



**PAISA
2011**



DO SCHOOLS GET THEIR MONEY?



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PAISA 2011 HIGHLIGHTS

Background

The PAISA survey is conducted annually through the Annual Survey of Education Report–Rural. This is the third PAISA report. In 2009, the survey covered a total of 14,231 Primary and Upper Primary Schools in rural India. The 2010 survey covered 14,240 schools and the PAISA 2011 survey covered 14,283 schools across rural India. The ASER survey is a citizen led survey conducted through students, district education institutes, community organisations and non-governmental organisations. PAISA is thus the first and only national level, citizen led effort to track public expenditures.

PAISA's specific point of investigation is the school grants in Sarva Shiksha Abhiyan (SSA). SSA is currently the Government of India's primary vehicle for implementing the Right to Education Act (RTE). SSA is thus the most crucial vehicle for the overall provision of elementary education in the country today. In 2010-11, school grants accounted for 5% percent of the total SSA allocation. Small as they are, these are the only monies over which School Management Committees (SMC) can exercise some expenditure control. Consequently, school grants have a significant bearing on the day to day functioning of the school - whether school infrastructure is maintained properly, administrative expenses are catered for and teaching materials (apart from textbooks) are available. In the context of RTE, these grants take on an even greater relevance. The RTE mandates that all SMCs make school development plans. The intent behind these plans is to create a bottom-up, school based funding structure where individual school needs are prioritised.

In the last three years, three types of grants have been provided for all elementary schools in the country.¹ These are a) Maintenance grant; (ii) Development grant or School grant; and (iii) Teaching Learning Material grant (these go directly to teachers). The grants arrive at schools with very clear expenditure guidelines. The Maintenance grant is for infrastructure upkeep, the Development grant is meant for operation and administration and Teacher Learning Material is for extra instructional aids that may be required for teaching. Apart from this, grants are also provided for building additional classrooms. In PAISA 2012, we have attempted to track the classroom grant as well.

The PAISA survey focuses on the following key questions:

- (a) Do schools get their money?
- (b) When did schools get their money (i.e. did funds arrive on time)?
- (c) Did schools get their entire entitlement (i.e. the set of grants that are meant to arrive in school bank accounts as per the norms)?
- (d) Do schools spend their money?
- (e) If so, what are the outputs of this expenditure?

To contextualise school level expenditures and provide a flavour of the larger planning and budgeting process, PAISA 2011 also reports on overall trends in Sarva Shiksha Abhiyan (SSA) allocations and expenditures across three years from 2009-10 and 2011-12.

Findings from the PAISA Survey

SSA allocations and expenditures

- India's SSA budget (Government of India and State share) has more than doubled between 2009-10 and 2011-12, up from ₹26,169 to ₹55,746 crore.
- Across India, per child allocation has more than doubled from ₹2,004 in 2009-10 to ₹4,269 in 2011-12.
- There are state variations in outlays. Outlays in Andhra Pradesh and West Bengal doubled while outlays in Haryana and Jharkhand had a minimal increase of 39% and 30%, respectively.
- Allocations to teachers (salaries, training and teaching inputs such as Teacher Learning Equipment) accounted for the largest share of the SSA budget. In 2011-12, teachers accounted for 44% of the budget. School infrastructure accounted for the second largest share with an allocation of 36% while children (entitlement and special programs) accounted for 10% of the SSA budget.

¹ With the implementation of RTE for the 2010-11 fiscal year some states introduced new grants such as a transport grant and uniform grant. In the interests of developing a comparative picture both across fiscal years and across states, we have restricted our tracking exercise to these 3 grants. In PAISA 2011, we will track these new grants.

- There are variations in allocations across states. In 2011-12, Bihar allocated 32% of its SSA budget to teachers. 51% of Bihar's budget was allocated to school infrastructure. Uttar Pradesh and Rajasthan allocated 72% and 74%, respectively to teachers.
- In 2010-11, India spent 70% of its SSA budget. Spending was low for quality related activities at 73% and community mobilisation and training was the lowest at 63%.

School Grants

Do schools get their money?

- Overall, grant receipts to schools have improved from 77% in 2008-09 to 82% in 2010-11. 2010-11 figures show a marginal decline from 2009-10 when 84% schools reported receiving grants.
- There some differences across grant type. In 2010-11, 84% schools reported receiving the maintenance grant, 87% received the teacher learning material grant and 77% received the development grant.
- Grant receipts vary by state. Uttar Pradesh's schools report the largest improvements in grant receipts from 67% in 2008-09 to 78% in 2010-11. Grant receipts in Bihar fluctuated over the three years. In 2008-09, 73% schools reported receiving grants. This improved to 87% in 2009-10 and dropped marginally to 82% in 2010-11. Jharkhand's schools also reported similar fluctuations. In 2008-09, 76% schools received grants. This improved to 91% in 2009-10 but dropped to 85% in 2010-11.

Does money reach on time?

To assess speed of fund flows, schools were asked whether they received grants for the current fiscal year (2011-12 in this case) at the time of the survey. The survey is conducted between October and November which is half way through the fiscal year.

- Overall, there has been little change in the timing of grant receipts. In 2009-10, 59% schools reported receiving grants. This dropped marginally to 53% in 2011-12.
- Unsurprisingly, there are variations in timing across states. Punjab's schools reported the most dramatic fluctuations. In 2009-10, 80% schools reported

receiving their grants by November. This dropped to 91% in 2010 and a further 32% in 2011. Bihar's schools also reported similar variations. In 2009, 77% schools reported grant receipts by November. This increased to 60% in 2010 but dropped to 30% in 2011.

Do schools get all their money?

While schools get money, data suggests that they don't always report receiving their entire entitlement. It is important to note that on close examination of the data, there were cases where respondents did not indicate types of grants and instead reported receipt of one consolidated figure. Therefore, this data could also be taken as a proxy for awareness levels amongst headmasters (the primary respondents of this survey).

- Overall, the quantum of grants received in schools has improved. In 2008-09, 55% schools reported receiving all 3 grants. This improved to 70% in 2010-11.
- There are state variations. Grant receipts in Rajasthan improved from 38% schools that reported receiving all 3 grants in 2008-09 to 54%. Himachal Pradesh also saw a significant improvement from 71% schools receiving all 3 grants in 2008-09 to 90% in 2010-11.

Do schools spend their money?

- On average about 90% schools that receive money report spending their money.
- Schools spend the bulk of their money on essential supplies. Between April 2010 and November 2011, 68% of India's schools whitewashed their walls and 69% used some of their money to fund school events.

Links Between Outlays and Outcomes

It is widely recognized that increased outlays in elementary education have not led to improved outcomes. To examine this in greater detail, PAISA 2011 undertook a preliminary analysis of the links between per child expenditure under specific categories (teachers, school, children, quality) and learning outcomes. To do this, PAISA analysed per child expenditure data for 2009-10 and ASER learning level data for 2010. This analysis points to a positive correlation between per child expenditure on quality and learning levels. This correlation merits further analysis, especially because expenditure on quality is relatively low and is usually incurred towards the end of the financial year. Interestingly, PAISA did not find any correlation between expenditure on teachers and children's learning levels.

CONTEXTUALISING PAISA TOWARDS A NEW FRONTIER FOR GOVERNING ELEMENTARY EDUCATION FINANCES IN INDIA

Yamini Aiyar¹

India's elementary education system is at a crossroads. In 2009, the Indian Parliament passed the Right to Education (RTE) Act guaranteeing the provision of free and compulsory education to all children between the ages of 6 to 14 years. At the heart of the law is a guarantee to ensure 'age-appropriate mainstreaming' for all children. In other words, the Act is a guarantee that every child in India acquires skills and knowledge appropriate to her age. Now, as efforts to deliver on this guarantee gain ground, the country faces an important choice: should elementary education be delivered through the current model that focuses on the expansion of schooling through a top-down, centralised delivery system? Or should we use the RTE as an opportunity to fundamentally alter the current system and create a bottom-up delivery model that builds on an understanding of children's learning needs and privileges accountability for learning rather than schooling?

For decades, the primary goal of the Indian government's elementary education policy has been to create a universal elementary education system by expanding schooling through inputs. Substantial finances have been provided to meet this goal. Between 2007-08 and 2009-10, India's elementary education budget increased from ₹68,710 to ₹97,255 crore in 2009-10.²

Most of this money has been used to build school level inputs through a large education bureaucracy controlled and managed by the state and central government. To illustrate, PAISA analysed the elementary education budgets (SSA and State budgets) of 7 states in the country for 2009-10 and 2010-11 to find that, on average, 78% of the education budget is invested in teachers and management costs. All critical teacher-related decision-making, for instance, hiring or salary payment, lies with the state administration.³ Following teachers, the next largest investment is on the creation of school infrastructure: 14% of the budget. Funds

for infrastructure development are often channeled to schools. However, key decisions related to sanctions and procurement are taken by the district. Importantly, while a school can demand infrastructure funds, it has no decision making power over the timing of receipt of these funds and de-facto funds have to be spent based on priorities set by the state and district administration. Interventions aimed directly at children, such as the provision of free textbooks and uniforms and addressing the problem of out of school children, account for just 6% of the total investment.

Interwoven in this top-down system is an intent to involve parents in decision making. In 2001, the Government of India (GOI) launched the Sarva Shiksha Abhiyan (SSA) - now the programmatic vehicle for the delivery of the RTE - with a mandate that expenditure decisions be taken based on plans made at the school level through Village Education Committees (VEC). These plans are then aggregated at the district and state levels. Drawing on this model, the RTE mandates the creation of School Management Committees (SMC) tasked with similar responsibilities. Despite this bottom-up planning structure, the centralised delivery system has disempowered these committees and in fact created disincentives for parental participation in a number of ways:

First, teachers, as pointed out already, are not accountable to SMCs.

Second, committees have spending powers over very little money. In 2010-11, committees had spending powers over just about 5% of SSA funds. Even these funds are expected to be spent based on norms set by GOI. So, if a school wants to spend more than the norm on, say, purchasing teacher material or on improving children's reading capabilities by dipping into its maintenance fund - it can't. Table 1 below offers an illustrative example from Hyderabad of the different activities over which an SMC can actually take decisions.

¹ Director, Accountability Initiative, Centre for Policy Research. This is a summary version of a longer introduction to the PAISA District Studies, 2011. For those interested, the study is available on the following link: www.accountabilityindia.in

² Kapur, A (2011). 'Analysis of State Budgets: Elementary Education,' Accountability Initiative, Budget Briefs series, www.accountabilityindia.in

³ Some states like Bihar and Madhya Pradesh experimented with decentralizing the hiring process to local governments. Local governments were empowered to only hire contract teachers. However, even here all critical decision related to salaries and regularization remained with the administration.

Table 1: Activities for which SMCs in Hyderabad city can take decisions

Activity	Is SMC resolution sufficient?	Is any additional approval needed?	From whom?	How long will it take?	Who can do the procurement or appointment?	What documents and other things will be needed?
Desk and Chairs	No	Yes	SSA Planning	2 months	SSA Office	Approval of design; Three quotations from local suppliers
Sintex Water Tank	Yes	No		2 weeks	SMC	Local purchase at PWD rates
Roof Repair	No	Yes	SSA Civil / JE	1 month	SMC + SSA	Approval of work and measurements; Materials bought local as per PWD rates; vouchers of payments maintained
Ayah	Yes	No		1 week	SMC	Interview Notice with Date and Time

Third, governance inefficiencies further curtail SMC powers. As PAISA has repeatedly pointed out, school grants rarely reach schools before October/November. These delays in fund flows mean that school needs often remain unmet owing to lack of money. More worryingly, PAISA found that in many districts, expenditures even for school grants are based on formal or informal orders received from district and block officials. Consequently, often monies are spent without adequate consideration of school needs.

In essence, SSA has promoted a bottom-up delivery system with no bottom-up control or decision making power. The result is thus a de-facto centralised top-down system.

To the extent that expansion of infrastructure has been the goal, this centralised investment model has been effective. Schools have been built, teachers have been hired and enrolment levels have reached near universal levels.⁴ To be sure, the pace of this expansion has been variable across the country. Yet, even as lagging states work to fill this gap, the improved education infrastructure has thrown up the next great challenge - that of ensuring that children actually learn. Evidence thus far suggests that education infrastructure is yet to translate into children acquiring basic abilities in reading and arithmetic. The Annual Status of Education Report ((ASER) has been tracking learning outcomes since 2005 to find that learning levels have remained almost stagnant over the years; just about half the country's Standard 5 children can read a Standard 2 textbook and far fewer can do basic arithmetic. Arguably therefore, this hierarchical centralised education system has been successful in creating education inputs and putting in place a system for schooling.

The challenge for India now lies in shifting its focus from schooling to learning. The first question in addressing this challenge is this: can this top-down delivery system enable the transition from schooling to learning?

This shift towards enhancing learning requires that the system focus on the needs of individual schools and children; or, to draw on GOI's framework, it requires a system that recognises '... the need for the creation of capacity within the education system and the school for addressing the diversified learning needs of different groups of children who are now in the school system.'⁵

Can this shift be achieved through a large centralised education bureaucracy? If not, what should this alternative model be? How do we align plans and financing systems to focus on learning? Can this be done through the traditional line item budgeting system or does it require an alternative funding mechanism? Can the RTE-mandated SMC be the catalyst for this shift? If so, how best to channelise investments so that planning and financing capacities of SMCs can be strengthened? Crucially, how do we alter the decision making structure so that SMC's exercise more powers than they currently do?

In many ways enabling the shift from schooling to learning offers us an opportunity to reassess the current structures for governing elementary education finance and delivery. Understanding the status quo is the first step towards such a rethink. How are education resources allocated? How do they flow through the system to reach their destination? Who controls decisions on how resources are allocated and spent? What are the outputs and outcomes of this expenditure? PAISA is an effort at understanding and answering some of these very questions.

⁴ In 2009-10, the Government of India reported a net enrollment of 98.3%.

⁵ Ministry of Human Resource Development (2011), 'Sarva Shiksha Abhiyan: Framework of Implementation'

SSA GRANT RECEIPT AND EXPENDITURES: UNTOLD STORIES

Shailey Tucker¹

Introduction

In addition to the annual national PAISA survey, in-depth district and school level data on fund flows and implementation of the *Sarva Shiksha Abhiyan* (SSA) was gathered through a district level PAISA survey in 2011. Focusing on nine districts spread across seven Indian states, the survey highlights that a majority of schools begin receiving the three SSA grants² towards the end of the second quarter of the financial year, i.e. September onwards. On average, we find that in 2010-11, less than 40% of our 1,311 sample schools had received the grants by September. There are vast inter and intra-state differences in the distribution of grants. For instance, by September 2010 94% of Medak's (Andhra Pradesh) schools had received the SMG, up from 54% in September 2009. In contrast, the corresponding figure in Nalanda, Bihar, was only 25%, down from 91% the previous year. Within Bihar, there are inter-district variations as well since by September 2010, 58% of Purnea's schools had received the SMG. This occurs despite the fact that in most states, the school year begins at least six months earlier (April or June). Furthermore, the PAISA Survey highlights how there are gaps at the school level between the date of grant receipt and the date of first expenditures. In 2010-11, it took schools in Medak an average of 26 days to initiate expenditure while in Kangra, the average lag between grant receipt and spending stood at 113 days.

These results prompted us to delve deeper into the reasons behind such variations in grant receipt and expenditure. Specifically, we sought answers to the following questions: What factors determine the timing of fund transfers to schools? What are the reasons for late transfers? How are expenditures prioritised and how do schools cope, especially when grants do not arrive on time? And what mechanisms, if any, are available to schools for the redress of any grant-related grievances?

Methodology

To answer the above questions, we examined the conditions in ten schools in each of the sample districts. Based on the

timing of grant receipt and expenditure, these schools were considered to be outliers in our sample. These schools were divided into five categories: i. Grant expenditure before receipt; ii. Early receipt and early expenditure (i.e. grant receipt within Q1/Q2 and expenditure within two months of receipt); iii. Early receipt and late expenditure (i.e. grant receipt within Q1/Q2 and expenditure after two months of receipt); iv. late receipt and early expenditure (i.e. grant receipt in Q3/Q4 and expenditure within one month of receipt); and finally, v. late receipt and late expenditure (i.e. grant receipt in Q3/Q4 and expenditure after one month of receipt).³ A questionnaire was administered to the headmaster (HM) in each school to collect information pertaining to grant receipt, expenditure, and grievance redressal mechanisms.

In addition, detailed interviews with the Block Education Officers (or Block Resource Centre Coordinator) were also conducted. In some cases, Block Resource Persons (BRP) and Cluster Resource Centre Coordinators (CRCC) were also present during the interviews.

The broad results of the survey are highlighted below.

Fund Transfers

Timing of transfers: In all states but Madhya Pradesh, the three SSA grants are transferred directly by the District Resource Centre (DRC) to the bank accounts of the School Management Committee (SMC). In Madhya Pradesh, this transfer is made directly by the *Rajya Shiksha Kendra*, (the state level office) while the District transfers state grants for uniforms and cycles. In most cases, headmasters do not even realise that the grants that they receive between September-November are arriving late – for them, this is the usual time of grant receipt each year. Broadly, there are two main reasons for delays in fund transfers:

- First, there are time-consuming administrative procedures such as the processing of various certificates at the block and district levels and the transfer of all bank accounts to a single bank (as in Madhya Pradesh). In particular, an often cited reason

¹ Author is Programme Analyst, Accountability Initiative, CPR

² Under the SSA, each school is entitled to three annual grants: School Maintenance Grant (SMG) – for minor repairs, maintenance, white-wash, etc.; School Development Grant (SDG) – for expenditures on chalk, dusters, blackboard, etc.; and the Teaching-Learning Material (TLM) grant – for expenditures on teaching-learning aids.

³ These definitions are based on the expectation that the time lag between grant receipt and expenditure would decrease towards the end of the financial year as there would be greater pressure to utilise the grants.

by SSA officials is that incorrect account numbers are used, pointing to the need for institutionalising better documentation practices.

- Second, it is also possible that a school may not have submitted their grant utilisation certificates (UC) for the previous year on time.⁴ Utilisation certificates are to be submitted to the Block Resource Centre (BRC), which then review the certificates and send them on to the district level for further processing. While schools should take the initiative and ensure that they submit the UCs on time, we have also observed in Nalanda, Bihar that until block and cluster officials specifically ask or remind schools, they usually do not do so. More significantly, due to delays in both grant receipt and expenditure, the submission of the UCs automatically gets delayed. Technically, there is no condition on the receipt of the SSA grants in a school (e.g., the submission of UCs) and schools are supposed to receive the grants regardless of their utilisation the previous year. However, we find that in states such as Bihar, this is an important factor determining when grants are transferred to schools.

Notification of transfers: No written notifications are given regarding the transfer of funds. In those districts where information is provided to schools, it is done orally during meetings held either at the block or the cluster. Here is how the problem unfolds in the field:

- According to HMs in Kangra, a letter (or list) with the necessary details is sent from the DRC to BRC, which then shares the information with the CRCCs during a meeting, who then notify the HMs at cluster level meetings. This process is long drawn and the HMs usually receive the information at least two or three weeks after the transfer has been made.
- Accessing grant information is even harder in Purnea, Bihar, where we find that although the DRC is supposed to send a letter to the BRC's at the time of the transfer, a consolidated list usually arrives towards the end of the financial year. Therefore, it is difficult for block officials and HMs to sift through the list and gather information in a timely fashion. Since banks are usually not located close to schools, HMs do not visit them regularly and thus have no access to real time information on grant arrival.
- An additional problem at the school level is that even when HMs get to know of the transfer, the grant's name is not specified in the passbook, making it difficult for

them to know how to use the amount received. According to several HMs in Bihar, grant transfers by cheque – as was the norm before the accounts were shifted to the Real Time Gross Settlement (RTGS) system – may have taken longer, but they used to be accompanied by a letter clearly specifying grant details while receipts also had to be confirmed with their signatures. This is no longer the case and HMs usually lose considerable time in seeking clarifications from other schools or from the BRC and DRC.

Thus, lack of notification of grant transfers is a significant factor contributing to late expenditures at the school level as there is a complete lack of transparency in the transfer process. It is thus inevitable that we observe delays in expenditure at the school level.

Utilisation of Grants

Whither decentralisation in education? The Right to Education Act (2009) mandates a community based planning and implementation structure. Accordingly, at the school level expenditures are to be decided upon collectively by the SMC. Prioritisation of expenditures varies from school to school as it well should. While some schools prefer to spend the TLM grant and buy teaching/learning aids, others give more importance to the maintenance of the school by spending the SMG first. Yet, it should be noted that a significant reason for the delay in spending lies in the decision making process. Often times, the SMC meetings are not held each month due to the unavailability of members or it takes more than one meeting to reach consensus on how the grants should be spent. Moreover, issues with procurement of labour and materials have also been observed. Procurement can sometimes take longer than expected, not only for schools that are located in more rural or in harder-to-access areas but also generally due to the number of permissions required for procuring materials from various authorities.⁵ This points to how, in reality, final decisions on financial matters are not participatory at all at the school level as SMC's are not currently empowered to play out their due role.

Instructions for grant utilisation received from the top – buy furniture whether you need it or not; buy fire safety equipment whether you have a school-building or not: In several instances, HMs reported that the district often gives instructions on how to use the grants. For instance, a school in Jaipur which had bought new furniture the year before and had no real need to replace it so soon was still forced to buy it. Similarly, a building-less school in Purnea was forced to buy fire safety equipment despite the fact that there was no

⁴ Utilisation certificates for each grant are to be submitted by each school before the end of the financial year.

⁵ For more on the role of the SMC's in procurement under the SSA Framework, see my colleague Gayatri Sahgal's article.

space to store it, leading the HM to request the shopkeeper to keep it till the day the school building would finally be built. District officials claim that they do not give instructions on how to spend the grants nor are there any set guidelines; instead they just advise schools about the ways in which grants 'could' be spent, often as a means to raise efficiency in spending. These instructions are given orally or are sometimes written unofficially on the back of the lists sent to the block; some block officials state that such instructions are necessary as schools do not always know how to spend them.

Yet, as shared by a Block Education Officer (BEO) in Bihar, this does not leave room for expenditure according to each school's own needs. This was echoed by the HMs who claimed that while they could spend the grants as they see fit, there is no guarantee that their UC would be then passed once submitted. In such a centralised system where verbal instructions are passed down to the ground unofficially, the arena is ripe for encouraging corruption and further reducing accountability. With directives such as these coming from the top, how then are schools expected to prioritise their resources and expenditures to meet their needs?

Headmasters and teachers are forced to meet expenses out of savings or their own pockets: A large number of schools make do with existing facilities and teaching/learning material, not incurring expenditures till grants arrive. However, in other cases we observe several HMs delving into the school's past savings to meet expenses. In all states, we see HMs pooling resources with teachers or spending their own funds to ensure that their school's needs are met adequately. Sometimes the community is also asked to make contributions. Yet, the utilisation of funds from other sources is never mentioned in official records or on the utilisation certificates. Those HMs who appear more knowledgeable and expect grants to arrive by a certain time make expenses before the grants arrive, either buying materials on credit or adjusting their own accounts later on. On the utilisation certificate, the dates are usually adjusted to reflect that expenses were made after the receipt of grants. CRCCs and BEOs also accept this fact, acknowledging that HMs do spend their own money and reimburse themselves later.

Grievance Redressal

In spite of the difficulties they face due to the late arrival of funds, none of the schools in the sample had ever complained in writing about the late arrival of funds. In the case of grievances, schools are supposed to approach the block for redress. While all schools had highlighted the problem in regular block level meetings or in conversations with CRCCs, there appears to be a lack of faith in the system for grievance redress with several HMs stating that filing a complaint or raising the issue formally would only add to their problems. In contrast, block and district officials seem to think their hands are tied and pass the onus of taking action on to each other.

Conclusion and Policy Recommendations

From this brief exercise, it is evident that schools and School Management Committees need further support to manage their finances and meet their student's needs. While the Right to Education Act (2009) mandates a decentralised approach to making School Development Plans and incurring expenditures according to each school's needs, in practice, we observe a top down system where the capacity of local institutions has not yet developed enough to take complete charge. Thus, there is a need to provide training on financial management and planning to HMs and teachers. Transparency and efficiency in fund flows all the way down to the school level must be increased to increase accountability at all levels as occurs in MP where the administration sends an SMS alert to HMs to notify them of grant arrival. In Nalanda, passbooks that clearly mention the grant name along with the amount were seen, underscoring the fact that adequate information can, indeed, be sent to the schools – such practices must be scaled up to all districts in all states. Finally, SMCs must be sensitised and empowered to play out their role in monitoring and managing the schools.

Acknowledgements: Many thanks to all our PAISA Associates for collecting and sharing invaluable case studies from the field.

THE STORY BEHIND PAISA: NOTES FROM THE FIELD

Venugopal Kalokota, Poonam Chaudhary, Swapna Ramtake, Dinesh Kumar, and Ram Ratan Jat¹

During the course of the PAISA survey our field level researchers gained some interesting insights regarding the ground level implementation of SSA. Their findings trace different elements of the implementation story and include an analysis of the pattern of SSA fund flows, the status of school outputs and the level of SMC functioning. Here are some highlights from the field.

The Curious Case of Missing Uniforms

In this story Venugopal Kalokota (PAISA Associate, Andhra Pradesh) narrates a perplexing tale of the pattern of fund flows in Andhra Pradesh. In tracing the story, he demonstrates how confusion within the administration created delays in the provision of uniforms- a fundamental right of children under RTE.

Following the passage of the Right to Education 2010, the State Implementing Society (SIS) for Sarva Shiksha Abhiyan, took a decision to provide two sets of uniforms to every student enrolled in a government elementary school. Funds for the uniforms were to be transferred to schools, who in turn were given the responsibility for purchasing uniforms at the local level. Consequently funds were transferred into school accounts in FY 2011(at a unit cost of Rs. 200 per uniform).

During the course of the PAISA survey, while scrutinising the school passbooks we found that although schools had received the uniform grant, none had spent it and in fact the funds had been re-appropriated back to the district account. This seemed decidedly odd. On probing we learnt that later that year contrary instructions had been issued by the SIS to retrieve the grant amount transferred to schools! This was because the SIS, upon transferring money to schools, changed its mind and decided instead to procure uniforms centrally. To do this, the SIS office entered into a contract with the Andhra Pradesh State Handloom Weavers Cooperative Society (APSHWCS). As a consequence of this administrative confusion, funds, once they reached the schools were 're-transferred' to the state. The ultimate price however was borne by the students who did not receive their uniforms on time.

Status of School Outputs

One of the principal rights guaranteed under the Right to Education (RTE) is basic school level infrastructure. For Poonam Choudhary (PAISA Associate, Rajasthan) it is the limitations in the provision of this right that have struck her the most. Based on her field level experience she paints a vivid picture of the status of infrastructure facilities and reflects on the question of who is responsible for the status of such facilities.

I have only ever known a school with all the necessary infrastructure facilities: boundary walls, playground, drinking water facilities, toilets and sufficient classrooms. During the course of the PAISA pilot survey, I found myself questioning this perspective. While conducting the pilot exercise in Chaksu Block I came across two schools whose story left a deep impression on me. In both schools the status of infrastructure facilities was extremely poor. One school was located on the main road but didn't have a boundary wall. According to teachers the absence of such facilities made it extremely difficult to secure the school premises and equipment. In fact there have been occasions where the school building was used as a casino by local men who gambled there. One morning teachers and students arrived at school to find it strewn with liquor bottles and cigarette butts. Another time, a dead body was kept in the building due to lack of space. The school building it seems was the only building large enough to store the body!

The second school was located literally in the backyard of a house. The school lacked all the basic facilities. An asbestos shed served as a makeshift classroom. The only piece of furniture that the school had was a table for the headmaster. All school related material was kept in the granary. Piles of teaching-learning equipment and student registers were stacked near bags of wheat. There were no toilet facilities and the only drinking water facility was a hand pump that belonged to the family in whose house the school was located. Despite several applications sent by one of the only two teachers who taught in the school, the administration had not done anything to relocate the school and provide it with the necessary infrastructure facilities.

¹ Authors are PAISA Associates, Accountability Initiative, CPR

The combination of these two experiences raised questions in my mind. It provoked me to question whether it really made a difference that students were not getting what they should from our government. If yes, then who is accountable? In my view policy makers, government officials, teachers, students and the community are all accountable.

Teacher Absenteeism and Community Action

This story by Dinesh Kumar (PAISA Associate, Bihar) documents the problems associated with the practice of officially sanctioned teacher absenteeism. Dinesh's story also highlights the importance of community mobilisation and the critical role that an active citizenry can play in demanding accountability from government officials.

My story relates to the school management committee of a government girls' upper primary school, Karzahar village in Rohtas district, Bihar. This incident took place during the State assembly elections. Teachers were placed on election duty and as a consequence, schools across the state were operating below their full strength. In Karzahar village, out of the six teachers appointed, four were sent on election duty. As a result, children were attending school only to record their attendance! Concerned with the low level of teacher attendance, the Village Education Committee (VEC)(or School Management Committee as they are now referred to) complained to the Block Education Office (BEO) and filed an application requesting them to close the school for the period of the elections. Since there were no teachers, what was the point of sending children to school – apart from keeping attendance numbers high? The complaint lodged by the VEC, however, was summarily ignored and the school continued to operate.

I was made aware of this problem during an interview with the chairman of a VEC. The chairman explained that despite several attempts, the BEO had rejected their requests. The problem, it was later discovered, was that the BEO lacked the authority to respond to their requests, as it was the Block Development Officer who was responsible for assigning teachers on election duty.

Confronted with the problem, as a first step I decided to call for a meeting of the VEC. At this meeting it was decided that until such time that teachers did not return from election duty, all the literate members of the village would contribute their time and teach in schools. In addition we decided to explore alternate means to pressurize the local administration.

Following the meeting, a rally was launched at the Block Office. During the rally, the participants, particularly the children cornered the Block Education Officer and refused

to let him leave until he promised to meet their demands. Hearing the ruckus, the Block Development Officer came out of his office only to be surrounded by the students who refused to listen to his platitudes. In the end, faced with enormous pressure from the students and the community, the BDO finally relented and agreed to call back all the teachers who had been sent for election duty. The highlight of this story was that one of most active students in the protest was also the BDO's daughter.

Lessons from a Participatory Planning Exercise

In her story of Sehore, Swapna Ramtake (PAISA Associate, Madhya Pradesh) highlights some of the most important lessons relating to the capacity of School Management Committees to plan and spend their resources. In her final analysis, she emphasizes the importance of both community participation and administrative support as critical elements for strengthening school level planning.

This story is about a school in Palaspani village, Narsulganj block in Sehore district where we conducted some preliminary work on strengthening the capacity of school based committees to make plans for meeting their needs.

When we first visited the village we did not have an inkling of the task that was before us. We were under the impression that once members of the school based committee (Village Education Committee) were identified, it would be a relatively simple affair to conduct a participatory planning exercise for the development of a school plan. How naive we were. In truth the greatest challenge was to motivate members of the community on the importance of education and their involvement in ensuring its delivery. Located in one of the poorest areas of the state of MP, the village suffered from a variety of problems associated with scarcity of drinking water, lack of Anganwadi Centre's and an absence of employment.

Faced with this situation, we decided to change our strategy by first helping the community to address some of these more urgent problems. Our first step was to file applications with the block administration demanding the provision of these basic services. To our surprise and relief, the demands were addressed; a new Anganwadi centre was established, water problems were resolved and new works were opened up under Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA).

These efforts won us the support of the community who were now convinced of our intentions and were willing to work with us on developing a plan for addressing school needs. Adequate infrastructure facilities was the first need identified by parents. The teaching area in the school consisted of two

classrooms and a veranda. The state of the classroom was especially deplorable as the floors were riddled with potholes. The school also lacked basic drinking water facilities.

To address these problems members of the Village Education Committee (VEC) developed a Plan for repairing the classroom floors and constructing drinking water facilities. To fund both activities it was decided that funds from the previous year's school maintenance grant (which had not been used) would be combined with this year's grant. Both activities were slotted to start in September, which was also the period just after the rains when it would be possible to construct water harvesting facilities as well as initiate repair work of classrooms. To complete these activities the community members volunteered to donate their labour.

Thus, all plans were made to start work in September. However, there were delays in the transfer of grants and by September the school had yet to receive their funds. When the block officials were asked about the delay in the transfer of funds, they replied that funds would be transferred soon. The transfers, however, did not take place till January and the plan which had been made with so much effort was never implemented.

Through this exercise we learnt a number of lessons. The most important however was the lesson that school level planning is a complex process that involves both the participation and the support of the community and the administration. Thus in mobilizing the community it is important to keep the institutional environment in mind and to ensure that funds arrive on time.

Strengthening School Management Committees

Picking up on Swapna's analysis is Ram Ratan Jat (PAISA Associate, Udaipur) draws a roadmap for strengthening SMC participation.

In the course of my work with the PAISA project I have found that School Management Committees (SMC) have only been formed on paper. The level of interest taken both by the administration and the community continues to be low. The problem is rooted in the way the administration and the community view the role of the SMC. Administrative officials and headmasters treat the SMC as a body that they are forced to engage with under the Right To Education (RTE). They do not understand the value of the SMC. Community members, as well, do not consider it important to forgo their earnings and other household responsibilities for participating in SMC meetings.

In this scenario, it is very important to explain to community members and officials the purpose and importance of participating in and engaging with SMCs. In doing so, one of the most important responsibilities to emphasize is the role of the SMC in managing and monitoring school finances and expenses. It is necessary to highlight that the money that reaches schools is essentially public money. Every person in one way or another pays taxes to the government which is collected and used to fund various government programmes including education.

In my opinion then, it is important to ensure that the community and the school level administration work together to strengthen the role of the SMC. This can be done by;

- 1) Involving the SMC and the school administration in making of the school plan,
- 2) Encouraging the SMC to monitor children's learning levels
- 3) Emphasizing the role of the SMC in monitoring teacher's attendance.

STRENGTHENING CITIZEN ENGAGEMENT IN ELEMENTARY EDUCATION IN INDIA

Rukmini Banerji¹

At the most basic level, India now believes that children should be in school. With the launch of SSA and now RTE, the goal of universal schooling, access and enrollment has been almost met in India. But simply ensuring that children are in schools cannot be the ultimate goal. Education is not about “years of schooling completed” but the “value added” as a result of spending time in school.² The real challenge facing India today is how to take the critical step beyond schooling that will lead us to the ultimate goal of education. Whether at the macro level of the government or the micro level of the family, the struggle is to understand the path(s) that take us from the objective(s) to the outcome(s).

The Right to Education Act, 2009 outlines entitlements that all children must have. The majority of these entitlements refer to inputs such as schools in every habitation, classrooms, teachers with specific qualifications, toilets, textbooks, boundary walls, safe drinking water, playgrounds, libraries and so on. Few of the entitlements refer to processes such as specified days and hours of instruction, inclusive admission processes, no corporal punishment, grievance redressal mechanisms and so on. The implicit understanding underlying such prioritisation is that guaranteeing inputs and processes will lead to the desired outcome of age grade educational outcomes.

But can the mere provision of entitlements lead to educational outcomes? Much of the preoccupation of government is on ensuring that RTE entitlements are ‘delivered’ to India’s children. However, to ensure education, engagement is needed by governments and parents to assess and understand learning needs of children and find ways to structure the education system such that it is responsive to these needs.

Efforts like PAISA and ASER are important first steps in this direction. They help ordinary people understand where our children and schools are today and enable them to think about the future. These are building blocks in the process of understanding what works and what does not.

The Right to Education provides a possible new turning point for such engagement. For each school, there is an opportunity for a group of people to define the goals for their children and for the school for each year. If the law were to be taken seriously then we should have more than a million school communities deciding what their children need. If the law were to be implemented seriously then these communities need an enabling and supportive institutional environment that will allow them to take decisions for meeting their stated goals.

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² In fact, in many Indian languages the formal word for education is “shiksha” but the words that the common man uses is often synonymous with learning/reading/writing (for example: in Hindi “padhai”, in Bangla “lekhapoda”, in Assamese “podahona”, in Telugu “chaduvu”, in Oriya “podhiba”, in Gujarati “bhantar”).

PAISA - A 'COURSE' FOR ACTION

Parimala Inamdar¹

An earlier phase of the PAISA Project set out to build a network of people that can use PAISA tools and engage with the questions of process and implementation of government programs. We soon realised this was a multi-dimensional challenge.

A capacity building course to address this challenge might not be the 'dream'. Neither should it be a haunting nightmare, like for many in India. Sitting in an examination hall, tired from cramming reams of information, the question paper on your desk, your mind suddenly as blank as the answer sheet. Horror! Cold sweat as your future hangs in the balance.

While the nation faces myriad education questions of scale and quality in education, at PAISA we had a close look at our own journey, gearing ourselves to build capability for the PAISA project and the outcome of that. So here is our pedagogical journey of building our capacities to do the PAISA project itself- the PAISA Course – based on a new pedagogy, a holistic way of learning.

What Does the Project Call for?

PAISA is a project in uncharted territory. It is pioneering in how much it puts its arms around. Therefore, it is also a learning space. PAISA has assembled young staff of field researchers and Delhi based analysts. The diversity of their backgrounds from far flung corners like Osmanabad, Jodhpur, Shimla, Patna, Vaishali, Karimnagar and London was unintended. So was their education span - home science biotechnology, rural management, botany and history. A very valuable variety indeed, but needing to be built to conduct the kind of research intended.

It would have been easy to put them all together into a classroom and teach them the obvious specifics – PAISA Survey Methodology - and be done with it. Conduct a survey, put out a report. Even market research agencies do it, train people to conduct surveys on the rural shampoo market for example! What's the big deal here? Why write about it?

Because that obvious answer would have been very wrong. That would be no way to ensure the credibility of PAISA reports.

The big difference in building capacity for PAISA is the complexity of the content as well as context of the research. Accountability research spans domains relating to policy, finance, education, planning, management and service delivery. In unearthing education fund flows, the researcher is often called upon to know policies, systems, and processes as much as local rural realities, needs and priorities. It requires an innovative mind of considerable breadth to look for data in the right places in rural ecologies– for processes that are known and valid but also informal and not easily accessible.

Governance is a practice oriented discipline. Effective knowledge must find relevance in the context of an experiential problem to be transformed into capability. Theoretical knowledge inputs become relevant when delivered in the context of an experiential problem. The capacity building challenge for our PAISA team was for theoretical knowledge and field experience to proceed in such a way that they strengthen each other at the appropriate time.

How Does this Translate to the Learning Process?

The PAISA capability is driven from experiential learning and its resulting demands. Our teams incorporate field knowledge harnessed from education functionaries, elected rural government representatives and other people from that 'real' world. Every new classroom module demands prior fieldwork from team members. Each then builds on it in a collaborative manner. There is immediacy of guidance from content experts, mentors and peers. The classroom module also helps design and shape plans for the next work phase.

To help the whole, learning necessarily goes on well beyond classroom walls. The knowledge network extends beyond the classroom to local ecologies. Workspaces are also learning spaces and the learner's work experience is brought into the

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classroom to inform the teaching process as well as construct their understanding – be it of interview techniques, questionnaire construction, Sarva Shiksha Abhiyaan, Right To Education, local self-governance, decentralised planning or fiscal devolution.

In the PAISA course, learning has shifted from passively receiving teaching inputs to collaboration between faculty and learners.

Where are We Now?

Field experiences have now transformed the PAISA team from being motivated to “challenge myself” to a desire to impact social change. This journey of self-perception through last year’s course, from being ‘data collectors’ to potential social change agents, has corresponded with an expanded articulation of the work of the Accountability Initiative itself. Teaching/learning strategies employed in the PAISA course centerstaged field experience in the classroom teaching process. This was learner empowering.

We now turn to another focus for leverage and pedagogical change. As described, there is a symbiotic relationship between PAISA classroom and field practice and also a knowledge network outside classroom. This creates the basis to use technology for the paradigm shift from a classroom based, ‘teacher’ focussed, time bound training program towards network based, collaborative, continuous learning for practitioners. In this phase, the focus is on inclusion, networking, creating user generated content and making tacit rural knowledge explicit.

The last few decades in design and pedagogies for technology enhanced learning (TEL) has shown that technology use is effective when it impacts time and distance or supports/transforms a core learning process – self learning, exploration, collaboration, listening, narration, drill, practice and others. There is the larger design challenge that involves, what Swiss scientist in TEL, Pierre Dillenbourg, describes as ‘orchestration’ of multiple activities, across multiple spaces, virtual and real, with multiple constraints.

A New Methodology

In the governance sector, my colleague Mr. T.R. Raghunandan (advisor to PAISA) - points out that using technology for capacity development has largely been confined to jazzing up conventional teaching methods or achieving some administrative efficiency. Nevertheless, a lecture is a lecture, even with a powerpoint presentation.

As we now collaborate on governance capacity building projects across states, we use technology to enable transformation in teaching-learning paradigms. Not merely by creating e-enabled ‘expert’ content on the supply side but by addressing learner needs on the demand side. The self and peer learning component is particularly enhanced. Not just to achieve scale but also to create a fundamental pedagogical shift.

This PAISA report in your hands and the District Report Card released some months earlier is evidence of our long and combined effort - of our learning, capacity building and performance. It is perhaps a more fair and holistic evidence of the results of a course, than the “cold sweat” exam versions that students across the nation are subjected to at the time of this writing.

EMPOWERING SCHOOLS AND SCHOOL MANAGEMENT COMMITTEES: UNPACKING DECISION MAKING IN INDIA'S SCHOOLS

Gayatri Sahgal¹

Introduction

Since the early 1990's School Based Management (SBM) has gained increasing popularity as a strategy for improving responsiveness and accountability in the delivery of education services. As a form of decentralisation, the SBM approach involves the transfer of decision making authority over school operations to local agents². One of the principle functions delegated to local agents is the responsibility for managing the school's finances. In several countries including Brazil, Nepal, Mexico, and the Czech Republic, authority is devolved to school based committees who are given varying levels of financial autonomy for 1) determining school needs, 2) preparing budgets and plans, and 3) procuring items for meeting such needs³.

In India the involvement of community members in school functioning has been institutionalised under the Right to Education (RTE)⁴ Act 2009⁵. Under the RTE, School Management Committee's (SMCs) are required to be constituted in every government owned/run elementary school in the country. Consisting primarily of teachers, parents/guardians and members of the community, SMCs are empowered with the responsibility of monitoring school functioning and managing its finances.

In principle, SMCs have complete financial power over three annual grants (Teacher Learning Material or TLM, School Development Grant or SDG, and School Maintenance Grant or SMG). These amount to approximately 5% of the Sarva Shiksha Abhiyan (SSA) budget (SSA is the programmatic vehicle for implementing RTE). In addition, the SMCs have some decision making powers over other monies that arrive in schools including infrastructure funds. To facilitate grant utilisation, SMCs are expected to follow the norms laid down in the SSA framework⁶ and the procurement policies

enshrined in the Revised Manual on Financial Management and Procurement for SSA⁷. The combination of these two policies determines the extent of financial autonomy enjoyed by the SMCs especially with regard to their ability to meet school needs and requirements.

How do these norms play out in practice? To what extent do these norms enable SMCs to take decisions for schools? Drawing on the procurement policies for SMCs, this article attempts to answer these questions. To examine how SMCs work in practice, this article reports on findings of a micro study undertaken in Khairatabad Mandal, Hyderabad in Andhra Pradesh.

Unpacking Procurement Policies

Central Guidelines

Levels of Procurement: The Revised Manual on Financial Management and Procurement for SSA assigns the SMC responsibility for procuring items to meet the recurring needs of the school. This includes:

- Procurement of goods for the upgrade, repair and maintenance of the school.
- Utilisation of the school grant, teaching learning equipment, KGBV and NPEGEL activities⁸.

Procurement of other items that may be required by the school is assigned to the district level. These include textbooks, learning enhancement aids and requirements for disabled children. The rationale is that many of these items can be purchased in bulk and thus ought to be procured centrally by the district education administration.

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² Local agents include a combination of principals, parents, teachers, students and other community members

³ Bruns, Filmer and Patrinos (2011) *'Making Schools Work: New Evidence on Accountability Reform'*, Human Development Perspectives, World Bank, Washington

⁴ RTE is implemented through the programmatic of Sarva Shiksha Abhiyan (SSA)

⁵ Right to Children to Free and Compulsory Education Act 2010. Available at: <http://www.delta.org.in/form/rte.pdf>

⁶ Revised SSA Framework (2011). Available at: [http://ssa.nic.in/ssa-framework/SSA%20Frame%20work%20\(revised\)%20209-6-2011.pdf/view](http://ssa.nic.in/ssa-framework/SSA%20Frame%20work%20(revised)%20209-6-2011.pdf/view)

⁷ For more details see: <http://ssa.nic.in/financial-management/manual-on-financial-management-and-procurement/manual-on-financial-management-and-procurement-unit>

⁸ Manual on Financial Management and Procurement, (2010), SSA, pp. 83.

Method of Procurement: According to the rules, items purchased at the school level are to be purchased on the basis of a limited tender system i.e. by comparing price quotations obtained from several suppliers (usually three) to ensure competitive prices. Limited tender enquiries are issued to those firms which are on a list of approved contracts. For the construction of school based infrastructure the Manual makes it mandatory for procurement to be done with the participation of the community, usually through the SMC. The specific role for the SMC includes out the work directly, organising labour and procuring material.

The procurement policies in the Manual are only indicative and subject to a) procurement policies of the State government or the Panchayati Raj Institutions for the procurement of civil works, goods and services under SSA, policies of the State Implementing Society (SIS) recommending the powers of procurement to districts and sub districts. Thus for defining the levels of procurement at the state level, the Manual suggests that states develop a Procurement Plan. The Procurement Plan is to be made on an annual basis within one month of the approval of the Annual Work Plan⁹.

State Guidelines

AP Procurement Plan: The Procurement Plan for 2010-11¹⁰ defines the method of procurement, the quantity of items to be procured and their estimated cost. In addition, the

procurement plan specifies the month by which procurement processes ought to be completed.

However, the Plan does not provide clear guidance about the role of the SMC in procurement. This is primarily for two reasons; 1) while the Plan defines the method of procurement it does not specify the level at which procurement is required to be undertaken, 2) the Plan provides details based on item wise procurement and not on the basis of grant amounts as is done in other states. For instance, Rajasthan's plan assigns specific responsibility to the SMC for procuring items under the three annual grants¹¹.

The section on infrastructure (civil works) provides some guidelines for SMCs. It states that the SMC is required to follow a method of procurement which includes; 1) preparation of specifications and bid documents, 2) issuance of invitation for bids, 2) evaluation of bids, 4) reward of contract to the bidder with the lowest price. Once the contract is awarded, the Plan specifies a four month period during which works are required to be completed. For instance, for the construction of toilet facilities, contracts are required to be awarded by August and work is slotted for completion within a four month period (September to December).

Utilisation Guidelines: For the annual grants, item-wise utilisation details have been issued by the SSA District Office (District Programme Officer). Details are as follows:

Table 1: Utilisation guidelines for annual grants (Andhra Pradesh)

Teaching Learning Material	School Development Grant	School Maintenance Grant
50% of grant amount on temporary material	Priority for internal wiring for electrification	Minor repairs of floor, roof, compound wall, gate furniture
50% of grant amount on permanent material	50% purchase of library books	Maintenance of toilet with a ceiling of ₹400
Xeroxing of question paper	Schools which have electricity supply may use it for; payment of electricity bill, procurement of trays for preserving SLIM cards, stationary, procurement of radio, repair of radio, purchase of TV.	Cost of electricity connection and meter charges.

⁹ Annual Work Plan and Budget is the primary planning and budgetary document under SSA.

¹⁰ For details see: http://ssa.ap.nic.in/Proce_schedule2010-11/Procurement%20plan%202010-11.pdf

¹¹ For more details see: <http://rajssa.nic.in/Circular/17.pdf>

De-facto Financial Autonomy

To understand how these guidelines structure the SMC's capacity to meet their needs, we conducted a series of interviews with Acting Head Masters (HMs) in Khairatabad Mandal, Hyderabad city, Andhra Pradesh. Our conversations with HMs revealed the following:

From the HM's point of view, the SMC has real decision making autonomy, at least when it comes to the schools grants. Of course, it is important to note that this only indicates that the HM is taking decisions – the extent to which these decisions involve other SMC members is unknown. According to the HMs, school needs and requirements dictated the manner in which school grants were to be utilised and primacy is given to needs determined by the school in the event that they did not correspond with the utilisation guidelines. For instance, the acting HM of Government Primary School (GPS) Hanuman Stone Cutter explained that they utilised a part of the school development grant for funding the travel cost for a class trip.

