

# **Chapter 4**

## **Inclusive Education**



## Chapter 4

### Inclusive Education

This Chapter primarily focuses on education of Children with Special Needs (CwSN) and Girls and implementation of the interventions intended towards their larger retention. The significant audit findings are outlined below:

- Out of 0.97 lakh to 1.46 lakh CwSN enrolled during 2018-23, 0.67 lakh CwSN across all classes had discontinued education in the State. The percentage of drop out ranged between 11 and 35 *per cent*.
- As an incentive for CwSN to continue school education, State Government provides Transport and Escort allowances and stipend to CwSN girl students. However, 380 eligible CwSN were deprived of the Transport and Escort allowances, 477 eligible CwSN girl were deprived of stipend on account of transfer of allowances to dormant / wrong bank accounts, due to the failure of the Department in ensuring correctness of the bank accounts of the beneficiaries.
- Assistive aids and appliances were not supplied to 311 eligible CwSN students, indicating lapses in extending support to the eligible CwSN.
- There were shortfalls in availability of CwSN-friendly infrastructure in schools, as in 13 to 26 *per cent* schools, where 0.97 lakh to 1.46 lakh CwSN were enrolled during 2018-23, ramp facilities did not exist. Similarly, 31 to 44 *per cent* schools lacked CwSN friendly toilet facilities.
- Kasturba Gandhi Balika Vidyalayas, which are residential schools established exclusively for girl students belonging to SC, ST, OBC and minority communities in difficult areas, lacked adequate living space, laboratories, classrooms, *etc*. Infrastructural constraints in these schools did not help in wider enrolment and retention of girl students.
- There was shortfall in providing funds to 13 to 19,260 schools for imparting self-defence trainings to girls. Thus, girl students were deprived of valuable skills for self-protection and developing self-confidence.

#### 4.1 Education for CwSN

The Rights of Persons with Disabilities (RPwD) Act, 2016 was enacted by the Parliament in pursuance of United Nations Convention on the Rights of Persons with Disabilities. Section 3 of the RPwD Act casts responsibility upon the

appropriate governments to ensure that Persons with Disabilities (PwD) enjoy their rights at par with others. Section 31 of the said Act stipulates that, every child between the age group of six and eighteen years, with a benchmark disability, shall have the right to free education. The amendment to RTE Act (in August 2012) provides children with severe - multiple disabilities, the right to opt for Home Based Education (HBE). Paragraph 1.5 of SSIF envisages supporting PwD children from the foundational to secondary stage of schooling in government, government aided and local bodies' schools, in the form of stipend, transportation, escort, supply of aids and appliances and institutional support by establishment of resource rooms, support for special educator/resource persons along with establishment of CwSN friendly infrastructure.

#### **4.1.1 Enrolment and Dropout of Children with Special Needs**

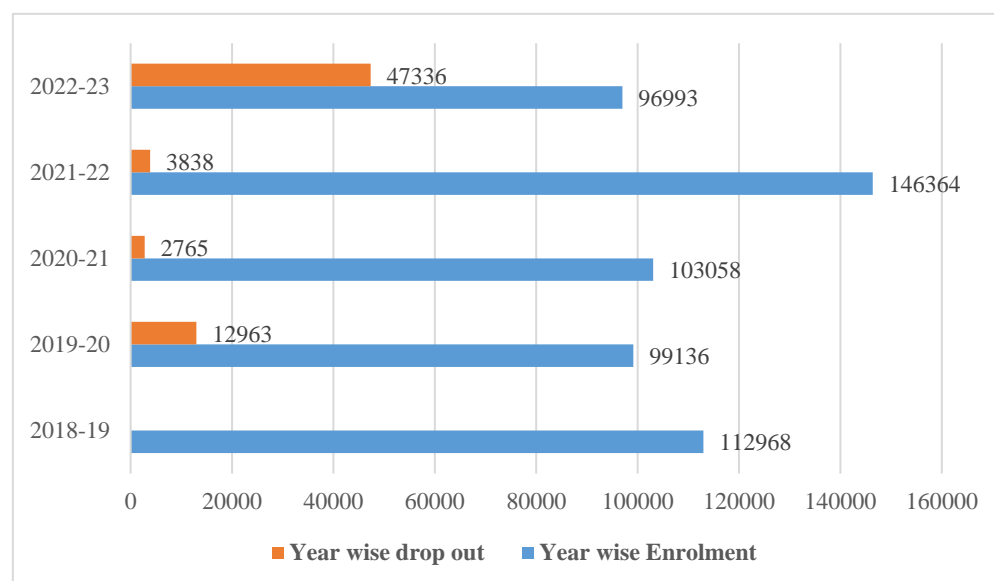
Paragraph 4.8.3 of SSIF stipulates targeted interventions to improve retention and school completion rates for disadvantaged CwSN. In this regard, emphasis has been laid in SSIF on identification and assessment of children with disabilities as well as retention of CwSN students in the schools for completion of their education. The year-wise enrolment and dropout of CwSN in the State as a whole, is depicted in **Table 4.1** and **Chart 4.1**.

