changes in the existing teaching-learning methods, States is provided in Table – 2.148; the percent distribution of those implementing agencies /educational complexes; who favored modifications in the existing teaching-learning methods; according to the new/additional methods in teaching-learning, suggested by them, States is provided in Table – 2.149.

Table – 2.148
**Percent distribution of the implementing agencies/
educational complexes according to their view points to bring
about changes in the existing teaching-learning methods, States**

Sl. No.	State	Change	No-change
1	Andhra Pradesh	-	27
2	Madhya Pradesh	4	15
3	Orissa	15	27
4	Rajasthan	8	4
Total		27	73

Table – 2.149
**Percent distribution of those implementing agencies /
educational complexes; who favored modifications in the
existing teaching-learning methods; according to the new/
additional methods in teaching-learning, suggested by them, States**

Sl. No.	States	Diversifying form the exclusivity of tribal dialects to other languages as medium of instruction	Enhancing mathematical literacy	Inclusion of computer literacy	Mainstreaming with formal school system	Tying up with the National Open School or the State school or distant education system	Pre-service training of the teachers	In-service training of the teachers
1	Andhra Pradesh	-	5	5	-	-	5	5
2	Madhya Pradesh	16	-	16	-	-	5	11
3	Orissa	-	-	-	-	-	-	-
4	Rajasthan	-	-	5	-	5	11	11
Total		16	5	26	-	5	21	26

Majority of the implementing agencies/educational complexes (62%) were of the view that shifting to other languages as medium of instruction would not enhance the enrollment, retention and achievement level of the beneficiary students. However, the educational complexes from Orissa; constituting the single largest chunk (19%); were of the view that changes in the medium of instruction would lead to the enhancement in the enrolment, retention and achievement level of the beneficiary students. Such view is expressed by an equal percentage of (8%) of the educational complexes from Andhra Pradesh and Madhya Pradesh. Only 4% of the implementing agencies from Rajasthan shared this perspective. The percent distribution of the

implementing agencies/educational complexes according to their view points on the effectiveness of shifting to other languages as medium of instruction in ensuring the enhancement of the enrollment, retention and achievement level of the beneficiary students, States is provided in Table – 2.150.

Table – 2.150
Percent distribution of the implementing agencies/ educational complexes according to their view points on the effectiveness of shifting to other languages as medium of instruction in ensuring the enhancement of the enrollment, retention and achievement level of the beneficiary students, States

Sl. No.	State	Medium shift will enhance enrolment, retention and achievement level	Medium shift will not enhance enrolment retention and achievement level
1	Andhra Pradesh	8	19
2	Madhya Pradesh	8	12
3	Orissa	19	23
4	Rajasthan	4	8
Total		38	62

Nearly two-third of the implementing agencies/educational complexes (73%) were of the view that the two sets of uniform; being provided to the beneficiary students; were not sufficient to meet their needs both in the class-rooms and in hostels. Only in Andhra Pradesh, majority of the implementing agencies (19%) said that the two sets of such uniforms were sufficient. All the implementing agencies/educational complexes in variations have suggested that more such uniforms and allied items should be provided to the beneficiary students for free-of-cost every year. 20% of the implementing agencies said that the students would need 3 sets of such uniforms; 70% said that 3 sets of other dresses other than the school uniforms should be provided. 16% of the agencies were of the view that 2 sets of winter clothes should be provided. Other suggested allied requirements included; 1 pair of shoes by 15% of the implementing agencies, 2 pair of socks by 13% and 1 school bags by 15% of the implementing agencies. While the percent distribution of the implementing agencies according to their view point on the sufficiency of 2 sets of uniforms being provided to the beneficiary students in meeting their needs both in classes and in hostels, States is provided in Table – 2.151; the percent distribution of

the implementing agencies according to their suggestions for provision of dresses and allied facilities free-of-cost on yearly basis, States is provided in Table – 2.152.

Table – 2.151
Percent distribution of the implementing agencies according to their view point on the sufficiency of 2 sets of uniforms being provided to the beneficiary students in meeting their needs both in classes and in hostels, States

Sl. No.	State	Sufficient	Not-sufficient
1	Andhra Pradesh	19	8
2	Madhya Pradesh	-	19
3	Orissa	4	38
4	Rajasthan	4	8
Total		27	73

Table – 2.152
Percent distribution of the implementing agencies according to their suggestions for provision of dresses and allied facilities free-of-cost on yearly basis, States

Sl. No.	States	3 sets of school uniforms for classes	3 sets of dresses outside the teaching hours/for the	2 sets of winter clothes, (like sweaters pullovers, caps/ mufflers etc.)	1 pair of shoes	2 pair of socks	1 school bag	Others
1	Andhra Pradesh	4	1	-	-	-	-	-
2	Madhya Pradesh	5	1	3	1	1	1	3
3	Orissa	8	12	9	11	9	11	-
4	Rajasthan	3	3	4	3	3	3	1
Total		20	17	16	15	13	15	4

More than two-third of the implementing agencies/educational complexes (81%) were of the view that the amount under the school uniforms/dresses for the beneficiary students should be enhanced. Only 8% of the implementing agencies from Andhra Pradesh and 4% each of agencies from the remaining 3 States were seem to be satisfied with the present allocation for such uniform/dresses. The percent distribution of the implementing agencies according to their view point on the enhancement of the grant for such uniform, States is provided in Table – 2.153.

Table – 2.153
Percent distribution of the implementing agencies
according to their view point on the
enhancement of the grant for such uniform, States

Sl. No.	State	For enhancement	Not for enhancement
1	Andhra Pradesh	19	8
2	Madhya Pradesh	15	4
3	Orissa	38	4
4	Rajasthan	8	4
Total		81	19

73% of the implementing agencies were of the view that the grant has no provision for library/reading room. The majority of such agency (35%) belonged to Orissa, followed by those from Andhra Pradesh and Madhya Pradesh (15% each); with agencies from Rajasthan constituting the least segment in this category. However, majority of those implementing agencies; which said that the grant has provision for library/reading room, belonged to Andhra Pradesh (12%), followed by Orissa (8%), with Madhya Pradesh and Rajasthan sharing the equal share of 4%. The majority of the implementing agencies, which were of the view that the grant did not provide for library/reading room (88%), however, reported to have expressed their desire to have such library/reading room facility. These agencies felt that such a facility; with relevant reference books, additional copies of text books, NCERT publications, SCERT/State Education Department publications, story/poetry books, novels for children, comics and other entertaining books, general knowledge books, biographies and newspapers; should be integral part of the educational complexes, as the same would help reading habits among the beneficiary students; and provide a collective pool of books and other teaching-learning-reading materials to meet the short-fall in the educational content provided by the text-books. Only 8% of the agencies from Orissa and 4% from Madhya Pradesh did not feel the need of such library/reading room facility. While the percent distribution of the implementing agencies according to their view points regarding the provision of library/reading room in the grant; States is provided in Table – 2.154; the percent distribution of those implementing agencies/educational complexes, which were of the view that the grant did not provide library/reading room

facility according to their desire for creation of such facility, States is provided in Table – 2.155.

Table – 2.154
Percent distribution of the implementing agencies
according to their view points regarding
the provision of library/reading room in the grant; States

Sl. No.	State	Provided	Not-provided
1	Andhra Pradesh	12	15
2	Madhya Pradesh	4	15
3	Orissa	8	35
4	Rajasthan	4	8
Total		27	73

Table – 2.155
Percent distribution of those implementing agencies/
educational complexes, which were of the view
that the grant did not provide library/reading room facility
according to their desire for creation of such facility, States

Sl. No.	State	Needs to be provided	Needs not to be provided
1	Andhra Pradesh	27	-
2	Madhya Pradesh	15	4
3	Orissa	35	8
4	Rajasthan	12	-
Total		88	12

While half of the implementing agencies/educational complexes (50%) were of the view that no separate laboratory facility (wherever the educational complexes covered the senior secondary students in science stream) has been provided in the grant; the remaining half said that the facility is not applicable for them. The same division was found about the desire of such facilities among the implementing agencies/educational complexes. While the percent distribution of the implementing agencies/educational complexes according to their view points on the provision of separate laboratory facility in the scheme; wherever the educational complexes have been covering the senior secondary students in science streams, States is provided in Table – 2.156; the percent distribution of those implementing agencies/educational complexes according to their desire to have separate laboratory facilities

(wherever the educational complexes were covering the senior secondary students in science streams), States is provided in Table – 2.157.

Table – 2.156
**Percent distribution of the implementing agencies/
educational complexes according to their view points
on the provision of separate laboratory facility in the scheme
wherever the educational complexes have been
covering the senior secondary students in science streams, States**

Sl. No.	State	Provided	Not-provided	Not-applicable
1	Andhra Pradesh	-	15	12
2	Madhya Pradesh	-	12	8
3	Orissa	-	15	27
4	Rajasthan	-	8	4
Total		-	50	50

Table – 2.157
**Percent distribution of those implementing agencies/
educational complexes according to their desire to have separate
laboratory facilities wherever the educational complexes were
(covering the senior secondary students in science streams), States**

Sl. No.	State	Needs to be created	Needs not to be created
1	Andhra Pradesh	19	8
2	Madhya Pradesh	4	15
3	Orissa	19	23
4	Rajasthan	8	4
Total		50	50

Majority of the implementing agencies (81%) said that the grants did not cover the physical training and yoga teaching. Only 12% of such agencies/complexes from Andhra Pradesh and 8% of them from Rajasthan were of the view that the grant covered such training and teaching. Among those implementing agencies/educational complexes; which said that the grant in its present format did not cover the physical training and yoga teaching; a vast majority (81%) said that such training and teaching should be covered under the grant; with the agencies from Andhra Pradesh agreeing to this view-point in cent percent. Only 12% of the agencies from Orissa, and 4% each from Madhya Pradesh and Rajasthan said that the physical training and yoga teaching were not needed. While the percent

distribution of the implementing agencies/educational complexes according to their view point on the coverage of physical training and yoga teaching under the existing grant, States is provided in Table – 2.158; the percent distribution of those implementing agencies; which were of the view that the grant did not cover the physical training and yoga teaching; according to their view point on the need of such training and teaching, States is provided in Table – 2.159.

Table – 2.158
**Percent distribution of the implementing agencies/
educational complexes according to their view point
on the coverage of physical training and
yoga teaching under the existing grant, States**

Sl. No.	State	Provided	Not provided
1	Andhra Pradesh	12	15
2	Madhya Pradesh	-	19
3	Orissa	-	42
4	Rajasthan	8	4
Total		19	81

Table – 2.159
**Percent distribution of those implementing agencies
which were of the view that the grant did not cover
the physical training and yoga teaching; according to their
view point on the need of such training and teaching, States**

Sl. No.	State	Needs to be created	Needs not to be created
1	Andhra Pradesh	27	-
2	Madhya Pradesh	15	4
3	Orissa	31	12
4	Rajasthan	8	4
Total		81	19

Majority of the implementing agencies/educational complexes (58%) strongly felt that the amount of Rs. 50/- per month, being provided to each of the parents of the beneficiary students as incentive was inadequate. Among those implementing agencies; which express their view-point on the adequacy of the monthly emoluments; majority of them belonged to Andhra Pradesh (15%), followed by Orissa (8%) and Madhya Pradesh (4%). No definite response was received from 15% of the implementing agencies on

this issue. The percent distribution of the implementing agencies/educational complexes according to their view points on the adequacy of the monthly parental incentive, States is provided in Table – 2.160.

Table – 2.160
**Percent distribution of the implementing agencies/
educational complexes according to their view points
on the adequacy of the monthly parental incentive, States**

Sl. No.	State	Adequate	Inadequate	No definite response
1	Andhra Pradesh	15	4	8
2	Madhya Pradesh	4	12	4
3	Orissa	8	31	4
4	Rajasthan	-	12	-
Total		27	58	15

62% of the implementing agencies/educational complexes; majority of which belonged to Orissa (27%), followed by Andhra Pradesh (19%), with Madhya Pradesh and Rajasthan equally sharing 8%; were reported to be fully satisfied with the retention level of the beneficiary students. 12% of these were partially satisfied and 8% of them were dissatisfied. From all the implementing agencies/educational complexes; those which were not satisfied with the retention level of the beneficiary students; expressed divergent reasons for their drop-outs. Majority of them (57%) said that the reasons of low level retention was the prevalence of social norms/stigmas; like not allowing girls to have education after reaching adolescence; child marriage; the need of girl children to do the household chores. 20% of these agencies attributed the reason to the inadequacy of facilities under the grant. 14% of them cited other reasons. While the percent distribution of the implementing agencies/educational complexes according to their satisfaction with regard to the retention level of the beneficiary students, States is provided in Table – 2.161; the percent distribution of those implementing agencies/educational complexes; which express their dissatisfaction on the retention level according to the reasons cited by them for low retention level/high drop-outs, States is provided in Table – 2.162.

Table – 2.161
**Percent distribution of the implementing agencies/
educational complexes according to their satisfaction
with regard to the retention level of the beneficiary students, States**

Sl. No.	State	Fully satisfied	Partially satisfied	dissatisfied	No definite response
1	Andhra Pradesh	19	-	-	8
2	Madhya Pradesh	8	4	4	4
3	Orissa	27	8	4	4
4	Rajasthan	8	-	-	4
Total		62	12	8	19

Table – 2.162
**Percent distribution of those implementing agencies/
educational complexes; which express their dissatisfaction
on the retention level according to the reasons cited
by them for low retention level/high drop-outs, States**

Sl. No.	State	Exclusivity on local tribal dialects as medium of instruction	Parents more inclined to put their wards in regular schools, which provide other mediums of instruction	Facilities provided under the grant are not sufficiently adequate	Prevalence of social norms/stigmas; like not allowing girls to have education after reaching adolescence, child marriage, the need of girl children to do the household chores	Enrolled students' disorientation and disinterest in continuing their studies	others
1	Andhra Pradesh	-	-	-	-	-	-
2	Madhya Pradesh	-	-	-	14	-	14
3	Orissa	-	-	29	14	-	-
4	Rajasthan	-	-	-	29	-	-
Total		-	-	29	57	-	14

69% of the implementing agencies/educational complexes were of the view that they were constrained to impart vocational education due to inadequacy/paucity of small equipments and raw materials needed for such training. Majority of the implementing agencies, which shared this view-point belonged to Orissa (27%); followed by Andhra Pradesh (23%). 12% of the agencies from Rajasthan and 8% from Madhya Pradesh were also of the

same viewpoint. However, 15% of the implementing agencies from Orissa; followed by those from Madhya Pradesh (12%) and Andhra Pradesh (4%) held a contrary viewpoint and reported that small equipments and raw materials were never posed any problem for them to impart vocational training. The percent distribution of implementing agencies/educational complexes according to their viewpoints on imparting the vocational education due to inadequacy/paucity of small equipments and raw materials needed for such training, States is provided in Table – 2.163.

Table – 2.163
Percent distribution of implementing agencies/ educational complexes according to their viewpoints on imparting the vocational education due to inadequacy/ paucity of small equipments and raw materials needed for such training, States

Sl. No.	State	Constrained	Not-constrained
1	Andhra Pradesh	23	4
2	Madhya Pradesh	8	12
3	Orissa	27	15
4	Rajasthan	12	-
Total		69	31

While half of the implementing agencies (50%) were of the view that the existing provision of a single music/arts and craft teacher is sufficient to meet the human resource/ skill impartment needs of the beneficiary students in all the trades and the art fields; the other half did not subscribe to the viewpoint. The majority of the agencies, which were of the view that the single teacher was sufficient, belonged to Orissa (35%); followed by Rajasthan (12%) and Madhya Pradesh (4%). All the implementing agencies from Andhra Pradesh (27%) did not agree to the sufficiency of a single music/art and craft teacher; followed by those from Madhya Pradesh (15%) and Orissa (8%). The percent distribution of the implementing agencies/educational complexes according to their viewpoints on the sufficiency of single music/art and craft teacher to meet the human resource/ skill impartment needs of the beneficiary students in all the trades and the art fields, States is provided in Table – 2.164.

Table – 2.164
**Percent distribution of the implementing agencies/
educational complexes according to their viewpoints
on the sufficiency of single music/art and craft teacher
to meet the human resource/ skill impartment needs of the
beneficiary students in all the trades and the art fields, States**

Sl. No.	State	Sufficient	Not-sufficient
1	Andhra Pradesh	-	27
2	Madhya Pradesh	4	15
3	Orissa	35	8
4	Rajasthan	12	-
Total		50	50

Almost two-third of the implementing agencies (73%) were of the view that the teaching staff strength for vocational education should be increased. Majority of them, with equal percent belonged to Andhra Pradesh and Orissa (27%); followed by Rajasthan (12%) and Madhya Pradesh (8%). Only some of the implementing agencies from Madhya Pradesh and Orissa were not in favour of such increase. The percent distribution of the implementing agencies according to their viewpoint on the need for increasing the teaching staff strength for vocational education, States is provided in Table – 2.165.

Table – 2.165
**Percent distribution of the implementing agencies
according to their viewpoint on the need for increasing
the teaching staff strength for vocational education, States**

Sl. No.	State	Needed	Not-needed
1	Andhra Pradesh	27	-
2	Madhya Pradesh	8	12
3	Orissa	27	15
4	Rajasthan	12	-
Total		73	27

Almost all the implementing agencies (92%) were of the view that there was no provision in the scheme for appointment workshop assistant(s)/ and accompanist(s) to provide vocational training. Only 8% of the implementing agencies belonging to Rajasthan said that such a provision existed in the scheme. More than two-third of the implementing agencies (77%) said that such helping hand(s) were needed to diversify and optimise the coverage

and impact of the vocational education. The majority of such agencies belonged to Orissa (35%), followed by those from Andhra Pradesh (23%). While the percent distribution of the implementing agencies according to their viewpoints on the provision in the scheme for appointment workshop assistant(s)/ and accompanist(s) to provide vocational training, States is provided in Table – 2.166; the percent distribution of the implementing agencies/educational complexes on the need for such helping hand(s) to diversify optimise the coverage and impact of the vocational education, States is provided in Table – 2.167.

Table – 2.166
Percent distribution of the implementing agencies
according to their viewpoints on the provision in the scheme
for appointment workshop assistant(s)/ and
accompanist(s) to provide vocational training, States

Sl. No.	State	Provided	Not-provided
1	Andhra Pradesh	-	27
2	Madhya Pradesh	-	19
3	Orissa	-	42
4	Rajasthan	8	4
Total		8	92

Table – 2.167
Percent distribution of the implementing agencies/
educational complexes on the need for such helping hand(s) to diversify
& optimise the coverage and impact of the vocational education, States

Sl. No.	State	Needed	Not-needed
1	Andhra Pradesh	23	4
2	Madhya Pradesh	12	8
3	Orissa	35	8
4	Rajasthan	8	4
Total		77	23

Majority of the implementing agencies (81%) opined that the grant has no separate provision for vocational education/ practical training. The dominant segment of those implementing agencies (73%), which were of the view that the grant has provision for vocational education/practical training, opined that the grant amount was not sufficient to provide necessary skill development

programmes to the beneficiary students. Only implementing agencies from Andhra Pradesh (19%) and Madhya Pradesh (8%), were of the view that grant has been sufficient to meet such needs. While the percent distribution of the implementing agencies according to their viewpoint on the separate training in the grant, States is provided in Table – 2.168; the percent distribution of those implementing agencies/educational complexes, which were of the opinion that the grant has separate provision for vocational education/ practical training; according to their opinion on the sufficiency of the sanctioned amount to provide necessary skill development programmes to the beneficiary students, States is provided in Table – 2.169.

Table – 2.168
Percent distribution of the implementing agencies
according to their viewpoint on the separate training in the grant, States

Sl. No.	State	Provided	Not-provided
1	Andhra Pradesh	8	19
2	Madhya Pradesh	4	15
3	Orissa	-	42
4	Rajasthan	8	4
Total		19	81

Table – 2.169
Percent distribution of those implementing agencies/
educational complexes, which were of the opinion that
the grant has separate provision for vocational education/
practical training; according to their opinion on the sufficiency
of the sanctioned amount to provide necessary
skill development programmes to the beneficiary students, States

Sl. No.	State	Sufficient	Not-sufficient
1	Andhra Pradesh	19	8
2	Madhya Pradesh	8	12
3	Orissa	-	42
4	Rajasthan	-	12
Total		27	73

While half of the implementing agencies (50%) were of the view that adult education centers, being run for the parents of the beneficiary students, have been providing required literacy and skills; the other half, majority of whom belonged to Andhra

Pradesh (27%) did not agree. 65% of the implementing agencies said that separate financial provision under the grant should be made to meet the expenses on the adult education centres; including to meet the cost of primers and other teaching-learning materials, instructional support and practical/ vocational training. However, the agencies from Andhra Pradesh (19%); followed by Orissa (12%) and Madhya Pradesh (4%) did not agreed to any such separate financial provision. While the percent distribution of the implementing agencies/educational complexes according to their viewpoints on the utility of the adult education centre in providing required literacy and skills to the parents of the beneficiary students; States is provided in Table – 2.170; the percent distribution of the implementing agencies/educational complexes according to meet the expenses on the adult education centre, States is provided in Table – 2.171.

Table – 2.170
Percent distribution of the implementing agencies/ educational complexes according to their viewpoints on the utility of the adult education centre in providing required literacy and skills to the parents of the beneficiary students; States

Sl. No.	State	Provided	Not-provided
1	Andhra Pradesh	-	27
2	Madhya Pradesh	15	4
3	Orissa	23	19
4	Rajasthan	12	-
Total		50	50

Table – 2.171
Percent distribution of the implementing agencies/ educational complexes according to meet the expenses on the adult education centre, States

Sl. No.	State	Needed	Not-needed
1	Andhra Pradesh	8	19
2	Madhya Pradesh	15	4
3	Orissa	31	12
4	Rajasthan	12	-
Total		65	35

Majority of the implementing agencies (65%) were of the view that the grant did not sufficiently provide for staff quarters for all the teaching and non-teaching staff inside the premises of the educational complexes. However, majority of the implementing agencies from Andhra Pradesh (19%); followed by those from Madhya Pradesh and Rajasthan (8% each); were of the view that the grant has sufficient provision for the staff quarters. Except those implementing agencies/educational complexes; which were of the view that insufficiency of funds under the grants for staff quarters; majority (88%) were of the view that the non-availability of staff quarters, was a hindrance towards optimising the outputs of the educational complexes. While the percent distribution of the implementing agencies/educational complexes according to their viewpoints on the sufficiency of the funds under the grants for staff quarters for all the teaching and non-teaching staff inside the premise of the educational complex, States is provided in Table – 2.172; the percent distribution of the implementing agencies/educational complexes, which were of the view that the funds under the grant was insufficient for staff quarters; according to their perception on the non-availability of staff quarters as a hindrance towards optimizing the outputs of the educational complexes, States is provided in Table – 2.173.

Table – 2.172
**Percent distribution of the implementing agencies/
educational complexes according to their viewpoints
on the sufficiency of the funds under the grants for
staff quarters for all the teaching and non-teaching staff
inside the premise of the educational complex, States**

Sl. No.	State	Sufficient	Not-sufficient
1	Andhra Pradesh	19	8
2	Madhya Pradesh	8	12
3	Orissa	-	42
4	Rajasthan	8	4
Total		35	65

Table – 2.173
**percent distribution of the implementing agencies/
educational complexes, which were of the view that the
funds under the grant was insufficient for staff quarters
according to their perception on the non-availability of
staff quarters as a hindrance towards optimizing
the outputs of the educational complexes, States**

Sl. No.	State	Hindrance	Not a hindrance
1	Andhra Pradesh	27	-
2	Madhya Pradesh	15	4
3	Orissa	38	4
4	Rajasthan	8	4
Total		88	12

On the overall assessment of the sufficiency of the hostel facilities to meet the educational, residential, nutritional, health and recreational needs of the beneficiary ST girl students; only 19% of the implementing agencies/educational complexes were of the view that hostel facilities are adequate. However, majority of the implementing agencies/educational complexes (65%); with the largest chunk belonging to Orissa (35%); followed by Andhra Pradesh, Rajasthan (12% each) and Madhya Pradesh (8%); were of the view that the hostel facilities provided under the scheme were not sufficient and needed to be further upgraded. The percent distribution of the implementing agencies/educational complexes according to their viewpoints on the sufficiency of the hostel facilities to meet the educational, residential, nutritional, health and recreational needs of the beneficiary ST girl students, States is provided in Table – 2.174.

Table – 2.174
**Percent distribution of the implementing agencies/
educational complexes according to their viewpoints on the
sufficiency of the hostel facilities to meet the educational
residential, nutritional, health and recreational
needs of the beneficiary ST girl students, States**

Sl. No.	State	Sufficient	Not sufficient, needs to be upgraded	No definite response
1	Andhra Pradesh	8	12	8
2	Madhya Pradesh	8	8	4
3	Orissa	4	35	4
4	Rajasthan	-	12	-
Total		19	65	15

Majority of the implementing agencies (88%) said that their educational complexes have been inspected by any governmental or other evaluating agency for releasing of the second installment of the grant or for the annual renewal of the project or for assessing the overall functioning of the educational complexes. However, 4% of the implementing agencies; each from the States of Andhra Pradesh, Madhya Pradesh and Rajasthan; were of the view that no such inspection has been conducted. While 52% of the implementing agencies, whose educational complexes have been inspected; said that such inspection/evaluations have been done for evaluating the overall functioning of the educational complexes. 24% of the implementing agencies each said that such inspection/evaluations were done for the release of the second installment of the grant and an annual renewal of the project. While the percent distribution of the implementing agencies/educational complexes according to their undergoing inspection/evaluation, States is provided in Table – 2.175; the percent distribution of the implementing agencies/educational complexes; which have undergone inspections/evaluations, according to the categories of such inspections/evaluations, States is provided in Table – 2.176.

Table – 2.175
**Percent distribution of the implementing agencies/
educational complexes according to their
status of being inspected/evaluated, States**

Sl. No.	State	Inspected	Not inspected
1	Andhra Pradesh	23	4
2	Madhya Pradesh	15	4
3	Orissa	42	-
4	Rajasthan	8	4
Total		88	12

Table – 2.176
**Percent distribution of the implementing agencies/
educational complexes; which have undergone inspections/evaluations
according to the categories of such inspections/evaluations, States**

Sl. No.	State	Second installment released	Annual renewal	Overall functioning
1	Andhra Pradesh	-	3	18
2	Madhya Pradesh	-	-	9
3	Orissa	21	21	21
4	Rajasthan	3	-	3
Total		24	24	52

All most all the implementing agencies (92%) opined that the scheme should be revised fully or partly to make it more effective and target group-friendly. Only 8% of the implementing agencies/educational complexes from Madhya Pradesh were not in favour of such revision. Among those implementing agencies/educational complexes; which suggested for a revision of the scheme; 54% of them favoured partial revision of the scheme. The majority of them in this group belonged to Andhra Pradesh (23%), followed by Orissa (19%). However, 42% of these implementing agencies/educational complexes were for the total revision of the scheme. The majority of the agencies/complexes in this category belonged to Orissa (23%), followed by Madhya Pradesh (12%). While the percent distribution of the implementing agencies/educational complexes according to their viewpoints on the revision of the scheme fully or partially to make it more effective and target group-friendly, States is provided in Table – 2.177; the percent distribution of the implementing agencies/educational complexes according to their viewpoints on the nature of the revision of the scheme, States is provided in Table – 2.178.

Table – 2.177
Percent distribution of the implementing agencies/ educational complexes according to their viewpoints on the revision of the scheme fully or partially to make it more effective and target group-friendly, States

Sl. No.	State	Needs to be frevised	Needs not to be revised
1	Andhra Pradesh	27	-
2	Madhya Pradesh	12	8
3	Orissa	42	-
4	Rajasthan	12	-
Total		92	8

Table – 2.178
Percent distribution of the implementing agencies/ educational complexes according to their viewpoints on the nature of the revision of the scheme, States

Sl. No.	State	Full revision	Partial revision	No definite response
1	Andhra Pradesh	4	23	-
2	Madhya Pradesh	12	4	4
3	Orissa	23	19	-
4	Rajasthan	4	8	-
Total		42	54	4

85% of the implementing agencies were in favour upward revision of per child per annum recurring grant of Rs 9,000/- to optimize the outputs of the scheme in providing integrated and quality residential primary/ and upper-primary education (and with the option of extending such education upto XII, wherever such schools for target groups are not available in the concerned districts). However, 8% of the implementing agencies from Orissa and 4% of the implementing agencies each from Madhya Pradesh and Rajasthan were not in favor of any upward revision of the existing per child per annum recurring grant. The percent distribution of the implementing agencies/educational complexes according to their viewpoints for the upward revision of per child per annum recurring grant to optimize the outputs of the scheme, States is provided in Table – 2.179.

Table – 2.179
Percent distribution of the implementing agencies/
educational complexes according to their viewpoints
for the upward revision of per child per annum
recurring grant to optimize the outputs of the scheme, States

Sl. No.	State	Needs to be revised	Needs not to be revised
1	Andhra Pradesh	27	-
2	Madhya Pradesh	15	4
3	Orissa	35	8
4	Rajasthan	8	4
Total		85	15

2.2 Status of the beneficiary ST girl students:

The study covered 999 beneficiary ST girl students in the 4 sample States/27 educational complexes to find out the diverse set of responses; including personal and family information, general awareness on the classes and teachers, school uniform and dresses, understanding on teaching-learning, games and physical training, vocational education, information about adult education centers, logistic facilities, hostel facility, health support/medical facilities and the school and hostel environment. The distribution of the sample beneficiary ST girl students States by number and percent is provided in Table-2.180.

Table-2.180
Distribution of the sample/interviewed students, States

Sl. No.	State	In Numbers	In percentage
1	Andhra Pradesh	262	26
2	Madhya Pradesh	194	19
3	Orissa	426	43
4	Rajasthan	117	12
Total		999	100

The responses from the beneficiary ST girl students have been quite vital as they form the single-most important group in the functioning of the educational complexes. Although, their responses were not as firm and articulated as that of the adult respondents, they provided the most objective opinion, without any subjective colouring of their viewpoints. The participating ST girl students were fully innocent. The individual and group interviews enthused them, engrossed them and enthralled them. This was the first experience of its kind for the student respondents. In fact, the interaction with the beneficiary ST girl students was the most exciting and exhilarating experience for the Organization's research staff.

2.2.1 General awareness on the class and teachers:

All the interviewed beneficiary ST girl students have knowledge on their classes, wherein they were studying, since when they have been studying, the duration of the school schedule, the recess schedule and names of at least one of their teachers. However, 43% of the students were not aware of the names of their respective class teachers and any other subject teacher. The percent distribution of the beneficiary girl students by their knowledge about the names of the class teacher and other subject teacher, States is provided in Table-2.181.

Table-2.181
Percent distribution of the beneficiary girl students by their knowledge about the name of the respective class teacher & other subject teacher, States

Sl. No.	State	Aware	Unaware
1	Andhra Pradesh	11	15
2	Madhya Pradesh	7	12
3	Orissa	33	10
4	Rajasthan	6	6
Total		57	43

Majority (66%) of the students have been aware of the names of their respective Headmistresses. The percent distribution of the beneficiary girl students by their knowledge about the names of their respective Headmistresses, States is provided in Table- 2.182.

Table- 2.182
Percent distribution of the beneficiary girl students
by their knowledge about name of their Headmistress, States

Sl. No.	State	Aware	Unaware
1	Andhra Pradesh	10	16
2	Madhya Pradesh	9	10
3	Orissa	40	3
4	Rajasthan	7	5
Total		66	34

85% of the beneficiary girl students expressed their satisfaction on the sufficiency of the school uniform, which they have been receiving from their respective education complexes to meet their needs for the whole year. 12% of the students were of the opinion that the school uniforms were not sufficient. Only 3% of the students opined that they have to procure additional sets of uniforms to meet their needs. Majority (91%) of the students have been getting the additional uniform from their parents. The percent distribution of the beneficiary girl students as per their responses regarding the sufficiency of the school uniform, States is provided in Table-2.183. The percent distribution with regard to the person/sources from whom those students have been receiving the additional sets of uniform, States is provided in Table-2.184.

Table-2.183
Percent distribution of the beneficiary girl students
as per their responses regarding
the sufficiency of the school uniforms, States

Sl. No.	State	Sufficient	Not sufficient but managing with the same	Not sufficient Getting additional sets
1	Andhra Pradesh	13	11	2
2	Madhya Pradesh	19	-	-
3	Orissa	42	1	-
4	Rajasthan	11	-	-
Total		85	12	3

Table-2.184
Percent distribution of those beneficiary girl students
according to persons/sources from whom they
have been receiving additional sets of uniforms, States

Sl. No.	State	Parents	Relatives	Others
1	Andhra Pradesh	19	7	1
2	Madhya Pradesh	18	1	-
3	Orissa	43	-	-
4	Rajasthan	12	-	-
Total		91	8	1

Majority (62%) of the students have been depending only on the school uniforms as their exclusive dresses, both for the school and daily uses. Only 38% of the school students were having extra dresses to meet their needs. Those students, who are having extra dresses, have been procuring the same mainly from the parents (89%). While the percent distribution of the beneficiary girl students according to their having extra dresses other than the school uniforms, States is provided in Table-2.185; the percent distribution of those beneficiary students according to the persons of the sources, who/which are provided the additional dresses, States is provided in Table-2.186.

Table-2.185
Percent distribution of the beneficiary girl students
according to their having extra dresses
other than the school uniforms, States

Sl. No.	State	Extra dresses	Only school uniform
1	Andhra Pradesh	5	21
2	Madhya Pradesh	10	10
3	Orissa	15	28
4	Rajasthan	8	4
Total		38	62

Table-2.186
Percent distribution of those beneficiary girl students according to the persons/sources, who/which are providing the additional dresses, States

Sl. No.	State	Parents	Relatives	Others
1	Andhra Pradesh	25	1	-
2	Madhya Pradesh	11	7	1
3	Orissa	42	1	-
4	Rajasthan	12	-	-
Total		89	9	2

Majority (82%) of the beneficiary girl students were having winter clothes. Parents (65%) have been providing winter clothes to the majority of the beneficiary students, followed by the educational complexes (18%). Majority (50%) of the beneficiary students said that the winter clothes they were having, were not sufficient to meet their needs. While the percent distribution of the beneficiary girl students according to their having winter clothes, States, is provided Table-2.187. The percent distribution of the beneficiary ST girl students by their knowledge the name of their headmistresses, States is provided in table-2.188. The percent distribution of the beneficiary girl students as per their responses regarding the sufficiency of the school uniforms, States is provided in Table-2.189.

Table- 2.187
Percent distribution of the beneficiary girl students according to their having winter clothes, States

Sl. No.	State	Having winter clothes	Not having winter clothes
1	Andhra Pradesh	12	14
2	Madhya Pradesh	19	1
3	Orissa	41	2
4	Rajasthan	11	1
Total		82	18

Table-2.188
Percent distribution of the beneficiary girl students according to the persons/sources, who /which are providing the winter clothes, States

Sl. No.	State	School	Parents	Relatives	Others
1	Andhra Pradesh	15	11	1	-
2	Madhya Pradesh	1	15	2	2
3	Orissa	2	30	10	1
4	Rajasthan	1	9	1	1
Total		18	65	14	4

Table-2.189
Percent distribution of the beneficiary girl students
according to their responses on the sufficiency
of the winter clothes to meet their need, states

Sl. No.	State	Having winter clothes	Not having winter clothes	Can't say
1	Andhra Pradesh	9	14	3
2	Madhya Pradesh	9	10	1
3	Orissa	11	22	10
4	Rajasthan	5	4	2
Total		35	50	16

2.2.2 Understanding on teaching and learning:

Majority (61%) of the beneficiary ST girl students have been using both slates and copies/ note books to note down the lessons during their classes and for their homework. The percent distribution of the beneficiary ST girl students according to the supportive learning materials used to note down the lessons, States is provided in Table-2.190.

Table-2.190
Percent distribution of the beneficiary ST girl students
according to the supportive learning materials
used to note down the lessons, States

Sl. No.	State	Slates	Copies/ note books	Both
1	Andhra Pradesh	3	8	15
2	Madhya Pradesh	3	5	11
3	Orissa	6	9	27
4	Rajasthan	2	2	8
Total		14	25	61

Regarding the sufficiency on learning materials, (78%) of beneficiary ST girl students have opined that they were sufficient. The students from Andhra Pradesh constituted the significant portion (9%) of the students, who reported that the learning materials were not sufficient for their study. The percent distribution of the beneficiary girl students according to their responses on sufficiency of learning materials, States is provided in Table-2.191.

Table-2.191
Percent distribution of the beneficiary ST girl students according to their responses on sufficiency of learning materials, States

Sl. No.	State	Sufficient	Not sufficient
1	Andhra Pradesh	17	9
2	Madhya Pradesh	14	5
3	Orissa	38	4
4	Rajasthan	8	4
Total		78	22

Parents (77.88%) have been providing additional learning materials, followed by the educational complexes (9.21%). Relatives constituted the next significant group (6.21%) of providers of these additional materials. The percent distribution of ST girl students according to the persons/sources, who/which are providing the additional learning materials, States is provided in Table-2.192.

Table-2.192
Percent distribution of the beneficiary ST girl students according to the persons/sources, who/which are providing the additional learning materials, States

Sl. No.	State	Parents/ home	Relatives	Buying from the market	Managing with the materials given by the schools	Other
1	Andhra Pradesh	19.52	1.90	1.20	3.20	0.40
2	Madhya Pradesh	14.81	1.50	1.00	1.90	0.20
3	Orissa	34.93	1.60	2.20	3.00	0.90
4	Rajasthan	8.61	1.20	0.50	1.10	0.30
Total		77.88	6.21	4.90	9.21	1.80

While more than (77%) of the students have been exclusively depending upon the text books/ teaching and learning materials being provided by their educational complexes, (23%) of them have to go for additional text books/ teaching and learning materials, with majority of them belonging to Orissa (11%). The percent distribution of the beneficiary ST girl students according

to their use of additional text books/teaching and learning materials, States is provided in Table-2.193.

Table-2.193
Percent distribution of the beneficiary ST girl students
according to their use of additional text book/
teaching-learning materials, States

Sl. No.	State	Using	Not using
1	Andhra Pradesh	6	21
2	Madhya Pradesh	4	15
3	Orissa	11	32
4	Rajasthan	2	10
Total		23	77

Parents again constituted the highest segment (86.89%) of the persons/sources, who/which were providing the additional text books/ teaching and learning materials, followed by relatives (8.01%). Only (3.30%) of the students have to buy the additional text books/ teaching-learning materials from the market. The percent distribution of the girl students according to the persons/sources, who/ which were providing the additional text books/ teaching and learning materials, States is provided in Table-2.194.

Table-2.194
Percent distribution of the beneficiary ST girl students
according to the persons/sources, who/which
are providing the additional text books/
teaching-learning materials, States

Sl. No.	States	Parents/ home	Relatives	Buying from the market	Other
1	Andhra Pradesh	22.32	2.30	1.20	0.40
2	Madhya Pradesh	16.92	1.70	0.60	0.20
3	Orissa	37.54	3.00	1.20	0.90
4	Rajasthan	10.11	1.00	0.30	0.30
Total		86.89	8.01	3.30	1.80

More than half of the students (56%) were not aware of the fact that whether their parents were being provided with monthly incentive for their education? The awareness was lowest in Orissa (25%). Only (19%) of the students said that they were having some knowledge/information on their parents, being

provided with monthly incentive for their education. The percent distribution of the beneficiary ST girl students according to their knowledge on their parents being provided with monthly incentive for their education, States is provided in Table-2.195.

Table-2.195
Percent distribution of the beneficiary ST girl students
according to their knowledge on their parents being provided
with monthly incentive for their education, States

Sl. No.	States	Provided	Not provided	Not Aware
1	Andhra Pradesh	3	8	15
2	Madhya Pradesh	6	5	8
3	Orissa	8	9	25
4	Rajasthan	2	2	8
Total		19	25	56

Almost half of the students (48%) confessed that they have been sitting on the floor in their class rooms. While 27% said that they have been provided with chairs and tables, 24% of them said that they were using benches and desks. The percent distribution of the beneficiary ST girl students according to their responses on class room facilities, States is provided in Table -2.196.

Table-2.196
Percent distribution of the beneficiary ST girl students
according to their responses on class room facilities, States

Sl. No.	States	On the floor	On chairs & Tables	On benches & desks
1	Andhra Pradesh	13	6	7
2	Madhya Pradesh	9	5	6
3	Orissa	22	13	8
4	Rajasthan	4	4	4
Total		48	27	24

More than half of the students (52%) said that they were finding it difficult to understand text books/ teaching and learning materials. 17% of them found it very difficult. Only 24% said that the text books/teaching and learning were not so difficult. A small group of 8% of the students said that it was easy to

grasp the text books/teaching and learning materials. The percent distribution of the beneficiary ST girl students according to their understanding of the text books/teaching and learning materials, States is provided in Table- 2.197.

Table-2.197
Percent distribution of the beneficiary ST girl students according to their understanding of the text-books/teaching-learning materials, States

Sl. No.	States	Very Difficult	Difficult	Not so difficult	Easy
1	Andhra Pradesh	5	16	4	1
2	Madhya Pradesh	3	10	5	2
3	Orissa	8	20	12	3
4	Rajasthan	1	6	2	2
Total		17	52	24	8

32% of the beneficiary students said that the teachers were not able to cover the entire syllabus, provided in the text books/ teaching-learning materials given to them. The percent distribution of the beneficiary ST girl students according to their responses on the coverage of the entire syllabus, States is provided in Table-2.198.

Table-2.198
Percent distribution of the beneficiary ST girl students according to their responses on the coverage of the entire syllabus, States

Sl. No.	States	Course covered	Course not covered
1	Andhra Pradesh	13	13
2	Madhya Pradesh	8	11
3	Orissa	39	4
4	Rajasthan	8	3
Total		68	32

Among the students, who said that the entire course was not being covered, 34% of them said that big portion of the course was not covered. 39% of them said that only small chunk was not covered. 27% of them could not provide any response. The percent distribution of the beneficiary ST girl students according to their responses on the approximate quantum of course not covered, States is provided in Table-2.199.

Table-2.199
Percent distribution of the beneficiary ST girl students
According to their responses on the approximate
quantum of course not covered, States

Sl. No.	States	Big Portion	Small Portion	Can't say
1	Andhra Pradesh	11	9	6
2	Madhya Pradesh	6	7	7
3	Orissa	12	20	10
4	Rajasthan	4	4	4
Total		34	39	27

While majority (68 %) of the beneficiary ST girl students were reported to be taught in tribal dialects; still the remaining 32% were deprived of education in their own tribal dialects. This is a serious lapse and in fact, a violation of the guidelines of the scheme, which stipulate the imparting of teaching and learning in the local tribal dialects. The percent distribution of the beneficiary ST girl students according to their responses on being taught in their own tribal dialects, States is provided in Table-2.200.

Table-2.200
Percent distribution of the beneficiary ST girl
students according to their responses on
being taught in their own tribal dialects, States

Sl. No.	States	In tribal dialect	Not in tribal dialect
1	Andhra Pradesh	15	11
2	Madhya Pradesh	7	13
3	Orissa	38	5
4	Rajasthan	8	4
Total		68	32

Only 34% of the beneficiary students could speak, read and write in other languages. The percent distribution of the beneficiary students according to their ability to speak, read and write any other languages, States is provided in Table-2.201.

Table-2.201
Percent distribution of the beneficiary ST girl students according to their ability to speak read and write in any other language, States

Sl. No.	States	In tribal dialect	Not in tribal dialect
1	Andhra Pradesh	6	20
2	Madhya Pradesh	5	14
3	Orissa	17	26
4	Rajasthan	6	6
Total		34	66

Majority (92%) of the students expressed their desire to be taught in other language than that of the local tribal/ and vernacular language. The percent distribution of the beneficiary ST girls students according to their desire to be taught in other languages than that of the local tribal/and vernacular language, States is provided in Table-2.202.