Despite such autonomy, interviews revealed several factors which limit the capacity of the schools to procure items on the basis of their needs. These can be divided into in meeting recurring needs and those relating to civil work requirement.

Recurring needs

- a) *Additional guidelines* issued by the administration mandating all schools to purchase specific items, thereby limiting the SMCs capacity to plan its expenses. For instance, in FY 2009-10 all schools in AP were asked to purchase a radio from the School Development Grant for the Interactive Radio Instruction Programme (Learning Enhancement Programme).
- b) *Financial norms* which limit the capacity of the school to incur expenditure exceeding a specific amount. The guidelines place financial ceilings on expenditure to be

incurred under specific items such as maintenance of toilet facility and the procurement of library books.

Civil work based need

- a) *Inadequate authority*: while the procurement guideline define the SMC as the authority responsible for procurement of civil works, in practice the final sanctioning rests with the office of the District Programme Officer, that takes decisions based on a number of factors such as District Information System for Education (DISE) estimates and applications submitted by HMs.
- b) *Delays in processing of sanctions*: Schools that filed applications reported considerable delays in receiving approvals. For instance, the acting HM of GPS Mahatmanagar stated that she had sent a request to the Deputy Inspection Officer (DIO) for the construction of classrooms in December. However, two months later in February (when interviews were conducted) she had not received any information on the status of this request.
- c) *Implementing responsibility rests with the District*: HMs reported that the construction of civil works in Hyderabad is usually undertaken through the district office, that awards contracts to the tenders. Thus while SMCs are required to be involved in the construction of civil works according to the procurement plan, their actual involvement appears to be fairly limited.

Thus, in considering several aspects of the procurement policies we find that while central norms assign broad powers to the SMC to procure items and incur expenditure, the AP Procurement Plan and Guidelines seeks to define these powers in more specific ways. The practical effect of such policies is that while SMCs may have some authority to procure items to meet their needs, they do not enjoy complete autonomy. This has implications not only on the extent to which SMCs can be responsive to school needs but also on their capacity to develop school plans for meeting their requirements in a timely and efficient manner.

TEACHER ABSENCE: THE RESULT OF PRIORITISING INPUTS OVER OUTCOMES

Indrojit Banerji¹

Teacher absence in India's government schools is a well documented problem. Since the late 1990s, a number of independent studies such as the Public Report on Basic Education (1999 and 2009) and Kremer, Muralidharan et al's 2004 World Bank report on teacher and health worker absence in developing countries have conducted surveys which assessed the degree of teacher absence in government schools. Reported absence rates range from 14% in some states to up to 44% in others. Longer term and repeat studies such as ASER and PROBE Revisited have reported national absence rates to be fairly consistent since 2007 and between 1996 and 2006 respectively.

A range of studies have also sought to investigate the causes of teacher absence and what can be done to mitigate them considering its contribution to poor learning outcomes. A recent study by Accountability Initiative in two districts – Sagar (Madhya Pradesh) and Nalanda (Bihar) – sought to investigate the issue through a focus on the administration and its monitoring mechanisms. Our report is based on desk research, documents sourced directly from officials and interviews with just over 50 teachers, officials and independent agents throughout the elementary education system in both Sagar and Nalanda.

The study maps the current teacher recruitment and monitoring processes and identifies challenges faced by the existing monitoring mechanisms in tackling and reducing rates of teacher absence. In this article, we discuss one of the biggest challenges - the difference in priority allocated to teacher absence by researchers and administrators due to the allowances available in the system for sanctioned absence.

Components of Teacher Absence

ASER 2011 suggests that rates of teacher absence in MP and Bihar are 17% and 15% respectively, figures supported by AI's PAISA District Studies (2011) which found that in Sagar and Nalanda absence rates are 19% and 22% respectively. However, when officials and teaching staff were asked to suggest what they perceived teacher absence to be and how much of a problem this is, the majority replied that rates were

negligible and not in need of urgent attention. Those most critical of the system argued that absence rates were no more than 10%.

This discrepancy between the results of independent studies and the reports and testimonies of officials is largely explained by the perceptions of officials about the different components of absence; leave, official non-teaching work, illness and non-attendance. Independent studies generally report absolute absence rates, irrespective of which component(s) may be responsible. They conduct surprise visits to schools and record the numbers of teachers physically present to the number of teachers officially enlisted at that school. In MP and Bihar, the administrations also record teacher absence but their figures tend to exclude any absence caused by sanctioned leave, non-teaching work or illness. Thus, they focus on the fourth component - teacher non-attendance.

An example: Say in a school of five teachers, if two were on sanctioned leave due to official duties and one remained absent without prior permission, independent surveyors would prioritise and record teacher absence (60%) but officials would prioritise and record teacher absenteeism (20%), a component of teacher absence. In this way, independent studies prioritise the question of whether teachers are present to teach while the administration is more focussed on whether teachers are following the rules it has set governing their presence. This logic may make sense from a bureaucratic perspective but ultimately does not maximize the use of the teaching resource.

Sanctioned Allowances for Absence

The impact of this difference in prioritisation can be roughly quantified by looking more carefully at the rules governing teacher absence in the two districts.

Teachers in both states are broadly entitled to four types of leave during term time – earned leave, casual leave, leave on account of being delegated official duties and sick leave. Earned leave is leave teachers are legally entitled to take and is 10 days in MP and 11-14 days in Bihar. If this is not taken, it accumulates and can be converted into cash at the time of retirement. Casual leave is more discretionary, intended for

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short periods of time. Teachers in MP are entitled to 13 days casual leave while Bihar's teachers are entitled to 16 days of casual leave. There is no limit on leave for official, non-teaching duties as the amount granted is based on need. Sick leave needs to be verified by a doctor's note and the allowance (for certain pay conditions) is 20 days in MP and up to six months in Bihar.

This information can then be combined with the total number of days schools are open to devise baseline absence rates. Theoretically, the Right to Education Act (2010) entitles pupils in primary and middle school to 200 and 220 days tuition respectively every year. A review of the Bihar government's official 2012 calendar as well as its academic calendar reveals that this academic year, schools should be open for 244 days. If we account for the fact that schools invariably also have to close for unplanned reasons throughout the year, a reasonable estimate of the total number of school days is 220. In addition to the baseline rate, we can also consider rates in other scenarios which include leave due to personal reasons, non-teaching duties and illness. The figures used in these scenarios are based on feedback from teachers and officials; that i) teachers will take all their casual leave ii) teachers will try to minimize the amount of earned leave they take iii) most teachers are required for at least 8-10 days of non-teaching tasks per year and iv) some sickness leave is either unavoidable or fraudulently taken.

In both districts, the baseline scenario is where a teacher only takes the leave he/she is entitled to and incentivised to take. This results in minimum absence rates of 6% in MP and 7% in Bihar. Scenario A accounts for teachers taking 33% of their earned leave entitlement, resulting in absence rates of 7% in MP and 9% in Bihar. Scenario B includes 10 days of non-teaching duties, pushing absence rates up to 12% in MP and 14% in Bihar². Finally, scenario C includes a further 10 days of leave due to illness, pushing absence rates up even further to 16% and 18% in MP and Bihar respectively. The important point to note here is that these levels of absence are sanctioned by the rules of the administration and do not account for cases of 'absence without permission' (or absenteeism).

Considering the lack of any system to provide substitute teachers on days when enlisted teachers are absent, this also illuminates the fact that the education system is prepared to ask headmasters to adjust class sizes to compensate – a strategy guaranteed to inflate the pupil-teacher ratio on a given day to much beyond acceptable standards (in 2010 the pupil-teacher ratios were 62:1 in Nalanda and 44:1 in Sagar).

A final observation is that the degree of non-teaching tasks appears to vary significantly for different teachers. In Nalanda, around a quarter of the teachers interviewed were also appointed Booth Level Officers (BLO), responsible for

Table 1: Sanctioned teacher absence rate under different scenarios (as measured by independent surveyors)

	Scenarios [Teacher takes...]	Casual Leave	Earned Leave	Non-teaching Leave	Sickness Leave	Total Leave	Absence Rate (total/220)
MP	BASELINE. All CL / no EL / no non-teaching duties / no illness	13	0	0	0	13	6%
	A. All CL / 33% of EL / no non-teaching duties / no illness	13	3	0	0	16	7%
	B. All CL / 33% of EL / some non-teaching duties / no illness	13	3	10	0	26	12%
	C. All CL / 33% of EL / some non-teaching duties / some illness	13	3	10	10	36	16%
BIHAR	BASELINE. All CL / no EL / no non-teaching duties / no illness	16	0	0	0	16	7%
	A. All CL / 33% of EL / no non-teaching duties / no illness	16	4	0	0	20	9%
	B. All CL / 33% of EL / some non-teaching duties / no illness	16	4	10	0	30	14%
	C. All CL / 33% of EL / some non-teaching duties / some illness	16	4	10	10	40	18%

² Despite RTE limiting the non-teaching duties of teachers to the decennial census, disaster relief and elections, officials admitted that it was difficult to adhere to the rules because alternative resourcing arrangements had yet to be made.

executing a variety of activities related to polling, voter cards and other administrative tasks. In interviews these teachers reported that they were required to attend weekly BLO meetings and had to dedicate one day a week to carry out their duties. According to the teachers, their meetings and other work often overlapped with school times. Thus, one crude estimate is that for 8 out of 22 teaching days in the month (36%), these teachers are absent from their schools. This statistic is particularly significant considering, for example, in Silao block, Nalanda district, 94 of its 418 teachers are BLOs meaning that in a given month, almost a quarter of the teachers in one block in Nalanda are absent from school 36% of the time before factoring in leave for either illness or personal reasons.

Going Forward

Of the four components of absence – leave, non-teaching duties, illness and non-attendance – our findings reveal the extent of teacher absence that can be accounted for by looking carefully at the administration’s rules about the first three. Due to prevailing rules and practices, the

administration in Sagar and Nalanda does not view teacher absence as a significant issue and, therefore, allocates less priority to addressing it.

The levels of casual, earned and sickness leave teachers are entitled to are the products of prior negotiations with powerful teaching unions. Any changes to these rules will require new negotiations with unions and a focusing of the administration on learning outcomes over teacher inputs. As for non-teaching duties of teachers, the RTE acknowledges their prevalence and clarifies the conditions under which they are permissible. However, as illustrated by the situation in Nalanda, the law is yet to be properly followed and enforced despite high levels of awareness amongst officials.

Re-visiting the rules and associated administrative policies will not be easy. It will require political will, supported by clear evidence of the cost of a system that denies pupils consistency in their teachers or class sizes and of the extent to which increasingly significant amounts of taxpayer’s money does not get utilized towards ensuring teachers are consistently doing what they have been hired to do – teach.

PAISA 2011: SURVEY DESIGN AND METHODOLOGY

PAISA 2011 builds on the foundations of the PAISA 2009 and PAISA 2010 surveys. PAISA 2009 and PAISA 2010 were based on the field surveys conducted during ASER 2009 and ASER 2010, while the current report is based on the data collected during three survey rounds- ASER 2009, ASER 2010 and ASER 2011. All these survey rounds included a School Observation Sheet, along with the tools to determine learning levels of children. The PAISA tool is available in this report.

The PAISA survey investigates the following questions:

- (a) Do schools get their money?
- (b) When did schools get their money (i.e. did funds arrive on time)?
- (c) Did schools get their entire entitlement (i.e. the set of grants that are meant to arrive in school bank accounts as per the norms)?
- (d) Do schools spend their money?
- (e) If so, what are the outputs of this expenditure?

The PAISA survey focuses on tracking 3 key annual Sarva Shiksha Abhiyan (SSA) grants that all schools in India are expected to receive. To contextualise PAISA findings and offer the reader an overview of trends in education finance and its outcomes, PAISA 2011 also provides both country-wide and state specific snapshot of three year trends in SSA allocations and expenditures.

The Sampling Design

The PAISA tool is one part of the ASER outcomes assessment survey. To understand the PAISA survey methodology, it is therefore necessary to understand the ASER survey methodology.

ASER surveys all rural districts in India. It employs a two-stage sampling design at the district level. In the first stage, villages are sampled from the Census 2001 village list using PPS (probability proportional to size). PPS is the appropriate sampling technique when the sampling units (in this case, villages) vary considerably in size because it assures that those in larger sampling units have the same probability of being selected into the sample as those in smaller sampling units. In the second stage, households are randomly sampled in the selected villages.

ASER 2009, ASER 2010 and ASER 2011 surveys used a sample of 30 villages per rural district in India. In each village, 20 households were sampled giving a total of 600 sampled households in each district. Information is obtained about the children in the age group 3-16 years and their learning levels. In addition, information is collected about the parents' education, household characteristics and village characteristics. For details, see ASER reports.

The results in this report are based on the school visits during ASER 2009, ASER 2010 and ASER 2011. The surveyors visited a government primary (std. 1-4/5) or upper primary (std. 1-7/8) school in each of the sampled villages. Since there is no explicit sampling done of schools and there are only about 30 schools per district, the ASER sample of schools is not representative at the district level. However, since the PPS sample is fairly representative at the state level, it still allows us to predict the proportion of schools receiving grants, availability of infrastructure facilities in schools, teacher and student attendance and other school-level inputs. The number of schools visited during ASER 2009, ASER 2010 and ASER 2011 are described in Table 1.

The School Observation Sheet

School information is recorded in the school observation sheet. Some components of the sheet, such as attendance, availability and usability of teaching material and infrastructure facilities, are based on surveyor observation. Information about the receipt and expenditure of the annual school grants provided by the Sarva Shiksha Abhiyan (SSA) was obtained from the school headmasters or headteachers. Where the head masters were not available, surveyors were instructed to ask questions to the teachers present. The respondents were not asked to provide evidence such as passbooks, vouchers etc. for substantiating their claims, so information provided was based on recall. However, reports from the field suggest that in several cases, the headmasters or teachers voluntarily showed the school financial records to the surveyors.

Since the school observation sheet records information about the availability of various infrastructure facilities in the school, estimates of compliance to the RTE norms regarding these infrastructure facilities as well as the cost of fulfilling them can be generated.

Table 1: Sample size

State	ASER 2009	ASER 2010	ASER 2011
Arunachal Pradesh	276	259	207
Assam	553	519	510
Andhra Pradesh	633	632	642
Bihar	960	967	1,022
Chhattisgarh	361	425	392
Dadra & Nagar Haveli	23	26	18
Daman & Diu	6	9	9
Gujarat	664	623	650
Goa	52	50	24
Haryana	528	528	389
Himachal Pradesh	332	261	274
Jammu & Kashmir	357	NA	357
Jharkhand	526	547	537
Karnataka	758	769	781
Kerala	256	275	328
Madhya Pradesh	1,229	1,219	1,195
Maharashtra	935	902	829
Meghalaya	144	110	85
Mizoram	152	174	148
Manipur	142	125	133
Nagaland	242	223	217
Odisha	747	741	769
Punjab	469	449	489
Puducherry	42	41	31
Rajasthan	870	896	872
Sikkim	77	69	NA
Tamil Nadu	645	662	683
Tripura	102	98	94
Uttar Pradesh	1,889	1,896	1,900
Uttaranchal	354	337	297
West Bengal	424	408	401
India	14,748	14,240	14,283

* Only Schools of Std. I-IV/V and Std. I-VIII have been considered.

State Level Analysis of Allocation and Expenditure

Allocations and Expenditure: State level allocations and expenditure figures have been calculated from the individual State Annual Work Plan and Budgets (AWP&B) documents and include both Government of India and State shares for SSA¹. Information for the AWP&Bs was sourced from the Project Approval Board (PAB) minutes taken from the SSA Portal (www.ssa.nic.in). Since the PAB minutes are revised frequently based on the supplementary plan, in order to obtain the most updated figures for a particular year, we have used the PAB minutes for the following year. For instance, for 2010-11 approved figures, PAB 2011-12 has been used to obtain 2010-11 figures. The same is true for expenditures. Moreover, for some states expenditure has been given as “anticipated expenditure” at the end of the financial year.

It is important to highlight that for some states the total given in the AWP&B did not match the sum of the individual components. In these cases, the sum total was recalculated. Table 2 next page, highlights instances of such cases:

¹ For 2009-10, AWP&B's were not available for Chandigarh and Dadar and Nagar Haveli. In 2010-11 and 2011-12, Arunachal Pradesh, Chandigarh and Jammu and Kashmir were unavailable.

Table 2: Data gaps in source sheets

Year	State	Difference in AWP&B
2008-09	Himachal Pradesh	Difference of ₹4.972 lakh in the total allocation given in the source sheet and the actual allocation calculated.
2008-09	Karnataka	The source sheet says expenditure till 31/03/08 instead of 31/03/09. We have assumed its 31/03/2009.
2008-09	Puducherry	The total expenditure given in the source sheet is ₹3.390 lakh higher than the calculated total.
2008-09	Sikkim	Sub-total for civil works and furniture is wrong in the source sheet.
2009-10	Haryana	Difference of ₹2.22 lakh between source sheet allocations and calculated total.
2009-10	Kerala	Difference of ₹217.41 lakh in expenditure (source sheet is higher), due to calculation error in the formula for the sub-component of civil works.
2010-11	Haryana	The State component of Management was not added in the expenditure given in the source sheet. We have added it in our calculations.
2010-11	Kerala	Teacher salary allocations are wrong in source sheet and do not include all the sub-components. As a result, the calculated allocations are ₹5950.5 lakh higher than the given allocations.
2010-11	Goa	Difference of ₹27.62 lakh in total expenditure given as Management and quality has not been included in the total given in the source sheet.
2010-11	Himachal Pradesh	There is a difference of ₹172.43 lakh between given total and calculated total as the State component has not been added in the total given in the source sheet.
2010-11	Jharkhand	Difference of ₹8.71 lakh as state component is not added in the source total for 2010-11 expenditure.
2010-11	Nagaland	TLE expenditure total is incorrect in the source sheet for 2010-11 expenditure.
2010-11	Tamil Nadu	Difference of ₹4.67 lakh as residential Schools sub-component not included in total expenditure given for Coimboore district. Hence the total in source sheet is incorrect.
2010-11	Tripura	Total given in source sheet for 10-11 is incorrect as the district allocations and SPO allocations have not been summed.
2010-11	Puducherry	The total given for allocation and expenditure has double counted a sub-component of teacher salary. Thus the given totals don't match calculated totals.
2010-11	Goa	₹27.62 lakh of Management and Quality has not been added in the source sheet for 2010-11 expenditure.
2010-11	Himachal Pradesh	State component has not been added in the total given in the source sheet and thus there is a difference of ₹172.43 lakh in allocation and ₹441.66 in total expenditure given.
2010-11	Jharkhand	Difference of ₹8.71 lakh as state component not added in the source total for 2010-11 expenditure.

Per child allocation: These figures are based on the total allocation for SSA in a state divided by total enrolment in standard 1-8 for government management schools. The required data on enrolment has been obtained from the District Information Systems for Education (DISE), Flash Statistics. As the latest year publicly available on the DISE website pertained to 2009, the per child allocations for 2010-11 and 2011-12 have also been calculated based on 2009 enrolment levels.

Categorisation of SSA allocations: In this PAISA report, we have also tried to determine prioritization across 4 key activities central to the functioning of an education system. These are: children, schools, teachers and management. In addition, PAISA created a separate category for quality and other related activities.

To identify the budgetary allocations for each of these categories, PAISA clubbed different budgetary line items together. These include:

Children: All allocations where monies are expected to be invested directly on children are clubbed together in this category. These are line items budgets for entitlements such as textbooks, uniforms and transport provisions along with mainstreaming out-of-school children, remedial teaching,

residential schools and education for children with special needs.

Teacher: This category pulls together all allocations where monies are invested directly on teachers. These are: teacher salaries, teacher training and teaching inputs such as teaching learning material, teaching learning equipment and the school development grant.

Schools: This category comprises all investments made toward the provision of infrastructure in schools. These are: civil works, school maintenance grant and, if available, funds for the building of libraries.

Management: This includes all allocations related to the administration of elementary education such as allocations for Block Resource Centers, Cluster Resource Centers, management, Management Information Systems (MIS) and research and evaluation line items.

Quality and Miscellaneous: This includes all allocations for improving learning levels, spearheaded by the innovation and learning enhancement programme (LEP). In addition, miscellaneous consists of funds for community training and mobilisation.

GRANTS WE TRACK

SSA School Grants

EACH YEAR EVERY SCHOOL GETS THREE GRANTS FROM SSA.

- SCHOOL DEVELOPMENT GRANT
- SCHOOL MAINTENANCE GRANT
- TLM GRANT

Has your school:

- Received these grants?
- When did the grants come?
- What were the grants spent on?



School Development Grant

For School & office equipment
Such as: Blackboard, sitting mats, chalk, duster, registers etc

- Rs.5000 per primary school per year
- Rs 7000 per upper primary school per year

Primary and upper primary schools treated as separate schools even if they are in the same compound or premises

School Maintenance Grant

For Minor repairs & Maintenance
Such as: Repair of toilet, handpumps, boundary wall or playingfields and whitewashing etc.

- Rs.5000-Rs.7500 per school per year for schools with upto 3 classrooms;
- Rs7500- Rs.10000 per year for schools with more than 3 classrooms.



TLM Grant

For Teaching-learning aids
Such as: Charts, posters, globe, models, books etc

- Rs.500 per teacher per year for all teachers in primary and upper primary schools



ACCOUNTABILITY INITIATIVE
research and innovation for governance accountability

सर्व शिक्षा अभियान (S.S.A) विद्यालय अनुदान
प्रत्येक विद्यालय को प्रति वर्ष S.S.A से 3 अनुदान मिलते हैं

- विद्यालय विकास अनुदान
- विद्यालय रख-रखाव अनुदान
- शिक्षण सामग्री अनुदान

क्या आपके विद्यालय में:

- ये अनुदान आए हैं?
- ये अनुदान कब आए हैं?
- किस मद में खर्च हुए हैं?



विद्यालय विकास अनुदान राशि

विद्यालय व कार्यालय की सामग्री के लिए
जैसे: ब्लैक बोर्ड, टाट पट्टी, चाँक, इस्टर, रजिस्टर एवं
कार्यालय के लिए अन्य सामग्री

- ₹. 5,000 प्रति प्राथमिक विद्यालय प्रति वर्ष
- ₹. 7,000 प्रति उच्च प्राथमिक विद्यालय प्रति वर्ष

एक ही स्थल/भवन पर बने हुए प्राथमिक और उच्च प्राथमिक
विद्यालयों को अलग-अलग माना जाता है।

विद्यालय रख-रखाव अनुदान राशि

छोटी-मोटी मरम्मत एवं रख-रखाव के लिए
जैसे: हैण्ड पम्प, शौचालय, चारदीवारी या खेल के मैदान
की मरम्मत और सफेदी के लिए

- ₹. 5,000 से 7,500 प्रति वर्ष: 3 कमरों तक के विद्यालय के लिए
- ₹. 7,500 से 10,000 प्रति वर्ष: 3 से अधिक कमरों के विद्यालय के लिए



शिक्षण सामग्री अनुदान राशि

शिक्षण सामग्री के लिए:
जैसे: चार्ट, पोस्टर, नक्शा, पुस्तकें इत्यादि के लिए

- ₹. 500 प्रति शिक्षक प्रति वर्ष प्राथमिक और उच्च प्राथमिक विद्यालयों के
हर शिक्षक के लिए





SCHOOL OBSERVATION SHEET - PAISA 2011

INSTRUCTIONS : Visit any government school (Std 1 to 7/8). If there is no school in the village which has classes from 1 to 7/8, then visit the government school in the village which has the highest enrollment in Std 1 to 4/5. Do not visit a government school if it has no classes from Std 1 to 5. Meet Head Master (In absence of the HM, meet the senior most teacher of the school). Documents required: Register with enrollment details of children.

Name of school	Name of Village	Block	District	State
From which Std. to which Std. (Tick any one)	Date of visit	Name of Surveyors		
<input type="checkbox"/> Std: 1 to 4/5 <input type="checkbox"/> Std: 1 to 7/8 <input type="checkbox"/> Others	<input type="checkbox"/> 1 <input type="checkbox"/> 2			
			Arrival time	Departure time

1. CHILDREN'S ENROLLMENT & ATTENDANCE	Std.1	Std.2	Std.3	Std.4	Std.5	Std.6	Std.7	Std.8
Children's enrollment (Take from register yourself) if more than 1 section write the total								
Children's attendance today*								

*Note: Take a headcount of children in the room. If more than one class is seated together, ask the children of each class to raise their hands separately and then count accordingly. If more than 1 section, do headcount in all sections and write the total.

3. TEACHERS	No. Appointed (Ask HM)	Number Present (Observe yourself)
Head Teacher		
Regular Govt. Teachers (Doesn't include Head Teacher)		
Para-teachers		

4. CLASSROOM OBSERVATIONS	Std. 2		Std. 4	
	Yes	No	Yes	No
Observe (if more than 1 section, choose any 1)				
Are the children of this Std. sitting with children from any other Std.?				
Where were they seated (tick one)	<input type="checkbox"/> Classroom <input type="checkbox"/> Verandah <input type="checkbox"/> Outdoors			
Is there a blackboard for this class?				
Could you easily write on the blackboard?				
Apart from text books, did you see any other supplementary material (e.g. Books, Charts on the wall, Board Games etc.) available in the room?				

5. MID-DAY MEAL		Yes	No
Tick relevant box			
Was mid-day meal served in the school today? (Ask HM/Teacher)			
Is food cooked in the schools? (observe)			
Is there a kitchen/shed for cooking mid-day meal?(observe)			
Did you see any evidence of the meal being served to the children today(Look for the evidence like dirty utensils or meal brought from outside)? (observe)			

6. FACILITIES OBSERVATION		Yes	No
Total number of pucca rooms in the school excluding toilets (count yourself)			
Total number of rooms being used for teaching today (count yourself).			
Tick relevant box			
Did you see an office/store/ office-cum store?			
Did you see a play ground?			
Did you see library books in the school?			
If yes, did you see library books being used by children?			
Did you see a handpump or a tap?			
If there is a handpump/tap, could you use it to drink water?			
If there is no handpump/tap or it is not useable, did you see drinking water available?			
Did you see a complete boundary wall or fencing?			
Did you see computers in the school to be used by children ?			
If yes, did you see children using computers?			

SCHOOL OBSERVATION SHEET - PAISA 2011



Head Master Information	
Name	
Phone no.	

7. School Grant Information (SSA) <small>(Ask the Head Master, if the HM is absent then ask the next senior most teacher)</small>	
I got the grant information from (Tick the applicable)	Does the school have 2 or more SSA passbooks?
Head Master	Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know <input type="checkbox"/>
Regular Teacher	
Para-teacher	

8. SSA Annual School Grant <small>Note: If there are 2 separate HMs with separate SSA bank accounts, please take the information for 1-4/5 section</small>	Apr 2010 - Mar 2011		Apr 2011 to Date of Survey		
	Did you get the grant?		If yes, did you spend the full amount?		
	Yes	No	Yes	No	
School Maintenance Grant					
School Development Grant					
Teacher Grant(TLM) (for all teachers)					
New Classroom Grant					

10. OFFICIALS' VISIT TO SCHOOL <small>(Ask the HM, if the HM is absent then ask the next senior most teacher)</small>	
In the last three months, did any	
Cluster level official visit the school?	Yes
Block level official visit the school?	
District level official visit the school?	

11. TOILETS (by observation only)			
Toilets	Is there a toilet?		If unlocked, was it in a usable condition?
	Yes	No	
Girl			
Boy			
Common			
Teacher			

9. ACTIVITIES CARRIED OUT IN SCHOOL <small>Which of the following activities were undertaken since April 2010? (Tick wherever applicable)</small>	IF YES, THEN FROM WHICH GRANT?			Which of the following activities were undertaken since April 2010? (Tick wherever applicable)	IF YES, THEN FROM WHICH GRANT?		
	Yes	No	Don't know		SDG/SMG/both	TLM	Any other grant/source
New classroom				White wash/plastering			
Purchase of furniture (cupboard etc.)				Painting Blackboard/Display Board/ Painting on wall			
Purchase of electrical fittings				Painting of doors & windows			
Repair of building (roof, floor, wall etc.)				Purchase of chalk, duster, register etc.			
Repair of doors & windows				Purchase of sitting Mats/Tat Patti			
Repair of boundary wall				Purchase of charts, globes & other teaching material			
Repair of drinking water facility				Expenditure on school events			
Repair of toilet				Payment of bills (electricity, water, cleaning etc.)			

PAISA 2011 FINDINGS

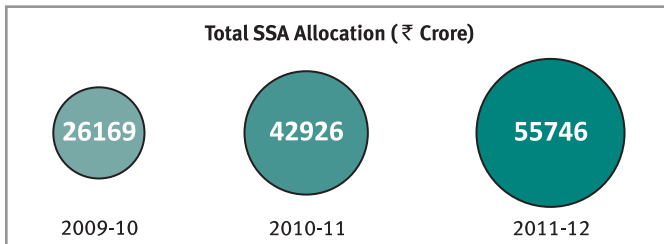




DO SCHOOLS IN INDIA GET THEIR MONEY?

WHAT IS INDIA'S SSA BUDGET?

SSA budgets have more than doubled between 2009-10 and 2011-12.



More on the SSA Budget

Per child allocation: Per child allocation for SSA increased from ₹2,004 in 2009-10 to ₹3,287 in 2010-11. In 2011-12, per child allocation stood at ₹4,269.

It is important to note that enrolment numbers to calculate per child allocation are only available for 2009.

Allocation and per child numbers include Government of India (GOI) and state share for SSA. Allocation figures for 2011-12 are based on proposed allocations as stated in the Annual Work Plan & Budget documents.

HOW DOES INDIA PRIORITISE ITS SSA RESOURCES?

Teachers received the largest share of SSA resources between 2009-10 and 2011-12.

To understand budgetary prioritisation, PAISA classified the SSA budget into the following categories:

Teachers: Teacher salaries, teacher training and teaching inputs such as Teaching-Learning Material, Teaching-Learning Equipment and the School Development Grant.

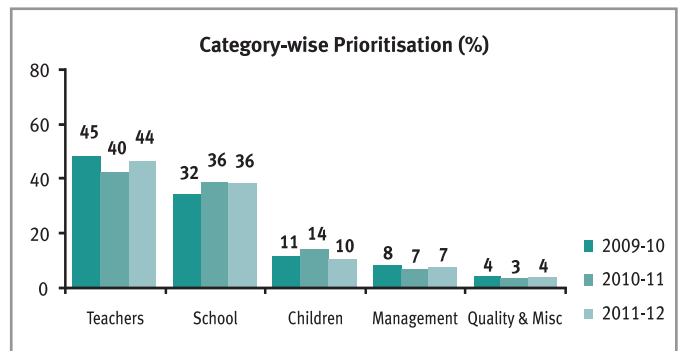
School: Civil works, School Maintenance Grant and, if available, funds for building libraries.

Children: Entitlements such as textbooks, uniforms and transport provisions, along with mainstreaming out-of-school children, remedial teaching, etc.

Management: Administrative costs for BRCs, CRCs, management and MIS, and research and evaluation.

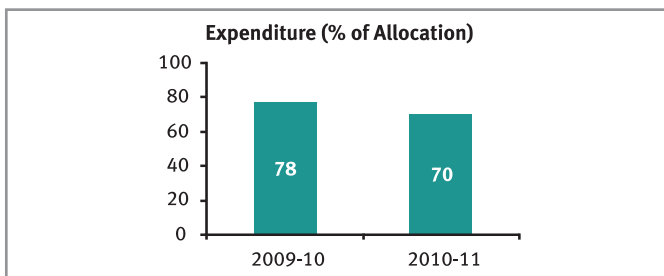
Quality: Innovation and Learning Enhancement Programme (LEP).

Miscellaneous: Community mobilisation and community training.



HOW DOES INDIA SPEND ITS SSA RESOURCES?

In 2009-10, India spent 78% of its total allocation. In 2010-11, the country spent 70%.



Expenditure Trends (% of Allocation) Across Categories

Category	2009-10	2010-11
Teachers	83	81
School	69	62
Children	82	64
Management	78	71
Quality	68	73
Miscellaneous	81	63
Total	78	70

WHAT HAPPENS WITH MONIES SPENT?

In 2011, 82% children in standard III-V could read a standard I text and 76% could do basic arithmetic.

Attendance (Children and Teachers)

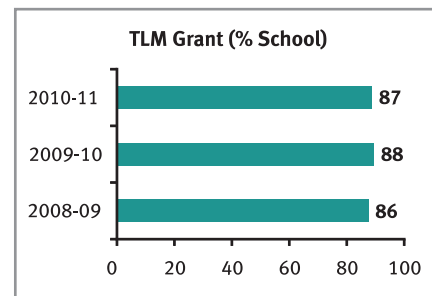
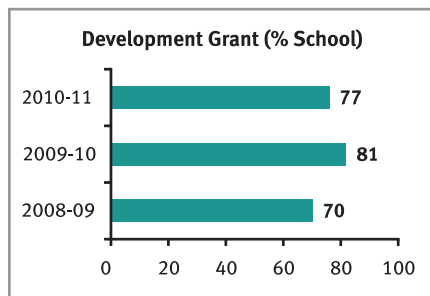
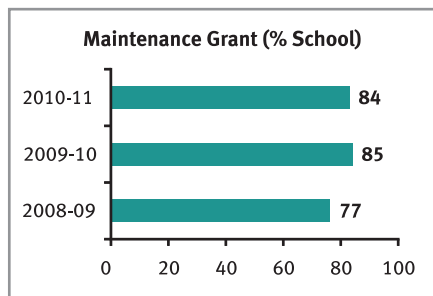
	% Enrolled Children Present		% Teachers Present	
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII
2009	74	77	89	89
2010	73	73	87	86
2011	71	72	87	87

Learning Outcomes

	Std I-II: Learning Levels		Std III-V: Learning Levels	
	% children (Std I-II)		% children (Std III-V)	
	who can read letters, words or more	who can recognize numbers 1 to 9 or more	who can read level 1 (std 1 text) or more	who can do subtraction or more
2009	79	79	64	56
2010	77	77	64	55
2011	72	74	58	47

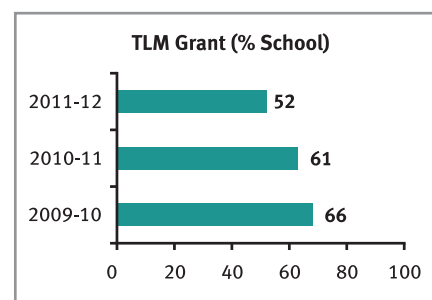
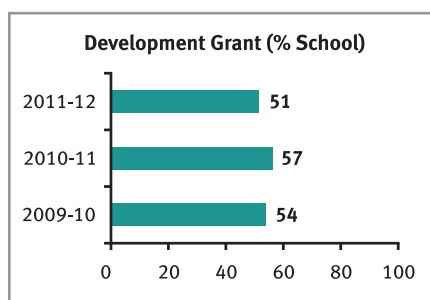
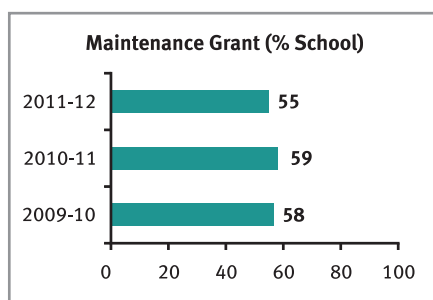
DO SCHOOLS GET THEIR MONEY?

On average, 77% schools reported receiving grants in 2008-09. This improved to 82% in 2010-11



WHEN DO SCHOOLS GET THEIR MONEY?

Timing of grant receipts has worsened. By November 2009, 59% schools reported receiving grant. In 2011, grant receipt by November dropped to 53%.



DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

The quantum of grants received in schools has improved. In 2008-09, 55% schools received all 3 grants. This improved to 70% in 2010-11.

# Grants	Full Financial Year			Half Financial Year		
	2008-09	2009-10	2010-11	2009-10	2010-11	2011-12
0	6	3	4	23	26	31
1	13	10	8	17	11	12
2	26	18	18	22	15	16
3	55	69	70	38	48	41

EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR

How much goes to each school?

For what purpose?

School Development Grant / School Grant

₹5000 per year per primary school

₹7000 per year per upper primary school

₹5000 + ₹7000 = ₹12000 if the school is Std 1-7/8

Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.

School equipment such as blackboard, sitting mats etc. Also to buy chalk, duster, registers, other office equipment.

School Maintenance Grant

(₹5000 - ₹7500) per school per year if the school has upto 3 classrooms

(₹7500 - ₹10000) per year if the school has more than three classrooms

Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.

Maintenance of school building, including white-washing, beautification repairing of bathroom, hand pump repairs, building, boundary wall, playground etc.

Teacher Learning Material (TLM) Grant

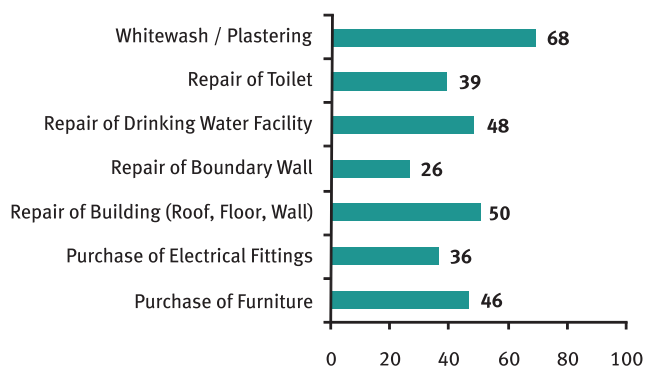
₹500 per teacher per year for all teachers in primary and upper primary schools.

To buy teaching aids, such as charts, posters, models etc.

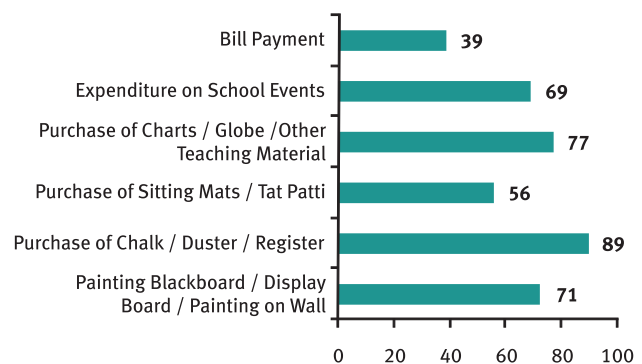
HOW DO SCHOOLS SPEND THEIR MONEY?

Between April 2010 - November 2011, schools spent the bulk of their money on essential supplies. 68% schools whitewashed their walls and 69% used some of their grant money to fund school events.

% Activities Undertaken by Schools (April 2010-November 2011)



% Activities Undertaken by Schools (April 2010-November 2011)



ARE SCHOOLS IN INDIA CATCHING UP WITH RTE NORMS?

RTE NORMS FOR INDIA'S SCHOOLS

PTR Norms: Primary Schools

Enrolment 1-60 = 2 teachers
Enrolment 61-90 = 3 teachers
Enrolment 91-120 = 4 teachers
Enrolment 121-200 = 5 teachers
Enrolment Above 150 = 5 + 1 headmaster
Above 200 = PTR (excl. headmaster) \leq 40

PTR Norms: Upper Primary Schools

- At least 1 teacher for every 35 children
- Full-time teacher when enrolment is above 100

Infrastructure-related Norms

- Office-cum-store-cum-headmaster's room
- Barrier-free access.
- Separate toilet for boys & girls.
- Safe & adequate drinking water facility to all students.
- Kitchen where Mid-Day Meal is cooked in the school.
- Playground.
- Arrangement for securing school building by boundary wall or fencing.

Norms About Other School Facilities

- Teaching Learning Equipment (TLE) to be provided to each class as required.
- Library in each school providing newspapers, magazines and books on all subjects, including storybooks.
- Play-material, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUISITE NUMBER OF TEACHERS?

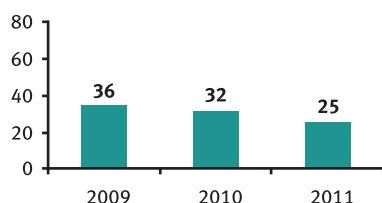
Teachers Needed	2010		2011	
	PTR=30	PTR=35	PTR=30	PTR=35
1	15	14	15	13
2	10	8	10	8
3	7	5	6	5
4	5	4	4	3
5	3	2	3	2
6	2	1	2	2
\geq 7	8	5	9	6
% Schools with Shortfall	52	40	50	39

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

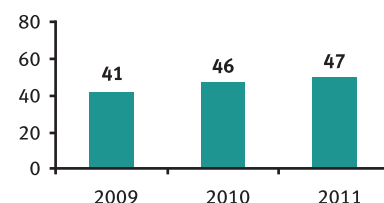
To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 137% between 2009-10 and 2011-12. How has this money been spent? To what extent have India's schools met the RTE norms?

TOILETS AND CLASSROOMS

Shortfall in Separate Toilet for Girls (% of Schools)



Shortfall in Classrooms (% of Schools)



There has been some improvement in the provision of separate girls' toilets in schools across the country between 2009 and 2011. Overall, the shortfall reduced from 36% in 2009 to 25% in 2011.

In 2010, 46% schools had fewer classrooms than required by RTE. In FY 2010-11, 23% schools received the classroom grant. Another 16% schools reported receiving the classroom grant by November 2011, halfway through the 2011-12 financial year. Between April 2010 and November 2011, 26% reported initiating work on classroom construction. In 2011, 47% schools had fewer classrooms than required.

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

Progress between 2010-2011

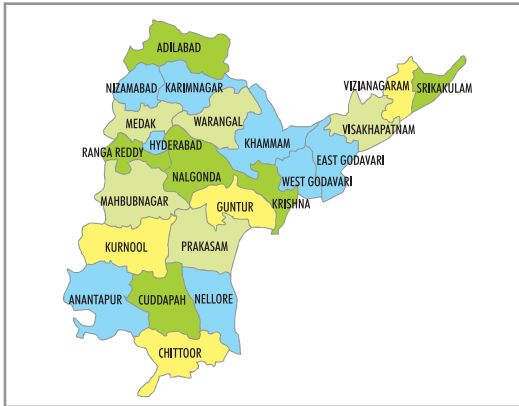
Infrastructure Facility	% Shortfall	
	2010	2011
Headmaster's Office	26	26
Drinking Water	17	16
Kitchen/ Shed	18	16
Playground	38	37
Complete Boundary Wall	49	46
Library Books	37	29



STATE PERFORMANCE

State	Sample size		% Schools receiving all 3 grants				% of Schools receiving all 3 grants (half financial year)		
	ASER 2009	ASER 2010	ASER 2011	2008-09	2009-10	2010-11	2009-10	2010-11	2011-12
Arunachal Pradesh	276	259	207	45.57	59.91	59.3	30.6	30.92	28.67
Assam	553	519	510	55.53	74.36	60.21	46.8	42.82	31.62
Andhra Pradesh	633	632	642	70.82	85.2	85.92	11.55	50.99	56.86
Bihar	960	967	1,022	63.99	71.77	74.69	35.00	48.42	24.13
Chhattisgarh	361	425	392	68.26	75.14	79.18	52.51	28.62	30.56
Dadra & Nagar Haveli	23	26	18	82.61	89.47	61.11	35.29	35.29	41.18
Daman & Diu	6	9	9	66.67	100	100	80	100	83.33
Gujarat	664	623	650	67.47	79.03	72.52	61.28	75.72	56.98
Goa	52	50	24	65.38	80.56	61.9	62.75	42.86	57.89
Haryana	528	528	389	57.84	71.21	74.47	50.61	51.46	36.52
Himachal Pradesh	332	261	274	70.53	82.72	90.42	64.85	78.02	78.63
Jammu & Kashmir	357	NA	357	76.09	NA	66.38	74.59	NA	47.9
Jharkhand	526	547	537	62.68	73.03	75.25	42.52	57.75	25.9
Karnataka	758	769	781	76.7	87.06	88.62	62.56	81.82	67.43
Kerala	256	275	328	67.93	64.71	74.53	47.4	62.1	58.25
Madhya Pradesh	1,229	1,219	1,195	39.52	71.28	57.52	20.76	51.58	25.69
Maharashtra	935	902	829	67.72	85.02	72.43	58.00	58.02	50.42
Meghalaya	144	110	85	31.36	23.47	29.73	17.58	10.53	19.4
Mizoram	152	174	148	35.17	69.87	71.63	30.33	62.09	56.8
Manipur	142	125	133	31.01	65.91	62.24	13.54	24.68	12.31
Nagaland	242	223	217	83.11	88.38	87.62	68.04	84.15	71.84
Odisha	747	741	769	50.33	72.85	79.38	37.62	63.69	53.74
Punjab	469	449	489	56.32	80	72.09	24.62	70.44	18.12
Puducherry	42	41	31	3.7	94.87	96.55	0	100	75.86
Rajasthan	870	896	872	37.87	54.77	53.65	17.01	29.76	29.65
Sikkim	77	69	NA	51.56	57.45	NA	47.27	54	NA
Tamil Nadu**	645	662	683	50.27	78.31	79.65	48.3	77.25	75.63
Tripura	102	98	94	35.37	46.67	45.78	14.29	28.57	11.11
Uttar Pradesh	1,889	1,896	1,900	52.38	65.02	70.96	28.29	31.55	32.86
Uttaranchal	354	337	297	61.49	72.58	58.51	44.59	25.83	43.48
West Bengal	424	408	401	46.09	68.61	58.99	22.75	24.46	30.86
India	14,748	14,240	14,283	55.10	69.28	69.51	37.70	47.71	40.95

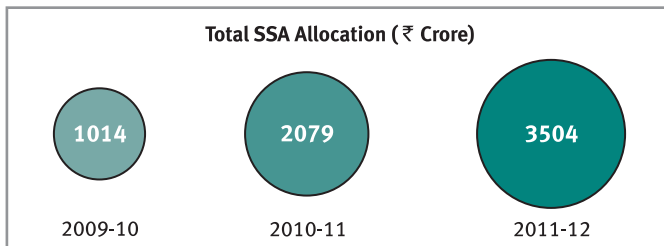
** In case of Tamil Nadu, we consider only two grants- SDG and SMG
Thus, here we give % of schools receiving both these grants



DO SCHOOLS IN ANDHRA PRADESH GET THEIR MONEY?

WHAT IS ANDHRA PRADESH'S SSA BUDGET?

SSA budgets have increased over 3-fold between 2009-10 and 2011-12.



More on the SSA Budget

Per child allocation: Per child allocation for SSA increased from ₹1,606 in 2009-10 to ₹3,294 in 2010-11. In 2011-12, per child allocation stood at ₹5,552.

It is important to note that enrolment numbers to calculate per child allocation are only available for 2009.

Allocation and per child numbers include Government of India (GOI) and state share for SSA. Allocation figures for 2011-12 are based on proposed allocations as stated in the Annual Work Plan & Budget documents.

HOW DOES ANDHRA PRADESH PRIORITISE ITS SSA RESOURCES?

School infrastructure received the largest share of SSA resources between 2009-10 and 2011-12.

To understand budgetary prioritisation, PAISA classified the SSA budget into the following categories:

Teachers: Teacher salaries, teacher training and teaching inputs such as Teaching-Learning Material, Teaching-Learning Equipment and the School Development Grant.

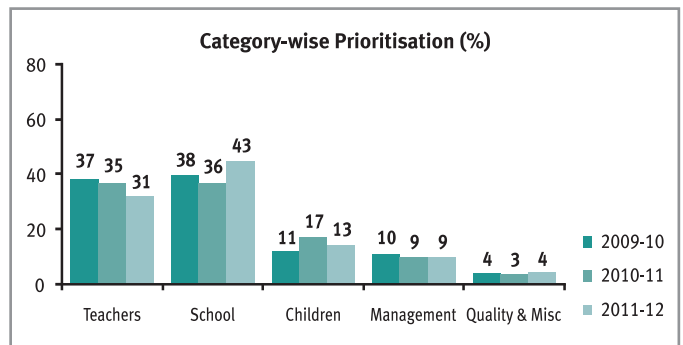
School: Civil works, School Maintenance Grant and, if available, funds for building libraries.

Children: Entitlements such as textbooks, uniforms and transport provisions, along with mainstreaming out-of-school children, remedial teaching, etc.

Management: Administrative costs for BRCs, CRCs, management and MIS, and research and evaluation.

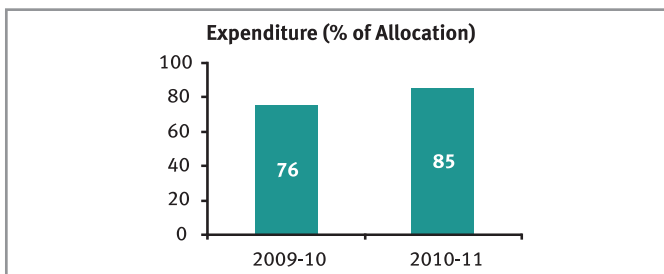
Quality: Innovation and Learning Enhancement Programme (LEP).