**Table 4.1: Enrolment and dropout of CwSN**

Class	2018-19	2019-20	2020-21	2021-22	2022-23	Total
	<i>(No. of CwSN enrolled)</i>					
I	5693	4760	5450	10400	7299	33602
II	10660	7436	6797	13390	8470	46753
III	12545	10350	8603	16770	8928	57196
IV	13552	12150	11762	18053	10204	65721
V	13776	12712	12406	18047	10993	67934
VI	12080	10968	12054	16669	10672	62443
VII	14393	12298	12107	15805	11947	66550
VIII	14160	12684	13210	14534	10863	65451
IX	8148	8817	10649	10443	7959	46016
X	7935	6590	9686	9578	6889	40678
XI	14	172	234	1375	1544	3339
XII	12	199	100	1300	1225	2836
<b>Total</b>	<b>112968</b>	<b>99136</b>	<b>103058</b>	<b>146364</b>	<b>96993</b>	<b>558519</b>
<b>Year wise dropout<sup>10</sup></b>	<b>-</b>	<b>12963</b>	<b>2765</b>	<b>3838</b>	<b>47336</b>	<b>66902</b>
<b>Percentage of dropout</b>		<b>15</b>	<b>11</b>	<b>16</b>	<b>35</b>	

*(Source: Audit analysis of data furnished by OSEPA)*

<sup>10</sup> Total enrolment of CwSN in respective classes during the year minus enrolment at the next level of classes during the following year

**Chart 4.1: Chart showing year wise enrolment and dropout of CwSN**

(Source: Audit analysis of data furnished by OSEPA)

**Table 4.1** indicates that out of 0.97 lakh to 1.46 lakh CwSN enrolled during 2018-23, 0.67 lakh CwSN across all classes had discontinued education in the State. The percentage of drop out ranged between 11 to 35 *per cent*. In the year 2022-23, 0.47 lakh CwSN students discontinued schooling, which was the highest during 2018-23.

In the six sampled districts, only Subarnapur district did not witness any dropout of CwSN in any of the years between 2019-20 and 2022-23. In Koraput district, only one dropout case was noticed for the year 2022-23, whereas Nabarangpur and Sambalpur each registered the highest dropout of 19 CwSN students. Bhadrak and Nuapada witnessed the dropout of eight and nine CwSN respectively, during 2018-23. The reasons for discontinuation of education by CwSN were not furnished by the schools.

The Department stated (October 2024) that 50,611 CwSN (visually impaired) students had been provided with spectacles and therefore, their names had been removed from the CwSN list in 2024-25. However, the department did not offer any comments on dropout of CwSN students in previous years.

#### 4.1.2 Transport and Escort Allowance to CwSN

Rule 6 (7) of the RTE Rules, 2010 envisages that the government concerned will endeavour to make appropriate and safe arrangements for children with disabilities to enable them to attend school.

As per the activity-wise guidelines on Inclusive Education for CwSN, issued (2018-20) by OSEPA under Samagra Shiksha, CwSN studying in Government or Government aided schools shall be entitled to the following allowances:

- (i) those with 60 to 75 *per cent* disability studying in Classes I to VIII, shall be entitled to transport allowance (TA) at the rate of ₹ 3,000 per year,
- (ii) those with 40 *per cent* or more disability, studying in Classes IX to XII shall be entitled to TA at the rate of ₹ 1,000 per year,

- (iii) those with 75 *per cent* and more disability, studying in Classes I to XII, shall be entitled to an Escort Allowance (EA) at the rate of ₹ 3,000 per year. In all the cases, 50 *per cent* attendance in schools is the requisite condition for availing these allowances.

OSEPA revised (2020-21) the rate of TA to ₹ 1,200 for 40 to 75 *per cent* disabilities of all categories and EA to ₹ 1,800 for six months. The rate of TA and EA was further revised (2022-23) to ₹ 300 and ₹ 400 per month respectively, subject to payment for 10 months in a year.

Further, as per the above said guidelines, the TA and EA shall be transferred to the respective bank accounts of the CwSN/ parents through RTGS. The District Project Co-ordinators of Samagra Shiksha were required to complete the activities relating to Inclusive Education in time in order to enable 100 *per cent* expenditure.

Audit noticed that in the sampled districts, 16,410 CwSN were eligible for TA and EA during 2018-23. However, 380 (2.3 *per cent*) eligible CwSN in three sampled districts were deprived of this benefit, because the DPCs transferred the allowances to dormant/ wrong bank accounts of CwSN/ parents, as summarised in **Table 4.2**. Further, the DPC, in one district (Koraput), provided TA and EA at a rate lower<sup>11</sup> than the stipulated rate to 153 eligible CwSN during 2021-22, on account of inadequacy of funds.

**Table 4.2: CwSN deprived of Transport and Escort allowance in sampled districts during the period 2018-23**

Name of the district	CwSN eligible for TA	CwSN eligible for EA	CwSN children deprived of the benefit	
			TA	EA
Bhadrak	1910	2258	84	71
Koraput	1351	612	100	80
Nabarangpur	512	267	20	25
Nuapada	1989	1550	0	0
Sambalpur	2444	1712	0	0
Sonepur	1071	734	0	0
<b>Total</b>	<b>9277</b>	<b>7133</b>	<b>204</b>	<b>176</b>
<b>Total</b>			<b>380</b>	

(Source: Information furnished by the Districts Project Coordinator)

Audit conducted beneficiary survey along with staff of test-checked schools and observed that the parents of CwSN (Koraput) were unaware of special benefits like stipend, TA/ EA as well as assistive devices which were available for CwSN getting enrolled in schools. Though Paragraph 9.4.6 of the SSIF provides for conducting awareness, advocacy and outreach plan, 81 *per cent* sampled government and government aided schools had not conducted awareness programme to make the parents/ guardians of CwSN aware of the allowances available for CwSN students.

<sup>11</sup> During 2020-21, the DPC Koraput provided TA at the rate of ₹786 against the stipulated rate of ₹1,200 for six months to 122 CwSN and EA at the rate of ₹1,741 against the stipulated rate of ₹1,800 for six months to 31 CwSN.