Table-2.202
Percent distribution of the beneficiary ST girl students according to their desire to be taught in other languages that the local tribal/and vernacular language, States

Sl. No.	States	Desired	Not desired
1	Andhra Pradesh	23	3
2	Madhya Pradesh	18	2
3	Orissa	40	3
4	Rajasthan	11	-
Total		92	8

While majority (58%) of the beneficiary students expressed their views that the teaching was joyful and interesting, an equally good number (42%) of the students opined that the teaching has been boring and difficult. The percent distribution of the beneficiary ST girl students according to their perceptions on the quality of teaching, States is provided in Table-2.203.

Table-2.203
Percent distribution of the beneficiary ST girl students
according to their perception on the quality of teaching, States

Sl. No.	States	Joyful & interesting	Boring & difficult
1	Andhra Pradesh	8	18
2	Madhya Pradesh	12	7
3	Orissa	28	14
4	Rajasthan	9	2
Total		58	42

2.2.3 Vocational education:

56% of the sample beneficiary ST girl students said that they have been participating in the vocational education/ practical training. The students from the educational complexes from Andhra Pradesh constituted the largest excluded group in vocational education. The percent distribution of the students according to their participating in vocational education, States is provided in Table-2.204.

Table-2.204
Percent distribution of the beneficiary ST girl students
according to their participation in vocational education class, States

Sl. No.	States	Participating	Not participating
1	Andhra Pradesh	8	18
2	Madhya Pradesh	11	8
3	Orissa	28	15
4	Rajasthan	8	4
Total		56	44

The beneficiary students were largely dissatisfied with the vocational training; with the largest percentage of them being from the educational complexes, being run from Orissa (33%). Majority (52%) of the students said that they have been participating in art and craft training. While the percent distribution of the students according to their satisfaction in vocational training in educational complexes, States is provided in Table-2.205; their participating ratio on arts and craft training in educational complexes, States is provided in Table-2.206.

Table-2.205
Percent distribution of the beneficiary ST girl students
according to their satisfaction in vocational training, States

Sl. No.	States	Satisfied	Not satisfied
1	Andhra Pradesh	6	20
2	Madhya Pradesh	4	16
3	Orissa	10	33
4	Rajasthan	3	9
Total		23	77

Table-2.206
Percent distribution of the beneficiary ST girl students
according to their participation in arts and craft training, States

Sl. No.	States	Participating	Not participating
1	Andhra Pradesh	8	18
2	Madhya Pradesh	9	10
3	Orissa	23	20
4	Rajasthan	8	3
Total		48	52

More than two-thirds of the students (82%) expressed their preference for the non-traditional trades. Computer training was the first preference among the students. 73% of the students expressed their views for computer training as the non-traditional trade subject; followed by those who opted for electronics (16%) and garment making (11%). The percent distribution of the students according to their desire for vocational training in non-traditional trade is provided in Table-2.207; while their preferences for non-traditional trade subject in percent variations, States is provided on Table-2.208.

Table-2.207
Percent distribution of the beneficiary ST girl students
according to their desire to be imparted
vocational training in non-traditional trades, States

Sl. No.	States	Prefers non-traditional trades	Satisfied with tradition trades
1	Andhra Pradesh	20	7
2	Madhya Pradesh	18	1
3	Orissa	35	8
4	Rajasthan	9	3
Total		82	18

Table-2.208
Percent distribution of the beneficiary ST girl students according to their preferences for non-traditional trades subjects, States

Sl. No.	States	Computer Training	Electronics	Garment-making
1	Andhra Pradesh	19	5	2
2	Madhya Pradesh	11	5	4
3	Orissa	33	5	5
4	Rajasthan	10	1	1
Total		73	16	11

2.2.4 Information about adult education centres:

Majority (62%) of the students were not aware of the existence of adult educational centres in their respective educational complexes. Only 19% of the students were aware of such centers. An equal percentage (19%) could not provide any response. The percent distribution of the students according to their awareness on the adult educational centers, being run by their respective educational complexes, States is provided in Table-2.209.

Table-2.209
Percent distribution of the beneficiary ST girl students according to their knowledge about adult education centers being run by their respective educational complexes, States

Sl. No.	States	Aware	Unaware	No response
1	Andhra Pradesh	6	14	6
2	Madhya Pradesh	3	10	7
3	Orissa	9	29	5
4	Rajasthan	1	10	1
Total		19	62	19

Only 13% of the sample interviewed students said their parents have ever attended the adult educational centres, being run by their respective educational complexes. A significant majority of the students (63%) said that their parents have never attended such centers as adult learners. There was no response from 24% of the students. The percent distribution of the students according to their parents ever attending adult education centers, being run by their respective educational complexes, States is provided in Table-2.210.

Table-2.210
Percent distribution of the beneficiary ST girl students
according to their parents ever attending adult education centers
being run by their respective educational complexes, States

Sl. No.	States	Attended	Not attended	No response
1	Andhra Pradesh	4	16	6
2	Madhya Pradesh	3	11	6
3	Orissa	6	28	8
4	Rajasthan	1	8	3
Total		13	63	24

2.2.5 Health support/medical facilities:

While 58% of the students have had the knowledge of availability of health support/ medical facility in their respective hostels/ educational complexes; 11% of them said that such facility was not available. 31% of them were unaware and, therefore, could neither confirm nor deny about such facility. 42% of the girl students said that counseling facilities were not available in their respective hostels/ educational complexes. Only 9% confirmed about the provision of counseling facilities. Almost half of the students (49%) said that they were unaware of such facilities. While, the percent distribution of the girl students according to their knowledge on the availability of health support/ medical facility in their respective hostels/educational complexes, States is provided in Table-2.211; their knowledge/awareness on the availability of counseling facility in percentage is provided in Table-2.212.

Table-2.211
Percent distribution of the beneficiary ST girl students
according to their knowledge/and availing of health support/
medical facilities in the hostel /and educational complexes, States

Sl. No.	States	Available	Not available	Unaware
1	Andhra Pradesh	13	5	9
2	Madhya Pradesh	12	1	6
3	Orissa	23	5	15
4	Rajasthan	10	1	1
Total		58	11	31

Table-2.212
Percent distribution of the beneficiary ST girl students
according to their knowledge/awareness of the
availability of counseling facility in their
respective hostels/educational complexes, States

Sl. No.	States	Available	Not available	Cannot say
1	Andhra Pradesh	3	11	12
2	Madhya Pradesh	2	8	10
3	Orissa	3	17	23
4	Rajasthan	2	6	4
Total		9	42	49

Majority of the beneficiary ST girl students were not enthused by the overall environment of educational complexes and the hostels. Only 11% of the sample girl students said that the environment was very good and 37% of them said that it was good. However, majority of the students (45%) have had the feeling that the environment of the educational complexes and hostels were average. The percent distribution of the beneficiary students according to their feelings about the overall environment of educational complexes and hostels, States is provided in Table-2.213.

Table-2.213
Percent distribution of the beneficiary ST girl students
according to their feelings about the overall environment
of the educational complexes and the hostels, States

Sl. No.	States	Very good	Good	Average	Below average
1	Andhra Pradesh	3	12	10	1
2	Madhya Pradesh	1	7	9	2
3	Orissa	6	15	19	3
4	Rajasthan	1	2	6	2
Total		11	37	45	8

2.2.6 Opinion about the overall environment of the educational complex and hostel:

Majority of the students respondents (68%) felt that the educational complexes/and hostels are safe and secure. However, 32%, majority of whom from Orissa (11%), said that the environment is not safe and secure. The percent distribution of the beneficiary ST girl students according to their

perception on the safety and security in the educational complexes and hostels, States is provided in Table-2.214.

Table-2.214
Percent distribution of the beneficiary ST girl students according to their perception on the safety and security in the educational complexes and hostels, States

Sl. No.	States	Safe & secure	Not safe and secure
1	Andhra Pradesh	16	10
2	Madhya Pradesh	13	7
3	Orissa	32	11
4	Rajasthan	8	4
Total		68	32

One of the most startling fact which came to the notice was that the harassment of the beneficiary girl students by the male staff of educational complexes/and hostels existed. Such harassment was highest in Orissa (10%) and was least in Rajasthan (1%). 20% of the girl respondents did not give any response on the issue of harassment. The percent distribution of the beneficiary ST girl students according to their or their colleagues harassment by the male staff of their respective educational complexes/and hostels, States is provided in Table-2.215.

Table-2.215
Percent distribution of the beneficiary ST girl students according to their response on their or their colleagues' harassment by the male staff of their respective educational complexes/ and hostels, States

Sl. No.	States	Harassed	Not harassed	No response
1	Andhra Pradesh	7	16	3
2	Madhya Pradesh	3	11	5
3	Orissa	10	23	10
4	Rajasthan	1	9	2
Total		21	59	20

Another baffling fact which came to the forefront was that more than half of the girl respondent (54%) said that they would not be interested to continue their studies in their respective educational complexes after completing primary education upto certain level/ standards. Those students (46%), who said that they would continue their study in their respective educational complexes cited the major reasons for such continuation as single gender

education facility (22.03%), parents could not afford primary education (14.47%) and environment of school reflected family and community culture (12.26%). Those who expressed their desire not to continue in their respective educational complexes cited the major reasons of the discontinuation as the desire to study in other languages (32.55%), inadequacy of hostel facilities (12.53%), preference for formal school (11.75%) and insufficiency of the teaching materials (11.58%). While, the percent distribution of the beneficiary ST girl students according to their interest for continuing studies in their respective educational complexes, States is provided in Table-2.216; percent distribution of the beneficiary ST girl students, according to the grounds for both continuing and not continuing in their respective educational complexes, States are provided in Table-2.217 and Table – 2.218 respectively.

Table-2.216
Percent distribution of the beneficiary ST girl students according to their interest for continuing studies in their respective educational complexes, States

Sl. No.	States	Interested	Not interested
1	Andhra Pradesh	10	16
2	Madhya Pradesh	9	10
3	Orissa	20	23
4	Rajasthan	7	5
Total		46	54

Table-2.217
Percent distribution of the beneficiary ST girl students according to the grounds for continuing the studies in their respective educational complexes, States

Sl. No.	States	Teaching is good	Adequate/supportive hostel facilities	Safe environment	Parents cannot afford primary education	School is in the same village	single gender	Sister is studying	Cousin is studying	Attends to girls of same tribal community	Environment close to family and community
1	Andhra Pradesh	2.40	2.12	2.58	3.32	1.84	7.10	1.11	1.01	3.13	3.23
2	Madhya Pradesh	1.47	1.75	1.38	2.67	1.11	3.87	0.74	0.83	2.03	2.30
3	Orissa	4.06	2.67	3.32	6.54	3.59	8.11	2.12	1.84	3.96	4.70
4	Rajasthan	0.46	0.65	0.55	1.94	1.66	2.95	0.65	0.37	1.84	2.03
Total		8.39	7.19	7.83	14.47	8.20	22.03	4.61	4.06	10.97	12.26

Table-2.218
Percent distribution of the beneficiary ST girl students
according to the grounds for not continuing the
studies in their respective educational complexes, States

Sl. No.	States	Wants to study in formal school	Teaching not good here	Wants to study in other languages	teaching materials are not sufficient	Hostel facilities not adequate	Food is not good	Environment not safe	Harassed by male staff
1	Andhra Pradesh	2.26	2.52	7.31	3.13	1.74	2.52	1.57	0.96
2	Madhya Pradesh	3.13	1.65	8.09	2.52	3.39	3.13	2.26	0.78
3	Orissa	3.83	2.52	9.49	3.48	4.87	2.09	2.00	0.78
4	Rajasthan	2.52	2.35	7.66	2.44	2.52	3.74	2.35	0.35
Total		11.75	9.05	32.55	11.58	12.53	11.49	8.18	2.87

Chapter – 3

Conclusions & Recommendations

1. CONCLUSIONS:

The evaluation of the scheme of setting up educational complexes in low literacy pockets for the development of women's literacy of the Ministry of Tribal Affairs, Government of India; has utterly failed to serve its outlined objectives. The scheme was evaluated on the basis of 5 sets of questionnaires; targeting 5 different set of population groups;

- i) implementing agencies;
- ii) beneficiaries girl students;
- iii) parents of enrolled girl students;
- iv) community leaders; and
- v) local officials.

The evaluation has covered a total number of 27 educational complexes; spread over 4 States of Andhra Pradesh, Madhya Pradesh, Orissa and Rajasthan. While 8 educational complexes were covered in Andhra Pradesh; 4, 12 and 3 educational complexes were covered in the States of Madhya Pradesh, Orissa and Rajasthan respectively. The evaluation covered both the governmental and non-governmental implementing agencies. While 4 Mini Gurukulams; being run by Andhra Pradesh Tribal Welfare Ashram and Residential Education Institution Society, the nodal tribal welfare agency under the Government of Andhra Pradesh; were covered in the State of Andhra Pradesh; the remaining 23 educational complexes evaluated, were being run by the non-governmental organisations. It may be noted that the Government of Andhra Pradesh is the only governmental agency, which is running the educational complexes under the scheme for the development of the ST girl children.

Another notable feature of the coverage of the study is that it evaluated all the implementing non-governmental agencies in *Koraput*, *Rayagada* and *Malkangiri* districts of Orissa; which form part of KBK region of Orissa; which

has been receiving special attention by the Government of India; including the Planning Commission, Government of India.

1. An overview:

The evaluation findings are, in fact, startling and mostly point out towards utter inadequacy and gross unavailability of the logistic facilities, hostel facilities and teaching-learning processes; incommensurate with the provisions to be provided under the scheme by the majority of the implementing agencies, primarily from the non-governmental sector.

While the scheme was envisaged to provide holistic residential primary education to the deprived and disadvantaged ST girl students; the inadequacy of basic facilities and even in some cases, cramped covered space; have considerably eroded the objective and scope of the scheme. The guidelines of the scheme has been deliberately deflated; as the scheme has categorically stated that the educational complex was supposed to have “*space for classroom, staff quarters, toilets, kitchen and other essential requirements. Sufficient plan will also be kept for sports facilities, kitchen and garden*” (Column-8 of the Guidelines and Format of the Scheme and Terms & Condition of Grants-In-Aids).

The scheme has emphatically provided that “the educational complexes will be located in rural areas in identified districts with provisions for training in craft/vocational education and practical training in agriculture, animal husbandry and related subjects. Part-time doctor will be employed on honorarium basis. The doctor from the nearby PHC or sub-centre could be given honorarium. Kitchen garden, backyard poultry and horticulture will be provided in the complex to give the students practical orientation in life as well as to supply nutritious food in the hostels” (Column-2 of the Guidelines and Format of the Scheme and Terms & Condition of Grants-In-Aids). However, most of the educational complexes studied have failed in providing such craft/vocational education and practical training.

Medical facilities have been scarce. The kitchen garden, backyard poultry and horticulture, which were supposed to be provided in the complexes to give the students on-the-spot practical orientation in life skills as well as to supply nutritious food to the hostel inmates; were in most cases do not exist in these complexes.

The scheme has also failed in not only integrating the traditional and local knowledge into the curriculum, but also in most cases failed to provide quality and joyful education to the excluded and marginalised ST girl children. The scheme aims at imparting primary education from class I to V (and in certain cases upto XII standard) in the local tribal dialects. “Wherever textbooks are not available in tribal dialects, efforts are supposed to be made to bring them out”, as per the guidelines of the scheme (Column-5 of the Guidelines and Format of the Scheme and Terms & Condition of Grants-In-Aids). It has been further provided that only those lady teachers, who have some proficiency in tribal dialects and who are familiar with the local situation, would be appointed even by way of relaxation of qualifications, wherever necessary (Column-5 of the Guidelines and Format of the Scheme and Terms & Condition of Grants-In-Aids). However, on both the accounts in imparting teaching in local tribal dialects and in appointing those female teachers, who have proficiency in local tribal dialects and are familiar with local situations; the scheme has utterly failed.

The scheme provided for the setting up of adult education centres in the educational complexes for attracting the parents of the children and for providing instructions to them in better management of agriculture, minor forest produce etc. (Column-6 of the Guidelines and Format of the Scheme and Terms & Condition of Grants-In-Aids). The guidelines further add that the teachers of the complex would be given honorarium for imparting adult education in the evening. However, such centres in majority of cases, were found to be either non-existent or non-functional or dysfunctional.

The complexes have also miserably failed to function as an epicentre of community activities; although the scheme has visualised that *“no sooner the complex is built a dispensary can be attached and a fair-price shop established under various on going programmes so that the complex becomes a hub for assembly of tribals”* (Column-6 of the Guidelines and Format of the Scheme and Terms & Condition of Grants-In-Aids).

The redundancy of the scheme is mostly manifested by the fact that the government and independent (private) schools were found to be located in the same localities, wherein these educational complexes were found to be functioning and even in most of the cases, these formal schools were found to be nearby to the educational complexes. It may be noted that the scheme provided for the setting up of the educational complexes in those States/localities, wherein formal schools do not exist.

2. Profile of the implementing agencies:

One of the major lacunas in the implementation of the scheme is that 27% of the samples implementing agencies were not registered under the IT Act, 1961; which meant they did not have any accountability towards the government so far the income and expenditure/receipts and payments as well as utilisation of the grants were/are concerned. While the non-registration under the IT Act, 1961; has resulted in non-filing of the mandatory IT returns by these implementing agencies; even some of the implementing agencies(31%), who were registered under the IT Act, were reported to be not filing the IT returns regularly.

Another glaring legal lapse on the part of the majority (54%) of the implementing agencies; has been their non-compliance of the mandatory provisions of filing the annual returns with the Registrar of Society/Charity Commissioner/other competent registration authority.

3. Enrolment status:

The year-wise growth in enrolment of the ST girl children between 2002-2003 and 2005-2006 had shown a declining trend; when enrolment year-wise data has been compared with the figures of the previous years. While in 2003-2004, the enrolment growth was 32.43 % higher than that of 2002-2003; the corresponding percentage variation of the enrolment in comparison with that of the previous years in 2004-2005 was 3.97 % and in 2005-2006 - 1.3 %. The Implementing agencies in Orissa and Rajasthan together have shown a growth rate of 8.75 % and 5.94 % respectively in 2005-06 in comparison to the enrolment status in 2004-2005. However, in the remaining 2 States of Andhra Pradesh and Madhya Pradesh; the implementing agencies have shown a negative growth rate of 24.17 % and 1.45 % respectively.

The enrolments of the beneficiary ST girl children have shown an increase, when the enrolment was compared with the base year of 2002-2003. While in 2004-05 there has been 27.38 % increase in the enrolment in comparison to the base year of 2002-2003; the corresponding figure in 2005-2006 was 36.29 %.

While the scheme primarily provides elementary education for ST girl children for standards I–V, with a provision of up-gradation of standards, wherever such schools for the target groups are not available in the concerned districts; only 6 implementing agencies have been provided with facilities beyond class V.

Another glaring omission herein was the lack of uniformity in such up-gradation in the residential education facility for the ST girl children; as only 23 % implementing agencies have been allowed by the Ministry to avail of the up-gradation. While only one implementing agency was provided such education till standard X; standard VIII was being covered by another agency. Two agencies each were reported to be providing such education upto standard VI & VII. All these 6 agencies, however, were reported to be violating the guidelines of the scheme in upgrading the educational facilities

beyond standard V; since the district wherever the educational complex being run by these agencies have school facilities. These implementing agencies/educational complexes should have gone/ should have been allowed more intakes at the primary level, and should have encouraged the mainstreaming of these children in the formal school system; rather than providing them with the upper primary and secondary education in the educational complexes.

The age of enrolment in standard I vary from 4 years to 8 years. 3 implementing agencies; 1 in Madhya Pradesh and 2 in Rajasthan have shown lowest age of enrolled students in standard 1 as 4 years.

Around one-fifth (19 %) of the implementing agencies were reported to be exceeding the prescribed strength of enrolment of 30 ST girl children. Only 2 States were having such over limit; Orissa being 11 %, followed by Madhya Pradesh with 8 %.

The excess/additionality in the enrolment beyond the prescribed strength; have created the problem of residential accommodation among the enrolled ST girl beneficiaries. 23 % of those enrolled were found to be studying in the educational complexes as day scholars; diluting the very object and purpose of the scheme; which was meant for full-fledged residential facility for the excluded ST girls children in a collectively congenial environment; wherein the entirety of personality development could be taken care of. While in the States of Andhra Pradesh and Madhya Pradesh, 8 % each of the educational complexes have to enroll the excess ST girls as day scholars, the corresponding figure for both Orissa and Rajasthan was 4 % each.

Another serious lapse was reported in the non-coverage of primitive tribal population groups by the implementing agencies/educational complexes to the tune of a sizable 31 %. In fact, these agencies have to a great extent violated the guidelines of the scheme in letter and spirits by not covering the primitive tribal groups, as the scheme has categorically declared "those belonging to the identified primitive tribal groups will be beneficiaries

under the scheme" (Column-2 of the Guidelines and Format of the Scheme and Terms & Condition of Grants-In-Aids). Out of these implementing agencies/educational complexes; majority (19 %) belonged to from Orissa; followed by Madhya Pradesh (8 %) and Rajasthan 4 %.

Regarding the methodology employed by the implementing agencies / educational complexes to identify the ST population; majority (58 %) of them opted for using the ST certificates issued by the government authorities. The next popular methods have been ST certificates issued by the *Panchayats* and use of the BPL card; each methods accounting for 13%.

4. Logistic facilities:

The study has attempted to probe the adequacy and availability of the logistic facilities, required to be provided under the scheme to meet the needs of the beneficiary ST girl students as well as the teaching and non-teaching staff. The assessment covered class rooms, chairs/benches in the classrooms, tables/desks in the classrooms, black boards in the classrooms, toilets in the teaching block, common room for the students in the teaching blocks, common room/ staff room /rest room for teachers in the teaching block, separate room for the Headmistress within the teaching block, library/ reading room, laboratory room, workshop (for vocational education/ practical training), play ground, space for indoor games, garden, kitchen garden, backyard poultry and staff quarters.

Regarding the availability of various logistic facilities in the educational complexes; while majority of them (96%) were reported to be having class rooms; more than half of them (54%) were without chair/benches and table/desks in the class rooms. Majority of the educational complexes (96 %) were having black-boards and toilets in the teaching blocks. Only 42 % of the educational complexes were having common room for the students in the teaching blocks. 62 % of the educational complexes were reported to be having common room/class room/rest rooms for teachers in the teaching blocks. 77 % of educational complexes were reported to be having separate rooms for their Headmistresses within the teaching block. Library/reading

room had not received priority in the educational complexes, with 73 % of them were having no library/reading room facilities. Laboratory room has a peripheral presence in 4 % of the educational complexes. Workshop for vocational education/practical training was reported to be available only in 23 % educational complexes. Majority of the educational complexes (88%) were having play grounds, 58% of the educational complexes have provided space for indoor games. More than half of the educational complexes (58 %) were not having gardens. Kitchen garden and backyard poultry inside the educational complexes have been neglected. While 50 % of the educational complexes were having kitchen garden; only an insignificant percentage of 8% of educational complexes were reported to be having backyard poultry. Only half of the educational complexes were reported to have staff quarters.

Majority (96 %) of the educational complexes were reported to have adequate water supply. Only 4 % of the educational complexes, confined to Andhra Pradesh, have pointed out of not having adequate water supply.

Regarding the source of water supply/facilities, majority (29 %) of the educational complexes were reported to be depending upon ground water as the source of water supply; followed by well water (24%) and public hand pump (14%). Public water was available only with 12% of the educational complexes; with the educational complexes from Rajasthan did not have the access to public water supply and hand pump.

Drinking water was reported to be available in majority (96 %) of the educational complexes; with some (4 %) of the educational complexes from Andhra Pradesh accounting for non-availability of drinking water supply. However, much of the drinking water supply did not come from public water, which constituted only 16 % of the total drinking water supply source. Majority (37%) of the educational complexes were depending upon ground water to meet their drinking water needs.

Majority (96 %) of the educational complexes were reported to have electricity supply. Only 4 % of the educational complexes in Orissa were reported not to be having electricity supply.

More than half of the educational complexes (54 %) claimed to have availability of electricity always, with rare load shadings. 27 % of the educational complexes reported to have occasional load shadings, with 19 % of educational complexes reported to have frequent load shadings.

While 46 % of the educational complexes reported to have flush toilets, equal percentages (46 %) of the educational complexes have reported to have pit toilets.

5. Staffing pattern/human resource support:

Regarding the teaching staff pattern, while majority (92 %) of the educational complexes claimed to be having one assistant teacher per class, the remaining 8 % of the educational complexes were reported to be conducting more than one classes, with one assistant teacher. One music/art and craft teacher per 100 students were reported to be available with 73% of the educational complexes. 96 % of the educational complexes were reported to be availing of the services of one part-time doctor for their respective complexes and one cook per 100 students. 92% of the educational complexes were reported to be having one *ayah* per 100 students. Only 73% of the educational complexes were reported to be having one part-time sweeper per 100 students. 85% of the educational complexes claimed to be having one watchman for the whole educational complexes.

88% of the implementing agencies were reported to have made reservation for SCs and STs in the teaching posts sanctioned under the scheme on the lines of reservation provided in the services under the Central Government for these communities. Some of the implementing agencies in Orissa (8%) and Andhra Pradesh (4%) were reported to have not adhered to the reservation in the teaching posts.

Scheduled tribes constituted the single largest group (41%) among the reserved posts under teaching staff category in the educational complexes; followed by SCs (15%) and OBCs (12%). Under the general category, 30% of the posts have been observed.

A majority (65%) of the educational complexes were reported to have relaxed the prescribed qualifications of the teachers so as to appoint those, who have some proficiency in local tribal dialects. The implementing agencies/ educational complexes from Orissa topped in such category, accounting 35 %. The implementing agencies/educational complexes from Andhra Pradesh were in majority (23 %) in adhering to appointing teachers, who have some proficiency in local tribal dialects.

In-service training among the teachers including the Headmistresses of the educational complexes, who did not have the prescribed professional/ teacher training qualifications; has not received priority, with only 35 % of the educational complexes were reported to be providing in-service training to their teachers.

Pre-service training was also found to be neglected by the implementing agencies/educational complexes. 65% of the implementing agencies/ educational complexes were reported to be not arranging any pre-service training/orientation for their teachers; including the Headmistress. The training was necessary as the teachers were supposed to attend to the specialised target group of girl children, who had almost had an inter-generational exclusion from quality primary education and who had to be imparted instruction in the medium of local tribal dialects. The exclusions were highest among the implementing agencies from Andhra Pradesh and Orissa, which were having 27 % of the share in not providing pre-service training.

Majority (63 %) of the implementing agencies/educational complexes were providing monthly salary of the teaching staff, including the headmistresses by cash; with Andhra Pradesh constituting the largest segment (23 %). The implementing agencies/educational complexes from Orissa constituted the largest segment (20 %) in providing the salary by cheque.

A manifested omission in the running of the scheme was the recruitment of the Headmistresses from outside local tribal community. 73 % of the

Headmistresses did not belong to the local tribal communities. The implementing agencies/educational complexes from Andhra Pradesh constituted the largest group (15 %) in recruiting Headmistresses from the local tribal communities.

85 % of the implementing agencies/educational complexes reported to have their Headmistresses having the knowledge in local tribal dialects. However, this was a contradictory claim as it has been reported that 73% of the Headmistresses do not belong to the local tribal communities.

The omission in not having the Headmistresses from the local tribal communities almost got replicated in the recruitment of the teachers by the implementing agencies/educational complexes. Majority (81%) of the teaching staff did not belong to the local tribal communities. Andhra Pradesh was the only State, where 19 % of the educational complexes have recruited their teachers from the local tribal communities.

The implementing agencies/educational complexes have claimed that 73 % of the teachers know local tribal dialects, which was doubtful since majority of them (81%) as already reported did not belong to the local tribal communities.

85% of the implementing agencies/educational complexes have claimed that they have been making reservations for the SC and ST in the posts (non-teaching staff), sanctioned under the scheme on the lines of reservation provided in the services under the Central Government for these communities.

STs constituted the largest segment (54 %) of the non-teaching staff, followed by the OBCs (20 %) and SCs (12 %). General candidates recruited to the non-teaching staff posts constituted 14 %.

6. Teaching & learning:

All the educational complexes were reported to be providing a set of text-books/and teaching learning materials free of cost annually to all the beneficiary ST girl students. All of them also said to be providing the text-

books at the beginning of the session. However, the major shortcoming in the teaching and learning materials had been the use of the vernacular language, Hindi and English as the medium of the teaching-learning materials by 81% of the school to the exclusion of the local tribal dialects as the medium of the teaching-learning material. The scheme clearly provides that the text-books and teaching-learning materials should be provided in local tribal dialects. It has been expected from the implementing agencies that they should have used local tribal dialects for the text-books/and teaching learning materials in addition to the use of other languages; including Hindi and English. However, only 19% of the implementing agencies/and educational complexes were reported to be using the local tribal dialects. Majority (12%) of such complexes belonged to Andhra Pradesh; followed by both Madhya Pradesh and Orissa (4% each). In Rajasthan, not a single sample implementing agency/education complex was reported to be using local tribal dialects. The use of local tribal dialects as medium of instruction is essential at the primary education level, particularly at the starting point; since the ST girl children could easily comprehend the language and will not have any initial burden or stress of being initiated to elementary education. Other languages-Hindi and English, may be introduced suitably, when the comprehension of the tribal dialects by the children grow up.

Vernacular language topped the language (62%) in which the text-books/and teaching-learning materials were being provided, followed by Hindi 31%. English represented 7% and covered the text-books/and teaching-learning materials only in Andhra Pradesh.

All the implementing agencies/and education complexes claimed that the text-books/and teaching learning materials were self-developed by them. Only 8% of the implementing agencies/and education complexes reported to have reviewed the text-books/and teaching-learning materials on the basis of the feed-backs from beneficiary ST girl students and teachers. Such review was undertaken by the implementing agencies/education complexes from

only two States; Andhra Pradesh and Madhya Pradesh (with each State representing 4%).

92% of the implementing agencies/educational complexes reported that the class/standard-wise text-books/and teaching-learning materials were equivalent of those being prescribed by the State Secondary Education Council, State Institute of Educational Technology (SIET), State Council of Educational Research and Training (SCERT), National Council of Educational Research and Training (NCERT), Central Board of Secondary Education (CBSE); so that the beneficiary ST girl students could be entitled to be imparted the same level of primary/and upper primary as well as wherever allowed secondary and senior secondary education; as available to the formal school students. However, only 12% implementing agencies have claimed to have submitted text-books/and teaching learning materials developed by them to the Ministry of Tribal Affairs, Government of India or other governmental educational departments/autonomous agencies to ascertain its/their expert opinion on the learning and instructional effectiveness of these text-books/and teaching-learning materials to meet the needs of the beneficiary ST girl children.

Almost all the implementing agencies (96%) were reported to be providing two sets of uniforms free of cost to all the beneficiary ST girl students. It was reported only in Madhya Pradesh (although marginally) 4% of the implementing agencies are not providing 2 sets of uniform. Majority of the implementing agencies claimed that these uniforms were tailor-made as per the individual requirement of the students. 42% of the agencies, majority of whom belongs to Andhra Pradesh (27%), claimed that these uniforms had been procured from the shops/suppliers.

54% of the implementing agencies were reported to be providing winter clothes to the beneficiary students over and above the two sets of uniforms. However, in Andhra Pradesh and Rajasthan, the implementing agencies (23% each) were reported to be not providing such winter clothes.

In almost two-third of the educational complexes (73%), the beneficiary girl students were reported to have not been provided with chairs/benches and tables/desks in the class rooms. The educational complexes from Rajasthan recorded the highest (12%) percentage of the complexes, which were providing such facilities to the beneficiary students, followed by the educational complexes from Orissa (8%). The educational complexes from Andhra Pradesh and Madhya Pradesh constituted 4% each of the educational complexes, which have been providing such facilities. All the educational complexes were reported to be providing black-boards in all of their class rooms. Library/reading room facilities were reported to be available only with 46% of the educational complexes. Those from Orissa and Andhra Pradesh (19% each) constituted the largest segment of the educational complexes, which were not having such facilities, followed by Madhya Pradesh 12% and Rajasthan (4%). The story/poetry books constituted the largest segment (16 %) of the collection in the libraries/reading rooms.

None of the educational complexes has been offering science subjects for secondary students, wherever such level/standard were available. It was, therefore, logical that no such educational complex has separate laboratory facility.

46% of the educational complexes were reported to be having both physical training and yoga teachers. However, 35% of them have physical training teacher and 4% have yoga teaching facility. No definite data was available on physical training and yoga teaching with regard to 15% of the educational complexes.

Almost all (92%) of the educational complexes said that they have been providing Rs. 50 per month to the parents of the beneficiary students. Only in Andhra Pradesh, 8% of the educational complexes were reported to be not providing such monthly emoluments.

Only 58% of the implementing agencies have been adopting the policy of non-detention at the primary stage. 42% of the agencies were reported to be

detaining the students because of poor performance; with educational complexes from Andhra Pradesh and Madhya Pradesh (15% each) constituting the largest segment of the complexes, which were not detaining the students at the primary level. In majority of the educational complexes (77%), the students were promoted to the next standards routinely, without any evaluation. 23% of the educational complexes could not provide any definite response on such evaluation. Majority of the educational complexes (69%) were reported to be undertaking some sort of internal assessment to judge the performance of the beneficiary students. However, 19% of the educational complexes were reported to be enlisting the participation of the outside agencies in undertaking such performance assessment. 12% of the educational complexes could not provide any definite reason. Annual test, half yearly test and quarterly test were reported to be equally popular among the educational complexes; these 3 tests constituted 29%, 28% and 28% of method of assessment respectively. 12% of the educational complexes were reported to have been detained the beneficiary students; with 8% of them hailing from Rajasthan and 4% from Andhra Pradesh. However, such detention, at the primary level, as a matter of practice should have been discouraged.

69% of the implementing agencies said that at least one school (formal educational set up) has been functioning nearby to the educational complexes. Majority of such schools existed in Orissa; followed by Andhra Pradesh and Madhya Pradesh (each with 15%) and Rajasthan 12%. The existence of any formal school nearby the educational complex goes against the scheme, as it has been provided that the educational complexes should operate only in those districts, wherein formal schools do not exist, 63% of the formal school, which exist nearby the educational complexes, are reported to be State Government schools, 33% of these schools to be private/ independent schools and the remaining 4% government-aided schools. Majority of the educational complexes (65%) said that the districts in which their educational complexes were located; were having *Jawahar Navodaya Vidyalaya* (JNVs). The scheme, therefore, should not allow any

education to the ST girl students beyond V standard and they should be encouraged to be mainstreamed either with the local schools/JNVs; the latter could be a preferred option, as JNVs provide excellent upper primary, secondary and senior secondary education, with residential facilities. More than two-third (88%) of the implementing agencies claimed that they have been mainstreaming the beneficiary girl students of their educational complexes into the formal school system. While in Rajasthan, the implementing agencies claimed to have cent-percent mainstreaming; in the remaining three States, 4% of the enrolled students were claimed to be attending such mainstreaming.

7. Vocational education:

It was found that 65% of educational complexes were providing vocational/practical training to beneficiary ST girl students, with all the implementing agencies/educational complexes from Rajasthan were reported to be providing such training.

Majority of the implementing agencies/educational complexes, which were running vocational education reported to have opted for handicrafts as one of the trades (32%); followed by agriculture (18%) and handlooms (11%). Animal husbandry was the least preferred vocational trade (4%) among the implementing agencies/educational complexes, that too being confined only to those from Orissa.

23% of the educational complexes were reported to be not having separate workshops/halls for imparting vocational educational/physical training. While the non-existence of this basic facility was equally spread in the States of Andhra Pradesh, Madhya Pradesh and Orissa with each State accounting for 8%, Rajasthan was the only State, wherein all the educational complexes were having this facility.

The study has found that in case of half of educational complexes (50%), the training equipments and raw materials were not available. While in 27% of the educational complexes, the training equipments and raw materials were

found to be inadequate, 23% of the educational complexes were reported to be having adequate equipments and raw materials. On the physical verification of training equipments and raw materials, which were used by the beneficiary ST girl students, it was found that the present vocational education/practical training were largely ineffective in imparting skills.

More than two-third (81%) of the implementing agencies/educational complexes were reported to be having art fields as part of practical training. Painting and folk dance/folk music/ folk art with 24% each; constituted the most preferred art fields among the educational complexes. It might sound strange that theatre/drama has the least presence (4%) in the practical training.

23% of the educational complexes, which have been reported to be providing practical training in art fields, were not having the instruments and necessary art material for these art works. 27% of the educational complexes were reported to have a single teacher, who has been imparting training in traditional trades as well as in arts and crafts subjects. 38% of the educational complexes were reported to be having separate teachers to attend to traditional trades and arts and crafts. Confirmed data could not be found in case of 35% of educational complexes.

Almost all the implementing agencies/educational complexes (92%) were reported to be covering non-traditional trades. Majority of them (43%) preferred computer education, followed by garment-making (37%).

8. Adult education centres:

Majority of the implementing agencies/educational complexes have been reported not to be having adult education centres for the parents of the beneficiary ST girl students as stipulated under the scheme. Those from Andhra Pradesh constituted the largest group (27%), followed by Orissa (15%) and Madhya Pradesh (12%). Majority of the implementing agencies/educational complexes (77%) were reported to have started the adult education centers since the inception of their projects. The

agencies/complexes from Orissa constituted the largest segment (15%), which has started these centers afterwards.

Primers were found to be the most important teaching-learning materials for the adult learners. However, it was found that 58% of the implementing agencies/educational complexes have not been providing primers to the adult learners; with the majority of such defaulters belonging to Andhra Pradesh (27%), followed by Orissa (19%), Madhya Pradesh (8%) and Rajasthan (4%). Among those agencies/complexes, which have been providing primers to the adult learners, only 23% claimed to have self-developed these primers. However, majority of them (62%) did not provide any response.

Majority of the Implementing agencies/educational complexes (54%) were not providing practical/vocational training to the parents of the beneficiary ST girl students, who have been attending the adult education centres being run by them. The provision of such practical/vocational training has been the highest among the agencies/complexes from Andhra Pradesh (27%), followed by Madhya Pradesh (12%) and Rajasthan (8%).

9. Staff quarters:

More than half of the educational complexes (58%) were reported to have not been providing staff quarters to its teaching and non-teaching staff; with the educational complexes from Andhra Pradesh constituting the single largest segment (23%) in this category, followed by Madhya Pradesh (15%) and Orissa (12%). 42% of these staff quarters were reported to be located within the premises of the educational complexes, with 4% of them claimed to be outside the premises. The majority of the educational complexes (54%) could not provide any definite response. 81% of these staff quarters were never reported to be having individual toilet facilities.

10. Other facilities:

Although the scheme categorically provides that a dispensary has to be attached to the sanctioned educational complexes, only 23% of the

educational complexes were reported to have such facility, which was confined to the educational complexes of Madhya Pradesh (12%) and Orissa (11%). Majority of the complexes (77%) did not have any dispensary attached to them. Likewise the relevant provision of the scheme in having a fair price shop in the educational complexes has been diluted, with only 31% of the educational complexes were reported to be having such fair price shops. Not a single agency from Andhra Pradesh was reported to have such facility. Out of the 69% of the educational complexes, which were reported not to be having such shops, the complexes from Orissa were reported to be the largest segment (31%), followed by Andhra Pradesh (27%).

While the thrust of the scheme has to develop each of the educational complexes as a hub of community activity, with each of them serving as an assembly of the local tribal population for the purpose of discussions and meetings on their community matters and problems; this spirit has been reflected in case of 46% of the educational complexes, with those from Andhra Pradesh constituting the single largest segment (27%) thereof.

11. Hostel facilities:

The Headmistress of each educational complex is supposed to have the additional charge as the hostel warden; as per the norms of the schemes. In 85% of the educational complexes, the Headmistresses were having the additional responsibility of hostel wardens. However, in contrary to the norms, in 15% of the educational complexes, the Headmistresses were not given additional charge of the hostel wardens. While the implementing agencies/educational complexes in Andhra Pradesh and Madhya Pradesh have adhered to the norms of the schemes, with all of them giving the additional charges of their respective hostels to their respective Headmistresses; only in Orissa and Rajasthan (each constituting 8%) the hostel wardens were reported to be other than Headmistresses.

Majority (54%) of the hostel wardens have not been provided with staff quarters inside the premises of the educational complexes, with those from Andhra Pradesh and Orissa accounting for the highest segments in this

category (each State accounting for 23%). All implementing agencies/ educational complexes from Rajasthan were reported to be providing staff quarters inside the premises of the educational complexes for their respective hostel wardens.

Even those hostels wardens, who have not been provided with staff quarters, inside the premises of the educational complexes, only half of them (50 %) have been provided with separate rooms/facilities inside the educational complexes.

Only 50% of the hostels in the educational complexes were reported to be having dining hall facilities. Among those hostels, which did not have separate dining hall, majority (54%) of them were using verandah for having the food. Majority of the hostels were reported to be having required kitchen space (81%) as well as storage facilities (88%). Majority (59%) of the hostels were reported to be using wood as fuel for cooking, followed by LPG (26%).

58% of the educational complexes were reported to be not having the kitchen gardens and the backyard poultries within the premises of their respective complexes for providing/supplementing the vegetables/and chicken and eggs requirements for the hostel inmates. Andhra Pradesh constituted the largest segment (23%) in such category. In Rajasthan, all the educational complexes were reported to be having the kitchen gardens and backyard poultries.

All the hostels were reported to be providing with drinking water facility. The hostels were depending upon diverse sources for getting the drinking water; with the dependence on the well water being the highest (31%), followed by the ground water (29%) and public water (14%).

Majority of the hostels (96%) were reported to have the facility to purify the drinking water. Purifying through strained by clothes was the most popular purifying methods, with 63% of the hostel restoring to the same. Only 17% of the hostels were reported to be using water filters for purification.

It was found that the hostel inmates have been largely (48%) depending upon *ayah* for getting their clothes washed. A sizable group (38%) among them was reported to wash their clothes themselves.

Majority of the hostels (96 %) were reported to being provided with adequate water supply. Well water constitutes the largest segment (28 %) of the water supply to the hostels, followed by ground water (20 %). Public water constituted only 12 % of the total supply.

Majority of the hostels (65 %) were reported to be provided with television sets. However, refrigerators were only available with 8% of the hostels, that too only in Andhra Pradesh.

12. Health support/medical facility:

Majority (81%) of the implementing agencies/educational complexes were reported to have health support/medical facilities for the ST girl students. The absences of such facilities were reported in case of 19% of the agencies/complexes confined Andhra Pradesh.

Almost cent percent of the educational complexes (96%) have been relying on the services of the part-time doctor rather than full-time doctor. Only in Orissa, the implementing agencies (4%) were reported to have full-time doctors. Majority (68%) of these doctors have been attached to the local PHC, followed by the private practitioners (24%). Only 8% of the doctors were reported to be attached to the local health sub-centers.

While it was expected that the educational complexes for the ST girl students should have female doctors; on contrary the majority of the educational complexes (88%) were having male doctors. Only complexes in Andhra Pradesh (8%) and Madhya Pradesh (4%) were reported to be having female doctors.

Majority (85%) of the implementing agencies claimed that the attached doctors have been visiting the educational complexes on regular intervals.

These visits were reported to be in majority of cases (67%) on weekly basis, followed by monthly visits (22 %).

The medical facilities in the educational complexes with regard to majority (69%) have remained confined to health check-ups. Only 31% of the educational complexes were providing specialised services on child and adolescents' health needs; including information, education and counseling. Those agencies/complexes, which have been providing specialised services were reported to be adhering to the basic requirements/accepted norms associated with these services; mainly, i) privacy; ii) confidentiality; iii) respect; and iv) informed consent. Majority (81%) of the educational complexes were reported to be implementing the policies of privacy. The other three norms-confidentiality, respect and informed consent were reported to be adhered to by 85% of the educational complexes.

