

Chapter-6

Infrastructure and Entitlement of students

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6.1 RTE Entitlements

Paragraph 3.2 of the NEP recommended providing effective and sufficient infrastructure so that all students have access to safe and engaging school education at all levels from primary school to Grade XII.

6.1.1 Availability of infrastructure and facilities

It was observed during audit that the availability of infrastructure and in-school facilities in the Government and Government-aided schools required further improvement . Though infrastructure and school facilities and availability of all-weather buildings, libraries, laboratories, boundary walls, ICT facilities and electrification of schools had improved in 2023-24 over 2019-20, however, a large number of schools still did not have the requisite infrastructure and facilities as indicated in **Table 6.1** below:

Table 6.1: Infrastructure facilities in the Government managed schools of the State

Sl. No.	Infrastructure/ facilities	No. of schools in the State without required facilities (2019-20)	Percentage ³⁹	No. of schools without required facilities (2023-24)	Percentage ⁴⁰	No. of schools without required facilities in the test-checked districts (2023-24)	Percentage ⁴¹
1	All weather buildings	77	0.12	25	0.04	12	0.06
2	Headmaster's room	44,761	70.24	46,799	73.74	15,796	79.47
3	Boys' toilet	1,920	3.01	2,453	3.87	525	2.64
4	Girls' toilet	495	0.78	775	1.22	97	0.49
5	CWSN Toilet (Boy)	45,132	70.82	44,447	70.03	13,642	68.64
6	CWSN toilet (Girl)	54,169	85.00	52,912	83.37	15,614	78.56
7	Drinking water facilities	61	0.10	11	0.02	0	0.00
8	Ramp	4,083	6.41	2,913	4.59	1,226	6.17
9	Ramp (with handrail)	20,093	31.53	19,585	30.86	5,570	28.02
10	Playground	31,918	50.09	29,546	46.56	9,636	48.48
11	Computer Room	56,107	88.04	54,132	85.30	17,564	88.37
12	Furniture/ fixture	4,984	7.82	3,654	5.76	952	4.79
13	Art/ Craft room	61,321	96.22	60,417	95.20	19,238	96.79
14	Integrated laboratory	61,235	96.09	60,428	95.22	19,124	96.22
15	Kitchen shed	NA	NA	12,106	19.08	3,965	19.95
16	Boundary wall	31,193	48.95	29,147	45.93	8,880	44.68
17	Electrification	411	0.64	116	0.18	50	0.25
18	Library room	15,111	23.71	13,369	21.07	4,908	24.69
19	Classroom	336	0.53	30	0.05	13	0.07
20	Sitting furniture/ Bench	4,984	7.82	3,654	5.76	952	4.79

Source: UDISE data as furnished by the SPD, SSM

³⁹ Percentage with respect to total number of schools i.e.63,727 in the State in 2019-20

⁴⁰ Percentage with respect to total number of schools i.e.63,464 in the State in 2023-24

⁴¹ Percentage with respect to total number of schools i.e. 19,876 in the six test-checked districts of Bankura, Purulia, Dakshin Dinajpur, Uttar Dinajpur, Paschim Medinipur and Murshidabad in 2023-24

It is seen from the table above that even mandatory infrastructure e.g. electricity, sitting benches for students, toilet for girls, boys and CwSN could not be provided to all the schools. This affected delivery of quality education to the students

6.1.2 Deficiency of infrastructure in test- checked schools

During test-check of sampled 72 schools significant infrastructure deficiencies, in violation of the provisions of the RTE Act and SSIF were noticed, as detailed below:

- **Playground & Boundaries:** 30 schools (42 per cent) lacked playgrounds; 15 had no boundary walls and five test-checked schools only had partial boundary walls.
- **Safety & Security:** 36 out of 72 schools (50 per cent) lacked CCTV coverage, posing safety concerns.
- **Sanitation & Hygiene:** 56 schools (78 per cent) did not have separate toilets for CwSN; eight co-ed schools lacked toilets for boys. Three schools lacked functional toilets. It was also noticed that toilets were not cleaned at regular intervals in 25 schools.
- **Basic Amenities:** Safe drinking water was not available in three out of 21 test-checked hostels; 38 schools (53 per cent) lacked ramps and railings for CwSN; 32 schools (44 per cent) did not have a dedicated dining space for Mid-Day Meals and 12 schools (17 per cent) did not have kitchen sheds for cooking Mid-Day Meal.
- **Educational Facilities:** 17 schools (24 per cent) did not have computer labs and 39 schools lacked library services.