Section 16 (iii) of the RPwD Act, 2016, provides that the Government should provide reasonable residential accommodation in schools to children with disabilities according to their requirements. However, no residential accommodation facilities in schools were created by OSEPA in the State for the CwSN students. As a result, CwSN with severe disabilities who were unable to move, did not attend school.

The Department stated (October 2024) that financial assistance to CwSN students of Bhadrak and Nabarangpur districts could not be provided, as their bank accounts were either inoperative or frozen. In case of Koraput district, the reply was not specific.

#### 4.1.3 Stipend to CwSN girls

As per stipulation in Paragraphs 8.4 and 9.4.3 of SSIF and the activity-wise guidelines on Inclusive Education for CwSN, issued (2018-20) by OSEPA, CwSN girl students, with 40 *per cent* or more disabilities, studying in Classes I to XII in government or government aided schools are entitled to a stipend of ₹ 2,000 per year. The schools would collect the applications from eligible CwSN girl students, the Block Education Officers would submit the list of eligible students to the DPCs and DPCs would release the stipend to CwSN girl students'/ parents' bank accounts.

Audit noticed that the DPCs in sampled districts, had provided stipend to 11,551 eligible CwSN girl students during 2018-23. However, in three districts, 477 (four *per cent*) eligible CwSN girl students were deprived of the benefit, as shown in *Table 4.3*.

**Table 4.3: CwSN girl students deprived of benefit of stipend in sampled districts during the period 2018-23**

(Figures represent numbers)

Sampled district	Eligible	Provided	Deprived
Bhadrak	2,493	2,367	126
Koraput	1,835	1,733	102
Nabarangpur	1,651	1,651	0
Nuapada	2,075	2,075	0
Sambalpur	2,547	2,298	249
Sonepur	1,427	1,427	0
<b>Total</b>	<b>12,028</b>	<b>11,551</b>	<b>477</b>

(Source: Information furnished by sampled blocks)

Audit observed that in Koraput and Bhadrak districts, 228 CwSN girl students were deprived of the benefit of stipend due to failed transactions in their bank accounts. In Sambalpur district, due to non-placement of demand for funds by the Block authorities for disbursement of stipends, 249 eligible CwSN were deprived of the benefit during 2018-23.

Audit observed that there was no timely reporting of beneficiaries' details by the blocks and prompt remedial action by DPCs to settle the failed transactions. As a result, the eligible CwSN girl students were deprived of the benefit.

The Department stated (October 2024) that they had started transferring funds to the bank accounts of CwSN through PFMS portal to avoid failed transactions. The Department also gave an assurance regarding communicating the recommendations of Audit to the field functionaries for remedial actions.

**Recommendation 4.1**

*The Department should create widespread awareness and frame effective monitoring mechanism to ensure timely transfer of allowances to the eligible CwSN.*

**4.1.4 Supply of aids, appliances and assistive devices**

Paragraphs 9.4.1 and 9.4.2 of SSIF stipulate, *inter alia*, providing of support in the form of walking canes, walkers, wheelchairs, prosthetics, braille kits, hearing aids, assistive living kits, *etc.* to CwSN. As per the activity-wise guidelines on inclusive education for CwSN issued by OSEPA under Samagra Shiksha, medical assessment camps were to be conducted annually at the block level for clinical assessment of CwSN in convergence with local hospitals and institutions, working for the disabled and assistive devices supplied through Government Agencies / Government rate contract firms / open tender at district level.

Audit noticed that 10 sampled BEOs had identified 1,458 CwSN through Medical assessment camps during 2018-23, who required assistive aids and appliances. However, 311 (21 *per cent*) identified CwSNs were not provided with such devices as of October 2023, as shown in **Table 4.4**.

**Table 4.4: CwSN who were eligible for aid and appliances in the sampled blocks**

Sampled district	Sampled Block	Year of organisation of camp	No. of CwSN identified	No. of CwSN not provided with aid and appliances
Bhadrak	Bhandaripokhari	2018-23	355	0
	Bonth	2018-23	193	41
Koraput	Boipariguda	2021-22	86	86
	Semiliguda	2021-22	66	66
Nabrangpur	Kosagumuda	2020-21 2021-22	50	50
	Nandahandi	2020-21 2021-22	94	68
Nuapada	Komna	2018-23	120	0
	Nuapada Sadar	2018-23	168	0
Sambalpur	Bamra	2018-23	60	0
	Maneswar	2018-23	266	0
<b>Total</b>			<b>1,458</b>	<b>311</b>

(Source: Information furnished by sampled blocks)

Audit observed that in one sampled district (Koraput), the DPC placed funds (March 2023) with the ALIMCO<sup>12</sup> for supply of aids and appliances, but the same had not been received from the supplier till September 2023. As such, required assistive devices could not be made available to the CwSN.

The Department while admitting (October 2024) the fact, stated that they had issued instructions to the ALIMCO authorities to provide the aids and appliances in time. However, the Department did not offer any views with regard to non/short supply of aids and appliances to the CwSN students.