Wherever the doctor attached to the educational complexes were not providing any counselling to the beneficiary ST girl students, 54% of the implementing agencies were reported to have been arranging for alternative counselling. While data was not available for 38% of the implementing agencies, 8% of the implementing agencies said that they were not providing any alternative counselling to beneficiary ST girl students. Among those educational complexes, wherein alternative counselling was made available, 42% of them claimed to be providing the same through trained teachers and 8% of them were reported to be taking assistance from outside counsellor. Confirmed data was not available in case of 42% of the educational complexes.

The implementing agencies/educational complexes were reported to have been miserably failed to provide any separate sick/ health check-up room in the educational complex for attending to the sick and other inmates. Only 38% of them have provided this much-needed minimum facility.

65% of the beneficiary students were reported to be having fallen ill, because of communicable diseases during 2006-07, with the implementing agencies/

educational complexes from Orissa being reported the highest percentage (35%) of such cases. Tragically 8% of such students have died.

The staffs of the educational complexes were not found to be less fortunate, 54% of them were struck by communicable diseases during 2006-07, although there has been no death on this account.

13. Grant utilisation:

96% of the implementing agencies have been submitting the utilisation certificates, with item-wise expenditure as per the sanctioned norms of the grant to the Government of India in the prescribed GFR-19A format regularly. Only 4% of the implementing agencies, belonging to Madhya Pradesh have not been submitting the utilisation certificates regularly. The same reflection was found in the annual audit statement of the implementing agencies; with 96% of them reflecting the income and expenditure as well as receipts and payments of the grant in the audited annual statements of the accounts. The same percentage of the implementing agencies were found to be maintaining audit records of all assets, acquired wholly or substantially out of the grants (property of a capital nature, where the value exceeds Rs. 1000/-).

35% of the implementing agencies were reported to be not filing the utilisation certificates of the grants already received in earlier year(s) in the prescribed performa for monitoring (Form No. 4) to the Ministry, including year-wise position on actual expenditure, on the basis of audited accounts under the following heads; item-wise grants sanctioned (as reflected in the sanctioned letter); item-wise expenditure actually incurred by the Organisation; excess expenditure (+); less expenditure (-); un-spent balance (with reference to less expenditure); and remarks (including reasons for less expenditure incurred). The implementing agencies from Andhra Pradesh constituted the largest segment (23%), which was adhering to the prescribed format for filing such utilisation of the grants.

92% of the implementing agencies were following the principle of joint operation of their bank accounts. Only 8% of the implementing agencies from Andhra Pradesh were to be not maintaining such joint operation of accounts.

14. Problems faced by the implementing agencies:

14.1 Accommodational problems:

38% of the implementing agencies, which were running educational complexes in rented accommodation, were of the view that such accommodation has been creating problems. Such problem was reported to be the highest in Andhra Pradesh and Orissa, with 12 % of the implementing agencies from each of the States, facing such problems. Majority (43%) of such implementing agencies, attributed the problem to difficulty in getting large single-unit rented accommodation in the rural/and tribal dominated areas. 36 % of such agencies reasoned that high rent, was the real problem.

Like the rented accommodation, 38% of the implementing agencies, which were running the educational complexes from the buildings owned by the implementing agencies or by its managing committee members, admitted to have faced different problems. The implementing agencies from Andhra Pradesh and Orissa, with 15% each constituted the highest segment in this category. High maintenance cost, with less maintenance support from the government as well as no space for extension; were attributed as the two main difficulties by 24% (12% each) of the implementing agencies. 8% of them attributed the difficulty to less space to run the complexes. 69% of them cited other reasons on this account.

Close to half of the implementing agencies (45%), which have availed of the non-recurring grants for the construction/and extension of their educational complexes; were of the view that such grants was not sufficient to meet their logistic and space needs as per the objectives of the scheme. The implementing agencies from Orissa (23%) topped the list in expressing such dissatisfaction, followed by those from Rajasthan (12%). 42% of the implementing agencies were non-committal on this issue. Only 12% of them expressed their satisfaction regarding the sufficiency of the non-recurring grants for the construction/and extension of the educational complexes.

A majority of the implementing agencies (65%) were reported not to have applied for the non-recurring grants for the construction/and extension of the

educational complexes. The implementing agencies from Orissa and Rajasthan constituted the largest group (with 12% each); which have applied for such non-recurring grants. 23% of the implementing agencies, have explained that their requests for the same were not accepted; while 12% of the implementing agencies said that their requests were accepted, but the grants were yet to be released. An equal percentage (12%) of implementing agencies/educational complexes said that their requests have been deferred. 54% of the implementing agencies did not provide a firm response. Amongst those implementing agencies, which have not applied for non-recurring grants, majority of them attributed that such grants would not be adequate for providing required buildings; including logistics and space facilities. More than half (58%) of such implementing agencies could not provide any response/reason for not applying for non-recurring grants.

14.2 Problem related to enrolment of the ST girl children:

While majority of the implementing agencies (46%) opined that they were not facing any problem regarding under-enrolment or over-enrolment, than the prescribed strength of 30 ST girl students per standard per annum; 31% of the agencies opined they have been facing the problems regarding enrolment. 19% of the implementing agencies were reported to have problems of under-enrolment. So far, specific reasons for under-enrolment, 12% of the implementing agencies attributed the same to the inadequacy of the government sanctioned facilities in the complexes. More than half of the implementing agencies (54%), however, could not provide any definite reason for under-enrolment. Regarding the effects of over-enrolment than the prescribed strength, 31% of the implementing agencies said that over-enrolment was a burden on the existing facilities. 19% of them said that it was never a burden. Half of the implementing agencies (50%) could not give any definite view-point on this matter.

One of the major omissions in the implementation of the scheme has been the non-coverage of the primitive tribal groups. In fact, the scheme was stipulated to provide and enhance access to quality residential primary

education for the primitive tribal groups in the low literacy pockets of the country. However, more than half of the implementing agencies/educational complexes (52 %) were not covering primitive tribal population groups. These agencies/complexes attributed the non-coverage to the non-existent of those tribal groups in their respective localities; wherefrom the educational complexes were being run. 18 % of the implementing agencies/educational complexes put the blame on the lack of interest and motivation among the local ST girls for their poor enrolment. 20 % of the implementing agencies have cited two other major reasons; which included; primitive tribal groups have been marginally present in the locality and customs and social life of primitive tribal group have been restricting such enrolment. The remaining 10 % of the implementing agencies have cited other reasons for such poor coverage of the primitive tribal groups in the sanctioned education complexes.

14.3 Problems related to logistic facilities:

Majority of the implementing agencies (54 %) were of the view that the existing grant was not allowing to have sufficiently adequate to meet the logistic facilities to run the educational complexes as per the objectives of the schemes. Only 27% of them opined that the grant has been sufficient to meet such logistic facilities. However, 19% of the implementing agencies could not provide any concrete response.

More than two-third of the implementing agencies (77%) were of the view that water supply/facility to educational complexes has been adequate. However, 23 % of the agencies, majority of whom were from Orissa and Rajasthan (8 % from each State), said that they are facing problems regarding normal water supply/facility to meet the needs of the educational complexes.

Compared to the normal water supply/facility, the drinking water problem was found of lesser dimension. 81 % of the implementing agencies said that they have not been facing any problem regarding the drinking water supply/facility. However, 19 % of the agencies, majority of them from Orissa

and Rajasthan (with 8 % from each State) opined that drinking water supply /facility has been a problem for them.

All the educational complexes were not having continuous and regular supply of electricity. 27 % of the educational complexes were reported to have lacking continuous and regular electricity supply. The problem being the highest among the educational complexes from Orissa (12%), followed by those from Rajasthan (8%). 4% each of the educational complexes from Andhra Pradesh and Madhya Pradesh, were also reported to have similar problem.

The implementing agencies have divergent view-points regarding the adequacy of the sanctioned grants to meet the expenses on electricity and water. While 27% of the implementing agencies said that the grant is fully adequate to meet the electricity and water expenses, another 27% were of the view that the grant has been meeting around 75% of the expenses.

69% of the implementing agencies were of the view that the grant under the heads of electricity/and water needed to be enhanced. Majority of them (35%) belong to Orissa, with the other 3 States sharing 12% each. However, the implementing agencies from Rajasthan were not for any such enhancement.

14.4 Problems related to human resource support:

More than two third of the implementing agencies (77%) were of the view that prescribed monthly salary/emolument of the teaching staff; including the Headmistress, provided under the grant have been inadequate and needed to be revised. The viewpoint was shared 38% of the implementing agencies from Orissa, which constituted the largest chunk of such agencies; followed by those from Andhra Pradesh (19%) and Madhya Pradesh (12%). However, 12% of the implementing agencies (4% each from the States of Andhra Pradesh, Orissa, and Rajasthan) were of the view that such salary/emolument was reasonable and the same may continue. The implementing agencies from Madhya Pradesh, however, were totally in favour of the revision.

Majority of the implementing agencies (62%) opined that the present strength of teaching staff was sufficiently adequate to meet the teaching-learning needs of the beneficiary students. The agencies from Andhra Pradesh (15%) constituted the single largest segment, which were of the view that the present teaching staff strength is not sufficiently adequate; followed by those from Madhya Pradesh 8% and Orissa 4%. The implementing agencies from Rajasthan were fully of the view that the present teaching staff strength was adequate. 12% of the agencies couldn't provide any definite response.

More than half of the implementing agencies (54%) were of the view that the prescribed monthly salary/emoluments for non-teaching staff provided under the grant, were inadequate and needed to be revised. The agencies from Andhra Pradesh and Orissa constituted the largest groups (8%); which were of the view that the salary/ emoluments were reasonable and may continue; followed by Madhya Pradesh and Rajasthan (each with 4%).

Regarding the sufficiency of present strength of non-teaching staff to meet teaching-learning needs of beneficiary students, majority of the implementing agencies (58%) were of the view that the same is adequate. However, the agencies from Orissa, constituted the single largest segment (15%), which were of the view that the present non-teaching staff strength was not sufficiently adequate; followed by the agencies from the remaining three States, representing 8% each.

More than half of the implementing agencies/educational complexes (54%) were reported that they were finding it difficult to make reservations for SCs and STs in the teaching and non- teaching posts, sanctioned under the scheme on the lines of reservations, provided under the Central Government for these communities. However, the remaining 46% of the implementing agencies expressed their viewpoints that they were not facing any difficulty to make reservations for SCs and STs, with largest segment of such agencies belonging to Orissa 19%, followed by Andhra Pradesh (15%). Among those agencies, which faced the difficulty in making such reservations; more than two-thirds (77%), were reported to have relaxed the prescribed qualifications

to recruit the SCs and STs candidates to teaching and non-teaching posts. The agencies from Orissa constituted the largest group (35%) in resorting to such relaxations; followed by Andhra Pradesh (27%), with agencies from Madhya Pradesh and Rajasthan sharing 8% each of such viewpoints. The implementing agencies from Madhya Pradesh were found to be in majority (12%), which were against such relaxations, followed by those from Orissa (8%) and Rajasthan (4%).

Majority of implementing agencies (45%) cited the non-availability of candidates, with the prescribed qualifications in the local communities, as the prime reason for not making required reservations for SCs and STs in the teaching and non-teaching posts, sanctioned under the scheme on the lines of reservation provided under the Central Government for these communities. Even (36%) of the implementing agencies said that even after relaxations of the prescribed qualification, such candidates were not available in the local communities. 9% of implementing agencies have evaded reservations, as they were reported to be not insisting or making provisions for such reservations in the teaching and non-teaching posts.

35% of the implementing agencies did not resort to any other method to ensure reservations to SC and ST candidates, in case such candidates were not available in local communities, even after the relaxation of the prescribed qualifications. However, 30% of the implementing agencies claimed to have given advertisement in vernacular newspaper(s).

Majority of the implementing agencies (52%) were of the view that the grant provided by the Ministry should make provision for in-service training for the teachers, through the financial allocation under separate head. 37% of them were of the view that such training should be arranged by the State SCERT/SIET. However, 11% of the agencies (7% from Andhra Pradesh and 4% of Rajasthan) were of the view that no such training was needed. Regarding the pre-service training, 52% of the implementing agencies were of the view that grant provided by the Ministry should make provision for pre-service trainings of the teachers, through the financial allocation under

separate head. 35% implementing agencies favoured such training by the State SCERT and SIET. However, 13% of the agencies (9% from Orissa and 4% from Rajasthan) were of the view that no such pre-service training was needed.

14.5 Problems related to learning-teaching:

Majority of the implementing agencies (52%) were of a view that they were finding it difficult to develop text-books/and teaching and learning materials in the local tribal dialects. The largest segment of such implementing agencies (35%) belonged to Orissa, followed by those from Madhya Pradesh and Rajasthan (each representing 12%). All the implementing agencies from Andhra Pradesh (27%), however, took an opposite view-point and said that they were comfortable in developing text-books/and teaching and learning materials in the local tribal dialects. The same view was expressed by 8% of the implementing agencies, each from Madhya Pradesh and Orissa. Those of the implementing agencies; which subscribed to the view that the use of the local tribal dialects for developing text-books and teaching-learning materials, was difficult; cited a variety of reasons for the same. An equal percentage of such agencies (30% each) cited the reasons of non-availability of resource persons and non-availability of reference materials for such constraints. 23% of the implementing agencies said that the tribal dialects were difficult to be understood and comprehended by the curriculum developers. 15% of them said that tribal dialects provided less flexibility in covering the entire or all the aspects of the curriculum.

54% of the implementing agencies expressed their view that the grant received for providing a set of text-books/ and teaching-learning materials per annum to each student in each class/ standard was adequate. However, 38% of the implementing agencies; majority from Orissa (19%), followed by Madhya Pradesh (12%) and Rajasthan (8%) said that the grant was inadequate to meet the text-books/teaching-learning materials needs of 8% of the implementing agencies could not provide any definite response.

Majority of the implementing agencies/educational complexes (69%) suggested that the text-books/and the teaching-learning materials (and for that matter the teaching-learning process in the educational complexes) should not be restricted to only local tribal dialects. The majority of such implementing agencies belonged to Orissa (31%), followed by Madhya Pradesh (15%), while with Andhra Pradesh and Rajasthan represented 12% of such agencies. While the implementing agencies from Andhra Pradesh constituted the single largest group (15%) in subscribing to the view that the teaching-learning process should be restricted only to the local tribal dialects; the same view was shared by 12% of agencies from Orissa and 4% of the agencies from Madhya Pradesh. Those implementing agencies; which subscribed to the view that teaching-learning process in the educational complex should go beyond the local tribal dialect; cited variety of reasons for such diversification. The major reason cited by them in expanding the scope of the teaching-learning process beyond the local tribal dialects; included the advantages in mainstreaming the beneficiary students into the formal school system (14%); difficulty in covering all the syllabus in local tribal dialects (13%); difficulty in getting teachers, having proficiency in local tribal dialects (13%); inclination of the ST girl students towards learning the other languages (11%), difficulty in covering science and IT streams in local tribal dialects (11%); and inclination of the beneficiary students towards learning in English (10%).

Two-third of the implementing agencies/educational complexes (73%) was of the view that there should not be any change in the teaching-learning methods. The majority of such agencies belonged to Andhra Pradesh and Orissa (each sharing 27%), followed by Madhya Pradesh 15% and Rajasthan 4%. Among the 27% of the implementing agencies; who favoured change in the existing teaching-learning methods; majority belonged to Orissa (15%), followed by those from Rajasthan (8%) and Madhya Pradesh (4%). Those agencies; which preferred for modifications in the existing teaching-learning methods; cited a number of improvements. Inclusion of computer literacy and in-service training of the teachers were cited by an

equal percentage of implementing agencies (26%), followed by pre-service training of the teachers (21%) and diversifying to other languages as medium of instruction by 16% of such implementing agencies.

Majority of the implementing agencies/educational complexes (62%) were of the view that shifting to other languages as medium of instruction would not enhance the enrollment, retention and achievement level of the beneficiary students. However, the educational complexes from Orissa; constituting the single largest chunk (19%); were of the view that changes in the medium of instruction would lead to the enhancement in the enrolment, retention and achievement level of the beneficiary students. Such view is expressed by an equal percentage of (8%) of the educational complexes from Andhra Pradesh and Madhya Pradesh. Only 4% of the implementing agencies from Rajasthan shared this perspective.

Nearly two-third of the implementing agencies/educational complexes (73%) were of the view that the two sets of uniforms; being provided to the beneficiary students; were not sufficient to meet their needs both in the class-rooms and in hostels. Only in Andhra Pradesh, majority of the implementing agencies (19%) said that the two sets of such uniforms were sufficient. All the implementing agencies/educational complexes in variations have suggested that more such uniforms and allied items should be provided to the beneficiary students for free-of-cost every year. 20% of the implementing agencies said that the students would need 3 sets of such uniforms; 70% said that 3 sets of other dresses, other than the school uniforms should be provided. 16% of the agencies were of the view that 2 sets of winter clothes should be provided. Other suggested allied requirements included; 1 pair of shoes by 15% of the implementing agencies, 2 pair of socks by 13% and 1 school bags by 15% of the implementing agencies.

More than two-third of the implementing agencies/educational complexes (81%) were of the view that the amount under the school uniforms/dresses for the beneficiary students should be enhanced. Only 8% of the

implementing agencies from Andhra Pradesh and 4% each of agencies from the remaining 3 States seemed to be satisfied with the present allocation for such uniform/dresses.

73% of the implementing agencies were of the view that the grant has no provision for library/reading room. The majority of such agency (35%) belonged to Orissa, followed by those from Andhra Pradesh and Madhya Pradesh (15% each); with agencies from Rajasthan constituting the least segment in this category. However, majority of those implementing agencies; which said that the grant has provision for library/reading room, belonged to Andhra Pradesh (12%), followed by Orissa (8%), with the agencies from Madhya Pradesh and Rajasthan sharing the equally 4%. The majority of the implementing agencies, which were of the view that the grant did not provide for library/reading room (88%), however, reported to have expressed their desire to have such library/reading room facility. These agencies felt that such a facility; with relevant reference books, additional copies of text books, NCERT publications, SCERT/State Education Department publications, story/poetry books, novels for children, comics and other entertaining books, general knowledge books, biographies and newspapers; should be integral part of the educational complexes, as the same would help reading habits among the beneficiary students; and provide a collective pool of books and other teaching-learning-reading materials to meet the short-fall in the educational content provided by the text-books. Only 8% of the agencies from Orissa and 4% from Madhya Pradesh did not feel the need of such library/reading room facility.

While half of the implementing agencies/educational complexes (50%) were of the view that no separate laboratory facility (wherever the educational complexes covered the senior secondary students in science stream) has been provided in the grant; the remaining half said that the facility is not applicable for them. The same division was found about the desire of such facilities among the implementing agencies/educational complexes.

Majority of the implementing agencies (81%) said that the grants did not cover the physical training and yoga teaching. Only 12% of such agencies/complexes from Andhra Pradesh and 8% of them from Rajasthan were of the view that the grant covered such training and teaching. Among those implementing agencies/educational complexes; which said that the grant in its present format did not cover the physical training and yoga teaching; a vast majority (81%) said that such training and teaching should be covered under the grant; with all the agencies from Andhra Pradesh agreeing to this view-point. Only 12% of the agencies from Orissa, and 4% each from Madhya Pradesh and Rajasthan said that the physical training and yoga teaching were not needed.

Majority of the implementing agencies/educational complexes (58%) strongly felt that the amount of Rs. 50/- per month, being provided to each of the parents of the beneficiary students as incentive was inadequate. Among those implementing agencies; which express their view-point on the adequacy of the monthly emoluments; majority of them belonged to Andhra Pradesh (15%), followed by Orissa (8%) and Madhya Pradesh (4%). No definite response was received from 15% of the implementing agencies on this issue.

62% of the implementing agencies/educational complexes; majority of which belonged to Orissa (27%), followed by Andhra Pradesh (19%), with Madhya Pradesh and Rajasthan equally sharing 8%; were reported to be fully satisfied with the retention level of the beneficiary students. 12% of these were partially satisfied and 8% of them were dissatisfied. Those implementing agencies/educational complexes, which were not satisfied with the retention level of the beneficiary students; expressed divergent reasons for their drop-outs. Majority of them (57%) said that the reasons of low level retention was the prevalence of social norms/stigmas; like not allowing girls to have education after reaching adolescence; child marriage; the need of girl children to do the household chores. 20% of these agencies attributed the reason to the inadequacy of facilities under the grant. 14% of them cited other reasons.

69% of the implementing agencies/educational complexes were of the view that they were constrained to impart vocational education due to inadequacy/paucity of small equipments and raw materials needed for such training. Majority of the implementing agencies, which shared this view-point, belonged to Orissa (27%); followed by Andhra Pradesh (23%). 12% of the agencies from Rajasthan and 8% from Madhya Pradesh were also of the same viewpoint. However, 15% of the implementing agencies from Orissa; followed by those from Madhya Pradesh (12%) and Andhra Pradesh (4%), held a contrary viewpoint and reported that small equipments and raw materials were never posed any problem for them to impart vocational training.

While half of the implementing agencies (50%) were of the view that the existing provision of a single music/arts and craft teacher is sufficient to meet the human resource/ skill impartment needs of the beneficiary students in all the trades and the art fields; the other half did not subscribe to the viewpoint. The majority of the agencies, which were of the view that the single teacher was sufficient, belonged to Orissa (35%); followed by Rajasthan (12%) and Madhya Pradesh (4%). All the implementing agencies from Andhra Pradesh (27%) did not agree to the sufficiency of a single music/art and craft teacher; followed by those from Madhya Pradesh (15%) and Orissa (8%).

Almost two-third of the implementing agencies (73%) was of the view that the teaching staff strength for vocational education should be increased. Majority of them, with equal percent belonged to Andhra Pradesh and Orissa (27%); followed by Rajasthan (12%) and Madhya Pradesh (8%). Only some of the implementing agencies from Madhya Pradesh and Orissa were not in favour of such increase.

Almost all the implementing agencies (92%) were of the view that there was no provision in the scheme for appointment of workshop or vocational assistant for vocational training. Only 8% of the implementing agencies belonging to Rajasthan said that such a provision existed in the scheme. More than two-third of the implementing agencies (77%) said that such

helping hand(s) were needed to diversify and optimise the coverage and impact of the vocational education. The majority of such agencies belonged to Orissa (35%), followed by those from Andhra Pradesh (23%).

Majority of the implementing agencies (81%) opined that the grant has no separate provision for vocational education/ practical training. The dominant segment of those implementing agencies (73%), which were of the view that the grant has provision for vocational education/practical training, opined that the grant amount was not sufficient to provide necessary skill development programmes to the beneficiary students. Only implementing agencies from Andhra Pradesh (19%) and Madhya Pradesh (8%), were of the view that grant has been sufficient to meet such needs.

While half of the implementing agencies (50%) were of the view that adult education centers, being run for the parents of the beneficiary students, have been providing required literacy and skills; the other half, majority of whom belonged to Andhra Pradesh (27%), did not agree. 65% of the implementing agencies said that separate financial provision under the grant should be made to meet the expenses on the adult education centres; including the cost of primers and other teaching-learning materials, instructional support and practical/ vocational training. However, the agencies from Andhra Pradesh (19%); followed by Orissa (12%) and Madhya Pradesh (4%), did not agree to any such separate financial provision.

Majority of the implementing agencies (65%) were of the view that the grant did not sufficiently provide for staff quarters for all the teaching and non-teaching staff inside the premises of the educational complexes. However, majority of the implementing agencies from Andhra Pradesh (19%); followed by those from Madhya Pradesh and Rajasthan (8% each); were of the view that the grant has sufficient provision for the staff quarters. Except those implementing agencies/educational complexes; which were of the view that insufficiency of funds under the grants for staff quarters; majority (88%) were of the view that the non-availability of staff quarters, was a hindrance towards optimising the outputs of the educational complexes.

On the overall assessment of the sufficiency of the hostel facilities to meet the educational, residential, nutritional, health and recreational needs of the beneficiary ST girl students; only 19% of the implementing agencies/ educational complexes were of the view that hostel facilities are adequate. However, majority of the implementing agencies/educational complexes (65%); with the largest chunk belonging to Orissa (35%); followed by Andhra Pradesh, Rajasthan (12% each) and Madhya Pradesh (8%); were of the view that the hostel facilities provided under the scheme were not sufficient and needed to be further upgraded.

Majority of the implementing agencies (88%) said that their educational complexes have been inspected by any governmental or other evaluating agency for releasing of the second installment of the grant or for the annual renewal of the project or for assessing the overall functioning of the educational complexes. However, 4% of the implementing agencies; each from the States of Andhra Pradesh, Madhya Pradesh and Rajasthan; were of the view that no such inspection has been conducted. While 52% of the implementing agencies, whose educational complexes have been inspected; said that such inspection/evaluations have been done for evaluating the overall functioning of the educational complexes. 24% of the implementing agencies said that such inspection/evaluations were done for the release of the second installment of the grant and an annual renewal of the project.

All most all the implementing agencies (92%) opined that the scheme should be revised fully or partly to make it more effective and target group-friendly. Only 8% of the implementing agencies/educational complexes from Madhya Pradesh were not in favour of such revision. Among those implementing agencies/educational complexes; which suggested for a revision of the scheme; 54% of them favoured partial revision of the scheme. The majority of them in this group belonged to Andhra Pradesh (23%), followed by Orissa (19%). However, 42% of these implementing agencies/educational complexes were for the total revision of the scheme. The majority of the agencies/complexes in this category belonged to Orissa (23%), followed by Madhya Pradesh (12%).

85% of the implementing agencies were in favour of upward revision of per child per annum recurring grant of Rs 9,000/- to optimise the outputs of the scheme in providing integrated and quality residential primary/ and upper-primary education (and with the option of extending such education upto XII, wherever such schools for target groups are not available in the concerned districts). However, 8% of the implementing agencies from Orissa and 4% each from Madhya Pradesh and Rajasthan, were not in favor of any upward revision of the existing per child per annum recurring grant.

14.6 Status of the beneficiary ST girl students:

The study covered 999 beneficiary ST girl students in the 4 sample States/27 educational complexes to find out the diverse set of responses; including personal and family information, general awareness on the classes and teachers, school uniform and dresses, understanding on teaching-learning, games and physical training, vocational education, information about adult education centers, logistic facilities, hostel facility, health support/medical facilities and the school and hostel environment.

The responses from the beneficiary ST girl students have been quite vital as they form the single-most important group in the functioning of the educational complexes. Although, their responses were not as firm and articulated as that of the adult respondents, they provided the most objective opinion, without any subjective colouring of their viewpoints. The participating ST girl students were fully innocent. The individual and group interviews enthused them, engrossed them and enthralled them. This was the first experience of its kind for the student respondents. In fact, the interaction with the beneficiary ST girl students was the most exciting and exhilarating experience for the Organisation's research staff.

14.7 General awareness on the class and teachers:

All the interviewed beneficiary ST girl students have knowledge on their classes, wherein they were studying, since when they have been studying, the duration of the school schedule, the recess schedule and names of at

least one of their teachers. However, 43 % of the students were not aware of the names of their respective class teachers and any other subject teacher. Majority (66%) of the students have been aware of the names of their respective Headmistresses.

85% of the beneficiary girl students expressed their satisfaction on the sufficiency of the school uniform, which they have been receiving from their respective education complexes to meet their needs for the whole year. 12% of the students were of the opinion that the school uniforms were not sufficient. Only 3% of the students opined that they have to procure additional sets of uniforms to meet their needs. Majority (91%) of the students have been getting the additional uniform from their parents.

Majority (62%) of the students have been depending only on the school uniforms as their exclusive dresses, both for the school and daily uses. Only 38% of the school students were having extra dresses to meet their needs. Those students, who are having extra dresses, have been procuring the same mainly from the parents (89%).

Majority (82%) of the beneficiary girl students were having winter clothes. Parents (65%) have been providing winter clothes to the majority of the beneficiary students, followed by the educational complexes (18%). Majority (50%) of the beneficiary students said that the winter clothes they were having, were not sufficient to meet their needs.

14.8 Understanding on teaching and learning:

Majority (61%) of the beneficiary ST girl students have been using both slates and copies/ note books to note down the lessons during their classes and for their homework.

Regarding the sufficiency on learning materials, (78%), the beneficiary ST girl students have opined that they were sufficient. The students from Andhra Pradesh constituted the significant portion (9%) of the students, who reported that the learning materials were not sufficient for their study.

Parents (77.88%) have been providing additional learning materials, followed by the educational complexes (9.21%). Relatives constituted the next significant group (6.21%) of providers of these additional materials.

While more than (77%) of the students have been exclusively depending upon the text books/ teaching and learning materials being provided by their educational complexes, 23% of them have to go for additional text books/ teaching and learning materials, with majority of them belonging to Orissa (11%).

Parents again constituted the highest segment (86.89%) of the persons/sources, who/which were providing the additional text books/ teaching and learning materials, followed by relatives (8.01%). Only 3.30% of the students have to buy the additional text books/ teaching-learning materials from the market.

More than half of the students (56%) were not aware of the fact that whether their parents were being provided with monthly incentive for their education? The awareness was lowest in Orissa (25%). Only (19%) of the students said that they were having some knowledge/information on their parents, being provided with monthly incentive for their education.

Almost half of the students (48%) confessed that they have been sitting on the floor in their class rooms. While 27% said that they have been provided with chairs and tables, 24% of them said that they were using benches and desks.

More than half of the students (52%) said that they were finding it difficult to understand text books/ teaching and learning materials. 17% of them found it very difficult. Only 24% said that the text books/teaching and learning were not so difficult. A small group of 8% of the students said that it was easy to grasp the text books/teaching and learning materials.

32% of the beneficiary students said that the teachers were not able to cover the entire syllabus, provided in the text books/ teaching-learning materials given to them.

Among the students, who said that the entire course was not being covered, 34% of them said that big portion of the course was not covered. 39% of them said that only small chunk was not covered. 27% of them could not provide any response.

While majority (68 %) of the beneficiary ST girl students were reported to be taught in tribal dialects; still the remaining 32% were deprived of education in their own tribal dialects. This is a serious lapse and in fact, a violation of the guidelines of the scheme, which stipulate the imparting of teaching and learning in the local tribal dialects.

Only 34% of the beneficiary students could speak, read and write in other languages. Majority (92%) of the students expressed their desire to be taught in other languages than that of the local tribal/ and vernacular language.

While majority (58%) of the beneficiary students expressed their views that the teaching was joyful and interesting, an equally good number (42%) of the students opined that the teaching has been boring and difficult.

14.9 Vocational education:

56% of the sample beneficiary ST girl students said that they have been participating in the vocational education/ practical training. The students from the educational complexes from Andhra Pradesh constituted the largest excluded group in vocational education.

The beneficiary students were largely dissatisfied with the vocational training; with the largest percentage of them being from the educational complexes, being run from Orissa (33%). Majority (52%) of the students said that they have been participating in art and craft training.

More than two-thirds of the students (82%) expressed their preference for the non-traditional trades. Computer training was the first preference among the students. 73% of the students expressed their views for computer training as the non-traditional trade subject; followed by those who opted for electronics (16%) and garment making (11%).

14.10 Information about adult education centres:

Majority (62%) of the students were not aware of the existence of adult educational centres in their respective educational complexes. Only 19% of the students were aware of such centers. An equal percentage (19%) could not provide any response.

Only 13% of the sample interviewed students said their parents have ever attended the adult educational centres, being run by their respective educational complexes. A significant majority of the students (63%) said that their parents have never attended such centers as adult learners. There was no response from 24% of the students.

14.11 Health support/medical facilities:

While 58% of the students have had the knowledge of availability of health support/ medical facility in their respective hostels/ educational complexes; 11% of them said that such facility was not available. 31% of them were unaware and, therefore, could neither confirm nor deny about such facility. 42% of the girl students said that counselling facilities were not available in their respective hostels/ educational complexes. Only 9% confirmed about the provision of counselling facilities. Almost half of the students (49%) said that they were unaware of such facilities.

Majority of the beneficiary ST girl students were not enthused by the overall environment of educational complexes and the hostels. Only 11% of the sample girl students said that the environment was very good and 37% of them said that it was good. However, majority of the students (45%) have had the feelings that the environment of the educational complexes and hostels were average.

14.12 Opinion about the overall environment of the educational complex and hostel :

Majority of the students respondents (68%) felt that the educational complexes/and hostels are safe and secure. However, 32%, majority of whom from Orissa (11%), said that the environment is not safe and secure.

One of the most startling fact which came to the notice was that the harassment of the beneficiary girl students by the male staff of educational complexes/and hostels existed. Such harassment was highest in Orissa (10%) and was least in Rajasthan (1%). 20% of the girl respondents did not give any response on the issue of harassment.

Another baffling fact, which came to the forefront, was that more than half of the girl respondent (54%) said that they would not be interested to continue their studies in their respective educational complexes after completing primary education up to certain level/ standards. Those students (46%) who said that they would continue their study in their respective educational complexes cited the major reasons for such continuation as single gender education facility (22.03%), parents could not afford primary education (14.47%) and environment of school reflected family and community culture (12.26%). Those who expressed their desire not to continue in their respective educational complexes cited the major reasons of the discontinuation as their desire to study in other languages (32.55%), inadequacy of hostel facilities (12.53%), preference for formal school (11.75%) and insufficiency of the teaching materials (11.58%).

14.13 Highlights of the individual evaluation results of the sample implementing agencies/educational complexes:

While the evaluation has sought to provide an overall assessment of the scheme in 4 States, with coverage of 27 implementing agencies/educational complexes; it is absolutely necessary to provide the highlights of the evaluation results of the sample implementing agencies/educational complexes individually. The individual assessment will enable the Planning Commission, Government of India as well as the Ministry of Tribal Affairs, Government of India, not only to take decision on the viability of the scheme; but also to take these individual assessments as points of reference to develop a general and relevant formulation on the continuation of the scheme.

The sample implementing agencies / educational complexes have been individually graded in the scale of A+, A, B, C, D& D- ('A+' being the highest level of performance and 'D-' being the lowest). The gradations have provided an overall assessment of the individual performances. The gradation points are as follows;

A+ = excellent;

A = very good;

B = good;

C = average;

D = below average; and

D- = poor.

14.13.1 Highlights of the individual evaluation results of the sample implementing agencies/educational complexes(Andhra Pradesh):

In Andhra Pradesh, 4 Mini Gurukulams (*Jadcherlla, BrijanPalli, Narapreddy Kunta and Rangapuram*) being run by the Andhra Pradesh Tribal Welfare Ashram and Residential Education Institution Society, Government of Andhra Pradesh; were visited. It is appropriate to provide a consolidated assessment of the functioning of these 4 Gurukulams. The findings include;

- The Mini Gurukulams have been set up in remote and inaccessible areas; inhabited by large tribal population; and thereby, serving the purpose of the scheme in providing primary education at the door steps of these tribal ST girls, who constituted one of the educationally excluded and marginalized population groups in the country;
- Despite the constraints; sincere attempts have been made by the Mini Gurukulams and the State Government to provide quality teaching-learning to the beneficiary ST girl children;
- It has been felt by the State Government that the scheme should provide non-recurring grants for items like utensils, sleeping materials etc. so that the basic needs of the beneficiary students are being taken care of;

- It was found that the books of accounts have been maintained properly. Moreover, the said accounts have been audited by external chartered accountants, being hired for the purpose;
- The State Government strongly felt that there was a need in upgrading the classes upto XII level in a phased manner; as such provision already exists in the scheme, so that the scheme would have optimal impact. It was learnt that after completing primary education, the beneficiary girls were returning back to their homes and, in almost all cases were not pursuing upper primary and secondary education, mainly because of the compulsions of economic deprivations.

Mini Gurukulams (*Jadcherlla, BrijanPalli, Narapreddy Kunta and Rangapuram*), being run by the Andhra Pradesh Tribal Welfare Ashram and Residential Education Institution Society, Government of Andhra Pradesh may be given “A+” grade in the scale of A+, A, B, C, D & D- (‘A+’ being the highest level of performance and ‘D-’ being the lowest).

A+ = excellent
A = very good
B = good
C = average
D = below average
D- = poor

Navodaya Integration Cultural Social Education Voluntary Action, Kurnool, Andhra Pradesh; was found to be continuing the educational complexes project from its own resources, although the grant from the Ministry was discontinued. The educational complex was found to be having Headmistress and qualified teachers, although the organisation has been providing meagre salary to them. These teachers seemed to continue their association with the organisation. The educational complex has kitchen and the rest room for the children, and was found to be maintained properly and in a cleaned environment. The books of accounts and other related records and documents, maintained by the agency in respect of grant towards the educational complex; were found to have been maintained properly and upto the satisfaction.

**Navodaya Integration Cultural Social Education
Voluntary Action, Kurnool, Andhra Pradesh;
may be rated “B” grade in the scale of A+, A, B,
C, D& D- ('A+' being the highest level of
performance and 'D-' being the lowest).**

A+ = excellent
A = very good
B = good
C = average
D = below average
D- = poor

Rural Mahila Welfare Society, Kurnool, Andhra Pradesh; reported that its educational complex was closed, since past 2 years. The evaluation, therefore, was restricted to the assessment of the past records, and the documents and books of accounts, available with the implementing agency in respect of the grants released for the educational complex. Certain equipments used by the educational complex were also inspected. Few ST girls, who were the students of the complex and now are studying in the nearby Municipal school; were interviewed. These students were firmly of the view that the educational complex may be restarted. They also expressed their satisfaction over the facilities and environment, availed by them during their stay in the educational complex. The interview also covered the former non-teaching staff, who served the educational complex. They were also of the same view, like the former students, that the educational complex should be restarted.

**Rural Mahila Welfare Society, Kurnool, Andhra
Pradesh; may be given “B” grade in the scale of
A+, A, B, C, D& D- ('A+' being the highest level
of performance and 'D-' being the lowest).**

A+ = excellent
A = very good
B = good
C = average
D = below average
D- = poor

Social Action for Social Development (SASD), Hyderabad, Andhra Pradesh; was discontinued with the grant for its educational complex since past 2 years. The evaluation, therefore, was confined to the verification of the past records, documents and books of accounts; available with the implementing agency. It was found that the beneficiary girls, who studied in the educational complex, were from remote areas. On the basis of the past records available with the organisation and information provided by the organisation as well as

upon reviewing the various inspection reports of the State Government officials, it was found that the activities of the implementing agency has been satisfactory.

Social Action for Social Development (SASD), Hyderabad, Andhra Pradesh; may be given “B” grade in the scale of A+, A, B, C, D& D- ('A+' being the highest level of performance and 'D-' being the lowest).

A+ = excellent
A = very good
B = good
C = average
D = below average
D- = poor

Another implementing agency, Jagruithi Educational & Community Development Society, Jawahar Nagar, Chikkadpalli, Hyderabad, Andhra Pradesh; whose registered office was visited along with an official of the Social Welfare Department, Government of Andhra Pradesh, Hyderabad, specially deputed for the study purpose by the State Government; informed that it has not been receiving any grant under the scheme, although the name of the agency figured in the list of grantee organisations. It was found that the society has been running few colleges and coaching institutes in the same address, bearing the same telephone number, as submitted for the grant to the Ministry of Tribal Affairs, Government of India. However, the officials of the implementing agency said that the society is not running any educational complex.

Jagruithi Educational & Community Development Society, Jawahar Nagar, Chikkadpalli, Hyderabad, Andhra Pradesh; whose registered office was visited along with an official of the Social Welfare Department, Government of Andhra Pradesh, Hyderabad, specially deputed for the study purpose by the State Government; informed that it has not been receiving any grant under the scheme, although the name of the agency figured in the list of grantee organisations.

The Ministry of Tribal Affairs, Government of India, should take all the necessary action including, getting the entire sanctioned grant refunded, in case it was found that the same organisation has been provided with the grant.

Therefore, no study of the functioning of the implementing agency/educational complex, could be conducted and consequently the implementing agency could not be graded

It may be noted that the officials of the Government of Andhra Pradesh were quite helpful in the evaluation of the scheme and the study in Andhra Pradesh may be treated as a joint evaluation by SANKALP and the Government of Andhra Pradesh, since the State Government officials, specifically deputed for the purpose participated in the evaluation. The senior officials of the State Government included; Shri R. Ramakrishnaiah, Director, Tribal Welfare & Member Secretary, A. P. Tribal Welfare Residential Education Institution Society (Gurukulam), Government of Andhra Pradesh; Shri Bhagat Kumar, Joint Secretary, Department of Tribal Welfare, Government of Andhra Pradesh; Shri V. Chinavirabhadradu, Joint Director, Department of Tribal Welfare, Government of Andhra Pradesh; Mr. Shah Wali, District Welfare Officer, Hyderabad District, Hyderabad.

These officials informed that a sum of Rs. 11 crore was sanctioned to the Mini Gurukulams, @ Rs. 25.00 lakh per Mini Gurukulam to construct the permanent buildings in the educational complexes. However, no central assistance was received for the purpose. It was also found that the budget allocation towards food, salary of the teachers; provided by the Gurukulams, being run by the State Government; was higher than that of the Central Government assistance under the scheme.

An appropriate suggestion was put up by the State Government officials, who said that Kasturba Gandhi Balika Vidyalaya (KGBV) should be set up in those *Mandals*/localities, wherein the Mini Gurukulams existed; so that the beneficiary ST girls after completing their V standard can be enrolled in these KGBV. However, the Government of India decided to put up KGBV in those *Mandals*; wherein Mini Gurukulam did not exist.

The State Government officials also proposed an upward revision in the salary of the teachers under the scheme, as the same is even lower, compared to the salary structure under other schemes of the State Government. The State Government officials also advocated for disposing off the allowance of Rs. 50/-; being paid to the parents of the beneficiary students, since it is too low and the same could be utilised towards the increase in the salary of the teachers. Alternatively, the same money may be utilised towards generating awareness among the parents to send their out-of-school daughters to the educational complexes.

14.13.2 Highlights of the individual evaluation results of the sample implementing agencies/educational complexes(Madhya Pradesh):

The evaluation covered four implementing agencies/educational complexes in Madhya Pradesh.

Adarash Lok Kalyan Sansthan, Satna, Madhya Pradesh; was found to be providing necessary logistic and hostel facilities to the beneficiary ST girl students. The implementing agency/educational complex was also found to be maintaining its records and documents; including books of accounts satisfactorily. The implementing agency has also been, as it is understood, regularly interacting with the local and district-level officials for the implementation of the scheme.

Adarash Lok Kalyan Sansthan, Satna, Madhya Pradesh; may be given “B” grade in the scale of A+, A, B, C, D& D- ('A+' being the highest level of performance and 'D-' being the lowest).

A+ = excellent
A = very good
B = good
C = average
D = below average
D- = poor

The functioning of the educational complex, being run by Bandhewal Shiksha Samiti, Bhopal, Madhya Pradesh; made a mockery of the scheme. The educational complex was found to be running from two rooms of the size of 10'X12'. Strangely, these two rooms were reported to be used both for the school and residential purpose. The implementing agency has made a sham

of the scheme. Even the kitchen existed inside the rooms. A single bath room and a single toilet existed for all the children. When inspected, the conditions of the toilet and the bathroom were found to be in dilapidated conditions, and these were also being used by other families, residing in the same premise. The beneficiary ST girl students were not present. It was informed that all the beneficiary students have left for their villages on the day before the study/visit to attend a festival. However, it could be well-inferred and well-realized that this was a false and fabricated version. In fact, there may not be any beneficiary girl student or may be a very few.

The office-bearers of the implementing agency did not co-operate and were not present during the visit. Only one teacher was present. The functioning of the educational complex was also fully unknown to the *panchayat*/community leaders of the area.

Bandhewal Shiksha Samiti, Bhopal, Madhya Pradesh; could be graded as “D-” in scale of A+, A, B, C, D& D- ('A+' being the highest level of performance and 'D-' being the lowest).

A+ = excellent
A = very good
B = good
C = average
D = below average
D- = poor

The educational complex, being claimed to be run by the implementing agency, seemed to be almost non-existent. In fact, it seemed that almost the entire grant was misappropriated by the implementing agency.