Miscellaneous: Community mobilisation and community training.



HOW DOES ANDHRA PRADESH SPEND ITS SSA RESOURCES?

In 2009-10, Andhra Pradesh spent 76% of its total allocation. In 2010-11, the State spent 85%.



Expenditure Trends (% of Allocation) Across Categories

Category	2009-10	2010-11
Teachers	60	81
School	92	84
Children	45	91
Management	97	89
Quality	97	98
Miscellaneous	85	78
Total	76	85

WHAT HAPPENS WITH MONIES SPENT?

In 2011, 71% children in standard III-V could read a standard I text and 65% could do basic arithmetic.

Attendance (Children and Teachers)

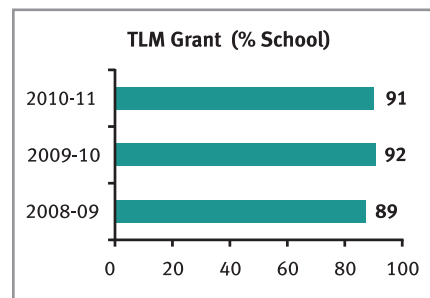
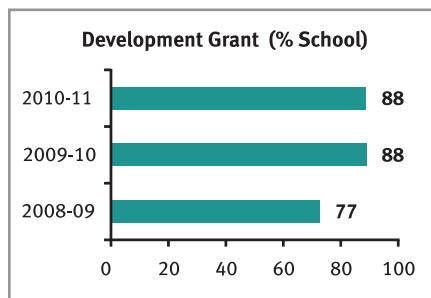
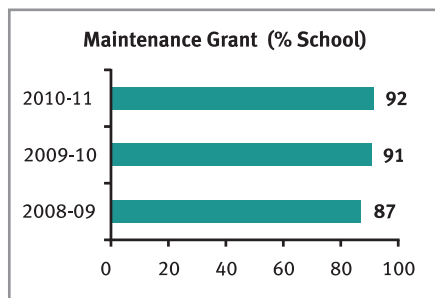
	% Enrolled Children Present		% Teachers Present	
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII
2009	76	77	80	81
2010	72	73	83	83
2011	75	74	86	77

Learning Outcomes

	Std I-II: Learning Levels % children (Std I-II)		Std III-V: Learning Levels % children (Std III-V)	
	who can read letters, words or more	who can recognize numbers 1 to 9 or more	who can read level 1 (std 1 text) or more	who can do subtraction or more
2009	83	85	66	64
2010	86	89	70	64
2011	87	90	71	65

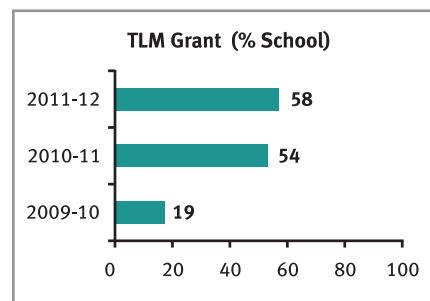
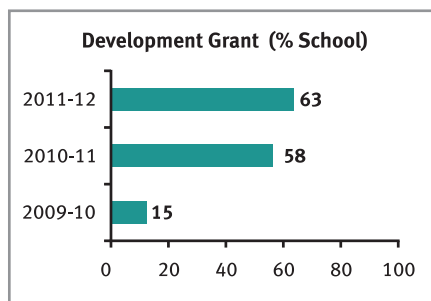
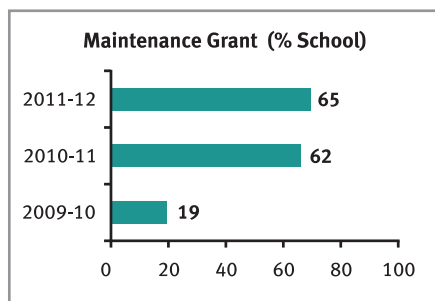
DO SCHOOLS GET THEIR MONEY?

On average, 85% schools reported receiving grants in 2008-09. This improved to 91% in 2010-11



WHEN DO SCHOOLS GET THEIR MONEY?

Timing of grant receipts has improved. By November 2009, only 18% schools received their grants. In 2011, grant receipts by November improved to 62%.



DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

The quantum of grants received in schools has improved. In 2008-09, 71% schools received all 3 grants. This improved to 86% in 2010-11.

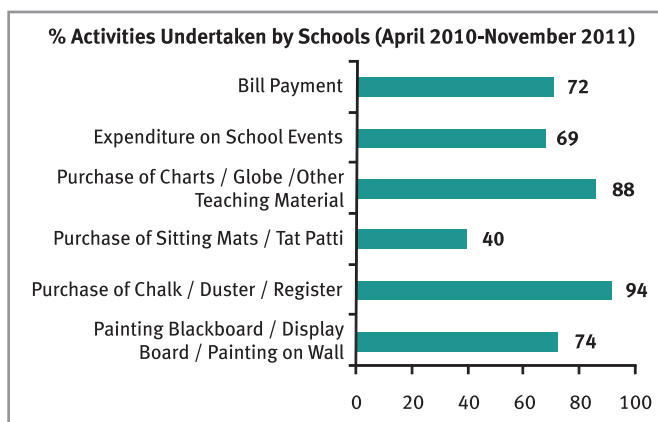
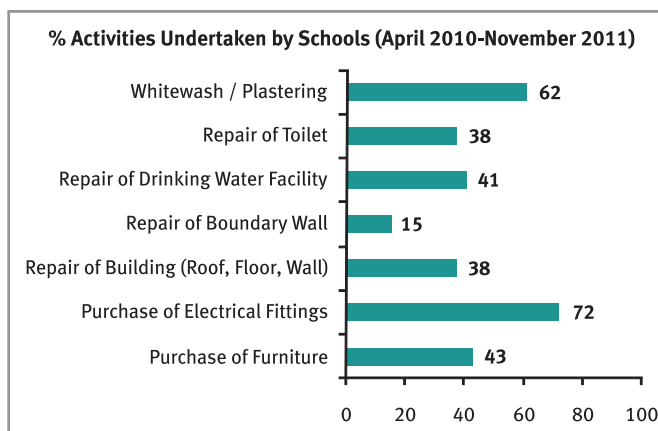
# Grants	Full Financial Year			Half Financial Year		
	2008-09	2009-10	2010-11	2009-10	2010-11	2011-12
0	3	1	3	74	24	27
1	7	5	2	11	10	4
2	19	9	9	4	15	12
3	71	85	86	12	51	57

EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR

How much goes to each school?	For what purpose?
School Development Grant / School Grant	
₹5000 per year per primary school	School equipment such as blackboard, sitting mats etc. Also to buy chalk, duster, registers, other office equipment.
₹7000 per year per upper primary school	
₹5000 + ₹7000 = ₹12000 if the school is Std 1-7/8	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
School Maintenance Grant	
(₹5000 - ₹7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including white-washing, beautification repairing of bathroom, hand pump repairs, building, boundary wall, playground etc.
(₹7500 - ₹10000) per year if the school has more than three classrooms	
Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teacher Learning Material (TLM) Grant	
₹500 per teacher per year for all teachers in primary and upper primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

Between April 2010 - November 2011, schools spent the bulk of their money on essential supplies. 62% schools whitewashed their walls and 69% used some of their grant money to fund school events.



ARE SCHOOLS IN ANDHRA PRADESH CATCHING UP WITH RTE NORMS?

RTE NORMS FOR ANDHRA PRADESH'S SCHOOLS

PTR Norms: Primary Schools

Enrolment 1-60 = 2 teachers
Enrolment 61-90 = 3 teachers
Enrolment 91-120 = 4 teachers
Enrolment 121-200 = 5 teachers
Enrolment Above 150 = 5 + 1 headmaster
Above 200 = PTR (excl. headmaster) ≤ 40

PTR Norms: Upper Primary Schools

1. At least 1 teacher for every 35 children
2. Full-time teacher when enrolment is above 100

Infrastructure-related Norms

1. Office-cum-store-cum-headmaster's room
2. Barrier-free access.
3. Separate toilet for boys & girls.
4. Safe & adequate drinking water facility to all students.
5. Kitchen where Mid-Day Meal is cooked in the school.
6. Playground.
7. Arrangement for securing school building by boundary wall or fencing.

Norms About Other School Facilities

1. Teaching Learning Equipment (TLE) to be provided to each class as required.
2. Library in each school providing newspapers, magazines and books on all subjects, including storybooks.
3. Play-material, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUISITE NUMBER OF TEACHERS?

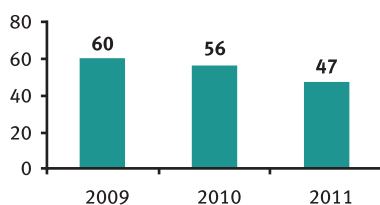
Teachers Needed	2010		2011	
	PTR=30	PTR=35	PTR=30	PTR=35
1	10	4	13	7
2	3	2	3	1
3	2	1	1	1
4	0	0	1	0
5	0	0	0	0
6	0	0	0	0
≥7	0	0	0	0
% Schools with Shortfall	15	7	18	10

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

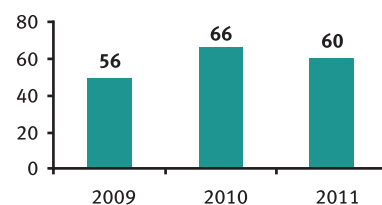
To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 286% between 2009-10 and 2011-12. How has this money been spent? To what extent have Andhra Pradesh's schools met the RTE norms?

TOILETS AND CLASSROOMS

Shortfall in Separate Toilet for Girls (% of Schools)



Shortfall in Classrooms (% of Schools)



There has been some improvement in the provision of separate girls' toilets in Andhra Pradesh's schools between 2009 and 2011. Overall, the shortfall reduced from 60% in 2009 to 47% in 2011. However, significant work will need to be done if the state is to meet the RTE norms by 2013.

In 2010, 66% schools had fewer classrooms than required by RTE. In FY 2010-11, 24% schools received the classroom grant. Another 17% schools reported receiving the classroom grant by November 2011, halfway through the 2011-12 financial year. Between April 2010 and November 2011, 24% reported initiating classroom construction work. In 2011, 60% schools had fewer classrooms than required.

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

Progress between 2010-2011

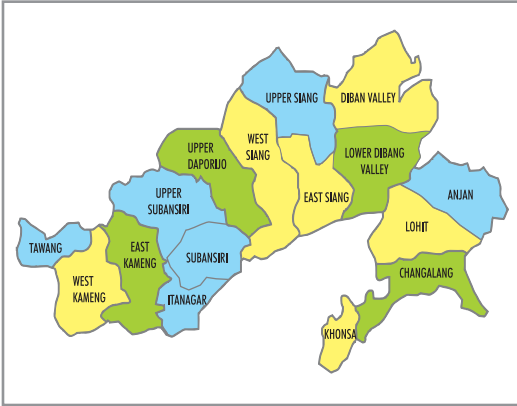
Infrastructure Facility	% Shortfall	
	2010	2011
Headmaster's Office	35	30
Drinking Water	27	31
Kitchen/ Shed	33	37
Playground	30	31
Complete Boundary Wall	47	51
Library Books	8	5

How Much Will it Cost Andhra Pradesh to Meet its RTE Norms?

Based on unit costs available for teacher salaries, toilet construction, classroom construction and drinking water facilities, PAISA has estimated the total cost requirement for meeting RTE norms at ₹2,659 crore.

Unit costs are for 2011-12.

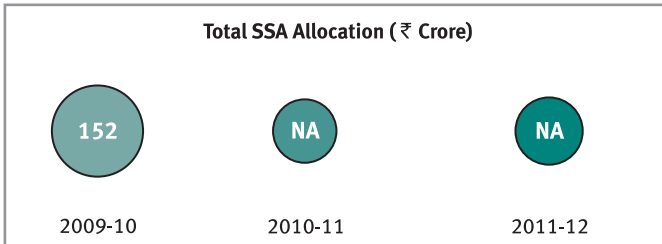




DO SCHOOLS IN ARUNACHAL PRADESH GET THEIR MONEY?

WHAT IS ARUNACHAL PRADESH'S SSA BUDGET?

The SSA budget for 2009-10 was ₹152 crore.



More on the SSA Budget

Per child allocation: Per child allocation for SSA in 2009-10 was ₹ 5,434. Data for 2010-11 and 2011-12 is not available.

It is important to note that enrolment numbers to calculate per child allocation are only available for 2009.

Allocation and per child numbers include Government of India (GOI) and state share for SSA. Allocation figures for 2011-12 are based on proposed allocations as stated in the Annual Work Plan & Budget documents.

HOW DOES ARUNACHAL PRADESH PRIORITISE ITS SSA RESOURCES?

Data Not Available

To understand budgetary prioritisation, PAISA classified the SSA budget into the following categories:

Teachers: Teacher salaries, teacher training and teaching inputs such as Teaching-Learning Material, Teaching-Learning Equipment and the School Development Grant.

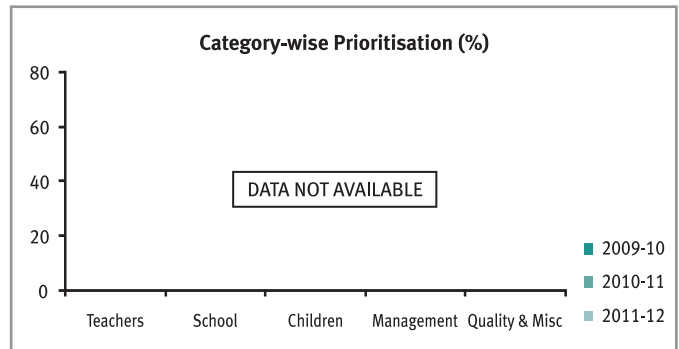
School: Civil works, School Maintenance Grant and, if available, funds for building libraries.

Children: Entitlements such as textbooks, uniforms and transport provisions, along with mainstreaming out-of-school children, remedial teaching, etc.

Management: Administrative costs for BRCs, CRCs, management and MIS, and research and evaluation.

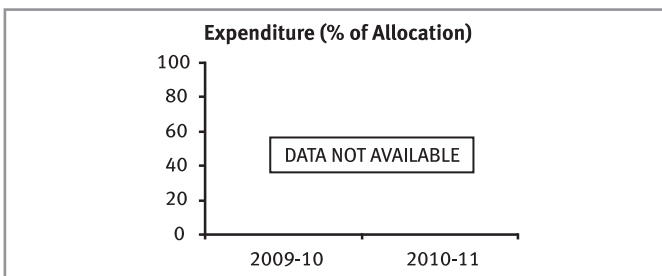
Quality: Innovation and Learning Enhancement Programme (LEP).

Miscellaneous: Community mobilisation and community training.



HOW DOES ARUNACHAL PRADESH SPEND ITS SSA RESOURCES?

Data not available



Expenditure Trends (% of Allocation) Across Categories

Category	2009-10	2010-11
Teachers		
School		
Children		
Management	DATA NOT AVAILABLE	
Quality		
Miscellaneous		
Total		

WHAT HAPPENS WITH MONIES SPENT?

In 2011, 65% children in standard III-V could read a standard I text and 65% could do basic arithmetic.

Attendance (Children and Teachers)

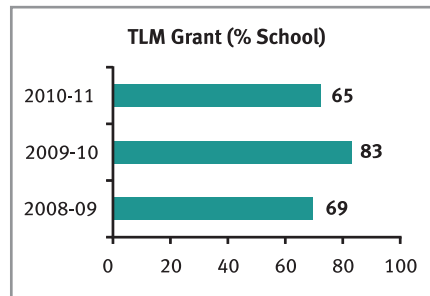
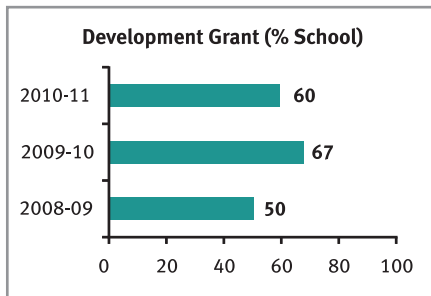
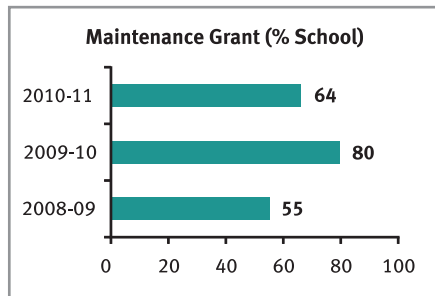
	% Enrolled Children Present		% Teachers Present	
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII
2009	87	88	83	81
2010	83	82	86	84
2011	78	83	76	79

Learning Outcomes

	Std I-II: Learning Levels		Std III-V: Learning Levels	
	% children (Std I-II)		% children (Std III-V)	
	who can read letters, words or more	who can recognize numbers 1 to 9 or more	who can read level 1 (std 1 text) or more	who can do subtraction or more
2009	98	98	76	90
2010	92	94	58	62
2011	88	90	65	65

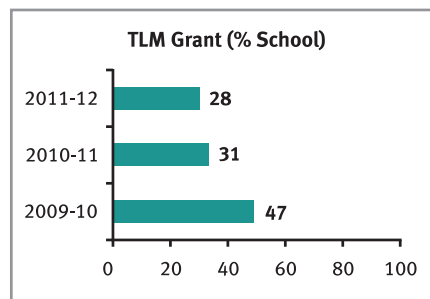
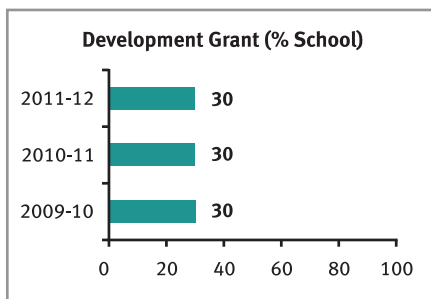
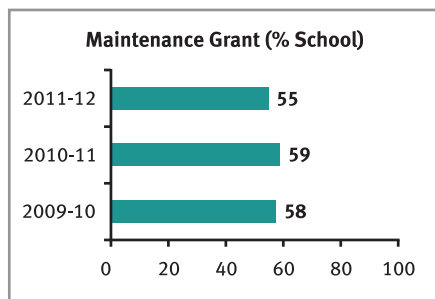
DO SCHOOLS GET THEIR MONEY?

On average, 58% schools reported receiving grants in 2008-09. This improved to 77% in 2009-10 but dropped to 63% in 2010-11.



WHEN DO SCHOOLS GET THEIR MONEY?

Timing of grant receipts has remained stable. By November 2009, 37% schools received their grants. This dropped marginally to 31% by November 2011.



DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

The quantum of grants received in schools has improved. In 2008-09, 46% schools received all 3 grants. This improved to 60% in 2009-10.

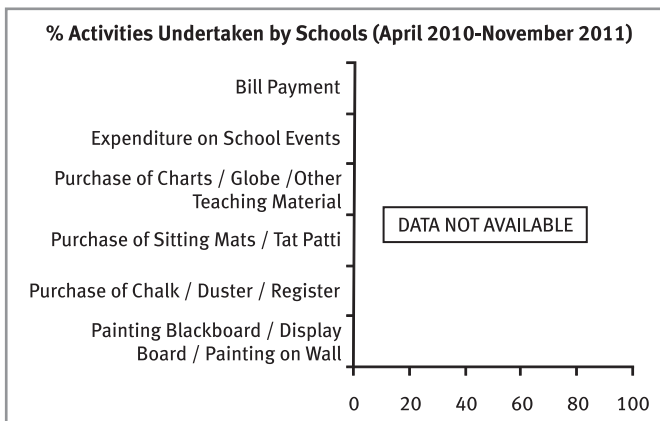
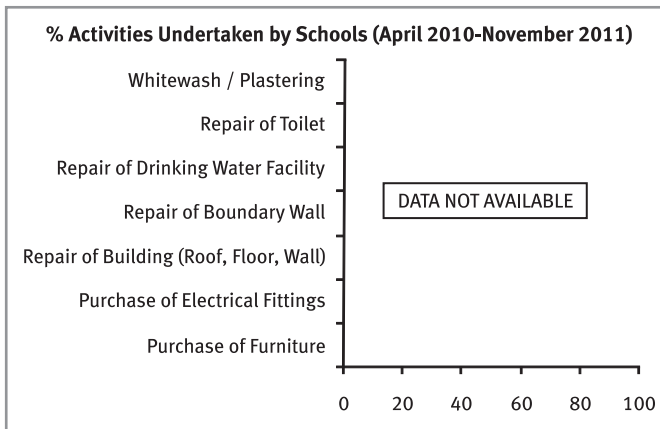
# Grants	Full Financial Year			Half Financial Year		
	2008-09	2009-10	2010-11	2009-10	2010-11	2011-12
0	20	8	15	40	58	53
1	18	10	15	16	4	9
2	16	23	12	14	7	9
3	46	60	59	31	31	29

EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR

How much goes to each school?	For what purpose?
School Development Grant / School Grant	
₹5000 per year per primary school	School equipment such as blackboard, sitting mats etc. Also to buy chalk, duster, registers, other office equipment.
₹7000 per year per upper primary school	
₹5000 + ₹7000 = ₹12000 if the school is Std 1-7/8	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
School Maintenance Grant	
(₹5000 - ₹7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including white-washing, beautification repairing of bathroom, hand pump repairs, building, boundary wall, playground etc.
(₹7500 - ₹10000) per year if the school has more than three classrooms	
Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teacher Learning Material (TLM) Grant	
₹500 per teacher per year for all teachers in primary and upper primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

Data not available



ARE SCHOOLS IN ARUNACHAL PRADESH CATCHING UP WITH RTE NORMS?

RTE NORMS FOR ARUNACHAL PRADESH'S SCHOOLS

PTR Norms: Primary Schools

Enrolment 1-60 = 2 teachers
Enrolment 61-90 = 3 teachers
Enrolment 91-120 = 4 teachers
Enrolment 121-200 = 5 teachers
Enrolment Above 150 = 5 + 1 headmaster
Above 200 = PTR (excl. headmaster) <= 40

PTR Norms: Upper Primary Schools

1. At least 1 teacher for every 35 children
2. Full-time teacher when enrolment is above 100

Infrastructure-related Norms

1. Office-cum-store-cum-headmaster's room
2. Barrier-free access.
3. Separate toilet for boys & girls.
4. Safe & adequate drinking water facility to all students.
5. Kitchen where Mid-Day Meal is cooked in the school.
6. Playground.
7. Arrangement for securing school building by boundary wall or fencing.

Norms About Other School Facilities

1. Teaching Learning Equipment (TLE) to be provided to each class as required.
2. Library in each school providing newspapers, magazines and books on all subjects, including storybooks.
3. Play-material, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUISITE NUMBER OF TEACHERS?

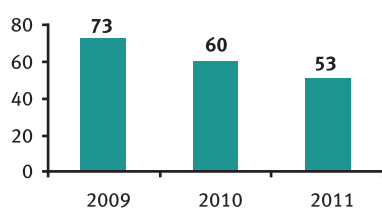
Teachers Needed	2010		2011	
	PTR=30	PTR=35	PTR=30	PTR=35
1	7	5	8	10
2	4	2	6	2
3	0	0	2	2
4	1	1	2	0
5	0	0	1	0
6	0	1	0	1
>=7	2	1	2	2
% Schools with Shortfall	15	11	20	16

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

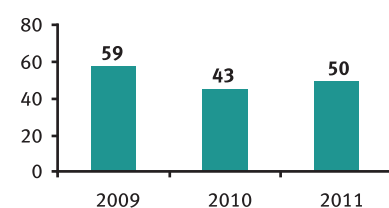
Data not available.

TOILETS AND CLASSROOMS

Shortfall in Separate Toilet for Girls (% of Schools)



Shortfall in Classrooms (% of Schools)



There has been a significant improvement in the provision of separate girls' toilets in Arunachal Pradesh's schools between 2009 and 2011. Overall, the shortfall reduced from 73% in 2009 to 53% in 2011. However, the state is a long way away from meeting the toilet norm by 2013.

In 2010, 43% schools had fewer classrooms than required by RTE. In FY 2010-11, 27% schools received the classroom grant. Another 13% schools reported receiving the classroom grant by November 2011, halfway through the 2011-12 financial year. In 2011, 50% schools had fewer classrooms than required.

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

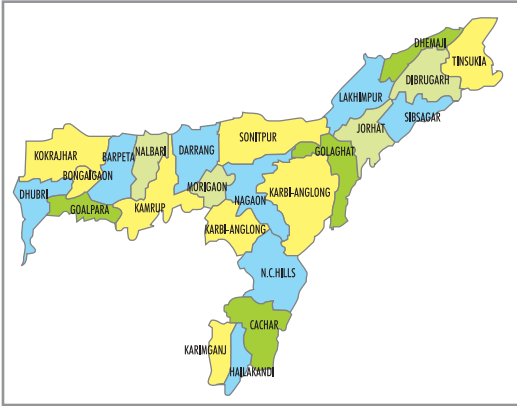
Progress between 2010-2011

Infrastructure Facility	% Shortfall	
	2010	2011
Headmaster's Office	23	22
Drinking Water	37	30
Kitchen/ Shed	36	36
Playground	41	33
Complete Boundary Wall	75	63
Library Books	87	80

How Much Will it Cost Arunachal Pradesh to Meet its RTE Norms?

Unit cost data not available.

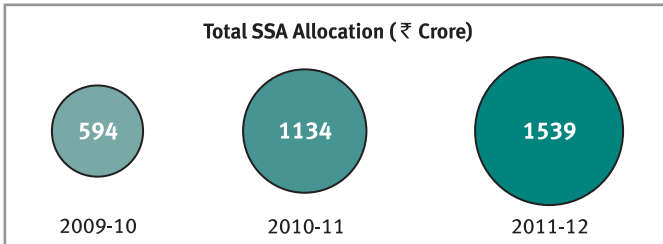




DO SCHOOLS IN ASSAM GET THEIR MONEY?

WHAT IS ASSAM'S SSA BUDGET?

SSA budgets have more than doubled between 2009-10 and 2011-12.



More on the SSA Budget

Per child allocation: Per child allocation for SSA increased from ₹1,412 in 2009-10 to ₹2,697 in 2010-11. In 2011-12, per child allocation stood at ₹3,660.

It is important to note that enrolment numbers to calculate per child allocation are only available for 2009.

Allocation and per child numbers include Government of India (GOI) and state share for SSA. Allocation figures for 2011-12 are based on proposed allocations as stated in the Annual Work Plan & Budget documents.

HOW DOES ASSAM PRIORITISE ITS SSA RESOURCES?

School infrastructure received the largest share of SSA Resources between 2009-10 and 2011-12.

To understand budgetary prioritisation, PAISA classified the SSA budget into the following categories:

Teachers: Teacher salaries, teacher training and teaching inputs such as Teaching-Learning Material, Teaching-Learning Equipment and the School Development Grant.

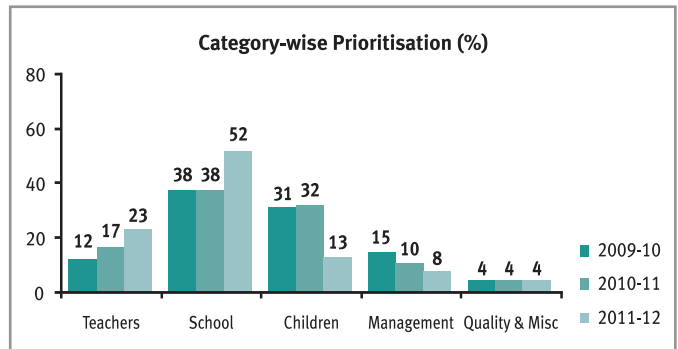
School: Civil works, School Maintenance Grant and, if available, funds for building libraries.

Children: Entitlements such as textbooks, uniforms and transport provisions, along with mainstreaming out-of-school children, remedial teaching, etc.

Management: Administrative costs for BRCs, CRCs, management and MIS, and research and evaluation.

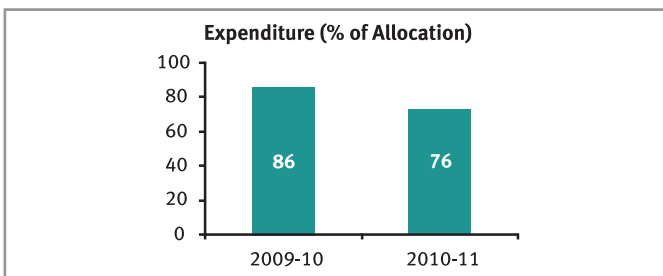
Quality: Innovation and Learning Enhancement Programme (LEP).

Miscellaneous: Community mobilisation and community training.



HOW DOES ASSAM SPEND ITS SSA RESOURCES?

In 2009-10, Assam spent 86% of its total allocation. In 2010-11, the State spent 78%.



Expenditure Trends (% of Allocation) Across Categories

Category	2009-10	2010-11
Teachers	84	43
School	88	92
Children	92	80
Management	65	74
Quality	97	77
Miscellaneous	1	84
Total	86	78

WHAT HAPPENS WITH MONIES SPENT?

In 2011, 50% children in standard III-V could read a standard I text and 36% could do basic arithmetic.

Attendance (Children and Teachers)

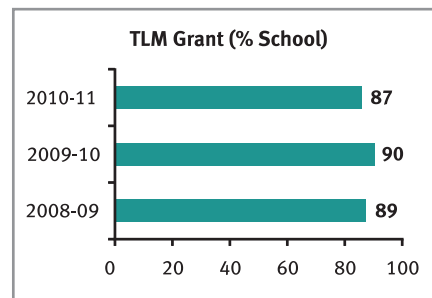
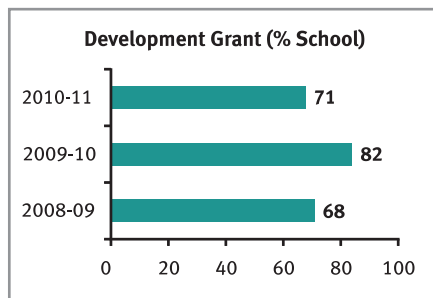
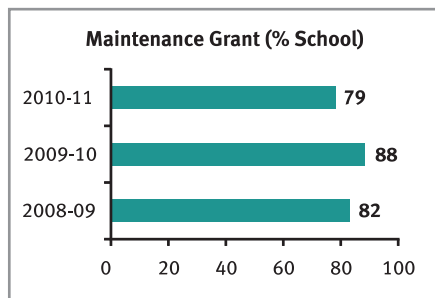
	% Enrolled Children Present		% Teachers Present	
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII
2009	71	65	88	82
2010	69	70	91	68
2011	71	69	93	85

Learning Outcomes

	Std I-II: Learning Levels % children (Std I-II)		Std III-V: Learning Levels % children (Std III-V)	
	who can read letters, words or more	who can recognize numbers 1 to 9 or more	who can read level 1 (std 1 text) or more	who can do subtraction or more
2009	77	79	58	50
2010	76	77	59	47
2011	73	76	50	36

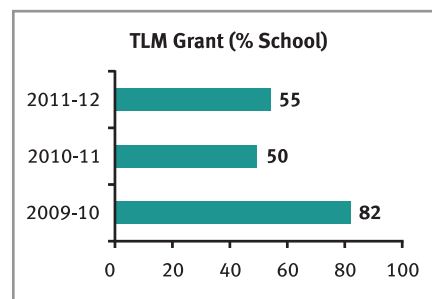
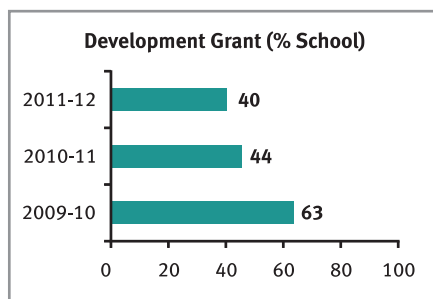
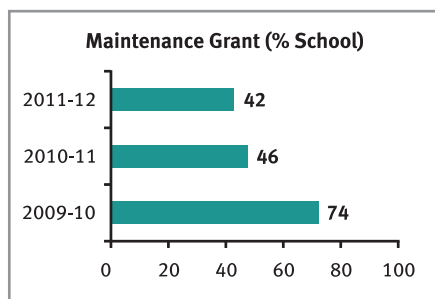
DO SCHOOLS GET THEIR MONEY?

On average, 80% schools reported receiving grants in 2008-09. This improved to 87% in 2009-10 but dropped to 79% in 2010-11.



WHEN DO SCHOOLS GET THEIR MONEY?

Timing of grant receipts has worsened. By November 2009, 73% schools had received their grants. This dropped to 46% in 2011.



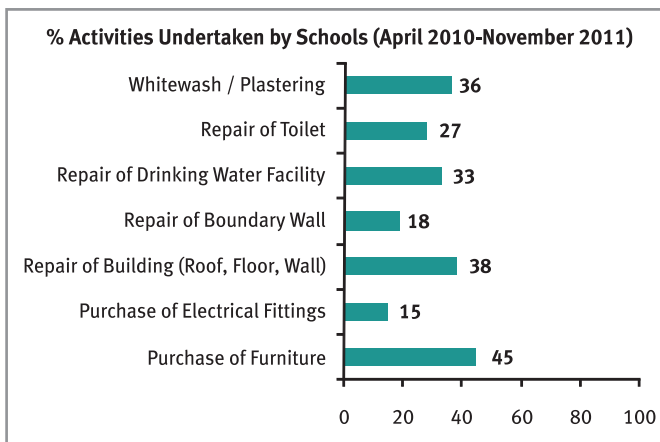
DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

The quantum of grants received in schools has fluctuated. In 2008-09, 56% schools received all 3 grants. This improved to 74% in 2009-10 but dropped to 60% in 2010-11.

# Grants	Full Financial Year			Half Financial Year		
	2008-09	2009-10	2010-11	2009-10	2010-11	2011-12
0	7	5	4	15	43	35
1	11	6	12	10	10	17
2	27	15	23	28	4	16
3	56	74	60	47	43	32

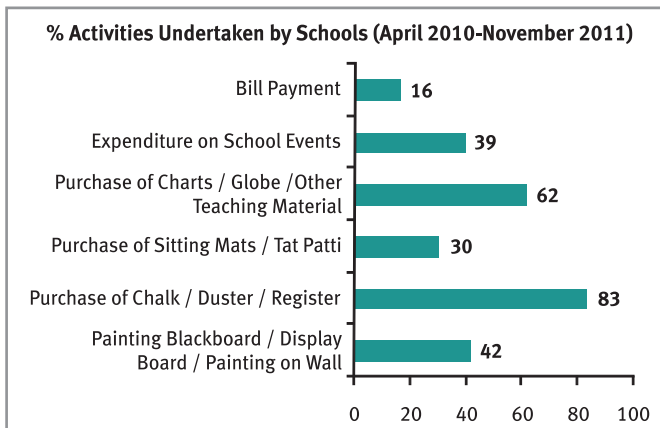
HOW DO SCHOOLS SPEND THEIR MONEY?

Between April 2010 - November 2011, schools spent the bulk of their money on essential supplies. 36% schools whitewashed their walls and 45% used some of their grant money to buy furniture.



EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR

How much goes to each school?	For what purpose?
School Development Grant / School Grant	
₹5000 per year per primary school	School equipment such as blackboard, sitting mats etc. Also to buy chalk, duster, registers, other office equipment.
₹7000 per year per upper primary school	
₹5000 + ₹7000 = ₹12000 if the school is Std 1-7/8	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
School Maintenance Grant	
(₹5000 - ₹7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including white-washing, beautification repairing of bathroom, hand pump repairs, building, boundary wall, playground etc.
(₹7500 - ₹10000) per year if the school has more than three classrooms	
Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teacher Learning Material (TLM) Grant	
₹500 per teacher per year for all teachers in primary and upper primary schools.	To buy teaching aids, such as charts, posters, models etc.



ARE SCHOOLS IN ASSAM CATCHING UP WITH RTE NORMS?

RTE NORMS FOR ASSAM'S SCHOOLS

PTR Norms: Primary Schools

Enrolment 1-60 = 2 teachers
Enrolment 61-90 = 3 teachers
Enrolment 91-120 = 4 teachers
Enrolment 121-200 = 5 teachers
Enrolment Above 150 = 5 + 1 headmaster
Above 200 = PTR (excl. headmaster) <= 40

PTR Norms: Upper Primary Schools

1. At least 1 teacher for every 35 children
2. Full-time teacher when enrolment is above 100

Infrastructure-related Norms

1. Office-cum-store-cum-headmaster's room
2. Barrier-free access.
3. Separate toilet for boys & girls.
4. Safe & adequate drinking water facility to all students.
5. Kitchen where Mid-Day Meal is cooked in the school.
6. Playground.
7. Arrangement for securing school building by boundary wall or fencing.

Norms About Other School Facilities

1. Teaching Learning Equipment (TLE) to be provided to each class as required.
2. Library in each school providing newspapers, magazines and books on all subjects, including storybooks.
3. Play-material, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUISITE NUMBER OF TEACHERS?

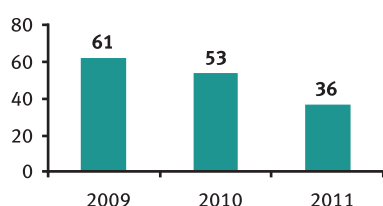
Teachers Needed	2010		2011	
	PTR=30	PTR=35	PTR=30	PTR=35
1	16	14	19	15
2	9	11	11	12
3	9	5	11	10
4	5	5	7	6
5	4	3	5	5
6	2	1	5	3
>=7	3	1	5	2
% Schools with Shortfall	49	41	62	53

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

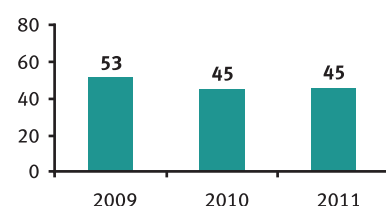
To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 260% between 2009-10 and 2011-12. How has this money been spent? To what extent have Assam's schools met the RTE norms?

TOILETS AND CLASSROOMS

Shortfall in Separate Toilet for Girls (% of Schools)



Shortfall in Classrooms (% of Schools)



There has been a significant improvement in the provision of separate girls' toilets in Assam's schools between 2009 and 2011. Overall, the shortfall reduced from 61% in 2009 to 36% in 2011. However, the state is a long way off from meeting the RTE girls' toilet norm by 2013.

In 2010, 45% schools had fewer classrooms than required by RTE. In FY 2010-11, 17% schools received the classroom grant by November 2011, halfway through the 2011-12 financial year. Between April 2010 and November 2011, 19% reported initiating classroom construction work. In 2011, 45% schools had fewer classrooms than required.

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

Progress between 2010-2011

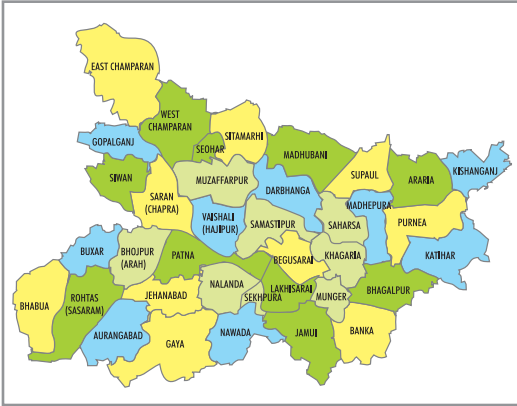
Infrastructure Facility	% Shortfall	
	2010	2011
Headmaster's Office	43	46
Drinking Water	32	26
Kitchen/ Shed	20	19
Playground	38	44
Complete Boundary Wall	81	77
Library Books	79	72

How Much Will it Cost Assam to Meet its RTE Norms?

Based on unit costs available for teacher salaries, toilet construction and classroom construction, PAISA has estimated the total cost requirement for meeting RTE norms at ₹1,130 crore.

Unit costs are for 2011-12.

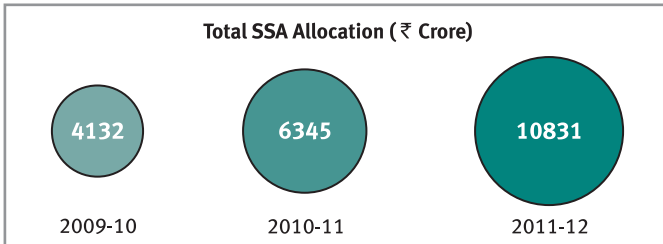




DO SCHOOLS IN BIHAR GET THEIR MONEY?

WHAT IS BIHAR'S SSA BUDGET?

SSA budgets have more than doubled between 2009-10 and 2011-12.



More on the SSA Budget

Per child allocation: Per child allocation for SSA increased from ₹2,175 in 2009-10 to ₹3,340 in 2010-11. In 2011-12, per child allocation stood at ₹5,701.

It is important to note that enrolment numbers to calculate per child allocation are only available for 2009.

Allocation and per child numbers include Government of India (GOI) and state share for SSA. Allocation figures for 2011-12 are based on proposed allocations as stated in the Annual Work Plan & Budget documents.

HOW DOES BIHAR PRIORITISE ITS SSA RESOURCES?

School infrastructure received the largest share of SSA resources between 2009-10 and 2011-12

To understand budgetary prioritisation, PAISA classified the SSA budget into the following categories:

Teachers: Teacher salaries, teacher training and teaching inputs such as Teaching-Learning Material, Teaching-Learning Equipment and the School Development Grant.

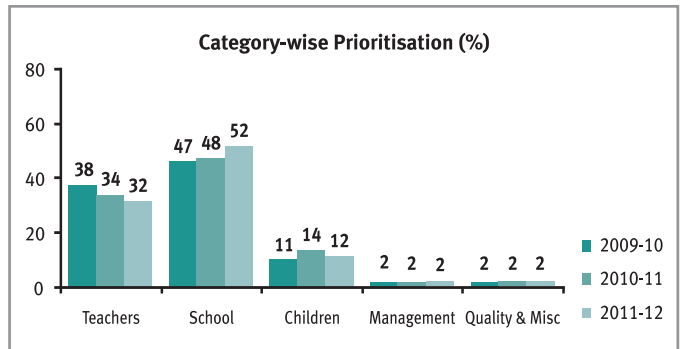
School: Civil works, School Maintenance Grant and, if available, funds for building libraries.

Children: Entitlements such as textbooks, uniforms and transport provisions, along with mainstreaming out-of-school children, remedial teaching, etc.

Management: Administrative costs for BRCs, CRCs, management and MIS, and research and evaluation.

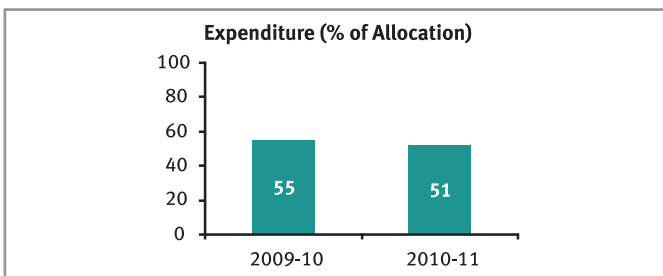
Quality: Innovation and Learning Enhancement Programme (LEP).

Miscellaneous: Community mobilisation and community training.



HOW DOES BIHAR SPEND ITS SSA RESOURCES?

In 2009-10, Bihar spent 55% of its total allocation. In 2010-11, the State spent 51%.



Expenditure Trends (% of Allocation) Across Categories

Category	2009-10	2010-11
Teachers	68	63
School	38	46
Children	78	43
Management	69	45
Quality	68	42
Miscellaneous	69	27
Total	55	51

WHAT HAPPENS WITH MONIES SPENT?

In 2011, 52% children in standard III-V could read a standard I text and 48% could do basic arithmetic.

Attendance (Children and Teachers)

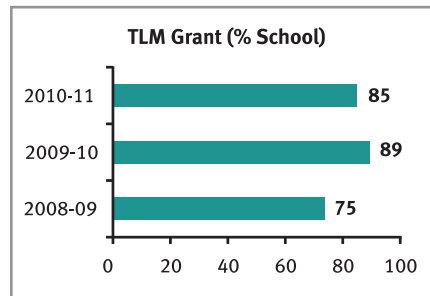
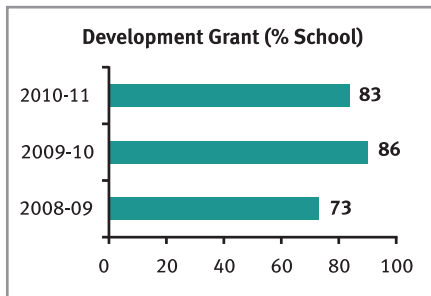
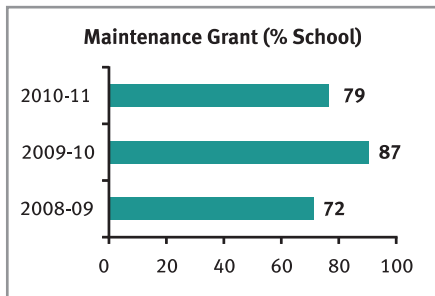
	% Enrolled Children Present		% Teachers Present	
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII
2009	57	58	82	83
2010	56	56	85	81
2011	50	49	85	85

Learning Outcomes

	Std I-II: Learning Levels		Std III-V: Learning Levels	
	% children (Std I-II)		% children (Std III-V)	
	who can read letters, words or more	who can recognize numbers 1 to 9 or more	who can read level 1 (std 1 text) or more	who can do subtraction or more
2009	71	72	62	64
2010	69	68	64	63
2011	60	63	52	48

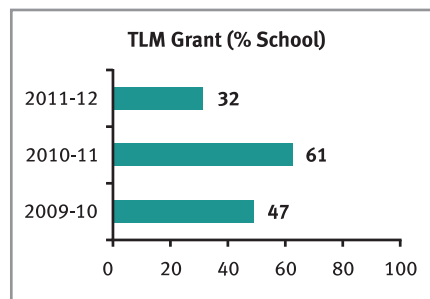
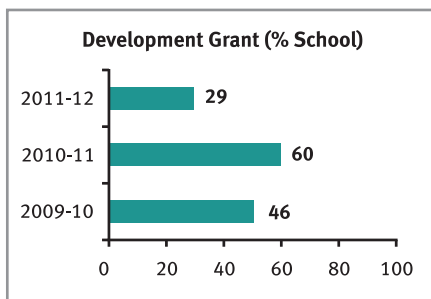
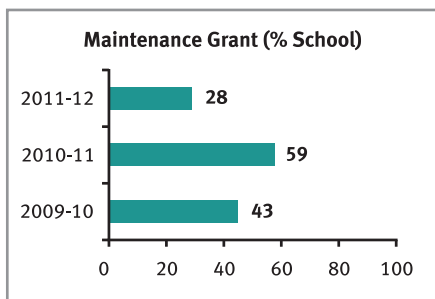
DO SCHOOLS GET THEIR MONEY?

On average, 73% schools reported receiving grants in 2008-09. This improved to 82% in 2010-11



WHEN DO SCHOOLS GET THEIR MONEY?

Timing of grant receipts has fluctuated. By November 2009, 45% schools reported receiving grants. In 2010, grant receipts by November improved to 60% but dropped to 30% in 2011.



DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

The quantum of grants received in schools has improved. In 2008-09, 64% schools received all 3 grants. This improved to 75% in 2010-11.