<sup>12</sup> Artificial Limbs Manufacturing Corporation of India – a GoI undertaking

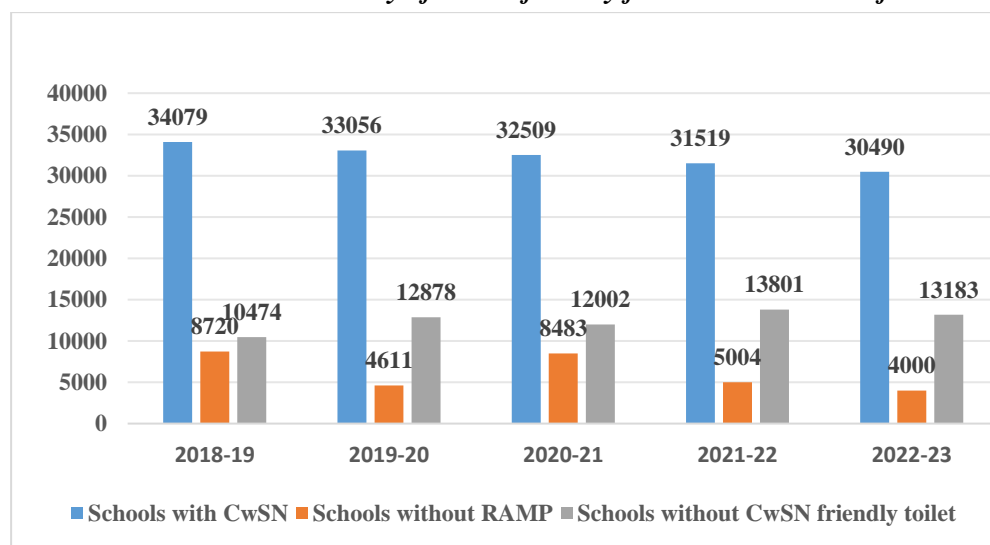


### 4.1.5 Absence of CwSN-friendly facilities in schools

Paragraphs 5.5.5 and 5.5.6 of SSIF stipulate that all schools should have minimum basic facilities including toilets for CwSN, barrier-free access to enable all children including children with disabilities to be able to move in all areas of the school and use all facilities. States need to ensure that appropriate barrier-free features are incorporated in all the new buildings and that the existing school buildings are modified for the purpose.

The availability of CwSN-friendly facilities in schools where CwSN children were enrolled during 2018-23, is indicated in **Chart 4.2**.

**Chart 4.2: Year-wise availability of CwSN friendly facilities in schools of the State**



(Source: Information furnished by OSEPA)

It was observed that in 13 to 26 *per cent* schools, where CwSN children ranging from 0.97 lakh to 1.46 lakh were enrolled during 2018-23, no ramp facilities existed. Similarly, 31 to 44 *per cent* of such schools lacked CwSN friendly toilet facilities. Thus, the State was unable to establish CwSN-friendly facilities, leading to lesser retention of CwSN children in education and denying suitable access to all students.

The Department stated (October 2024) that new additional classrooms with CwSN friendly facilities like ramps, handrails and CwSN toilets had been constructed during 2023-25.

#### Recommendation 4.2

*Steps should be taken by the State Government to ensure CwSN friendly infrastructure in schools to enable them to have equal access to quality education.*

#### **4.1.6 Delayed supply of teaching-learning material**

Paragraph III (ii) of the Manual on Financial Management (FMP) and Procurement for Samagra Shiksha and Paragraph 1.5 of SSIF stipulate support<sup>13</sup> to CwSN in schools at all levels from Classes I to XII. Braille and large print books must be provided to children with visual impairment by schools. Besides, timely supply of books is important for ensuring quality education, especially for CwSN.

Audit noticed that the OSEPA had placed a printing order (August 2019) with the Text Book Production and Marketing (TBPM)<sup>14</sup> for printing 7,216 sets of large print books for children of Classes I to X, with low vision, for the year 2019-20. TBPM completed printing only after a lapse of more than one year (September 2020). OSEPA instructed (September 2020) the DPCs to receive the books from TBPM and ensure distribution of the same to the children, but by that time, the academic session 2019-20 was already over. The books were thus, distributed to children during 2020-21, after a lapse of six months from the commencement of the academic session. Similarly, due to non-timely receipt of braille books by the DPCs from the Red Cross printing press, the books were supplied to the visually impaired students with delays ranging from two to three months of commencement of academic years, during the year 2018-23.

Thus, due to lack of proper planning and time-bound action by OSEPA, the CwSN were deprived of getting the required teaching and learning material in time.

The Department did not offer any specific views with respect to the supply of teaching and learning materials during 2018-23, but stated (October 2024) that Braille and large print books had been supplied to the districts during 2023-24 and 2024-25.

#### **4.1.7 Non-functional enrolment and education of CwSN**

Paragraph 9.4.7 of SSIF stipulates that the State shall ensure that children with disabilities who are enrolled in schools, fully participate in the general schooling process and are able to realise their best potential. Also, efforts should be made for making the appropriate educational support available to children with severe and multiple disabilities who are unable to go to schools.

During Joint Physical Inspection (JPI), Audit noticed that in four schools<sup>15</sup> of Koraput district, seven CwSN, who were enrolled in different classes had never attended schools, whereas some children attended the school occasionally. Out of these, four CwSN were hearing/speech impaired and three were mentally retarded which included one CwSN who was non-responsive *i.e.*, unable to move due to severe disabilities. Even without attending the school or any provision for home-based education (HBE) facilities, two CwSN completed the

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<sup>13</sup> The support included - Braille and large print books for children with visual impairment, stipend for CwSN girls, aids & appliances, assistive devices, support for special educators and resource persons, *etc.*

<sup>14</sup> State Government Printing Press

<sup>15</sup> Government Project Upper Primary School, Banaguda; Government Upgraded High School (UGHS) Chandrapada; Government UGHS, Mahuli and Government UGHS, Tanginiguda

primary level of education and were enrolled in the upper primary class by promoting them to the next higher level.