The Ministry of Tribal Affairs, Government of India, should take immediate steps for the recovery of the entire grant and stop any further assistance to the agency from this scheme or any other scheme of the Ministry.

The other Bhopal-based implementing agency - Pushpa Convent Education Society's functioning; almost replicated that of Bandhewal Shiksha Samiti. Not a single beneficiary student was found, as some persons reported to the

teachers, informed that all of them have left one day prior to the visit of the evaluation team, due to some festival. This, however, seemed to be a false and fabricated version. When the rooms and belongings were verified, it could be easily gathered that no activity related to teaching-learning, has been taking place. 3 teachers and 2 non-teaching staff were present during the visit. They provided some explanations about the functioning of the educational complex, but without any supporting document/paper. Whatever they tried to explain, did not match with the existing facility or the documentary evidence. The attendance registers were found to be developed within last 2-3 days of the visit. The Headmistress said that the same was done as per the direction of the chief functionary. The dates printed on the attendance registers also endorsed the fact that the same were obtained recently. When photocopies of the attendance registers were asked, the visiting team was told that the same would be submitted by the Head Office of the implementing agency at the visit team's transit stay address at Bhopal. However, the same was never delivered.

The office-bearers and the members of *Gram Panchayat* also pleaded their complete ignorance on the functioning of any such educational complex, being run in the locality or in the immediate vicinity. The *Panchayat* representatives opined that the local bodies and the block/and district administration should also be informed about such educational complexes and grants provided to them, so that there would be checks and balances on the proper utilisation of the sanctioned fund, as per the outlined objectives. It is pertinent to note that the chief functionary of the implementing agency evaded his responsibility to be physically present during the study or depute any of his representatives. He collected the questionnaire from the visiting team and deposited the partially filled up questionnaire in pencil. After reviewing the few available documents and papers; it was found that the implementing agency has absolutely no transparency and accountability in its functioning. The agency is not registered under the Income Tax Act, even did not have a PAN. The agency, however, has managed funds under FCRA.

Pushpa Convent Education Society, Bhopal, Madhya Pradesh; may be rated “D-” in the scale of A+, A, B, C, D& D- ('A+' being the highest level of performance and 'D-' being the lowest).

A+ = excellent
A = very good
B = good
C = average
D = below average
D- = poor

It is recommended that the Ministry of Tribal Affairs, Government of India, should take immediate steps for the recovery of the entire sanctioned grant, so that such implementing agency would not misappropriate the scarce resources meant for the educational development of ST girl children.

Rajendra Ashram Trust, Kathiwada, Jhabua, Madhya Pradesh; has been providing the complete facilities to enhance the access to quality primary education. Both its teaching-learning/school and hostel facilities were found to be highly satisfactory. It has got a highly motivated and involved team of trust managers and educational complex authority. The beneficiary ST girl students were found to have a greater understanding of the teaching-learning approaches. The teachers were found to be highly committed.

Rajendra Ashram Trust, Kathiwada, Jhabua, Madhya Pradesh; may be rated “A” in the scale of A+, A, B, C, D& D- ('A+' being the highest level of performance and 'D-' being the lowest).

A+ = excellent
A = very good
B = good
C = average
D = below average
D- = poor

The District Magistrate & Collector, Bhopal, Shri S.K. Mishra, expressed his ignorance on the functioning of such educational complexes, with the district social welfare officer sharing his view point. Only through the full involvement of the district officials and periodic assessments, the scheme could have the desired results; observed the District Collector.

Shri Raj Kumar Pathak, Collector & District Magistrate, Jhabua, Madhya Pradesh, opined that unless the district administration would be involved in the

monitoring and evaluation of the scheme, it could not contribute towards the execution of the scheme in letters and spirit.

14.13.3 Highlights of the individual evaluation results of the sample implementing agencies/educational complexes(Orissa):

Arun Institute of Rural Affairs (AIRA), Dhenkanal, Orissa; was found to be satisfactorily running the educational complex. The students and teachers were found to be fully involved in the teaching-learning process of the complex. The books and records of account were also found to be in proper shape. The District Magistrate and Collector of Dhenkanal Shri J. Ahmad Khan was having a good opinion on the functioning of the implementing agency.

Arun Institute of Rural Affairs (AIRA), Dhenkanal, Orissa; may be graded as “B” in the scale of A+, A, B, C, D& D- ('A+' being the highest level of performance and 'D-' being the lowest).

A+ = excellent
A = very good
B = good
C = average
D = below average
D- = poor

Bright Career Academy, Jeypore, Koraput, Orissa has been satisfactorily using the facilities of its educational complex. The implementing agency has been interacting with the community leaders as well as the parents of the beneficiary students to optimise the outputs of the educational complex. The agency has certain problems; including absence of boundary wall of the educational complex, non-availability of the books from the governmental source as well as from the market, and non-payment of dues because of the delay in getting the sanctioned fund.

Bright Career Academy, Jeypore, Koraput, Orissa may be graded as “C” in the scale of A+, A, B, C, D& D- ('A+' being the highest level of performance and 'D-' being the lowest).

A+ = excellent
A = very good
B = good
C = average
D = below average
D- = poor

Kasturba Gandhi National Memorial Trust, Rayagada, Orissa; has been running in a rented complex, with a vast surrounding greenery area. Because of the delay in the release of the grant and resultant uncertainty, the implementing agency was reluctant for fresh admissions in the primary classes. The complex is new having 23 beneficiary girl students. Keeping in view the presence of large ST communities in the locality as well as the demands of the parents and community leaders; the educational complex may be allowed to continue.

Kasturba Gandhi National Memorial Trust, Rayagada, Orissa; may be graded as “B” in the scale of A+, A, B, C, D& D- (‘A+’ being the highest level of performance and ‘D-’ being the lowest).

A+ = excellent
A = very good
B = good
C = average
D = below average
D- = poor

Koraput Development Foundation, Jeypore, Koraput, Orissa, did not have adequate class rooms and hostel facility. Hostel and educational complex were located at different places. Books were not made available either from the governmental source or from the market. The community leaders and parents of the beneficiary students seemed to have positive opinion on the functioning of the educational complex. They were of the view that the implementing agency should have availed of the non-recurring grant towards construction of its own educational complex. They also strongly felt that the educational complex should be upgraded up to VII standard.

Koraput Development Foundation, Jeypore, Koraput, Orissa, may be graded as “C” in the scale of A+, A, B, C, D& D- (‘A+’ being the highest level of performance and ‘D-’ being the lowest).

A+ = excellent
A = very good
B = good
C = average
D = below average
D- = poor

Liberation Education and Action for Development (LEAD), Jeypore, Koraput, Orissa; has not received grant since 3-4 years. However, keeping in view, the need for continuation of such facilities for the benefit of the local out-of-

school children and the small contribution made by the parents; the organisation is making the efforts to run the educational complex with reduced enrollment of 110 beneficiary students. The parents and local community leaders, when interviewed, requested for the reopening of the educational complex and upgradation of its teaching facilities upto VIII standard. Obtaining the books from the governmental sources as well as in the market was a difficult task and, therefore, it was stressed by the representatives of the organisation that supply of the books, published by the State Government should be made easy.

Liberation Education and Action for Development (LEAD), Jeypore, Koraput, Orissa; may be graded as “C” in the scale of A+, A, B, C, D& D- ('A+' being the highest level of performance and 'D-' being the lowest).

A+ = excellent
A = very good
B = good
C = average
D = below average
D- = poor

Marr Munning Ashram, Jeypore, Koraput, Orissa is running from a rented complex and it was found that there was a need for providing non-recurring grant for construction of a permanent building. The low and irregular salary, being paid to the teaching staff, has been creating the major problem in imparting education to the beneficiary ST girl students. The non-receipt of the grant in time were found to be another major hurdle. The educational complex is located in an inaccessible area and there was no school nearby for higher study. The parents and community leaders opined that the strength of the students as well as the upgradation of classes should be enhanced to meet the local educational demands.

Marr Munning Ashram, Jeypore, Koraput, Orissa may be graded as “C” in the scale of A+, A, B, C, D& D- ('A+' being the highest level of performance and 'D-' being the lowest).

A+ = excellent
A = very good
B = good
C = average
D = below average
D- = poor

Sarvodaya Samiti, Koraput, Orissa was facing difficulty in obtaining the books, either from the governmental sources or from the market. The

upgradation of the classes upto VIII standard has been sought by the parents and the local community leaders. The provision for adequate vocational and practical training to impart life skills and livelihood skills, was demanded by the representatives of the implementing agency.

Sarvodaya Samiti, Koraput, Orissa may be graded as “C” in the scale of A+, A, B, C, D& D- ('A+' being the highest level of performance and 'D-' being the lowest).

A+ = excellent
A = very good
B = good
C = average
D = below average
D- = poor

The educational complex being run by Satya Sambhu Organisation, Koraput, Orissa; as was informed by its chairperson; was closed since June 2006, due to irregularities in the release of grant. The complex, it was claimed, was still running. But during this visit, the representatives of the implementing agency could not be able to show the educational complex. They also failed to take the visiting evaluating team to any student or parent or community leader, who would endorse the earlier existence of the educational complex. The local community leaders independently interviewed by the visiting evaluating team said that there was no educational complex, which was being run in the area. It seemed that the implementing agency was falsely claiming to be running the educational complex. Most startling thing was that the implementing agency was managing to get recommendation from the District Collector towards getting the grant regularly from the Government of India.

Satya Sambhu Organisation, Koraput, Orissa; may be graded as “D” in the scale of A+, A, B, C, D& D- ('A+' being the highest level of performance and 'D-' being the lowest).

A+ = excellent
A = very good
B = good
C = average
D = below average
D- = poor

Efforts should be made by the Government of India (Ministry of Tribal Affairs) to recover the released grant in totality from Satya Sambhu Organisation.

Servants of India Society, Raygada, Orissa, has been running the educational complex in its constructed building, with all facilities. However, the implementing agency was facing problems, primarily because of the delay in release of the grant and consequent uncertainty thereon. This has affected the students' strength, which has been reduced to 50. The community leaders and parents were of the view that the Government of India should enhance the strength of the students. The implementing agency's functioning was found to be satisfactory.

Servants of India Society, Raygada, Orissa, may be graded as “B” in the scale of A+, A, B, C, D& D- ('A+' being the highest level of performance and 'D-' being the lowest).

A+ = excellent
A = very good
B = good
C = average
D = below average
D- = poor

Seva Samaj, Gunupur, Raygada, Orissa has been running the educational complex satisfactorily. The representatives of implementing agency stressed the need for non-recurring grants for construction of building and boundary wall. The interviewed parents and community leaders were of the view that the complex should be upgraded to VIII standard. The paucity of text books and teaching-learning materials were reported by the teaching staff of the educational complex; since these are not easily available from the government source or in the market. The complex has reduced its students' strength to 75, due to inadequacy of the grant as well as because of the fluctuating decisions of the Ministry of Tribal Affairs, Government of India. It was reported that the beneficiary students hailed from far-flung area; more than 80-90 kms from the educational complex. Because of the long distance between the complex and the native places of the enrolled students, the parents were finding it difficult to visit their children frequently. The cooking facility of the educational complex was combined with the *Anathashram*, another project being run by the implementing agency.

Seva Samaj, Gunupur, Raygada, Orissa may be graded as “A” in the scale of A+, A, B, C, D& D- ('A+' being the highest level of performance and 'D-' being the lowest).

A+ = excellent
A = very good
B = good
C = average
D = below average
D- = poor

Society for Nature Education and Health (SNEH) has been running the classes upto VII standard in its educational complex located at Bariguda, Rayagada, Orissa. The implementing agency expressed its view on the need for non-recurring grants for the construction of the building of the educational complex as well as putting up boundary wall for the safety and security of the enrolled ST girl students. While the overall functioning of the educational complex was good; the complex is facing problems of the scarcity of water; which, as it was informed, was being brought from the nearby river. The other problems, as reported, were scarcity of books as well as unstable teaching staff due to irregular payment of salary.

Society for Nature Education and Health (SNEH), Bariguda, Rayagada, Orissa & Bhubaneswar, Orissa, may be graded as “B” in the scale of A+, A, B, C, D& D- ('A+' being the highest level of performance and 'D-' being the lowest).

A+ = excellent
A = very good
B = good
C = average
D = below average
D- = poor

Tagore Society for Rural Development, Malkangiri, Orissa; has been running its educational complex from a rented accommodation with sufficient area from other constituents of garden, kitchen-garden etc. However, it was felt that with the provision of non-recurring grant, boundary wall could be built up for the safety and security of the beneficiary ST girl students.

The implementing agency has appointed an *ayurvedic* doctor permanently, who was providing necessary health support; along with a government doctor, who has been visiting the educational complex. The implementing agency could not provide the visiting evaluating team, with the necessary documents and papers, despite prior intimation. The team was told that these would be available at the Bhubaneswar office of the implementing agency.

It was found that due to low salary and irregularity in payment of salary, there has been a large exit of the teaching staff. During the visit, it was found that

one teacher had been taking two classes at a time and the *ayurvedic* doctor has also been supplementing the teaching process.

Tagore Society for Rural Development, Malkangiri, Orissa; may be graded as “C” in the scale of A+, A, B, C, D& D- ('A+' being the highest level of performance and 'D-' being the lowest).

A+ = excellent
A = very good
B = good
C = average
D = below average
D- = poor

The visiting team interacted with a number of officials of the Government of Orissa to get their viewpoints on the implementation of the scheme. These officials included; Dr. Taradatt, Commissioner-cum-Secretary, ST & SC Development, Minorities & Backward Classes Welfare Department, Government of Orissa; Shri Narain Chandra Jena, Collector & District Magistrate, Khordha, Orissa; Mr. J. Ahmad Khan, Collector & District Magistrate, Dhenkanal, Orissa; Shri Bhaskar Jyoti Sarma, Collector & District Magistrate, Rayagada, Orissa; Dr. Mrinalini Darwal, Collector & District Magistrate, Jeypore, Koraput, Orissa; and Shri Manish Kumar Verma, Collector & District Magistrate, Malkangiri, Orissa.

The major suggestions provided by the State Government officials included; making full involvement of the State Government and the district administration an integral part of the scheme; setting up of the complexes only in ST community dominated areas as well as weeding out the non-functional and mismanaged educational complexes without any delay.

14.13.4 Highlights of the individual evaluation results of the sample implementing agencies/educational complexes(Rajasthan):

Three implementing agencies/educational complexes from Rajasthan were studied as sample agencies/complexes for evaluation.

Mahaveer Jain Vidhyalaya Sansthan, Udaipur, Rajasthan; was found to be highly unsatisfactory in its performance, with regard to the running of its educational complex. The fundamental omission with the agency was that

the educational complex was located in an area, which has sparse tribal population. It was found that majority of the beneficiary students did not belong to ST communities. The interviewed beneficiary parents insisted that they did not belong to STs, but to the OBCs. The beneficiary students were found to be staying in cramped rooms and even some of them were suffering from skin diseases. While the agency informed that 150 ST girl students were studying in the educational complex, only 19 students were found to be present during the visit/study.

The financial records and the book of accounts, produced by the implementing agency, were not found to be satisfactory. The local villagers, adjacent to the complex, were unaware of the detailed activities of the organisation.

Mahaveer Jain Vidhyalaya Sansthan, Udaipur, Rajasthan; may be graded as “D” in the scale of A+, A, B, C, D& D- ('A+' being the highest level of performance and 'D-' being the lowest).

A+ = excellent
A = very good
B = good
C = average
D = below average
D- = poor

Mewar Saririk Shiksha Samiti, Bhinder, Udaipur, Rajasthan; was found to be running the educational complex quite satisfactorily. The required facilities, as envisaged in the scheme, were provided by the educational complex. The beneficiary ST girl students were of the view that the teaching and learning were joyful and interesting. It was found that the teaching and non-teaching staff has full strength. The environment of the educational complex was also quite supportive; and there has been regular interaction, being undertaken by the implementing agency, with the parents and the local community leaders. The financial records of the implementing agency were also found to be maintained satisfactorily.

Mewar Saririk Shiksha Samiti, Bhinder, Udaipur, Rajasthan; may be graded as “A” in the scale of A+, A, B, C, D& D- ('A+' being the highest level of performance and 'D-' being the lowest).

A+ = excellent
A = very good
B = good
C = average
D = below average
D- = poor

Rajasthan Balkalyan Samiti, Jhadol, Udaipur, Rajasthan; was found to be running the educational complex in a satisfactorily manner. The implementing agency has provided all the necessary facilities, under the scheme for the beneficiary ST girl students. The implementing agency has also maintained a sound system of financial transaction as well as books of accounts and records. The agency has informed that the enrolled students are facing problems regarding non-receipt of text-books.

The agency suggested that the educational complex may be upgraded up to XII standard. Moreover, it was of the view that the scholarship to the students of the educational complex, in-line with that of the State Government schools, may be integrated in the scheme. The beneficiary girl students may also be provided with a cycle as a gift for securing 90% and above, as being provided by the State Government schools.

Rajasthan Balkalyan Samiti, Jhadol, Udaipur, Rajasthan; may be graded as “B” in the scale of A+, A, B, C, D& D- ('A+' being the highest level of performance and 'D-' being the lowest).

A+ = excellent
A = very good
B = good
C = average
D = below average
D- = poor

The research team has detailed interactions with Shri Ram Rakh, Divisional Commissioner & Commissioner Tribal Area Development Department, Udaipur, Rajasthan; Smt. Vineeta Bohra, Additional Commissioner, Tribal Area Development Department, Udaipur, Rajasthan; Shri P. D. Charan, Additional Commissioner, Tribal Area Development Department, Udaipur, Rajasthan; and Shri Shikhar Aggarwal, Collector & District Magistrate, Udaipur, Rajasthan.

The meeting was quite elaborative and informative. The visiting research team shared their experience of evaluation with these officials. When the visiting team inquired of paucity of text-books, although the same was made available free-of-cost to the schools, being run by the State Government as well as the non-availability of the State Government-published text-books in the market; the Divisional Commissioner, Tribal Affairs, Udaipur; said that

these text-books were published and were made available only as per the requirements of the State Government schools, and whenever other non-government schools needed such text-books, the same was supplied on payment basis, with prior request through proper channel.

It was found that the Divisional Commissioner, Tribal Affairs, Udaipur and his team of officials were not aware of the details of the scheme. They expressed their inability in making any sort of intervention for further improvement in the implementation of the scheme. They were of the view that since all the funds were being provided to NGOs by the Government of India directly; the State Government has no or least control on the utilisation of such grants. As the implementing agencies were not accountable to the State Government in respect of the utilisation of such grant, the State Government could hardly intervene on this matter to restore the health of the scheme, wherever, the same was not being implemented properly and adequately. They were of the view that the NGOs have been operating the scheme in total isolation from the State Government officials. However, they expressed their satisfaction on such evaluations; as they felt unless periodic and regular monitoring and review of the implementation of the scheme were held; the optimisation of the outputs would not happen. The specific suggestions provided by these officials included;

- The ambit of the scheme should be enhanced to cover larger group of ST girl students;
- There should be no capital grant to construct buildings for the educational complexes and the scheme may be revised to provide day-scholar primary education facility to the excluded ST girl students by using the existing government schools;
- All the payment to the teaching and non-teaching staff and stipends to the parents should be paid by the account payee cheques;
- Instead of appointing new teachers; the already available teachers within the community/localities should be encouraged to join the

educational complexes, with pre-service training on new skills and innovative teaching patterns;

- The quantum of per child per annum grant of Rs. 9000/-, as provided under the scheme; should be raised (it may be noted that the State Government-run complexes provides for per child per annum assistance of Rs. 25,000/-);
- The educational complexes should be established in those districts/pockets; wherein there is a larger concentration of out-of-school ST girl children; rather than confining the scheme only to the districts with lowest ST females literacy as per the census data;
- The grant should be performance-based; with the assessment of the achievement levels of the beneficiary students, as the objective criteria for the release of the grants;
- 70% of the grants should be sanctioned by the Government of India in advance and the remaining 30% should be released on basis of the performance assessment by well-defined, open and transparent quantitative and qualitative indicators;
- The scheme should provide for mainstreaming of the enrolled ST girl students in formal schools after completion of primary education and the mainstreaming should be another major criteria for the release of further grant and extension of the project;
- Teachers salary should be increased, so that trained teachers would be motivated to join the education complexes;
- Teachers from the local tribal communities should be imparted pre-service training and appointed in the educational complex in long-term basis; and
- The State Government/District Administration/Commissioner of Tribal Affairs, should be involved in monitoring-review evaluation of the project on a quarterly basis; with well-defined, open and transparent quantitative and qualitative indicators; including the provision of

involving empanelled chartered accountants in the financial monitoring of the utilisation of the grants.

II. RECOMMENDATIONS :

- 2.1 The scheme of setting up educational complexes in low literacy pockets for the development of women's literacy of the Ministry of Tribal Affairs, Government of India should be fully modified to optimise its outputs and till then no new projects/fresh grants should be sanctioned by the Ministry of Tribal Affairs, Government of India.
- 2.2 Since the evaluation has found substantive facts to the effect that the implementation of the scheme has become non-functional and dysfunctional; and that in majority of cases, the implementing agencies were found to be undertaking the scheme in a lopsided and lackadaisical manner in clear violation of the norms and the provisions of the scheme, with impunity; no grant should be released to any of the implementing agencies for the ongoing projects, without rigorous assessment; with full participation of the State Governments and the district administrations.
- 2.3 Wherever the present evaluation has pointed out large-scale mismanagement of the sanctioned educational complexes and misappropriation of funds thereon; the Ministry of Tribal Affairs, Government of India should immediately ask for the refund of the sanctioned grant (both non-recurring and recurring) in totality. Unless the Ministry takes such a step, the process of non-functionality and dysfunctionality will continue and the sanctioned grant will be wasted.
- 2.4 In those districts/geographical areas/localities; wherever formal school (government/and independent) exists, the educational complexes should be immediately discontinued. The implementing agencies of the ongoing projects should be immediately asked to provide a list of schools, with the details of the classes covered and their distance from the respective educational complexes; duly

certified by the Collector & District Magistrate, within a stipulated period of one month, to enable the Ministry to take an appropriate decision.

- 2.5 Some of the implementing agencies were found to have made mockery of the scheme by violating most of its guidelines and provisions deliberately and with impunity; including some of them running the educational complexes from one or two cramped rooms; without making sanctioned number of enrolment of the students or recruiting sanctioned number of teaching and non-teaching staff. Such agency should be barred from taking any assistance from not only this scheme, but also under any other scheme of the Ministry.
- 2.6 All those implementing agencies/educational complexes, which were not covered under the present evaluation; should be immediately assessed; with the participation of the State Governments and the district administrations. The five sets of questionnaires developed for the present evaluation, may be used for such assessment. In case, the Planning Commission, Government of India/and Ministry of Tribal Affairs, Government of India; need any assistance on this matter from SANKALP; the Organisation will be glad to provide the same.
- 2.7 The State Governments and the district administrations should be fully involved in the implementation of the scheme; including forwarding and recommending the projects as well as in monitoring-review-evaluation on a quarterly basis; in accordance with a detailed prescribed format to be developed by the Ministry of Tribal Affairs, Government of India for the purpose.
- 2.8 The functioning of each of the sanctioned educational complexes should be overseen by a committee; headed by the District Collector of the concerned district, wherein the educational complex is located; with the Head/ representative of the implementing agency, the district welfare officer and the Secretary,

Gram Panchayat as its members. Such committees should meet on a quarterly basis to take the stock of the functioning of the educational complexes and provide quarterly assessment reports thereon. The quorum for the committee should be cent percent, the presence of all the members will be essential. Necessary guidelines and format in this regard may be issued by the Ministry of Tribal Affairs, Government of India, with immediate effect.

2.9 Ultimately, the scheme needs to be delegated to the State Governments, as it was found that the Government-run educational complexes (for example, Mini Gurukulams; being run by Andhra Pradesh Tribal Welfare Ashram and Residential Education Institution Society), were better managed and were having a greater degree of transparency and accountability, than those being run by the non-governmental agencies. The Andhra Pradesh Government's model should be adopted by all other State Governments, by setting up of nodal registered State-level agencies on tribal welfare, and the central assistance under the scheme should be provided or routed only through these societies.

2.10 The Planning Commission, Government of India and the Ministry of Tribal Affairs are requested to take all necessary steps to implement the set of recommendations/suggestions provided herein, within a stipulated period of 3 months; and for this purpose a high-level committee, headed by the Member, Planning Commission, Government of India (in-charge of Ministry of Tribal Affairs/ SJ&E); with the Secretary, Ministry of Tribal Affairs, Government of India; the Secretary, Department of School Education & Literacy, Ministry of Human Resource Development, Government of India; Adviser (SJ&E), Planning Commission, Government of India; and Secretary, Tribal Welfare/ Director, Tribal Welfare & Member Secretary, Andhra Pradesh Tribal Welfare Ashram and Residential Education Institution Society, Government of Andhra Pradesh as members may be immediately constituted.

Appendix – 1
Guidelines and Format of the Scheme
of Educational Complex in Low Literacy Pockets

Terms & Condition of Grants-In-AID

1. OBJECTIVE

In spite of 50 years of planned development and social provision for accelerated socio-economic development of weaker sections, the gap in the literacy levels among the general population and the socially disadvantaged sections is persisting and in some cases this gap is further widening. The extent of illiteracy among the women of some of these communities is particularly disturbing. As per 1991 census, 136 districts in the country had less than 10% literacy among Scheduled Tribe women. Considering the important role of women in shaping the size of family and outlook of its members, investment in improving education among these communities will not only improve their social and economic status, but will also pay a higher and quicker dividend as a measure of socio-economic development of these communities.

2. SCOPE AND ELIGIBILITY

Under the scheme, grants shall be sanctioned subject to terms and conditions laid down by this Ministry and provided application for the same is received as per prescribed format.

The organisations eligible for assistance shall be as follows:

- i. Institutions or organisation set-up by Government as autonomous bodies either under a statute or as a society registered under the Societies Registration Act, 1860 or otherwise.
- ii. Educational and other institutions of the like of local bodies and cooperative societies.
- iii. Non-Government organisation meeting the following requirements:
- iv. It is a registered body under an appropriate Act so that it gets a corporate status and a legal personality and a group liability is established for its activities.
- v. It has an appropriate administrative structure and a duly constituted managing/executive committee;
- vi. The aims and objects of the organisation and programmes in fulfillment of those aims and objects are precisely laid down; and
- vii. The organisation is initiated and governed by its own members on democratic principles, without any external control.

3. PROCEDURE FOR RELEASE OF GRANT-IN-AID & FUNDING PATTERN

- a) The extent of assistance under the scheme would be 100% in all cases.
- b) On the event of the Ministry of Welfare itself executing any element of the programme i.e. engagement of Consultants, for Project Formulation, Monitoring and Evaluation, as well as expenses towards cost of training of NGO functionaries, etc., full cost shall be borne from the budgetary provision of the Scheme.
- c) Under the programme, while predefined cost heads shall be stipulated, at the project formulation stage each implementing agency shall submit a detailed project proposal clearly bringing out the programme modalities and individual expenditure heads. Ministry of Welfare while approving the project shall indicate the extent of support to the project as a whole as well as to each component of the project against which re-appropriation to the extent 20% of the total grant shall be permissible.

Terms & Condition of Grants-In-AID

1. The Scheme will come into effect from 29th day of July, 1998 for the new organisations and from the second installment of grants for the year 1998-99 for the old and continuing organisations.
2. The girl children in the target groups having female literacy of less than 10% as per 1991 census and those belonging to the identified primitive tribal groups will be beneficiaries under the scheme. The educational complexes will have classes I to V with provision for upgradation upto XII standard in case schools for target groups are not available in scheme being implemented under Article 275 in the concerned districts. The educational complex will be located in rural areas in identified district with provisions for training in craft/vocational education and practical training in agriculture, animal husbandry and related subjects. Part-time doctor will be employed on honorarium basis. The doctor from the nearby PHC or sub-centre could be given honorarium. Kitchen garden, backyard poultry and horticulture will be provided in the complex to give the students practical orientation in life as well as to supply nutritious food in the hostels.
3. 100% grant-in-aid will be provided to the agencies/organisations eligible for assistance as specified in Para 2 of the scheme.
4. Grant in aid will be sanctioned for the new complexes under the revised scheme after the information is supplied as per the application Form No. 1 along with recommendation including inspection reports of the State Government, National Institutes, National Commissions, Tribal Research Institutes of State Government and any other Agency so designated by the Ministry of Social Justice and Empowerment for this purpose.

5. It is proposed to impart coaching from class 1 to 11 in the dialect of the tribals. Wherever textbooks are not available in tribal dialects efforts would be made to bring them out. Only those lady teachers who have some proficiency in tribal dialect and who are familiar with the local situation would be appointed even by way of relaxation of qualifications, wherever necessary.
6. Adult education centres can be set-ups for attracting the parents of the children and for providing instructions to them in better management of agriculture minor forest produce etc. The teachers of the complex would be given honorarium for imparting adult education in the evening. No sooner the complex is built a dispensary can be attached and a fair-price shop established under various on going programmes so that the complex becomes a hub for assembly of tribals.
7. Each of these schools will have strength at the rate of 30 girls in each class. If there is no other school in the village, where an educational complex is located under this scheme, the girl children may also be admitted as day scholars, in addition to the prescribed strength of 30 per class subject to the condition that total strength of any class will not exceed 40 students. The teaching and other staff in these schools will mainly consist of women from these communities.
8. The school will have space for classroom, staff quarters, toilets, kitchen and other essential requirements. Sufficient plan will also be kept for sports facilities, kitchen, garden, etc.
9. In order to ensure that the total number of students do not exceed prescribed strength, the following schedule will be followed for admission of the girl children in the new complexes:-

Year of operation	No. of students
1 st year	30-40
2 nd year	60-80
3 rd year	90-120
4 th year	120-160
5 th year	150-200

10. The organisations will be given in aid to run new educational complexes either in rented building or in the building owned by the organisation.

11. The recurring grant to run the educational complexes will be @ Rs. 9000 per student per year. Each educational complex will have one headmistress, one assistant teacher per class, one music/arts and crafts teacher per 100 students, one part-time doctor for the whole complex, one cook and one helper per 100 students, one part-time sweeper per 100 students, one Ayah per 100 students and one watchman for the whole complex. The headmistress of the complex may be given honorarium to work as hostel warden and one or two assistant teacher may be given honorarium for giving adult education during evening hours in the complex. The students in the complex will also have to be provided two sets of uniforms every year, set of books every year, the incentives to girl parents @ Rs. 50/- per month per student, free food and medicine during the stay in the complex. The water and electricity charges, stationery and other contingency expenditure will have to be met by the organisation out of the grant-in-aid specified in addition to other items of expenditures mentioned above in the Para The non-recurring grant for providing cots and mattresses, utensils and other items of furniture will be given @ Rs. 1000 per student as one-time grant for five years.
12. The organisations already running educational complexes under the scheme will be allowed to increase the strength only in class 1 during first year upto 30 girls and in specific circumstance upto 40 girls as provided in Para 3.5 of EFC Memo under the proposed revision. The Organisations already sanctioned Non Recurring Grant for construction will not be provided any further construction grant towards the extension of complex building to meet the need of the students over and above 50 students. However, if the Organisation feels it necessary to create additional accommodation, an amount of Rs. 50/- per student per month will be provided as rent for increased number of students beyond the existing strength of 50 students.
13. The organisations already sanctioned grant-in-aid to set up the educational complexes during previous years and in case the complex has not started functioning the concerned organisation will be given recurring grant as per revised scheme only after the construction of the complex is completed as per pre-revised norms. The Organisations already sanctioned Non Recurring Grant for construction will not be provided any further construction grant towards the extension of complex building to meet the need of the students over and above 50 students. However, if the Organisation feels it necessary to create additional accommodation, an amount of Rs. 50/- per student per month will be provided as rent for increased number of students beyond the existing strength of 50 students.
14. The first installment of grants for the ongoing cases under the scheme will be released as soon as possible in the year to which the application pertains. The size of the first installment will be 50% of the entitled quantum of assistance determined on the basis of an audited or unaudited statement of

accounts for the previous year. The grants will be released on the basis of information as listed in application form No. II.

15. The second installment of grant for ongoing complexes will be released only on receipt of the information and documents listed in application form No. III and form No. IV along with recommendation including inspection reports of the State Government, National Institutes, National Commissions, Tribal Research Institutes of the State Governments and any other Agency so designated by the Ministry of Social Justice and Empowerment for this purpose.
16. No grants in aid will be sanctioned where there is a reasonable suspicion or suggestion of corrupt practices unless the organisations concerned are cleared of the allegations. The Government reserves its right to nominate its representatives on any grantee institution, which depends upon the Central Government grant-in-aid for more than 50% of its annual recurring expenditure. Any other special terms and conditions or procedures for transactions of business as Government may desire to be followed by the grantee institutions, shall be incorporated in the By-laws/Articles of Association of institutions concerned before release of grant-in-aid.
17. If the actual expenditure on the items for which the assistance was sanctioned fall below and there accrues unspent balance out of the grant to the Govt. of India unless adjusted from the future grants.
18. The funds should be spent exclusively for the purpose for which they are meant and the organisation running the complex should not run for profit to any individual or body of individual. The organisation shall not accept assistance for the same purpose more than one source. The facilities provided by the organisation with the assistance of Government of India should be free from any encumbrances and no contribution or fee should be charged from the beneficiaries studying in the complex.
19. Before a grant is released, the grantee institutions will have to execute a bond on non-judicial stamp paper worth Rs. 5/- with two sureties to the President of India to the effect that it will abide by the terms and conditions attached to the grant and that in case of its failure to abide by the same, it will refund to the Government the total grant-in-aid sanctioned to it for the purpose with interest @ 6% per annum thereon or the sum specified under the bond Execution of bond will not apply to quasi-Government institutions and institutions whose budget is either approved by the Government or Government has nominated its representative in the Managing Committee/Governing Body.

20. Institutions or Bodies receiving grants should, irrespective of the amount involved, be required to maintain subsidiary accounts of the Government grant.
21. The organisation should be agreeable to occasional visit of the Government officers and consider their suggestions for improvement in the working of the scheme.
22. The accounts of the organisation will be subjected to the test check by the Comptroller and Auditor General of India at his discretion.
23. The organisation will have no authority to dispose of any capital equipment and property purchased out of grant-in-aid, sanctioned, without prior approval of the Government. In the event of the organisation discontinuing the scheme or being wound up, the ownership of such equipment and property would vest in Government of India. The organisation will also maintain the audited record of all assets acquired wholly or substantially out of the Government grants (property of a capital nature where the value exceeds Rs. 1000/-).
24. The organisation should agree to make reservations for the Scheduled Castes and Scheduled Tribes in the posts on the lines of reservations provided in the services under the Central Government for these communities.
25. The minimum qualification required for appointment of Headmistress and teaching staff will be as follows.
- | Post | Qualification |
|------------------------------------|---------------------------------|
| (i) Headmistress | BA, B.Ed |
| (ii) Teachers | 10+2 and Diploma in Education |
| (iii) Music/Arts and Craft Teacher | 10+2 and Diploma in Music/Craft |
26. The Government of India is free to make any modification in the aforesaid conditions whenever deem necessary.

List of Districts with less than 10% Literacy rate amongst women

<u>Sl. No.</u>	<u>States</u>	<u>Districts</u>	<u>Literacy rate</u>
I.	Andhra Pradesh		
		1. Srikakulam	8.34%
		2. Vizianagaram	10%
		3. Visakhapatnam	6.22%
		4. Guntur	9.19%

		5. Prakasam	9.72%
		6. Nellore	9.58%
		7. Cuddapah	9.97%
		8. Kurnool	9.71%
		9. Mahbubnagar	2.52%
		10. Rangareddy	6.01%
		11. Medak	2.18%
		12. Nizamabad	2.77%
		13. Adilabad	5.94%
		14. Karim Nagar	3.24%
		15. Warangal	3.83%
		16. Khammam	6.37%
		17. Nalgonda	3.20%
II.	Arunachal Pradesh	1. East Kameng	7.47%
		2. Tirap	9.13%
III.	Bihar	1. Rohtas	5.28%
		2. Nawada	3.42%
		3. Siqan	7.58%
		4. Gopalganj	6.92%
		5. Paschim Champaran	2.89%
		6. Puraba Champaran	5.58%
		7. Sitamarhi	6.80%
		8. Muzaffarpur	9.03%
		9. Sharsa	6.88%
		10. Madhepura	7.86%
		11. Purnia	5.75%
		12. Kathiar	5.69%
		13. Bhagalpur	6.02%
		14. Godda	7.8%
		15. Sahibganj	6.90%
		16. Dumaka	7.25%
		17. Deoghar	4.22%
		18. Dhanbad	8.59%
		19. Girdih	4.46%
		20. Hazaribagh	8.87%
		21. Plama	8.07%
		22. Araria	2.26%

		23. Kishanganj	2.37
		24. Munger	4.82
IV.	Gujarat	1. Kachchh	6.34%
		2. Banash kanntha	7.22%
V.	Karnataka	1. Gulbarga	7.28%
		2. Raichur	5.03%
VI.	Madhya Pradesh	1. Morena	1.04%
		2. Gwalior	7.39%
		3. Datia	4.92%
		4. Shivpuri	1.13%
		5. Gunna	1.43%
		6. Tikamgarh	4.82%
		7. Chattarpur	2.59%
		8. Panna	3.31%
		9. Sagar	7.60%
		10. Damoh	8.16%
		11. Satana	3.00%
		12. Rewa	2.96%
		13. Shadol	5.00%
		14. Sidhi	2.47%
		15. Mandsaur	4.37%
		16. Ratlam	3.43%
		17. Ojjal	9.16%
		18. Shajapur	7.09%
		19. Dewas	4.56%
		20. Jhabua	3.52%
		21. Dhar	5.70%
		22. West Niwar	5.29%
		23. East Niwar	4.78%
		24. Rajgarh	5.19%
		25. Vidisha	4.31%
		26. Sehore	0.50%
		27. Raisen	4.58%
		28. Betul	6.37%
		29. Hoshangabad	7.65%
		30. Baster	5.74%

List of approved Primitive Tribal Groups

1	ANDHRA PRADESH	1.	Bodo Gadaba
		2.	Bondo Porja
		3.	Chrnchu
		4.	Dongria Khondhs
		5.	Gutob Gadaba
		6.	Khond Porja
		7.	Kolam
		8.	Kondareddis
		9.	Konda Savaras
		10.	Kuttiya Kondhs
		11.	Parangiperja
		12.	Thooti
2.	BIHAR	13.	Asur
		14.	Birhor
		15.	Birjia
		16.	Hill Kharia
		17.	Korwa
		18.	Mal Paharia
		19.	Pahariya
		20.	Sauria Pahariya
		21.	Savar
3.	GUJARAT	22.	Kathodi
		23.	Kotwalia
		24.	Padhar
		25.	Siddi
		26.	Kolgha
4.	KARNATAKA	27.	Jenu Kuruba
		28.	Koraga
5.	KERALA	29.	Cholanaikayan (A section of Kattunayakan)
		30.	Kattunayakan)
		31.	Kadar
		32.	Kattunayakan
		33.	Kurumbas
			Koraga
6.	MADHYA PRADESH	34.	Abujh Maria
		35.	Banga
		36.	Bharia

		37. 38. 39. 40.	Hill Korwa Kanar Sahanya Birhor.
7.	MAHARASHTRA	41. 42. 43.	Katkaria (Kathodi) Kolam Maria Gond
8.	MANIPUR	44.	Maram Naga
9.	OROSSA	45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57.	Birhor Bondo Didayi Dongria-Khond Juang Kharia Kutia Khond Lamjia Saura Lodha Mankirdia Paudi Bhuyan Saura Chuktia Bhunjia
10.	RAJASTHAN	58.	Seharias
11.	TAMIL NADU	59. 60. 61. 62. 63. 64.	Kattunayakan Kota Kurumbas Irulas Paniyans Todas
12	TRIPURA	65.	Riang
13	UTTAR PRADESH	66. 67.	Buksa Raji
14.	WEST BENGAL	68. 69. 70.	Birthor Lodha Toto
15.	A & N ISLANDS	71. 72. 73. 74. 75.	Great Andamanese Jarwas Onges Sentinelese Shom Pens.

Form No. 1

**APPLICATION FORM FOR NEW PROPOSALS FOR GRANTS-AID
UNDER THE SCHEME OF EDUCATIONAL COMPLEX IN LOW LITERACY
POCKETS FOR DEVELOPMENT OF WOMEN LITERACY IN TRIBAL AREAS**

1.	NAME OF THE ORGANISATION:
2.	COMPLETE POSTAL ADDRESS: Phone Fax Telex e-mail Grams
3.	Name of the Act under which registered (please attach an attested photocopy of Registration certificate:
4.	Any other Organisation / Institution / Body, if applicable, give details:
5.	Whether registered under Foreign Contribution Act? If yes, attach an attested copy of the certificate issued by the ministry of Home Affairs (Govt. of India) under FCRA, 1976:
6.	Memorandum of Association And Bye-Laws (with an attested copy):
7.	Name and Address of the Members Of the Board of Management / Governing Body:
8.	A copy of the Annual Report For the previous two years which Should contain the balance sheet (including receipt and payment account):
9.	Date of commencement of the Educational activities :
Details to be given	
(a)	with organization's own resources.
(b)	with state government's grants.
(c)	with any other Central Government agency.

10.	Details of the project for which the grant in aid is being applied:
11.	The location of the proposed complex (village, block, district & state):
12.	Details of Grant-in-aid applied in the current year Non-recurring:
13.	Whether the organisation / agency proposes to run the complex in its own building or in any rented building or in the building constructed out of grants from Central Govt/ State Government:
(a)	In case in its own building the details on the following may be given :
(i)	Whether the building is in the name of the Organisations or in the name of any Managing / Executive Committees of the organisation:
(ii)	If the building was constructed with financial assistance from any source, the specific purpose for which such assistance be clearly indicated:
(iii)	Whether accommodation is to be provided free of on rent or maintenance charges are to be claimed and at what monthly rate:
(iv)	Number of rooms, area covered and details of other facilities available in the accommodation:
(v)	Details of Centres/activities already accommodated under the same roof/existing premises/complex where the proposed centre, under the Grant-in-Aid Scheme for the welfare of the tribals now applied is, to be accommodated:
(b)	In case, it is proposed to accommodate the Centre/Activity in a rented is in the:
(i)	indicate if the building is in the name of the organisation or in the name of any member or relative of any member of the

	Managing/Executive Committee of the organisation:
(ii)	Indicate the details of Centres/activities already accommodated in the same roof/Existing premises/complex where the proposed centre, under the Grant-in-Aid Scheme for the welfare of the tribals now applied for is to be accommodated:
(iii)	Attach Rent Agreement on non-Judicial stamp paper as an Annexure containing details of the terms and conditions entered into immediately after first instalment of grant is received and a photocopy thereof should be sent to the Ministry for record. Such an Agreement should inter-alia contain particular on the following:
(a)	Period of validity of the Agreement:
(b)	Amount of rent per month :
14.	Whether of not receiving foreign contribution if received:
(a)	Details of foreign contributions received during the last two years and for which specific purposes:
(b)	Whether foreign contributions so received have been reflected in the audited accounts of the organisation:
15.	It is certified that I have read the guidelines and terms and conditions governing grant-in-aid to eligible agencies/organisation and undertake to abide by the same on behalf of our organisation:

Date:
Place:

SIGNATURE
(NAME IN CAPITAL LETTERS)
Designation: Secretary/President
Name of the organisation/Institution
(Office stamp to be affixed)

Appendix- I

APPLICATION FORM NO.III (EDUCATIONAL COMPLEX)

Part I (Previous year)

- (i) Name of the State/UT/Institution/Organization.
- (ii) Name and address of the Centre
- (iii) Year

S. No	Name & Address	Educational Qualification	Date of Appointment	Period for which employed during the year	Salary per month	Total salary paid during the year	Remarks

Part-II (Current year)

- (i) Only notify change from the previous year.
- (ii) In case there is no change in Part I from the previous year, please certify as follows:

No change in Staff particulars from the previous years.