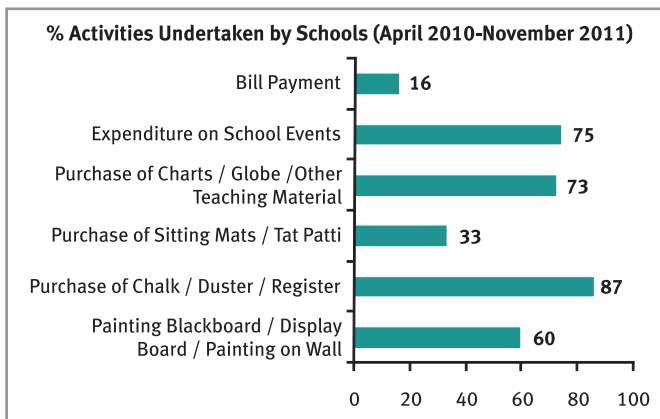
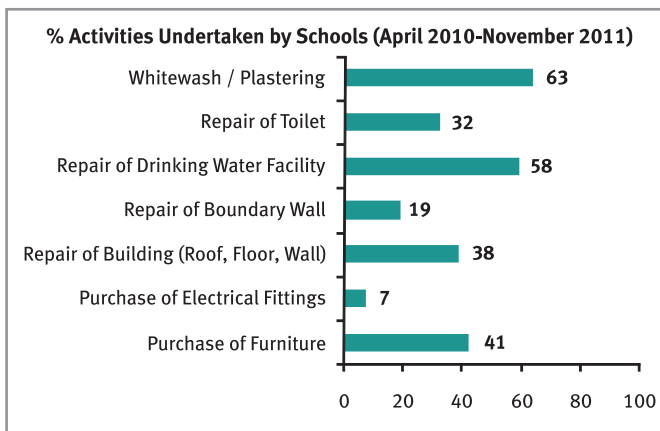
# Grants	Full Financial Year			Half Financial Year		
	2008-09	2009-10	2010-11	2009-10	2010-11	2011-12
0	8	4	7	36	27	61
1	9	13	8	14	13	8
2	19	11	11	15	11	7
3	64	72	75	35	48	24

EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR

How much goes to each school?	For what purpose?
School Development Grant / School Grant	
₹5000 per year per primary school	School equipment such as blackboard, sitting mats etc. Also to buy chalk, duster, registers, other office equipment.
₹7000 per year per upper primary school	
₹5000 + ₹7000 = ₹12000 if the school is Std 1-7/8	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
School Maintenance Grant	
(₹5000 - ₹7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including white-washing, beautification repairing of bathroom, hand pump repairs, building, boundary wall, playground etc.
(₹7500 - ₹10000) per year if the school has more than three classrooms	
Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teacher Learning Material (TLM) Grant	
₹500 per teacher per year for all teachers in primary and upper primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

Between April 2010 - November 2011, schools spent the bulk of their money on essential supplies. 63% schools whitewashed their walls and 75% used some of their grant money to fund school events.



ARE SCHOOLS IN BIHAR CATCHING UP WITH RTE NORMS?

RTE NORMS FOR BIHAR'S SCHOOLS

PTR Norms: Primary Schools

Enrolment 1-60 = 2 teachers
Enrolment 61-90 = 3 teachers
Enrolment 91-120 = 4 teachers
Enrolment 121-200 = 5 teachers
Enrolment Above 150 = 5 + 1 headmaster
Above 200 = PTR (excl. headmaster) <= 40

PTR Norms: Upper Primary Schools

1. At least 1 teacher for every 35 children
2. Full-time teacher when enrolment is above 100

Infrastructure-related Norms

1. Office-cum-store-cum-headmaster's room
2. Barrier-free access.
3. Separate toilet for boys & girls.
4. Safe & adequate drinking water facility to all students.
5. Kitchen where Mid-Day Meal is cooked in the school.
6. Playground.
7. Arrangement for securing school building by boundary wall or fencing.

Norms About Other School Facilities

1. Teaching Learning Equipment (TLE) to be provided to each class as required.
2. Library in each school providing newspapers, magazines and books on all subjects, including storybooks.
3. Play-material, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUISITE NUMBER OF TEACHERS?

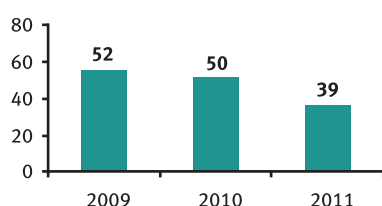
Teachers Needed	2010		2011	
	PTR=30	PTR=35	PTR=30	PTR=35
1	4	6	4	7
2	6	8	5	7
3	6	9	6	8
4	7	9	7	9
5	8	6	7	7
6	6	8	6	7
>=7	55	42	60	47
% Schools with Shortfall	92	87	95	92

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

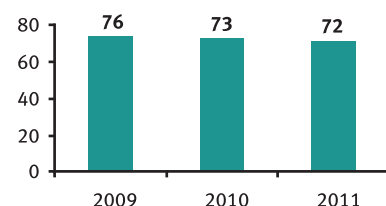
To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 193% between 2009-10 and 2011-12. How has this money been spent? To what extent have Bihar's schools met the RTE norms?

TOILETS AND CLASSROOMS

Shortfall in Separate Toilet for Girls (% of Schools)



Shortfall in Classrooms (% of Schools)



There has been some improvement in the provision of separate girls' toilets in Bihar's schools between 2009 and 2011. Overall, the shortfall reduced from 52% in 2009 to 39% in 2011. However, the state is still a long way off from meeting the RTE girls' toilet norm by 2013.

In 2010, 73% schools had fewer classrooms than required by RTE. In FY 2010-11, 29% schools received the classroom grant. Another 13% schools reported receiving the classroom grant by November 2011, halfway through the 2011-12 financial year. Between April 2010 and November 2011, 33% reported initiating classroom construction work. In 2011, 72% schools had fewer classrooms than required.

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

Progress between 2010-2011

Infrastructure Facility	% Shortfall	
	2010	2011
Headmaster's Office	31	34
Drinking Water	15	11
Kitchen/ Shed	36	29
Playground	52	51
Complete Boundary Wall	52	53
Library Books	47	39

How Much Will it Cost Bihar to Meet its RTE Norms?

Based on unit costs available for teacher salaries, toilet construction, classroom construction and drinking water facilities, PAISA has estimated the total cost requirement for meeting RTE norms at ₹2,882 crore.

Unit costs are for 2011-12.

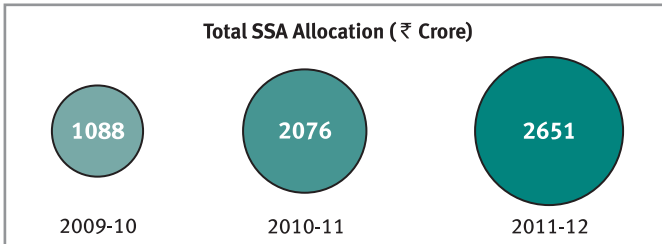




DO SCHOOLS IN CHHATTISGARH GET THEIR MONEY?

WHAT IS CHHATTISGARH'S SSA BUDGET?

SSA budgets have more than doubled between 2009-10 and 2011-12.



More on the SSA Budget

Per child allocation: Per child allocation for SSA increased from ₹2,888 in 2009-10 to ₹5,511 in 2010-11. In 2011-12, per child allocation stood at ₹7,037.

It is important to note that enrolment numbers to calculate per child allocation are only available for 2009.

Allocation and per child numbers include Government of India (GOI) and state share for SSA. Allocation figures for 2011-12 are based on proposed allocations as stated in the Annual Work Plan & Budget documents.

HOW DOES CHHATTISGARH PRIORITISE ITS SSA RESOURCES?

Teachers received the largest share of SSA resources between 2009-10 and 2011-12.

To understand budgetary prioritisation, PAISA classified the SSA budget into the following categories:

Teachers: Teacher salaries, teacher training and teaching inputs such as Teaching-Learning Material, Teaching-Learning Equipment and the School Development Grant.

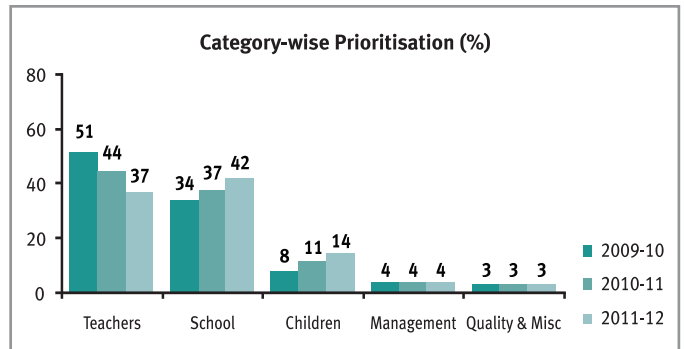
School: Civil works, School Maintenance Grant and, if available, funds for building libraries.

Children: Entitlements such as textbooks, uniforms and transport provisions, along with mainstreaming out-of-school children, remedial teaching, etc.

Management: Administrative costs for BRCs, CRCs, management and MIS, and research and evaluation.

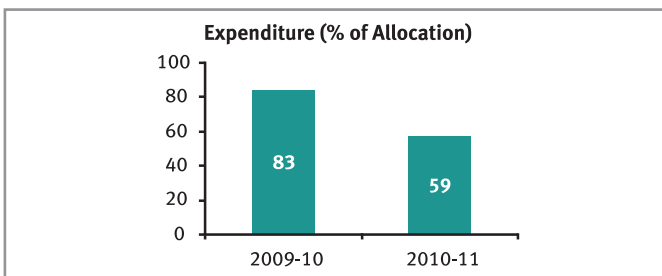
Quality: Innovation and Learning Enhancement Programme (LEP).

Miscellaneous: Community mobilisation and community training.



HOW DOES CHHATTISGARH SPEND ITS SSA RESOURCES?

In 2009-10, Chhattisgarh spent 83% of its total allocation. In 2010-11, the State spent 59%.



Expenditure Trends (% of Allocation) Across Categories

Category	2009-10	2010-11
Teachers	82	68
School	81	43
Children	81	69
Management	93	57
Quality	1	90
Miscellaneous	94	71
Total	83	59

WHAT HAPPENS WITH MONIES SPENT?

In 2011, 53% children in standard III-V could read a standard I text and 40% could do basic arithmetic.

Attendance (Children and Teachers)

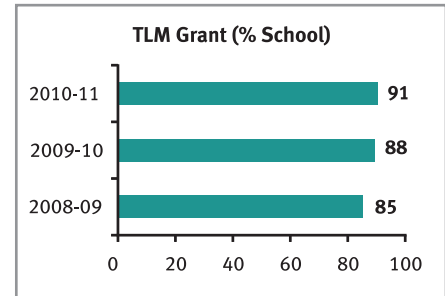
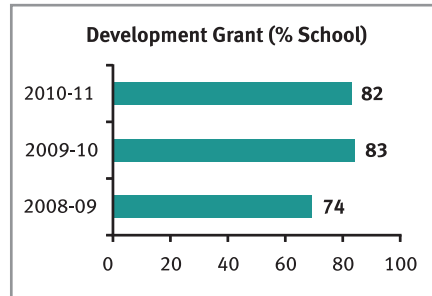
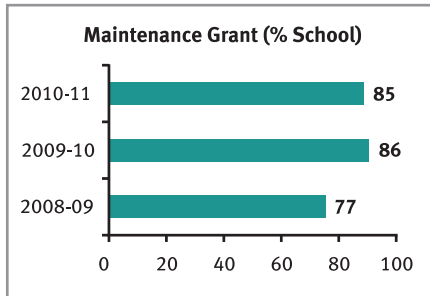
	% Enrolled Children Present		% Teachers Present	
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII
2009	77	77	82	71
2010	70	73	87	87
2011	73	78	85	83

Learning Outcomes

	Std I-II: Learning Levels		Std III-V: Learning Levels	
	% children (Std I-II)		% children (Std III-V)	
	who can read letters, words or more	who can recognize numbers 1 to 9 or more	who can read level 1 (std 1 text) or more	who can do subtraction or more
2009	90	90	73	67
2010	88	87	70	57
2011	76	75	53	40

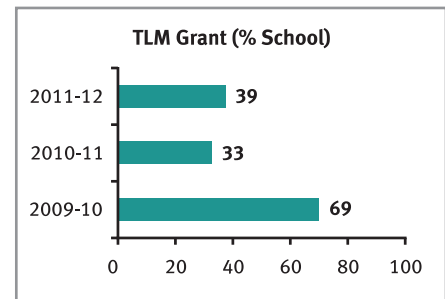
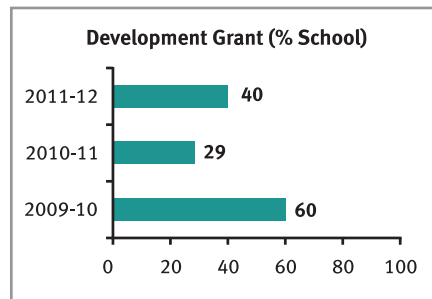
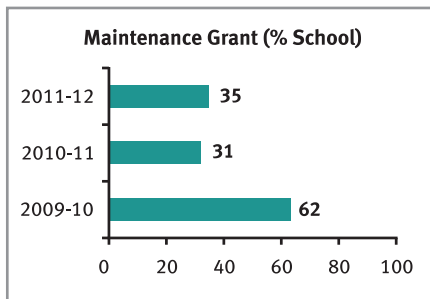
DO SCHOOLS GET THEIR MONEY?

On average, 79% schools reported receiving grants in 2008-09. This improved to 86% in 2010-11.



WHEN DO SCHOOLS GET THEIR MONEY?

Timing of grant receipts has fluctuated. By November 2009, 64% schools reported receiving grants. In 2010, grant receipts by November dropped to 31% before improving marginally to 38% in 2011.



DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

The quantum of grants received in schools has improved. In 2008-09, 68% schools received all 3 grants. This improved to 79% in 2010-11.

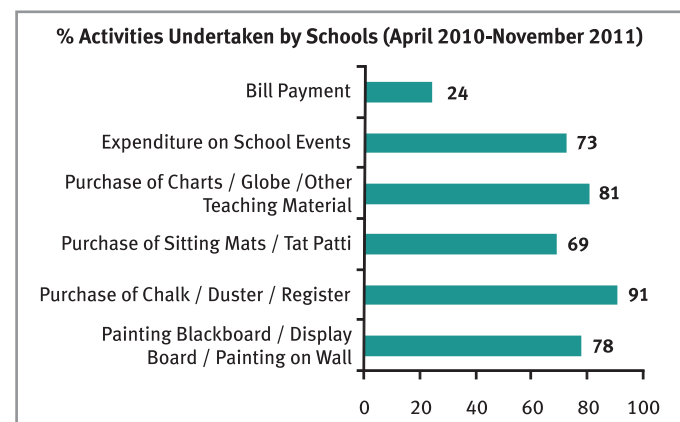
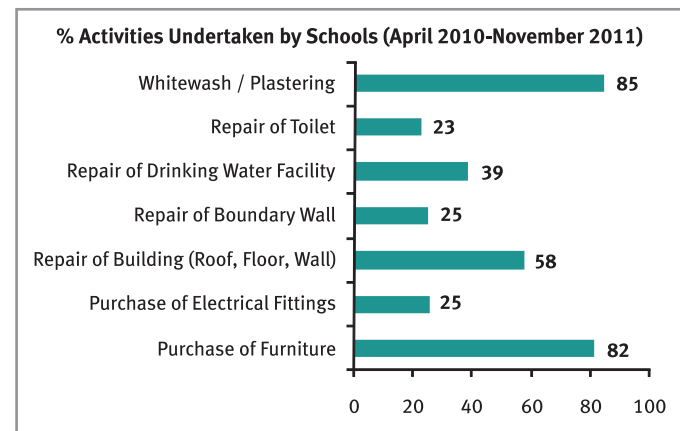
# Grants	Full Financial Year			Half Financial Year		
	2008-09	2009-10	2010-11	2009-10	2010-11	2011-12
0	4	5	2	15	61	49
1	7	5	7	12	4	9
2	20	15	12	20	6	11
3	68	75	79	53	29	31

EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR

How much goes to each school?	For what purpose?
School Development Grant / School Grant	
₹5000 per year per primary school	School equipment such as blackboard, sitting mats etc. Also to buy chalk, duster, registers, other office equipment.
₹7000 per year per upper primary school	
₹5000 + ₹7000 = ₹12000 if the school is Std 1-7/8	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
School Maintenance Grant	
(₹5000 - ₹7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including white-washing, beautification repairing of bathroom, hand pump repairs, building, boundary wall, playground etc.
(₹7500 - ₹10000) per year if the school has more than three classrooms	
Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teacher Learning Material (TLM) Grant	
₹500 per teacher per year for all teachers in primary and upper primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

Between April 2010 - November 2011, schools spent the bulk of their money on essential supplies. 85% schools whitewashed their walls and 82% used some of their grant money to buy furniture.



ARE SCHOOLS IN CHHATTISGARH CATCHING UP WITH RTE NORMS?

RTE NORMS FOR CHHATTISGARH'S SCHOOLS

PTR Norms: Primary Schools

Enrolment 1-60 = 2 teachers
Enrolment 61-90 = 3 teachers
Enrolment 91-120 = 4 teachers
Enrolment 121-200 = 5 teachers
Enrolment Above 150 = 5 + 1 headmaster
Above 200 = PTR (excl. headmaster) <=40

PTR Norms: Upper Primary Schools

1. At least 1 teacher for every 35 children
2. Full-time teacher when enrolment is above 100

Infrastructure-related Norms

1. Office-cum-store-cum-headmaster's room
2. Barrier-free access.
3. Separate toilet for boys & girls.
4. Safe & adequate drinking water facility to all students.
5. Kitchen where Mid-Day Meal is cooked in the school.
6. Playground.
7. Arrangement for securing school building by boundary wall or fencing.

Norms About Other School Facilities

1. Teaching Learning Equipment (TLE) to be provided to each class as required.
2. Library in each school providing newspapers, magazines and books on all subjects, including storybooks.
3. Play-material, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUISITE NUMBER OF TEACHERS?

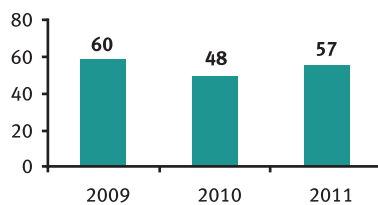
Teachers Needed	2010		2011	
	PTR=30	PTR=35	PTR=30	PTR=35
1	19	17	20	13
2	11	8	8	5
3	8	5	5	2
4	5	4	2	2
5	3	2	1	1
6	1	2	1	0
>=7	4	1	1	1
% Schools with Shortfall	51	38	39	25

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

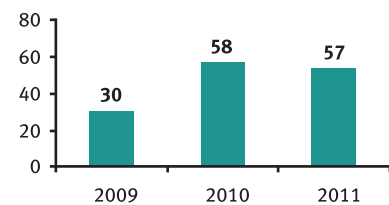
To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 201% between 2009-10 and 2011-12. How has this money been spent? To what extent have Chhattisgarh's schools met the RTE norms?

TOILETS AND CLASSROOMS

Shortfall in Separate Toilet for Girls (% of Schools)



Shortfall in Classrooms (% of Schools)



There has been some improvement in the provision of separate girls' toilets in Chhattisgarh's schools between 2009 and 2011. Overall, the shortfall reduced from 60% in 2009 to 57% in 2011. However, the State has a long way to go before it meets the RTE girls' toilet norm in 2013.

In 2010, 58% schools had fewer classrooms than required by RTE. In FY 2010-11, 24% schools received the classroom grant. Another 10% schools reported receiving the classroom grant by November 2011, halfway through the 2011-12 financial year. Between April 2010 and November 2011, 23% reported initiating classroom construction work. In 2011, 57% schools had fewer classrooms than required.

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

Progress between 2010-2011

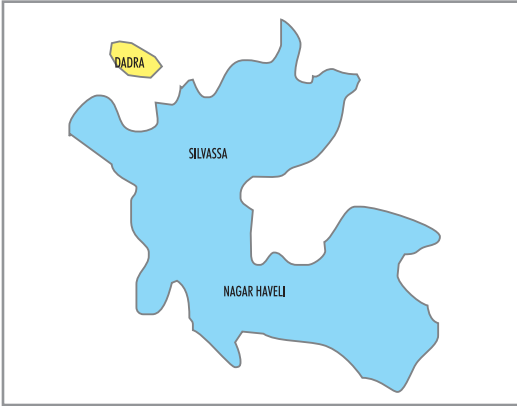
Infrastructure Facility	% Shortfall	
	2010	2011
Headmaster's Office	21	24
Drinking Water	10	17
Kitchen/ Shed	14	13
Playground	55	54
Complete Boundary Wall	51	51
Library Books	27	21

How Much Will it Cost Chhattisgarh to Meet its RTE Norms?

Based on unit costs available for teacher salaries, toilet construction, classroom construction and drinking water facilities, PAISA has estimated the total cost requirement for meeting RTE norms at ₹1,181 crore.

Unit costs are for 2011-12.

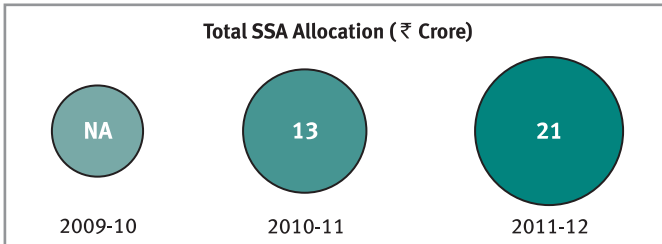




DO SCHOOLS IN DADRA & NAGAR HAVELI GET THEIR MONEY?

WHAT IS DADRA & NAGAR HAVELI'S SSA BUDGET?

SSA budgets have increased by 62% between 2009-10 and 2011-12.



More on the SSA Budget

Per child allocation: Per child allocation for SSA increased from ₹3,022 in 2010-11 to ₹4,730 in 2011-12. Data for 2009-10 is not available.

It is important to note that enrolment numbers to calculate per child allocation are only available for 2009.

Allocation and per child numbers include Government of India (GOI) and state share for SSA. Allocation figures for 2011-12 are based on proposed allocations as stated in the Annual Work Plan & Budget documents.

HOW DOES DADRA & NAGAR HAVELI PRIORITISE ITS SSA RESOURCES?

Teachers received the largest share of SSA resources between 2010-11 and 2011-12.

To understand budgetary prioritisation, PAISA classified the SSA budget into the following categories:

Teachers: Teacher salaries, teacher training and teaching inputs such as Teaching-Learning Material, Teaching-Learning Equipment and the School Development Grant.

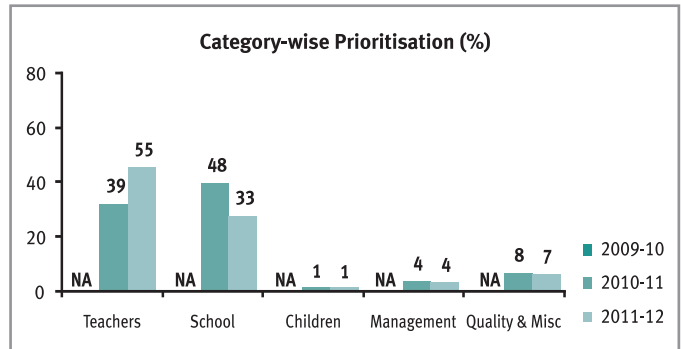
School: Civil works, School Maintenance Grant and, if available, funds for building libraries.

Children: Entitlements such as textbooks, uniforms and transport provisions, along with mainstreaming out-of-school children, remedial teaching, etc.

Management: Administrative costs for BRCs, CRCs, management and MIS, and research and evaluation.

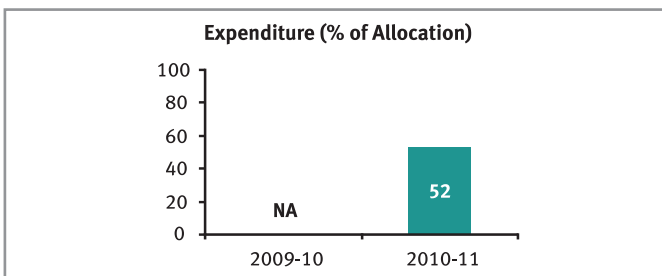
Quality: Innovation and Learning Enhancement Programme (LEP).

Miscellaneous: Community mobilisation and community training.



HOW DOES DADRA & NAGAR HAVELI SPEND ITS SSA RESOURCES?

In 2010-11, Dadra and Nagar Haveli spent 52% of its total allocation.



Expenditure Trends (% of Allocation) Across Categories

Category	2009-10	2010-11
Teachers		64
School		42
Children	DATA NOT AVAILABLE	19
Management	DATA NOT AVAILABLE	19
Quality		78
Miscellaneous		50
Total		52

WHAT HAPPENS WITH MONIES SPENT?

Data Not Available

Attendance (Children and Teachers)

% Enrolled Children Present

	Std I-IV/V	Std I-VII/VIII
2009		
2010	DATA NOT AVAILABLE	
2011		

% Teachers Present

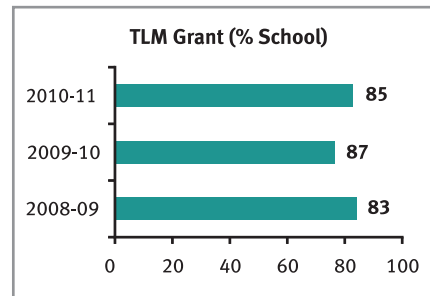
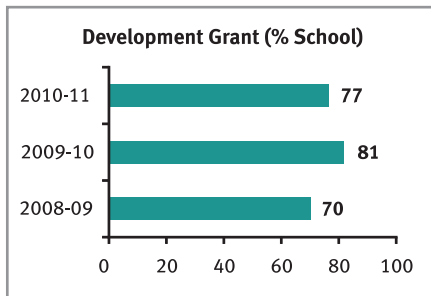
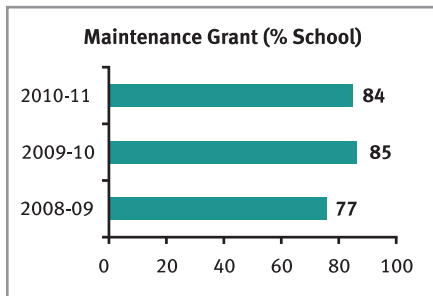
	Std I-IV/V	Std I-VII/VIII
2009		
2010	DATA NOT AVAILABLE	
2011		

Learning Outcomes

	Std I-II: Learning Levels		Std III-IV: Learning Levels	
	% children (Std I-II)		% children (Std III-IV)	
	who can read letters, words or more	who can recognize numbers 1 to 9 or more	who can read level 1 (std 1 text) or more	who can do subtraction or more
2009				
2010	DATA NOT AVAILABLE			
2011				

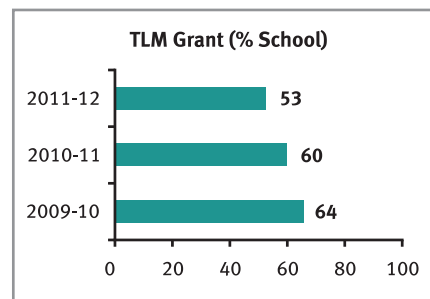
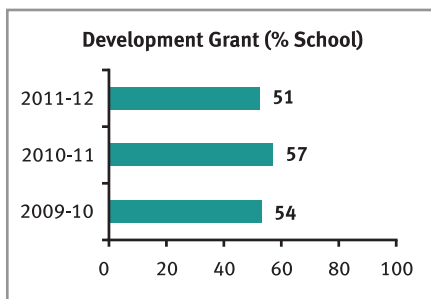
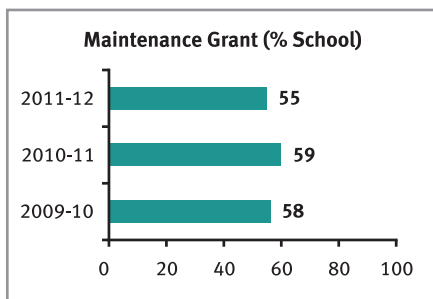
DO SCHOOLS GET THEIR MONEY?

On average, 98% schools reported receiving grants in 2008-09. This improved to 100% in 2009-10 but dropped to 76% in 2010-11.



WHEN DO SCHOOLS GET THEIR MONEY?

Timing of grant receipts has fluctuated. By November 2009, 59% schools reported receiving grants. In 2010, grant receipt by November improved to 68%. In 2011, this improved marginally to 61%.



DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

The quantum of grants received in schools has worsened. In 2008-09, 83% schools reported receiving all 3 grants. This dropped to 61% in 2010-11.

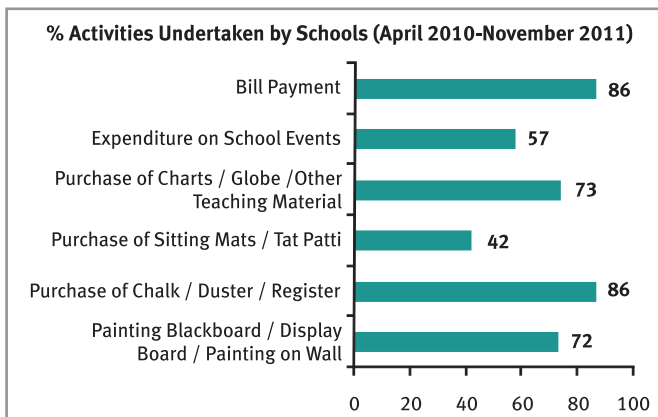
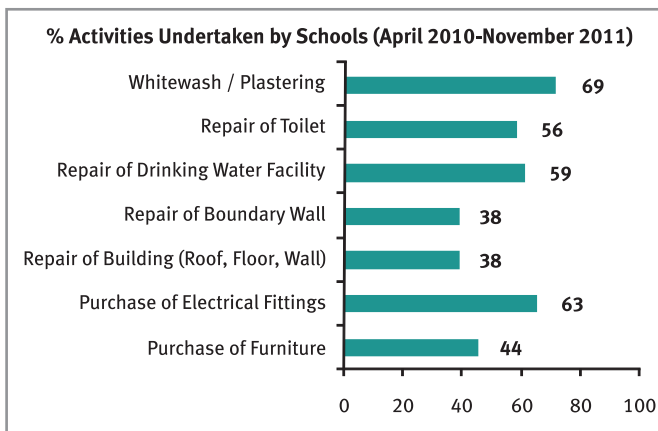
# Grants	Full Financial Year			Half Financial Year		
	2008-09	2009-10	2010-11	2009-10	2010-11	2011-12
0	0	0	11	35	18	24
1	0	11	11	18	12	18
2	17	0	17	12	35	18
3	83	89	61	35	35	41

EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR

How much goes to each school?	For what purpose?
School Development Grant / School Grant	
₹5000 per year per primary school	School equipment such as blackboard, sitting mats etc. Also to buy chalk, duster, registers, other office equipment.
₹7000 per year per upper primary school	
₹5000 + ₹7000 = ₹12000 if the school is Std 1-7/8	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
School Maintenance Grant	
(₹5000 - ₹7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including white-washing, beautification repairing of bathroom, hand pump repairs, building, boundary wall, playground etc.
(₹7500 - ₹10000) per year if the school has more than three classrooms	
Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teacher Learning Material (TLM) Grant	
₹500 per teacher per year for all teachers in primary and upper primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

Between April 2010 - November 2011, schools spent the bulk of their money on essential supplies. 69% schools whitewashed their walls, 56% repaired their toilets and 59% repaired drinking water facilities.



ARE SCHOOLS IN DADRA & NAGAR HAVELI CATCHING UP WITH RTE NORMS?

RTE NORMS FOR DADRA & NAGAR HAVELI'S SCHOOLS

PTR Norms: Primary Schools

Enrolment 1-60 = 2 teachers
Enrolment 61-90 = 3 teachers
Enrolment 91-120 = 4 teachers
Enrolment 121-200 = 5 teachers
Enrolment Above 150 = 5 + 1 headmaster
Above 200 = PTR (excl. headmaster) \leq 40

PTR Norms: Upper Primary Schools

1. At least 1 teacher for every 35 children
2. Full-time teacher when enrolment is above 100

Infrastructure-related Norms

1. Office-cum-store-cum-headmaster's room
2. Barrier-free access.
3. Separate toilet for boys & girls.
4. Safe & adequate drinking water facility to all students.
5. Kitchen where Mid-Day Meal is cooked in the school.
6. Playground.
7. Arrangement for securing school building by boundary wall or fencing.

Norms About Other School Facilities

1. Teaching Learning Equipment (TLE) to be provided to each class as required.
2. Library in each school providing newspapers, magazines and books on all subjects, including storybooks.
3. Play-material, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUISITE NUMBER OF TEACHERS?

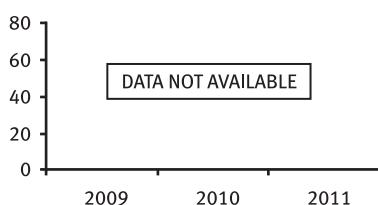
Teachers Needed	2010		2011	
	PTR=30	PTR=35	PTR=30	PTR=35
1	23	14	0	12
2	23	0	6	12
3	0	18	18	29
4	0	5	6	6
5	18	5	12	12
6	5	0	12	0
\geq 7	18	14	24	6
% Schools with Shortfall	86	55	76	76

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

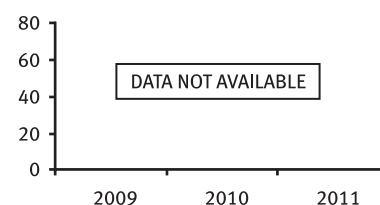
Data Not Available

TOILETS AND CLASSROOMS

Shortfall in Separate Toilet for Girls (% of Schools)



Shortfall in Classrooms (% of Schools)



Data Not Available

Data Not Available

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

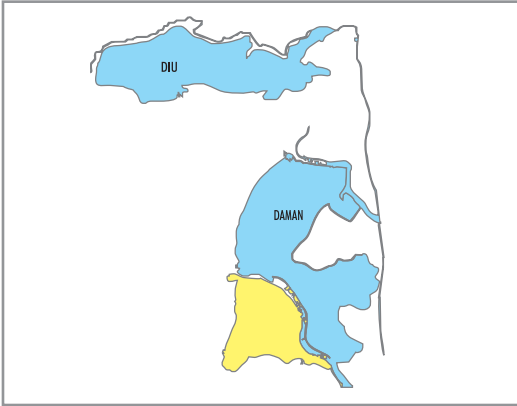
Progress between 2010-2011

Infrastructure Facility	% Shortfall	
	2010	2011
Headmaster's Office	68	39
Drinking Water	21	0
Kitchen / Shed	0	47
Playground	12	28
Complete Boundary Wall	36	41
Library Books	24	39

How Much Will it Cost Dadra & Nagar Haveli to Meet its RTE Norms?

Unit cost data not available.

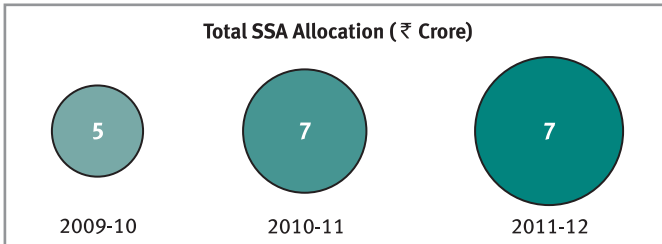




DO SCHOOLS IN DAMAN AND DIU GET THEIR MONEY?

WHAT IS DAMAN AND DIU'S SSA BUDGET?

SSA budgets have increased by 40% between 2009-10 and 2011-12.



More on the SSA Budget

Per child allocation: Per child allocation for SSA increased from ₹ 2,923 in 2009-10 to ₹4,131 in 2010-11. In 2011-12, per child allocation stood at ₹4,594.

It is important to note that enrolment numbers to calculate per child allocation are only available for 2009.

Allocation and per child numbers include Government of India (GOI) and state share for SSA. Allocation figures for 2011-12 are based on proposed allocations as stated in the Annual Work Plan & Budget documents.

HOW DOES DAMAN AND DIU PRIORITISE ITS SSA RESOURCES?

Teachers and School infrastructure received the largest share of SSA resources between 2009-10 and 2011-12.

To understand budgetary prioritisation, PAISA classified the SSA budget into the following categories:

Teachers: Teacher salaries, teacher training and teaching inputs such as Teaching-Learning Material, Teaching-Learning Equipment and the School Development Grant.

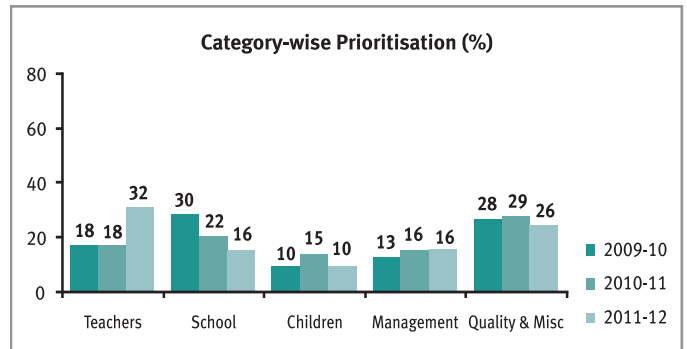
School: Civil works, School Maintenance Grant and, if available, funds for building libraries.

Children: Entitlements such as textbooks, uniforms and transport provisions, along with mainstreaming out-of-school children, remedial teaching, etc.

Management: Administrative costs for BRCs, CRCs, management and MIS, and research and evaluation.

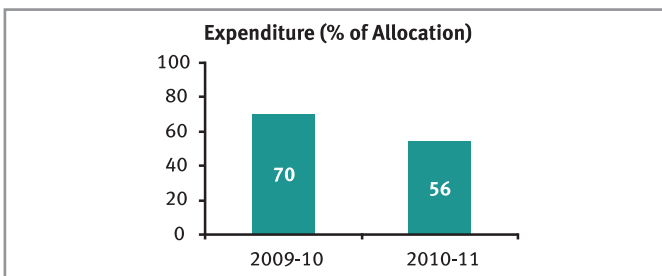
Quality: Innovation and Learning Enhancement Programme (LEP).

Miscellaneous: Community mobilisation and community training.



HOW DOES DAMAN AND DIU SPEND ITS SSA RESOURCES?

In 2009-10, Damam and Diu spent 70% of its total allocation. In 2010-11, the State spent 56%.



Expenditure Trends (% of Allocation) Across Categories

Category	2009-10	2010-11
Teachers	68	78
School	96	59
Children	47	38
Management	49	44
Quality	62	57
Miscellaneous	18	0
Total	70	56

WHAT HAPPENS WITH MONIES SPENT?

Data Not Available

Attendance (Children and Teachers)

% Enrolled Children Present

	Std I-IV/V	Std I-VII/VIII
2009		
2010	DATA NOT AVAILABLE	
2011		

% Teachers Present

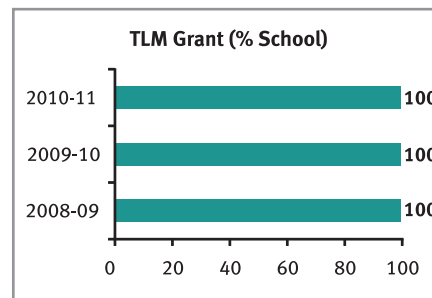
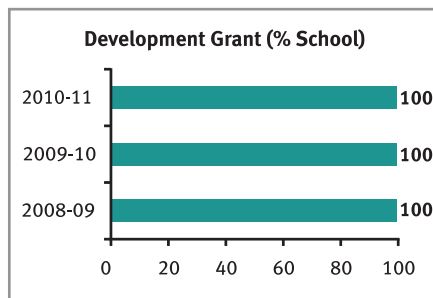
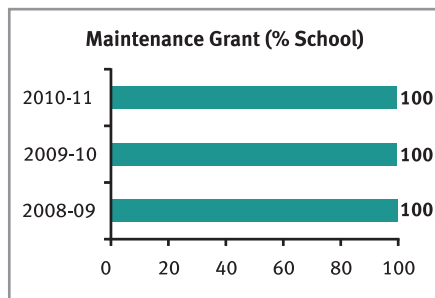
	Std I-IV/V	Std I-VII/VIII
2009		
2010	DATA NOT AVAILABLE	
2011		

Learning Outcomes

	Std I-II: Learning Levels		Std III-V: Learning Levels	
	% children (Std I-II)		% children (Std III-V)	
	who can read letters, words or more	who can recognize numbers 1 to 9 or more	who can read level 1 (std 1 text) or more	who can do subtraction or more
2009				
2010	DATA NOT AVAILABLE			
2011				

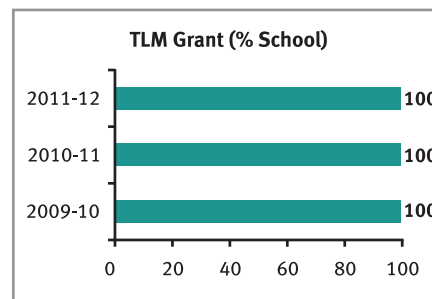
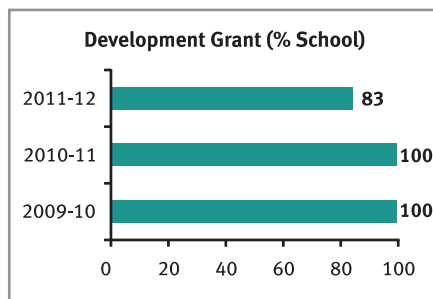
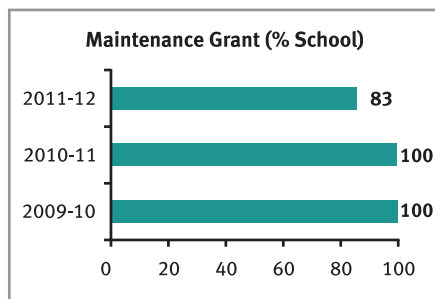
DO SCHOOLS GET THEIR MONEY?

On average, 100% schools reported receiving grants in all 3 years.



WHEN DO SCHOOLS GET THEIR MONEY?

Timing of grant receipts has worsened. By November 2009, 100% schools had received their grants. In 2011, grant receipts by November dropped to 89%.



DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

The quantum of grants received in schools has improved. In 2008-09, 67% schools received all 3 grants. This improved to 100% in 2009-10.

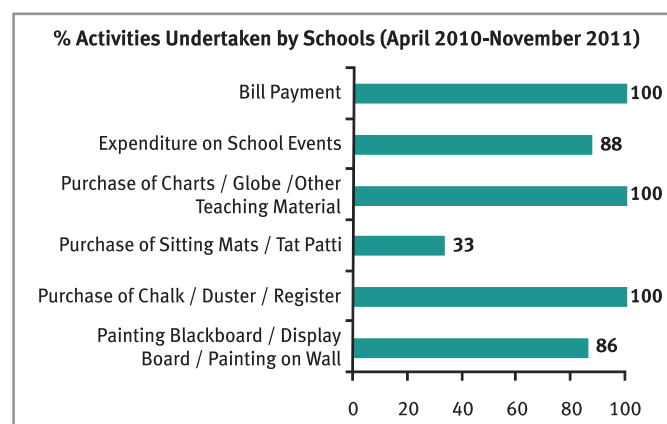
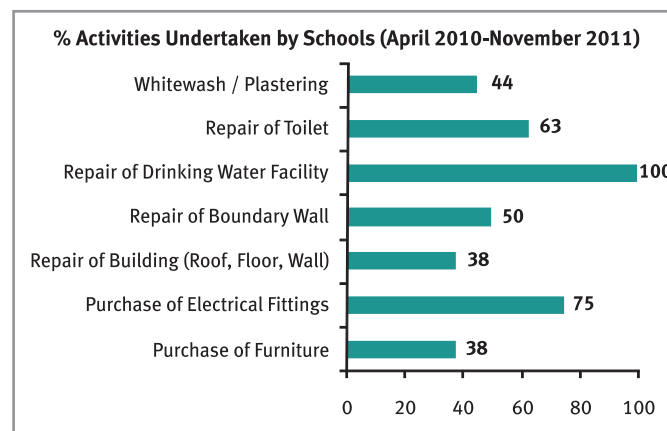
# Grants	Full Financial Year			Half Financial Year		
	2008-09	2009-10	2010-11	2009-10	2010-11	2011-12
0	0	0	0	0	0	0
1	33	0	0	20	0	17
2	0	0	0	0	0	0
3	67	100	100	80	100	83

EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR

How much goes to each school?	For what purpose?
School Development Grant / School Grant	
₹5000 per year per primary school	School equipment such as blackboard, sitting mats etc. Also to buy chalk, duster, registers, other office equipment.
₹7000 per year per upper primary school	
₹5000 + ₹7000 = ₹12000 if the school is Std 1-7/8	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
School Maintenance Grant	
(₹5000 - ₹7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including white-washing, beautification repairing of bathroom, hand pump repairs, building, boundary wall, playground etc.
(₹7500 - ₹10000) per year if the school has more than three classrooms	
Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teacher Learning Material (TLM) Grant	
₹500 per teacher per year for all teachers in primary and upper primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

Between April 2010 - November 2011, schools spent the bulk of their money on essential supplies. All schools used their money to repair their drinking water facilities. 63% schools undertook toilet repair work.



ARE SCHOOLS IN DAMAN & DIU CATCHING UP WITH RTE NORMS?

RTE NORMS FOR DAMAN & DIU'S SCHOOLS

PTR Norms: Primary Schools

- Enrolment 1-60 = 2 teachers
- Enrolment 61-90 = 3 teachers
- Enrolment 91-120 = 4 teachers
- Enrolment 121-200 = 5 teachers
- Enrolment Above 150 = 5 + 1 headmaster
- Above 200 = PTR (excl. headmaster) <=40

PTR Norms: Upper Primary Schools

1. At least 1 teacher for every 35 children
2. Full-time teacher when enrolment is above 100

Infrastructure-related Norms

1. Office-cum-store-cum-headmaster's room
2. Barrier-free access.
3. Separate toilet for boys & girls.
4. Safe & adequate drinking water facility to all students.
5. Kitchen where Mid-Day Meal is cooked in the school.
6. Playground.
7. Arrangement for securing school building by boundary wall or fencing.

Norms About Other School Facilities

1. Teaching Learning Equipment (TLE) to be provided to each class as required.
2. Library in each school providing newspapers, magazines and books on all subjects, including storybooks.
3. Play-material, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUISITE NUMBER OF TEACHERS?

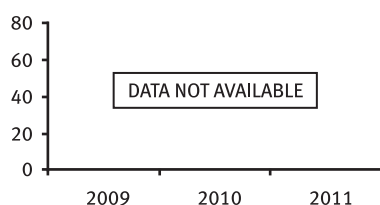
Teachers Needed	2010		2011	
	PTR=30	PTR=35	PTR=30	PTR=35
1	0	0	25	50
2	0	17	50	0
3	17	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
>=7	0	0	0	0
% Schools with Shortfall	17	17	75	50

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

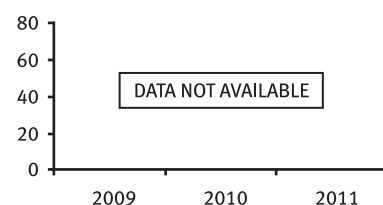
To ensure that schools meet RTE requirements, the SSA infrastructure budget decreased by 13% between 2009-10 and 2011-12. How has this money been spent? To what extent have Daman & Diu's schools met the RTE norms?

TOILETS AND CLASSROOMS

Shortfall in Separate Toilet for Girls (% of Schools)



Shortfall in Classrooms (% of Schools)



Data Not Available

Data Not Available

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

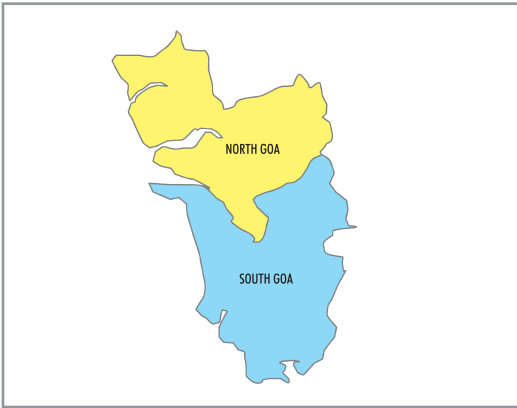
Progress between 2010-2011

Infrastructure Facility	% Shortfall	
	2010	2011
Headmaster's Office	13	11
Drinking Water	13	0
Kitchen/ Shed	0	11
Playground	25	44
Complete Boundary Wall	13	11
Library Books	13	56

How Much Will it Cost Daman & Diu to Meet its RTE Norms?

Unit cost data not available

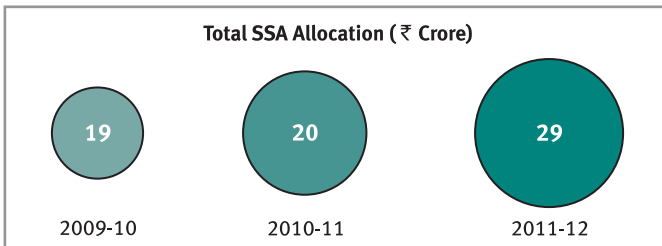




DO SCHOOLS IN GOA GET THEIR MONEY?

WHAT IS GOA'S SSA BUDGET?

SSA budgets have increased by 53% between 2009-10 and 2011-12.



More on the SSA Budget

Per child allocation: Per child allocation for SSA increased from ₹3,552 in 2009-10 to ₹3,745 in 2010-11. In 2011-12, per child allocation stood at ₹5,339.

It is important to note that enrolment numbers to calculate per child allocation are only available for 2009.

Allocation and per child numbers include Government of India (GOI) and state share for SSA. Allocation figures for 2011-12 are based on proposed allocations as stated in the Annual Work Plan & Budget documents.

HOW DOES GOA PRIORITISE ITS SSA RESOURCES?