During JPI, the parents of the CwSN as well as the Headmaster (HM) of the school stated that the special educators were not providing the HBE to the CwSN for fulfilling their education needs. The above facts indicated that teaching needs of the CwSN had not been adequately addressed to, for providing quality education to CwSN.

The Department stated (October 2024) that, every year orientation programmes were organised at Block level to monitor attendance/ retention of CwSN students. It further assured that recommendation of Audit would be acted upon for larger retention of CwSN in School Education.

#### **Recommendation 4.3:**

*Adequate monitoring and need-based intervention towards larger retention of CwSN in school education needs to be properly addressed at different levels of implementation.*

## **4.2 Girls' education**

As per Paragraph 1.2.3 of FMP of Samagra Shiksha, bridging social and gender gaps in school education is one of the major objectives of the programme to make it inclusive for all. The gender gap in enrolment of boys and girls from primary to higher secondary stages of education during 2018-19 to 2022-23, in the State is shown in **Table 4.5**.

**Table 4.5: Year-wise enrolment of boys and girls in school education**

Year	Enrolment of children (Class-I to XII)		Girls to Boys ratio
	Boys	Girls	
2018-19	41,49,850	39,52,481	0.95
2019-20	39,54,567	37,32,327	0.94
2020-21	39,93,163	37,67,335	0.94
2021-22	38,53,640	36,73,877	0.95
2022-23	39,03,221	37,08,450	0.95
<b>Total</b>	<b>1,98,54,441</b>	<b>1,88,34,470</b>	<b>0.94</b>
	<b>5.94 per cent decline</b>	<b>6.17 per cent decline</b>	

(Source: Analysis of data furnished by OSEPA)

It may be seen that the enrolment of both girls and boys had declined in 2022-23 as compared to 2018-19. In case of girls, the decline was 6.17 *per cent*, which was higher in comparison to the decline of 5.94 *per cent* among boys, despite availability of facilities under Samagra Shiksha to retain the students in the education fold. Audit observed that lack of adequate residential schooling facilities, girls' friendly infrastructure and amenities in schools/ hostels and implementation of programme to ensure safety and security of girl students were some of the indicative reasons for decline in participation of girls in education, as discussed in the subsequent paragraphs:

The Department stated (October 2024) that the State had taken all possible measures for enrolment of all children in School Education. However, the

measures being taken up by the Department were found to be insufficient as the enrolment rate of girls was not only below that of boys, but was also declining during 2018-23.

#### 4.2.1 Category-wise enrolment of girl students in school education

Audit analysis revealed that there was a rise of 0.09 lakh (one *per cent*) in enrolment of girl students, belonging to SC and ST during 2022-23 as compared to 2021-22, after a decrease of 1.08 lakh (six *per cent*) from 2018-19 to 2021-22. There has been an overall decline in enrolment in 2022-23 as compared to 2018-19, as shown in **Table 4.6**.

**Table 4.6: Category-wise enrolment of girl students during 2018-23**

(Figures in lakh)

Category	2018-19	2019-20	2020-21	2021-22	2022-23
General	6.78	6.39	6.29	6.13	6.12
OBC	14.48	13.44	13.77	13.43	13.69
SC	7.50	7.12	7.17	6.94	7.01
ST	10.76	10.38	10.45	10.24	10.26
<b>Total</b>	<b>39.52</b>	<b>37.33</b>	<b>37.68</b>	<b>36.74</b>	<b>37.08</b>

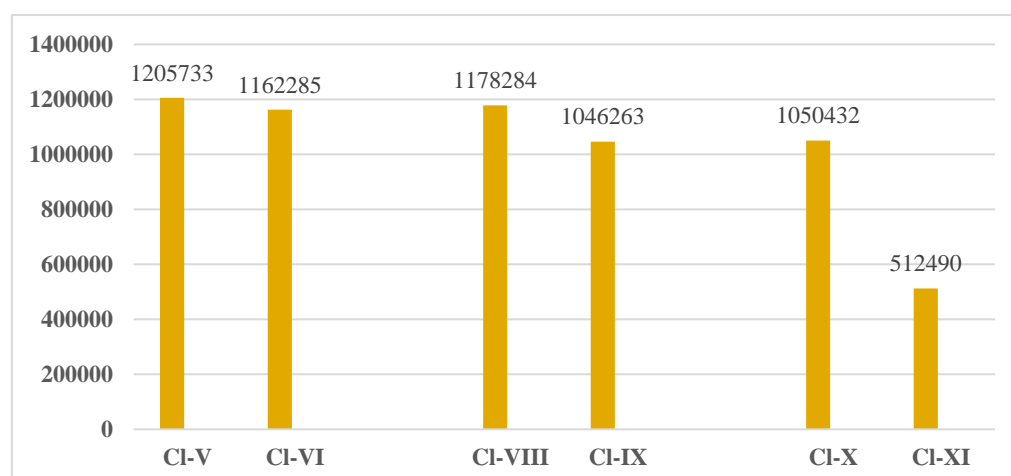
(Source: Analysis of data furnished by OSEPA)

The Department stated (October 2024) that there was rise in enrolment of girl students belonging to SC/ ST/OBC in 2022-23 over 2021-22 and the decline in enrolment of girls in 2021-22 over 2018-19 was very less. However, the enrolment in 2022-23 was still less than 2018-19 in all categories and hence the Department needs to consistently assess the sufficiency of the measures implemented for increase of enrolment of girls.