Signature
Name & Designation

Form No. 2

**APPLICATION FORM FOR THE FIRST INSTALLMENT OF GRANT IN ONGOING CASES
 UNDER THE SCHEME OF EDUCATIONAL COMPLEX IN LOW LITERACY POCKETS
 FOR DEVELOPMENT OF WOMEN LITERACY IN TRIBAL AREAS**

1.	Name of the Organisations.
2.	Address Phone Fax Telex E-Mail Gram
3.	Audited/unaudited accounts for the previous year indicating the Expenditure incurred on each Sanctioned item vis-à-vis the Grant sanctioned:
4.	Budget Estimates for the Financial year for which Grant-in-aid is required (Show recurring and non- recurring separately):
Date:	<div style="text-align: right;"> Signature: Name: Address: </div>

Appendix- II

APPLICATION FORM NO III (EDUCATIONAL COMPLEX)
DETAILS OF THE BENEFICIARIES

- (i) Name of the Organisation
- (ii) Name and address of the Complex
- (iii) Year

No. of beneficiaries class-wise		Name of the tribe to which belong
Old beneficiaries continuing from previous years		
New beneficiaries added during current year		
Signature Name Address/Seal		

Appendix- III

FORM GFR 19
[See Government of India's Decision (7) (b) under Rule 149 (3)]
Assets acquired wholly or substantially out of Government grants
Register maintained by grantee institution
Block Account maintained by Sanctioning Authorities
Name of Sanctioning Authority

1.	Serial No.	
2	Name of the Grantee Institution	
3	No. and Date of sanction	
4	Amount of the sanctioned grant	
5	Brief purpose of the grant	
6	Whether any condition regarding the right of ownership of Government in the property or other assets acquired out of the grant was incorporated in the grant-in-aid-sanction.	
7	Particulars of assets actually credited or acquired	
8	Value of the Assets as on	
9	Purpose for which utilised at present	
10	Encumbered or not	
11	Reasons if encumbered	
12	Disposed of or not	
13	Reasons and authority, if any, for disposal	
14	Amount realised on disposal	

15	Remarks	
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Signature
Name of the Organisation
(Name of President/Secretary)
(Name in Capital Letters)
(Office Stamp to be affixed)

Form No. 3
APPLICATION FORM FOR SECOND INSTALLMENT OF GRANT FOR
ONGOING COMPLEXES UNDER THE SCHEME OF
EDUACTIONAL COMPLEXE LOW LITERACY POCKETS
FOR DEVELOPMENT OF WOMEN LITERACY IN TRIBAL AREAS

1. Name of the Organization

2. Address:

Phone:

Fax :

Telex:

E-Mail :

Grams:

3. Grant-in-aid (in Rs.) Recurring Non-recurring Total

A. Applied in the current year

B. Received as 1st installment

C. Applied for 2nd installment

4. The application organization should enclose the following papers.

(i) Rent agreement on non-judicial stamp paper worth Rs. 5/- with the period of validity and amount of rent per month.

(ii) List of valid Managing Committee, if there is any change in the list furnished earlier then name and address of the members of the reconstituted Managing Committee.

(iii) An attested copy of registration certificate (with period of validity, in case of U.P based NGOs.)

(iv) Annual Report of the previous two year.

(v) Audited statement of accounts of previous year (Income & Expenditure Statement, Receipts and payments Statement and balance sheet)

(vi) Audited Utilization Certificate with item-wise expenditure as per the Sanctioned norms of grant.

(vii) Details of Staff employed as per Appendix-I.

(viii) Details of beneficiaries as per Appendix-II.

(ix) Assets acquired wholly or substantially out of Government grants under GFR 19 as per Appendix - III.

(x) Any other information considered necessary by the organization or as asked for.

Signature
Name
Address/Seal
Date:

Form No. 4
**PERFORMA FOR MONITORING UTILISATION OF GRANTS ALREADY
RECEIVED IN EARLIER YEAR BY A VOLUNTARY ORGANISATION UNDER
THE SCHEME OF EDUCATIONAL COMPLEX IN LOW LITERACY POCKETS
FOR DEVELOPMENT OF WOMEN LITERACY IN TRIBAL AREAS**

Note:

1.	This Performa is to be filled up and submitted for continuation of yearly grants.
2.	The Applicant organisation should submit this performa for each Complex.
3.	Performa found to be incomplete (i.e. not filled or partially filled or supporting documents not attached by the applicant organisation) will not be entertained or acted upon.
4.	All Copies of documents attached to this performa should bear Annexure Nos. (Viz. Annexure-I, Annexure-II, etc.) to facilitate references.

1.	Name and complete postal address (alongwith Telephone Nos. if any) of the Head Quarters of the Organisation.	
2.	Name of the specific Centre, (alongwith full Postal Address i.e location, etc. with Telephone No. if any) for which application has been submitted for continuation of grants by the organisation.	
3.	Whether the organisation is following the Financial year of the Govt. (i.e. beginning from 1st April to 31st March of the succeeding year) for maintaining of its accounts.	
4.	Please give details on the following in respect of grants already sanctioned for the project now applied for continuation.	
	i. Last sanction Letter No.----- Dated-----	
	ii. For the financial year of -----	
	iii. Amounts of grants sanctioned a) Recurring Rs. b) Non-Recurring Rs-----	

	Total-----	
5. (a)	Whether separate accounts project-wise etc. are being maintained by the organisation for grants sanctioned earlier.	
(b)	Whether the organisation is following the principle of joint operation of Bank accounts of the organisation. A photocopy of the resolution of the organisation to authorising two specific officials of the organisation to operate Bank accounts jointly should be attached. (Please indicate their names and designations also)	
(c)	Please attach a photocopy of each of the following:-	
	(i) Front page of the Bank Pass Book	
	(ii) The page in which the entry of the first deposit of the Govt. grants has been reflected.	
(d)(i)	Please state whether year-wise and project-wise registers on accounts (viz. Ledger, Cash Book, incentive Payment Register, Honorarium/Salary Payment Register, etc.,) with printed page numbers are being maintained by the organisation.	
(ii)	Please attach a photocopy of the statement on Asset acquired wholly or substantially out of non-recurring Govt. grants maintained in prescribed form (Please also quote the Ministry of Social Justice & Empowerment's sanction letter number and date and the financial year for which it was sanctioned)	
6.(a)	Whether Audited Statements of Accounts (either by Chartered Accountant or by Govt. Auditors) have been submitted with the main Application (Form No.1) for grants in four (4) parts for the project. In case not submitted, with that form, then attested copies should be attached with this Performa as under:	
(i)	Receipt and Payment Statement:	

(ii)	Income & Expenditure Statement	
(iii)	Balance Sheet and	
(iv)	Utilisation Certificate	
(b)	In case, audit of accounts has not been completed or ready for submission for any reason, then please ensure that un-audited Statements of Accounts (by following the same pattern of Statement as in the case of Audited Accounts) are submitted with the main application (Form No.1) in four (4) parts for the project. In case not submitted, with that form, then copies of un-audited accounts duly signed by authorised persons of the organisation should be attached with this Performa as under.	
	(i) Receipt and Payment Statement	
	(ii) Income and Expenditure Statement	
	(iii) Balance Sheet	
	(iv) Utilisation certificate.	
Note:- All the above un-audited statements of Accounts are to be signed only by Authorised representative (s) of the organisation specially designated by the Executive / Managing Committee of the organisation by Resolution		
(c)	Please ensure that year-wise and Project / Centre-wise grants earlier sanctioned by this Ministry are duly reflected in full under specific head Central Government Grants (Ministry of Social Justice & Empowerment) in the Audited / Un-audited statements of the accounts. (Please also quote the sanction letter No. and date of the Ministry)	
7.	Please show the position on actual expenditure, on the basis of audited or un-audited accounts by using specifically either of the following words 'Audited/ un-audited' in Col.3 of the Chart)	

Sl. No	Item-wise grant sanctioned (as per full break-up given in sanction letter)	Item-wise expenditure actually incurred (on the basis of audited or un-audited accounts)	Excess Exp. (+)	Less Exp. (-)	Unspent balance (with reference to less Exp)	Remarks, if any, with reasons for less exp. Incurred
Non-recurring						
Recurring						
Total						
Date : Place			Signature Designation Full Name of the President/Secretary) Office Stamp of Organisatoin to be affixed			
Note:- This performa is subject to modification/ alteration etc, from time to the Ministry of Welfare according to needs.						

Appendix-2
List of sample implementing agencies/educational complexes

Sl. No.	States
1	Andhra Pradesh
1.1	Jagruthi Educational and Community Development Society Jawahar Nagar Chikkadapalli, Hyderabad Andhra Pradesh
1.2	Mini Gurukulam Jadcherla District - Mehboob Nagar Andhra Pradesh
1.3	Mini Gurukulam Bijenpalli District - Mehboob Nagar Andhra Pradesh
1.4	Mini Gurukulam Narap Reddy Kunta At: Balapanuru Paniamandal District – Kurnool Andhra Pradesh – 518 112
1.5	Mini Gurukulam Rangapur Village: Rangapur District: Ranga Reddy Mandal: Manchal Andhra Pradesh
1.6	Navodaya Integration Cultural Social Education Voluntary Action H.No. 3-92-31 Teachers Colony Dhone (T) District: Kurnool Andhra Pradesh – 518 222
1.7	Rural Mahila Welfare Society H.No.-87-40-1, Arora Nagar Kallur Mandal District: Kurnool Andhra Pradesh – 518 002
1.8	Social Action For Social Development 131/B, Suryanilaya Apartments SaSanjeeva Reddy Nagar Hyderabad 500 038

2 Madhya Pradesh

- 2.1 Adarsh Lok Kalyan Sansthan
Alok Sadan
Near R.T.O Office
Bharhut Nagar
Satna
Madhya Pradesh-485 001
- 2.2 Bandhewal Shiksha Samiti
92, Old Nariyal Khera
Bhopal
Madhya Pradesh-462 000
- 2.3 Kasturba Gandhi National Memorial Trust
Kasturbagram
Indore
Madhya Pradesh-452 020
- 2.4 Pushpa Convent Education Society
C – 537, Pushpa Nagar Colony
Bhopal
Madhya Pradesh-462 010
- 2.5 Rajendra Ashram Trust Katthiwada
Kathiwada
District: Jhabua
Madhya Pradesh-457 885

3 Orissa

- 3.1 Arun Institute of Rural Affairs (AIRA)
At. Aswakhola
P.O. Karamul
Via-Matimagadi
District: Dhenkanal
Orissa-759 014
- 3.2 Bright Career Academy
At: Dolonabdap
Chaddanbad Area
P.O. Jeypore
District: Koraput
Orissa-764 001
- 3.3 Koraput Development Foundation
Lingaraj Nagar
Jeypore
District: Koraput
Orissa-764 004
- 3.4 Liberation-Education and Action for Development (LEAD)
JELC Complex-1
NH 43, Jeypore
District: Koraput
Orissa-764 001

- 3.5 Marr Munning Ashram
Aurobindo Nagar
Parabeda
Jeypore
District – Koraput
Orissa – 764 001
- 3.6 Sarvodaya Samiti
Gandhi Nagar
District: Koraput
Orissa-764 020
- 3.7 Satya Shambhu Organisation
At: Baipariguda
District: Koraput
Orissa-764 043
- 3.8 Servants of India Society
At-Thakkar Bapa Ashram
District-Rayagada
Orissa-765 001
- 3.9 Seva Samaj
Post - Gunupur
District - Rayagada
Orissa – 765 022
- 3.10 Society for Nature, Education & Health (SNEH)
A-17, Bhoumanagar
Unit-IV, Bhubaneswar
Khorda
Orissa-751 001
- 3.11 Tagore Society for Rural Development
A-47, Rameswar Patna
Mausima Square
Bhubaneswar
Orissa-751 002
- 4 Rajasthan**
- 4.1 Mahaveer Jain Vidhyalaya Sansthan
940, Sectro No. 4
Hiran Mangri
Udaipur
Rajasthan-313 002
- 4.2 Mewar Sharirik Shiksha Samiti
Post – Bhinder
District – Udaipur
Rajasthan-313 603
- 4.3 Rajasthan Bal Kanaya Samiti
V.P. Jhadal
District: Udaipur
Rajasthan-313 702

**EVALUATION OF THE SCHEME OF SETTING UP EDUCATIONAL COMPLEXES
IN LOW LITERACY POCKETS FOR THE DEVELOPMENT OF WOMEN'S LITERACY
OF THE MINISTRY OF TRIBAL AFFAIRS (GOVERNMENT OF INDIA)
A Planning Commission (Government of India) Study entrusted to SANKALP**

Q No.	Questions and Filters	Coding Categories		Skip to
1.1 ABOUT THE ORGANISATION				
1	Name of your Organisation			
2	i) Complete postal address of the Head/Registered Office of the Organisation	<hr/> <hr/> <hr/> <hr/> Pin Code: _____		
	ii) Telephone No. (with STD Code)			
	iii) Fax (if any)			
	iv) Email address (if any)			
	v) Website (if any)			
3	Whether registered under Indian Societies Registration Act, 1860 (Act XXI of 1860), public trust or non – profit making Organisation? Copy of the registration certificate and the Memorandum of Association/ Trust Deed/ Memorandum & Article of Association to be enclosed as Annexure-1	Registered under Indian Societies Registration Act, 1860 Public Trust Non-profit Organisation Any other, specify _____	1 2 3 4	
4	Whether the Organisation is registered under the Income Tax Act, 1961? If yes, the copy of the registration certificate to be provided as Annexure-2	Yes No	1 2	
5	Whether the Organisation is filing IT returns regularly? If yes, the copy of the return filed for the last financial year (2005-06) to be provided as Annexure-3	Yes No	1 2	
6	Whether the Annual Return of the Organisation is being filed with the Registrar of Society/Charity Commissioner/other competent registration authority? If yes, the copy of the Annual Return filed for the last financial year (2005-06) to be provided as Annexure-4	Yes No	1 2	
7	Date of establishment of the Organisation			
8	The level of geographical coverage of the Organisation's activities	All-India State-level	1 2	

		District-level	3	→ 11
		Local level	4	→ 11
9	If a national / State-level reach; whether it has any other office(s); excluding the Head/Registered Office?	Yes No	1 2	→ 11
10	If yes, the complete postal address/addresses of such office(s), to be provided in separate sheet as Annexure – 5			
11	Name and designation of the Head of the Organisation	Name: _____ Designation: _____		
12	Names and addresses of the Members of the Board of Management/Governing Body/Board of Trustees; including the profession and the community (General/SC/ST/OBC/Minority) of each member (to be enclosed in separate sheet as Annexure – 6)			
1.2. FUNCTIONING OF THE EDUCATIONAL COMPLEX				
1.2.1 LOCATION(S) AND DURATION(S)				
13	Since when your Organisation has been availing of grants under the Scheme of Educational Complex in Low Literacy Pockets for the Development of Women's Literacy of the Ministry of Tribal Affairs, Government of India [enclose the sanction letters of the grant(s); both for the first and second installments as well as renewal(s) thereof; from the first grant to the last grant received till date as Annexure – 7].			
14	Location of the sanctioned educational complex [if more than one educational complexes have been sanctioned, then the location of the first sanctioned educational complex to be mentioned here and the location(s) of the other sanctioned educational complex (s) to be provided as Annexure – 8].			
15	i) Complete postal address of the educational complex	_____ _____ _____ _____		
		Pin Code: _____		
	ii) Telephone No. (with STD Code)			
	iii) Fax (if any)			
	iv) Email address (if any)			
	v) Website (if any)			
16	Whether the educational complex is being run from a single-unit building /premise or each sharing the space with other units?	Single-unit complex, using the entire space Sharing the building/premise, alongwith other(s)	1 2	

17	The total space and covered area available for the educational complex	Total area in _____ x _____ sq yards Covered area in _____ x _____ sq yards		
18	Whether the Organisation has been sanctioned non-recurring grants for the construction/and extension of the educational complex?	Yes No	1 2	→ 19
19	If yes, the details thereof. [the copies of the sanction letter(s) towards the year-wise and installment-wise grant(s) and the utilization certificate(s), submitted thereon to be enclosed as Annexure - 9].			
20	In case the Organisation is running more than one educational complexes, whether such grant has been availed by the Organisation for construction/and extension of such additional educational complexes; [the copies of the sanction letter(s) towards the year-wise and installment-wise grant(s) and the utilization certificate(s), submitted thereon to be enclosed as Annexure - 10].	Yes No	1 2	
21	Have you ever taken any other grant or assistance from any other source towards meeting the expenses of the construction/and extension of the educational complex?	Yes No	1 2	→ 23
22	If yes, details thereof; including the name(s) of the funding agency /agencies and grant(s) availed of.			
23	If the educational complex is not being run from the building constructed with the financial assistance from the Government of India, whether the complex is functioning in a building owned by the Organisation or from a rented accommodation?	Organisation's own building Rented accommodation	1 2	→ 25
24	In case it is a building owned by the Organisation, whether the building is in the name of the Organisation or in the name of any managing/executive committee member of the Organisation?	In Organisation's name In the name of managing/executive committee member	1 2	
25	If the building is hired on rent, whether it is a rent-free accommodation or it is on payment of monthly/yearly rent or the maintenance charges are being given/and claimed? (copy of the rent agreement to be provided as Annexure-11)?	Rent-free accommodation Monthly/yearly rent charged Maintenance charges given and claimed	1 2 3	
26	In case the educational complex is being run from a rented building, whether the accommodation belong to (owned by) any managing/executive committee member of the Organisation or the relative of the managing/executive committee member of the Organisation?	Yes No	1 2	→ 28
27	If yes, who owns the building of the educational complex and his/ her name?	Managing/executive committee member of the Organisation Relative of a managing/executive committee member of the Organisation His/her name: _____	1 2 3	

28	If the rent is given, the monthly /yearly rent charged	Monthly rent in Rs. _____ or Yearly rent in Rs. _____		
29	If the maintenance charges are given the monthly/ yearly payment thereof	Monthly maintenance charge in Rs. _____ or Yearly maintenance charge in Rs. _____		
30	Whether the grant, provided by the Ministry to run the educational complex covers the rent/and maintenance charges?	Yes No	1 2	→ 32
31	If yes, the monthly/ yearly amount being provided for the purpose	Monthly amount in Rs. _____ or Yearly amount in Rs. _____		
32	If no, what is the monthly or yearly deficit thereon?	Monthly deficit in Rs. _____ or Yearly deficit in Rs. _____		
33	Whether the Organisation is meeting such deficit from its own resources or from other sources?	Own resources From other sources	1 2	→ 35
34	If from other source(s), the details of the same thereon	Grant/assistance from other source Donation Any other, specify _____	1 2 3	
35	The date of launching of the educational complex [if more than one educational complexes have been sanctioned, the date of the inception of the first educational complex to be provided here and the dates of the launching of the other educational complex(es) to be provided separately as Annexure – 12]			

1.2.2 ENROLLMENT STATUS OF THE BENEFICIARY ST GIRL STUDENTS

36	The year-wise and class/ standard-wise distribution of the beneficiary ST girl students of the educational complex, since the inception of the project /complex under the 10 th Five Year Plan	*Class/ Standard	Year-wise distribution of the beneficiary ST girl children			
			2002-03	2003-04	2004-05	2005-06
		I				
		II				
		III				
		IV				
		V				
		VI				
		VII				
		VIII				
		IX				
		X				
		XI				
XII						
* The scheme provides for classes I to V, with the provision for upgradation upto XII, wherever such schools for target groups are not available in the concerned districts.						

Schedule -1 (Questionnaire for Implementing Agencies)

37	The class/ standard-wise details of the average, lowest and highest age of the beneficiary students of the educational complex in the current academic year.	Class/ standard	Average Age	Lowest Age	Highest Age		
		I					
		II					
		III					
		IV					
		V					
		VI					
		VII					
		VIII					
		IX					
		X					
		XI					
		XII					
38	Whether the prescribed strength of 30 girls exceeds in the educational complex?	Yes No				1 2	→ 40
39	If yes, the class/standard-wise higher enrollment at present (to be physically verified by the interviewers/ research investigators from the admission forms, enrollment registers and attendance registers).	Class/ Standard	Prescribed students' strength	Excess students	Total strength		
		I					
		II					
		III					
		IV					
		V					
		VI					
		VII					
		VIII					
		IX					
		X					
		XI					
		XII					
40	If the educational complex has higher enrollment of ST girl children than the prescribed strength, whether such additional children have been admitted as day scholars?	Yes No				1 2	
41	Whether the primitive tribal population groups are being represented /covered by the beneficiary students?	Yes No				1 2	→42

42	If yes, which are the primitive tribal population groups represented /covered?		
43	The methodology employed by the Organisation to identify the ST population, including the primitive tribal population groups, and the targeted ST girl children therefrom for their enrollment in the educational complex (multiple options may be provide) The records maintaining such certificates to be physically verified by the interviewers/research investigators	ST certificates issued by the competent governmental authority ST certificates issued by the <i>Panchayat</i> Voter list, identifying the parents' belongingness to the ST community Ration cards, identifying the parents' belongingness to the ST community BPL cards, identifying the parents' belongingness to the ST community Any other, specify _____ No such certificate obtained	1 2 3 4 5 6 7

1.2.3. LOGISTIC FACILITIES

44	The details of the logistic facilities available with the educational complex and whether these facilities are adequate/ satisfactory to meet the needs of the beneficiary ST girl students as well as the teaching and non-teaching staff. The purpose of the question is to probe the adequacy and availability of the required facilities, whether the same have been covered under the grant or not, so that the overall need or paucity of such facility may be objectively assessed. (the availability and adequacy of each facility to be physically verified by the interviewers/research investigators and the observation on each of them to be separately recorded). The assessment of the logistic facility under this question covers the facilities meant primarily for the teaching and learning purpose, and excludes those available/ and required for the hostel. A separate question deals with the assessment of the logistic facilities of the hostel.								
Sl. No.	Logistic facility	Provided under grant		Available in the complex		In nos.	Average size (in sq ft.)	Adequate/ satisfactory	
		Yes	No	Yes	No			Yes	No
1	Class rooms								
2	Chairs /benches in the classrooms								
3	Tables/desks in the classrooms								
4	Black boards in the classrooms								
5	Toilets in the teaching block								
6	Common room for the students in the teaching blocks								
7	Common room/ staff room /rest room for teachers in the teaching block								
8	Separate room for the Headmistress within the teaching block								
9	Library/ reading room								

	10	Laboratory room, in case science streams are covered										
	11	Workshop (for vocational education/ practical training)										
	12	Play ground										
	13	Space for indoor games										
	14	Garden										
	15	Kitchen garden										
	16	Backyard Poultry										
	17	Staff quarters										
45	Whether the educational complex is having adequate water supply/ facility to meet its need?		Yes		No		1	2	→ 47			
46	If yes, the source of water supply/facility		Public water		Ground water		Public hand pump		Well water		Surface water (river/pond/lake/stream)	
47	Whether the educational complex is having adequate drinking water supply/facility?		Yes		No		1	2	→ 49			
48	If yes, the source of drinking water supply/ facility		Public water		Ground water		Public hand pump		Well water		Surface water (river/pond/lake/stream)	
49	Whether the educational complex is provided with electricity?		Yes		No		1	2	→ 51			
50	If yes, what is the regularity or continuity of electricity supply?		Always, with rare load-shadings		Moderate, with occasional load-shadings		Low, with frequent load-shadings		1	2	3	
51	What kind of toilet facility does the educational complex has?		Flush toilet		Pit toilet		Any other specify _____		1	2	3	
1.2.4. STAFFING PATTERN/HUMAN RESOURCE SUPPORT												
52	Whether the educational complex has the following staff patterns?		Sl. No.	Teaching Staff pattern		Yes	No					
			i	1 assistant teacher per class								
			ii	1 music/art/craft teacher per 100								

					students						
					iii	1 part-time doctor for the whole complex					
					iv	1 cook per 100 students					
					v	1 helper per 100 students					
					vi	1 ayah per 100 students					
					vii	1 part-time sweeper per 100 students					
					viii	1 watchman for the whole educational complex					
53	The teaching staff; including the Headmistress of the educational complex; by name, sex, designation, educational qualification, professional qualification, date of joining, monthly emolument and community [the photocopies of the certificates of the educational and professional qualifications, SC/ST/OBC certificates, the joining letters and the salary slips of the last month (/record of the disbursement of the monthly salary) of the Headmistress and all the teachers to be submitted as Annexure – 13].										
	Sl No.	Name	Sex	Designation	Educational qualification	Professional qualification	Date of joining	Monthly emoluments	Community (SC, ST, OBC, Minority & General)		
	1										
	2										
	3										
	4										
	5										
	6										
	7										
	8										
	9										
	10										
	11										
	12										
54	Whether the Organisation is making reservations for the SCs and STs in the posts (teaching staff), sanctioned under the scheme on the lines of reservation provided in the services under the Central Government for these communities?					Yes No				1 2	→ 56

55	If yes, the distribution of the reserved posts under teaching staff category	Community	Nos. of posts		
		SC			
		ST			
		OBC			
		Minority			
		General			
56	Whether the prescribed qualification(s) of the teachers have been relaxed so as to appoint those, who have some proficiency in local tribal dialect(s)?	Yes	1	→ 58	
		No	2		
57	If yes, the number of such teacher(s) appointed	In nos. <input type="text"/> <input type="text"/>			
58	If all the teachers, including the Headmistress do not have the prescribed professional (/teacher training) qualifications, whether those not having such qualifications have been provided with in-service training?	Yes	1	→ 60	
		No	2		
59	If yes, the details of such in-service training; including the course materials, duration, names of the participant teachers and the training imparting agency, if it is other than the Organisation itself (to be enclosed as Annexure-14)?				
60	Whether the Organisation had arranged any pre-service training/ orientation for all the teachers; including the Headmistress; since all of them are supposed to attend to a specialized target group of girl children, who have almost an inter-generational exclusion from quality primary education and who have to be imparted instruction in the medium of local tribal dialects?	Yes	1	→ 62	
		No	2		
61	If yes, the details of such pre-service training/orientation; including the course materials, duration, names of the participant teachers and the training imparting agency, if it is other than the Organisation itself (to be enclosed as Annexure-15)?	Yes	1		
		No	2		
62	Whether the monthly salary of the teaching staff; including the Headmistress; is being paid by cash or cheque?	By cash	1		
		By cheque	2		
63	Whether the Headmistress belongs to the local tribal communities?	Yes	1		
		No	2		
64	Whether she knows local tribal dialect(s)?	Yes	1		
		No	2		
65	Whether all the teaching staff in the educational complex are from the local tribal communities?	Yes	1	→ 67	
		No	2		
66	If no, how many of them are from local tribal communities ?	In nos. <input type="text"/> <input type="text"/>			
67	Whether all the teaching staff know the local tribal dialect(s)?	Yes	1	→ 69	
		No	2		
68	If no, how many of them know the local tribal dialect(s)?	In nos. <input type="text"/> <input type="text"/>			

69	The non-teaching staff of the educational complex; by name, sex, designation, date of joining, monthly emolument, and community [the photocopies of the joining letters, SC/ST/OBC certificates and the salary slips of the last month (/record of the disbursement of the monthly salary) to be submitted as Annexure – 16].							
	Sl. No.	Name	Sex	Designation	Date of joining	Monthly emoluments	Community (SC, ST, OBC, Minority & General)	
	1							
	2							
	3							
	4							
	5							
	6							
	7							
	8							
	9							
	10							
70	Whether the Organisation is making reservations for the SCs and STs in the posts (non-teaching staff), sanctioned under the scheme on the lines of reservation provided in the services under the Central Government for these communities?				Yes No		1 2	→ 72
71	If yes, the distribution of the reserved posts under non- teaching staff category				Community	Nos. of posts		
					SC			
					ST			
					OBC			
					Minority			
				Community				
1.2.5 TEACHING & LEARNING								
72	Whether a set of text-books/and teaching-learning materials is being provided free of cost annually to all the beneficiary ST girl students by the educational complex?				Yes No		1 2	→ 74
73	If yes, whether the same is being provided at the beginning of the session or after the resumption of the session?				Beginning of the session After the resumption of the session		1 2	
74	Whether the text-books/and the teaching-learning materials are being provided in local tribal dialect(s)?				Yes No		1 2	→ 76

75	If no, in which language(s), the same are being provided? (multiple options may be provided)	Vernacular language Hindi (where Hindi is the vernacular language) English	1 2 3	
76	Whether the text-books/and teaching-learning materials are being developed by you or have been adopted from any other source?	Self-developed Adopted from other source	1 2	→ 78
77	If adopted, the source(s) [the name(s) of the provider- agency/agencies]	Name(s) _____		
78	If the text-books/and teaching-learning materials have been developed by the Ogranisation; who have authored them? The details of the same to be provided as Annexure – 17.			
79	Whether the text-books/and teaching-learning materials, developed by the Organisation, have ever been reviewed on basis of the feedback from the beneficiary ST girl students and the teachers?	Yes No	1 2	→81
80	If yes, whether the revised editions of the text-books/and teaching-learning materials, have ever been brought out?	Yes No	1 2	
81	Whether these class/standard-wise text-books/and teaching-learning materials are equivalences of those, being prescribed by the State Secondary Education Council, State Institute of Educational Technology (SIET), State Council of Educational Research and Training (SCERT), National Council of Educational Research and Training (NCERT), Central Board of Secondary Education (CBSE); so that the beneficiary ST girl students could be entitled to be imparted the same level of primary/and upper primary as well as wherever allowed secondary and senior secondary education; as available to the formal school students (this is an important aspect since equivalent level of class/standard-wise text-books/and teaching-learning materials is absolutely essential for mainstreaming of the beneficiary ST students into the formal school education as the ultimate goal of the scheme)? One complete set of the text-books/and teaching-learning materials, covering all the subjects in each standard (in case revised editions have been brought out, then one complete set of both the revised editions and the earlier editions); to	Yes No	1 2	

	<p>be provided by the Organisation and in case the same are not from the recognized governmental sources; the equivalences of the same; have to be ascertained in a sample study by the present or former faculty member(s)/staff of the State Secondary Educational Council /SIET /SCERT/ NCERT/CBSE, and findings thereof will form a part of the report. The sample study will also find out the learning and instructional effectiveness of these text-books/and teaching-learning materials, with regard to their impact of;</p> <ul style="list-style-type: none"> • being meaningful; • being interesting and joyful; • responding to the learners' interest; • creating an enabling environment; and • treating the learners as more than just the learning facts. <p>The assessment will also find out the effectiveness of the text-books/and teaching-learning materials as essential learning tools for the development of;</p> <ul style="list-style-type: none"> • literacy; • readings, writings & oral expression; • numeracy; • problem-solving; • critical thinking; and • integration of local knowledge and culture. 			
82	Whether the text-books/and teaching-learning materials; developed by the Organisation; have been submitted to the Ministry of Tribal Affairs, Government of India or any other governmental educational Department/ autonomous agency to ascertain its/their expert opinion on the learning and instructional effectiveness of these text-books/and teaching-learning materials to meet the needs of the beneficiary ST girl children?	Yes No	1 2	
83	Whether the Organisation is providing 2 sets of uniforms, free of cost to all the beneficiary ST girl students?	Yes No	1 2	→ 86
84	If yes, whether these uniforms are procured from shops/suppliers or the same are tailor-made to suit the individual needs of the beneficiary	Procured from the shops/ suppliers Tailor-made as per the individual requirements	1 2	

	students?						
85	When the set of uniforms were provided last to the beneficiary students (mention the month and year)?						
86	Whether the Organisation is providing any winter cloths (like sweaters/pullovers, caps/mufflers etc) to the beneficiary students, over and above the 2 sets of uniforms?	Yes No		1 2			
87	Whether all the beneficiary students have been provided with chairs/benches and tables/desks in the class rooms?	Yes No		1 2		→ 89	
88	If yes, the item-wise distribution of the same	Items	In nos.				
		Chairs/benches					
		Tables/desks					
89	Whether all the classrooms are having black boards?	Yes No		1 2			
90	Whether the educational complex has any library/reading room?	Yes No		1 2		→ 92	
91	If yes, the nature of collections therein (to be physically verified by the interviewers/research investigators) (multiple options may be provided)	Relevant reference books		1			
		Additional copies of text books		2			
		NCERT publications		3			
		SCERT/State Education Department publications		4			
		Story/poetry books		5			
		Novels for children		6			
		Comics and other entertaining books		7			
		General knowledge books		8			
		Biographies		9			
		News papers		10			
		Any other, specify _____		11			
92	Whether the educational complex is covering senior secondary students in science stream?	Yes No		1 2		→ 94	
93	If yes, whether it has separate laboratory facility, with minimum logistic /instrumentation support (to be physically verified by the interviewers /research investigators)?	Yes No		1 2			
94	Whether the educational complex is providing physical training and yoga teaching?	Physical training Yoga teaching Both		1 2 3			
95	Whether the Organisation has been providing Rs. 50/- per month per students to the parents of the enrolled girls?	Yes No		1 2			
	What is the retention/	Class/standard	Retention status in	Retention status in 2003-04	Retention status in 2004-05	Retention status in 2005-06	

	continuation level of the beneficiary students during the last four years including the current academic year (the class/standard-wise and year-wise drop-outs to be physically verified by the interviewers/research investigators from the admission forms, enrolment register and attendance register)?	2002-03 (base year for data)	Old students	Newly admitted students	Old students	Newly admitted students	Old students	Newly admitted students		
97	Whether your Organisation is adopting the policy of non-detention at the primary stage?	Yes No							1 2	→ 102
98	If yes, whether all the beneficiary students are being promoted to the next classes/standards routinely without any evaluation?	Promoted without any evaluation Promoted with evaluation							1 2	→ 103
99	If any evaluation/assessment/test is being conducted, whether the same is being done by the Organisation itself or with the participation of any other agency?	Exclusively by the Organisation With participation of the outside agency Entrusted to the outside agency							1 2 3	
100	Whether such evaluation(s) /assessment (s)/test(s) include; (multiple options may be provided). The class/ standard-wise and year-wise question papers; alongwith 3 answer sheets each, with the highest scoring and the lowest scoring from each class/standard to be provided as Annexure-18; the sample of which will be assessed by the present or former faculty member(s)/staff of the State Secondary Educational Council/SIET /SCERT/NCERT/CBSE, and findings thereof will form a part of the report. The sample study will also find out the appropriateness and the effectiveness of the assessment system being adopted by the educational complex to judge the achievement(s) of the beneficiary ST girl students. This assessment is essential, as the attainment of a balanced class/standard-wise achievement-level, will help the beneficiary ST girl students in their mainstreaming into the formal school education, which is the ultimate goal of the scheme.	Annual test Half-yearly test Quarterly test Any other, specify _____							1 2 3 4	
101	Whether any beneficiary student has ever been detained in the same class/standard, not because of illness or some other	Yes No							1 2	

	unavoidable reasons; but due to low achievement-level in the assessment/test, being conducted by the Organisation?						
102	If yes, the class/standard-wise and year-wise details of such detentions (to be provided as Annexure-19)						
103	Whether there is any school nearby to the educational complex?	Yes No	1 2	→ 105			
104	If yes, the number and status of such school(s)	Sl No	Status of the school(s)	In Nos.			
		1	State Government				
		2	Central Government (Kendriya Vidhayala)				
		3	Central Government (Jawahar Navodaya Vidyalaya)				
		4	Government-aided				
		5	Private/ independent				
105	Whether the District in which this educational complex is located has a Jawahar Navodaya Vidyalaya?	Yes No	1 2	→ 107			
106	If yes what it is its distance from the educational complex?	In kms _____					
107	Whether the Organisation is mainstreaming the beneficiary ST girl students of the educational complex into the formal school system?	Yes No	1 2	→ 109			
108	If yes, class/standard-wise and year-wise details of such mainstreaming	Classes/standards	Year-wise distribution of the beneficiary ST girl students mainstreamed into the formal school system				
			2002-03	2003-04	2004-05	2005-06	
		I					
		II					
		III					
		IV					
		V					
		VI					
		VII					
		VIII					
		IX					
		X					
		XI					
	XII						
1.2.6 VOCATIONAL EDUCATION							
109	Whether the educational complex is providing vocational education/and practical training to the beneficiary students?	Yes No	1 2	→ 116			
110	Which are the trades being covered under the vocational training? (multiple options may be provided)	Agriculture Horticulture Animal Husbandry Fishery	1 2 3 4				

		Handlooms	5		
		Handicrafts	6		
		Any other, specify _____	7		
111	Whether there is a separate workshop/hall/big room for imparting vocational education/practical training (to be physically verified by the interviewers/research investigators)?	Yes No	1 2		
112	Whether the small equipments and raw materials for such training are being procured by the Organisation?	Yes No	1 2		
113	If yes, the details of the same (to be enclosed as Annexure – 20)				
114	The adequacy and the effectiveness of the vocational education/and practical training (the current availability of the training equipments and raw materials to be physically verified by the interviews/research investigators and their use by the sample beneficiary students to be assessed on-the-spot to find out <i>i.</i> the adequacy of the training equipments and raw materials for meeting the needs of the beneficiary student trainees as well as <i>ii.</i> the effectiveness of such training in skill acquisitions)	Component (1)	Assessment		
			Inadequate	Inadequate	Not-available
		Current availability of the training equipments and raw materials			
		Component (2)	Assessment		
		Largely effective	Largely effective	Largely effective	
	Effectiveness of the training (particularly, the comprehension of the imparted skills)				
115	Whether the practical training also covers different art fields?	Yes No	1 2	→ 120	
116	If yes, the details of the same (multiple options may be provided)	Indian Classical Dance Indian Classical Music Theatre/Drama Folk Dance/Folk Music/Folk Art Painting Sculpture/ Clay-modeling Any other, specify _____	1 2 3 4 5 6 7		
117	Whether the instruments and necessary art materials for these art work/training are being provided by the Organisation?	Yes No	1 2		
118	If yes, the details of the same (to be enclosed as Annexure – 21). The current availability of such instruments and art materials to be physically verified by the interviewers/research investigators.				
119	Whether the same teacher, who is imparting training in traditional trades, is also imparting training in arts and craft subjects?	Single teacher Separate teachers	1 2		
120	Does the Ogranisation think that the vocational education should also cover non-traditional trades?	Yes No	1 2	→ 122	

121	If yes, which of the non-traditional trades the Organisation will prefer? (multiple options may be provided)	Computer training Electronics Garment-making Any other, specify _____	1 2 3 4	
1.2.7 ADULT EDUCATION CENTRES				
122	Whether adult education centres are being run by the educational complex for the parents of the beneficiary ST girl students?	Yes No	1 2	→ 133
123	If yes, whether such centres are being run since the inception of the project or afterward?	Yes No	1 2	
124	The year-wise distribution of the total number of parents attending such centres (to be physically verified from the enrollment/ and attendance registers by the interviewers/research investigators)	Year-wise distribution of the total number of parents, attending the adult educational centres being run by the educational complex 2002-03 2003-04 2004-05 2005-06		
125	Whether the Organisation is providing primers to the adult learners?	Yes No	1 2	→ 128
126	If yes, whether the primers are developed by the Organisation or the same are being obtained from other source(s)? One set of the primer(s) to be provided by the Organisation.	Self-developed Other source(s)	1 2	
127	If from other source(s), the name(s) of the provider- agency/agencies			
128	Whether the adult learners are being provided with minimum-needed teaching-learning support; including.....(multiple options may be given)	Blackboard Chalks Slates Note-books Pens/ pencils None of these Any other, specify _____	1 2 3 4 5 6 7	
129	Whether any practical/vocational training is being imparted in these adult education centres to the parents of the beneficiary ST girl students for their economic upliftment?	Yes No	1 2	→ 131
130	If yes, the trades covered therein (multiple options may be provided)	Agriculture Horticulture Animal Husbandry Fishery Handlooms Handicrafts Any other, specify _____	1 2 3 4 5 6 7	
131	The year-wise coverage of such parents	Year-wise distribution of the total number of parents, being imparted practical/vocational training by the educational complex 2002-03 2003-04 2004-05 2005-06		

132	Name(s) of the teacher(s) providing instruction/ literacy (and practical/vocational training, if any) in the adult education centres				
1.2.8 STAFF QUARTERS					
133	Whether the educational complex has staff quarters for its teaching and non-teaching staffs?	Yes No	1 2	→ 141	
134	If yes, whether such staff quarters are provided inside the educational complex or outside the premise?	Within the premise Outside the premise	1 2		
135	How many staff quarters are available (to be physically verified and recorded by the interviewers/research investigators)?	In nos.____			
136	The distribution of the teaching and non-teaching staff by allotment of staff quarters in total nos.	Sl No.	Staff category	Allotted (in nos)	Not allotted (in nos)
		1	Teaching		
		2	Non-teaching		
137	The distribution of the staff quarters by rooms	Sl No	Total rooms	Total nos. of staff quarters	
		1	1		
		2	2		
		3	3		
138	What is the average room size of the staff quarters?	__sq ft x __sq ft			
139	Whether all the staff quarters are having individual toilets of their own?	Yes No	1 2	→ 141	
140	If no, how many staff quarters are having individual toilets?	In nos.____			
1.2.9 OTHER FACILITIES					
141	Whether any dispensary is attached to the educational complex (to be physically verified by the interviewers/research investigators)?	Yes No	1 2		
142	Whether any fair price shop is located near by the educational complex (to be physically verified by the interviewers/research investigators)?	Yes No	1 2		
143	Whether the educational complex is serving as an assembly of the tribal for the purpose of discussions and meetings on their community matters and problems?	Yes No	1 2		
1.2.10 HOSTEL FACILITIES					
144	Whether the Headmistress has been given additional charge as the hostel warden?	Yes No	1 2	→ 146	
145	If yes, what is the monthly honorarium she has been provided as the hostel warden?	Monthly honorarium in Rs. _____			
146	If there is hostel warden, other than the headmistress, whether she is a teacher of the educational complex or she is a	Teacher	1		
		Separate appointee	2		

	separate appointee for the purpose?									
147	If a teacher, what is the monthly honorarium she has been provided as the hostel warden?	Monthly honorarium in Rs. _____								
148	If a full-time hostel warden, what is her monthly emolument?	Monthly emolument in Rs. _____								
149	Whether the Headmistress/and the teacher as the hostel warden or the independent hostel warden has been provided a staff quarter inside the premise of the educational complex?	Yes No				1 2				
150	If no, whether she has been provided with a separate room/facility inside the hostel complex?	Yes No				1 2				
151	How many total rooms the hostel is having for the beneficiary inmates?	In no. __								
152	Whether all these rooms are in same size?	Yes No				1 2				
153	The average size(s) of the rooms and the number of girls sharing each room (to be physically verified by the interviewers /research investigators)?	*Average size of the room(s)	No. of rooms	No. of girls sharing each room						
___ x ___ sq. ft.										
___ x ___ sq. ft.										
___ x ___ sq. ft.										
	*in case all rooms are of same size, only the first row of the table to be filled up.									
154	The necessary supportive facility, provided to the beneficiary inmates, in their hostel rooms?(to be physically verified by the interviewers /research investigators)									
	Sl. No.	Logistic facility	Provided under grant		Available in the complex		In nos.	Average size (in sq ft.)	Adequate/satisfactory	
			Yes	No	Yes	No			Yes	No
	1	Cots								
	2	Mattresses								
	3	Bed covers								
	4	Pillows								
	5	Pillow covers								
	6	Blankets								
	7	Cupboards/ almirahs								
	8	Mosquito nets								
	9	Reading chairs and tables								
155	How many bathrooms/and toilets are there in the hostel complex?	In nos. __								
156	Whether these bathrooms and toilets are properly and regularly cleaned?	Yes No				1 2				
157	What is the normal food schedule/intake of the beneficiary inmates?	Breakfast Lunch Late afternoon snacks/refreshment				1 2 3				