Overall, these deficiencies highlighted the need for improved infrastructure, safety and sanitation in schools.

NEP 2020 also envisaged that all children should have access to an equitable and inclusive classroom environment which would take care of their diverse background, multilingual needs and different academic abilities and make them active participants in the learning process. In this context, Audit observed that classrooms facilities provided to students were deficient and multiple classes were being taught together due to insufficient classrooms. Some illustrative instances are mentioned below:



Pic 6.1: Dighi Colony SSK, Chopra, Uttar Dinajpur

In Dighi Colony SSK, Chopra, (**Picture 6.1**) Uttar Dinajpur district- Audit noticed (November 2024) that 133 enrolled students of three primary classes (up to Class II⁴²) were sitting together in one classroom due to shortage of classrooms as well as shortage of teachers. The school was also running in a dilapidated building with only three classrooms, as against a requirement of at least five classrooms.

⁴² Pre-primary, I and II



Pic 6.2: Baniapukur SSK, Harirampur, Dakshin Dinajpur

In Baniapukur SSK, Harirampur Block, Dakshin Dinajpur district, Audit noticed (December 2024) that 60 enrolled students of primary classes (up to Class IV) were sitting together in one classroom due to shortage of classrooms. There were only two classrooms in the school and the other classroom was being used as a store.

Similarly, in Bajitpur Sahabuddin Memorial, MSK, Murshidabad, use of single classroom for multiple classes was observed due to shortage of room.

In Punisole Board High School⁴³, Bankura district, it was found that due to acute shortage of classrooms as well as shortage of teachers, the school had arranged for students of different sections of classes VI and VII to attend school on alternate days.

Different classes and age-groups and learning levels of students required different sets of attention and teaching approaches, but by using a single classroom for multiple classes, students were deprived of quality education which hindered the achievement of learning outcomes.

6.1.3 Information and Communication Technology (ICT)

Paragraph 12.3 of SSIF supports the establishment of ICT Labs, software and smart classrooms in upper primary to higher secondary schools. Further, according to Paragraphs 1 and 3.1.1 of GoI guidelines on ICT in schools, prerequisites such as reliable power supply, internet connectivity, dedicated ICT teachers and computer/lab rooms were to be necessarily provided in schools for effective implementation of ICT.

Despite this, UDISE data 2023-24 revealed that the Department could not establish ICT facilities for students and there were significant gaps in ICT availability across the State and in six test-checked districts as shown in the **Table 6.2** below:

Table 6.2: ICT facilities in the State and in the test-checked districts

State				Six test-checked districts			
Total no. of Upper Primary, Secondary, H.S. Schools	Schools lacking ICT facility (per cent)	Schools without Computer Lab (per cent)	Schools lacking ICT Teacher (per cent)	Total no. of Upper Primary, Secondary, H.S. Schools	Schools lacking ICT facility (per cent)	Schools without Computer Lab (per cent)	Schools lacking ICT Teacher (per cent)
16,570	6,892 (42)	7,712 (47)	11,705 (70)	5,013	2,537 (51)	2,776 (55)	3,798 (76)

Source: UDISE

Of the 16,570 upper primary, secondary and higher secondary schools in the State, 42 per cent lacked ICT facilities, 47 per cent had no computer labs and 70 per cent did not have ICT teachers. In the six districts test-checked, the

⁴³ Number of students in the school 3,685; Number. of classroom in the school-25, Number of teachers in the school- 21

situation was even more concerning, with 51 *per cent* of schools lacking ICT facilities, 55 *per cent* without computer labs and 76 *per cent* had no ICT teachers.

Besides the district level, detailed examination of the 54 sampled schools (excluding primary schools) also revealed deficiencies in the availability and utilisation of ICT and other related facilities as shown in the **Table 6.3** below:

Table 6.3: Availability and utilisation of ICT and other facilities in sampled schools

Particulars	No. of Schools where the facility was not available
Electricity connection	1
Smart Classrooms (From UP to HS)*	16
Computer lab / ICT	17
Use of ICT Lab (ICT equipment was unavailable though ICT Lab was in place)	11
ICT Teachers	36
CCTV Camera	20

Source: Records of the test-checked schools; * UP- Upper Primary & H.S.- Higher Secondary

The above reveals critical gaps in the implementation of ICT-based qualitative learning, which is essential for contemporary education.