#### 4.2.2 Transition of girl students from one level to another level of education

The transition of students from one level to the next level of education is an indicator to assess the continuity of students in school education. Audit noticed that there was a transition loss of 0.34 lakh (2.4 *per cent*) from Primary to Upper Primary, 1.34 lakh (10 *per cent*) from Upper Primary to Secondary and 4.67 lakh (38 *per cent*) from Secondary to Higher Secondary level among all categories of girl students during 2018-23. However, the proportion of transition loss among female students belonging to SC, ST and OBC categories was highest in comparison to all categories of female students. It was four *per cent* from Primary to Upper Primary, 11 *per cent* from Upper Primary to Secondary and 51 *per cent* from Secondary to Higher Secondary classes. The transition loss of all categories of girl students is shown in **Chart 4.3**.

**Chart 4.3: Chart showing transition loss among SC, ST and OBC girls at different levels of education**



(Source: Data furnished by OSEPA)

The decline in enrolment as well as transition loss among girl students at different levels of education indicated that interventions intended towards retention of girls in school education had not been adequately implemented by the State, as elaborated in the succeeding paragraphs.

The Department stated (October 2024) that utmost care and attention had been given to ensure enrolment and transition of all girl students at different levels of education by providing hostel facilities, self-defence training, free uniform, Mid-Day-Meal, *etc.* However, the measures were found to be insufficient in view of the deficiencies found in hostel infrastructure, non-implementation of self-defence trainings, *etc.* Hence the Department needs to have a re-look at the appropriateness and sufficiency of the measures being carried out.

### 4.2.3 Functioning of Kasturba Gandhi Balika Vidyalaya

Government of India launched Kasturba Gandhi Balika Vidyalayas (KGBVs) in August 2004. KGBVs are residential schools at Upper Primary to Senior Secondary level for girls belonging to the SC, ST, OBC and minority communities in difficult areas<sup>16</sup>. The main objective of KGBV is to ensure access to quality education to girls of disadvantaged groups of the society by setting up of residential schools. The guidelines for implementation of KGBV stipulate three possible Models of KGBVs *i.e.* Model-I: school with hostel facility for 100 girls, Model-II: school with hostel facility for 50 girls and Model-III: hostels in existing schools for 50 girls. Further, NEP 2020 (Paragraph 6.9) envisages strengthening and extending all KGBVs up to Class XII to increase the participation of girls from socio-economic disadvantaged backgrounds for smooth transition from Elementary to Senior Secondary level and to increase the share of girls completing school education in educationally backward blocks.

Audit noticed that 182 KGBVs were functioning in 173 blocks of the State during the period 2018-19 to 2022-23. Audit verified nine KGBVs in six sampled districts and observed that residential facilities were being provided to only 1,276 girl students in KGBV hostels, whereas the schooling facilities were

<sup>16</sup> Educationally Backward Blocks

being provided in adjacent/ nearby schools. In the verified nine KGBVs of the six sampled districts, only Odisha Adarsha Vidyalaya (OAV), Bamra in Sambalpur district had extended Class up to XII, whereas other eight KGBVs had not been extended up to Class XII for smooth transition of girl students of disadvantaged communities from Elementary to Senior Secondary level, as shown in **Table 4.7**.

**Table 4.7: Classes available in KGBVs as verified in sampled districts**

Sl. No.	District	Name of the KGBV hostel	Existing school to which KGBV attached	Class in the existing school
1	Bhadrak	KGBV hostel, Bhadrak	Narayan Chandra High School, Bhadrak	X
2	Koraput	KGBV hostel, Aligam	Govt. UPS , Aligam	VIII
3	Koraput	KGBV hostel, Tanginiguda	Govt. UGHS, Tanginiguda	X
4	Nabarangpur	KGBV hostel, Panduguda	Govt. UPS, Panduguda	VIII
5	Nabarangpur	KGBV hostel, Sindhiguda	Govt. UGHS, Sindhiguda	X
6	Nuapada	KGBV hostel, Nuapada	National High School, Nuapada	X
7	Sambalpur	KGBV Hostel, Bamra	Bhagirathi High school, Bamra	X
8	Sambalpur	KGBV Hostel, Bamra	OAV, Bamra	XI
9	Sonepur	KGBV hostel, Sindhol	Govt. High school, Sindhol	X

(Source: Records of sampled schools)

Thus, the State had not provided exclusive residential schooling facilities needed for girl students for smooth transition from elementary to senior secondary level of education.

The Department stated (October 2024) that extension of KGBVs up to Class XII would be ensured in a phased manner.

#### 4.2.3.1 Schooling and other infrastructure in KGBVs

Paragraphs 8.5.2.4 and 8.5.2.5 of SSIF stipulate that the State needs to ensure availability of boundary wall/ closed access, adequate classrooms with furniture, library, laboratory (Science, ICT, Math *etc.*), art and craft room, recreation room, incinerators, sanitary pad vending machines, arrangement for watchman and safety of children in all KGBVs and also ensure minimum living space for each girl student<sup>17</sup>. Audit inspected nine KGBV hostels along with the schools in six sampled districts during the period 2018-19 to 2022-23 and observed deficiencies in various facilities in the schools as well as in the hostels, as shown in **Table 4.8**.