Teachers received the largest share of SSA resources between 2009-10 and 2011-12.

To understand budgetary prioritisation, PAISA classified the SSA budget into the following categories:

Teachers: Teacher salaries, teacher training and teaching inputs such as Teaching-Learning Material, Teaching-Learning Equipment and the School Development Grant.

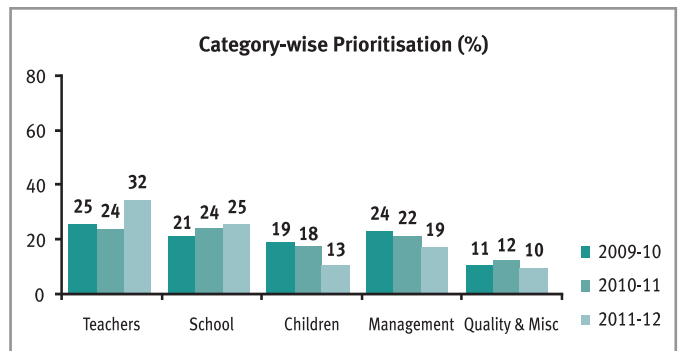
School: Civil works, School Maintenance Grant and, if available, funds for building libraries.

Children: Entitlements such as textbooks, uniforms and transport provisions, along with mainstreaming out-of-school children, remedial teaching, etc.

Management: Administrative costs for BRCs, CRCs, management and MIS, and research and evaluation.

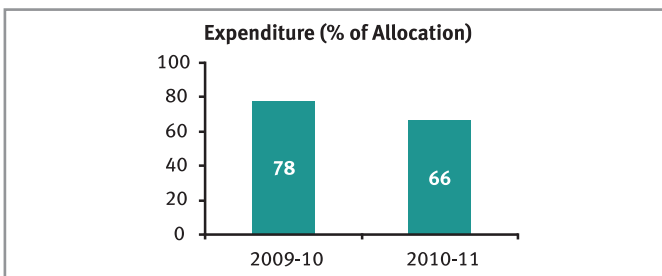
Quality: Innovation and Learning Enhancement Programme (LEP).

Miscellaneous: Community mobilisation and community training.



HOW DOES GOA SPEND ITS SSA RESOURCES?

In 2009-10, Goa spent 78% of its total allocation. In 2010-11, the State spent 66%.



Expenditure Trends (% of Allocation) Across Categories

Category	2009-10	2010-11
Teachers	91	83
School	67	62
Children	88	61
Management	70	53
Quality	73	74
Miscellaneous	49	75
Total	78	66

WHAT HAPPENS WITH MONIES SPENT?

Data Not Available

Attendance (Children and Teachers)

% Enrolled Children Present

	Std I-IV/V	Std I-VII/VIII
2009		
2010	DATA NOT AVAILABLE	
2011		

% Teachers Present

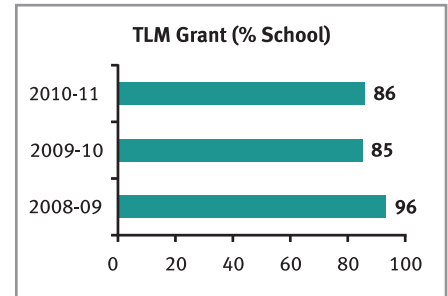
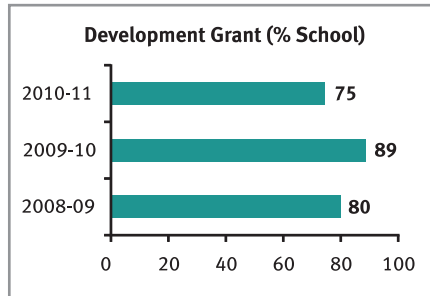
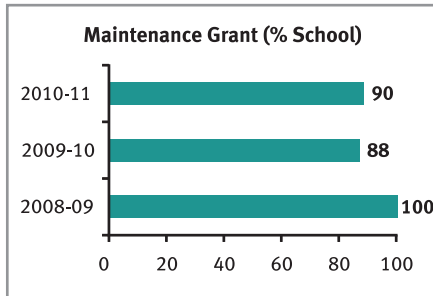
	Std I-IV/V	Std I-VII/VIII
2009		
2010	DATA NOT AVAILABLE	
2011		

Learning Outcomes

	Std I-II: Learning Levels		Std III-V: Learning Levels	
	% children (Std I-II)		% children (Std III-V)	
	who can read letters, words or more	who can recognize numbers 1 to 9 or more	who can read level 1 (std 1 text) or more	who can do subtraction or more
2009				
2010	DATA NOT AVAILABLE			
2011				

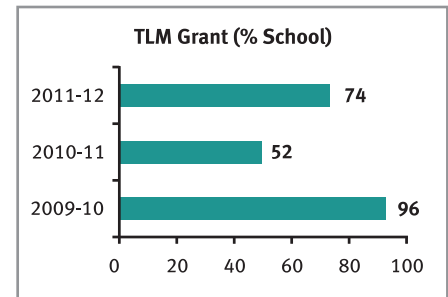
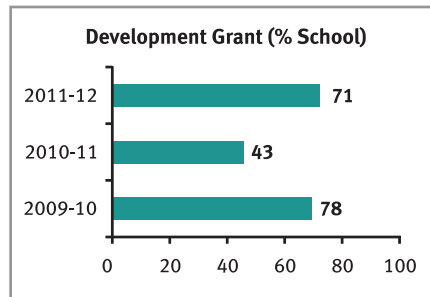
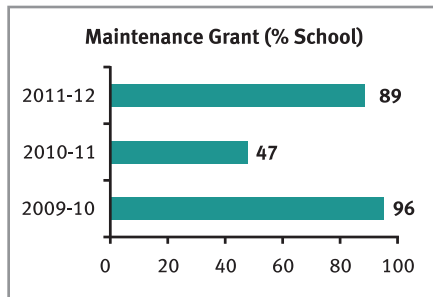
DO SCHOOLS GET THEIR MONEY?

On average, 93% schools reported receiving grants in 2008-09. This dropped to 84% in 2010-11.



WHEN DO SCHOOLS GET THEIR MONEY?

Timing of grants has fluctuated. By November 2009, 91% schools reported receiving grants. In 2010, grant receipt by November dropped to 47%. In 2011, this improved to 78%.



DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

The quantum of grants received in schools has fluctuated. In 2008-09, 65% schools received all 3 grants. This improved to 81% in 2009-10 but dropped to 62% in 2010-11.

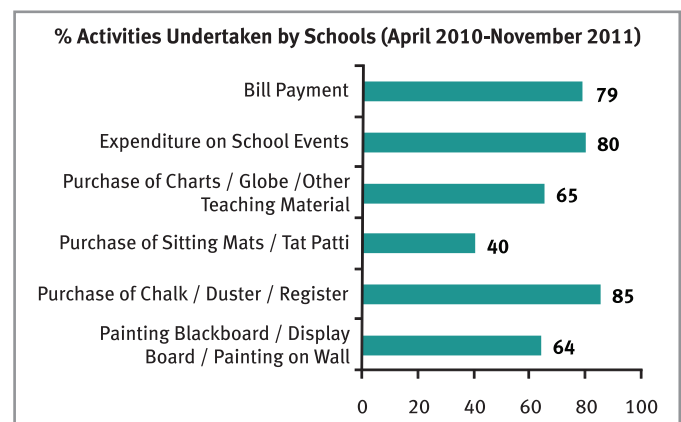
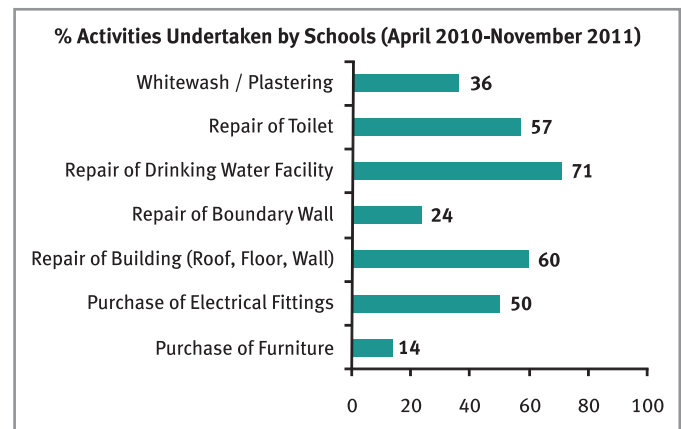
# Grants	Full Financial Year			Half Financial Year		
	2008-09	2009-10	2010-11	2009-10	2010-11	2011-12
0	0	0	0	0	39	11
1	0	0	14	0	4	11
2	35	19	24	37	14	21
3	65	81	62	63	43	58

EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR

How much goes to each school?	For what purpose?
School Development Grant / School Grant	
₹5000 per year per primary school	School equipment such as blackboard, sitting mats etc. Also to buy chalk, duster, registers, other office equipment.
₹7000 per year per upper primary school	
₹5000 + ₹7000 = ₹12000 if the school is Std 1-7/8	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
School Maintenance Grant	
(₹5000 - ₹7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including white-washing, beautification repairing of bathroom, hand pump repairs, building, boundary wall, playground etc.
(₹7500 - ₹10000) per year if the school has more than three classrooms	
Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teacher Learning Material (TLM) Grant	
₹500 per teacher per year for all teachers in primary and upper primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

Between April 2010 - November 2011, schools spent the bulk of their money on essential supplies. 71% schools used their grants to repair drinking water facilities and 57% undertook toilet repair work.



ARE SCHOOLS IN GOA CATCHING UP WITH RTE NORMS?

RTE NORMS FOR GOA'S SCHOOLS

PTR Norms: Primary Schools

Enrolment 1-60 = 2 teachers
Enrolment 61-90 = 3 teachers
Enrolment 91-120 = 4 teachers
Enrolment 121-200 = 5 teachers
Enrolment Above 150 = 5 + 1 headmaster
Above 200 = PTR (excl. headmaster) ≤ 40

PTR Norms: Upper Primary Schools

- At least 1 teacher for every 35 children
- Full-time teacher when enrolment is above 100

Infrastructure-related Norms

- Office-cum-store-cum-headmaster's room
- Barrier-free access.
- Separate toilet for boys & girls.
- Safe & adequate drinking water facility to all students.
- Kitchen where Mid-Day Meal is cooked in the school.
- Playground.
- Arrangement for securing school building by boundary wall or fencing.

Norms About Other School Facilities

- Teaching Learning Equipment (TLE) to be provided to each class as required.
- Library in each school providing newspapers, magazines and books on all subjects, including storybooks.
- Play-material, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUISITE NUMBER OF TEACHERS?

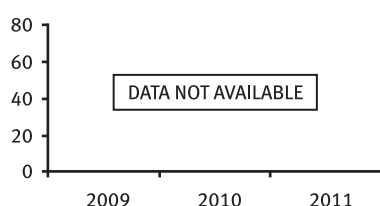
Teachers Needed	2010		2011	
	PTR=30	PTR=35	PTR=30	PTR=35
1	10	8	0	0
2	3	5	0	0
3	5	0	0	0
4	3	3	0	0
5	3	0	0	0
6	0	3	0	0
≥ 7	5	3	0	0
% Schools with Shortfall	28	20	0	0

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

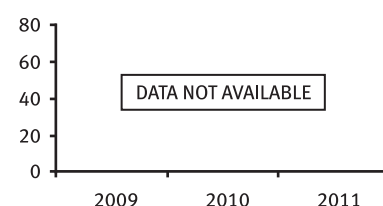
To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 80% between 2009-10 and 2011-12. How has this money been spent? To what extent have Goa's schools met the RTE norms?

TOILETS AND CLASSROOMS

Shortfall in Separate Toilet for Girls (% of Schools)



Shortfall in Classrooms (% of Schools)



Data Not Available

Data Not Available

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

Progress between 2010-2011

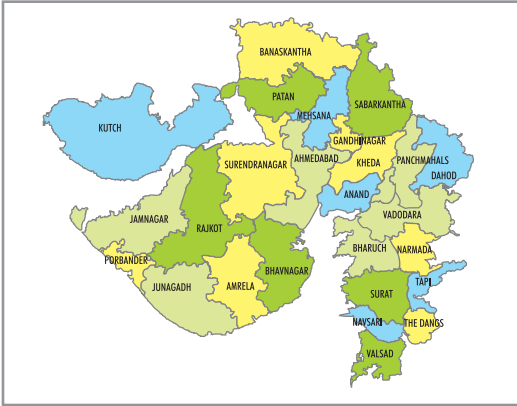
Infrastructure Facility	% Shortfall	
	2010	2011
Headmaster's Office	71	63
Drinking Water	32	9
Kitchen/ Shed	68	87
Playground	14	21
Complete Boundary Wall	24	26
Library Books	16	17

How Much Will it Cost Goa to Meet its RTE Norms?

Based on unit costs available for toilet construction, classroom construction and drinking water facilities, PAISA has estimated the total cost requirement for meeting RTE norms at ₹4 crore.

Unit costs are for 2011-12.

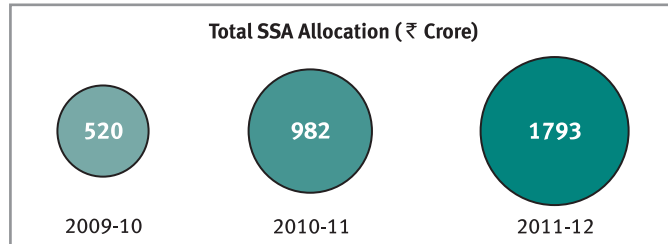




DO SCHOOLS IN GUJARAT GET THEIR MONEY?

WHAT IS GUJARAT'S SSA BUDGET?

SSA budgets have increased over 3-fold between 2009-10 and 2011-12



More on the SSA Budget

Per child allocation: Per child allocation for SSA increased from ₹ 884 in 2009-10 to ₹1,669 in 2010-11. In 2011-12, per child allocation stood at ₹3,049.

It is important to note that enrolment numbers to calculate per child allocation are only available for 2009.

Allocation and per child numbers include Government of India (GOI) and state share for SSA. Allocation figures for 2011-12 are based on proposed allocations as stated in the Annual Work Plan & Budget documents.

HOW DOES GUJARAT PRIORITISE ITS SSA RESOURCES?

School infrastructure received the largest share of SSA resources between 2009-10 and 2011-12.

To understand budgetary prioritisation, PAISA classified the SSA budget into the following categories:

Teachers: Teacher salaries, teacher training and teaching inputs such as Teaching-Learning Material, Teaching-Learning Equipment and the School Development Grant.

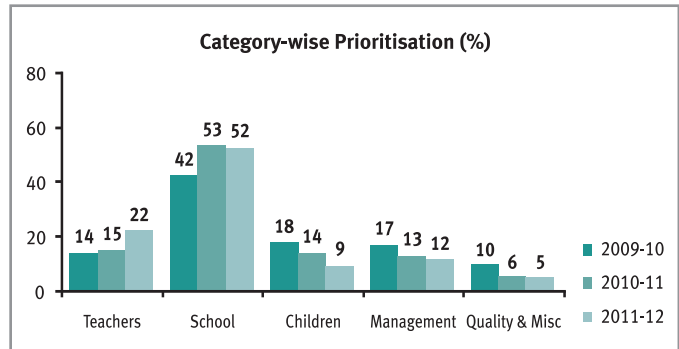
School: Civil works, School Maintenance Grant and, if available, funds for building libraries.

Children: Entitlements such as textbooks, uniforms and transport provisions, along with mainstreaming out-of-school children, remedial teaching, etc.

Management: Administrative costs for BRCs, CRCs, management and MIS, and research and evaluation.

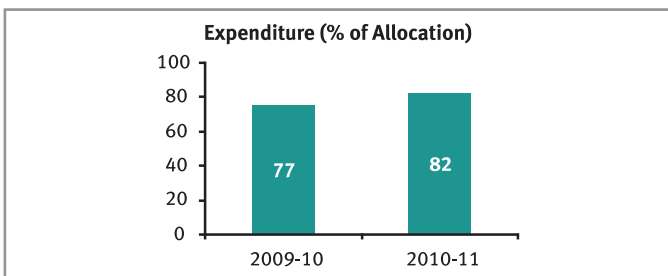
Quality: Innovation and Learning Enhancement Programme (LEP).

Miscellaneous: Community mobilisation and community training.



HOW DOES GUJARAT SPEND ITS SSA RESOURCES?

In 2009-10, Gujarat spent 77% of its total allocation. In 2010-11, the State spent 82%.



Expenditure Trends (% of Allocation) Across Categories

Category	2009-10	2010-11
Teachers	92	96
School	80	88
Children	73	73
Management	77	68
Quality	49	48
Miscellaneous	72	58
Total	77	82

WHAT HAPPENS WITH MONIES SPENT?

In 2011, 63% children in standard III-V could read a standard I text and 43% could do basic arithmetic.

Attendance (Children and Teachers)

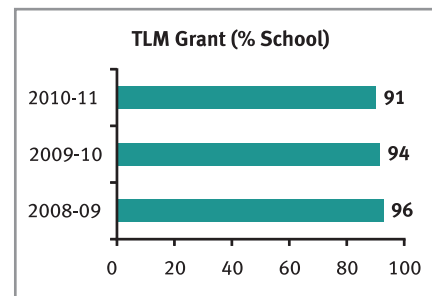
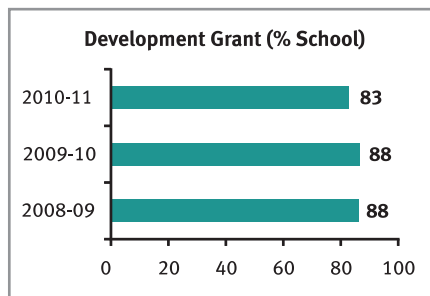
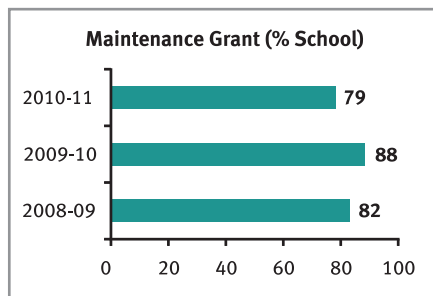
	% Enrolled Children Present		% Teachers Present	
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII
2009	84	83	95	95
2010	87	84	95	96
2011	85	85	96	94

Learning Outcomes

	Std I-II: Learning Levels		Std III-V: Learning Levels	
	% children (Std I-II)		% children (Std III-V)	
	who can read letters, words or more	who can recognize numbers 1 to 9 or more	who can read level 1 (std 1 text) or more	who can do subtraction or more
2009	76	75	57	41
2010	82	80	63	47
2011	80	79	63	43

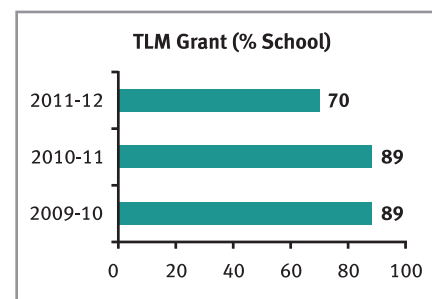
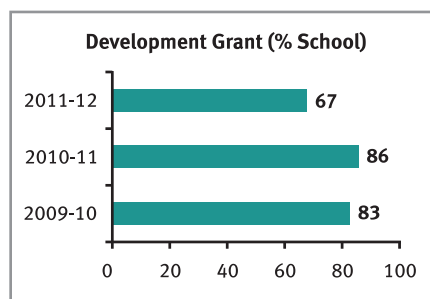
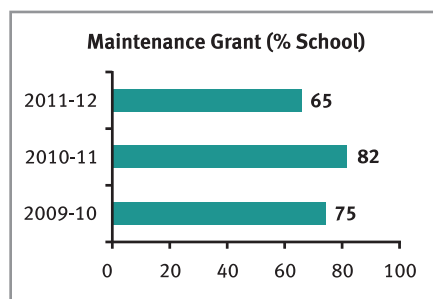
DO SCHOOLS GET THEIR MONEY?

On average, 89% schools reported receiving grants in 2008-09. This dropped marginally to 84% in 2010-11.



WHEN DO SCHOOLS GET THEIR MONEY?

Timing of grant receipts has worsened. In 2009, 82% schools reported receiving grants by November. This dropped to 67% in 2011.



DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

The quantum of grants received in schools has improved. In 2008-09, 67% schools received all 3 grants. This improved to 73% in 2010-11.

# Grants	Full Financial Year			Half Financial Year		
	2008-09	2009-10	2010-11	2009-10	2010-11	2011-12
0	2	2	6	7	4	21
1	11	10	10	13	9	11
2	19	9	12	19	12	11
3	67	79	73	61	76	57

EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR

How much goes to each school? For what purpose?

School Development Grant / School Grant

₹5000 per year per primary school	School equipment such as blackboard, sitting mats etc. Also to buy chalk, duster, registers, other office equipment.
₹7000 per year per upper primary school	
₹5000 + ₹7000 = ₹12000 if the school is Std 1-7/8	

Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.

School Maintenance Grant

(₹5000 - ₹7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including white-washing, beautification repairing of bathroom, hand pump repairs, building, boundary wall, playground etc.
(₹7500 - ₹10000) per year if the school has more than three classrooms	
Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	

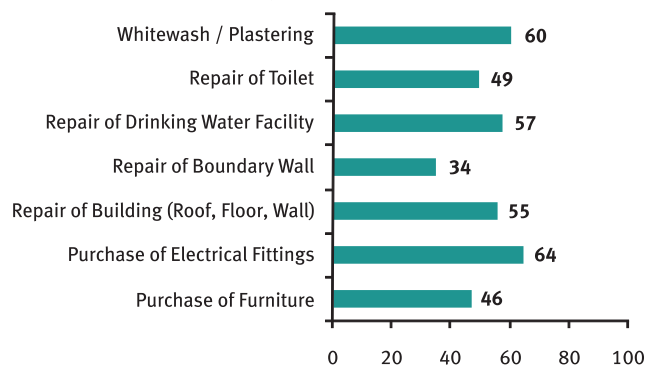
Teacher Learning Material (TLM) Grant

₹500 per teacher per year for all teachers in primary and upper primary schools.	To buy teaching aids, such as charts, posters, models etc.
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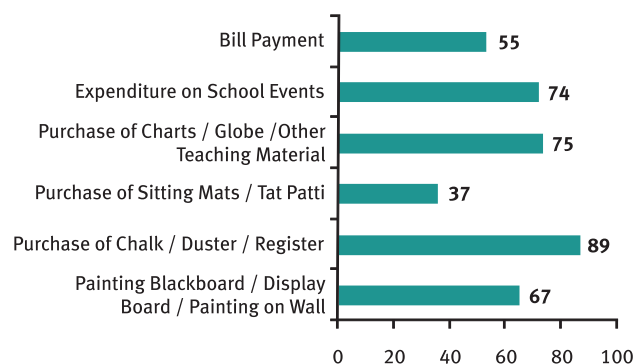
HOW DO SCHOOLS SPEND THEIR MONEY?

Between April 2010 - November 2011, schools spent the bulk of their money on essential supplies. 60% schools whitewashed their walls and 74% used some of their grant money to fund school events.

% Activities Undertaken by Schools (April 2010-November 2011)



% Activities Undertaken by Schools (April 2010-November 2011)



ARE SCHOOLS IN GUJARAT CATCHING UP WITH RTE NORMS?

RTE NORMS FOR GUJARAT'S SCHOOLS

PTR Norms: Primary Schools

Enrolment 1-60 = 2 teachers
Enrolment 61-90 = 3 teachers
Enrolment 91-120 = 4 teachers
Enrolment 121-200 = 5 teachers
Enrolment Above 150 = 5 + 1 headmaster
Above 200 = PTR (excl. headmaster) <= 40

PTR Norms: Upper Primary Schools

1. At least 1 teacher for every 35 children
2. Full-time teacher when enrolment is above 100

Infrastructure-related Norms

1. Office-cum-store-cum-headmaster's room
2. Barrier-free access.
3. Separate toilet for boys & girls.
4. Safe & adequate drinking water facility to all students.
5. Kitchen where Mid-Day Meal is cooked in the school.
6. Playground.
7. Arrangement for securing school building by boundary wall or fencing.

Norms About Other School Facilities

1. Teaching Learning Equipment (TLE) to be provided to each class as required.
2. Library in each school providing newspapers, magazines and books on all subjects, including storybooks.
3. Play-material, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUISITE NUMBER OF TEACHERS?

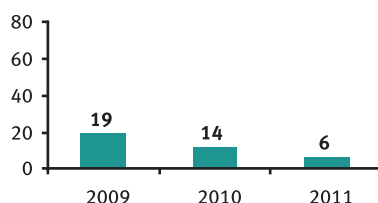
Teachers Needed	2010		2011	
	PTR=30	PTR=35	PTR=30	PTR=35
1	19	14	18	14
2	12	7	12	6
3	9	2	10	3
4	4	2	5	1
5	2	1	2	1
6	1	1	2	1
>=7	5	2	3	1
% Schools with Shortfall	54	29	53	27

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

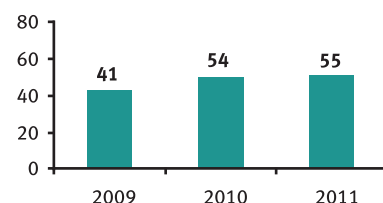
To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 326% between 2009-10 and 2011-12. How has this money been spent? To what extent have Gujarat's schools met the RTE norms?

TOILETS AND CLASSROOMS

Shortfall in Separate Toilet for Girls (% of Schools)



Shortfall in Classrooms (% of Schools)



There has been some improvement in the provision of separate girls' toilets in Gujarat's schools between 2009 and 2011. Overall, the shortfall reduced from 19% in 2009 to 6% in 2011.

In 2010, 54% schools had fewer classrooms than required by RTE. In FY 2010-11, 40% schools received the classroom grant. Another 36% schools reported receiving the classroom grant by November 2011, halfway through the 2011-12 financial year. Between April 2010 and November 2011, 41% reported initiating classroom construction work. In 2011, 55% schools had fewer classrooms than required.

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

Progress between 2010-2011

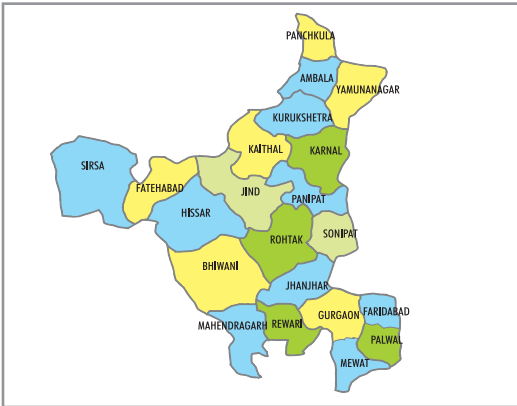
Infrastructure Facility	% Shortfall	
	2010	2011
Headmaster's Office	20	17
Drinking Water	9	7
Kitchen/ Shed	12	8
Playground	25	17
Complete Boundary Wall	15	9
Library Books	16	17

How Much Will it Cost Gujarat to Meet its RTE Norms?

Based on unit costs available for teacher salaries, toilet construction and classroom construction, PAISA has estimated the total cost requirement for meeting RTE norms at ₹901 crore.

Unit costs are for 2011-12.

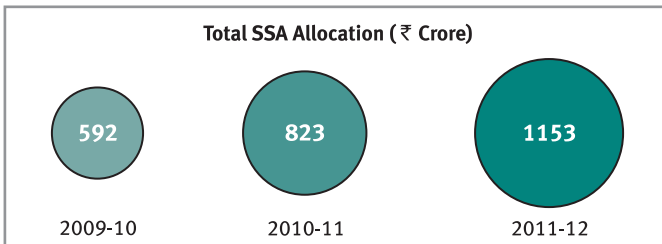




DO SCHOOLS IN HARYANA GET THEIR MONEY?

WHAT IS HARYANA'S SSA BUDGET?

SSA budgets almost doubled between 2009-10 and 2011-12.



More on the SSA Budget

Per child allocation: Per child allocation for SSA increased from ₹ 2,568 in 2009-10 to ₹ 3,571 in 2010-11. In 2011-12, per child allocation stood at ₹5,006.

It is important to note that enrolment numbers to calculate per child allocation are only available for 2009.

Allocation and per child numbers include Government of India (GOI) and state share for SSA. Allocation figures for 2011-12 are based on proposed allocations as stated in the Annual Work Plan & Budget documents.

HOW DOES HARYANA PRIORITISE ITS SSA RESOURCES?

Teachers received the largest share of SSA resources between 2009-10 and 2011-12.

To understand budgetary prioritisation, PAISA classified the SSA budget into the following categories:

Teachers: Teacher salaries, teacher training and teaching inputs such as Teaching-Learning Material, Teaching-Learning Equipment and the School Development Grant.

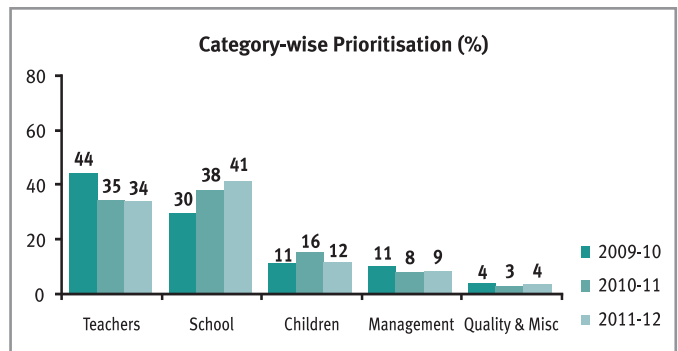
School: Civil works, School Maintenance Grant and, if available, funds for building libraries.

Children: Entitlements such as textbooks, uniforms and transport provisions, along with mainstreaming out-of-school children, remedial teaching, etc.

Management: Administrative costs for BRCs, CRCs, management and MIS, and research and evaluation.

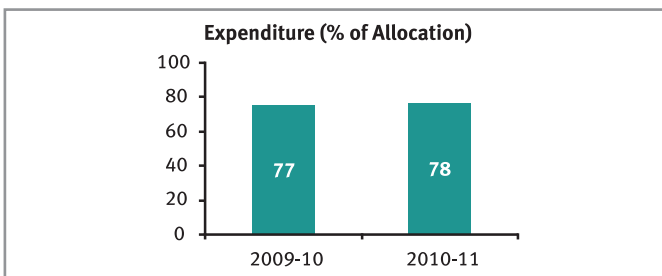
Quality: Innovation and Learning Enhancement Programme (LEP).

Miscellaneous: Community mobilisation and community training.



HOW DOES HARYANA SPEND ITS SSA RESOURCES?

In 2009-10, Haryana spent 77% of its total allocation. In 2010-11, the State spent 78%.



Expenditure Trends (% of Allocation) Across Categories

Category	2009-10	2010-11
Teachers	95	95
School	71	56
Children	63	88
Management	32	79
Quality	71	99
Miscellaneous	48	100
Total	77	78

WHAT HAPPENS WITH MONIES SPENT?

In 2011, 71% children in standard III-V could read a standard I text and 65% could do basic arithmetic.

Attendance (Children and Teachers)

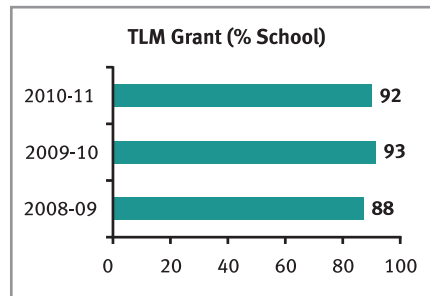
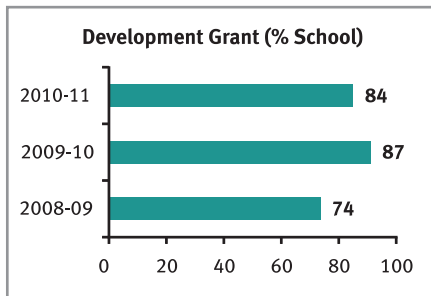
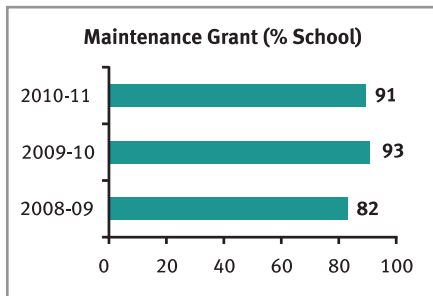
	% Enrolled Children Present		% Teachers Present	
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII
2009	84	85	86	85
2010	83	82	90	88
2011	76	79	85	86

Learning Outcomes

	Std I-II: Learning Levels		Std III-V: Learning Levels	
	% children (Std I-II)		% children (Std III-V)	
	who can read letters, words or more	who can recognize numbers 1 to 9 or more	who can read level 1 (std 1 text) or more	who can do subtraction or more
2009	85	86	70	68
2010	88	89	72	69
2011	81	84	70	65

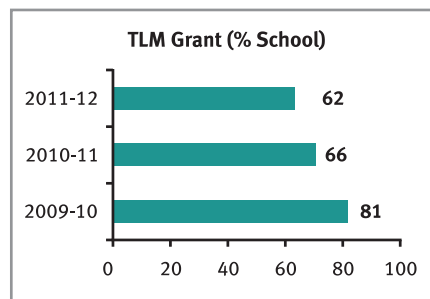
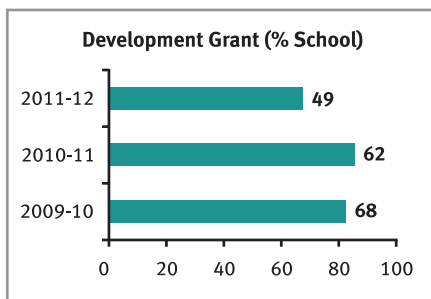
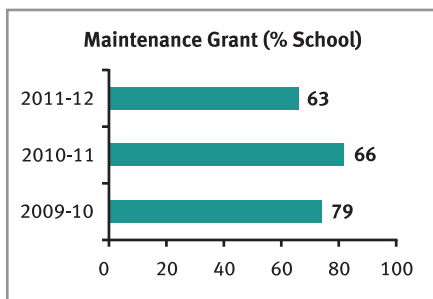
DO SCHOOLS GET THEIR MONEY?

On average, 82% schools reported receiving grants in 2008-09. This improved to 89% in 2010-11.



WHEN DO SCHOOLS GET THEIR MONEY?

Timing of grant receipts worsened. By November 2009, 76% schools received their grants. This dropped to 58% in 2011.



DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

The quantum of grants received in schools has improved. In 2008-09, 58% schools received all 3 grants. This improved to 74% in 2010-11.

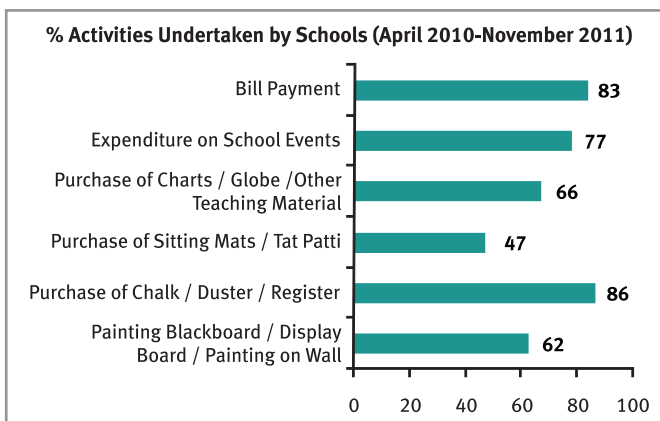
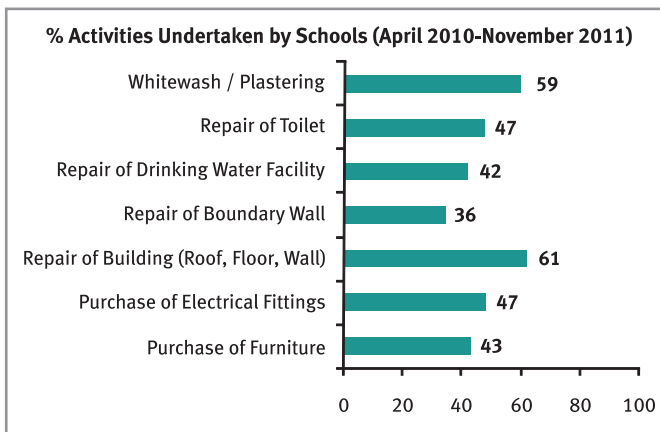
# Grants	Full Financial Year			Half Financial Year		
	2008-09	2009-10	2010-11	2009-10	2010-11	2011-12
0	5	3	2	10	27	25
1	12	10	5	14	10	15
2	26	16	18	26	12	23
3	58	71	74	51	51	37

EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR

How much goes to each school?	For what purpose?
School Development Grant / School Grant	
₹5000 per year per primary school	School equipment such as blackboard, sitting mats etc. Also to buy chalk, duster, registers, other office equipment.
₹7000 per year per upper primary school	
₹5000 + ₹7000 = ₹12000 if the school is Std 1-7/8	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
School Maintenance Grant	
(₹5000 - ₹7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including white-washing, beautification repairing of bathroom, hand pump repairs, building, boundary wall, playground etc.
(₹7500 - ₹10000) per year if the school has more than three classrooms	
Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teacher Learning Material (TLM) Grant	
₹500 per teacher per year for all teachers in primary and upper primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

Between April 2010 - November 2011, schools spent the bulk of their money on essential supplies. 59% schools whitewashed their walls and 77% used some of their grant money to fund school events.



ARE SCHOOLS IN HARYANA CATCHING UP WITH RTE NORMS?

RTE NORMS FOR HARYANA'S SCHOOLS

PTR Norms: Primary Schools

Enrolment 1-60 = 2 teachers
Enrolment 61-90 = 3 teachers
Enrolment 91-120 = 4 teachers
Enrolment 121-200 = 5 teachers
Enrolment Above 150 = 5 + 1 head master
Above 200 = PTR (excl. head master) ≤ 40

PTR Norms: Upper Primary Schools

1. At least 1 teacher for every 35 children
2. Full-time teacher when enrolment is above 100

Infrastructure-related Norms

1. Office-cum-store-cum-head master's room
2. Barrier-free access.
3. Separate toilet for boys & girls.
4. Safe & adequate drinking water facility to all students.
5. Kitchen where Mid-Day Meal is cooked in the school.
6. Playground.
7. Arrangement for securing school building by boundary wall or fencing.

Norms About Other School Facilities

1. Teaching Learning Equipment (TLE) to be provided to each class as required.
2. Library in each school providing newspapers, magazines and books on all subjects, including storybooks.
3. Play-material, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUISITE NUMBER OF TEACHERS?

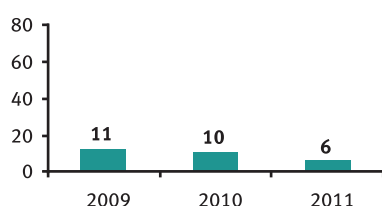
Teachers Needed	2010		2011	
	PTR=30	PTR=35	PTR=30	PTR=35
1	13	13	19	12
2	11	12	8	10
3	10	6	8	5
4	8	4	5	3
5	3	2	4	2
6	2	1	2	2
≥ 7	7	4	9	4
% Schools with Shortfall	53	42	55	39

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

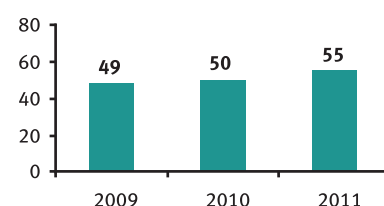
To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 173% between 2009-10 and 2011-12. How has this money been spent? To what extent have Haryana's schools met the RTE norms?

TOILETS AND CLASSROOMS

Shortfall in Separate Toilet for Girls (% of Schools)



Shortfall in Classrooms (% of Schools)



There has been some improvement in the provision of separate girls' toilets in Haryana's schools between 2009 and 2011. Overall, the shortfall reduced from 11% in 2009 to 6% in 2011.

In 2010, 50% schools had fewer classrooms than required by RTE. In FY 2010-11, 24% schools received the classroom grant by November 2011, halfway through the 2011-12 financial year. Between April 2010 and November 2011, 32% reported initiating classroom construction work. In 2011, 55% schools had fewer classrooms than required.

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

Progress between 2010-2011

Infrastructure Facility	% Shortfall	
	2010	2011
Headmaster's Office	14	20
Drinking Water	10	9
Kitchen/ Shed	49	39
Playground	20	21
Complete Boundary Wall	18	16
Library Books	35	22

How Much Will it Cost Haryana to Meet its RTE Norms?

Based on unit costs available for teacher salaries, toilet construction, classroom construction and drinking water facilities, PAISA has estimated the total cost requirement for meeting RTE norms at ₹451 crore.

Unit costs are for 2011-12.

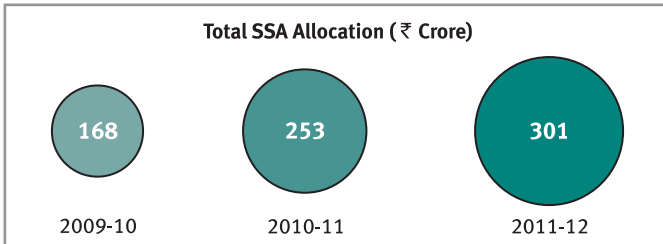




DO SCHOOLS IN HIMACHAL PRADESH GET THEIR MONEY?

WHAT IS HIMACHAL PRADESH'S SSA BUDGET?

SSA budgets increased by almost 80% between 2009-10 and 2011-12.



More on the SSA Budget

Per child allocation: Per child allocation for SSA increased from ₹ 2,162 in 2009-10 to ₹3,253 in 2010-11. In 2011-12, per child allocation stood at ₹3,869.

It is important to note that enrolment numbers to calculate per child allocation are only available for 2009.

Allocation and per child numbers include Government of India (GOI) and state share for SSA. Allocation figures for 2011-12 are based on proposed allocations as stated in the Annual Work Plan & Budget documents.

HOW DOES HIMACHAL PRADESH PRIORITISE ITS SSA RESOURCES?

Teachers received the largest share of SSA resources between 2009-10 and 2011-12.

To understand budgetary prioritisation, PAISA classified the SSA budget into the following categories:

Teachers: Teacher salaries, teacher training and teaching inputs such as Teaching-Learning Material, Teaching-Learning Equipment and the School Development Grant.

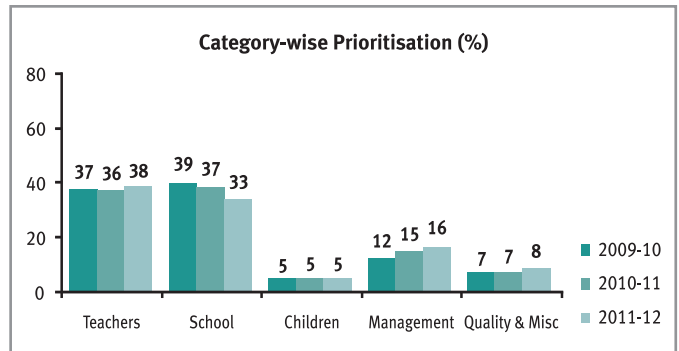
School: Civil works, School Maintenance Grant and, if available, funds for building libraries.

Children: Entitlements such as textbooks, uniforms and transport provisions, along with mainstreaming out-of-school children, remedial teaching, etc.

Management: Administrative costs for BRCs, CRCs, management and MIS, and research and evaluation.

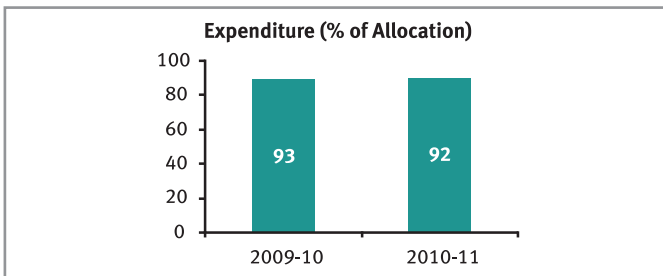
Quality: Innovation and Learning Enhancement Programme (LEP).

Miscellaneous: Community mobilisation and community training.



HOW DOES HIMACHAL PRADESH SPEND ITS SSA RESOURCES?

In 2009-10, Himachal Pradesh spent 93% of its total allocation. In 2010-11, the State spent 92%.



Expenditure Trends (% of Allocation) Across Categories

Category	2009-10	2010-11
Teachers	99	81
School	82	99
Children	99	100
Management	100	100
Quality	100	92
Miscellaneous	100	100
Total	93	92

WHAT HAPPENS WITH MONIES SPENT?

In 2011, 82% children in standard III-V could read a standard I text and 76% could do basic arithmetic.

Attendance (Children and Teachers)

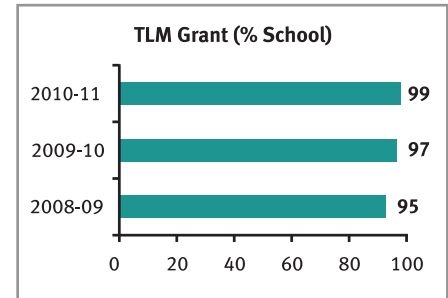
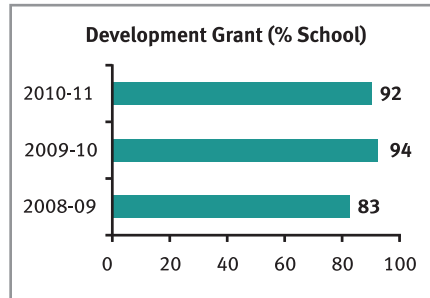
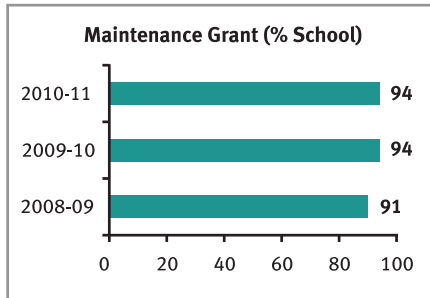
	% Enrolled Children Present		% Teachers Present	
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII
2009	90	90	91	85
2010	90	89	89	84
2011	91	89	87	81

Learning Outcomes

	Std I-II: Learning Levels		Std III-V: Learning Levels	
	% children (Std I-II)		% children (Std III-V)	
	who can read letters, words or more	who can recognize numbers 1 to 9 or more	who can read level 1 (std 1 text) or more	who can do subtraction or more
2009	92	92	82	82
2010	92	93	82	78
2011	92	95	82	76

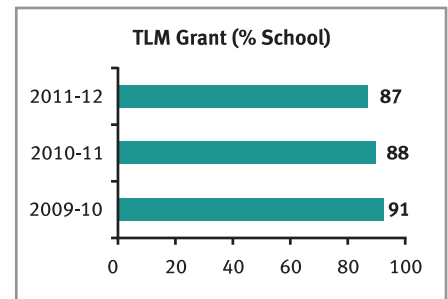
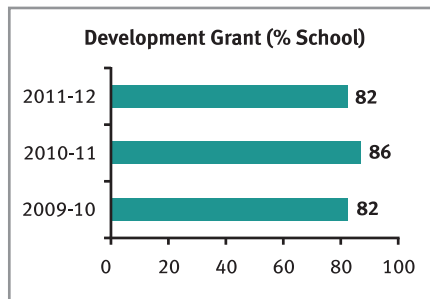
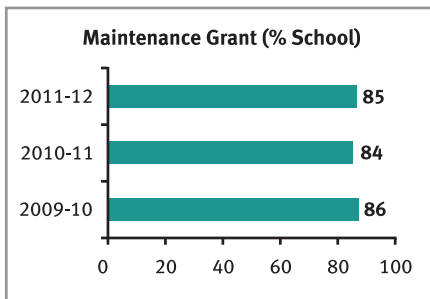
DO SCHOOLS GET THEIR MONEY?

On average, 90% schools reported receiving grants in 2008-09. This improved to 95% in 2010-11.



WHEN DO SCHOOLS GET THEIR MONEY?

Timing of grant receipts has remained steady. In 2009 and 2010, 86% schools reported receiving grants by November. This dipped marginally in 2011 when 84% schools reported receiving grants by November 2011.



DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

The quantum of grants received in schools has improved. In 2008-09, 71% schools received all 3 grants. This improved to 90% in 2010-11.