	(multiple options may be provided)	Dinner	4	
158	Whether the hostel has required spacious kitchen to provide cooking facilities for the beneficiary inmates (to be physically verified by the interviewers/research investigators)?	Yes No	1 2	
159	Whether the hostel has storage facility/store room to keep the groceries and other cooking-related items (to be physically verified by the interviewers/research investigators)?	Yes No	1 2	
160	What type of fuel does the hostel use for cooking?	Wood Dung cakes Coal/coke/lignite Charcoal Kerosene Crop residues LPG Electricity Biogas Any Others, specify _____	1 2 3 4 5 6 7 8 9 1 0	
161	Whether the hostel has adequate utensils to cook the food?	Yes No	1 2	
162	Whether your hostel has got enough utensils /plates/ glasses /spoons etc to serve the foods/meals?	Yes No	1 2	
163	Whether there is a separate dining hall in your hostel?	Yes No	1 2	→ 165
164	If no, whether you use some open space/terrace, verandah or take food to your room?	Open space/terrace Verandah Take food to your room	1 2 3	
165	Whether the food menu is prepared in consultation with the hostel inmates?	Yes No	1 2	
166	Whether the kitchen garden and the backyard poultry are providing/ supplementing the vegetables/ and chicken and eggs requirements for the hostel inmates?	Yes No	1 2	
167	Whether the hostel is being provided with drinking water supply or facility?	Yes No	1 2	→ 171
168	If yes, source thereof	Public water Ground water Public hand pump Well water Surface water (river/pond/lake/stream) Rain water Tanker truck	1 2 3 4 5 6 7	

		Any Others, specify _____	8	
169	Does the hostel has any facility to purify the drinking water?	Yes No	1 2	→ 171
170	If yes, the purifying method adopted	Strained by cloth Alum Water filter Boiling Electric purifier Nothing Any Others, specify _____	1 2 3 4 5 6 7	
171	Who is washing the clothes of the inmates?	Ayah Other staff of the complex Inmates themselves Any Others, specify _____	1 2 3 4	
172	Whether the hostel is being provided with adequate water supply/ facility for bathing, washing etc.	Yes No	1 2	→ 174
173	If yes, source thereof	Public water Ground water Public hand pump Well water Surface water (river/pond/lake/stream) Rain water Tanker truck Any Others, specify _____	1 2 3 4 5 6 7 8	
174	Whether the hostel is having a television set separately for the beneficiary inmates for recreations and news & views?	Yes No	1 2	→ 176
175	If yes, the details of the same	Company/ Brand Colour/back & white Size in inches Date of purchase		
176	Whether the hostel is having a refrigerator to cater to the needs of the beneficiary inmates, particularly in summer?	Yes No	1 2	→ 178
177	If yes, the details of the same	Company/ Brand Size in liters Date of purchase		
1.2.11 HEALTH SUPPORT/ MEDICAL FACILITY				
178	Whether the educational complex is providing health support /medical facilities to the beneficiary ST girl students/inmates through any doctor?	Yes No	1 2	→ 190

179	If yes, whether the doctor has been engaged on a full-time or part-time basis?	Full-time Part-time	1 2		
180	Whether the doctor is attached to a governmental set-up or is a private practitioner?	Attached to the local PHC Attached to the local health sub-center Private practitioner	1 2 3		
181	Whether the doctor is a male or female?	Male Female	1 2		
182	Since when the doctor is attached with the educational complex?				
183	Whether the doctor visits the complex on calls to attend the sick students/inmates / and staff or makes visit at regular intervals?	Attend only on calls Visits on regular intervals	1 2		
184	If the doctor visits at regular intervals, the frequency of such visits	Weekly Fortnightly Monthly Bi-monthly	1 2 3 4		
185	Whether the visit covers only the health-check-ups or provides information, education and counseling on the specialised health needs of the girl children and girl adolescent beneficiaries?	Only health check-ups Specialised services on child & adolescent health needs	1 2	→ 187	
186	If specialised health information, education, counseling and services are being provided to the adolescent girl beneficiaries (in the age-group of 9-14 years); whether the same is being done with observance of the basic norms associated therewith?	Basic features associated with adolescent health and counseling services	Yes	No	
privacy					
confidentiality					
respect					
	informed consent				
187	If the doctor attached to the educational complex is not providing any counseling services to the beneficiary students, whether the Organisation has made any alternative arrangement for the same?	Alternative counseling provided Alternative counseling not provided	1 2	→ 188	
188	If alternative counseling is provided who is providing the same?	Outside counsellor Trained teacher Any other, specify _____	1 2 3		
189	Whether there is a separate sick/ health check-up room in the educational complex for attending to the sick and other inmates?	Yes No	1 2		
190	Whether any beneficiary student/ inmate has ever fallen ill, because of any communicable diseases?	Yes No	1 2	→ 193	
191	If yes, the infected disease(s)? (multiple options may be provided)	Chickenpox Dengue fever	1 2		

		Influenza Malaria Measles Tuberculosis Typhoid fever	3 4 5 6 7	
192	The number cases in last one year	In nos. _____		
193	Whether any death of the beneficiary student / inmate has been reported since the inception of the educational complex?	Yes No	1 2	
194	If yes, such tragedy/ tragedies in nos.	In nos. ____		
195	Whether the same has happened because of any communicable disease or any other reason?	Communicable disease Other reasons, specify _____		
196	Whether any serving staff has fallen ill, because of any communicable diseases?	Yes No	1 2	→ 199
197	If yes, the infected disease(s)? (multiple options may be provided)	Chickenpox Dengue fever Influenza Malaria Measles Tuberculosis Typhoid fever	1 2 3 4 5 6 7	
198	The number cases in last one year	In nos. _____		
199	Whether any death of any serving staff has been reported since the inception of the educational complex?	Yes No		→ 201
200	If yes, such tragedy/ tragedies in nos.	In nos. _____		
1.2.12 GRANT UTILISATION				
201	Whether the Organisation has been maintaining separate accounts for the grants received under the scheme? Year-wise and project-wise registers on accounts (i.e. ledgers, cash-books, incentives, payment registers, honorarium/salary payment registers etc, with printed page numbers being maintained by the Organisation) to be physically verified by the interviewers/ research investigators.	Yes No	1 2	
202	Whether the Organisation is submitting the utilisation certificates, with item-wise expenditure as per the sanctioned norms of grant to the Government of India in the prescribed GFR-19A format regularly	Yes No	1 2	
203	If yes, the copies of the utilisation certificates, submitted to the Government of India till date, to be			

	provided as Annexure-22			
204	Whether the utilisations of grant(s) received by the Organisation under the scheme, are getting reflected in Audited annual statements of accounts (Income & Expenditure Statement, Receipts & payments Statement and balance sheet)?	Yes No	1 2	
205	If yes, the copies of the Audited annual statements of accounts to be provided as Annexure-23			
206	Whether the Organisation is maintaining the audited records of all assets, acquired wholly or substantially out of the grants (property of a capital nature, where the value exceeds Rs. 1000/-)	Yes No	1 2	
207	If yes, the copies of such records maintained in GFR-19 format to be provided separately as Annexure -24			
208	Whether the Organisation is filing the utilisation of grants already received in earlier year(s) in the prescribed performa for monitoring (Form No. 4) to the Ministry, including year-wise position on actual expenditure, on the basis of audited accounts under the following heads; <ul style="list-style-type: none"> • Item-wise grants sanctioned (as reflected in the sanctioned letter) • Item-wise expenditure actually incurred by the Organisation • Excess expenditure (+) • Less expenditure (-) • Un-spent balance (with reference to less expenditure) • Remarks (including reasons for less expenditure incurred) 	Yes No	1 2	
209	If yes, the copies of performas for monitoring utilisation of grants under Form No. 4, submitted to the Ministry In the previous years to be provided separately as Annexure -25			
210	Whether the Organisation is following the principle of joint operation of bank accounts of the Organisation?	Yes No	1 2	→ 212
211	If yes, the name of the authorised signatories			
1.2.13 PROBLEMS FACED BY THE IMPLEMENTING AGENCIES				
1.2.13.1 Accommodational Problems				
212	Whether you are facing any problem to run the educational complex in a rented accommodation (for those educational complexes running from rented	Yes No	1 2	→ 214

	building)?			
213	If yes, could you specify the problems thereon?	Difficulty in getting large single-unit rented accommodation in rural areas High rent, compared to the grant Any other, specify _____	1 2 3	
214	Whether you are facing any problem to run the educational complex from the building owned by the Organisation or by its management committee member?	Yes No	1 2	→ 216
215	If yes, could you specify the problems	High maintenance cost, with less maintenance support from the government Less space to run the complex No space for extension Any other, specify _____	1 2 3 4 5	
216	Whether the non-recurring grant for the construction/and extension of the educational complex, availed of by your Organisation is sufficient to meet its logistic and space needs, as per the objective of the scheme (for those Organisations that have availed or are availing such grants)?	Sufficient Not-sufficient	1 2	→ 218
217	If not sufficient, what would be the suggested enhanced amount of the non-recurring grant for the construction/and extension of the educational complex?	In Rs_____		
218	Have you ever applied for the non-recurring grant for the construction/and extension of the educational complex?	Yes No	1 2	→ 220
219	If yes, whether your request for such non-recurring grant was accepted by the Ministry?	Accepted but yet to be released Non-accepted Deferred	1 2 3	
220	If you have not applied, the reasons thereof	Organisation's own building sufficient and cost-effective to run the complex Rented accommodation sufficient and cost-effective Non-recurring grant is not adequate for providing required building, including logistic and space facility Any other, specify _____	1 2 3 4	
1.2.13.2 Problem related to enrollment of the ST girl children				
221	Whether your Organisation has been facing any problem of under-enrolment or over-enrolment than the prescribed strength of 30 ST girl students per class/standard per annum?	Under-enrolment Over-enrolment No such problem	1 2 3	→ 223
222	If under-enrolment, whether it is because of.....	Inadequate no. of ST girl children in the locality Beneficiary preferring schools Inadequacy of the Government- sanctioned facility in the complex Rigid pattern of the scheme like imparting education only in tribal dialect etc.	1 2 3 4 5	

		Any other, specify_____			
223	If over-enrollment than the prescribed strength, whether the additional students are putting a strain on the existing facility of the educational complex, which is supposed to provide full-fledged residential set-up for the ST girl students?	Burden on the existing facility No such burden		1 2	
224	If the primitive tribal groups are not covered/represented or marginally covered/represented by the beneficiary students, the reasons thereof (multiple options may be provided)	Primitive tribal population groups is non-existent in the locality Primitive tribal population groups is marginally present in the locality Girl children belonging to primitive tribal population groups are not interested to have such education Customs and social life of primitive tribal population groups restrict such enrollment Any other, specify _____		1 2 3 4 5	
1.2.13.3 Problems related to Logistic Facilities					
225	Whether the existing grant allows you to have sufficiently adequate logistic facilities to run the educational complex as per the objectives of the scheme?	Yes No		1 2	→ 227
226	If no, which of the existing facilities, your Organisation proposes to upgrade and which are the new facilities, it proposes to add in order to optimize the outputs of the educational complex?	Sl. no	Logistic facility	Existing (already provided) Adequate Inadequate, need to be upgraded	Not provided under the grants & needs to be created/added
		1	Chairs /benches in the classrooms		
		2	Tables/desks in the classrooms		
		3	Black boards in the classrooms		
		4	Toilets in the teaching block		
		5	Common room for the students in the teaching blocks		
		6	Common room/ staff room /rest room for teachers in the teaching block		
		7	Separate room for the Headmistress within the teaching block		
		8	Library/ reading room		
		9	Laboratory room, in case science streams are covered		
		10	Workshop (for vocational education/ practical training)		
		11	Play ground		
		12	Space for indoor games		
		13	Garden		
		14	Kitchen garden		
		15	Backyard Poultry		

		16	Hostel (mention no. of rooms)						
		17	Cots (for hostel inmates)						
		18	Mattresses (for hostel inmates)						
		19	Bed covers (for hostel inmates)						
		20	Pillows (for hostel inmates)						
		21	Pillow covers (for hostel inmates)						
		22	Toilets in the hostel						
		23	Hostel kitchen						
		24	Dining hall/dining space in the hostel						
		25	Store room in the hostel						
		26	Staff quarters						
		27	Television set for hostel inmates						
		28	Chairs /benches in the classrooms						
227	Whether the educational complex is facing any problem regarding adequate normal water supply/facility to meet its needs?	Yes No						1 2	
228	Whether the educational complex is facing any problem regarding the drinking water supply/facility?	Yes No						1 2	
229	Whether the educational complex is facing any problem regarding the continuous and regular supply of electricity?	Yes No						1 2	
230	Whether the sanctioned grant is fully or adequately meeting the expenses on electricity and water?	Fully/adequately To the extent of around 75% To the extent of around 50% To the extent below 50%						1 2 3 4	
231	Do you want the grant under the head of electricity/and water to be enhanced?	Yes No						1 2	
1.2.13.4 Problems related to Human Resource Support									
232	Whether the Organisation is facing any difficulty in recruiting female teachers with prescribed qualifications from the local community?	Yes No						1 2	
233	Whether the prescribed monthly salary/emoluments of the teaching staff; including the Headmistress, provided under the grant are reasonable or need to be revised?	Reasonable and may continue in their present amounts Inadequate, need to be revised						1 2	→ 235
234	If a revision is suggested, the details of suggested post-wise revision	Sl. No.	Post	Present monthly emoluments	Suggested revised monthly emoluments				
		1	Headmistress						

		2	Teachers					
		*3						
		*4						
		*5						
		*other categories of teaching post(s), if any, to be mentioned						
235	Does your Organisation is of the view that the present strength of teaching staff is not sufficiently adequate to meet the teaching-learning needs of the beneficiary students?	Not sufficiently adequate Adequate					1 2	
236	If not adequate as per the requirements, the suggested enhancement in the posts of the teaching staff.	In nos. ____						
237	Whether the prescribed monthly salary/emoluments of the non-teaching staff provided under the grant are reasonable or need to be revised?	Reasonable and may continue in their present amounts Inadequate, need to be revised					1 2	→ 239
238	If a revision is suggested, the details of suggested post-wise revision	Sl. No	Post	Present monthly emolument	Suggested revised monthly emolument			
		1						
		2						
		3						
		4						
		5						
		6						
		7						
239	Does your Organisation is of the view that the present strength of non-teaching staff is not sufficiently adequate to meet the teaching-learning needs of the beneficiary students?	Not sufficiently adequate Adequate					1 2	→ 241
240	If not adequate as per the requirements, the suggested enhancement in the posts of the non-teaching staff.	In nos. ____						
241	Whether the Organisation is finding it difficult to make reservations for SCs and STs in the teaching and non-teaching posts, sanctioned under the scheme on the lines of reservations provided under the Central Government for these communities?	Yes No					1 2	→ 243
242	If yes, whether the Organisation has relaxed the prescribed qualifications to recruit the SC and ST candidates to the teaching and non-teaching posts?	Yes No					1 2	
243	If the Organisation has not made required reservations for SCs and STs in the teaching and non-teaching posts, sanctioned under the scheme on the lines of reservation provided under the	SC and ST candidates are not available in the local community, with the prescribed qualifications Such candidates are not available in the local community, even after relaxation of the prescribed					1	

	Central Government for these communities, the reasons thereof (multiple options may be provided)	qualifications Organisation has not insisted or made provisions for such reservations Any other, specify _____	2 3 4	
244	In case SC and ST candidates are not available in the local community, even after relaxation of the prescribed qualification, have you taken recourse to other alternatives to ensure reservations in the teaching and non-teaching posts. These alternatives are.... (multiple options may be provided)	Getting the name of empanelled SC and ST candidates from the district/State employment exchange Giving advertisements in the vernacular newspaper, which has the largest circulation in the locality/sub-division/district, where the educational complex is located Circulating the reserved posts' requirements on the notice-boards of the local/near-by colleges other educational institutions Any other, specify _____ Not tried any such option	1 2 3 4 5	
245	Whether the Organisation is of the view that grant provided by the Ministry should make provision for in-service trainings of the teachers, either through financial allocation under separate head or by arranging such trainings by the State SCERT/and SIET?	Separate financial allocation for in-service trainings Provision for in-service trainings by the State SCERT/SIET No such training needed	1 2 3	
246	Whether the Organisation is of the view that grant provided by the Ministry should make provision for pre-service trainings of the teachers, either through financial allocation under separate head or by arranging such trainings by State SCERT/and SIET?	Separate financial allocation for in-service trainings Provision for in-service trainings by the State SCERT/SIET No such training needed	1 2 3	
1.2.13.5 Problems related to Teaching and Learning				
247	Whether the Organisation is finding it difficult to develop text-books/and teaching and learning materials in local tribal dialects?	Yes No	1 2	→ 249
248	If yes, the reasons thereof (multiple options may be provided)	Resource persons not available Tribal dialects are difficult to be understood and expressed by the curriculum developers Reference materials, based on tribal are not available to guide the text-book design and development Tribal dialects provide less flexibility in covering the entire or all the aspects of the curriculum Any other, specify _____	1 2 3 4 5	
249	Whether the grant received for providing a set of text-books/ and teaching and learning materials per annum to each student in each class/ standard is adequate?	Adequate Inadequate	1 2	→ 251
250	If inadequate, the suggested revised grant thereon	In Rs. _____		
251	Do you suggest that the text-book/and the teaching and learning materials (and for that matter the teaching-learning process in the educational complex) should not be restricted to only local tribal dialects?	Yes No	1 2	→ 253

252	If yes, the reasons thereof (multiple options may be provided)	Local tribal dialects difficult to be understood by the children Local tribal dialects difficult to be taught by the teachers All the syllabus cannot be covered in the local tribal dialects Difficult to get teachers who have proficiency in local tribal dialects ST girl children are more inclined towards learning in vernacular language Children are more inclined towards learning in Hindi (where Hindi is not the vernacular language) Children are more inclined towards learning in English Parents are more inclined towards teaching-learning of their wards in other than (or over and above) the local tribal dialects because it offers a larger academic canvas. Teaching-learning in local tribal dialects restricts the mainstreaming of beneficiary students into the formal school system Such teaching-learning contrasts the three-language/two-language teaching-learning methods adopted by the Central and the State government. Teaching-learning in local tribal dialect is not interesting and joyful Difficult to cover the science & IT streams in local tribal dialects	1 2 3 4 5 6 7 8 9 10 11 12	
253	Do you suggest any change in the teaching-learning method?	Yes No	1 2	→ 255
254	If yes, whether the same may include... (multiple options may be provided)	Diversifying form the exclusivity of tribal dialects to other languages as medium of instruction Enhancing mathematical literacy Inclusion of computer literacy Mainstreaming with formal school system Tying up with the National Open School or the State school distant education system(if any) to provide necessary accreditation to the course imparted by the educational complex Pre-service training of the teachers In-service training of the teachers	1 2 3 4 5 6 7	
255	Do you think that the shifting to other languages as medium of instruction; will enhance the enrollment, retention and achievement level of the beneficiary students?	Yes No	1 2	
256	Do you think that two sets of uniforms provided to the beneficiary students suffice their needs both in classes and hostel?	Yes No	1 2	→ 258
257	If no, do you think that such dresses to be provided free-of-cost annually to the beneficiary students should include....	3 sets of school uniforms for classes 3 sets of dresses outside the teaching hours/for the hostel	1 2	

	(multiple options may be provided)	2 sets of winter clothes, (like sweaters/pullovers, caps/mufflers etc.) 1 pair of shoes 2 pair of socks 1 school bag Any other, specify _____	3 4 5 6 7	
258	Do you think that the grant for the school uniform/dresses should be enhanced?	Yes No	1 2	→ 260
259	If yes, the suggested enhanced amount under the school uniform/dresses per beneficiary student per year	In Rs. _____		
260	Whether the grant has any provision for library/reading room?	Yes No	1 2	→ 262
261	If no, does your Organisation feels that such a library/reading room; with minimum-needed facilities of relevant reference books, additional copies of text books, NCERT publications, SCERT/State Education Department publications, story/poetry books, novels for children, comics and other entertaining books, general knowledge books, biographies and newspapers should be an integral part of the educational complex as the same will help reading habits among the beneficiary students, and provide a collective pool of books and other teaching-learning-reading materials to meet the short-fall in the educational content provided by the text-books?	Yes No	1 2	
262	If yes, what will be the suggested amount of grant per annum for such facilities?	In Rs. _____		
263	Whether the scheme provides for separate laboratory facility (the question applies only to those educational complexes which are covering the senior secondary students in science streams)?	Yes No Not applicable	1 2 3	→ 265
264	If no, do you think, such a provision should be made in the scheme?	Yes No	1 2	
265	If yes, how much sum approximately the Organisation will suggest to create such facility?	In Rs. _____		
266	Whether grant covers the physical training and yoga teaching?	Yes No	1 2	→ 268
267	If no, whether the Organisation, will suggest for separate provision in grant to meet such expenses?	Yes No	1 2	
268	If yes, the suggested amount per annum per student	In Rs. _____		
269	Whether your Organisation feels that the amount of Rs. 50/- per month, being	Adequate Inadequate	1 2	→ 271

	provided to each of the parents of the beneficiary students as incentive, is adequate?			
270	If inadequate, what will be the suggested monthly incentive amount per parent?	In Rs. _____		
271	Whether the Organisation is satisfied with the retention-level of the beneficiary students?	Fully satisfied Partly satisfied Dissatisfied	1 2 3	→ 273
272	If not satisfied, the main reasons of the drop-outs (multiple options may be provided)	Exclusivity on local tribal dialects as medium of instruction Parents more inclined to put their wards in regular schools, which provide other mediums of instruction Facilities provided under the grant are not sufficiently adequate Prevalence of social norms/stigmas; like not allowing girls to have education after reaching adolescence, child marriage, the need of girl children to do the household chores Enrolled students' disorientation and disinterest in continuing their studies Any other, specify _____	1 2 3 4 5 6	
273	Whether the Organisation is constrained to impart vocational education due to inadequacy/paucity of small equipments and raw materials needed for such training?	Yes No	1 2	
274	Whether the existing provision of a single music/arts and craft teacher is sufficient to meet the human resource/skill impartment needs of the beneficiary students in all the trades and the art fields?	Yes No	1 2	→ 277
275	If no, whether your Organisation feels that the teaching staff strength for vocational education should be increased?	Yes No	1 2	
276	If yes, how many such staff needs to be appointed?	In nos. ____		
277	Whether there is any provision in the scheme for appointment workshop assistant(s)/ and accompanist(s) to provide vocational training?	Yes No	1 2	
278	If no, does your Organisation think that such helping hand(s) are needed to diversify optimise the coverage and impact of the vocational education?	Yes No	1 2	
279	Whether the grant has separate provision for vocational education/practical training?	Yes No	1 2	→ 282
280	If yes, whether the sanctioned amount is sufficient to provide necessary skill development programmes to the beneficiary students?	Yes No	1 2	

281	If no, the enhanced per student per annum amount to be suggested by the Organisation	In Rs. _____					
282	Does your Organisation think the adult education centres, being run for the parents of the beneficiary students, have been providing required literacy and skills?	Yes No		1 2			
283	Does your Organisation feels that any separate financial provision under the grant should be made to meet the expenses on the adult education centres; including to meet the cost of primers and other teaching-learning materials, instructional support and practical/ vocational training?	Yes No		1 2	→ 285		
284	If yes, the suggested per parent per annum cost	In Rs. _____					
285	Whether the grant has sufficient provision for staff quarters for all the teaching and non-teaching staff inside the premise of the educational complex?	Yes No		1 2	→ 287		
286	If no, does your Organisation think that the non-availability of staff quarters is a hindrance towards optimising the output of the educational complex?	Yes No		1 2			
287	Does the Organisation think that the hostel facilities provided under the scheme is sufficient to meet the educational, residential, nutritional, health and recreational needs of the beneficiary ST girl students as well as for their holistic development or the same are required to be upgraded?	Sufficient Not sufficient, needs to be upgraded		1 2	→ 289		
288	If the Organisation is of the view that the existing residential facilities need to be upgraded to optimise, the areas of upgradation to be covered therein;	Sl No.	Facility/ items	Status		Adequacy	
				Existing	Not-existing	Adequacy	Inadequate and needs to be upgraded
		1	Hostel rooms				
		2	Cots				
		3	Mattresses				
		4	Bed covers				
		5	Pillows				
		6	Pillow covers				
		7	Blankets				
		8	Cupboards/ almirahs				
		9	Mosquito nets				
		10	Reading chairs and tables				
11	Kitchen						

		12	Dinning hall/ dinning space						
		13	Store rooms						
		14	Utensils for cooking						
		15	Utensils for serving and eating						
		16	Recreation room/ common room						
		17	Recreation facilities (particularly indoor games)						
		18	TV set						
		19	Refrigerator						
		20	Drinking water purifying facilities						
289	Whether the educational complex has been inspected by any governmental or any other evaluating agency for releasing of the second installment of the grant or for the annual renewal of the project or for assessing the overall functioning of the educational complex?	Yes No		1 2					→ 292
290	If yes, whether such inspection(s)/ evaluation(s) has/have been done for(multiple options may be provided)	Release of the second installment of the grant Annual renewal of the project Evaluating the overall functioning of the educational complex		1 2 3					
291	The details of such assessments; including the name(s) of the inspecting governmental or other evaluating agency/agencies as well as its / their nature, purpose and schedule(s) to be enclosed as Annexure 25								
292	Does your Organisation is of the view that the scheme should be revised fully or partly to make it more effective and target group-friendly?	Yes No		1 2					→ 294
293	If yes, fully or partly	Fully Partly		1 2					
294	Does your Organisation suggest for the upward revision of per child per annum recurring grant of Rs 9,000/- to optimize the outputs of the scheme in providing integrated and quality residential primary/ and upper-primary education (and with the option of extending such education upto XII, wherever such schools for target groups are not available in the concerned districts)?	Yes No		1 2					→ 296
295	If yes, the suggested per child per annum enhanced recurring cost	In Rs_____							
296	Does your Organisation has any other specific suggestion for improvement of the format, content and guidelines of the scheme to optimize its outputs to provide quality primary education to the	Yes No		1 2					

	socially and geographically excluded and marginalized groups of ST population?			
297	If yes, the suggestion(s) thereon may be provided separately as Annexure-26			

LIST OF ANNEXURES / ENCLOSURES TO THE SCHEDULE / QUESTIONNAIRE-1

- Annexure-1: Copy of the Registration Certificate and the Memorandum of Association/ Trust Deed/Memorandum & Article of Association.
- Annexure-2: Copy of the Registration Certificate under the Income Tax Act, 1961 on any appropriate section.
- Annexure-3: Copy of the IT Return, filed for the last financial year (2005-06)
- Annexure-4: Copy of the Annual Return of the Organisation, filed with the Registrar of Society/ Charity Commissioner / other competent registration authority for the last financial year (2005-06)
- Annexure-5: The complete postal address/addresses of other office(s) of the Organisation; excluding the Head/Registered Office.
- Annexure-6: Names and addresses of the Members of the Board of Management/Governing Body/Board of Trustees; including the profession and the community (General/SC/ST/OBC/Minority) of each member.
- Annexure-7: Sanction letters of the grant(s); both for the first and second installments as well as renewal(s) thereof; from the first grant to the last grant received till date: availed by the Organisation under the Scheme.
- Annexure-8: Location(s)/complete postal address(es) & Tel. Nos. of the other sanctioned educational complex (s), if more than one educational complexes have been sanctioned.
- Annexure-9: Copies of the sanction letter(s) towards the year-wise and installment-wise grant(s) and the utilization certificate(s), submitted thereon for non-recurring grants for the construction/and extension of the educational complex, if such grants have been received by the Organisation.
- Annexure-10: Copies of the sanction letter(s) towards the year-wise and installment-wise grant(s) and the utilization certificate(s), submitted thereon for non-recurring grants for the construction/and extension of the additional educational complex(es), if the Organisation has been running more than one education complex(es) and such grants have been received for these complex(es).
- Annexure-11: Copy of the rent agreement, incase the educational complex is being run from a rented accommodation.
- Annexure-12: The dates of the launching of the other educational complex(es) if the Organisation is running more then one educational complex(es).
- Annexure-13: Photocopies of the following documents with regard to the Headmistress and other teaching staff;
- certificates of the educational and professional qualifications;
 - SC/ST/OBC certificates;

- the joining letters; and
- the salary slips of the last month record of the disbursement of monthly salary.

Annexure-14: The details of such in-service training; including the course materials, duration, names of the participant teachers and the training imparting agency, if it is other than the Organisation itself.

Annexure-15: The details of such pre-service training; including the course materials, duration, names of the participant teachers and the training imparting agency, if it is other than the Organisation itself.

Annexure-16: Photocopies of the following documents with regard to the non-teaching staff;

- SC/ST/OBC certificates;
- the joining letters; and
- the salary slips of the last month record of the disbursement of monthly salary.

Annexure-17: A set of class/standard-wise text-books/and teaching-learning materials (incase revised editions have brought out , both the earlier and present editions to be provided).

Annexure-18: The class/ standard-wise and year-wise question papers; alongwith 3 answer sheets each, with the highest scoring and the lowest scoring from each class/standard.

Annexure-19: The class/standard-wise and year-wise details of detentions of the beneficiary students, not because of illness or some other unavoidable reasons; but due to low achievement-level in the assessment/test, being conducted by the Organisation; if any such case has happened.

Annexure-20: The details of the small equipments and raw materials, provided by the Organisation for vocational education/practical training.

Annexure-21: The details of instruments and necessary art materials, provided by the Organisation for art work/training.

Annexure-22: The copies of the utilisation certificates, with item-wise expenditure as per the sanctioned norms of grant to the Government of India in the prescribed GFR-19A format; submitted to the Government of India till date.

Annexure-23: The copies of the Audited annual statements of accounts (Income & Expenditure Statement, Receipts & Payment Statement and Balance Sheet).

Annexure-24: The copies of the audited records of all assets, acquired wholly or substantially out of the grants(property of a capital nature), maintained in GFR-19 format.

Annexure-25: The copies of performas for monitoring utilisation of grants under Form No.4 ,submitted to the Ministry of Tribal Affairs in the previous years.

Annexure-26: Other specific suggestions, besides those elicited through the schedule / questionnaire; for the improvement of the format, content and guidelines of the scheme of to optimize its outputs.

**EVALUATION OF THE SCHEME OF SETTING UP EDUCATIONAL COMPLEXES
IN LOW LITERACY POCKETS FOR THE DEVELOPMENT OF WOMEN'S LITERACY
OF THE MINISTRY OF TRIBAL AFFAIRS (GOVERNMENT OF INDIA)
A Planning Commission (Government of India) Study entrusted to SANKALP**

Q No	Questions and Filters	Coding Categories	Skip to
2.1 PERSONAL AND FAMILY INFORMATION			
1	What is your name?	_____	
2	What is your age (approximate)?	In complete years <input type="text"/> <input type="text"/>	
3	What is your mother's name?	_____	
4	What is your father's name?	_____	
5	Total number of family members in your family	In nos. _____	
6	Total number of brother(s) and sister(s)	Siblings	In nos.
		Brother(s)	
		Sister(s)	
2.2 EXPERIENCE AT THE EDUCATIONAL COMPLEX			
2.2.1 GENERAL AWARENESS ON THE CLASS AND TEACHERS			
7	In which class are you studying in this school (educational complex)?		
8	Since when you are studying here?	Month <input type="text"/> <input type="text"/> Year <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
9	When does your school starts daily?		
10	When does your school gets over daily?		
11	Whether you are having any recess in-between the school hours?	Yes No	1 2
12	Whether you are being taught by only one teacher?	Yes No	1 2 →14
13	If more than one teachers, the numbers of such teachers	In nos. _____	
14	Could you tell us the name of your class teacher and also any other subject teacher (if any) and the subject, she teaches?	Sl. no	Name of the teacher
		1	
		2	
		Can't say	
15	Do you know the name of your Headmistress?	Yes No	1 2 →17
16	If yes, what is her name?	_____	
2.2.2 SCHOOL UNIFORM/ AND DRESSES			
17	Do you come to the school /class in school	Yes	1

	uniform?	No	2	→23
18	If yes, who has provided you the same?	School (educational complex) Parents/home Relatives Any other, specify _____	1 2 3 4	
19	If the school (educational complex), has provided the uniforms, whether the same has been provided to you free of cost or on payment?	Free of cost On payment	1 2	
20	How many such uniforms you are getting in a year from your school (educational complex)?	One set Two sets	1 2	
21	Whether the uniforms, received from the school (educational complex), are sufficient for the whole year?	Sufficient Not sufficient, but managing with the uniforms provided by the school (educational complex) Not sufficient, therefore, getting additional set(s) from the other sources	1 2 3	→23
22	If getting the additional set(s) of uniforms, who is/are providing you with the same?	Parents/home Relatives Any other, specify _____	1 2 3	
23	Do you have any other dress to wear except the school uniforms?	Yes No	1 2	→26
24	If yes, how many pairs of such dresses you are having?	In nos. ____		
25	Who is providing these dresses to you? (multiple options may be provided)	Parents/home Relatives Any other, specify _____	1 2 3	
26	Whether you are having winter clothes; like sweaters/pullovers, shawls, caps/mufflers etc to wear in winter; both during the school hours and in the hostel?	Yes No	1 2	→28
27	If yes, who has provided you with these winter clothes? (multiple options may be provided)	School (educational complex) Parents/home Relatives Any other, specify _____	1 2 3 4	
28	Whether the winter clothes you are presently having are sufficient for you?	Yes No	1 2	
2.2.3 UNDERSTANDING ON TEACHING-LEARNING				
29	How are you noting down the lessons during your classes and for your homework/hostel work? (multiple options may be provided)	On slates On copies/notebooks Both	1 2 3	
30	Are you getting all these materials free of cost from the school (educational complex)?	Yes No	1 2	→33
31	If yes, whether these materials are sufficient for your work?	Sufficient Not sufficient	1 2	→33

32	If not sufficient, who is/are providing you with the additionally required materials? (multiple options could be provided)	Parents/home Relatives Buying from the market Managing with the materials given by the school (educational complex) Any other, specify _____	1 2 3 4 5	
33	Whether you are having text-books and other teaching-learning materials for your studies?	Yes No	1 2	→40
34	If yes, could you give the names of atleast two text-books and which subject(s) they cover?	Sl. no. Name of the text-book Subjects 1 2 Can't say		
35	Who has provided you with these text-books and other teaching-learning materials?	School(educational complex) Parents/home Relatives Any other, specify _____	1 2 3 4	→38 →38 →38
36	If school (educational complex), has provided the text-books and other teaching-learning materials, whether the same has been given free of cost or with payment?	Free of cost On payment	1 2	
37	Whether you have got the text-books before the beginning of the session/class or after your session/class started?	Before session/class started After session/class started	1 2	
38	Whether you are using any additional text-books/and teaching/and learning material, besides those being provided by the school (educational complex)?	Yes No	1 2	→40
39	If yes, who is providing you the same? (multiple options may be provided)	Parents/home Relatives Buying from the market Any other, specify _____	1 2 3 4	
40	Whether you know that your parents are getting some monthly incentive for your education here?	Yes No Don't know	1 2 3	→42 →42
41	If yes, could you say how much monthly amount they are getting?	In Rs. _____ Can't say the exact amount	1	
42	Whether your classroom is having blackboard and supply of chalks and dusters?	Yes No	1 2	
43	Whether you are sitting on the floor or using chairs and tables/benches and desks in your classroom?	Sitting on the floor Sitting on chairs and tables Sitting on benches and desks	1 2 3	
44	Whether you are finding it difficult to understand the text-books/teaching-learning materials?	Very difficult Difficult Not so difficult Easy	1 2 3 4	
45	Whether your teacher(s) are covering the entire syllabus, provided in the text-books given to	Yes	1	

	you?	No	2	→47																				
46	If no, approximately how much percentage of the course remains uncovered?	Big portion Small portion Can't say	1 2 3																					
47	Whether you are being taught in your own tribal dialects?	Yes No	1 2																					
48	Can you also speak, read and write in other languages?	Yes No	1 2	→50																				
49	If yes, details thereof (multiple options may be provided)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;">Sl. no</th> <th style="width: 25%;">Languages</th> <th style="width: 15%;">Speak</th> <th style="width: 15%;">Read</th> <th style="width: 15%;">Write</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Vernacular</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>Hindi</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>English</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Sl. no	Languages	Speak	Read	Write	1	Vernacular				2	Hindi				3	English					
Sl. no	Languages	Speak	Read	Write																				
1	Vernacular																							
2	Hindi																							
3	English																							
50	Would you like to be taught in other language(s) too?	Yes No	1 2	→52																				
51	If yes, in which language(s), you would like to be taught? (multiple options could be provided)	Vernacular Hindi English	1 2 3																					
52	Whether the teaching is joyful and interesting?	Joyful and interesting Boring and difficult	1 2																					
53	Do you enjoy the entire syllabus/all the teaching-learning materials?	All of them Few of them None of them Can't say	1 2 3 4																					
54	Whether your school (educational complex) has a common room for the students, where you and your friends spend leisure time between the classes?	Yes No	1 2																					
55	Whether any of your sister is studying in this school (educational complex)?	Yes No	1 2																					
56	If yes, her name and class	Name: _____ Class: _____																						
57	Does your school (educational complex) organise annual day function?	Yes No	1 2	→59																				
58	If yes, whether you have ever given any performance or participated in the annual day function? (multiple options may be provided)	Performed as a member of the cultural group Given solo performance in the performing art Won prizes(s) in the performance(s) Participated in the competition(s) Won Prize(s) in the competition(s) A general participant	1 2 3 4 5 6																					
59	Does your school (educational complex) organise sports day?	Yes No	1 2	→63																				
60	If yes, whether you have ever participated in any of the sport competitions?	Yes No	1 2	→63																				
61	If yes, the competition(s) in which you have																							

	participated (specify)?			
62	Whether you have ever won any prize(s) in the sports competitions?	Yes No	1 2	
2. 2.4 GAMES AND PHYSICAL TRAINING				
63	Do you have a playground in your school (educational complex)?	Yes No	1 2	→66
64	If yes, whether the outdoor games are being played there?	Yes No	1 2	→66
65	If yes, could you name the outdoor games being played in your school (educational complex)? (multiple options may be provided)	Volley Ball Basket Ball Kho kho Kabaddi Any other, specify _____	1 2 3 4 5	
66	Whether indoor game facility is available in your school (educational complex)?	Yes No	1 2	→69
67	If yes, whether such facilities are being used?	Yes No	1 2	→69
68	If yes, which are the indoor games being played in your school (educational complex)? (multiple options may be provided)	Carrom Table Tennis Ludo Chess Any other, specify _____	1 2 3 4 5	
69	Does your school (educational complex) provide any physical training, yoga teaching or both?	Physical training Yoga teaching Both None	1 2 3 4	
2.2.5 VOCATIONAL EDUCATION				
70	Are you attending any vocational education class?	Yes No	1 2	→77
71	If yes, on which subject (trade), you are being imparted the vocational/practical training? (multiple options may be provided)	Agriculture Horticulture Animal Husbandry Fishery Handlooms Handicrafts Any other, specify _____	1 2 3 4 5 6 7	
72	Whether a particular teacher is imparting such training?	Yes No	1 2	→74
73	If yes, could you tell her name?	Name: _____ Can't say	1	
74	Whether raw materials are being provided by the school (educational complex) for such training?	Yes No	1 2	
75	Whether you are using any apparatus or equipment for such training?	Yes No	1 2	
76	Do you like the vocational training in traditional subjects (trades)?	Yes No	1 2	

77	Whether your school (educational complex) is providing training in arts and craft; besides the vocational education in the traditional subjects (trades)?	Yes No	1 2	→83
78	If yes, what are the fields being covered under arts and craft? (Multiple options could be provided)	Crafts Indian Classical Dance Indian Classical Music Theatre/Drama Folk Dance/Folk Music/Folk Art Painting Sculpture/ Clay-modelling Any other, specify _____	1 2 3 4 5 6 7 8	
79	Whether you are participating in any of these arts and craft trainings?	Yes No	1 2	→81
80	If yes, the field of participation/training	Crafts Indian Classical Dance Indian Classical Music Theatre/Drama Folk Dance/Folk Music/Folk Art Painting Sculpture/ Clay-modelling	1 2 3 4 5 6 7	
81	Whether the same teacher, who is imparting training in traditional trades, is also imparting training in arts and craft?	Single teacher Separate teachers	1 2	→83
82	If there is a separate teacher for arts and craft, could you tell her name?	Name: _____ Can't say	1	
83	Whether you would like to be imparted training in the non-traditional subjects (trades); like computer education, electronics, and garment-making?	Yes No	1 2	→ 85
84	If yes, which will be your favourite non-traditional trade (specify)?			
2.2.6 INFORMATION ABOUT ADULT EDUCATION CENTRES				
85	Do you know that your school (educational complex) is running adult education centres for the parents of the girl students, studying in your school (educational complex)?	Yes No Can't say	1 2 3	→89 →89
86	Whether your parents ever attended any such adult education centre?	Yes No	1 2	→89
87	If yes, could you tell the duration of such literacy programmes, attended by your parents?	In complete months <input type="text"/> <input type="text"/>		
88	Whether it is to your knowledge that your parents have been provided with some vocational/practical training like those given to the students?	Yes No Don't know	1 2 3	
2.2.7 LOGISTIC FACILITY				
89	Whether your school (educational complex) is having a kitchen garden; wherein seasonal vegetables, fruits, and herbs; are being grown	Yes No	1 2	→91

	for household (/hostel) consumption?			
90	If yes, have you ever participated in plantation or other activities in the kitchen garden?	Yes No	1 2	
91	Whether your school (educational complex) has a backyard poultry?	Yes No	1 2	→93
92	If yes, have you ever visited the poultry?	Yes No	1 2	
93	Whether the school (educational complex) is having adequate water supply/facility to meet its need?	Yes No	1 2	→95
94	If yes, the source of water supply/facility	Public water Ground water Public hand pump Well water Surface water (river/pond/lake/stream) Rain water Tanker truck Any other, specify _____	1 2 3 4 5 6 7 8	
95	Whether the water you are drinking in the school (educational complex) is pure and without any dirt and mud? (multiple options may be provided)	Pure Untreated and contaminated Dirty/muddy Arsenic (high mineral and ore content) Not in drinking condition at all	1 2 3 4 5	
96	Whether your school (educational complex) gets regular electricity supply?	Regular Most of the times Sometimes Rarely	1 2 3 4	
97	How many toilets are there in your school (educational complex)?	In nos. _____		
98	Whether the toilet(s) is/are cleaned everyday?	Yes No	1 2	
99	Are you satisfied with the cleanliness and the hygienic conditions of the toilets?	Yes No	1 2	
2.2.8 HOSTEL FACILITY				
100	Whether you are a day-scholar or a hosteller?	Day-scholar Hosteller	1 2	→143
101	Who is your hostel warden?	Headmistress Teacher of the school Another person	1 2 3	
102	If a hosteller, with how many of your friends, you are sharing a room?	In nos. _____ Alone	1	
103	Have you have been provided with cots, mattresses and pillows?	Sl. no Facility Yes No		
		1 Cots		
		2 Mattresses		
		3 Bed covers		
		4 Pillows		
		5 Pillow covers		