<sup>17</sup> Excluding kitchen, toilet and other common places



**Table 4.8: KGBVs hostels and schools without the basic facilities during 2018-23**

Basic facilities / amenities required in KGBVs hostel / school	No. of KGBVs without basic facilities	KGBVs
Complete boundary walls/ closed access	2	KGVB, Sindhol ; KGVB,Tanginiguda
Adequate classrooms with furniture	1	KGVB, Tanginiguda
Laboratory	1	KGVB, Aligam
Art and craft room	2	KGVB, Sindhol ; KGVB, Tanginiguda
Recreation room	2	KGVB, Aligam ; KGVB, Tanginiguda
Incinerators	1	KGVB, Sindhol
Sanitary pad vending machines	5	Bhagirathi High School, Bamra; Narayan Chandra High School, Bhadrak; KGVB, Panduguda; KGVB, Sindhuguda; KGVB, Sindhol
Minimum living space for girls	3	100 to 177 female residents were staying in the hostels against the resident capacity of 100 in three KGBV hostels in KGBVs at, Aligam, Bhagirathi and Sindhol

(Source: Records of test-checked KGBVs)

It can be seen from **Table 4.8** that the State had not ensured availability of basic infrastructure and other facilities, as envisaged for KGBVs in SSIF to create interest among the girl students towards education and provide them access to quality education.

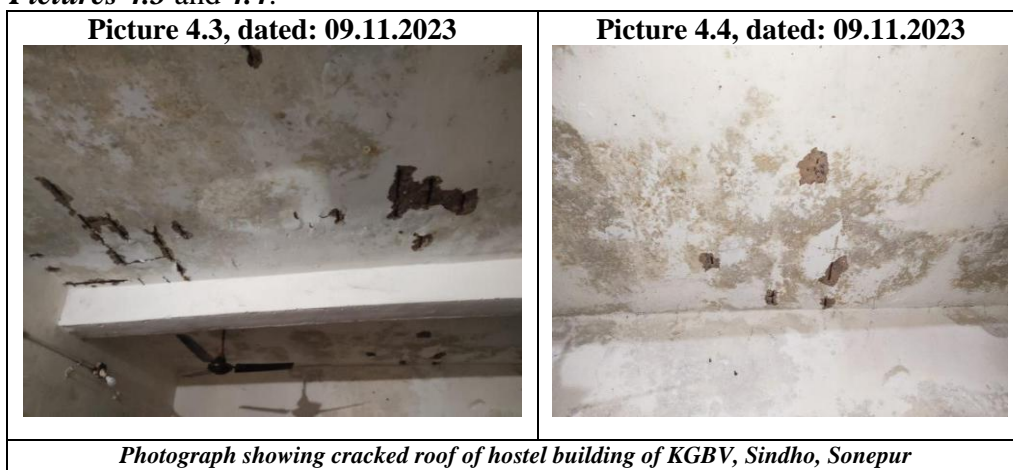
Further, Audit observed that owing to inadequate hostel capacities, girl children were deprived of admission into hostel in one KGBV (Bamra) and in another KGBV (Tanginiguda) hostellers were compelled to stay in rooms with insufficient floor area. Thus, due to delayed completion of infrastructure work (illustrated in **Paragraph 4.2.3.2**), inadequate facilities pertaining to hostels and classrooms (**Pictures 4.1** and **4.2**), the girl students belonging to socio-economic disadvantaged backgrounds, were deprived of required schooling and hostel facilities.

<p><b>Picture 4.1, dated: 08.09.2023</b></p>  <p><i>Class-VI : Girls sitting inside the room, boys sitting on the veranda at KGBV at Govt. UGHS, Tanginiguda</i></p>	<p><b>Picture 4.2, dated: 08.09.2023</b></p>  <p><i>Class-VII: Girls sitting on the floor of classroom and boys sitting on desks at the back, at KGBV Govt. UGHS, Tanginiguda</i></p>
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During JPI, Audit noticed cracks on the ceiling of hostel rooms at KGBV, Sindhol. The windows of the rooms and bathrooms were broken, resulting in



dripping of rain-water from the roof during rainy season, as can be seen in **Pictures 4.3 and 4.4**.



The Department stated (October 2024) that all the KGBVs had been instructed to ensure the minor repairing work out of the recurring grants, approved for the purpose every year. Further, it stated that library, boundary wall, incinerators and furniture were available in all the KGBVs. The reply is not convincing since lack of proper academic and hostel facilities were observed by Audit in the test-checked KGBVs in the six sampled districts.

#### **4.2.3.2 Non-completion of upgradation work of KGBVs**

Project Approval Board (PAB) approved upgradation of 182 KGBV hostels during 2018-20 in the State, which included 14 KGBVs in Koraput district. Out of these, only seven KGBV hostel building works had been completed in Koraput and handed over to the user authorities (July 2022 to May 2023), whereas the remaining seven works were still at different stages of execution (September 2023), despite lapse of more than three years of approval of the works. Delayed selection of sites, inadequate project monitoring, *etc.* were the main reasons for the same. In one KGBV<sup>18</sup>, the upgraded hostel building had been handed over by the DPC, but had not been put to use by the HM for the benefit of the female residents, due to absence of electricity connection. Similarly, in Bhagirathi High School, Bamra of Sambalpur district, the new hostel building was still under progress, despite lapse of more than 18 months from the scheduled date of completion. Thus, delayed completion of hostel buildings deprived female children of required living space in hostels and compelled them to stay in overcrowded limited floor area of the existing hostel.

The Department stated (October 2024) that all the 14 KGBV hostel buildings of Koraput district had been completed in all respects and handed over to the school authorities for use. The reply was not supported with documents in support of completion and handing over of the KGBV hostels.

#### **4.2.4 Self-defence training for girl students**

Paragraph 8.7 of SSIF stipulates providing self-defence training to girls of Classes VI to XII for inculcating such skills for their protection and empowerment and also to boost their self-esteem and confidence.