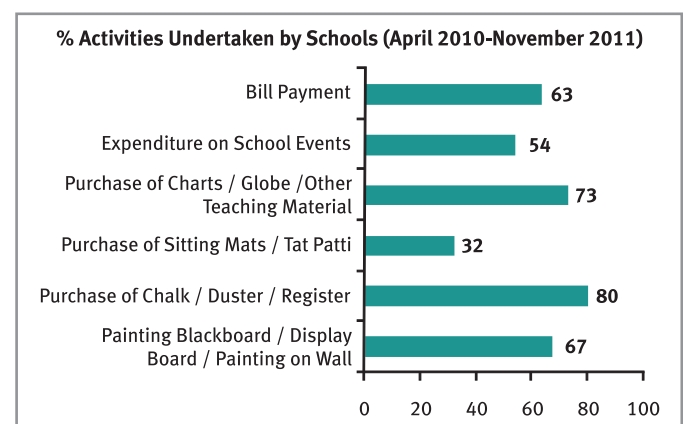
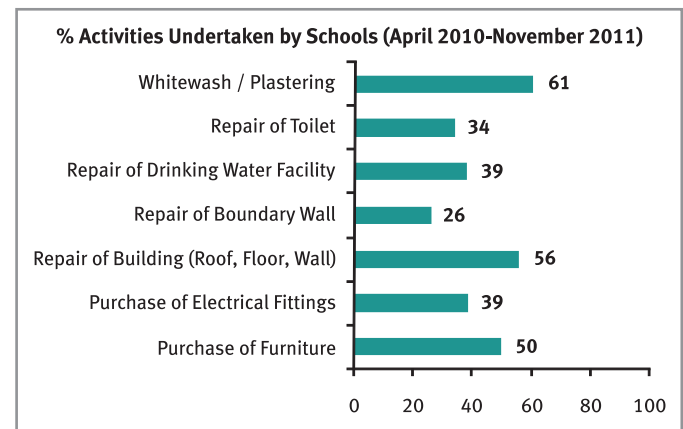
# Grants	Full Financial Year			Half Financial Year		
	2008-09	2009-10	2010-11	2009-10	2010-11	2011-12
0	2	0	0	5	9	10
1	7	4	4	11	4	4
2	21	13	5	19	9	7
3	71	83	90	65	78	79

EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR

How much goes to each school?	For what purpose?
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₹5000 per year per primary school	School equipment such as blackboard, sitting mats etc. Also to buy chalk, duster, registers, other office equipment.
₹7000 per year per upper primary school	
₹5000 + ₹7000 = ₹12000 if the school is Std 1-7/8	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
School Maintenance Grant	
(₹5000 - ₹7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including white-washing, beautification repairing of bathroom, hand pump repairs, building, boundary wall, playground etc.
(₹7500 - ₹10000) per year if the school has more than three classrooms	
Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teacher Learning Material (TLM) Grant	
₹500 per teacher per year for all teachers in primary and upper primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

Between April 2010 - November 2011, schools spent the bulk of their money on essential supplies. 61% schools whitewashed their walls and 56% undertook building repair work.



ARE SCHOOLS IN HIMACHAL PRADESH CATCHING UP WITH RTE NORMS?

RTE NORMS FOR HIMACHAL PRADESH'S SCHOOLS

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1. At least 1 teacher for every 35 children
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Infrastructure-related Norms

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DO SCHOOLS HAVE THE REQUISITE NUMBER OF TEACHERS?

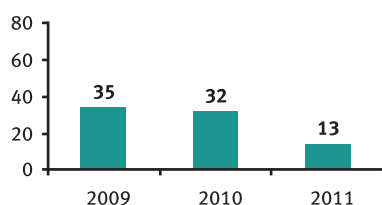
Teachers Needed	2010		2011	
	PTR=30	PTR=35	PTR=30	PTR=35
1	8	7	8	5
2	6	3	3	3
3	3	1	2	1
4	0	0	0	0
5	0	0	1	1
6	0	0	0	0
≥7	0	0	0	0
% Schools with Shortfall	16	12	14	9

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

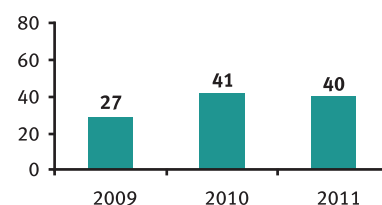
To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 54% between 2009-10 and 2011-12. How has this money been spent? To what extent have Himachal Pradesh's schools met the RTE norms?

TOILETS AND CLASSROOMS

Shortfall in Separate Toilet for Girls (% of Schools)



Shortfall in Classrooms (% of Schools)



There has been significant improvement in the provision of separate girls' toilets in Himachal Pradesh's schools between 2009 and 2011. Overall, the shortfall reduced from 35% in 2009 to 13% in 2011.

In 2010, 41% schools had fewer classrooms than required by RTE. In FY 2010-11, 10% schools received the classroom grant. Another 3% reported receiving the classroom grant by November 2011, halfway through the 2011-12 financial year. Between April 2010-November 2011, 18% schools reported initiating classroom construction work. In 2011, 40% schools had fewer classrooms than required.

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

Progress between 2010-2011

Infrastructure Facility	% Shortfall	
	2010	2011
Headmaster's Office	25	23
Drinking Water	7	7
Kitchen/ Shed	18	11
Playground	24	30
Complete Boundary Wall	63	58
Library Books	20	11

How Much Will it Cost Himachal Pradesh to Meet its RTE Norms?

Based on unit costs available for teacher salaries, toilet construction, classroom construction and drinking water facilities, PAISA has estimated the total cost requirement for meeting RTE norms at ₹244 crore.

Unit costs are for 2011-12.

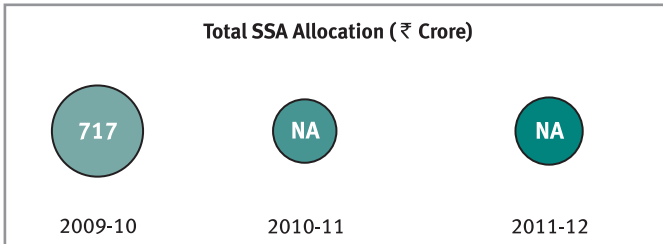




DO SCHOOLS IN JAMMU AND KASHMIR GET THEIR MONEY?

WHAT IS JAMMU AND KASHMIR'S SSA BUDGET?

Jammu and Kashmir's SSA budget in 2009-10 was Rs.717 crore.



More on the SSA Budget

Per child allocation: Per child allocation for SSA in 2009-10 was ₹5,723. Data for 2010-11 and 2011-12 is not available.

It is important to note that enrolment numbers to calculate per child allocation are only available for 2009.

Allocation and per child numbers include Government of India (GOI) and state share for SSA. Allocation figures for 2011-12 are based on proposed allocations as stated in the Annual Work Plan & Budget documents.

HOW DOES JAMMU AND KASHMIR PRIORITISE ITS SSA RESOURCES?

Teachers received the largest share of SSA resources in 2009-10.

To understand budgetary prioritisation, PAISA classified the SSA budget into the following categories:

Teachers: Teacher salaries, teacher training and teaching inputs such as Teaching-Learning Material, Teaching-Learning Equipment and the School Development Grant.

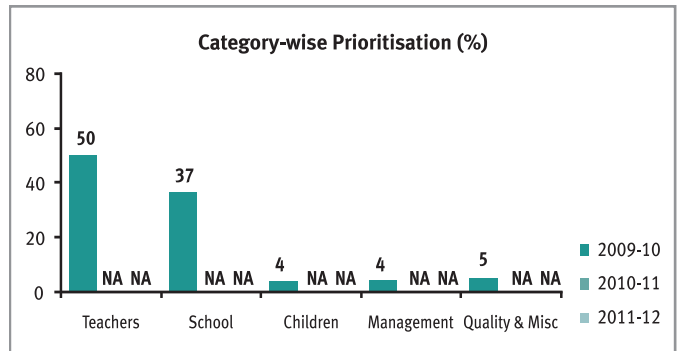
School: Civil works, School Maintenance Grant and, if available, funds for building libraries.

Children: Entitlements such as textbooks, uniforms and transport provisions, along with mainstreaming out-of-school children, remedial teaching, etc.

Management: Administrative costs for BRCs, CRCs, management and MIS, and research and evaluation.

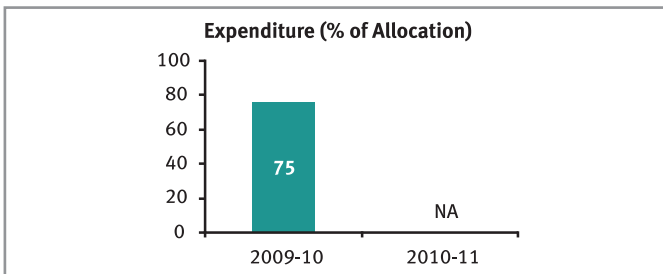
Quality: Innovation and Learning Enhancement Programme (LEP).

Miscellaneous: Community mobilisation and community training.



HOW DOES JAMMU AND KASHMIR SPEND ITS SSA RESOURCES?

In 2009-10, Jammu and Kashmir spent 75% of its total allocation.



Expenditure Trends (% of Allocation) Across Categories

Category	2009-10	2010-11
Teachers	88	
School	70	
Children	55	DATA NOT AVAILABLE
Management	61	DATA NOT AVAILABLE
Quality	0	
Miscellaneous	0	
Total	75	

WHAT HAPPENS WITH MONIES SPENT?

In 2011, 57% children in standard III-V could read a standard I text and 51% could do basic arithmetic.

Attendance (Children and Teachers)

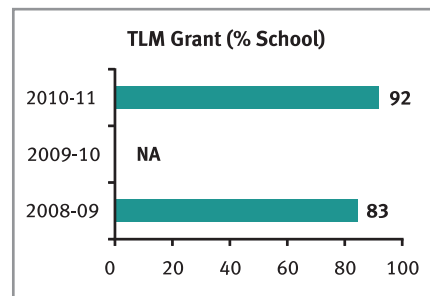
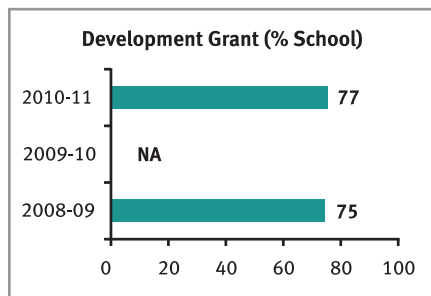
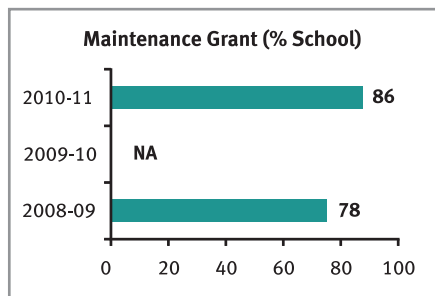
	% Enrolled Children Present		% Teachers Present	
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII
2009	86	90	92	91
2010	DATA NOT AVAILABLE		DATA NOT AVAILABLE	
2011	80	77	90	83

Learning Outcomes

	Std I-II: Learning Levels % children (Std I-II)		Std III-V: Learning Levels % children (Std III-V)	
	who can read letters, words or more	who can recognize numbers 1 to 9 or more	who can read level 1 (std 1 text) or more	who can do subtraction or more
2009	85	86	49	46
2010	DATA NOT AVAILABLE			
2011	90	92	57	51

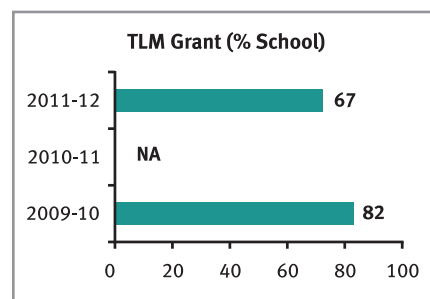
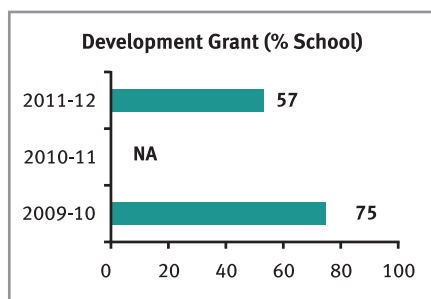
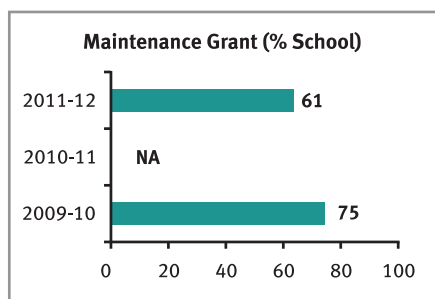
DO SCHOOLS GET THEIR MONEY?

On average, 79% schools reported receiving grants in 2008-09. This improved to 85% in 2010-11.



WHEN DO SCHOOLS GET THEIR MONEY?

Timing of grant receipts has worsened. By November 2009, 77% schools received their grants. In 2011, this dropped to 62%.



DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

The quantum of grants received in schools has worsened. In 2008-09, 76% schools received all 3 grants. This dropped to 66% in 2010-11.

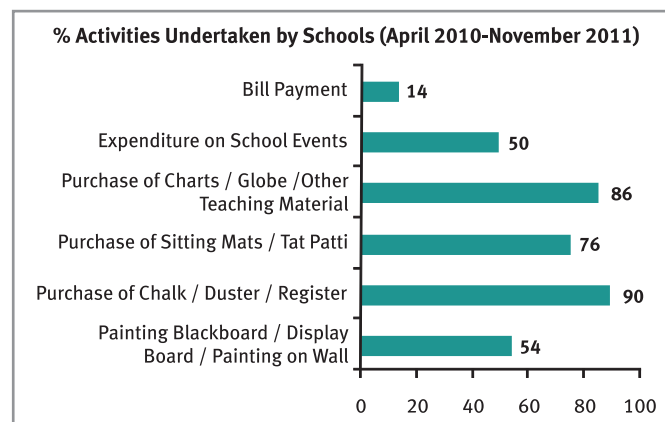
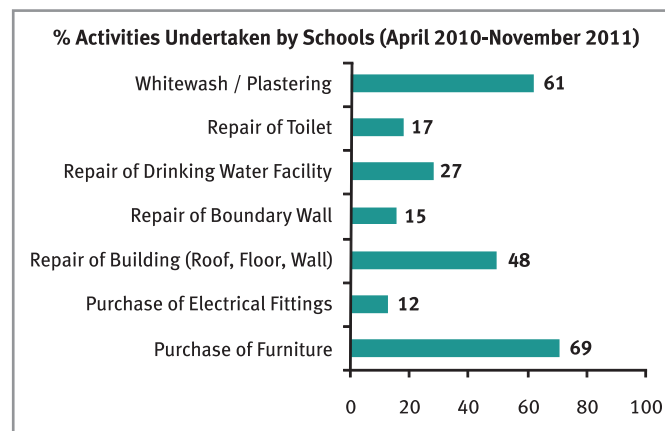
# Grants	Full Financial Year			Half Financial Year		
	2008-09	2009-10	2010-11	2009-10	2010-11	2011-12
0	7	NA	2	9	NA	28
1	7	NA	7	9	NA	7
2	11	NA	24	8	NA	17
3	76	NA	66	75	NA	48

EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR

How much goes to each school?	For what purpose?
School Development Grant / School Grant	
₹5000 per year per primary school	School equipment such as blackboard, sitting mats etc. Also to buy chalk, duster, registers, other office equipment.
₹7000 per year per upper primary school	
₹5000 + ₹7000 = ₹12000 if the school is Std 1-7/8	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
School Maintenance Grant	
(₹5000 - ₹7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including white-washing, beautification repairing of bathroom, hand pump repairs, building, boundary wall, playground etc.
(₹7500 - ₹10000) per year if the school has more than three classrooms	
Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teacher Learning Material (TLM) Grant	
₹500 per teacher per year for all teachers in primary and upper primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

Between April 2010 - November 2011, schools spent the bulk of their money on essential supplies. 61% schools whitewashed their walls and 69% used some of their grant money to purchase furniture.



ARE SCHOOLS IN JAMMU AND KASHMIR CATCHING UP WITH RTE NORMS?

RTE NORMS FOR JAMMU AND KASHMIR'S SCHOOLS

PTR Norms: Primary Schools

Enrolment 1-60 = 2 teachers
Enrolment 61-90 = 3 teachers
Enrolment 91-120 = 4 teachers
Enrolment 121-200 = 5 teachers
Enrolment Above 150 = 5 + 1 headmaster
Above 200 = PTR (excl. headmaster) <= 40

PTR Norms: Upper Primary Schools

1. At least 1 teacher for every 35 children
2. Full-time teacher when enrolment is above 100

Infrastructure-related Norms

1. Office-cum-store-cum-headmaster's room
2. Barrier-free access.
3. Separate toilet for boys & girls.
4. Safe & adequate drinking water facility to all students.
5. Kitchen where Mid-Day Meal is cooked in the school.
6. Playground.
7. Arrangement for securing school building by boundary wall or fencing.

Norms About Other School Facilities

1. Teaching Learning Equipment (TLE) to be provided to each class as required.
2. Library in each school providing newspapers, magazines and books on all subjects, including storybooks.
3. Play-material, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUISITE NUMBER OF TEACHERS?

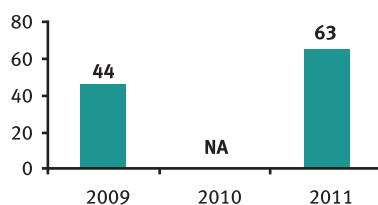
Teachers Needed	2010		2011	
	PTR=30	PTR=35	PTR=30	PTR=35
1			5	3
2			3	1
3			0	0
4	DATA NOT AVAILABLE		0	1
5			1	0
6			0	0
>=7			0	0
% Schools with Shortfall			8	4

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

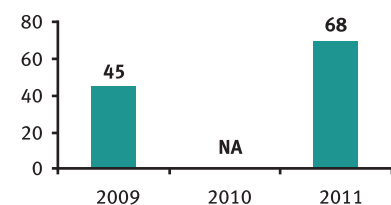
Data not available

TOILETS AND CLASSROOMS

Shortfall in Separate Toilet for Girls (% of Schools)



Shortfall in Classrooms (% of Schools)



Overall, there is a drop in the availability of separate toilets for girls' between 2009 and 2011. In 2009, 44% schools did not have a girls' toilet. This increased to 63% in 2011. Thus, significant work needs to be done if schools in Jammu & Kashmir is to meet the RTE norm by 2013. Data for 2010 is not available.

In 2009, 45% schools had fewer classrooms than required by RTE. In FY 2010-11, 10% schools received the classroom grant. Another 11% schools reported receiving the classroom grant by November 2011, halfway through the 2011-12 financial year. Between April 2010 and November 2011, 18% schools reported initiating classroom construction work. In 2011, 68% schools had fewer classrooms than required. Data for 2010 is not available.

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

Progress between 2010-2011

Infrastructure Facility	% Shortfall	
	2010	2011
Headmaster's Office		18
Drinking Water		35
Kitchen/ Shed	DATA NOT AVAILABLE	29
Playground		47
Complete Boundary Wall		71
Library Books		49

How Much Will it Cost Jammu and Kashmir to Meet its RTE Norms?

Data not available

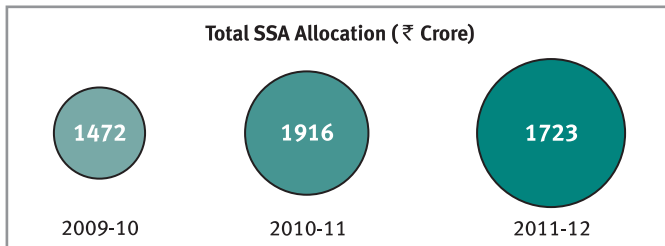




DO SCHOOLS IN JHARKHAND GET THEIR MONEY?

WHAT IS JHARKHAND'S SSA BUDGET?

SSA budgets have increased by 17% between 2009-10 and 2011-12.



More on the SSA Budget

Per child allocation: Per child allocation for SSA increased from ₹2,557 in 2009-10 to ₹3,328 in 2010-11. In 2011-12, per child allocation stood at ₹2,993.

It is important to note that enrolment numbers to calculate per child allocation are only available for 2009.

Allocation and per child numbers include Government of India (GOI) and state share for SSA. Allocation figures for 2011-12 are based on proposed allocations as stated in the Annual Work Plan & Budget documents.

HOW DOES JHARKHAND PRIORITISE ITS SSA RESOURCES?

School infrastructure received the largest share of SSA resources between 2009-10 and 2011-12.

To understand budgetary prioritisation, PAISA classified the SSA budget into the following categories:

Teachers: Teacher salaries, teacher training and teaching inputs such as Teaching-Learning Material, Teaching-Learning Equipment and the School Development Grant.

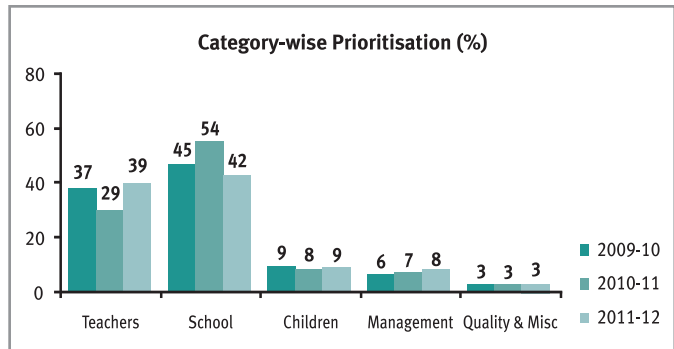
School: Civil works, School Maintenance Grant and, if available, funds for building libraries.

Children: Entitlements such as textbooks, uniforms and transport provisions, along with mainstreaming out-of-school children, remedial teaching, etc.

Management: Administrative costs for BRCs, CRCs, management and MIS, and research and evaluation.

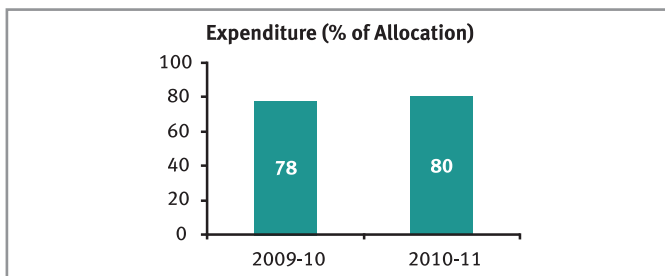
Quality: Innovation and Learning Enhancement Programme (LEP).

Miscellaneous: Community mobilisation and community training.



HOW DOES JHARKHAND SPEND ITS SSA RESOURCES?

In 2009-10, Jharkhand spent 78% of its total allocation. In 2010-11, the State spent 80%.



Expenditure Trends (% of Allocation) Across Categories

Category	2009-10	2010-11
Teachers	85	89
School	75	79
Children	60	64
Management	84	67
Quality	65	66
Miscellaneous	90	74
Total	78	80

WHAT HAPPENS WITH MONIES SPENT?

In 2011, 48% children in standard III-V could read a standard I text and 41% could do basic arithmetic.

Attendance (Children and Teachers)

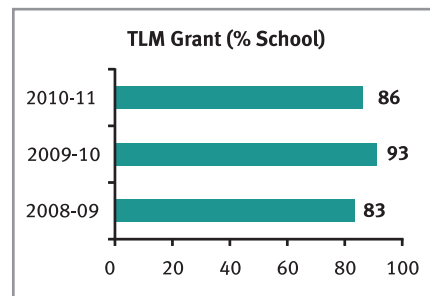
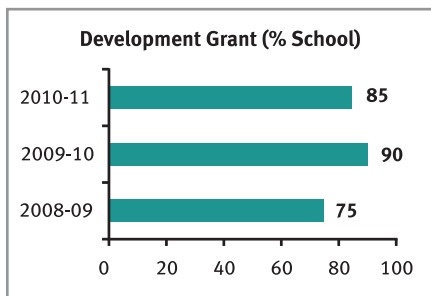
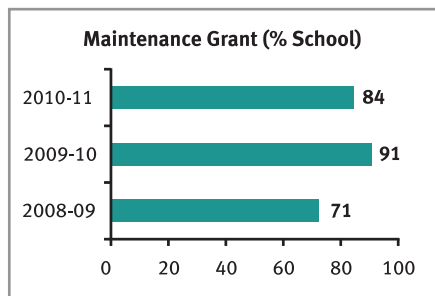
	% Enrolled Children Present		% Teachers Present	
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII
2009	63	64	91	86
2010	62	59	89	82
2011	59	55	91	85

Learning Outcomes

	Std I-II: Learning Levels % children (Std I-II)		Std III-V: Learning Levels % children (Std III-V)	
	who can read letters, words or more	who can recognize numbers 1 to 9 or more	who can read level 1 (std 1 text) or more	who can do subtraction or more
2009	77	77	58	51
2010	72	73	59	54
2011	64	64	48	41

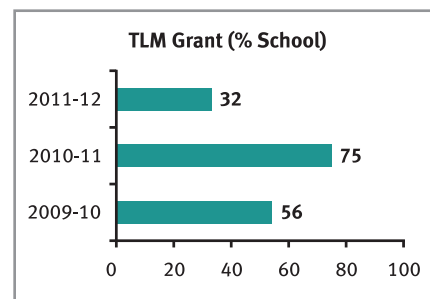
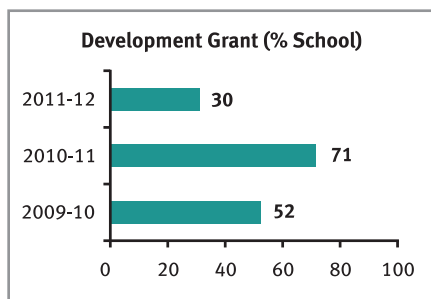
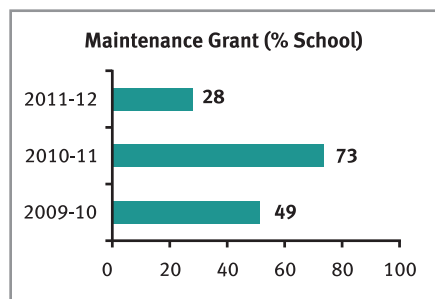
DO SCHOOLS GET THEIR MONEY?

On average, 76% schools reported receiving grants in 2008-09. This improved to 91% in 2009-10 but dropped to 85% schools in 2010-11.



WHEN DO SCHOOLS GET THEIR MONEY?

Timing of grant receipts has fluctuated. By November 2009, 52% schools reported receiving grants. In 2010, grant receipts by November improved to 73% but dropped to 30% in 2011.



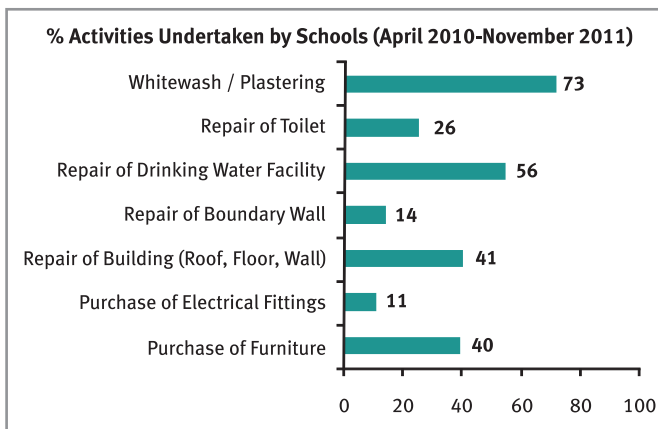
DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

The quantum of grants received in schools has improved. In 2008-09, 63% schools received all 3 grants. This improved to 75% in 2010-11.

# Grants	Full Financial Year			Half Financial Year		
	2008-09	2009-10	2010-11	2009-10	2010-11	2011-12
0	7	1	5	36	18	62
1	13	10	6	10	11	7
2	17	15	14	12	13	6
3	63	73	75	43	58	26

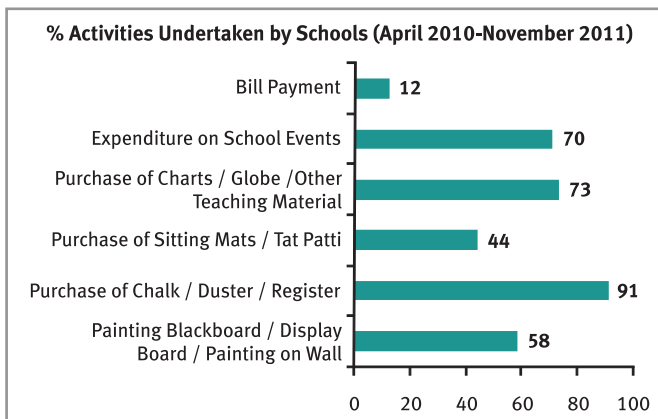
HOW DO SCHOOLS SPEND THEIR MONEY?

Between April 2010 - November 2011, schools spent the bulk of their money on essential supplies. 73% schools whitewashed their walls and 70% used some of their grant money to fund school events.



EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR

How much goes to each school?	For what purpose?
School Development Grant / School Grant	
₹5000 per year per primary school	School equipment such as blackboard, sitting mats etc. Also to buy chalk, duster, registers, other office equipment.
₹7000 per year per upper primary school	
₹5000 + ₹7000 = ₹12000 if the school is Std 1-7/8	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
School Maintenance Grant	
(₹5000 - ₹7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including white-washing, beautification repairing of bathroom, hand pump repairs, building, boundary wall, playground etc.
(₹7500 - ₹10000) per year if the school has more than three classrooms	
Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teacher Learning Material (TLM) Grant	
₹500 per teacher per year for all teachers in primary and upper primary schools.	To buy teaching aids, such as charts, posters, models etc.



ARE SCHOOLS IN JHARKHAND CATCHING UP WITH RTE NORMS?

RTE NORMS FOR JHARKHAND'S SCHOOLS

PTR Norms: Primary Schools

Enrolment 1-60 = 2 teachers
Enrolment 61-90 = 3 teachers
Enrolment 91-120 = 4 teachers
Enrolment 121-200 = 5 teachers
Enrolment Above 150 = 5 + 1 headmaster
Above 200 = PTR (excl. headmaster) <= 40

PTR Norms: Upper Primary Schools

1. At least 1 teacher for every 35 children
2. Full-time teacher when enrolment is above 100

Infrastructure-related Norms

1. Office-cum-store-cum-headmaster's room
2. Barrier-free access.
3. Separate toilet for boys & girls.
4. Safe & adequate drinking water facility to all students.
5. Kitchen where Mid-Day Meal is cooked in the school.
6. Playground.
7. Arrangement for securing school building by boundary wall or fencing.

Norms About Other School Facilities

1. Teaching Learning Equipment (TLE) to be provided to each class as required.
2. Library in each school providing newspapers, magazines and books on all subjects, including storybooks.
3. Play-material, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUISITE NUMBER OF TEACHERS?

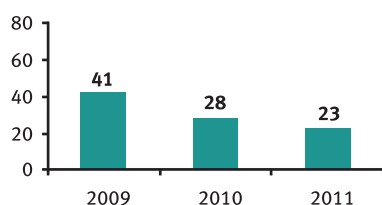
Teachers Needed	2010		2011	
	PTR=30	PTR=35	PTR=30	PTR=35
1	12	14	17	18
2	12	13	15	9
3	11	12	5	11
4	9	9	10	8
5	9	8	6	4
6	6	3	6	3
>=7	26	18	21	16
% Schools with Shortfall	84	78	79	69

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

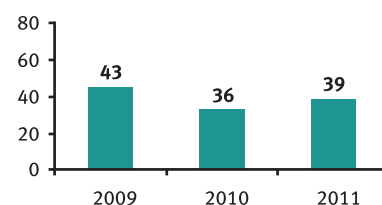
To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 7% between 2009-10 and 2011-12. How has this money been spent? To what extent have Jharkhand's schools met the RTE norms?

TOILETS AND CLASSROOMS

Shortfall in Separate Toilet for Girls (% of Schools)



Shortfall in Classrooms (% of Schools)



There has been some improvement in the provision of separate girls' toilets in Jharkhand's schools between 2009 and 2011. Overall, the shortfall reduced from 41% in 2009 to 23% in 2011.

In 2010, 36% schools had fewer classrooms than required by RTE. In FY 2010-11, 25% schools received the classroom grant. Another 8% schools reported receiving the classroom grant by November 2011, halfway through the 2011-12 financial year. Between April 2010 and November 2011, 29% reported initiating work on classroom construction. In 2011, 39% schools had fewer classrooms than required.

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

Progress between 2010-2011

Infrastructure Facility	% Shortfall	
	2010	2011
Headmaster's Office	16	16
Drinking Water	17	11
Kitchen/ Shed	27	24
Playground	61	66
Complete Boundary Wall	73	75
Library Books	38	26

How Much Will it Cost Jharkhand to Meet its RTE Norms?

Based on unit costs available for teacher salaries, toilet construction, classroom construction and drinking water facilities, PAISA has estimated the total cost requirement for meeting RTE norms at ₹889 crore.

Unit costs are for 2011-12.

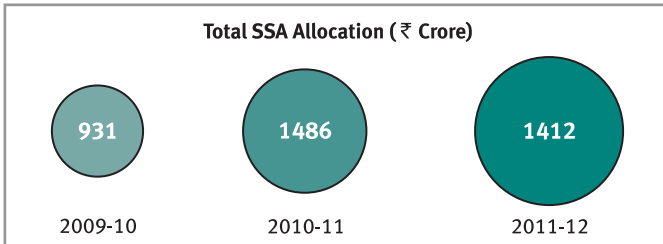




DO SCHOOLS IN KARNATAKA GET THEIR MONEY?

WHAT IS KARNATAKA'S SSA BUDGET?

SSA budgets have increased by 52% between 2009-10 and 2011-12.



More on the SSA Budget

Per child allocation: Per child allocation for SSA increased from ₹1,944 in 2009-10 to ₹3,104 in 2010-11. In 2011-12, per child allocation stood at ₹2,948.

It is important to note that enrolment numbers to calculate per child allocation are only available for 2009.

Allocation and per child numbers include Government of India (GOI) and state share for SSA. Allocation figures for 2011-12 are based on proposed allocations as stated in the Annual Work Plan & Budget documents.

HOW DOES KARNATAKA PRIORITISE ITS SSA RESOURCES?

Teachers received the largest share of SSA resources between 2009-10 and 2011-12.

To understand budgetary prioritisation, PAISA classified the SSA budget into the following categories:

Teachers: Teacher salaries, teacher training and teaching inputs such as Teaching-Learning Material, Teaching-Learning Equipment and the School Development Grant.

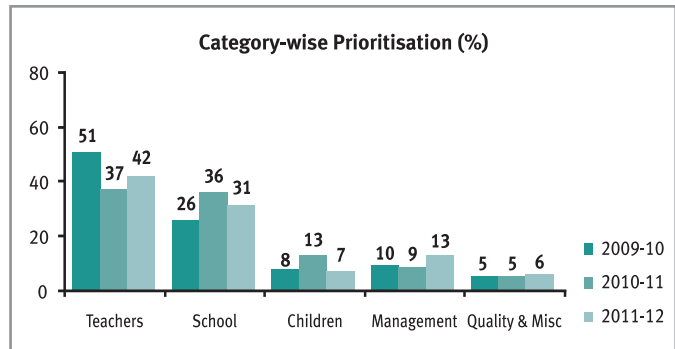
School: Civil works, School Maintenance Grant and, if available, funds for building libraries.

Children: Entitlements such as textbooks, uniforms and transport provisions, along with mainstreaming out-of-school children, remedial teaching, etc.

Management: Administrative costs for BRCs, CRCs, management and MIS, and research and evaluation.

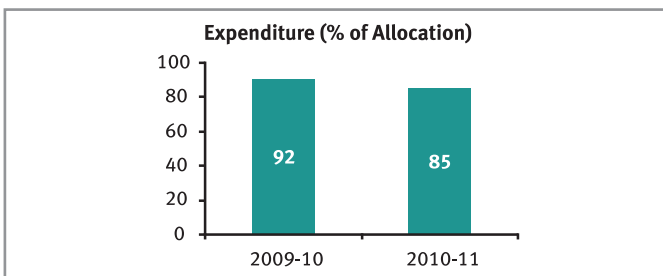
Quality: Innovation and Learning Enhancement Programme (LEP).

Miscellaneous: Community mobilisation and community training.



HOW DOES KARNATAKA SPEND ITS SSA RESOURCES?

In 2009-10, Karnataka spent 92% of its total allocation. In 2010-11, the State spent 85%.



Expenditure Trends (% of Allocation) Across Categories

Category	2009-10	2010-11
Teachers	88	83
School	99	84
Children	91	91
Management	95	74
Quality	100	99
Miscellaneous	100	93
Total	92	85

WHAT HAPPENS WITH MONIES SPENT?

In 2011, 60% children in standard III-V could read a standard I text and 48% could do basic arithmetic.

Attendance (Children and Teachers)

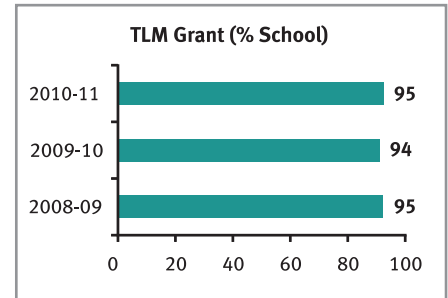
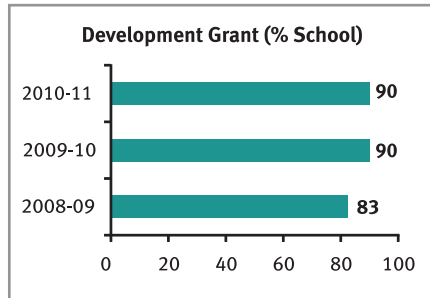
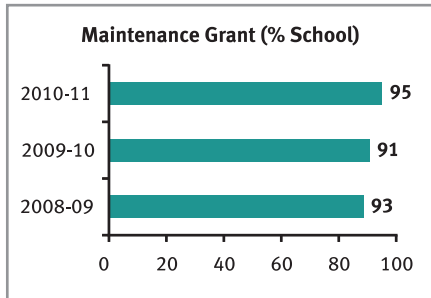
	% Enrolled Children Present		% Teachers Present	
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII
2009	88	80	95	92
2010	82	71	93	89
2011	90	85	93	89

Learning Outcomes

	Std I-II: Learning Levels		Std III-V: Learning Levels	
	% children (Std I-II)		% children (Std III-V)	
	who can read letters, words or more	who can recognize numbers 1 to 9 or more	who can read level 1 (std 1 text) or more	who can do subtraction or more
2009	86	83	64	46
2010	86	85	60	45
2011	85	86	60	48

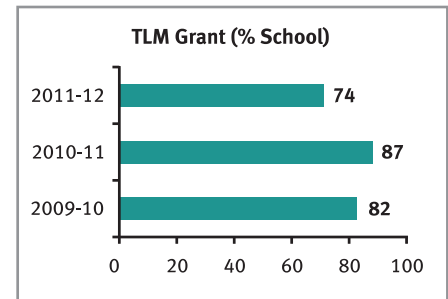
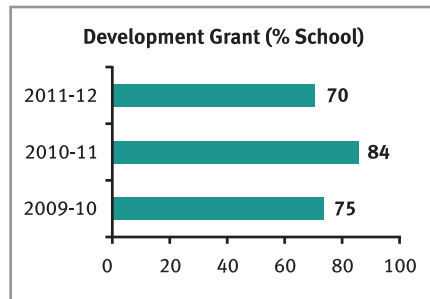
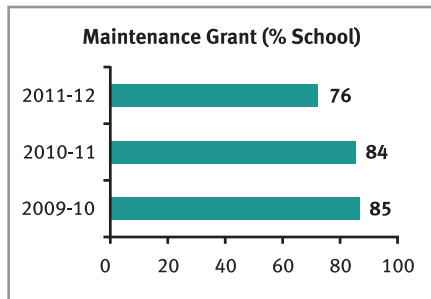
DO SCHOOLS GET THEIR MONEY?

On average, 90% schools reported receiving grants in 2008-09. This improved to 93% in 2010-11.



WHEN DO SCHOOLS GET THEIR MONEY?

Timing of grant receipts has fluctuated. By November 2009, 81% schools reported receiving grants. In 2010, grant receipts by November improved to 85% before dropping to 73% in 2011.



DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

The quantum of grants received in schools has improved. In 2008-09, 77% schools received all 3 grants. This improved to 89% in 2010-11.

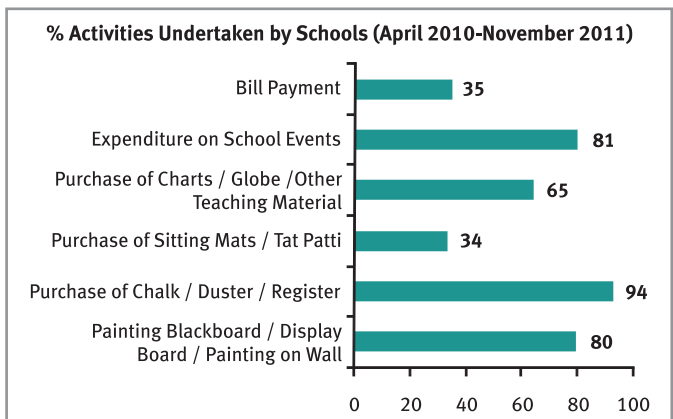
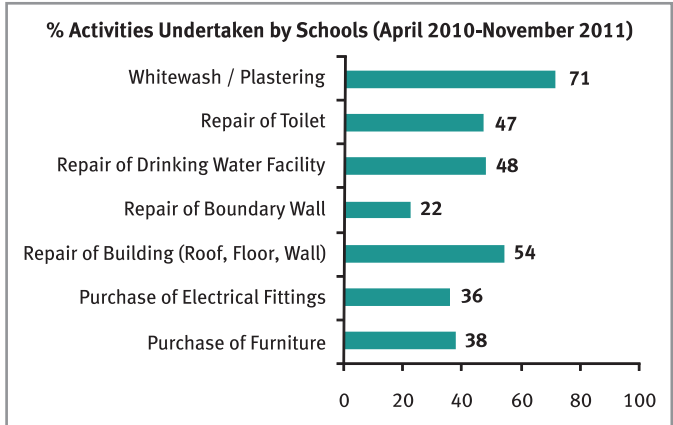
# Grants	Full Financial Year			Half Financial Year		
	2008-09	2009-10	2010-11	2009-10	2010-11	2011-12
0	1	0	1	7	5	20
1	5	5	3	9	4	3
2	17	7	8	21	9	9
3	77	87	89	63	82	67

HOW DO SCHOOLS SPEND THEIR MONEY?

Between April 2010 - November 2011, schools spent the bulk of their money on essential supplies. 71% schools whitewashed their walls and 81% used some of their grant money to fund school events.

EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR

How much goes to each school?	For what purpose?
School Development Grant / School Grant	
₹5000 per year per primary school	School equipment such as blackboard, sitting mats etc. Also to buy chalk, duster, registers, other office equipment.
₹7000 per year per upper primary school	
₹5000 + ₹7000 = ₹12000 if the school is Std 1-7/8	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
School Maintenance Grant	
(₹5000 - ₹7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including white-washing, beautification repairing of bathroom, hand pump repairs, building, boundary wall, playground etc.
(₹7500 - ₹10000) per year if the school has more than three classrooms	
Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teacher Learning Material (TLM) Grant	
₹500 per teacher per year for all teachers in primary and upper primary schools.	To buy teaching aids, such as charts, posters, models etc.



ARE SCHOOLS IN KARNATAKA CATCHING UP WITH RTE NORMS?

RTE NORMS FOR KARNATAKA'S SCHOOLS

PTR Norms: Primary Schools

Enrolment 1-60 = 2 teachers
Enrolment 61-90 = 3 teachers
Enrolment 91-120 = 4 teachers
Enrolment 121-200 = 5 teachers
Enrolment Above 150 = 5 + 1 headmaster
Above 200 = PTR (excl. headmaster) \leq 40

PTR Norms: Upper Primary Schools

1. At least 1 teacher for every 35 children
2. Full-time teacher when enrolment is above 100

Infrastructure-related Norms

1. Office-cum-store-cum-headmaster's room
2. Barrier-free access.
3. Separate toilet for boys & girls.
4. Safe & adequate drinking water facility to all students.
5. Kitchen where Mid-Day Meal is cooked in the school.
6. Playground.
7. Arrangement for securing school building by boundary wall or fencing.

Norms About Other School Facilities

1. Teaching Learning Equipment (TLE) to be provided to each class as required.
2. Library in each school providing newspapers, magazines and books on all subjects, including storybooks.
3. Play-material, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUISITE NUMBER OF TEACHERS?

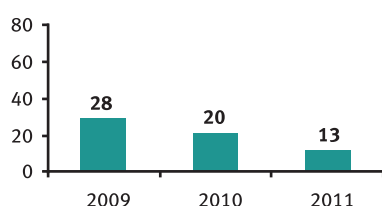
Teachers Needed	2010		2011	
	PTR=30	PTR=35	PTR=30	PTR=35
1	12	9	11	8
2	9	5	7	5
3	6	2	5	1
4	4	0	3	1
5	1	1	1	0
6	1	0	1	0
\geq 7	2	1	2	1
% Schools with Shortfall	34	18	29	16

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

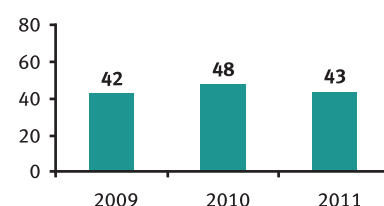
To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 81% between 2009-10 and 2011-12. How has this money been spent? To what extent have Karnataka's schools met the RTE norms?

TOILETS AND CLASSROOMS

Shortfall in Separate Toilet for Girls (% of Schools)



Shortfall in Classrooms (% of Schools)



There has been some improvement in the provision of separate girls' toilets in Karnataka's schools between 2009 and 2011. Overall, the shortfall reduced from 28% in 2009 to 13% in 2011.

In 2010, 48% schools had fewer classrooms than required by RTE. In FY 2010-11, 33% schools received the classroom grant. Another 15% schools reported receiving the classroom grant by November 2011, halfway through the 2011-12 financial year. Between April 2010 and November 2011, 30% schools reported initiating classroom construction work. In 2011, 43% schools had fewer classrooms than required.

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

Progress between 2010-2011

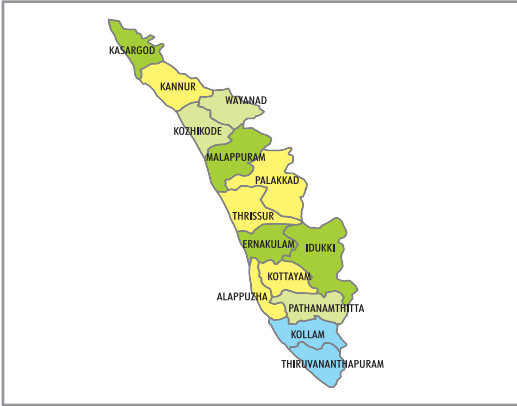
Infrastructure Facility	% Shortfall	
	2010	2011
Headmaster's Office	28	26
Drinking Water	13	10
Kitchen/ Shed	7	6
Playground	34	29
Complete Boundary Wall	41	31
Library Books	8	7

How Much Will it Cost Karnataka to Meet its RTE Norms?

Based on unit costs available for teacher salaries, toilet construction, classroom construction and drinking water facilities, PAISA has estimated the total cost requirement for meeting RTE norms at ₹1,333 crore.

Unit costs are for 2011-12.

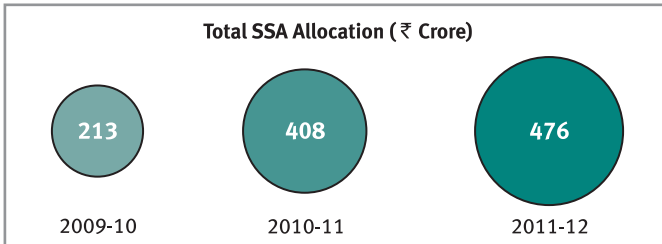




DO SCHOOLS IN KERALA GET THEIR MONEY?

WHAT IS KERALA'S SSA BUDGET?

SSA budgets have more than doubled between 2009-10 and 2011-12.



More on the SSA Budget

Per child allocation: Per child allocation for SSA increased from ₹1,832 in 2009-10 to ₹3,515 in 2010-11. In 2011-12, per child allocation stood at ₹4,103.

It is important to note that enrolment numbers to calculate per child allocation are only available for 2009.

Allocation and per child numbers include Government of India (GOI) and state share for SSA. Allocation figures for 2011-12 are based on proposed allocations as stated in the Annual Work Plan & Budget documents.

HOW DOES KERALA PRIORITISE ITS SSA RESOURCES?

While children received the largest share of SSA Resources in 2009-10, the teachers share rose between 2010-11 and 2011-12.