104	If you have been provided with a cot, with how many friends, are you sharing the cot?	In nos. _____ Alone	1																					
105	Whether your cot has a mosquito net?	Yes No	1 2																					
106	When do you normally go to bed at night?	In complete hours <input type="text"/> <input type="text"/>																						
107	When do you normally get up in the morning?	In complete hours <input type="text"/> <input type="text"/>																						
108	Whether your room has a window?	Yes No	1 2																					
109	Whether you have got separate bathroom(s)/and toilet(s) in your hostel?	Separate bathroom(s) and toilet(s) Combined one(s) Both	1 2 3																					
110	How many toilets are there in your hostel?	In nos. _____																						
111	Whether the bathroom(s)/and toilet(s) are cleaned everyday?	Yes No	1 2																					
112	Are you satisfied with the cleanliness and the hygienic conditions of the bathroom(s)/and toilet(s)?	Satisfied Not satisfied	1 2																					
113	Whether you are being served with breakfast, lunch, late afternoon snacks and dinner?	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;">Sl. no.</th> <th style="width: 75%;">Meals</th> <th style="width: 10%;">Yes</th> <th style="width: 10%;">No</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Breakfast</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>Lunch</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>Late afternoon snacks/refreshment</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>Dinner</td> <td></td> <td></td> </tr> </tbody> </table>	Sl. no.	Meals	Yes	No	1	Breakfast			2	Lunch			3	Late afternoon snacks/refreshment			4	Dinner				
Sl. no.	Meals	Yes	No																					
1	Breakfast																							
2	Lunch																							
3	Late afternoon snacks/refreshment																							
4	Dinner																							
114	Whether the food is prepared with or without the consultation of the hostel inmates?	With consultation Without consultation	1 2																					
115	Whether you are satisfied with the quality of the meals?	Yes No	1 2																					
116	Whether the meals are adequate for you?	Yes No	1 2	→119																				
117	If no, are you getting the additional food items from outside?	Managing with the hostel food (although inadequate) Getting from outside to supplement hostel-served food	1 2	→119																				
118	If getting food from outside, the source(s) (multiple options may be provided)	Home Relative's place Buying from the market Sharing friends' additional food items	1 2 3 4																					
119	Whether your hostel has got enough utensils (plates, glasses, spoons) etc to serve the food/meals?	Yes No	1 2																					
120	Whether there is a separate dining hall in your hostel?	Yes No	1 2	→123																				
121	If yes, whether the dining hall has the dining table and benches/chairs?	Yes No	1 2	→123																				

122	If no, whether you are having your meals sitting on the floor of the dining hall?	Yes No	1 2	
123	If there is no separate dining hall where are you being served your meals?	Open space/terrace Verandah Your room Any other, specify _____	1 2 3 4	
124	Whether your hostel is getting vegetables and poultry items from the kitchen garden and backyard poultry of your school (educational complex)?	Yes No	1 2	
125	Whether the hostel is having adequate water supply/facilities to meet its need?	Yes No	1 2	→127
126	If yes, the source of water supply/facility	Public water Ground water Public hand pump Well water Surface water (river/pond/lake/stream) Rain water Tanker truck Any other, specify _____	1 2 3 4 5 6 7 8	
127	Whether water provided in your hostel for drinking is pure, without any dirt or mud? (multiple options may be provided)	Pure Untreated and contaminated Dirty/muddy Arsenic (high mineral and ore content) Not in drinking condition at all	1 2 3 4 5	
128	Does the hostel have any facility to purify the drinking water?	Yes No	1 2	→130
129	If yes, the purifying method adopted	Strained by cloth Alum Water filter Boiling Electric purifier Any other, specify _____ Nothing	1 2 3 4 5 6 7	
130	Whether your hostel gets regular electricity supply?	Regular Most of the times Sometimes Rarely	1 2 3 4	
131	Who is washing your clothes?	Yourself Ayah Other staff of the school (educational complex) Any other, specify _____	1 2 3 4	
132	Whether you are getting adequate water for your bathing, washing etc.	Yes No	1 2	→134
133	If yes, source thereof	Public water Ground water Public hand pump	1 2 3	

		Well water	4	
		Surface water (river/pond/lake/stream)	5	
		Rain water	6	
		Tanker truck	7	
		Any other, specify _____	8	
134	Whether you are having school vacations?	Yes	1	→140
		No	2	
135	If yes, what are the duration of such vacations?	Sl. no.	Vacation schedule	Days of vacation (approximate)
		1	Summer vacation	
		2	Winter vacation	
		3	Autumn/Puja vacation	
		4	Any other, specify _____	
136	Whether you are allowed to stay in the hostel during the school vacations or the hostel remains totally closed?	Allowed to stay in the hostel	1	→138
		Hostel remains totally closed	2	
137	If allowed to stay in the hostel during school vacations, whether you are being served all the meals or not?	All the meals served	1	
		Selected meals served	2	
		No meals served	3	
138	Whether you stay in the hostel during vacations?	In all the vacations	1	
		In selected vacations	2	
		Do not stay at all during the vacations	3	
139	If you avail of the vacations, for how many days approximately do you go to your home?	In days <input type="text"/> <input type="text"/>		
140	Do your parents and family members visit you in the school (educational complex)/and hostel?	Yes	1	→142
		No	2	
141	If yes, the regularity of such visits?	Daily	1	
		Alternative day	2	
		Weekly	3	
		Fortnightly	4	
		Bi-monthly	5	
		Tri-monthly	6	
		Any other, specify _____	7	
2.2.9 HEALTH SUPPORT/MEDICAL FACILITIES				
142	Whether any doctor has visited you and your school/hostel inmates for regular health check-ups or when any of you fall ill?	Visits only to attend the sick inmates	1	→148
		Visit for regular health check-ups	2	
		Both	3	
		No	4	
143	Whether you have been ever checked up by a doctor?	Yes	1	→145
		No	2	
144	If yes, whether the check-up was for your illness or to check your health status?	Illness	1	
		Health conditions	2	
		Both	3	
145	Whether the doctor is also providing any advice/counselling to the inmates to maintain proper health, nutrition and hygiene?	Yes	1	
		No	2	

146	Whenever you or your school/hostel inmates fall ill, whether the medicines prescribed by the doctor are provided free of cost or on payment?	Free of cost On payment	1 2	
147	If you or your school/hostel inmates are not being treated by a visiting doctor, who attends you when you fall ill?	Being shifted to home Parents called to take care Being taken to local hospital/dispensary Being attended by a private doctor Attended by a school teacher Attended by <i>Ayah</i> Attended by school staff (<i>karamchari</i>) Any other, specify _____	1 2 3 4 5 6 7 8	
2.2.10 OPINION ABOUT SCHOOL(EDUCATIONAL COMPLEX) AND HOSTEL ENVIRONMENT				
148	What is your feeling about the overall environment of the school (educational complex) and the hostel?	Very good Good Average Below Average	1 2 3 4	
149	Do you feel safe and secure in the school (educational complex)/and hostel?	Yes No	1 2	
150	If no, did you ever bring this to the notice of the headmistress/hostel warden or any of the teachers?	Yes No	1 2	
151	If yes, to whom? (multiple options could be provided)	Headmistress/Hostel warden Teacher of the school(educational complex) Any other, specify _____	1 2 3	
152	Whether you or any of your school mates have/has been harassed by any male staff of the school (educational complex)/and hostel?	Yes No	1 2	→155
153	If yes, did you bring this to the notice of school (educational complex)/ and hostel authority or other concerned? (multiple options could be provided)	Headmistress/Hostel warden Teacher(s) <i>Ayah</i> Parents Family member(s) Relative(s) Any other, specify _____	1 2 3 4 5 6 7	
154	Whether to your knowledge, any action has been taken against the alleged culprit for such harassment?	Yes No	1 2	
155	Do you want to continue your studies in this school (educational complex)?	Yes No	1 2	→157
156	If yes, the reasons thereof	Teaching in the school (educational complex) is good Hostel facilities adequate and supportive Safe environment Parents cannot afford primary education School (education complex)is in the same village and near to place of residence It is a single gender (all girls) school Sister is studying	1 2 3 4 5 6 7	

		Cousin is studying		
		Attends to the girls of same tribal community	8	
		Environment of school (educational complex) is close to the family and community culture	9	
		Any other, specify _____	10	
157	If no, the reasons thereof (multiple options could be provided)	Wants to study in the formal school	1	
		Teaching in the school (educational complex) is not good	2	
		Want to have instruction in other languages, than the tribal dialects	3	
		Teaching/learning materials and other facilities not adequate	4	
		Hostel facilities not adequate	5	
		Foods are not upto the standard	6	
		Environment not safe	7	
		Harassment by the male staff	9	
		Any other, specify _____	10	

Note: Efforts have been made to make the questionnaire simple and communicative, so that the beneficiary ST girl students; who are one of the significant sample group; could comprehend the questions on various aspects of the functioning of the educational complex as the participants therein and give their own responses. The word school has been purposely used, along with educational complex, so that they could comprehend the functioning of the educational complex as a set-up/Organisation in a better way. The questions will be asked in Hindi for the understanding of the beneficiary students from Madhya Pradesh and Rajasthan; and in Oriya and Telugu languages respectively for those hailing from Orissa and Andhra Pradesh respectively.

**EVALUATION OF THE SCHEME OF SETTING UP EDUCATIONAL COMPLEXES
IN LOW LITERACY POCKETS FOR THE DEVELOPMENT OF WOMEN’S LITERACY
OF THE MINISTRY OF TRIBAL AFFAIRS (GOVERNMENT OF INDIA)
A Planning Commission (Government of India) Study entrusted to SANKALP**

Q No.	Questions and Filters	Coding Categories		Skip to
3.1 PERSONAL BACKGROUND				
1	What is your name?			
2	What is your age (approximate)?	In complete years <input type="text"/> <input type="text"/>		
3	What is your spouse name?	Name: _____		
5	Your caste	Scheduled Caste (SC) Scheduled Tribe (ST) Other Backward Caste (OBC) General Any other (specify) _____	1 2 3 4 5	
4	Your religion	Hindu Muslim Christian Sikh Buddhist Jain Any other (specify) _____	1 2 3 4 5 6 7	
6	Are you literate (can you read and write)?	Yes No	1 2	→8
7	If yes, details thereof	<u>Formal</u> Below Primary Primary Completed Upper Primary Completed Secondary Completed Senior Secondary Completed Vocational Tertiary <u>Non-Formal</u> Primary Completed Upper Primary Completed <u>Adult Education</u> Literate Neo-Literate	1 2 3 4 5 6 7 8 9 10 11	
8	Whether, your spouse is literate	Yes	1	→10

Schedule – 3 (Questionnaire for Parents of Beneficiary ST Girl Students)

	(can s/he read and write)?	No	2	
9	If yes, details thereof	<u>Formal</u> Below Primary 1 Primary Completed 2 Upper Primary Completed 3 Secondary Completed 4 Senior Secondary Completed 5 Vocational 6 Tertiary 7 <u>Non-Formal</u> Primary Completed 8 Upper Primary Completed 9 <u>Adult Education</u> Literate 10 Neo-Literate 11		
10	Whether you are employed?	Yes No	1 2	→12
11	If yes, the nature of your work	Cultivation 1 Agricultural labour 2 Worker in household industry/home-based workers 3 Worker in factory/ manufacturing unit 4 Building & Other Construction work 5 Trade & Commerce 6 Transport, Storage & Communications 7 Mining 8 Repair of Capital Goods 9 Electricity, Gas & Water 10 Sanitary Services 11 Personal Household Services 12 Services (government/private) 13 Self-employed 14 Any other, specify _____ 15		
12	Whether your spouse is employed?	Yes No	1 2	→14
13	If yes, the nature of her/his work	Cultivation 1 Agricultural labour 2 Worker in household industry/home-based workers 3 Worker in factory/ manufacturing unit 4 Building & Other Construction work 5 Trade & Commerce 6 Transport, Storage & Communications 7 Mining 8		

Schedule – 3 (Questionnaire for Parents of Beneficiary ST Girl Students)

		Repair of Capital Goods	9	
		Electricity, Gas & Water		
		Sanitary Services	10	
		Personal Household Services	11	
		Services (government/private)	12	
		Self-employed	13	
		Any other, specify _____	15	
14	What is the average monthly income of your family?	In Rupees _____		
15	How many children do you have?	Children	In nos.	
		Sons		
		Daughters		
16	Literacy level of the children (6 years and above) (mention the total number of children by sex against the educational level)	*Educational level	Sons Total No.	Daughters Total No.
		1		
		2		
		3		
		4		
		5		
		6		
		7		
		8		
		9		
		10		
		11		
12				
	ILLITERATE..... 1			
	LITERATE			
	<u>Formal</u>			
	Below Primary..... 2			
	Primary Completed..... 3			
	Upper Primary Completed..... 4			
	Secondary Completed..... 5			
	Senior Secondary Completed... 6			
	Vocational..... 7			
	<u>Non-Formal</u>			
	Primary Completed..... 8			
	Upper Primary Completed..... 9			
	<u>Adult Education</u>			
	Literate..... 10			
	Neo-Literate..... 11			
3.2 AWARENESS ON THE FUNCTIONING OF THE EDUCATIONAL COMPLEX				
17	The name of your daughter studying in the educational complex?	Name: _____		
18	In which class she is studying?	Class <input type="text"/> <input type="text"/>		
19	Since when she is studying here?	Month <input type="text"/> <input type="text"/> Year <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		

Schedule – 3 (Questionnaire for Parents of Beneficiary ST Girl Students)

20	Do you know the name of the Organisation, which is running the educational complex?	Yes No	1 2	
21	If yes, the name of the Organisation	Name of the Organisation: _____		
22	Why did you decide to enrol your daughter in the educational complex? (multiple options may be provided)	Near-by to the place of residence Having residential facility Single-gender school Other daughter is studying Daughters of relative(s) studying Any other, specify _____	1 2 3 4 5 6	
23	What is the approximate distance of the educational complex from your place of residence?	In kms: <input type="text"/> <input type="text"/>		
24	Do you visit the educational complex regularly?	Yes No	1 2	→27
25	If yes, frequency of such visits	Daily Alternative day Weekly Fortnightly Bi-monthly Tri-monthly Any other, specify _____	1 2 3 4 5 6 7	
26	When was your last visit to the educational complex? (specify the month and year)	Month <input type="text"/> <input type="text"/> Year <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		
3.3 AWARENESS ABOUT THE TEACHING AND LEARNING PROCESS OF THE EDUCATIONAL COMPLEX				
27	Do you know, who is the Headmistress of the educational complex?	Yes No	1 2	
28	If yes, could you tell her name?	Name: _____		

29	Do you know any of the teachers of the educational complex?	Yes No	1 2	
30	If yes, could you tell her name?	Name: _____		
31	Whether it is to your knowledge that the Headmistress belongs to the local tribal community?	Yes No Don't know	1 2 3	
32	Whether it is to your knowledge that all the teachers belong to the local tribal community?	Yes, all the teachers Yes, some of the teachers No, none of the teachers Don't know	1 2 3 4	
33	Do you have any knowledge about the medium of instruction being used in the educational complex?	Yes No	1 2	→35
34	If yes, the medium of instruction used in the educational complex? (multiple options may be provided)	Tribal dialect(s) Vernacular language Hindi English All the above	1 2 3 4 5	
35	Whether the educational complex is providing the text-books and other teaching-learning materials free of cost or on payment?	Free of cost On payment	1 2	
36	Whether your daughter has been getting the text-books before the beginning of the session/class or after the session/class started?	Before session/class started After session/class started	1 2	
37	Do you know whether your daughter is being provided with teaching-learning materials like slates, copies / notebooks, chalks, pens / pencils free of cost from the educational complex?	Yes No	1 2	
38	Whether your daughter is using any additional text-books/and teaching/and learning material, besides those being provided by the school (educational	Yes No	1 2	→41

Schedule – 3 (Questionnaire for Parents of Beneficiary ST Girl Students)

	complex)?			
39	If yes, whether these materials are sufficient for her work?	Sufficient Not sufficient	1 2	→41
40	If not sufficient, who is/are providing her with the additionally required materials? (multiple options could be provided)	Ourselves/home Relatives Managing with the materials, given by the educational complex Any other, specify _____	1 2 3 4	
41	Whether your daughter has been provided with the uniforms free of cost by the educational complex?	Yes, free of cost No, on payment	1 2	
42	How many such uniforms she has been getting in a year from the educational complex?	One set Two sets	1 2	
43	Whether the uniforms, received from the educational complex are sufficient for her for the entire year?	Sufficient Not sufficient, but managing with the uniforms provided by the school (educational complex) Not sufficient, therefore, getting additional set(s) from the other sources	1 2 3	→45 →45
44	If getting the additional set(s) of uniforms, who is/are providing her with the same?	Ourselves/home Relatives Any other, specify _____	1 2 3	
45	Does she has any other dress to wear except the school uniforms?	Yes No	1 2	→48
46	If yes, how many pairs of such dresses she is having?	In nos. _____		
47	Who is providing these dresses to her? (multiple options may be provided)	Ourselves/home Relatives Any other, specify _____	1 2 3	
48	Whether she is having winter clothes; like sweaters/pullovers, shawls, caps/mufflers etc to wear in winter; both during the school hours and in the hostel?	Yes No	1 2	→50

Schedule – 3 (Questionnaire for Parents of Beneficiary ST Girl Students)

49	If yes, who has been providing her with these winter clothes? (multiple options may be provided)	Educational complex Ourselves/home Relatives Any other, specify _____	1 2 3 4	
50	Whether the winter clothes she is presently having are sufficient for her?	Yes No	1 2	
51	Whether you have any knowledge or information about the quality of instruction being imparted in the educational complex?	Yes No	1 2	
52	Have you ever talked to your daughter about her overall perception on the instruction?	Yes No	1 2	→54
53	If yes, what was her overall perceptions?	Instruction joyful and interesting Instruction uninteresting and boring	1 2	
54	Do you think that she should be imparted the instructions in other languages, besides the tribal dialect(s)?	Yes No	1 2	→56
55	If yes, which other languages should be the medium of instruction? (multiple options may be provided)	Vernacular language Hindi English All the above	1 2 3 4	
56	How do you rate the quality of instruction, being imparted in the educational complex?	Very good Good Average Below average	1 2 3 4	
57	Whether it is to your knowledge that the educational complex has been organising annual day functions?	Yes No Don't Know	1 2 3	→59 →59
58	If yes, have you ever been invited to such a function?	Yes No	1 2	

59	Whether it is to your knowledge that the educational complex has been organising sports day?	Yes No Don't Know	1 2 3	→61 →61
60	If yes, have you ever been invited to such a function?	Yes No	1 2	
61	Whether you as parent is getting some monthly incentive for your daughter's education here?	Yes No	1 2	→63
62	If yes, could you say how much monthly amount you are getting?	In Rs. _____		

3.4 LOGISTIC FACILITY

63	If you have visited the educational complex, did you find the logistic facilities therein adequate or satisfactory to meet the needs of the beneficiary students as well as the teaching and non-teaching staff (the facilities mentioned here provide an exhaustive list of capacities, needed for running an educational complex, whether the same have been covered under the grant or not, in order to make a holistic need assessment)?	Sl. No	Logistic Facility	Available in the complex		Adequate		Can't say
				Yes	No	Yes	No	
		1	Class rooms					
		2	Chairs/benches in the classrooms					
		3	Tables/desks in the classrooms					
		4	Black boards in the classrooms					
		5	Toilets in the teaching block					
		6	Common room for the students in the teaching blocks					
		7	Common room/ staff room/rest room for teachers in the teaching block					
		8	Separate room for the Headmistress within the teaching block					
		9	Library/ reading room					
		10	Laboratory room, in case science streams are covered					
		11	Workshop (for vocational education/ practical training)					
12	Play ground							
13	Space for indoor							

Schedule – 3 (Questionnaire for Parents of Beneficiary ST Girl Students)

			games						
		14	Garden						
		15	Kitchen garden						
		16	Backyard Poultry						
		17	Staff quarters						
64	Whether your village has been provided with drinking water supply/facility?	Yes		1	→66				
		No		2					
65	If yes, the source thereof (multiple options may be provided)	Public water		1					
		Ground water		2					
		Public hand pump		3					
		Well water		4					
		Surface water (river/pond/lake/stream)		5					
		Rain water		6					
		Tanker truck		7					
		Any other, specify _____		8					
66	Whether it is to your knowledge that the educational complex is having adequate drinking water supply/facility?	Yes		1	→69 →69				
		No		2					
		Can't say		3					
67	If yes, whether the source of drinking water supply/facility of the education complex is same as that of the village?	Yes		1	→69				
		No		2					
68	If no, what is the source of such supply/facility? (multiple options may be provided)	Public water		1					
		Ground water		2					
		Public hand pump		3					
		Well water		4					
		Surface water (river/pond/lake/stream)		5					
		Rain water		6					
		Tanker truck		7					
		Any other, specify _____		8					
69	Whether your village has been provided with electricity?	Yes		1	→71				
		No		2					

70	If yes, what is the regularity or continuity of the electricity supply?	Always, with rare load-sheddings Moderate, with occasional load-sheddings Low, with frequent load-sheddings	1 2 3	
71	Whether it is to your knowledge that the educational complex has been provided with electricity?	Yes No Can't says	1 2 3	→74 →74
72	If yes, whether the regularity/continuity of the electricity supply to the educational complex is the same as that of the village?	Yes No	1 2	→74
73	If no, what is the regularity/continuity of the electricity supply?	Always, with rare load-sheddings Moderate, with occasional load-sheddings Low, with frequent load-sheddings	1 2 3	
3.5 GAMES AND PHYSICAL TRAINING				
74	Whether it is to your knowledge that the educational complex has a playground within its premise?	Yes No	1 2	→77
75	If yes, whether the playground is used by the beneficiary students to play outdoor games?	Yes No	1 2	→77
76	If yes, could you name any outdoor game, being played in the playground?	Volley Ball Basket Ball Kho kho Kabaddi Any other specify: _____	1 2 3 4 5	
77	Whether it is to your knowledge that the educational complex has necessary facilities for the indoor games?	Yes No	1 2	→80
78	If yes, whether you are aware of such facilities being utilised for playing indoor games?	Yes No	1 2	→80

79	If yes, could you name any indoor game, being played therein	Carrom Table Tennis Ludo Chess Any other, specify: _____	1 2 3 4 5	
80	Does the educational complex to your knowledge provides any physical training and yoga teaching?	Physical training Yoga teaching Both None	1 2 3 4	
3.6 VOCATIONAL EDUCATION				
81	Whether it is to your knowledge that the educational complex is providing vocational education and practical training to the beneficiary students?	Yes No	1 2	→85
82	Do you know the subjects (trades) being covered under such vocational training?	Agriculture Horticulture Animal Husbandry Fishery Handlooms Handicrafts Any other, specify _____	1 2 3 4 5 6 7	
83	Have you ever visited or participated in any of the vocational education/practical training programmes, being conducted by the educational complex?	Yes No	1 2	→85
84	If yes, did you find that the beneficiary students are being provided with the raw materials and small equipments for their vocational training?	Equipment provided Raw material provided Both provided None of them provided	1 2 3 4	

85	Whether it is to your knowledge that the educational complex is providing training in arts and craft, besides the vocational education in the traditional subjects (trades)?	Yes No	1 2	→87
86	If yes, could you tell the fields which are being covered under arts and craft? (multiple options may be provided)	Crafts Indian Classical Dance Indian Classical Music Theatre/Drama Folk Dance/Folk Music/Folk Art Painting Sculpture/Clay-modelling Any other, specify _____	1 2 3 4 5 6 7 8	
87	Do you think that the vocational education provided in traditional trades as well as in arts and craft will be helpful to the beneficiary students to attain the livelihood skills?	Yes No Can't say	1 2 3	→89 →89
88	If no, whether you suggest shifting to the non-traditional subjects (trades); like computer education, electronic and garments-making?	Yes No	1 2	
3.7 INFORMATION ABOUT THE ADULT EDUCATION CENTRES				
89	Whether you have joined any Adult Education Centre, being run by the educational complex?	Yes, joined No, since such centres do not exist Don't know about existence of such centres	1 2 3	→95 →95
90	If yes, have you ever visited any such centre and interacted with other parent/learners, who are being imparted literacy in these centres?	Yes No	1 2	→92

91	If yes, are you satisfied with the facility being provided in the adult literacy centres?	Yes	1	→93				
		No	2					
92	If no, the improvements to be suggested by you?	Making primers learner-friendly	1					
		Provision of supportive teaching-learning materials	2					
		Flexibility of the teaching schedule	3					
		Any other, specify _____	4					
93	Whether you have ever been, imparted vocational education/practical training in such centres?	Yes	1	→95				
		No	2					
94	If yes, could you tell the field(s), being covered under the vocational education/practical training (multiple options may be provided)	Agriculture	1					
		Horticulture	2					
		Animal Husbandry	3					
		Fishery	4					
		Handlooms	5					
		Handicrafts	6					
		Any other, specify _____	7					
3.8 HOSTEL FACILITY								
95	Have you ever visited the hostel, where your daughter stays?	Yes	1					
		No	2					
96	If no, whether you are having any information about the functioning of the hostel?	Yes	1					
		No	2					
97	If yes, do you know, who is the hostel warden?	Headmistress	1					
		Teacher of the school	2					
		Another person	3					
98	If you have visited the hostel, did you find the logistic and other facilities therein adequate and satisfactory to meet the needs of your daughter and other inmates (the facilities	Sl. No	Logistic Facility	Available in the complex	Adequate		Can't say	
				Yes	No	Yes	No	
		1	Hostel (mention no. of rooms)					
	2	Cots (for hostel						

Schedule – 3 (Questionnaire for Parents of Beneficiary ST Girl Students)

	mentioned here provide an exhaustive list of capacities, needed for running such a full-fledged hostel for girl inmates, whether the same has been covered under the grant or not, in order to make a holistic need assessment)?		inmates)						
		3	Mattresses (for hostel inmates)						
		4	Bed covers (for hostel inmates)						
		5	Pillows (for hostel inmates)						
		6	Pillow covers (for hostel inmates)						
		7	Toilets in the hostel						
		8	Hostel kitchen						
		9	Dining hall/dining space in the hostel						
		10	Utensils like plates, spoons, glasses etc. to cook food in the kitchen and to serve the meals						
		11	Store room in the hostel						
12	Television set for hostel inmates								
99	Are you aware of the quality of food being served in the hostel?	Yes						1	
		No						2	
100	How do you rate the quality of food/meals?	Very good						1	
		Good						2	
		Average						3	
		Below average						4	
101	Are you aware of the cleanliness and the hygienic conditions of the hostel?	Yes						1	
		No						2	
102	What is your opinion about the standard of the cleanliness and the hygienic condition of the hostel?	Fully clean and hygiene						1	
		Partly clean and hygiene						2	
		Fully unclean and unhygienic						3	
3.9 HEALTH SUPPORT/MEDICAL FACILITIES									
103	Whether it is to your knowledge that a doctor is attached to the educational complex and is visiting the complex at regular intervals?	Yes						1	
		No						2	→110
		Don't know						3	→110

104	If yes, do you know the doctor?	Yes No	1 2	
105	Did the doctor ever treat you or other family members?	Yes No	1 2	
106	Whether the doctor stays in your village or in the near-by area, close to the educational complex?	In the village Near- by area Far-off area Don't know	1 2 3 4	
107	Whether it is to your knowledge that the doctor is only attending to the sick students/inmates of the educational complex/and hostel and is also conducting regular health check-ups?	Only attends the sick students Conducts health check-ups Both	1 2 3	
108	Whether it is to your knowledge that the medical facilities provided in/by the educational complex/and hostel is free of cost or on payment?	Free of cost On payment Don't know	1 2 3	
109	Whether the doctor is a government doctor or a private practitioner?	Government doctor Private practitioner Can't say	1 2 3	
3.10 OPINION ABOUT THE OVERALL ENVIRONMENT OF THE EDUCATIONAL COMPLEX/AND HOSTEL ENVIRONMENT				
110	What is your perception about the overall environment of the educational complex, including that of the hostel?	Very good Good Average Below Average	1 2 3 4	
111	Do you feel that the educational complex/and hostel provide safe and secure environment for your daughter(s) and other inmates?	Yes No	1 2	→113
112	If no, did you ever bring this to the notice of the headmistress/hostel warden or any of the teachers?	Yes No	1 2	

113	If yes, to whom? (multiple options could be provided)	Headmistress/Hostel warden Teacher of the school(educational complex) Any other, specify _____	1 2 3	
114	Whether your daughter or to your knowledge any of her school-mates/hostel-mates has ever been harassed by the male staff of the educational complex/and hostel?	Yes No	1 2	→117
115	If yes, with whom you have taken up this/these matter(s)? (multiple options could be provided)	Implementing Organisation Headmistress Class teacher Parents <i>Panchayat</i> Other community leaders Local Administration Any other, specify: _____ Didn't act	1 2 3 4 5 6 7 8 9	
116	Whether to your knowledge, any action has been taken against the alleged culprit(s) for such harassment?	Yes No	1 2	
117	Whether your daughter or any of her school-mate to your knowledge has ever lodged any complaint regarding the malfunctioning of (or the poor facilities in) the educational complex/and hostel?	Yes No	1 2	→120
118	If yes, the complaint(s) relates/relate to (multiple options may be provided)	Inadequate facilities in the educational complex Inadequate facilities in the hostel Poor teaching and learning methods Non-availability of the text-books Non-supply of the text-books in time	1 2 3 4 5	

Schedule – 3 (Questionnaire for Parents of Beneficiary ST Girl Students)

		Inadequacy of supporting teaching-learning materials/and stationeries	6	
		Non-supply of the school uniforms	7	
		Lesser number of teachers	8	
		Absence of teacher(s)	9	
		Non-provision of the vocational education/practical training	10	
		Non-availability of the equipments/and raw materials as well as art materials for practical training	11	
		Non-availability of basic residential facilities like cots, mattresses etc.	12	
		Inadequate/and sub-standard food/meals	13	
		Inadequacy of the outdoor and indoor games	14	
		Inadequacy of physical training and yoga teaching	15	
		Frequent load sheddings	16	
		Non-availability of adequate water for bathing/washing etc.	17	
		Non-availability of pure drinking water	18	
		Any other, specify _____	19	
119	Do you agree that any such complaint(s) is genuine and needs to be addressed by the implementing Organisation?	Genuine and needs to be redressed	1	
		Not genuine, may be ignored	2	
		Can't say	3	
120	Do you want to continue your daughter's studies in this educational complex?	Yes	1	
		No	2	→122

Schedule – 3 (Questionnaire for Parents of Beneficiary ST Girl Students)

121	If yes, the reasons thereof	<p>Teaching in the educational complex is good 1</p> <p>Hostel facilities adequate and supportive 2</p> <p>Safe environment 3</p> <p>Cannot afford primary education of own 4</p> <p>Education complex is in the same village and near to place of residence 5</p> <p>Single gender (all girls) school 6</p> <p>Other daughter studying 7</p> <p>Relative's daughter studying 8</p> <p>Girls of same tribal community studying 9</p> <p>Educational complex imbibes traditional tribal culture 10</p> <p>Any other, specify _____ 11</p>		
122	If no, the reasons thereof (multiple options could be provided)	<p>Wants her to study in the formal school 1</p> <p>Teaching in the educational complex is not good 2</p> <p>Want her to have instruction in other languages, other than the tribal dialects 3</p> <p>Teaching/learning materials and facilities not adequate 4</p> <p>Hostel facilities not adequate 5</p> <p>Foods are not upto the standard 6</p> <p>Environment not safe 7</p> <p>Harassment by the male staff 9</p> <p>Any other, specify _____ 10</p> <p>_____ 11</p>		

**EVALUATION OF THE SCHEME OF SETTING UP EDUCATIONAL COMPLEXES
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A Planning Commission (Government of India) Study entrusted to SANKALP**

Q No.	Questions and Filters	Coding Categories		Skip to
	The research investigators will interact with those local community leaders/and <i>Panchayat</i> representatives, who are aware of the existence and functioning of the sample educational complex(es) in their locality/geographical region in order to find out the information and knowledge they have on the functioning of the educational complex(es) and their assessment/viewpoints thereon.			
4.1.1 PERSONAL AND COMMUNITY BACKGROUND				
1	What is your name?			
2	What is your age (approximate)?	In complete years <input type="text"/> <input type="text"/>		
3	Are/were you a member of a <i>panchayat</i> body?	Presently a member Formerly a member Never a member	1 2 3	→5
4	If presently or formerly a <i>panchayat</i> member, the details thereof	Post held: _____ Post holding: _____		
5	Are/were you holding any other elected or nominated post?	Yes No	1 2	→7
6	If yes, the details thereof	Post held: _____ Post holding: _____		
4.1.2 AWARENESS ON THE EXISTENCE OF THE EDUCATIONAL COMPLEX				
7	Do you know the name of the Organisation, which is running the educational complex in your locality/village/ <i>gram panchayat</i> ?	Yes No Can't say	1 2 3	→9 →9
8	If yes, the name of the Organisation			
9	Do you know who is the Head/Chief Functionary of the Organisation?	Yes No Can't say	1 2 3	→11 →11
10	If yes, could you tell his/her name?	Name: _____		
11	Do you know any of the office-bearers of the Organisation?	Yes No Can't say	1 2 3	→13 →13
12	If yes, could you tell his/her name and designation?	Name: _____ Designation: _____		
13	What is the approximate distance of the educational complex from your place of residence?	In kms: _____		
14	Have you ever visited the educational complex?	Yes No	1 2	→18
15	If yes, how many times?	In nos. _____		
16	When was your last visit to the educational complex? (specify the month and year)	Month <input type="text"/> <input type="text"/> Year <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		
17	Whether the visit was on your own or at the initiative	On your own	1	

	of the Organisation?	At Organisation's initiative	2	
4.1.3 AWARENESS ABOUT THE TEACHING AND LEARNING PROCESS OF THE EDUCATIONAL COMPLEX				
18	Do you know, who is the Headmistress of the educational complex?	Yes No	1 2	→20
19	If yes, could you tell her name?	Name: _____		
20	Do you know any of the teachers of the educational complex?	Yes No	1 2	→22
21	If yes, could you tell her name?	Name: _____		
22	Whether it is to your knowledge that the Headmistress belongs to the local tribal community?	Yes No Don't know	1 2 3	
23	Whether it is to your knowledge that all the teachers belong to the local tribal community?	Yes, all the teachers Yes, some of the teachers No, none of the teachers Don't know	1 2 3 4	
24	Whether you or any other community leader/ Panchayat Raj Institutions' (PRIs) representative(s) have / has been consulted for the appointment of the Headmistress?	Consulted Not consulted Don't know	1 2 3	
25	Whether you or any community leader/PRIs' representative have/has been consulted for the appointment of the teachers of the educational complex?	Consulted Not consulted Don't know	1 2 3	
26	To your knowledge, approximately how many ST girl students are studying in this educational complex?	In nos. (approximately) _____ Don't know	1	
27	Do you have any knowledge about the medium of instruction being used in the educational complex?	Yes No	1 2	→29
28	If yes, the medium of instruction used in the educational complex? (multiple options may be provided)	Tribal dialect(s) Vernacular language Hindi English All the above	1 2 3 4 5	
29	Whether it is to your knowledge that the text-books/and teaching-learning materials are being provided by the educational complex free of cost annually to the beneficiary students?	Yes No Don't know	1 2 3	→31
30	If yes, the source of your information (multiple options may be provided)	Personal interaction with the educational complex Beneficiary students Parents of the beneficiary students Any other, specify _____	1 2 3 4	
31	Whether it is to your knowledge that two sets of school uniforms are being provided by the educational complex to the beneficiary ST girl students free of cost every year?	Yes No Don't know	1 2 3	→33
32	If yes, the source of your information (multiple options may be provided)	Personal interaction with the educational complex Beneficiary students	1 2	

		Parents of the beneficiary students Any other, specify _____	3 4	
33	Whether you have any knowledge or information about the quality of instruction being imparted in the educational complex?	Yes No Don't know	1 2 3	→36 →36
34	If yes, the source of your information (multiple options may be provided)	Personal interaction with the educational complex Beneficiary students Parents of the beneficiary students Any other, specify _____	1 2 3 4	
35	How do you rate the quality of instructions, being imparted in the educational complex?	Very good Good Average Below average	1 2 3 4	
36	Have you ever talked to the beneficiary students about their overall (own) perception on the instructions, being imparted to them?	Yes No	1 2	→38
37	If yes, what was their overall perception?	Instruction joyful and interesting Instruction uninteresting and boring	1 2	
38	Do you think that the beneficiary students should be imparted the instructions in other languages, besides the tribal dialect(s)?	Yes No	1 2	→40
39	If yes, which other languages should be the medium of instruction? (multiple options may be provided)	Vernacular language Hindi English All the above	1 2 3 4	
40	Whether it is to your knowledge that the students and teachers are being provided with the support materials/stationery (slates, copies, notebooks, pencils, pens, blackboard, chalks, dusters etc.) by the educational complex to carry out the teaching-learning?	Yes No Don't know	1 2 3	→43 →43
41	If yes, the source of your information (multiple options may be provided)	Personal interaction with the educational complex Beneficiary students Parents of the beneficiary students Any other, specify _____	1 2 3 4	
42	As per your source of information, whether the support materials/stationery are sufficient to meet the needs of the students and teachers?	Sufficient Manageable Not sufficient Can't say	1 2 3 4	
43	Are you aware of the retention level or the continuity of the beneficiary students in the educational complex?	Yes No Don't know	1 2 3	→46 →46
44	If yes, the source of your information (multiple options may be provided)	Personal interaction with the educational complex Beneficiary students Parents of the beneficiary students Any other, specify _____	1 2 3 4	

45	As per your source of information, how do you view the retention level?	Very good Good Average Below Average Can't say	1 2 3 4 5	
46	Whether your or your relative's ward has been/is studying in the educational complex?	Yes No	1 2	
47	If yes, who has been/is studying there?	My daughter My relative's daughter Both	1 2 3	
48	Whether it is to your knowledge that the educational complex has been organising annual day functions?	Yes No Don't Know	1 2 3	→50 →50
49	If yes, have you ever been invited to such a function?	Yes No	1 2	
50	Whether it is to your knowledge that the educational complex has been organising sports day?	Yes No Don't Know	1 2 3	→52 →52
51	If yes, have you ever been invited to such a function?	Yes No	1 2	

4.1.4 LOGISTIC FACILITY

52	If you have visited the educational complex, did you find the logistic facilities therein adequate or satisfactory to meet the needs of the beneficiary students as well as the teaching and non-teaching staff (the facilities mentioned here provide an exhaustive list of capacities, needed for running an educational complex, whether the same have been covered under the grant or not, in order to make a holistic need assessment)?	Sl. No	Logistic Facility	Available in the complex		Adequate		Can't say
				Yes	No	Yes	No	
		1	Class rooms					
		2	Chairs/benches in the classrooms					
		3	Tables/desks in the classrooms					
		4	Black boards in the classrooms					
		5	Toilets in the teaching block					
		6	Common room for the students in the teaching blocks					
		7	Common room/ staff room/rest room for teachers in the teaching block					
		8	Separate room for the Headmistress within the teaching block					
		9	Library/ reading room					
		10	Laboratory room, in case science streams are covered					
11	Workshop (for							

			vocational education/ practical training)						
		12	Play ground						
		13	Space for indoor games						
		14	Garden						
		15	Kitchen garden						
		16	Backyard Poultry						
		17	Staff quarters						
53	Whether your village has been provided with drinking water supply/facility?	Yes						1	→55
		No						2	
54	If yes, the source thereof (multiple options may be provided)	Public water						1	
		Ground water						2	
		Public hand pump						3	
		Well water						4	
		Surface water (river/pond/lake/stream)						5	
		Rain water						6	
		Tanker truck						7	
		Any other, specify _____						8	
55	Whether it is to your knowledge that the educational complex is having adequate drinking water supply/facility?	Yes						1	→59
		No						2	
		Don't know						3	
56	If yes, the source of your information (multiple options may be provided)	Personal interaction with the educational complex						1	
		Beneficiary students						2	
		Parents of the beneficiary students						3	
		Any other, specify _____						4	
57	Whether the source of drinking water supply/facility of the education complex is same as that of the village?	Yes						1	→59
		No						2	
58	If no, what is the source of such supply/facility? (multiple options may be provided)	Public water						1	
		Ground water						2	
		Public hand pump						3	
		Well water						4	
		Surface water (river/pond/lake/stream)						5	
		Rain water						6	
		Tanker truck						7	
		Any other, specify _____						8	
59	Whether your village has been provided with electricity?	Yes						1	→61
		No						2	
60	If yes, what is the regularity or continuity of the electricity supply?	Always, with rare load-sheddings						1	
		Moderate, with occasional load-sheddings						2	
		Low, with frequent load-sheddings						3	
61	Whether it is to your knowledge that the educational complex has been provided with electricity?	Yes						1	→64
		No						2	
		Don't know						3	

62	If yes, whether the regularity/continuity of the electricity supply to the educational complex is the same as that of the village?	Yes No	1 2	→64
63	If no, what is the regularity/continuity of the electricity supply?	Always, with rare load-sheddings Moderate, with occasional load-sheddings Low, with frequent load-sheddings	1 2 3	
4.1.5 GAMES AND PHYSICAL TRAINING				
64	Whether it is to your knowledge that the educational complex has a playground within its premise?	Yes No Don't know	1 2 3	→67 →67
65	If yes, whether the playground is used by the beneficiary students to play outdoor games?	Yes No Don't know	1 2 3	→67 →67
66	If yes, could you name any outdoor game, being played in the playground?	Volley Ball Basket Ball Kho kho Kabaddi Any other specify _____	1 2 3 4 5	
67	Whether it is to your knowledge that the educational complex has necessary facilities for the indoor games?	Yes No Don't know	1 2 3	→70 →70
68	If yes, whether you aware of such facilities being utilise for playing indoor games?	Yes No Don't know	1 2 3	→70 →70
69	If yes, could you name any indoor game, being played therein	Carrom Table Tennis Ludo Chess Any other, specify _____	1 2 3 4 5	
70	Does the educational complex to your knowledge provides any physical training and yoga teaching?	Physical training Yoga teaching Both None	1 2 3 4	
4.1.6 VOCATIONAL EDUCATION				
71	Whether it is to your knowledge that the educational complex is providing vocational education and practical training to the beneficiary students?	Yes No Don't know	1 2 3	→76 →76
72	If yes, the source of your information (multiple options may be provided)	Personal interaction with the educational complex Beneficiary students Parents of the beneficiary students Any other, specify _____	1 2 3 4	
73	Do you know the subjects (trades) being covered under such vocational training?	Agriculture Horticulture Animal Husbandry Fishery Handlooms	1 2 3 4 5	

		Handicrafts	6	
		Any other, specify _____	7	
		Can't say	8	
74	Have you ever visited or participated in any of the vocational education/practical training programmes, being conducted by the educational complex?	Yes	1	→76
		No	2	
75	If yes, did you find that the beneficiary students are being provided with the raw materials and small equipments for their vocational training?	Equipment provided	1	
		Raw material provided	2	
		Both provided	3	
		None of them provided	4	
76	Whether it is to your knowledge that the educational complex is providing training in arts and craft, besides the vocational education in the traditional subjects (trades)?	Yes	1	→78
		No	2	
77	If yes, could you tell the fields which you know, being covered under arts and craft? (multiple options may be provided)	Crafts	1	
		Indian Classical Dance	2	
		Indian Classical Music	3	
		Theatre/Drama	4	
		Folk Dance/Folk Music/Folk Art	5	
		Painting	6	
		Sculpture/Clay-modelling	7	
		Any other, specify _____	8	
		Can't say	9	
78	Do you think that the vocational education and trainings provided in traditional trades as well as in arts and craft will be helpful to the beneficiary students to attain the livelihood skills?	Yes	1	→80
		No	2	
		Can't say	3	
79	If no, whether you suggest shifting of the vocational education to the non-traditional subjects (trades); like computer education, electronic and garments-making?	Yes	1	
		No	2	
4.1.7 INFORMATION ABOUT THE ADULT EDUCATION CENTRES				
80	Whether it is to your knowledge that the educational complex is running adult educational centres for the non-literate parents of the beneficiary girl students?	Yes	1	→86
		No	2	
		Don't know	3	
81	If yes, have you ever visited any such centre and interacted with the parents, who are being imparted literacy in these centres?	Yes	1	
		No	2	
82	Whether you are satisfied with the facility being provided in the adult literacy centres?	Yes	1	
		No	2	
83	If no, the improvements to be suggested by you (multiple options may be provided)	Modification in the primers	1	
		Provision of supportive teaching-learning materials	2	
		Flexibility of the teaching schedule	3	
		Any other, specify _____	4	

84	Whether it is to your knowledge that any vocational education/practical training is being provided by these adult education centres?	Yes No	1 2	→86				
85	If yes, could you tell the field(s)/trade(s), being covered under the vocational education/practical training? (multiple options may be provided)	Agriculture Horticulture Animal Husbandry Fishery Handlooms Handicrafts Any other, specify _____ Can't say	1 2 3 4 5 6 7 8					
4.1.7 HOSTEL FACILITY								
86	Have you ever visited the hostel, where the beneficiary students stay?	Yes No	1 2	→88				
87	If no, whether you are having any other source of information about the functioning of the hostel?	Yes No	1 2	→89				
88	If yes, the source of your information (multiple options may be provided)	Personal interaction with the educational complex Beneficiary students Parents of the beneficiary students Any other, specify _____	1 2 3 4					
89	Do you know, who is the hostel warden?	Headmistress Teacher of the school Another person Don't know	1 2 3 4					
90	If you have visited the hostel did you find the logistic and other facilities therein adequate and satisfactory to meet the needs of the beneficiary inmates (the facilities mentioned here provide an exhaustive list of capacities, needed for running such a full-fledged hostel for girl inmates, whether the same has been covered under the grant or not, in order to make a holistic need assessment)?	Sl. No	Logistic Facility	Available in the complex		Adequate		Can't say
				Yes	No	Yes	No	
		1	Hostel (mention no. of rooms)					
		2	Cots (for hostel inmates)					
		3	Mattresses (for hostel inmates)					
		4	Bed covers (for hostel inmates)					
		5	Pillows (for hostel inmates)					
		6	Pillow covers (for hostel inmates)					
		7	Toilets in the hostel					
		8	Hostel kitchen					
		9	Dining hall/dining space in the hostel					
	10	Utensils like plates, spoons, glasses etc. to						

			cook food in the kitchen and to serve the meals						
		11	Store room in the hostel						
		12	Television set for hostel inmates						
91	Are you aware of the quality of food being served in the hostel?	Yes		1		No		2	→94
		Don't know		3					→94
92	If yes, the source of your information (multiple options may be provided)	Personally dined in the hostel		1		Beneficiary students		2	
		Parents of the beneficiary students		3		Any other, specify _____		4	
93	What is in your opinion or as per your information, the quality of food/meals?	Very good		1		Good		2	
		Average		3		Below average		4	
94	Are you aware of the cleanliness and the hygienic conditions of the hostel?	Yes		1		No		2	→97
		Don't know		3					→97
95	If yes, the source of your information(multiple options may be provided)	Visited the hostel		1		Beneficiary students		2	
		Parents of the beneficiary students		3		Any other, specify _____		4	
96	What is your opinion about the standard of the cleanliness and the hygienic condition of the hostel?	Fully clean and hygiene		1		Partly clean and hygiene		2	
		Fully unclean and unhygienic		3					
4.1.8 HEALTH SUPPORT/MEDICAL FACILITIES									
97	Whether it is to your knowledge that a doctor is attached to the educational complex and is visiting the complex at regular intervals?	Yes		1		No		2	→104
		Don't know		3					→104
98	If yes, do you know the doctor?	Yes		1		No		2	
99	Did the doctor ever treat you or your family members?	Yes		1		No		2	
100	Whether the doctor stays in your village or in the near-by area, close to the educational complex?	In the village		1		Near-by area		2	
		Far-off area		3		Don't know		4	
101	Whether it is to your knowledge that the doctor is only attending to the sick students/inmates of the educational complex/and hostel and is also conducting regular health check-ups?	Only attends the sick students		1		Conducts health check-ups		2	
		Both		3					

102	Whether it is to your knowledge that the medical facilities provided in/by the educational complex/and hostel is free of cost or on payment?	Free of cost On payment	1 2	
103	Whether the doctor is a government doctor or a private practitioner?	Government doctor Private practitioner Can't say	1 2 3	
4.1.9 OPINION ABOUT THE OVERALL ENVIRONMENT OF THE EDUCATIONAL COMPLEX/AND HOSTEL				
104	What is your perception about the overall environment of the educational complex, including that of the hostel?	Very good Good Average Below Average	1 2 3 4	
105	Do you feel that the educational complex and hostel provide safe and secure environment for the beneficiary girl students?	Yes No	1 2	
106	Whether you have been informed or ever heard of any complaint by any beneficiary student/parent, regarding the malfunctioning or the poor facilities in the educational complex/and hostel?	Yes No	1 2	→109
107	If yes, the complaint(s) relates/relate to (multiple options may be provided)	Inadequate facilities in the educational complex Inadequate facilities in the hostel Poor teaching and learning methods Non-availability of the text-books Non-supply of the text-books in time Inadequacy of supporting teaching-learning materials/and stationeries Non-supply of the school uniforms Lesser number of teachers Absence of teacher(s) Non-provision of the vocational education/practical training Non-availability of the equipments/and raw materials as well as art materials for practical training Non-availability of basic residential facilities like cots, mattresses etc. Inadequate/and sub-standard food/meals Inadequacy of the outdoor and indoor games Inadequacy of physical training and yoga teaching Frequent load sheddings Non-availability of adequate water for bathing/washing etc. Non-availability of pure drinking water Any other, specify _____	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19	
108	Do you agree that any such complaint(s) is genuine and needs to be addressed by the implementing Organisation?	Genuine and needs to be redressed Not genuine, may be ignored Can't say	1 2 3	

109	Whether you have ever received or got to know about any case(s) of harassment of the beneficiary girl students by any male staff of the educational complex/and hostel?	Yes No	1 2	→111
110	If yes, as the community leader, did you respond to such case(s) of harassment by taking up the same with the....(multiple options may be provided)	Implementing Organisation Headmistress Class teacher Parents <i>Panchayat</i> Other community leaders Local Administration Any other, specify: _____ Didn't act	1 2 3 4 5 6 7 8 9	
111	Do you think that such an educational complex is a self-sufficient unit catering to the holistic needs of the ST girl children or your preference will be for formal schooling for such children?	Educational complex self-sufficient Prefer the formal school system	1 2	
112	How far the local community leaders/representatives; including the representatives of the Panchayat Raj Institutions (PRIs) are being involved in the overall functioning of the educational complex/and hostel?	Very often Often Sometimes Rarely Never	1 2 3 4 5	
113	Do you feel that the involvement of the local community will enhance the functioning and the output of such educational complex(s)?	Highly beneficial Moderately beneficial Not so much beneficial Will not matter Can't say	1 2 3 4 5	
114	Whether you will make any specific suggestion for the improvement of the functioning of the educational complex(es)?	Yes No	1 2	
115	If yes, suggestion(s) thereon....			