6.1.4 Adverse student-classroom ratio (SCR)

As per the RTE Act, the Pupil-Teacher Ratio (PTR) in primary schools should not exceed 40:1. The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) framework also mandates maintaining a Student-Classroom Ratio (SCR) of 40:1 in secondary schools. According to the SSIF, classrooms with more than 40 students from primary to senior secondary stages were to be considered as overcrowded. The position of SCR during 2023-24 in the State and in the sampled districts are summarised in **Table 6.4** below:

Table 6.4: SCR in State and in test-checked districts

Year	Total number of schools				No. of schools with adverse SCR (<i>per cent</i>)			
	PRI	UP	SEC	H.S.	PRI	UP	SEC	H.S.
State								
2019-20	67,203	7,198	2,759	6,749	8,059 (12)	1,170 (16)	1,020 (37)	4,870 (72)
2023-24	66,80	6,962	2,747	6,861	8,104 (12)	832 (12)	915 (33)	4,561 (66)
Test-checked districts								
2023-24	21,807	2,607	631	1,775	2,864 (13)	346 (13)	265 (42)	1,275 (72)

Source: UDISE data Note: PRI-Primary, UP- Upper Primary, SEC- Secondary and H.S.- Higher Secondary

Audit noticed that the number of schools with adverse SCR had gone down between 2019-20 to 2023-24, except for primary schools. The SCR data (2023-24), however, showed that:

- In both primary and upper primary schools, 12 *per cent* of schools had adverse SCR, indicating overcrowding of classrooms.
- In secondary schools, 33 *per cent* of schools faced adverse SCR.
- In higher secondary schools, 66 *per cent* of schools were overcrowded.

Further, scrutiny of records of 40 out of 72 test-checked schools also showed adverse SCR which ranged between 44:1 and 396:1 as detailed in **Appendix 6.1**. This indicated that sufficient classrooms were not available for students to enable a qualitative educational environment.

Recommendation 9: Requisite facilities and infrastructure in schools should be created as recommended by the RTE Act.

6.2 Implementation of the Model Schools Scheme

Government of India launched the Model School Scheme in November 2008 to establish senior secondary schools in Educationally Backward Blocks⁴⁴ as benchmarks of excellence for surrounding institutions. These schools were designed to match Kendriya Vidyalayas in infrastructure and educational standards, including pupil-teacher ratios, ICT usage and a holistic learning environment.

Between 2009-10 and 2014-15, 67 model schools were sanctioned in West Bengal with a funding of ₹137.58 crore⁴⁵. However, the scheme was discontinued from 2015-16 and its execution was handed over to the State Government. As per UDISE data for 2023-24, 60 model schools remained operational across 60 educationally backward blocks in 14 districts of the State.

6.2.1 Requisite classes not started in model schools

As per norms of GoI, the State Government was allowed to establish schools with either classes VI to XII or IX to XII. However, since high schools in the State started from Class V, the model schools were set up accordingly from class- V. Further, out of 60 schools, only one model school had higher secondary classes (XI-XII), while the rest offered education from Class V to X only due to which students of these model schools had to move to other schools after class X, thus disrupting continued learning process in these schools.

6.2.2 Enrolment in schools was far below the standard

As per norms set by GOI the model schools in the State were projected to have an enrolment of 640 students each, but the actual enrolment figures fell significantly short. Based on UDISE 2023-24 data it was observed that:

- None of the 60 model schools achieved the projected enrolment of 640 students during the period covered under audit. While 80 *per cent* of the schools had fewer than 200 students, one school had zero enrolment during the period 2023-24.
- The total enrolment across all 60 model schools was 7,092 students, averaging only 118 students per school, which was just 18 *per cent* of the targeted projected enrolment of 640 as set by GoI. In contrast the Government-aided/ sponsored secondary and higher secondary schools had a much higher average enrolment of 998 students.

⁴⁴ Educationally Backward Blocks were identified by Ministry of Education on the basis of (i) Female Literacy Rate being below the National average and (ii) Gender Gap in Literacy being above the National average.

⁴⁵ 75 per cent of the capital cost was to be borne by the Central Government and the balance 25 per cent was to be provided by the State Government.

Audit test-checked 14 model schools across five districts⁴⁶. Enrolment status in these test-checked schools as of 2023-24 was also found to be unsatisfactory. During 2023-24 the enrolment in 14 test-checked schools ranged between 22 and 226 students (as detailed in **Appendix 6.2**).