To understand budgetary prioritisation, PAISA classified the SSA budget into the following categories:

Teachers: Teacher salaries, teacher training and teaching inputs such as Teaching-Learning Material, Teaching-Learning Equipment and the School Development Grant.

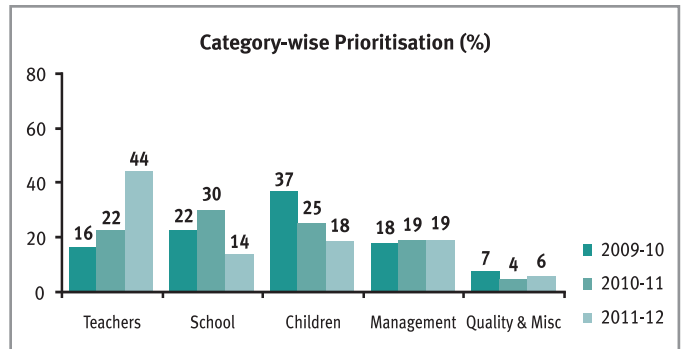
School: Civil works, School Maintenance Grant and, if available, funds for building libraries.

Children: Entitlements such as textbooks, uniforms and transport provisions, along with mainstreaming out-of-school children, remedial teaching, etc.

Management: Administrative costs for BRCs, CRCs, management and MIS, and research and evaluation.

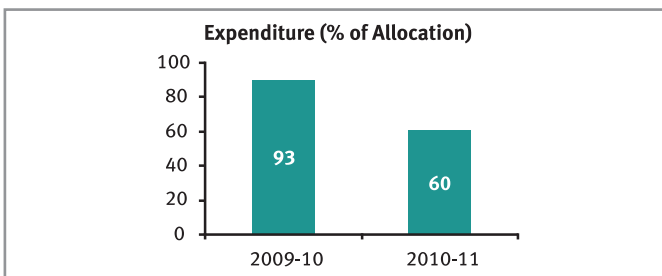
Quality: Innovation and Learning Enhancement Programme (LEP).

Miscellaneous: Community mobilisation and community training.



HOW DOES KERALA SPEND ITS SSA RESOURCES?

In 2009-10, Kerala spent 93% of its total allocation. In 2010-11, the State spent 60%.



Expenditure Trends (% of Allocation) Across Categories

Category	2009-10	2010-11
Teachers	90	36
School	86	65
Children	95	60
Management	98	74
Quality	95	97
Miscellaneous	8	100
Total	93	60

WHAT HAPPENS WITH MONIES SPENT?

In 2011, 82% children in standard III-V could read a standard I text and 68% could do basic arithmetic.

Attendance (Children and Teachers)

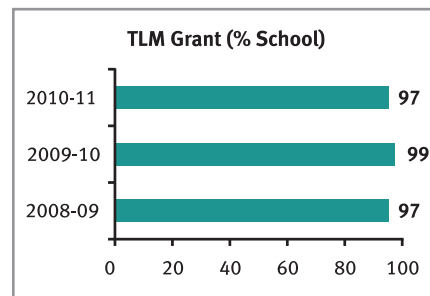
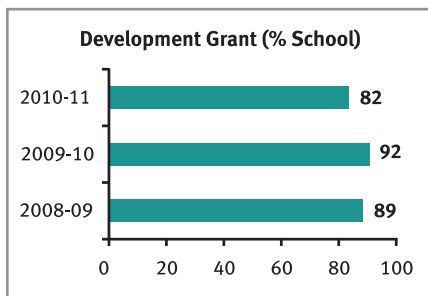
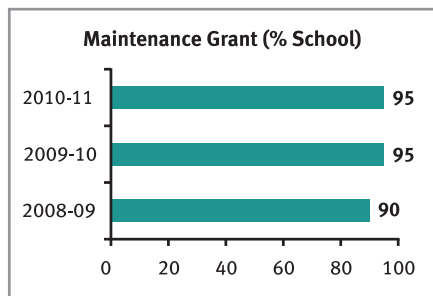
	% Enrolled Children Present		% Teachers Present	
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII
2009	92	92	87	93
2010	93	91	94	90
2011	92	91	93	93

Learning Outcomes

	Std I-II: Learning Levels		Std III-V: Learning Levels	
	% children (Std I-II)		% children (Std III-V)	
	who can read letters, words or more	who can recognize numbers 1 to 9 or more	who can read level 1 (std 1 text) or more	who can do subtraction or more
2009	97	96	83	76
2010	98	98	87	79
2011	97	97	82	68

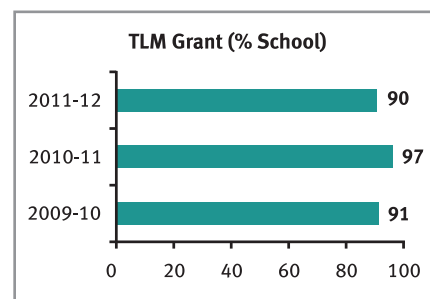
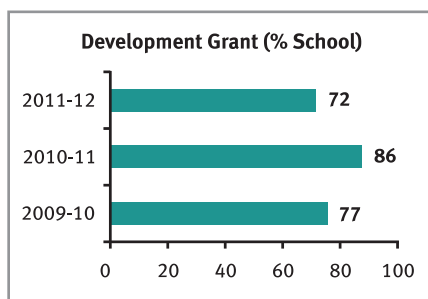
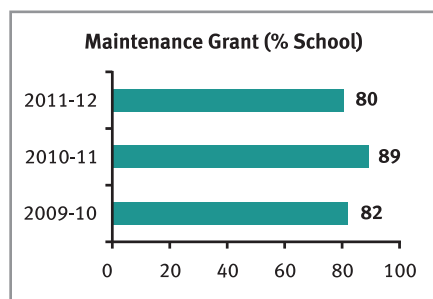
DO SCHOOLS GET THEIR MONEY?

On average, 93% schools reported receiving grants between 2008-09 and 2010-11.



WHEN DO SCHOOLS GET THEIR MONEY?

Timing of grant receipts has fluctuated. By November 2009, 84% schools reported receiving grants. In 2010, grant receipts by November improved to 91% but dropped to 81% in 2011.



DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

The quantum of grants received in schools has improved. In 2008-09, 68% schools received all 3 grants. This improved to 75% in 2010-11.

# Grants	Full Financial Year			Half Financial Year		
	2008-09	2009-10	2010-11	2009-10	2010-11	2011-12
0	0	1	2	5	4	6
1	7	9	2	13	9	9
2	25	26	22	35	26	27
3	68	65	75	47	62	58

EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR

How much goes to each school?

For what purpose?

School Development Grant / School Grant

₹5000 per year per primary school

₹7000 per year per upper primary school

₹5000 + ₹7000 = ₹12000 if the school is Std 1-7/8

Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.

School equipment such as blackboard, sitting mats etc. Also to buy chalk, duster, registers, other office equipment.

School Maintenance Grant

(₹5000 - ₹7500) per school per year if the school has upto 3 classrooms

(₹7500 - ₹10000) per year if the school has more than three classrooms

Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.

Maintenance of school building, including white-washing, beautification repairing of bathroom, hand pump repairs, building, boundary wall, playground etc.

Teacher Learning Material (TLM) Grant

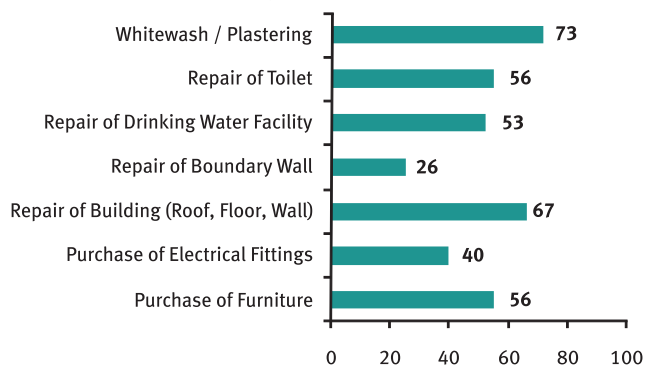
₹500 per teacher per year for all teachers in primary and upper primary schools.

To buy teaching aids, such as charts, posters, models etc.

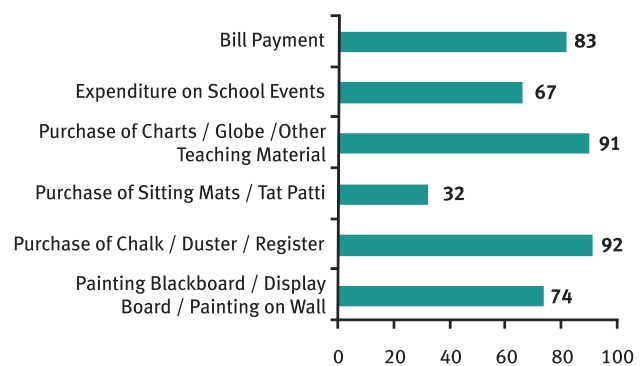
HOW DO SCHOOLS SPEND THEIR MONEY?

Between April 2010 - November 2011, schools spent the bulk of their money on essential supplies. 73% schools whitewashed their walls and 67% undertook building repair work.

% Activities Undertaken by Schools (April 2010-November 2011)



% Activities Undertaken by Schools (April 2010-November 2011)



ARE SCHOOLS IN KERALA CATCHING UP WITH RTE NORMS?

RTE NORMS FOR
KERALA'S SCHOOLS

PTR Norms: Primary Schools

Enrolment 1-60 = 2 teachers
Enrolment 61-90 = 3 teachers
Enrolment 91-120 = 4 teachers
Enrolment 121-200 = 5 teachers
Enrolment Above 150 = 5 + 1 headmaster
Above 200 = PTR (excl. headmaster) <= 40

PTR Norms: Upper Primary Schools

1. At least 1 teacher for every 35 children
2. Full-time teacher when enrolment is above 100

Infrastructure-related Norms

1. Office-cum-store-cum-headmaster's room
2. Barrier-free access.
3. Separate toilet for boys & girls.
4. Safe & adequate drinking water facility to all students.
5. Kitchen where Mid-Day Meal is cooked in the school.
6. Playground.
7. Arrangement for securing school building by boundary wall or fencing.

Norms About Other School Facilities

1. Teaching Learning Equipment (TLE) to be provided to each class as required.
2. Library in each school providing newspapers, magazines and books on all subjects, including storybooks.
3. Play-material, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUISITE NUMBER OF TEACHERS?

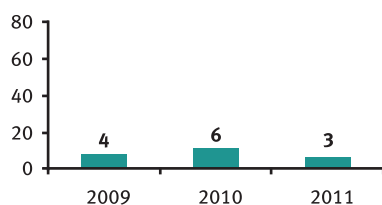
Teachers Needed	2010		2011	
	PTR=30	PTR=35	PTR=30	PTR=35
1	6	2	5	1
2	1	0	2	0
3	1	0	0	1
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
>=7	1	0	2	1
% Schools with Shortfall	10	5	10	4

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

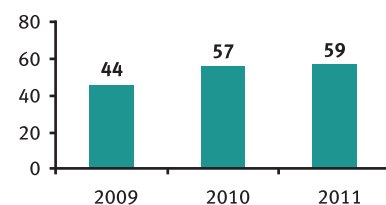
To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 36% between 2009-10 and 2011-12. How has this money been spent? To what extent have Kerala's schools met the RTE norms?

TOILETS AND CLASSROOMS

Shortfall in Separate Toilet for Girls (% of Schools)



Shortfall in Classrooms (% of Schools)



Kerala has amongst the highest availability of girls' toilets in schools in the country. The shortfall in 2011 was a low 3%.

In 2010, 57% schools had fewer classrooms than required by RTE. In FY 2010-11, 23% schools received the classroom grant. Another 18% schools reported receiving the classroom grant by November 2011, halfway through the 2011-12 financial year. Between April 2010 and November 2011, 20% reported initiating classroom construction work. In 2011, 59% schools had fewer classrooms than required.

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

Progress between 2010-2011

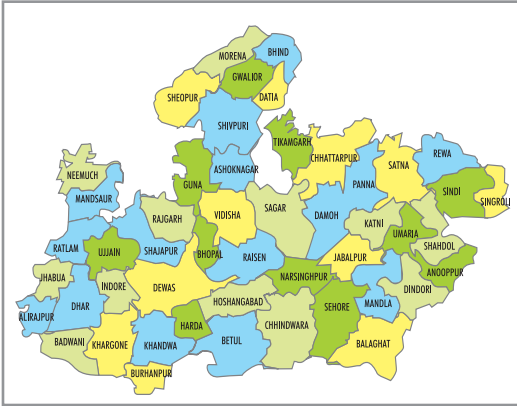
Infrastructure Facility	% Shortfall	
	2010	2011
Headmaster's Office	12	10
Drinking Water	9	3
Kitchen/ Shed	2	2
Playground	23	21
Complete Boundary Wall	18	14
Library Books	17	2

How Much Will it Cost Kerala to Meet its RTE Norms?

Based on unit costs available for teacher salaries, toilet construction, classroom construction and drinking-water facilities, PAISA has estimated the total cost requirement for meeting RTE norms at ₹109 crore.

Unit costs are for 2011-12.

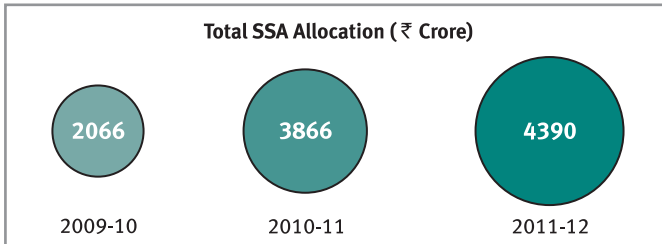




DO SCHOOLS IN MADHYA PRADESH GET THEIR MONEY?

WHAT IS MADHYA PRADESH'S SSA BUDGET?

SSA budgets have more than doubled between 2009-10 and 2011-12.



More on the SSA Budget

Per child allocation: Per child allocation for SSA increased from ₹1,974 in 2009-10 to ₹3,694 in 2010-11. In 2011-12, per child allocation stood at ₹4,194.

It is important to note that enrolment numbers to calculate per child allocation are only available for 2009.

Allocation and per child numbers include Government of India (GOI) and state share for SSA. Allocation figures for 2011-12 are based on proposed allocations as stated in the Annual Work Plan & Budget documents.

HOW DOES MADHYA PRADESH PRIORITISE ITS SSA RESOURCES?

Teachers received the largest share of SSA resources between 2009-10 and 2011-12.

To understand budgetary prioritisation, PAISA classified the SSA budget into the following categories:

Teachers: Teacher salaries, teacher training and teaching inputs such as Teaching-Learning Material, Teaching-Learning Equipment and the School Development Grant.

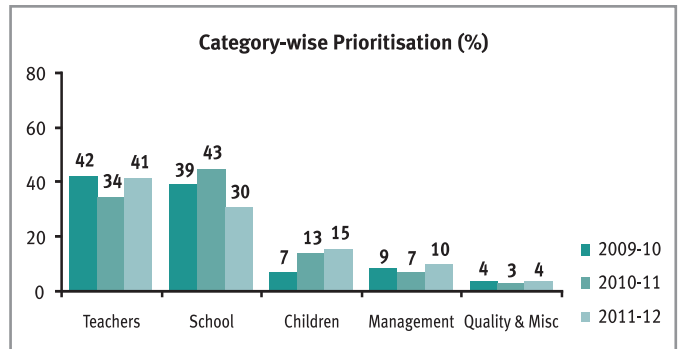
School: Civil works, School Maintenance Grant and, if available, funds for building libraries.

Children: Entitlements such as textbooks, uniforms and transport provisions, along with mainstreaming out-of-school children, remedial teaching, etc.

Management: Administrative costs for BRCs, CRCs, management and MIS, and research and evaluation.

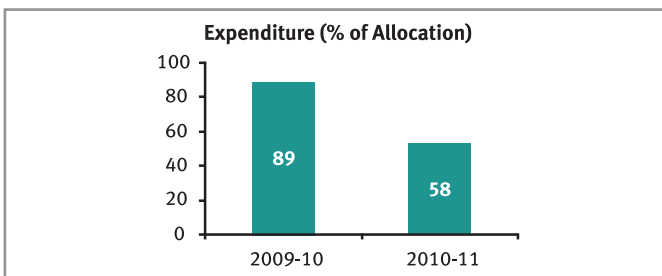
Quality: Innovation and Learning Enhancement Programme (LEP).

Miscellaneous: Community mobilisation and community training.



HOW DOES MADHYA PRADESH SPEND ITS SSA RESOURCES?

In 2009-10, Madhya Pradesh spent 89% of its total allocation. In 2010-11, the State spent 58%.



Expenditure Trends (% of Allocation) Across Categories

Category	2009-10	2010-11
Teachers	111	88
School	61	42
Children	106	33
Management	89	77
Quality	85	36
Miscellaneous	0	7
Total	89	58

WHAT HAPPENS WITH MONIES SPENT?

In 2011, 44% children in standard III-V could read a standard I text and 30% could do basic arithmetic.

Attendance (Children and Teachers)

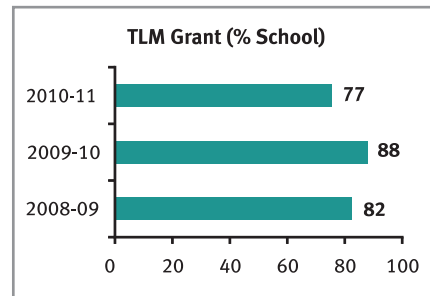
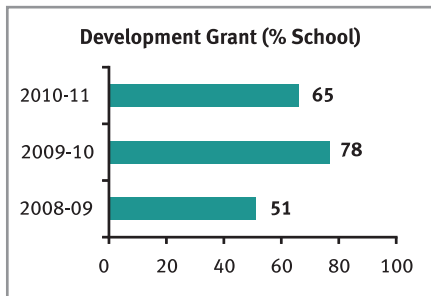
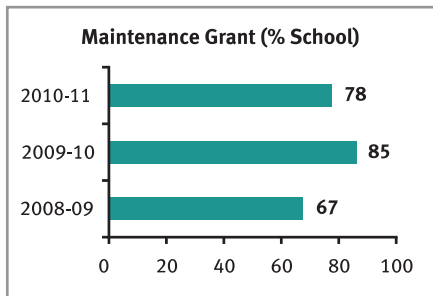
	% Enrolled Children Present		% Teachers Present	
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII
2009	68	66	93	90
2010	66	68	89	87
2011	55	51	88	83

Learning Outcomes

	Std I-II: Learning Levels		Std III-V: Learning Levels	
	% children (Std I-II)		% children (Std III-V)	
	who can read letters, words or more	who can recognize numbers 1 to 9 or more	who can read level 1 (std 1 text) or more	who can do subtraction or more
2009	95	94	88	82
2010	85	85	67	58
2011	66	64	44	30

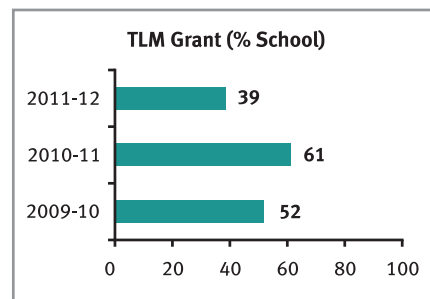
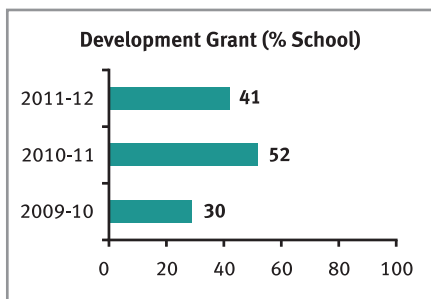
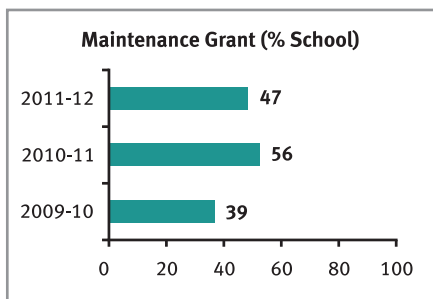
DO SCHOOLS GET THEIR MONEY?

On average, 67% schools reported receiving grants in 2008-09. This improved to 83% in 2009-10 but dropped to 73% in 2010-11.



WHEN DO SCHOOLS GET THEIR MONEY?

Timing of grant receipts has fluctuated. By November 2009, 41% schools reported receiving grants. In 2010, grant receipts by November improved to 56% but dropped to 42% in 2011.



DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

The quantum of grants received in schools has fluctuated. In 2008-09, 40% schools received all 3 grants. This improved to 71% in 2009-10 but dropped to 58% in 2010-11.

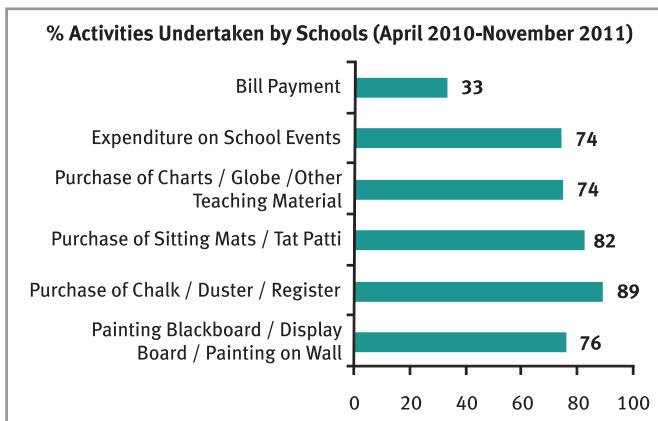
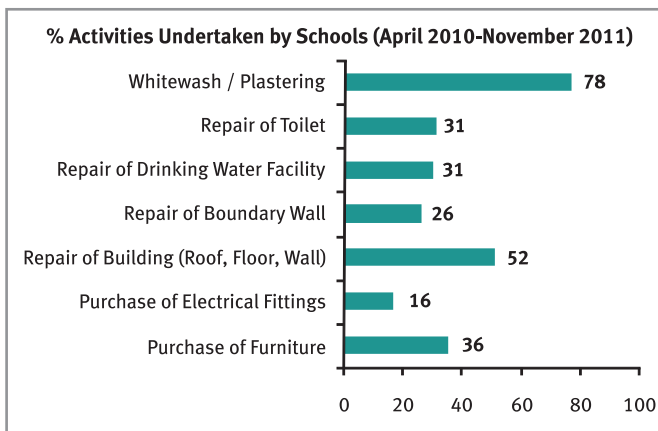
# Grants	Full Financial Year			Half Financial Year		
	2008-09	2009-10	2010-11	2009-10	2010-11	2011-12
0	10	4	10	39	27	34
1	15	9	9	20	11	25
2	35	16	23	20	11	15
3	40	71	58	21	52	26

EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR

How much goes to each school?	For what purpose?
School Development Grant / School Grant	
₹5000 per year per primary school	School equipment such as blackboard, sitting mats etc. Also to buy chalk, duster, registers, other office equipment.
₹7000 per year per upper primary school	
₹5000 + ₹7000 = ₹12000 if the school is Std 1-7/8	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
School Maintenance Grant	
(₹5000 - ₹7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including white-washing, beautification repairing of bathroom, hand pump repairs, building, boundary wall, playground etc.
(₹7500 - ₹10000) per year if the school has more than three classrooms	
Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teacher Learning Material (TLM) Grant	
₹500 per teacher per year for all teachers in primary and upper primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

Between April 2010 - November 2011, schools spent the bulk of their money on essential supplies. 78% schools whitewashed their walls and 52% undertook building repair work.



ARE SCHOOLS IN MADHYA PRADESH CATCHING UP WITH RTE NORMS?

RTE NORMS FOR MADHYA PRADESH'S SCHOOLS

PTR Norms: Primary Schools

Enrolment 1-60 = 2 teachers
Enrolment 61-90 = 3 teachers
Enrolment 91-120 = 4 teachers
Enrolment 121-200 = 5 teachers
Enrolment Above 150 = 5 + 1 headmaster
Above 200 = PTR (excl. headmaster) <= 40

PTR Norms: Upper Primary Schools

1. At least 1 teacher for every 35 children
2. Full-time teacher when enrolment is above 100

Infrastructure-related Norms

1. Office-cum-store-cum-headmaster's room
2. Barrier-free access.
3. Separate toilet for boys & girls.
4. Safe & adequate drinking water facility to all students.
5. Kitchen where Mid-Day Meal is cooked in the school.
6. Playground.
7. Arrangement for securing school building by boundary wall or fencing.

Norms About Other School Facilities

1. Teaching Learning Equipment (TLE) to be provided to each class as required.
2. Library in each school providing newspapers, magazines and books on all subjects, including storybooks.
3. Play-material, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUISITE NUMBER OF TEACHERS?

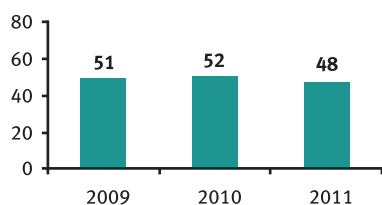
Teachers Needed	2010		2011	
	PTR=30	PTR=35	PTR=30	PTR=35
1	20	23	19	18
2	18	14	16	13
3	11	7	9	8
4	7	5	7	4
5	4	3	4	2
6	3	2	1	2
>=7	6	3	7	4
% Schools with Shortfall	70	56	64	51

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

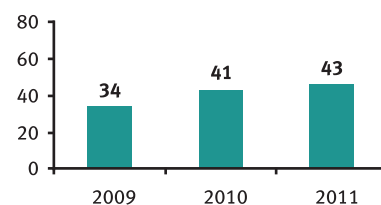
To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 67% between 2009-10 and 2011-12. How has this money been spent? To what extent have Madhya Pradesh's schools met the RTE norms?

TOILETS AND CLASSROOMS

Shortfall in Separate Toilet for Girls (% of Schools)



Shortfall in Classrooms (% of Schools)



There has been some improvement in the provision of separate girls' toilets in Madhya Pradesh's schools between 2009 and 2011. Overall, the shortfall reduced from 51% in 2009 to 48% in 2011. However, significant work will need to be done if the state is to meet the RTE girls' toilet norms by 2013.

In 2010, 41% schools had fewer classrooms than required by RTE. In FY 2010-11, 15% schools received the classroom grant by November 2011, halfway through the 2011-12 financial year. Between April 2010 and November 2011, 19% reported initiating work on classroom construction. In 2011, 43% schools had fewer classrooms than required.

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

Progress between 2010-2011

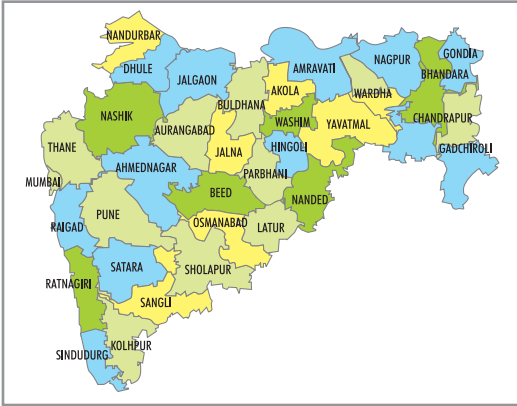
Infrastructure Facility	% Shortfall	
	2010	2011
Headmaster's Office	31	36
Drinking Water	13	19
Kitchen/ Shed	10	13
Playground	39	44
Complete Boundary Wall	63	63
Library Books	44	41

How Much Will it Cost Madhya Pradesh to Meet its RTE Norms?

Based on unit costs available for teacher salaries, toilet construction, classroom construction and drinking water facilities, PAISA has estimated the total cost requirement for meeting RTE norms at ₹4,205 crore.

Unit costs are for 2011-12.

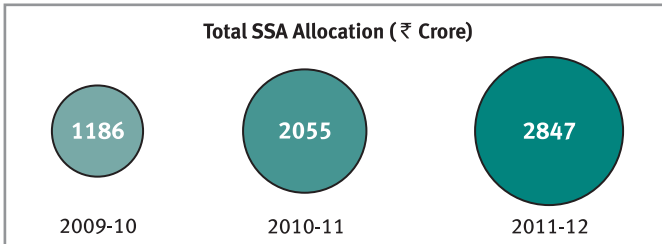




DO SCHOOLS IN MAHARASHTRA GET THEIR MONEY?

WHAT IS MAHARASHTRA'S SSA BUDGET?

SSA budgets have more than doubled between 2009-10 and 2011-12.



More on the SSA Budget

Per child allocation: Per child allocation for SSA increased from ₹ 1,564 in 2009-10 to ₹2,710 in 2010-11. In 2011-12, per child allocation stood at ₹3,753.

It is important to note that enrolment numbers to calculate per child allocation are only available for 2009.

Allocation and per child numbers include Government of India (GOI) and state share for SSA. Allocation figures for 2011-12 are based on proposed allocations as stated in the Annual Work Plan & Budget documents.

HOW DOES MAHARASHTRA PRIORITISE ITS SSA RESOURCES?

School infrastructure received the largest share of SSA resources between 2009-10 and 2011-12.

To understand budgetary prioritisation, PAISA classified the SSA budget into the following categories:

Teachers: Teacher salaries, teacher training and teaching inputs such as Teaching-Learning Material, Teaching-Learning Equipment and the School Development Grant.

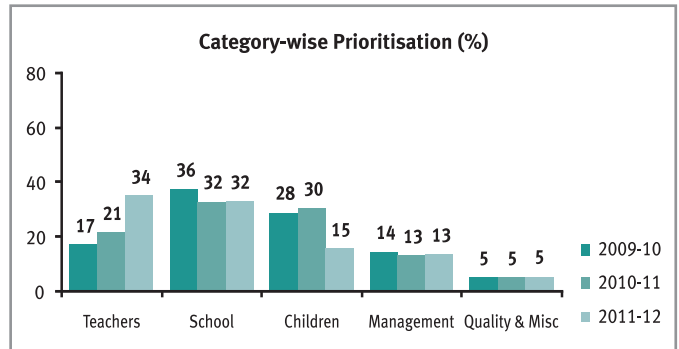
School: Civil works, School Maintenance Grant and, if available, funds for building libraries.

Children: Entitlements such as textbooks, uniforms and transport provisions, along with mainstreaming out-of-school children, remedial teaching, etc.

Management: Administrative costs for BRCs, CRCs, management and MIS, and research and evaluation.

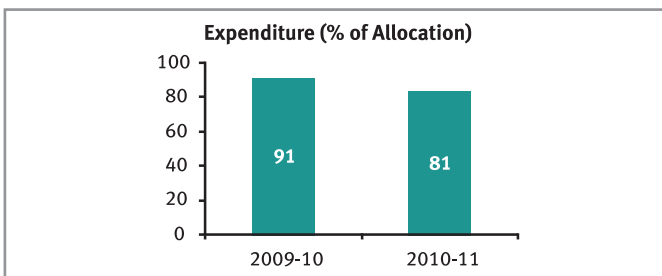
Quality: Innovation and Learning Enhancement Programme (LEP).

Miscellaneous: Community mobilisation and community training.



HOW DOES MAHARASHTRA SPEND ITS SSA RESOURCES?

In 2009-10, Maharashtra spent 91% of its total allocation. In 2010-11, the State spent 81%.



Expenditure Trends (% of Allocation) Across Categories

Category	2009-10	2010-11
Teachers	100	50
School	82	86
Children	97	94
Management	91	82
Quality	100	100
Miscellaneous	100	100
Total	91	81

WHAT HAPPENS WITH MONIES SPENT?

In 2011, 78% children in standard III-V could read a standard I text and 56% could do basic arithmetic.

Attendance (Children and Teachers)

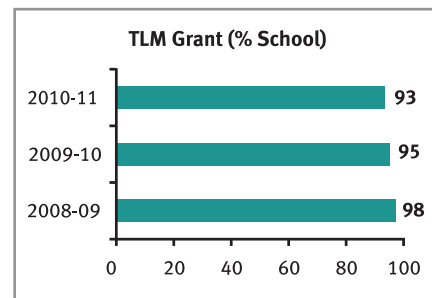
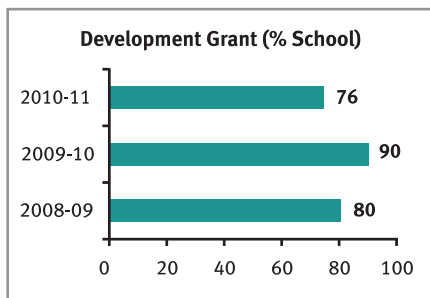
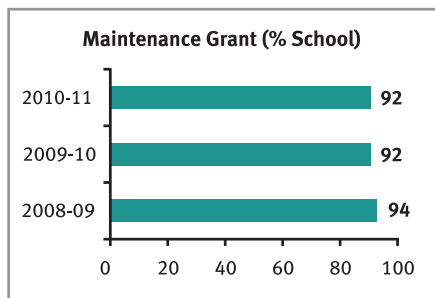
	% Enrolled Children Present		% Teachers Present	
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII
2009	91	91	95	93
2010	92	92	94	92
2011	90	90	90	89

Learning Outcomes

	Std I-II: Learning Levels		Std III-V: Learning Levels	
	% children (Std I-II)		% children (Std III-V)	
	who can read letters, words or more	who can recognize numbers 1 to 9 or more	who can read level 1 (std 1 text) or more	who can do subtraction or more
2009	93	93	87	74
2010	95	94	86	68
2011	91	92	78	56

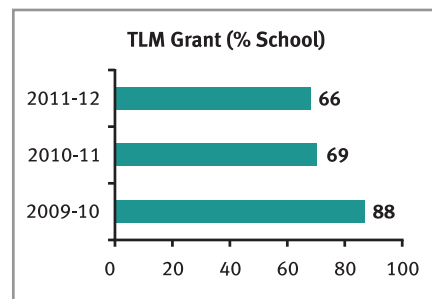
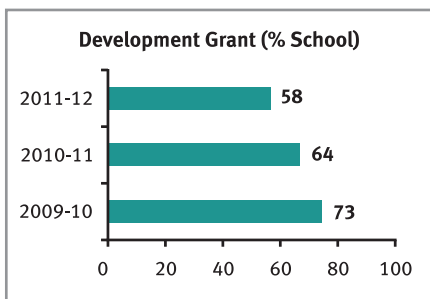
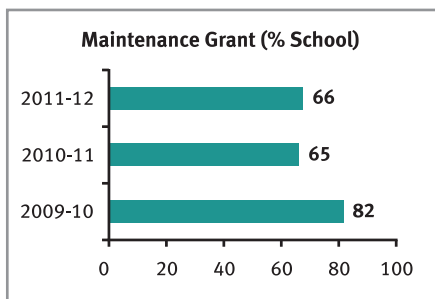
DO SCHOOLS GET THEIR MONEY?

On average, 91% schools reported receiving grants in 2008-09. This dropped to 87% in 2010-11.



WHEN DO SCHOOLS GET THEIR MONEY?

Timing of grant receipts has worsened. By November 2009, 81% schools reported receiving grants. In 2010, grant receipts by November dropped to 66% and in 2011, they dropped further to 63%.



DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

The quantum of grants received in schools has fluctuated. In 2008-09, 68% schools received all 3 grants. This improved to 85% in 2009-10 but dropped to 72% in 2010-11.

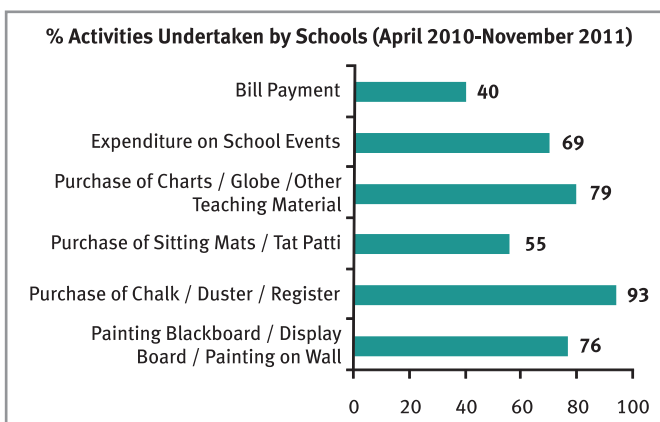
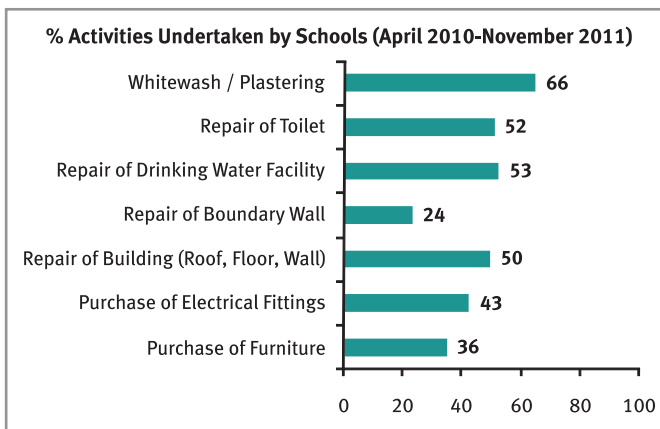
# Grants	Full Financial Year			Half Financial Year		
	2008-09	2009-10	2010-11	2009-10	2010-11	2011-12
0	1	1	2	8	25	26
1	6	5	4	10	7	5
2	26	9	22	24	11	18
3	68	85	72	58	58	50

EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR

How much goes to each school?	For what purpose?
School Development Grant / School Grant	
₹5000 per year per primary school	School equipment such as blackboard, sitting mats etc. Also to buy chalk, duster, registers, other office equipment.
₹7000 per year per upper primary school	
₹5000 + ₹7000 = ₹12000 if the school is Std 1-7/8	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
School Maintenance Grant	
(₹5000 - ₹7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including white-washing, beautification repairing of bathroom, hand pump repairs, building, boundary wall, playground etc.
(₹7500 - ₹10000) per year if the school has more than three classrooms	
Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teacher Learning Material (TLM) Grant	
₹500 per teacher per year for all teachers in primary and upper primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

Between April 2010 - November 2011, schools spent the bulk of their money on essential supplies. 66% schools whitewashed their walls and 69% used some of their grant money to fund school events.



ARE SCHOOLS IN MAHARASHTRA CATCHING UP WITH RTE NORMS?

RTE NORMS FOR MAHARASHTRA'S SCHOOLS

PTR Norms: Primary Schools

Enrolment 1-60 = 2 teachers
Enrolment 61-90 = 3 teachers
Enrolment 91-120 = 4 teachers
Enrolment 121-200 = 5 teachers
Enrolment Above 150 = 5 + 1 headmaster
Above 200 = PTR (excl. headmaster) <= 40

PTR Norms: Upper Primary Schools

1. At least 1 teacher for every 35 children
2. Full-time teacher when enrolment is above 100

Infrastructure-related Norms

1. Office-cum-store-cum-headmaster's room
2. Barrier-free access.
3. Separate toilet for boys & girls.
4. Safe & adequate drinking water facility to all students.
5. Kitchen where Mid-Day Meal is cooked in the school.
6. Playground.
7. Arrangement for securing school building by boundary wall or fencing.

Norms About Other School Facilities

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DO SCHOOLS HAVE THE REQUISITE NUMBER OF TEACHERS?

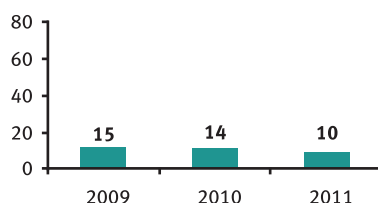
Teachers Needed	2010		2011	
	PTR=30	PTR=35	PTR=30	PTR=35
1	19	12	15	9
2	10	3	8	4
3	4	3	4	2
4	2	1	1	1
5	2	1	1	0
6	1	0	1	0
>=7	1	1	1	1
% Schools with Shortfall	38	21	31	18

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

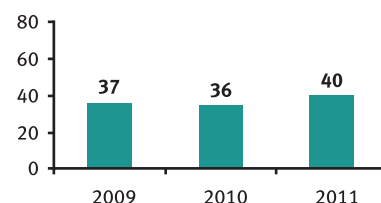
To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 111% between 2009-10 and 2011-12. How has this money been spent? To what extent have Maharashtra's schools met the RTE norms?

TOILETS AND CLASSROOMS

Shortfall in Separate Toilet for Girls (% of Schools)



Shortfall in Classrooms (% of Schools)



There has been some improvement in the provision of separate girls' toilets in Maharashtra's schools between 2009 and 2011. Overall, the shortfall reduced from 15% in 2009 to 10% in 2011.

In 2010, 36% schools had fewer classrooms than required by RTE. In FY 2010-11, 22% schools received the classroom grant. Another 17% schools reported receiving the classroom grant by November 2011, halfway through the 2011-12 financial year. Between April 2010 and November 2011, 22% schools reported initiating classroom construction work. In 2011, 40% schools had fewer classrooms than required.

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

Progress between 2010-2011

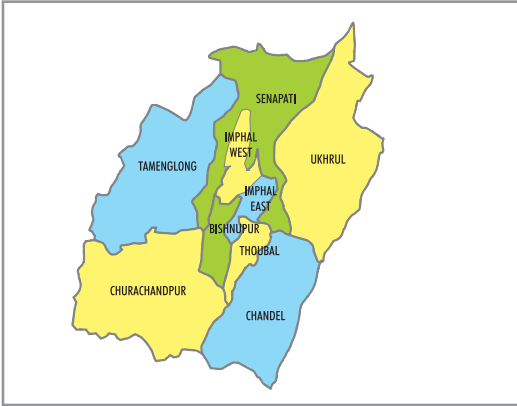
Infrastructure Facility	% Shortfall	
	2010	2011
Headmaster's Office	66	67
Drinking Water	16	13
Kitchen/ Shed	22	25
Playground	15	17
Complete Boundary Wall	42	42
Library Books	14	16

How Much Will it Cost Maharashtra to Meet its RTE Norms?

Based on unit costs available for teacher salaries, toilet construction, classroom construction and drinking water facilities, PAISA has estimated the total cost requirement for meeting RTE norms at ₹1,520 crore.

Unit costs are for 2011-12.

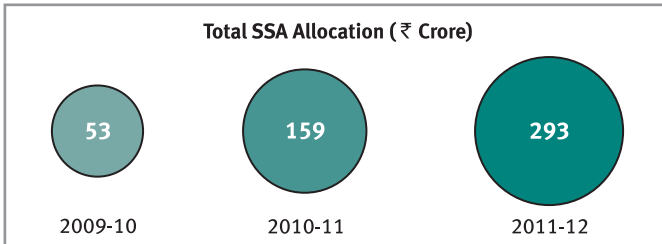




DO SCHOOLS IN MANIPUR GET THEIR MONEY?

WHAT IS MANIPUR'S SSA BUDGET?

SSA budgets have increased by over 5 times between 2009-10 and 2011-12.



More on the SSA Budget

Per child allocation: Per child allocation for SSA increased from ₹2,702 in 2009-10 to ₹8,168 in 2010-11. In 2011-12, per child allocation stood at ₹15,087.

It is important to note that enrolment numbers to calculate per child allocation are only available for 2009.

Allocation and per child numbers include Government of India (GOI) and state share for SSA. Allocation figures for 2011-12 are based on proposed allocations as stated in the Annual Work Plan & Budget documents.

HOW DOES MANIPUR PRIORITISE ITS SSA RESOURCES?

School infrastructure received the largest share of SSA resources between 2009-10 and 2011-12.

To understand budgetary prioritisation, PAISA classified the SSA budget into the following categories:

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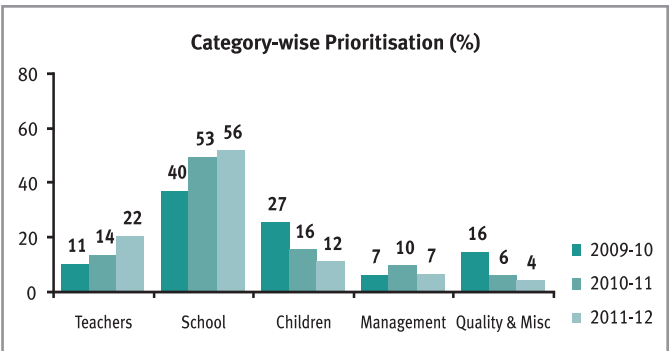
School: Civil works, School Maintenance Grant and, if available, funds for building libraries.

Children: Entitlements such as textbooks, uniforms and transport provisions, along with mainstreaming out-of-school children, remedial teaching, etc.

Management: Administrative costs for BRCs, CRCs, management and MIS, and research and evaluation.

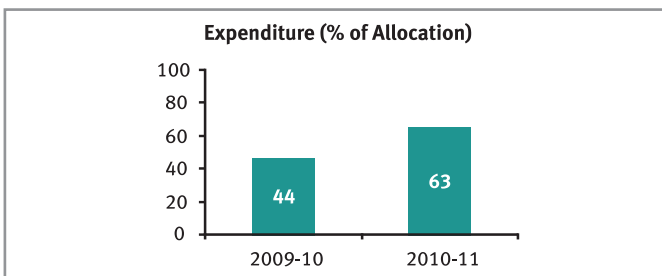
Quality: Innovation and Learning Enhancement Programme (LEP).

Miscellaneous: Community mobilisation and community training.



HOW DOES MANIPUR SPEND ITS SSA RESOURCES?

In 2009-10, Manipur spent 44% of its total allocation. In 2010-11, the State spent 63%.



Expenditure Trends (% of Allocation) Across Categories

Category	2009-10	2010-11
Teachers	69	78
School	32	48
Children	35	74
Management	66	84
Quality	66	98
Miscellaneous	100	100
Total	44	63

WHAT HAPPENS WITH MONIES SPENT?

In 2011, 77% children in standard III-V could read a standard I text and 73% could do basic arithmetic.

Attendance (Children and Teachers)

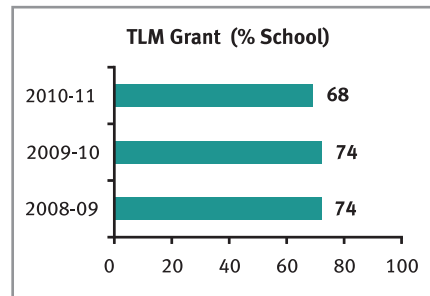
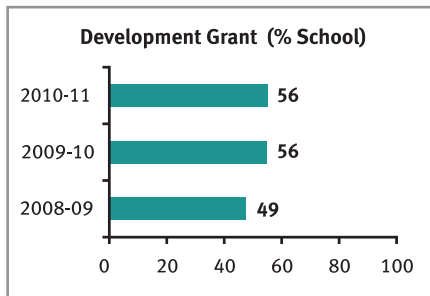
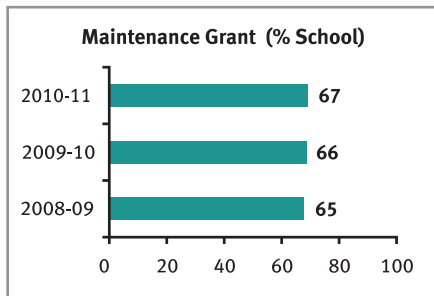
	% Enrolled Children Present		% Teachers Present	
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII
2009	74	80	83	72
2010	66	71	71	75
2011	52	57	79	72

Learning Outcomes

	Std I-II: Learning Levels		Std III-V: Learning Levels	
	% children (Std I-II)		% children (Std III-V)	
	who can read letters, words or more	who can recognize numbers 1 to 9 or more	who can read level 1 (std 1 text) or more	who can do subtraction or more
2009	98	98	77	82
2010	95	96	72	69
2011	97	96	77	73

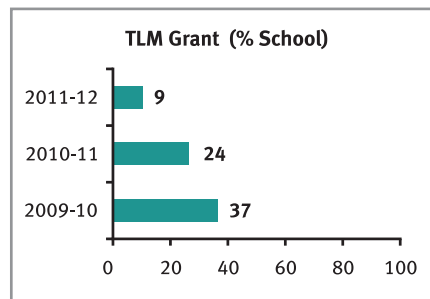
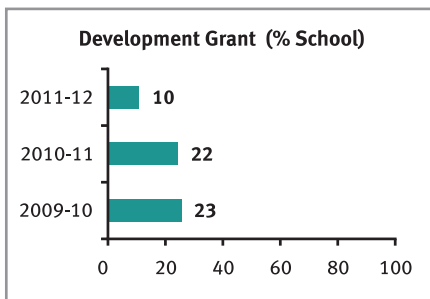
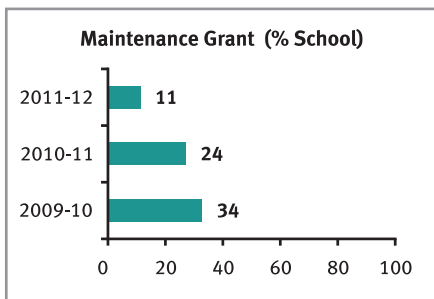
DO SCHOOLS GET THEIR MONEY?