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<sup>18</sup> KGBV Hostel, Aligam



Audit noticed that during 2018-23, 26,064 to 25,786 Government and Government aided schools imparted education to girls in the State, as detailed in **Table 4.9**. In the AWP&B, the State had made provision for imparting self-defence trainings to girls of 22,237 to 21,956 schools, during 2018-23. However, only 3,363 to 21,943 schools were actually provided with funds for conducting these self-defence classes, resulting in shortfall in 13 to 19,260 schools. While the year-wise shortfall ranged between 0.06 and 92 *per cent*, OSEPA had not furnished any reasons for the shortfall in the coverage of schools.

**Table 4.9: Schools covered under self-defence training in the State**

Year	No. of schools imparting education to girls (Class-VI to XII)	No. of schools for which provision was made for self-defence training in AWP&B	No. of schools which were provided funds for self-defence training	Shortfall (Percentage of shortfall)
2018-19	26,064	22,237	3,363	18,874 (85)
2019-20	26,217	21,074	16,061	5,013 (24)
2020-21	26,554	20,960	1,700	19,260 (92)
2021-22	25,491	20,706	20,706	0
2022-23	25,786	21,956	21,943	13 (0.06)

(Source: Information furnished by OSEPA)

In the six sampled districts, Audit noticed that DPCs placed funds with 4,813 schools (44 *per cent* of 10,839 schools) for conducting self-defence training against the target of 10,839 schools, during 2018-23. Of these, 1,691 schools (35 *per cent*) submitted utilisation certificates (UCs) towards conduct of training, whereas 3,122 schools (65 *per cent*) had not furnished any UCs towards conduct of trainings, as shown in **Table 4.10**.

**Table 4.10: Funds utilised by schools for self-defence training in the sampled districts, during 2018-23**

Name of the District	No. of schools for which provision was made for self-defence training	No. of schools to which funds were transferred	No. of schools which submitted utilisation certificates for funds received for the training
Bhadrak	1,064	646	585
Koraput	2,123	2,036	29
Nabrangpur	688	688	236
Nuapada	2,408	309	309
Sambalpur	2,677	532	532
Sonepur	1,879	602	0
<b>Total</b>	<b>10,839</b>	<b>4,813</b>	<b>1,691</b>

(Source: Information furnished by sampled districts)

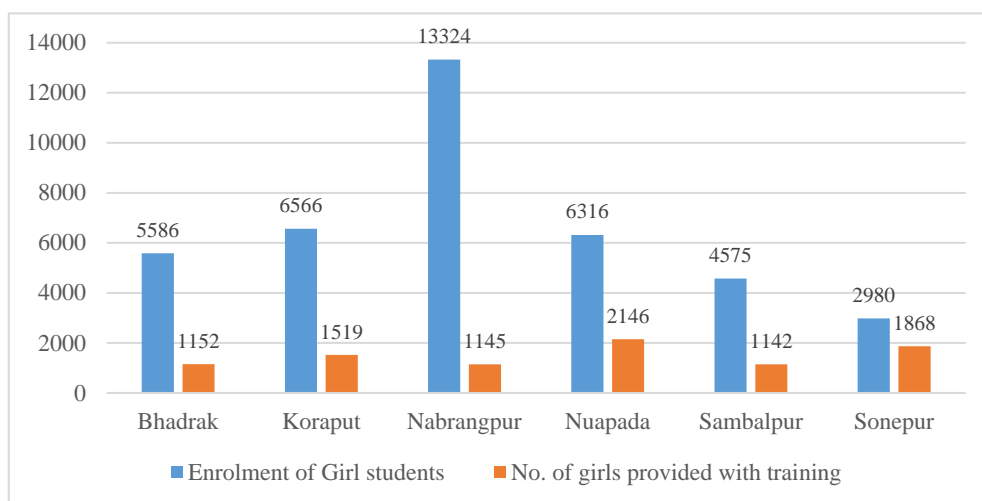
Audit further noticed that 39,347 girl children were enrolled in 93 sampled Government and Government-aided schools of 12 blocks of six districts during 2018-23, of which 8,972 girl students (23 *per cent*) of 54 sampled schools (58 *per cent*) were covered under the training. The coverage of female students under the training ranged between nine to 63 *per cent* only, in the sampled districts, as shown in **Table 4.11** and **Chart 4.4**.

**Table 4.11: Girls covered under self-defence training in sampled schools, during 2018-23**

District	No. of sampled schools having upper-primary to higher secondary classes	No. of girls students enrolled in the schools	No. of schools covered under self-defence training	No. of girls covered in the training	% of coverage of girls under the training
Bhadrak	14	5,586	4	1,152	21
Koraput	16	6,566	13	1,519	23
Nabrangpur	15	13,324	8	1,145	9
Nuapada	16	6,316	12	2,146	35
Sambalpur	16	4,575	8	1,142	25
Sonepur	16	2,980	9	1,868	63
<b>Total</b>	<b>93</b>	<b>39,347</b>	<b>54</b>	<b>8,972</b>	<b>23</b>

(Source: Information furnished by sampled schools)

**Chart 4.4: Chart showing coverage of girls under self-defence training in sampled schools of the sampled districts**



(Source: Information furnished by sampled schools)

Thus, self-defence training for the girl children was neglected by the schools, district as well as the State authorities. Due to this, the girl students were deprived of valuable skills for self-protection and developing self-confidence.

The Department stated (October 2024) that due to the Covid-19 pandemic, training was not conducted during 2019-20 and 2020-21. It further stated that all the districts had been requested to submit pending UCs for 2018-23. However, the Department remained silent about the shortfall of 85 per cent in conduct of training programmes during 2018-19.