These low enrolment numbers indicate that model schools could not become benchmarks of excellence for surrounding institutions, as envisaged.

6.2.3 Non recruitment of teachers for Model Schools

Audit analysis showed that the model schools lacked sufficient number of teachers, a critical component for imparting education. Recruitment of teachers was done by the State Public Service Commission in 2016 and some of these teachers were posted in the model schools. Further, the SED sanctioned 24 teaching posts per model school in February 2013 but did not recruit regular teachers as required. Instead, the schools engaged Guest Teachers, as a temporary measure that then became a permanent arrangement.

There were 299 teachers in 60 Model schools in the State as of 2023-24, of which 170 (59 *per cent*) were Guest teachers. Audit noted that the test-checked 14 model schools were operating with only four to 12 teachers⁴⁷, with 25 to 100 *per cent* being Guest Teachers. In Uttar Dinajpur and Dakshin Dinajpur districts, five schools lacked any regular teachers, while five schools⁴⁸ had only one teacher in place. The detailed position is given in **Appendix 6.3**.

The absence of regular teachers led to declining student enrolment due to uncertainty regarding teacher availability. Guest Teachers often left mid-academic session without replacements, disrupting curriculum delivery and causing parents to lose confidence in these schools. Enrolment in test-checked model schools fell by 56 *per cent* to 93 *per cent* between 2019 and 2024 due to severe teacher shortages, which ranged from 70 *per cent* to 84 *per cent* in 2024.

In case of the Government Model School in Balarampur, Purulia it was noted that during 2022-23, due to the absence of permanent and Guest teachers, 70 students were transferred to other schools. Further, Purulia II Model School lacked basic infrastructure such as benches, chairs, tables and essential registers for use of students and teachers. Overall, model schools struggled primarily due to the non-posting of adequate teaching staff.

6.2.4 Physical structure remained unutilised in Model Schools

Model Schools were constructed with a two-story infrastructure including playgrounds, laboratories, 20 to 36 classrooms in each school and office spaces. However, due to insufficient enrolment, much of the infrastructure remained unutilised as detailed in the **Appendix 6.4**. In test-checked districts, only 10-20 *per cent* of classrooms were used, while labs (Computer, Science and Geography) were non-functional due to lack of equipment. Although space for libraries existed, they were not operational in any of the test-checked model schools. The physical infrastructure began deteriorating in these schools due to poor maintenance and lack of funding. In Dakshin Dinajpur, incomplete construction issues such as missing wiring, electrification and boundary walls were observed, forcing meals to be served in classrooms due to the lack of a

⁴⁶ Bankura-three, Purulia- three, Uttar Dinajpur- three, Dakshin Dinajpur-two and Murshidabad- three

⁴⁷ As against sanctioned posts of 24 teachers in each School

⁴⁸ In Purulia: three schools and Murshidabad: two schools

dedicated dining space.

During test-check instances were noticed wherein classrooms and spaces in Government Model Schools across different districts were repurposed for non-academic use:

- **Government Model School, Samserganj (Murshidabad)** – Three of 36 classrooms were being used by the SI of the school for storing textbooks and other articles.
- **Government Model School, Bharatpur-II (Murshidabad)** – Six out of 36 classrooms of the school been converted into a godown by the BDO office.
- **Government Model School, Ranibandh (Bankura)** – The second and third floors of the school building were being used for other purpose⁴⁹.
- **Government Model School, Goalpokher-II (Uttar Dinajpur)** – Seven of 30 classrooms and corridors were being used by the BDO office as storage for bicycles from the Sabuj Sathi scheme.

These instances highlight the diversion of school infrastructure in the model schools for administrative or storage purposes instead of educational activities.

Pic 6.3: Classrooms of Models Schools used as godowns



6.2.5 Locational disadvantages

Audit also noted locational disadvantages in the test-checked model schools, which contributed to lower enrolment rates.

- **Balarampur Model School (Purulia district)** – Located 8 km from the Block Headquarters and the nearest commercial area.
- **Para Model School (Purulia district)** – Situated 17 km from the Block Headquarters, with the nearest habitation 1.5 km away without any approach road.
- **Kushmandi Model School (Dakshin Dinajpur district)** – Built in a small village with only about 50 houses, 13 km from the nearest market and Block Headquarter, with no boundary wall.
- **Mejia Model School (Bankura district)** – Established in a rural isolated area, with the closest village 3 km away. There was no pucca road in front and some school land had been encroached upon.
- **Hura Model School (Purulia district)** – Faced competition from two large high schools within 2 km radius.