**EVALUATION OF THE SCHEME OF SETTING UP EDUCATIONAL COMPLEXES
IN LOW LITERACY POCKETS FOR THE DEVELOPMENT OF WOMEN'S LITERACY
OF THE MINISTRY OF TRIBAL AFFAIRS (GOVERNMENT OF INDIA)
A Planning Commission (Government of India) Study entrusted to SANKALP**

Q No.	Questions and Filters	Coding Categories		Skip to
	The research investigators will interact with those local community leaders/and <i>Panchayat</i> representatives, who are aware of the existence and functioning of the sample educational complex(es) in their locality/geographical region in order to find out the information and knowledge they have on the functioning of the educational complex(es) and their assessment/viewpoints thereon.			
4.1.1 PERSONAL AND COMMUNITY BACKGROUND				
1	What is your name?			
2	What is your age (approximate)?	In complete years <input type="text"/> <input type="text"/>		
3	Are/were you a member of a <i>panchayat</i> body?	Presently a member Formerly a member Never a member	1 2 3	→5
4	If presently or formerly a <i>panchayat</i> member, the details thereof	Post held: _____ Post holding: _____		
5	Are/were you holding any other elected or nominated post?	Yes No	1 2	→7
6	If yes, the details thereof	Post held: _____ Post holding: _____		
4.1.2 AWARENESS ON THE EXISTENCE OF THE EDUCATIONAL COMPLEX				
7	Do you know the name of the Organisation, which is running the educational complex in your locality/village/ <i>gram panchayat</i> ?	Yes No Can't say	1 2 3	→9 →9
8	If yes, the name of the Organisation			
9	Do you know who is the Head/Chief Functionary of the Organisation?	Yes No Can't say	1 2 3	→11 →11
10	If yes, could you tell his/her name?	Name: _____		
11	Do you know any of the office-bearers of the Organisation?	Yes No Can't say	1 2 3	→13 →13
12	If yes, could you tell his/her name and designation?	Name: _____ Designation: _____		
13	What is the approximate distance of the educational complex from your place of residence?	In kms: _____		
14	Have you ever visited the educational complex?	Yes No	1 2	→18
15	If yes, how many times?	In nos. _____		
16	When was your last visit to the educational complex? (specify the month and year)	Month <input type="text"/> <input type="text"/> Year <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		
17	Whether the visit was on your own or at the initiative	On your own	1	

	of the Organisation?	At Organisation's initiative	2	
4.1.3 AWARENESS ABOUT THE TEACHING AND LEARNING PROCESS OF THE EDUCATIONAL COMPLEX				
18	Do you know, who is the Headmistress of the educational complex?	Yes No	1 2	→20
19	If yes, could you tell her name?	Name: _____		
20	Do you know any of the teachers of the educational complex?	Yes No	1 2	→22
21	If yes, could you tell her name?	Name: _____		
22	Whether it is to your knowledge that the Headmistress belongs to the local tribal community?	Yes No Don't know	1 2 3	
23	Whether it is to your knowledge that all the teachers belong to the local tribal community?	Yes, all the teachers Yes, some of the teachers No, none of the teachers Don't know	1 2 3 4	
24	Whether you or any other community leader/ Panchayat Raj Institutions' (PRIs) representative(s) have / has been consulted for the appointment of the Headmistress?	Consulted Not consulted Don't know	1 2 3	
25	Whether you or any community leader/PRIs' representative have/has been consulted for the appointment of the teachers of the educational complex?	Consulted Not consulted Don't know	1 2 3	
26	To your knowledge, approximately how many ST girl students are studying in this educational complex?	In nos. (approximately) _____ Don't know	1	
27	Do you have any knowledge about the medium of instruction being used in the educational complex?	Yes No	1 2	→29
28	If yes, the medium of instruction used in the educational complex? (multiple options may be provided)	Tribal dialect(s) Vernacular language Hindi English All the above	1 2 3 4 5	
29	Whether it is to your knowledge that the text-books/and teaching-learning materials are being provided by the educational complex free of cost annually to the beneficiary students?	Yes No Don't know	1 2 3	→31
30	If yes, the source of your information (multiple options may be provided)	Personal interaction with the educational complex Beneficiary students Parents of the beneficiary students Any other, specify _____	1 2 3 4	
31	Whether it is to your knowledge that two sets of school uniforms are being provided by the educational complex to the beneficiary ST girl students free of cost every year?	Yes No Don't know	1 2 3	→33
32	If yes, the source of your information (multiple options may be provided)	Personal interaction with the educational complex Beneficiary students	1 2	

		Parents of the beneficiary students Any other, specify _____	3 4	
33	Whether you have any knowledge or information about the quality of instruction being imparted in the educational complex?	Yes No Don't know	1 2 3	→36 →36
34	If yes, the source of your information (multiple options may be provided)	Personal interaction with the educational complex Beneficiary students Parents of the beneficiary students Any other, specify _____	1 2 3 4	
35	How do you rate the quality of instructions, being imparted in the educational complex?	Very good Good Average Below average	1 2 3 4	
36	Have you ever talked to the beneficiary students about their overall (own) perception on the instructions, being imparted to them?	Yes No	1 2	→38
37	If yes, what was their overall perception?	Instruction joyful and interesting Instruction uninteresting and boring	1 2	
38	Do you think that the beneficiary students should be imparted the instructions in other languages, besides the tribal dialect(s)?	Yes No	1 2	→40
39	If yes, which other languages should be the medium of instruction? (multiple options may be provided)	Vernacular language Hindi English All the above	1 2 3 4	
40	Whether it is to your knowledge that the students and teachers are being provided with the support materials/stationery (slates, copies, notebooks, pencils, pens, blackboard, chalks, dusters etc.) by the educational complex to carry out the teaching-learning?	Yes No Don't know	1 2 3	→43 →43
41	If yes, the source of your information (multiple options may be provided)	Personal interaction with the educational complex Beneficiary students Parents of the beneficiary students Any other, specify _____	1 2 3 4	
42	As per your source of information, whether the support materials/stationery are sufficient to meet the needs of the students and teachers?	Sufficient Manageable Not sufficient Can't say	1 2 3 4	
43	Are you aware of the retention level or the continuity of the beneficiary students in the educational complex?	Yes No Don't know	1 2 3	→46 →46
44	If yes, the source of your information (multiple options may be provided)	Personal interaction with the educational complex Beneficiary students Parents of the beneficiary students Any other, specify _____	1 2 3 4	

45	As per your source of information, how do you view the retention level?	Very good Good Average Below Average Can't say	1 2 3 4 5	
46	Whether your or your relative's ward has been/is studying in the educational complex?	Yes No	1 2	
47	If yes, who has been/is studying there?	My daughter My relative's daughter Both	1 2 3	
48	Whether it is to your knowledge that the educational complex has been organising annual day functions?	Yes No Don't Know	1 2 3	→50 →50
49	If yes, have you ever been invited to such a function?	Yes No	1 2	
50	Whether it is to your knowledge that the educational complex has been organising sports day?	Yes No Don't Know	1 2 3	→52 →52
51	If yes, have you ever been invited to such a function?	Yes No	1 2	

4.1.4 LOGISTIC FACILITY

52	If you have visited the educational complex, did you find the logistic facilities therein adequate or satisfactory to meet the needs of the beneficiary students as well as the teaching and non-teaching staff (the facilities mentioned here provide an exhaustive list of capacities, needed for running an educational complex, whether the same have been covered under the grant or not, in order to make a holistic need assessment)?	Sl. No	Logistic Facility	Available in the complex		Adequate		Can't say
				Yes	No	Yes	No	
		1	Class rooms					
		2	Chairs/benches in the classrooms					
		3	Tables/desks in the classrooms					
		4	Black boards in the classrooms					
		5	Toilets in the teaching block					
		6	Common room for the students in the teaching blocks					
		7	Common room/ staff room/rest room for teachers in the teaching block					
		8	Separate room for the Headmistress within the teaching block					
		9	Library/ reading room					
		10	Laboratory room, in case science streams are covered					
11	Workshop (for							

			vocational education/ practical training)							
		12	Play ground							
		13	Space for indoor games							
		14	Garden							
		15	Kitchen garden							
		16	Backyard Poultry							
		17	Staff quarters							
53	Whether your village has been provided with drinking water supply/facility?	Yes							1	→55
		No							2	
54	If yes, the source thereof (multiple options may be provided)	Public water							1	
		Ground water							2	
		Public hand pump							3	
		Well water							4	
		Surface water (river/pond/lake/stream)							5	
		Rain water							6	
		Tanker truck							7	
		Any other, specify _____							8	
55	Whether it is to your knowledge that the educational complex is having adequate drinking water supply/facility?	Yes							1	→59
		No							2	
		Don't know							3	
56	If yes, the source of your information (multiple options may be provided)	Personal interaction with the educational complex							1	
		Beneficiary students							2	
		Parents of the beneficiary students							3	
		Any other, specify _____							4	
57	Whether the source of drinking water supply/facility of the education complex is same as that of the village?	Yes							1	→59
		No							2	
58	If no, what is the source of such supply/facility? (multiple options may be provided)	Public water							1	
		Ground water							2	
		Public hand pump							3	
		Well water							4	
		Surface water (river/pond/lake/stream)							5	
		Rain water							6	
		Tanker truck							7	
		Any other, specify _____							8	
59	Whether your village has been provided with electricity?	Yes							1	→61
		No							2	
60	If yes, what is the regularity or continuity of the electricity supply?	Always, with rare load-sheddings							1	
		Moderate, with occasional load-sheddings							2	
		Low, with frequent load-sheddings							3	
61	Whether it is to your knowledge that the educational complex has been provided with electricity?	Yes							1	→64
		No							2	
		Don't know							3	

62	If yes, whether the regularity/continuity of the electricity supply to the educational complex is the same as that of the village?	Yes No	1 2	→64
63	If no, what is the regularity/continuity of the electricity supply?	Always, with rare load-sheddings Moderate, with occasional load-sheddings Low, with frequent load-sheddings	1 2 3	
4.1.5 GAMES AND PHYSICAL TRAINING				
64	Whether it is to your knowledge that the educational complex has a playground within its premise?	Yes No Don't know	1 2 3	→67 →67
65	If yes, whether the playground is used by the beneficiary students to play outdoor games?	Yes No Don't know	1 2 3	→67 →67
66	If yes, could you name any outdoor game, being played in the playground?	Volley Ball Basket Ball Kho kho Kabaddi Any other specify _____	1 2 3 4 5	
67	Whether it is to your knowledge that the educational complex has necessary facilities for the indoor games?	Yes No Don't know	1 2 3	→70 →70
68	If yes, whether you aware of such facilities being utilise for playing indoor games?	Yes No Don't know	1 2 3	→70 →70
69	If yes, could you name any indoor game, being played therein	Carrom Table Tennis Ludo Chess Any other, specify _____	1 2 3 4 5	
70	Does the educational complex to your knowledge provides any physical training and yoga teaching?	Physical training Yoga teaching Both None	1 2 3 4	
4.1.6 VOCATIONAL EDUCATION				
71	Whether it is to your knowledge that the educational complex is providing vocational education and practical training to the beneficiary students?	Yes No Don't know	1 2 3	→76 →76
72	If yes, the source of your information (multiple options may be provided)	Personal interaction with the educational complex Beneficiary students Parents of the beneficiary students Any other, specify _____	1 2 3 4	
73	Do you know the subjects (trades) being covered under such vocational training?	Agriculture Horticulture Animal Husbandry Fishery Handlooms	1 2 3 4 5	

		Handicrafts	6	
		Any other, specify _____	7	
		Can't say	8	
74	Have you ever visited or participated in any of the vocational education/practical training programmes, being conducted by the educational complex?	Yes No	1 2	→76
75	If yes, did you find that the beneficiary students are being provided with the raw materials and small equipments for their vocational training?	Equipment provided Raw material provided Both provided None of them provided	1 2 3 4	
76	Whether it is to your knowledge that the educational complex is providing training in arts and craft, besides the vocational education in the traditional subjects (trades)?	Yes No	1 2	→78
77	If yes, could you tell the fields which you know, being covered under arts and craft? (multiple options may be provided)	Crafts Indian Classical Dance Indian Classical Music Theatre/Drama Folk Dance/Folk Music/Folk Art Painting Sculpture/Clay-modelling Any other, specify _____ Can't say	1 2 3 4 5 6 7 8 9	
78	Do you think that the vocational education and trainings provided in traditional trades as well as in arts and craft will be helpful to the beneficiary students to attain the livelihood skills?	Yes No Can't say	1 2 3	→80 →80
79	If no, whether you suggest shifting of the vocational education to the non-traditional subjects (trades); like computer education, electronic and garments-making?	Yes No	1 2	
4.1.7 INFORMATION ABOUT THE ADULT EDUCATION CENTRES				
80	Whether it is to your knowledge that the educational complex is running adult educational centres for the non-literate parents of the beneficiary girl students?	Yes No Don't know	1 2 3	→86 →86
81	If yes, have you ever visited any such centre and interacted with the parents, who are being imparted literacy in these centres?	Yes No	1 2	
82	Whether you are satisfied with the facility being provided in the adult literacy centres?	Yes No	1 2	
83	If no, the improvements to be suggested by you (multiple options may be provided)	Modification in the primers Provision of supportive teaching-learning materials Flexibility of the teaching schedule Any other, specify _____	1 2 3 4	

84	Whether it is to your knowledge that any vocational education/practical training is being provided by these adult education centres?	Yes No	1 2	→86				
85	If yes, could you tell the field(s)/trade(s), being covered under the vocational education/practical training? (multiple options may be provided)	Agriculture Horticulture Animal Husbandry Fishery Handlooms Handicrafts Any other, specify _____ Can't say	1 2 3 4 5 6 7 8					
4.1.7 HOSTEL FACILITY								
86	Have you ever visited the hostel, where the beneficiary students stay?	Yes No	1 2	→88				
87	If no, whether you are having any other source of information about the functioning of the hostel?	Yes No	1 2	→89				
88	If yes, the source of your information (multiple options may be provided)	Personal interaction with the educational complex Beneficiary students Parents of the beneficiary students Any other, specify _____	1 2 3 4					
89	Do you know, who is the hostel warden?	Headmistress Teacher of the school Another person Don't know	1 2 3 4					
90	If you have visited the hostel did you find the logistic and other facilities therein adequate and satisfactory to meet the needs of the beneficiary inmates (the facilities mentioned here provide an exhaustive list of capacities, needed for running such a full-fledged hostel for girl inmates, whether the same has been covered under the grant or not, in order to make a holistic need assessment)?	Sl. No	Logistic Facility	Available in the complex		Adequate		Can't say
				Yes	No	Yes	No	
		1	Hostel (mention no. of rooms)					
		2	Cots (for hostel inmates)					
		3	Mattresses (for hostel inmates)					
		4	Bed covers (for hostel inmates)					
		5	Pillows (for hostel inmates)					
		6	Pillow covers (for hostel inmates)					
		7	Toilets in the hostel					
		8	Hostel kitchen					
		9	Dining hall/dining space in the hostel					
	10	Utensils like plates, spoons, glasses etc. to						

			cook food in the kitchen and to serve the meals						
		11	Store room in the hostel						
		12	Television set for hostel inmates						
91	Are you aware of the quality of food being served in the hostel?	Yes		1		No		2	→94
		Don't know		3					→94
92	If yes, the source of your information (multiple options may be provided)	Personally dined in the hostel		1		Beneficiary students		2	
		Parents of the beneficiary students		3		Any other, specify _____		4	
93	What is in your opinion or as per your information, the quality of food/meals?	Very good		1		Good		2	
		Average		3		Below average		4	
94	Are you aware of the cleanliness and the hygienic conditions of the hostel?	Yes		1		No		2	→97
		Don't know		3					→97
95	If yes, the source of your information(multiple options may be provided)	Visited the hostel		1		Beneficiary students		2	
		Parents of the beneficiary students		3		Any other, specify _____		4	
96	What is your opinion about the standard of the cleanliness and the hygienic condition of the hostel?	Fully clean and hygiene		1		Partly clean and hygiene		2	
		Fully unclean and unhygienic		3					
4.1.8 HEALTH SUPPORT/MEDICAL FACILITIES									
97	Whether it is to your knowledge that a doctor is attached to the educational complex and is visiting the complex at regular intervals?	Yes		1		No		2	→104
		Don't know		3					→104
98	If yes, do you know the doctor?	Yes		1		No		2	
99	Did the doctor ever treat you or your family members?	Yes		1		No		2	
100	Whether the doctor stays in your village or in the near-by area, close to the educational complex?	In the village		1		Near-by area		2	
		Far-off area		3		Don't know		4	
101	Whether it is to your knowledge that the doctor is only attending to the sick students/inmates of the educational complex/and hostel and is also conducting regular health check-ups?	Only attends the sick students		1		Conducts health check-ups		2	
		Both		3					

102	Whether it is to your knowledge that the medical facilities provided in/by the educational complex/and hostel is free of cost or on payment?	Free of cost On payment	1 2	
103	Whether the doctor is a government doctor or a private practitioner?	Government doctor Private practitioner Can't say	1 2 3	
4.1.9 OPINION ABOUT THE OVERALL ENVIRONMENT OF THE EDUCATIONAL COMPLEX/AND HOSTEL				
104	What is your perception about the overall environment of the educational complex, including that of the hostel?	Very good Good Average Below Average	1 2 3 4	
105	Do you feel that the educational complex and hostel provide safe and secure environment for the beneficiary girl students?	Yes No	1 2	
106	Whether you have been informed or ever heard of any complaint by any beneficiary student/parent, regarding the malfunctioning or the poor facilities in the educational complex/and hostel?	Yes No	1 2	→109
107	If yes, the complaint(s) relates/relate to (multiple options may be provided)	Inadequate facilities in the educational complex Inadequate facilities in the hostel Poor teaching and learning methods Non-availability of the text-books Non-supply of the text-books in time Inadequacy of supporting teaching-learning materials/and stationeries Non-supply of the school uniforms Lesser number of teachers Absence of teacher(s) Non-provision of the vocational education/practical training Non-availability of the equipments/and raw materials as well as art materials for practical training Non-availability of basic residential facilities like cots, mattresses etc. Inadequate/and sub-standard food/meals Inadequacy of the outdoor and indoor games Inadequacy of physical training and yoga teaching Frequent load sheddings Non-availability of adequate water for bathing/washing etc. Non-availability of pure drinking water Any other, specify _____	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19	
108	Do you agree that any such complaint(s) is genuine and needs to be addressed by the implementing Organisation?	Genuine and needs to be redressed Not genuine, may be ignored Can't say	1 2 3	

109	Whether you have ever received or got to know about any case(s) of harassment of the beneficiary girl students by any male staff of the educational complex/and hostel?	Yes No	1 2	→111
110	If yes, as the community leader, did you respond to such case(s) of harassment by taking up the same with the....(multiple options may be provided)	Implementing Organisation Headmistress Class teacher Parents <i>Panchayat</i> Other community leaders Local Administration Any other, specify: _____ Didn't act	1 2 3 4 5 6 7 8 9	
111	Do you think that such an educational complex is a self-sufficient unit catering to the holistic needs of the ST girl children or your preference will be for formal schooling for such children?	Educational complex self-sufficient Prefer the formal school system	1 2	
112	How far the local community leaders/representatives; including the representatives of the Panchayat Raj Institutions (PRIs) are being involved in the overall functioning of the educational complex/and hostel?	Very often Often Sometimes Rarely Never	1 2 3 4 5	
113	Do you feel that the involvement of the local community will enhance the functioning and the output of such educational complex(s)?	Highly beneficial Moderately beneficial Not so much beneficial Will not matter Can't say	1 2 3 4 5	
114	Whether you will make any specific suggestion for the improvement of the functioning of the educational complex(es)?	Yes No	1 2	
115	If yes, suggestion(s) thereon....			

**EVALUATION OF THE SCHEME OF SETTING UP EDUCATIONAL COMPLEXES
IN LOW LITERACY POCKETS FOR THE DEVELOPMENT OF WOMEN'S LITERACY
OF THE MINISTRY OF TRIBAL AFFAIRS (GOVERNMENT OF INDIA)
A PLANNING COMMISSION (GOVERNMENT OF INDIA) STUDY ENTRUSTED TO SANKALP**

Q No.	Questions and Filters	Coding Categories		Skip to
	<p>The research investigators will interact with those officials of the District administration/ and State Government; who are dealing with the matters, related to the tribal affairs and development; and are posted in the concerned Department(s) at the District/ State level; in order to find out the information and knowledge of the interviewee officials as well as their assessment on the functioning of the educational complexes.</p> <p>The research investigators at the outset will mention the name(s) of the selected implementing agencies (who are running the educational complexes), chosen as sample for the evaluation; to gauge the official response to their functioning, both individually (per complex/ implementing agency basis) and collectively(an overall assessment of the scheme).</p>			
5.1 ABOUT THE OFFICIAL				
1	Name (in full)	_____		
2	Designation	_____		
3	Official Address Telephone Nos., with STD Code Mobile No., if any Fax No, if any E-mail address, if any	_____ _____ _____ _____ _____ _____ _____ _____		
5. 2 KNOWLEDGE ON THE FUNCTIONING OF THE EDUCATIONAL COMPLEX				
4	What are your sources of information and knowledge on the functioning of the educational complex/ complexes, being run in your District/ State[the name(s) of the implementing agency/agencies, which has/have been chosen as the sample agency/ agencies for the assessment to be mentioned to the interviewee official by the research investigators]? (multiple options may be provided)	Visits to the educational complex Officially dealing with the scheme Other concerned officials Interactions with the Organisation's representatives Parents of the beneficiary students Beneficiary students Community leaders Any other, specify _____	1 2 3 4 5 6 7 8	
5	If made visits to the educational complex, for how many times?	In nos. <input type="text"/> <input type="text"/>		

6	When was your last visit to the educational complex? (the month and year may be specified)	Month_____ Year_____		
7	The purpose of the visit(s)	Monitoring-review-evaluation As a part of official assignment At Organisation's invitation At the request of parents of the beneficiary students To attend to the complaint(s) on the functioning of the educational complex Any other, specify_____	1 2 3 4 5 6	
8	What is your overall assessment about the functioning of the educational complex?	Very good Good Average Below average	1 2 3 4	
9	Whether any formal written report has been submitted to the local/district administration/and State Government on the functioning of the educational complex?	Yes No	1 2	→ 11
10	If yes, the copy/copies of such report(s) may be provided, if the same is/are not confidential?			
5.3 ASSESSMENT ON THE TEACHING AND LEARNING PROCESS OF THE EDUCATIONAL COMPLEX				
11	Do you know, who is the Headmistress of the educational complex?	Yes No	1 2	→ 13
12	If yes, could you tell her name?	Name:_____		
13	Do you know any of the teachers of the educational complex?	Yes No	1 2	→ 15
14	If yes, could you tell her name?	Name:_____		
15	Whether it is to your knowledge that the Headmistress belongs to the local tribal community?	Yes No Don't know	1 2 3	
16	Whether it is to your knowledge that all the teachers belong to the local tribal community?	Yes, all the teachers Yes, some of the teachers No, none of the teachers Can't say	1 2 3 4	
17	Whether it is to your knowledge that the educational complex is running to its full capacity in terms of enrolment?	Yes No Can't say	1 2 3	
18	Do you have any knowledge about the medium of instruction being used in the educational complex?	Yes No	1 2	→ 20
19	If yes, the medium of instruction used in the educational complex? (multiple options may be provided)	Tribal dialect(s) Vernacular language Hindi	1 2 3	

		English	4	
		All the above	5	
20	Whether it is to your knowledge that the text-books/and teaching-learning materials are being provided by the educational complex free of cost annually to the beneficiary students?	Yes No Don't know	1 2 3	
21	Whether it is to your knowledge that two sets of school uniforms are being provided by the educational complex to the beneficiary ST girl students free of cost every year?	Yes No Don't know	1 2 3	
22	Whether you have any knowledge or information about the quality of instruction being imparted in the educational complex?	Yes No Don't know	1 2 3	→ 24 → 24
23	If yes, how do you rate the quality of instructions, being imparted in the educational complex?	Very good Good Average Below average	1 2 3 4	
24	Have you ever talked to the beneficiary students about their overall (own) perception on the instructions, being imparted to them?	Yes No	1 2	→ 26
25	If yes, what was their overall perception?	Instruction joyful and interesting Instruction uninteresting and boring	1 2	
26	Do you think that the beneficiary students should be imparted the instructions in other languages, besides the tribal dialect(s)?	Yes No	1 2	→ 28
27	If yes, which other languages should be the medium of instruction? (multiple options may be provided)	Vernacular language Hindi English All the above	1 2 3 4	
28	Whether it is to your knowledge that the teachers and students are being provided with the support materials/stationery (slates, copies, notebooks, pencils, pens, blackboard, chalks, dusters etc.) by the educational complex to carry out the teaching-learning?	Yes No Don't know	1 2 3	
29	Are you aware of the retention level or the continuity of the beneficiary students in the educational complex?	Yes No Don't know	1 2 3	→ 31 → 31
30	If yes, how do you rate the retention level?	Very good Good Average Below Average	1 2 3 4	

31	Whether it is to your knowledge that the educational complex has been organising annual day functions?	Yes No Don't Know	1 2 3	→ 33 → 33			
32	If yes, have you ever been invited to such a function?	Yes No	1 2				
33	Whether it is to your knowledge that the educational complex has been organising sports day?	Yes No Don't Know	1 2 3	→ 35 → 35			
34	If yes, have you ever been invited to such a function?	Yes No	1 2				
5.4 LOGISTIC FACILITY							
35	If you have visited the educational complex, did you find the logistic facilities therein adequate or satisfactory to meet the needs of the beneficiary students as well as the teaching and non-teaching staff (the facilities mentioned here provide an exhaustive list of capacities, needed for running an educational complex, whether the same have been covered under the grant or not, in order to make a holistic need assessment)?	Sl. No	Logistic Facility	Available in the complex	Adequate	Can't say	
				Yes	No	Yes	No
		1	Class rooms				
		2	Chairs/benches in the classrooms				
		3	Tables/desks in the classrooms				
		4	Black boards in the classrooms				
		5	Toilets in the teaching block				
		6	Common room for the students in the teaching blocks				
		7	Common room/ staff room/rest room for teachers in the teaching block				
		8	Separate room for the Headmistress within the teaching block				
		9	Library/ reading room				
		10	Laboratory room, in case science streams are covered				
		11	Workshop (for vocational education/ practical training)				
		12	Play ground				
		13	Space for indoor games				
14	Garden						
15	Kitchen garden						

		16	Backyard Poultry					
		17	Staff quarters					
36	Whether it is to your knowledge that the educational complex is having adequate drinking water supply/facility?	Yes No Don't know	1 2 3					→ 38 → 38
37	If yes, what is the source of such supply/facility? (multiple options may be provided)	Public water Ground water Public hand pump Well water Surface water (river/pond/lake/stream) Rain water Tanker truck Any other, specify _____ Can't say	1 2 3 4 5 6 7 8 9					
38	Whether it is to your knowledge that the educational complex has been provided with electricity?	Yes No Don't know	1 2 3					→ 40 → 40
39	If yes, what is the regularity/continuity of the electricity supply?	Always, with rare load-sheddings Moderate, with occasional load-sheddings Low, with frequent load-sheddings Can't say	1 2 3 4					
5.5 GAMES AND PHYSICAL TRAINING								
40	Whether it is to your knowledge that the educational complex has a playground within its premise?	Yes No Don't know	1 2 3					→ 43 → 43
41	If yes, whether the playground is used by the beneficiary students to play outdoor games?	Yes No Don't know	1 2 3					→ 43 → 43
42	If yes, could you name any outdoor game, being played in the playground?	Volley Ball Basket Ball Kho kho Kabaddi Any other, specify _____	1 2 3 4 5					
43	Whether it is to your knowledge that the educational complex has necessary facilities for the indoor games?	Yes No Don't know	1 2 3					→ 46 → 46
44	If yes, whether you are aware of such facilities being utilised for playing indoor games?	Yes No Don't know	1 2 3					→ 46 → 46
45	If yes, could you name any indoor game, being played therein	Carrom Table Tennis Ludo Chess Any other, specify _____	1 2 3 4 5					

46	Does the educational complex to your knowledge provides any physical training and yoga teaching?	Physical training Yoga teaching Both None	1 2 3 4	
5.6 VOCATIONAL EDUCATION				
47	Whether it is to your knowledge that the educational complex is providing vocational education and practical training to the beneficiary students?	Yes No Don't know	1 2 3	→ 51 → 51
48	Do you know the subjects (trades) being covered under such vocational training?	Agriculture Horticulture Animal Husbandry Fishery Handlooms Handicrafts Any other, specify _____ Can't say	1 2 3 4 5 6 7 8	
49	Have you ever visited or participated in any of the vocational education/practical training programmes, being conducted by the educational complex?	Yes No	1 2	→ 51
50	If yes, did you find that the beneficiary students are being provided with the raw materials and small equipments for their vocational training?	Equipment provided Raw material provided Both provided None of them provided	1 2 3 4	
51	Whether it is to your knowledge that the educational complex is providing training in craft as well as performing and visual arts; besides the vocational education in the traditional subjects (trades)?	Yes No Don't know	1 2 3	→ 53 → 53
52	If yes, could you tell the fields which you know, are being covered in such training programmes? (multiple options may be provided)	Crafts Indian Classical Dance Indian Classical Music Theatre/Drama Folk Dance/Folk Music/Folk Art Painting Sculpture/Clay-modelling Any other, specify _____ Can't say	1 2 3 4 5 6 7 8 9	
53	Do you think that the vocational education and trainings provided in traditional trades as well as in crafts and performing and visual arts will be helpful to the beneficiary students to attain the livelihood skills?	Yes No Can't say	1 2 3	
54	If no, whether you would like to suggest shifting of the focus of	Yes	1	

	vocational education to the non-traditional subjects (trades); like computer education, electronic and garments-making?	No	2	
5.7 INFORMATION ABOUT THE ADULT EDUCATION CENTRES				
55	Whether it is to your knowledge that the educational complex is running adult educational centres for the non-literate parents of the beneficiary girl students?	Yes No Don't know	1 2 3	→ 61 → 61
56	If yes, have you ever visited any such centre and interacted with the parents, who are being imparted literacy in these centres?	Yes No	1 2	
57	If you know about the facility being provided in the adult literacy centres then, whether you are satisfied with the same?	Yes No Don't know	1 2 3	→ 61 → 61
58	If no, the improvements to be suggested by you (multiple options may be provided)	More learner-friendly primers Provision of supportive teaching-learning materials Flexibility of the teaching schedule Any other, specify _____	1 2 3 4	
59	Whether it is to your knowledge that any vocational education/practical training is being provided by these adult education centres?	Yes No	1 2	→ 61
60	If yes, could you tell the field(s)/trade(s), being covered under the vocational education/practical training? (multiple options may be provided)	Agriculture Horticulture Animal Husbandry Fishery Handlooms Handicrafts Any other, specify _____ Can't say	1 2 3 4 5 6 7 8	
5.8 HOSTEL FACILITY				
61	Have you ever visited the hostel, where the beneficiary students reside?	Yes No	1 2	→ 64
62	If no, whether you are having any other source of information about the functioning of the hostel?	Yes No	1 2	→ 64
63	If yes, the source of your information (multiple options may be provided)	Interaction with the Organisation's representatives From other officials Parents of the beneficiary students Beneficiary students	1 2 3 4	

		Community leaders	5					
		Any other, specify _____	6					
64	If you are aware of the functioning of the hostel; do you know, who is the hostel warden?	Headmistress	1					
		Teacher of the school	2					
		Another person	3					
		Can't say	4					
65	If you have visited the hostel, did you find the logistic and other facilities therein adequate and satisfactory to meet the needs of the beneficiary inmates (the facilities mentioned here provide an exhaustive list of capacities, needed for running such a full-fledged hostel for girl inmates, whether the same has been covered under the grant or not, in order to make a holistic need assessment)?	Sl. No	Logistic Facility	Available in the complex		Adequate		Can't say
				Yes	No	Yes	No	
		1	Hostel (mention no. of rooms)					
		2	Cots (for hostel inmates)					
		3	Mattresses (for hostel inmates)					
		4	Bed covers (for hostel inmates)					
		5	Pillows (for hostel inmates)					
		6	Pillow covers (for hostel inmates)					
		7	Toilets in the hostel					
		8	Hostel kitchen					
		9	Dining hall/dining space in the hostel					
		10	Utensils like plates, spoons, glasses etc. to cook food in the kitchen and to serve the meals					
		11	Store room in the hostel					
12	Television set for hostel inmates							
66	Are you aware of the quality of food being served in the hostel?	Yes	1					
		No	2	→ 69				
		Don't know	3	→ 69				
67	If yes, the source of your information (multiple options may be provided)	Personally dined in the hostel	1					
		From other officials	2					
		Beneficiary students	3					
		Parents of the beneficiary students	4					
		Community leaders	5					
		Any other, specify _____	6					
68	How do you rate the quality of food/meals?	Very good	1					
		Good	2					
		Average	3					
		Below average	4					

69	Are you aware of the cleanliness and the hygienic conditions of the hostel?	Yes No Don't know	1 2 3	→71 →71
70	If yes, what is your opinion about the standard of the cleanliness and the hygienic condition of the hostel?	Fully clean and hygiene Partly clean and hygiene Fully unclean and unhygienic	1 2 3	
5.9 HEALTH SUPPORT/MEDICAL FACILITIES				
71	Whether it is to your knowledge that a doctor is attached to the educational complex and visiting the complex at regular intervals?	Yes No Don't know	1 2 3	→75 →75
72	If yes, do you know the doctor?	Yes No	1 2	
73	Whether it is to your knowledge that the doctor is only attending to the sick students/inmates of the educational complex/and hostel and is also conducting regular health check-ups?	Only attends the sick students Conducts health check-ups Both Can't say	1 2 3 4	
74	Whether the doctor is a government doctor or a private practitioner?	Government doctor Private practitioner Don't know	1 2 3	
75	Whether it is to your knowledge that the medical facilities provided in/by the educational complex/and hostel is free of cost or on payment?	Free of cost On payment	1 2	
5.10 OPINION ABOUT THE OVERALL ENVIRONMENT OF THE EDUCATIONAL COMPLEX/AND HOSTEL				
76	What is your perceptions about the overall environment of the educational complex, including that of the hostel?	Very good Good Average Below Average	1 2 3 4	
77	Do you feel that the educational complex/and hostel provide safe and secure environment for the beneficiary girl students?	Yes No	1 2	
78	Whether any complaint has been lodged with you or has come to your notice, regarding malfunctioning or poor facilities in/inadequate maintenance of the hostel?	Yes No	1 2	→82
79	If yes, who has lodged such complaint(s)? (multiple options may be provided)	Parents of beneficiary students Beneficiary students Community/panchayat leaders Teacher of the educational complex Non-teaching staff of the educational complex Local official(s) Any other, specify _____	1 2 3 4 5 6 7	

80	The complaint(s) relates/relate to (multiple options may be provided)	<p>Inadequate facilities in the educational complex</p> <p>Inadequate facilities in the hostel</p> <p>Poor teaching and learning methods</p> <p>Non-availability of the text-books</p> <p>Non-supply of the text-books in time</p> <p>Inadequacy of supporting teaching-learning materials/and stationeries</p> <p>Non-supply of the school uniforms</p> <p>Lesser number of teachers</p> <p>Absence of teacher(s)</p> <p>Non-provision of the vocational education/practical training</p> <p>Non-availability of the equipments/and raw materials as well as art materials for practical training</p> <p>Non-availability of basic residential facilities like cots, mattresses etc.</p> <p>Inadequate/and sub-standard food/meals</p> <p>Inadequacy of the outdoor and indoor games</p> <p>Inadequacy of physical training and yoga teaching</p> <p>Frequent load sheddings</p> <p>Non-availability of adequate water for bathing/washing etc.</p> <p>Non-availability of pure drinking water</p> <p>Any other, specify _____</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12</p> <p>13</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p>	
81	Do you agree that the complaint(s) is/are genuine/and needs/need to be redressed by the implementing Organisation?	<p>Genuine and needs to be redressed</p> <p>Not genuine, may be ignored</p> <p>Can't say</p>	<p>1</p> <p>2</p> <p>3</p>	
82	Whether you have ever received or got to know about any case(s) of harassment of the beneficiary girl students by any male staff of the educational complex/and hostel or any member of the management of the implementing agency?	<p>Yes, by male staff</p> <p>Yes, by member of management</p> <p>No</p>	<p>1</p> <p>2</p> <p>3</p>	→85
83	If yes, the details of action taken on the reported case(s) of harassment (multiple options may be provided)	<p>Explanation sought from the implementing agency</p> <p>Official inquiry ordered</p> <p>Referred to the local panchayat</p> <p>Any other, specify _____</p> <p>No action taken</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>	
84	Whether any disciplinary or punitive action was taken against the alleged culprit(s)?	<p>Yes</p> <p>No</p>	<p>1</p> <p>2</p>	

85	Do you think that such an educational complex is a self-sufficient educational unit, catering to the holistic needs of the ST girl children or your preference will be for formal schooling for such children?	Educational complex self-sufficient Prefer the formal school system	1 2	
86	Whether you will make any specific suggestion for the improvement of the format, guidelines and implementational details of the scheme to optimise its outputs to provide quality primary (and above level) education to the socially, educationally and geographically excluded and marginalized groups of ST girl children?	Yes No	1 2	
87	If yes, suggestion(s) thereon....			