⁴⁹ These floors were not handed over to school by SDO office

These factors like remoteness, lack of infrastructure and competition, played a significant role in low enrolment of students.

6.2.6 Acute shortage of recurring funds

Model Schools, being government institutions, do not charge fees from students and rely solely on the composite grant from Samagra Shiksha for day to day running of school. This grant ranged between ₹15,000 to ₹25,000 per year. However, it was noted that this limited funding makes it difficult to maintain the school properly, leading to issues in sanitation and cleanliness. Additionally, no School Management Committee had been formed in these schools, further impacting their administration and upkeep.

Pic 6.4: Unhygienic conditions of Model Schools



The Department in reply stated (July 2025) that the Model Schools scheme does not come under the performance of Samagra Shiksha Mission and the scheme was implemented and monitored by the Department. The Reply, however, is not acceptable as ‘Samagra Siksha’ was for holistic development of education. Moreover, these schools were managed by SE Department only and as such could not be excluded from the coverage under Samagra Shiksha.

Recommendation 10: The Department may ensure recruitment of adequate teachers in Model schools and also undertake measures to improve intake in these schools by improving the quality of educational facilities.

6.3 Newly set-up Upper Primary Schools

The SED aimed to bridge gaps in upper primary school access, especially for primary school students who faced difficulties due to distance, non-availability of upper primary schools and lack of capacity in the existing upper primary schools. To address this, SED proposed (March 2007) to set up new Upper Primary Schools and instructed District Magistrates to identify primary schools with available land and infrastructure for up-gradation.

From records in four test-checked districts⁵⁰ it was observed that the Government sanctioned the construction of 1,443 new upper primary schools between 2007-08 and 2012-13. Following allotment and recognition by the DPO, SSM funds of ₹ 155.43 crore were released for 1,306 schools. However, construction work was undertaken for only 1,199 schools of which 1,005 are functional as of 2023-24. The reason for the non-initiation of construction for 301 schools was not on record. Additionally, ₹5.50 crore⁵¹ allocated for

⁵⁰ Purulia, Uttar Dinajpur, Dakshin Dinajpur and Paschim Midnapore. Details in respect of remaining two sampled districts were not provided.

⁵¹ Purulia: ₹1.52 crore, Uttar Dinajpur- 0.92 crore, Dakshin Dinajpur: ₹3.06 crore

construction of 107 schools (1,306-1,199) remained unutilised at the district level since 2013-14.

Thus, the aim of SED to bridge gaps in access in upper primary schools for primary school students who faced difficulties due to distance, non-availability of upper primary schools and lack of capacity in the existing upper primary schools was frustrated in violation of Section 3(1) of the RTE Act.

6.3.1 Underutilisation of School Infrastructure

For the period 2019-24, audit assessed the construction status of 194 Upper Primary schools in four districts (Purulia, Dakshin Dinajpur, Paschim Medinipur, Uttar Dinajpur) and noted the following issues:

- **Incomplete construction:** The construction of 19 schools had been taken up from FY 2007-08 onwards but remained unfinished despite a total expenditure of ₹1.97 crore (as of March 2024).
- **Constructed but not operational:** 110 schools that were completed at an expenditure of ₹12.10 crore were non-functional (as of March 2024) due to issues like lack of teachers or land-related problems.
- **Started but later closed:** 65 schools that were completed and began operations, were subsequently shut down for want of teachers.

Picture 6.5: Newly constructed non-functional Upper Primary schools



The above observations indicated significant inefficiencies in school infrastructure development and the necessity for targeted interventions by the State to ensure educational facilities are timely completed and properly utilised.

6.3.2 Doubtful expenditure in construction of Upper Primary Schools

Funds totaling ₹94.01 lakh were allotted by the DEO, Purulia to Circle Project Co-ordinator (CPC), Barabazar-I & Barabazar-III CLRCs from SSM fund during the period from 2007-08 to 2012-13 for constructing seven upper primary schools—four under CPC Barabazar-I (₹54.79 lakh) and three under CPC Barabazar-III (₹39.22 lakh). During construction, (between 2007-08 and 2012-13) cash withdrawals of ₹24.50 lakh (Barabazar-I) and ₹20.04 lakh (Barabazar-III) were made via self-cheques by the Circle Project Co-ordinator (CPC), Barabazar-I & Barabazar-III CLRCs, but proper financial records such

as a Cash Book or Ledger Account were not maintained. Additionally, no vouchers or utilisation certificates were submitted to the DEO, SSM, Purulia.

Owing to delays in civil work, financial irregularities and non-submission of UCs an inquiry was conducted (September 2014) by District SSM office. Investigation revealed that of the ₹44.54 lakh withdrawn, only ₹21.63 lakh had been accounted for, leaving ₹22.91 lakh (₹16.55 lakh from Barabazar-I and ₹6.36 lakh from Barabazar-III) unaccounted. Despite these findings, no action was taken by district authorities against the CPCs for unauthorised withdrawals and possible misappropriation.

No reply was furnished by the Department in this regard (August 2025).

6.4 Kasturba Gandhi Balika Vidyalaya- unproductive expenditure

The Kasturba Gandhi Balika Vidyalaya (KGBV) hostel scheme launched in August 2004 by the GoI aimed to provide access to quality education for girls from SC, ST, OBC and minorities groups in Educationally Backward Blocks (EBBs).

GoI sanctioned setting up of 87 secondary and higher secondary level KGBV hostels⁵² in EBBs across 15 districts in the State. Of these, construction of 59 hostels was completed and these hostels were functional, while 28 hostels were still (February 2025) under construction.

In this regard, audit noted that construction work of 30 hostels was assigned to Britannia Engineering Ltd (BEL) in October 2014, with a stipulation to complete construction within nine months at a cost of ₹31.22 crore. However, BEL could not complete construction of the nine hostels and surrendered the project in 2022. Further, attempts by the Department to complete the construction via district SSM offices also did not become successful.

These nine KGBV hostels in three test-checked districts (Bankura, Purulia and Murshidabad) remained incomplete as of February 2025 after incurring an expenditure of ₹6.97 crore. Thus, hostels initiated over 10 years ago, have still not been constructed and made operational, rendering the expenditure unfruitful.

Scrutiny of records and physical verification of Hostels in Uttar Dinajpur and Dakshin Dinajpur districts disclosed the following deficiencies:

Table 6.5: Hostels with constructional deficiency

Extension of 50 bedded KGBV Hostel and Boundary at Bangalbari High School, Uttar Dinajpur district	The project was started in 2020 and an expenditure of ₹67.88 lakh was incurred (as of December 2024) but the school authority did not agree to take over the building due to (i) cracks in the building (ii) drainage system of the hostel building not being done properly, (iii) low height of boundary wall (iv) water logging, etc.	
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Picture 6.6: Cracks in wall

⁵² 2009-10: 64, 2017-18: three, 2019-20: five, 2021-22: five and 2022-23: 10.

Extension of 50 bedded KGBV Hostel at Durgapur Balika Bidyalaya, Uttar Dinajpur district	The project was started in 2020 and an expenditure of ₹86.58 lakh was incurred (as of December 2024). The school authority, however, did not agree to take over the building due to (i) cracks in many portions of the building, (ii) improper drainage (iii) water logging (iv) poor quality tiles, etc.  Picture 6.7: Unused hostel
Construction of 100 bedded KGBV Type-III hostel at Solpara High School, Uttar Dinajpur district	The project was started during 2022 and an expenditure of ₹98.25 lakh was incurred as of December 2024. The school authority did not take over the hostel building without the boundary wall for security and safety reasons of the hostel though it was included in the scope of work.
Boys Hostel at Kushmandi Model school, Dakshin Dinajpur district	The project was started during 2013 and an expenditure of ₹96.71 lakh had been incurred as of December 2024. The hostel building remained incomplete due to (i) incomplete civil works, (ii) reduction of capacity of the hostel from 75 to 64, (iii) incomplete electrical work, (iv) non-construction of boundary wall, etc.

Thus, the basic objective for providing residential facility to the girls belonging predominantly to SC, ST, OBC and minorities were not achieved due to incomplete construction/ deficiency in construction even after incurring ₹10.46 crore⁵³.

Recommendation 11: The Department may ensure proper monitoring of the construction activities of Schools to overcome bottlenecks, prevent misutilisation of financial resources and also take steps to ensure that the created infrastructure is utilised optimally.

⁵³ ₹ 6.97 crore plus ₹ 3.49 crore (₹ 0.68 crore+₹ 0.87 crore+₹ 0.98 crore+₹ 0.96 crore)