On average, 63% schools reported receiving grants in 2008-09. In 2010-11, 64% schools reported grant receipt.



WHEN DO SCHOOLS GET THEIR MONEY?

Timing of grant receipts worsened. By November 2009, only 32% schools reported receiving grants. In 2010, grant receipts by November dropped to 23%. In 2011, this dropped further, only 10% schools reported grant receipts by November.



DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

The quantum of grants received in schools has fluctuated. In 2008-09, 31% schools received all 3 grants. This improved significantly to 66% in 2009-10 but dropped marginally to 62% in 2010-11.

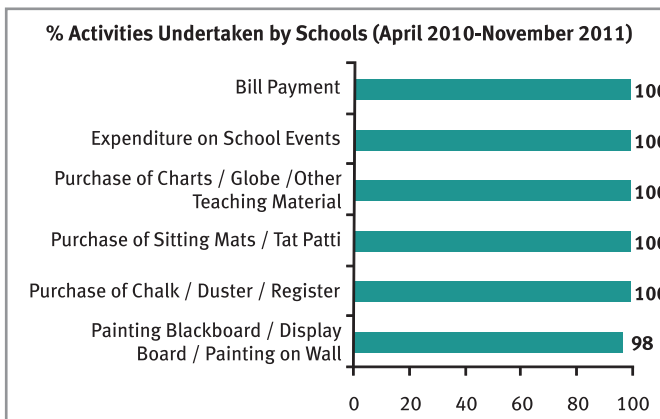
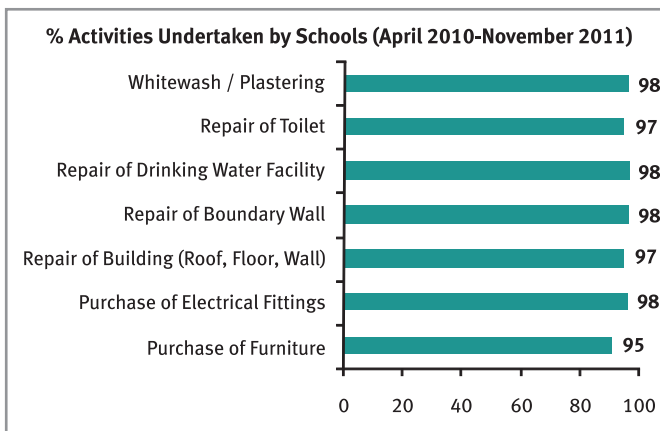
# Grants	Full Financial Year			Half Financial Year		
	2008-09	2009-10	2010-11	2009-10	2010-11	2011-12
0	16	7	11	48	66	83
1	22	15	6	16	4	2
2	31	13	20	23	5	3
3	31	66	62	14	25	12

EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR

How much goes to each school?	For what purpose?
School Development Grant / School Grant	
₹5000 per year per primary school	School equipment such as blackboard, sitting mats etc. Also to buy chalk, duster, registers, other office equipment.
₹7000 per year per upper primary school	
₹5000 + ₹7000 = ₹12000 if the school is Std 1-7/8	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
School Maintenance Grant	
(₹5000 - ₹7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including white-washing, beautification repairing of bathroom, hand pump repairs, building, boundary wall, playground etc.
(₹7500 - ₹10000) per year if the school has more than three classrooms	
Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teacher Learning Material (TLM) Grant	
₹500 per teacher per year for all teachers in primary and upper primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

Between April 2010 - November 2011, schools spent the bulk of their money on essential supplies. 98% schools whitewashed their walls and all of them used some of their grant money to fund school events.



ARE SCHOOLS IN MANIPUR CATCHING UP WITH RTE NORMS?

RTE NORMS FOR MANIPUR'S SCHOOLS

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Infrastructure-related Norms

1. Office-cum-store-cum-headmaster's room
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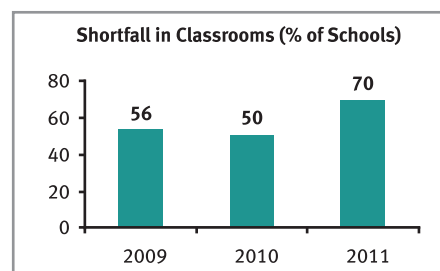
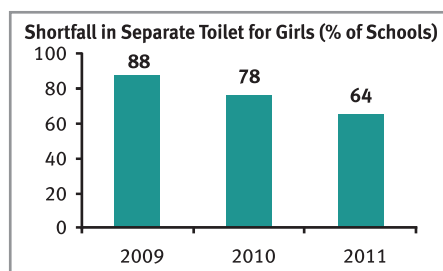
DO SCHOOLS HAVE THE REQUISITE NUMBER OF TEACHERS?

Teachers Needed	2010		2011	
	PTR=30	PTR=35	PTR=30	PTR=35
1	8	10	6	6
2	6	3	5	2
3	4	1	2	1
4	1	0	0	0
5	0	1	0	0
6	1	0	0	0
>=7	0	0	1	1
% Schools with Shortfall	19	14	13	9

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 681% between 2009-10 and 2011-12. How has this money been spent? To what extent have Manipur's schools met the RTE norms?

TOILETS AND CLASSROOMS



There has been some improvement in the provision of separate girls' toilets in Manipur's schools between 2009 and 2011. Overall, the shortfall reduced from 88% in 2009 to 64% in 2011. However, significant work will need to be done if the state is to meet the RTE girls' toilet norm by 2013.

In 2010, 50% schools had fewer classrooms than required by RTE. In FY 2010-11, 18% schools received the classroom grant. Another 9% schools reported receiving the classroom grant by November 2011, halfway through the 2011-12 financial year. Between April 2010 and November 2011, 97% reported initiating work classroom construction work. In 2011, the classroom shortfall was 70%.

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

Progress between 2010-2011

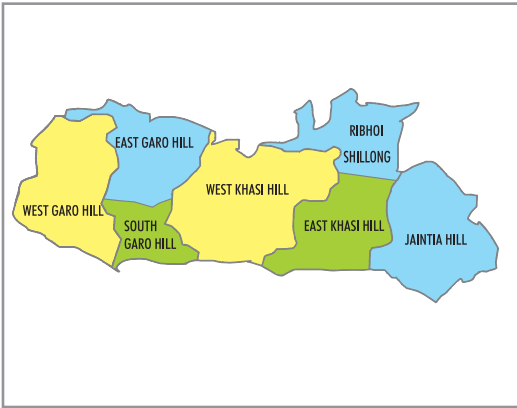
Infrastructure Facility	% Shortfall	
	2010	2011
Headmaster's Office	32	34
Drinking Water	54	73
Kitchen/ Shed	41	56
Playground	28	58
Complete Boundary Wall	89	94
Library Books	91	93

How Much Will it Cost Manipur to Meet its RTE Norms?

Based on unit costs available for teacher salaries, toilet construction, classroom construction and drinking water facilities, PAISA has estimated the total cost requirement for meeting RTE norms at ₹172 crore.

Unit costs are for 2011-12.

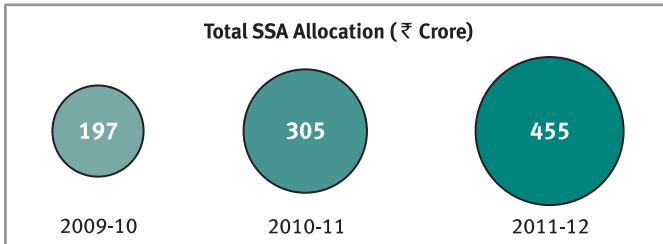




DO SCHOOLS IN MEGHALAYA GET THEIR MONEY?

WHAT IS MEGHALAYA'S SSA BUDGET?

SSA budgets have more than doubled between 2009-10 and 2011-12.



More on the SSA Budget

Per child allocation: Per child allocation for SSA increased from ₹11,904 in 2009-10 to ₹18,397 in 2010-11. In 2011-12, per child allocation stood at ₹27,451.

It is important to note that enrolment numbers to calculate per child allocation are only available for 2009.

Allocation and per child numbers include Government of India (GOI) and state share for SSA. Allocation figures for 2011-12 are based on proposed allocations as stated in the Annual Work Plan & Budget documents.

HOW DOES MEGHALAYA PRIORITISE ITS SSA RESOURCES?

School infrastructure received the largest share of SSA resources between 2009-10 and 2011-12

To understand budgetary prioritisation, PAISA classified the SSA budget into the following categories:

Teachers: Teacher salaries, teacher training and teaching inputs such as Teaching-Learning Material, Teaching-Learning Equipment and the School Development Grant.

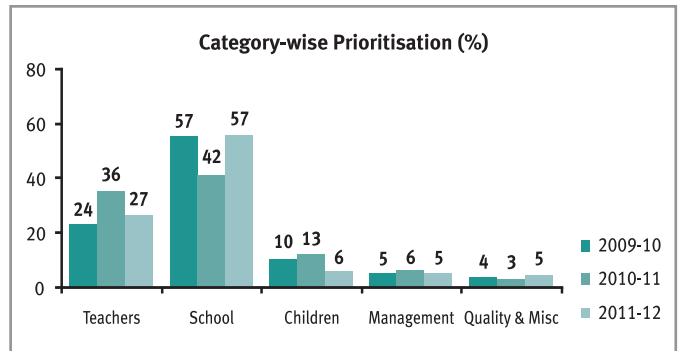
School: Civil works, School Maintenance Grant and, if available, funds for building libraries.

Children: Entitlements such as textbooks, uniforms and transport provisions, along with mainstreaming out-of-school children, remedial teaching, etc.

Management: Administrative costs for BRCs, CRCs, management and MIS, and research and evaluation.

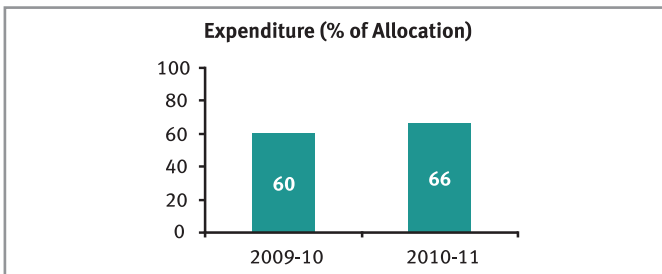
Quality: Innovation and Learning Enhancement Programme (LEP).

Miscellaneous: Community mobilisation and community training.



HOW DOES MEGHALAYA SPEND ITS SSA RESOURCES?

In 2009-10, Meghalaya spent 60% of its total allocation. In 2010-11, the State spent 66%.



Expenditure Trends (% of Allocation) Across Categories

Category	2009-10	2010-11
Teachers	86	91
School	48	51
Children	72	40
Management	70	79
Quality	17	48
Miscellaneous	99	100
Total	60	66

WHAT HAPPENS WITH MONIES SPENT?

In 2011, 62% children in standard III-V could read a standard I text and 44% could do basic arithmetic.

Attendance (Children and Teachers)

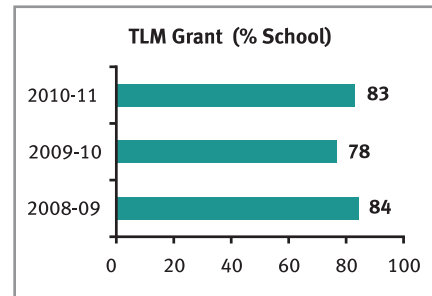
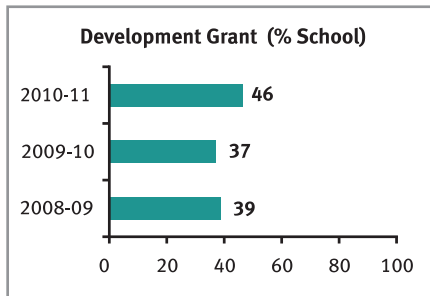
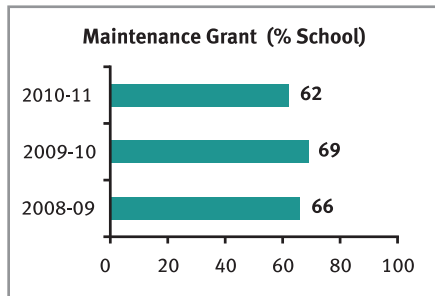
	% Enrolled Children Present		% Teachers Present	
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII
2009	77	NA	89	NA
2010	75	NA	94	NA
2011	76	NA	95	NA

Learning Outcomes

	Std I-II: Learning Levels		Std III-V: Learning Levels	
	% children (Std I-II)		% children (Std III-V)	
	who can read letters, words or more	who can recognize numbers 1 to 9 or more	who can read level 1 (std 1 text) or more	who can do subtraction or more
2009	90	91	60	62
2010	91	89	77	64
2011	86	90	62	44

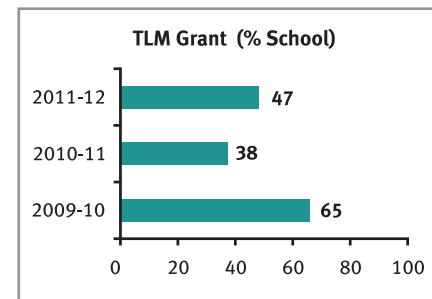
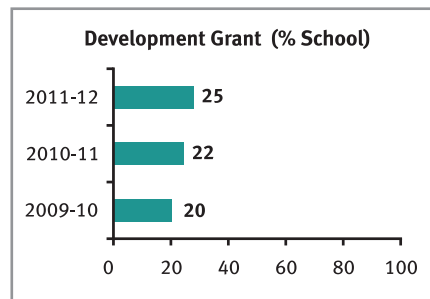
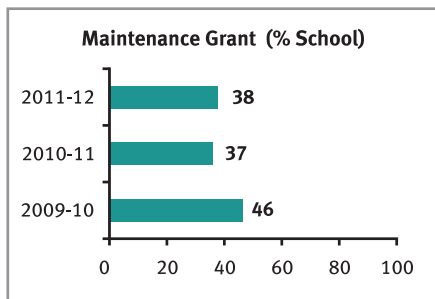
DO SCHOOLS GET THEIR MONEY?

On average, 63% schools reported receiving their 3 grants in 2008-09. 64% schools received their grants in 2010-11.



WHEN DO SCHOOLS GET THEIR MONEY?

Timing of grant receipts fluctuated. In November 2009, only 44% schools reported receiving grants and this reduced to 32% in November 2010. In 2011, 37% schools reported receiving their grants by November.



DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

The quantum of grants received in schools has fluctuated. In 2008-09, 31% schools received their grants. This dropped to 23% in 2009-10 but increased to 30% in 2010-11

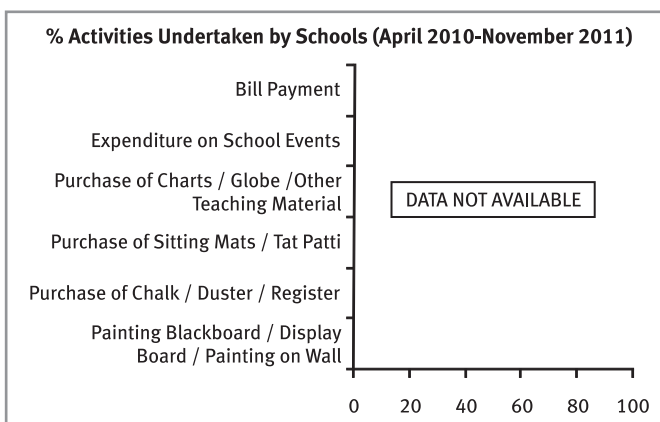
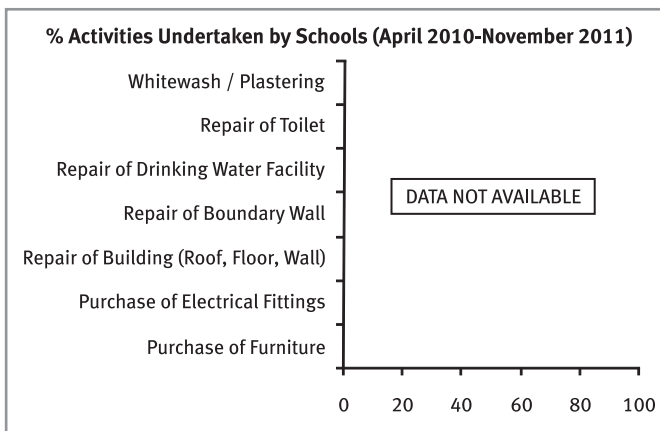
# Grants	Full Financial Year			Half Financial Year		
	2008-09	2009-10	2010-11	2009-10	2010-11	2011-12
0	5	10	8	23	49	42
1	28	24	14	31	18	18
2	36	42	49	29	22	21
3	31	23	30	18	11	19

EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR

How much goes to each school?	For what purpose?
School Development Grant / School Grant	
₹5000 per year per primary school	School equipment such as blackboard, sitting mats etc. Also to buy chalk, duster, registers, other office equipment.
₹7000 per year per upper primary school	
₹5000 + ₹7000 = ₹12000 if the school is Std 1-7/8	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
School Maintenance Grant	
(₹5000 - ₹7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including white-washing, beautification repairing of bathroom, hand pump repairs, building, boundary wall, playground etc.
(₹7500 - ₹10000) per year if the school has more than three classrooms	
Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teacher Learning Material (TLM) Grant	
₹500 per teacher per year for all teachers in primary and upper primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

Data Not Available



ARE SCHOOLS IN MEGHALAYA CATCHING UP WITH RTE NORMS?

RTE NORMS FOR MEGHALAYA'S SCHOOLS

PTR Norms: Primary Schools

Enrolment 1-60 = 2 teachers
Enrolment 61-90 = 3 teachers
Enrolment 91-120 = 4 teachers
Enrolment 121-200 = 5 teachers
Enrolment Above 150 = 5 + 1 headmaster
Above 200 = PTR (excl. headmaster) <= 40

PTR Norms: Upper Primary Schools

1. At least 1 teacher for every 35 children
2. Full-time teacher when enrolment is above 100

Infrastructure-related Norms

1. Office-cum-store-cum-headmaster's room
2. Barrier-free access.
3. Separate toilet for boys & girls.
4. Safe & adequate drinking water facility to all students.
5. Kitchen where Mid-Day Meal is cooked in the school.
6. Playground.
7. Arrangement for securing school building by boundary wall or fencing.

Norms About Other School Facilities

1. Teaching Learning Equipment (TLE) to be provided to each class as required.
2. Library in each school providing newspapers, magazines and books on all subjects, including storybooks.
3. Play-material, games and sports equipment to be provided to each class as required.

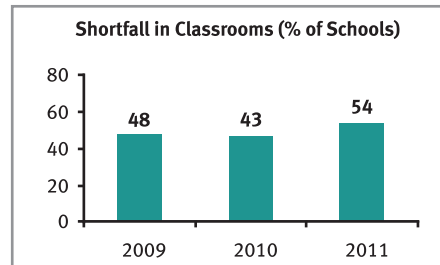
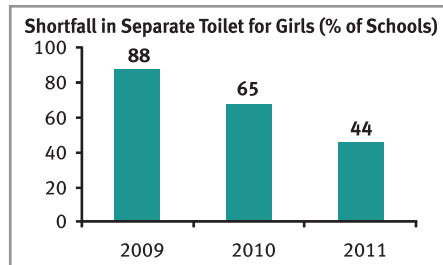
DO SCHOOLS HAVE THE REQUISITE NUMBER OF TEACHERS?

Teachers Needed	2010		2011	
	PTR=30	PTR=35	PTR=30	PTR=35
1	9	8	12	5
2	3	1	3	1
3	0	1	1	0
4	1	0	0	0
5	0	0	0	0
6	0	0	0	0
>=7	0	0	1	1
% Schools with Shortfall	13	10	17	8

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 133% between 2009-10 and 2011-12. How has this money been spent? To what extent have Meghalaya's schools met the RTE norms?

TOILETS AND CLASSROOMS



There has been significant improvement in the provision of separate girls' toilets in Meghalaya's schools between 2009 and 2011. Overall, the shortfall reduced from 88% in 2009 to 44% in 2011. However, significant work will need to be done if the state is to meet the RTE norms by 2013.

In 2010, 43% schools had fewer classrooms than required by RTE. In FY 2010-11, 13% schools received the classroom grant. Another 11% reported receiving the classroom grant by November 2011, halfway through the 2011-12 financial year. In 2011, 54% schools had fewer classrooms than required.

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

Progress between 2010-2011

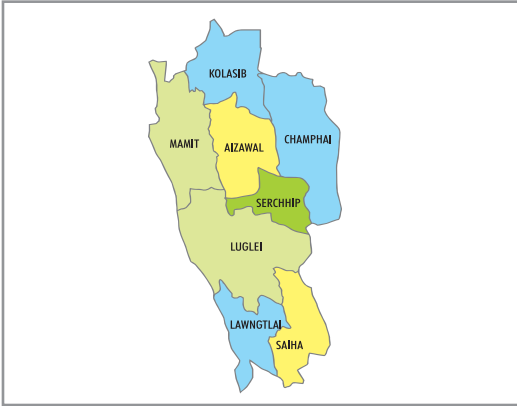
Infrastructure Facility	% Shortfall	
	2010	2011
Headmaster's Office	66	58
Drinking Water	76	74
Kitchen/ Shed	41	30
Playground	55	60
Complete Boundary Wall	86	86
Library Books	78	64

How Much Will it Cost Meghalaya to Meet its RTE Norms?

Based on unit costs available for teacher salaries and classroom construction, PAISA has estimated the total cost requirement for meeting RTE norms at ₹127 crore.

Unit costs are for 2011-12.

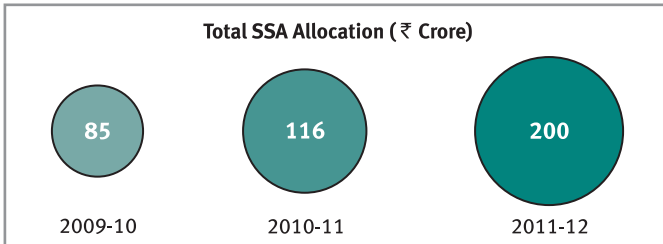




DO SCHOOLS IN MIZORAM GET THEIR MONEY?

WHAT IS MIZORAM'S SSA BUDGET?

SSA budgets have more than doubled between 2009-10 and 2011-12.



More on the SSA Budget

Per child allocation: Per child allocation for SSA increased from ₹4,672 in 2009-10 to ₹6,417 in 2010-11. In 2011-12, per child allocation stood at ₹11,012.

It is important to note that enrolment numbers to calculate per child allocation are only available for 2009.

Allocation and per child numbers include Government of India (GOI) and state share for SSA. Allocation figures for 2011-12 are based on proposed allocations as stated in the Annual Work Plan & Budget documents.

HOW DOES MIZORAM PRIORITISE ITS SSA RESOURCES?

School infrastructure received the largest share of SSA resources between 2009-10 and 2011-12.

To understand budgetary prioritisation, PAISA classified the SSA budget into the following categories:

Teachers: Teacher salaries, teacher training and teaching inputs such as Teaching-Learning Material, Teaching-Learning Equipment and the School Development Grant.

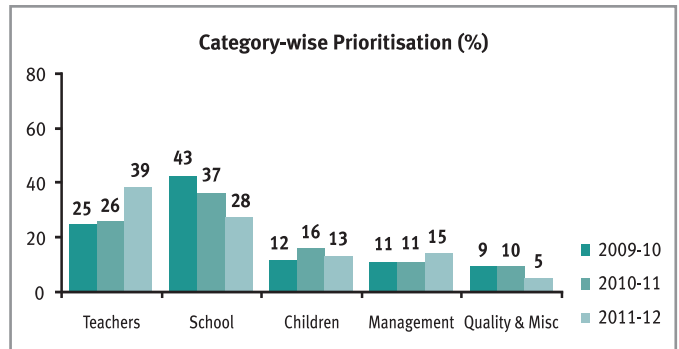
School: Civil works, School Maintenance Grant and, if available, funds for building libraries.

Children: Entitlements such as textbooks, uniforms and transport provisions, along with mainstreaming out-of-school children, remedial teaching, etc.

Management: Administrative costs for BRCs, CRCs, management and MIS, and research and evaluation.

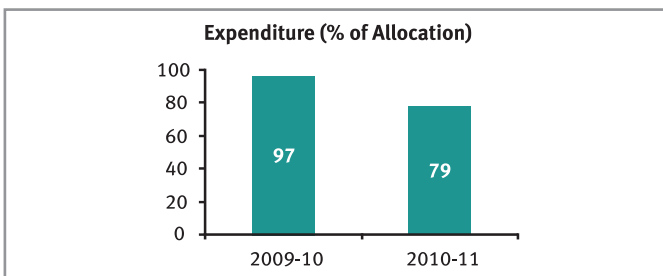
Quality: Innovation and Learning Enhancement Programme (LEP).

Miscellaneous: Community mobilisation and community training.



HOW DOES MIZORAM SPEND ITS SSA RESOURCES?

In 2009-10, Mizoram spent 97% of its total allocation. In 2010-11, the State spent 79%.



Expenditure Trends (% of Allocation) Across Categories

Category	2009-10	2010-11
Teachers	100	92
School	100	70
Children	100	59
Management	100	90
Quality	71	100
Miscellaneous	100	100
Total	97	79

WHAT HAPPENS WITH MONIES SPENT?

In 2011, 86% children in standard III-V could read a standard I text and 85% could do basic arithmetic.

Attendance (Children and Teachers)

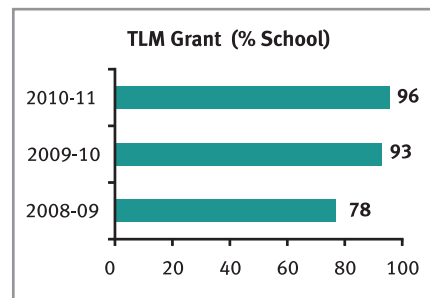
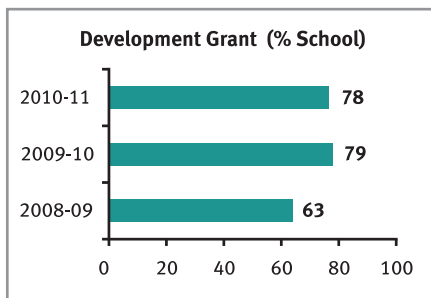
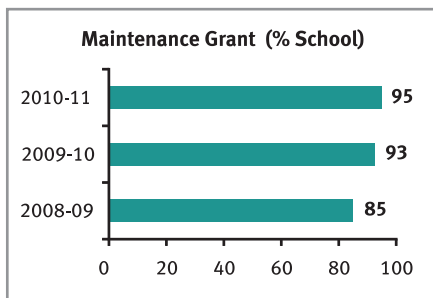
	% Enrolled Children Present		% Teachers Present	
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII
2009	86	NA	94	NA
2010	87	NA	95	NA
2011	86	NA	91	NA

Learning Outcomes

	Std I-II: Learning Levels		Std III-V: Learning Levels	
	% children (Std I-II)		% children (Std III-V)	
	who can read letters, words or more	who can recognize numbers 1 to 9 or more	who can read level 1 (std 1 text) or more	who can do subtraction or more
2009	91	92	74	79
2010	95	94	89	84
2011	96	97	86	85

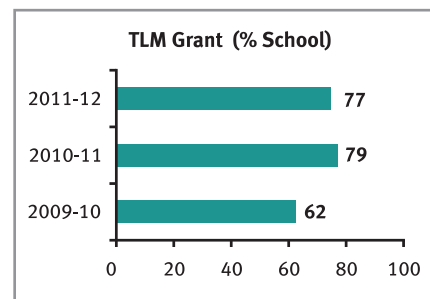
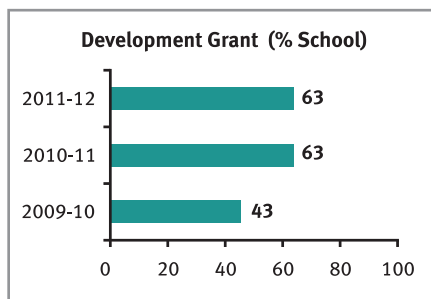
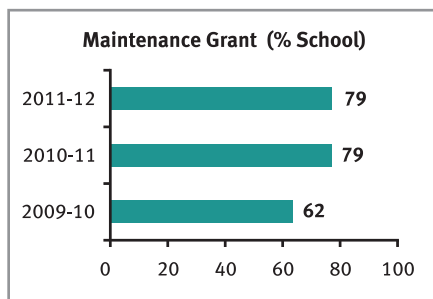
DO SCHOOLS GET THEIR MONEY?

On average, 76% schools reported receiving grants in 2008-09. This improved to 90% in 2010-11.



WHEN DO SCHOOLS GET THEIR MONEY?

Timing of grant receipts has improved. By November 2009, 56% schools received their grants. This improved to 73% by November 2011.



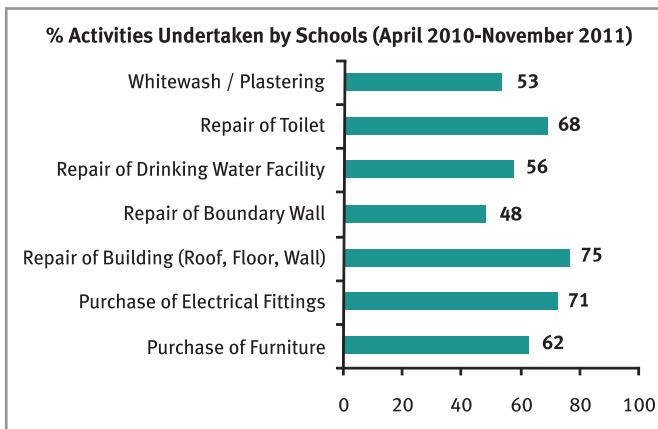
DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

The quantum of grants received in schools has improved. In 2008-09, 35% schools received all 3 grants. This improved to 72% in 2010-11.

# Grants	Full Financial Year			Half Financial Year		
	2008-09	2009-10	2010-11	2009-10	2010-11	2011-12
0	4	3	1	26	17	19
1	13	2	3	10	4	3
2	48	26	24	34	17	21
3	35	70	72	30	62	57

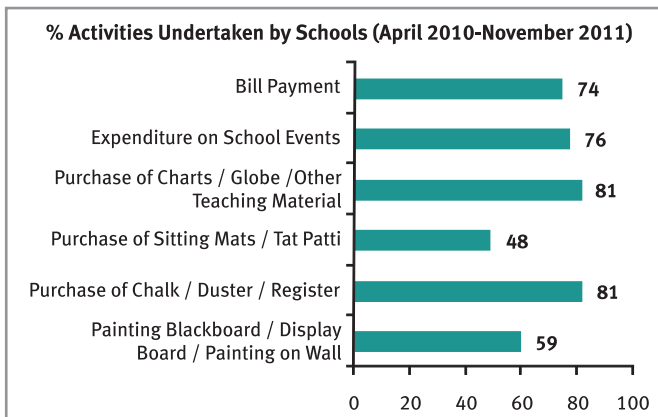
HOW DO SCHOOLS SPEND THEIR MONEY?

Between April 2010 - November 2011, schools spent the bulk of their money on essential supplies. 75% schools undertook building repair work and 62% purchased furniture.



EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR

How much goes to each school?	For what purpose?
School Development Grant / School Grant	
₹5000 per year per primary school	School equipment such as blackboard, sitting mats etc. Also to buy chalk, duster, registers, other office equipment.
₹7000 per year per upper primary school	
₹5000 + ₹7000 = ₹12000 if the school is Std 1-7/8	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
School Maintenance Grant	
(₹5000 - ₹7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including white-washing, beautification repairing of bathroom, hand pump repairs, building, boundary wall, playground etc.
(₹7500 - ₹10000) per year if the school has more than three classrooms	
Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teacher Learning Material (TLM) Grant	
₹500 per teacher per year for all teachers in primary and upper primary schools.	To buy teaching aids, such as charts, posters, models etc.



ARE SCHOOLS IN MIZORAM CATCHING UP WITH RTE NORMS?

RTE NORMS FOR MIZORAM'S SCHOOLS

PTR Norms: Primary Schools

Enrolment 1-60 = 2 teachers
Enrolment 61-90 = 3 teachers
Enrolment 91-120 = 4 teachers
Enrolment 121-200 = 5 teachers
Enrolment Above 150 = 5 + 1 headmaster
Above 200 = PTR (excl. headmaster) <=40

PTR Norms: Upper Primary Schools

1. At least 1 teacher for every 35 children
2. Full-time teacher when enrolment is above 100

Infrastructure-related Norms

1. Office-cum-store-cum-headmaster's room
2. Barrier-free access.
3. Separate toilet for boys & girls.
4. Safe & adequate drinking water facility to all students.
5. Kitchen where Mid-Day Meal is cooked in the school.
6. Playground.
7. Arrangement for securing school building by boundary wall or fencing.

Norms About Other School Facilities

1. Teaching Learning Equipment (TLE) to be provided to each class as required.
2. Library in each school providing newspapers, magazines and books on all subjects, including storybooks.
3. Play-material, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUISITE NUMBER OF TEACHERS?

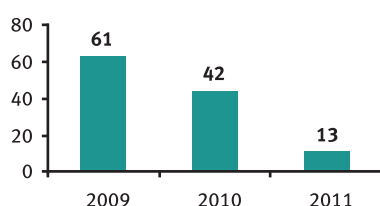
Teachers Needed	2010		2011	
	PTR=30	PTR=35	PTR=30	PTR=35
1	3	3	10	8
2	1	1	3	4
3	1	0	3	0
4	0	0	0	0
5	0	0	0	1
6	0	0	1	0
>=7	0	0	0	0
% Schools with Shortfall	5	4	17	13

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

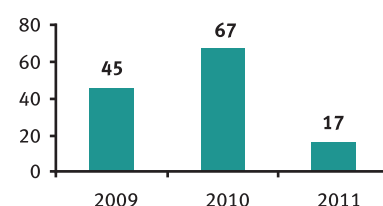
To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 53% between 2009-10 and 2011-12. How has this money been spent? To what extent have Mizoram's schools met the RTE norms?

TOILETS AND CLASSROOMS

Shortfall in Separate Toilet for Girls (% of Schools)



Shortfall in Classrooms (% of Schools)



There has been significant improvement in the provision of separate girls' toilets in Mizoram's schools between 2009 and 2011. Overall, the shortfall reduced from 61% in 2009 to 13% in 2011.

In 2010, 67% schools had fewer classrooms than required by RTE. In FY 2010-11, 19% schools received the classroom grant. Another 13% schools reported receiving the classroom grant by November 2011, halfway through the 2011-12 financial year. Between April 2010 and November 2011, 24% reported initiating classroom construction work. In 2011, 17% schools had fewer classrooms than required.

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

Progress between 2010-2011

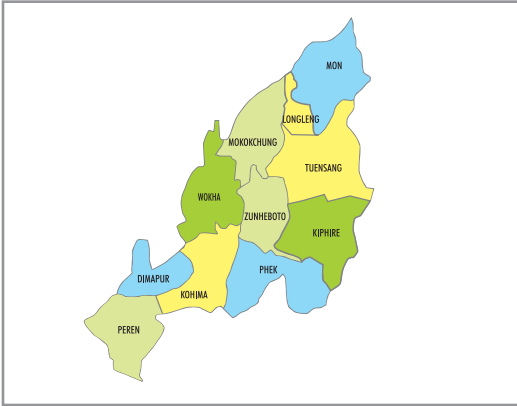
Infrastructure Facility	% Shortfall	
	2010	2011
Headmaster's Office	20	8
Drinking Water	26	14
Kitchen/ Shed	4	1
Playground	59	29
Complete Boundary Wall	65	52
Library Books	94	73

How Much Will it Cost Mizoram to Meet its RTE Norms?

Based on unit costs available for teacher salaries, toilet construction, classroom construction and drinking water facilities, PAISA has estimated the total cost requirement for meeting RTE norms at ₹30 crore.

Unit costs are for 2011-12.

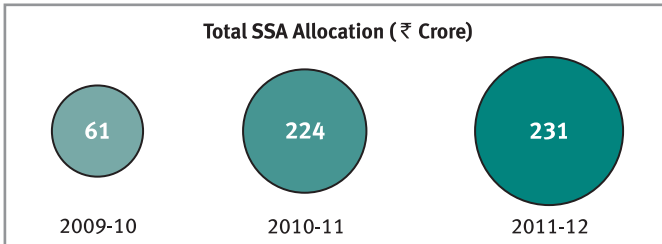




DO SCHOOLS IN NAGALAND GET THEIR MONEY?

WHAT IS NAGALAND'S SSA BUDGET?

SSA budgets have increased by over 3 times between 2009-10 and 2011-12.



More on the SSA Budget

Per child allocation: Per child allocation for SSA increased from ₹3,434 in 2009-10 to ₹12,556 in 2010-11. In 2011-12, per child allocation stood at ₹12,930.

It is important to note that enrolment numbers to calculate per child allocation are only available for 2009.

Allocation and per child numbers include Government of India (GOI) and state share for SSA. Allocation figures for 2011-12 are based on proposed allocations as stated in the Annual Work Plan & Budget documents.

HOW DOES NAGALAND PRIORITISE ITS SSA RESOURCES?

School infrastructure received the largest share of SSA resources between 2009-10 and 2011-12.

To understand budgetary prioritisation, PAISA classified the SSA budget into the following categories:

Teachers: Teacher salaries, teacher training and teaching inputs such as Teaching-Learning Material, Teaching-Learning Equipment and the School Development Grant.

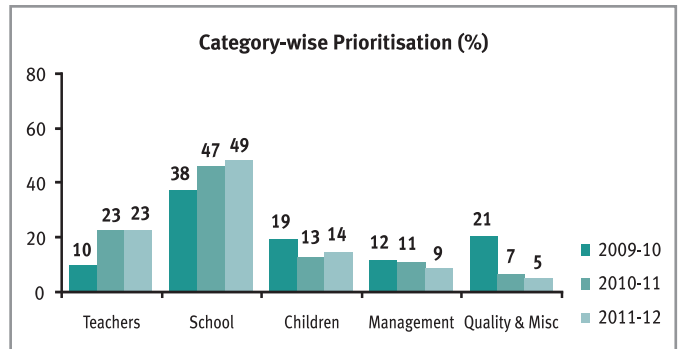
School: Civil works, School Maintenance Grant and, if available, funds for building libraries.

Children: Entitlements such as textbooks, uniforms and transport provisions, along with mainstreaming out-of-school children, remedial teaching, etc.

Management: Administrative costs for BRCs, CRCs, management and MIS, and research and evaluation.

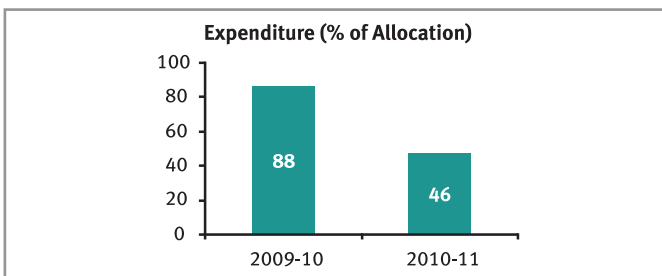
Quality: Innovation and Learning Enhancement Programme (LEP).

Miscellaneous: Community mobilisation and community training.



HOW DOES NAGALAND SPEND ITS SSA RESOURCES?

In 2009-10, Nagaland spent 88% of its total allocation. In 2010-11, the State spent 46%.



Expenditure Trends (% of Allocation) Across Categories

Category	2009-10	2010-11
Teachers	52	26
School	96	36
Children	114	82
Management	76	61
Quality	73	90
Miscellaneous	102	100
Total	88	46

WHAT HAPPENS WITH MONIES SPENT?

In 2011, 71% children in standard III-V could read a standard I text and 71% could do basic arithmetic.

Attendance (Children and Teachers)

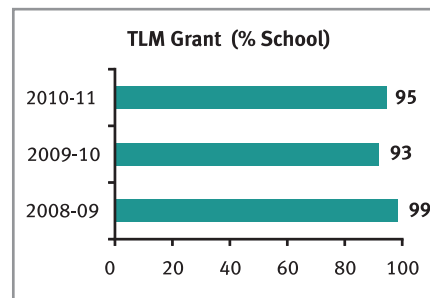
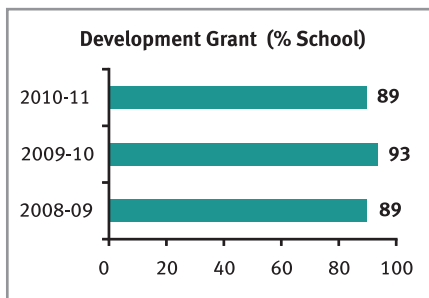
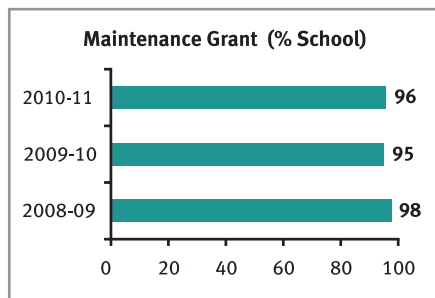
	% Enrolled Children Present		% Teachers Present	
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII
2009	84	87	89	80
2010	82	83	87	86
2011	82	82	91	86

Learning Outcomes

	Std I-II: Learning Levels		Std III-V: Learning Levels	
	% children (Std I-II)		% children (Std III-V)	
	who can read letters, words or more	who can recognize numbers 1 to 9 or more	who can read level 1 (std 1 text) or more	who can do subtraction or more
2009	97	98	69	73
2010	98	98	69	65
2011	97	98	71	71

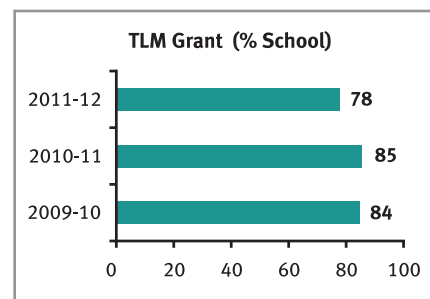
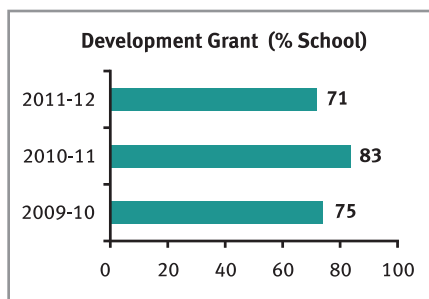
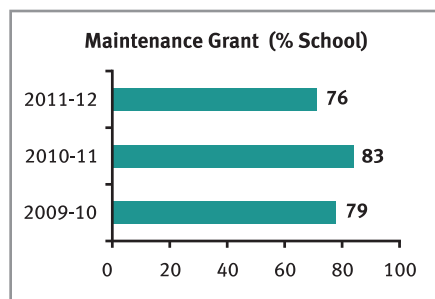
DO SCHOOLS GET THEIR MONEY?

On average, 95% schools reported receiving grants in 2008-09. This dropped to 93% in 2009-10 and 2010-11.



WHEN DO SCHOOLS GET THEIR MONEY?

Timing of grant receipts has fluctuated. By November 2009, 79% schools reported receiving grants. In 2010, grant receipts by November improved to 84% and dropped to 75% in 2011.



DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

The quantum of grants received in schools has improved. In 2008-09, 83% schools received all 3 grants. This improved to 88% in 2010-11.

# Grants	Full Financial Year			Half Financial Year		
	2008-09	2009-10	2010-11	2009-10	2010-11	2011-12
0	0	1	1	13	8	18
1	3	1	1	8	2	2
2	14	10	10	11	7	7
3	83	88	88	68	84	72

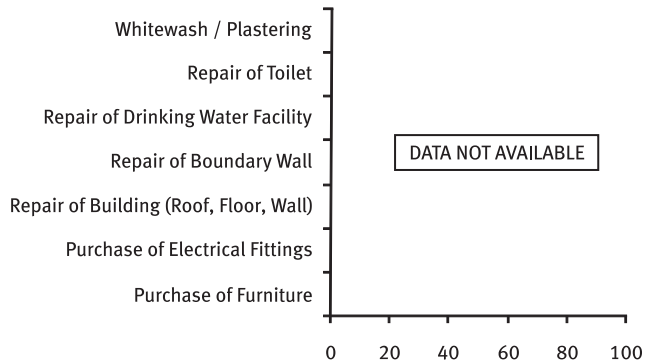
HOW DO SCHOOLS SPEND THEIR MONEY?

Data Not Available

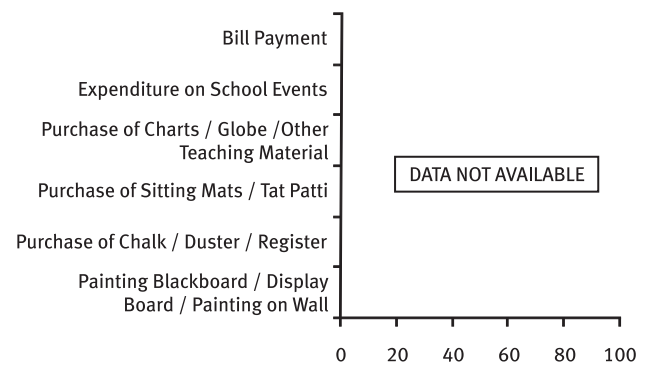
EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR

How much goes to each school?	For what purpose?
School Development Grant / School Grant	
₹5000 per year per primary school	School equipment such as blackboard, sitting mats etc. Also to buy chalk, duster, registers, other office equipment.
₹7000 per year per upper primary school	
₹5000 + ₹7000 = ₹12000 if the school is Std 1-7/8	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
School Maintenance Grant	
(₹5000 - ₹7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including white-washing, beautification repairing of bathroom, hand pump repairs, building, boundary wall, playground etc.
(₹7500 - ₹10000) per year if the school has more than three classrooms	
Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teacher Learning Material (TLM) Grant	
₹500 per teacher per year for all teachers in primary and upper primary schools.	To buy teaching aids, such as charts, posters, models etc.

% Activities Undertaken by Schools (April 2010-November 2011)



% Activities Undertaken by Schools (April 2010-November 2011)



ARE SCHOOLS IN NAGALAND CATCHING UP WITH RTE NORMS?

RTE NORMS FOR NAGALAND'S SCHOOLS

PTR Norms: Primary Schools

Enrolment 1-60 = 2 teachers
Enrolment 61-90 = 3 teachers
Enrolment 91-120 = 4 teachers
Enrolment 121-200 = 5 teachers
Enrolment Above 150 = 5 + 1 headmaster
Above 200 = PTR (excl. headmaster) <= 40

PTR Norms: Upper Primary Schools

1. At least 1 teacher for every 35 children
2. Full-time teacher when enrolment is above 100

Infrastructure-related Norms

1. Office-cum-store-cum-headmaster's room
2. Barrier-free access.
3. Separate toilet for boys & girls.
4. Safe & adequate drinking water facility to all students.
5. Kitchen where Mid-Day Meal is cooked in the school.
6. Playground.
7. Arrangement for securing school building by boundary wall or fencing.

Norms About Other School Facilities

1. Teaching Learning Equipment (TLE) to be provided to each class as required.
2. Library in each school providing newspapers, magazines and books on all subjects, including storybooks.
3. Play-material, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUISITE NUMBER OF TEACHERS?

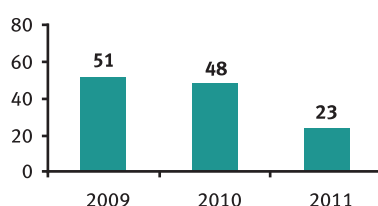
Teachers Needed	2010		2011	
	PTR=30	PTR=35	PTR=30	PTR=35
1	3	2	5	5
2	1	2	3	2
3	1	0	2	1
4	1	1	1	1
5	1	0	0	0
6	0	0	1	0
>=7	0	0	0	0
% Schools with Shortfall	6	4	12	9

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

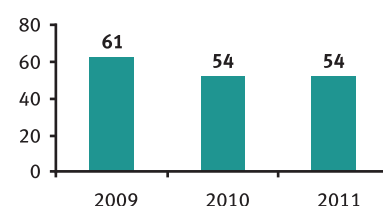
To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 384% between 2009-10 and 2011-12. How has this money been spent? To what extent have Nagaland's schools met the RTE norms?

TOILETS AND CLASSROOMS

Shortfall in Separate Toilet for Girls (% of Schools)



Shortfall in Classrooms (% of Schools)



There has been significant improvement in the provision of separate girls' toilets in Nagaland's schools between 2009 and 2011. Overall, the shortfall reduced from 51% in 2009 to 23% in 2011.

In 2010, 54% schools had fewer classrooms than required by RTE. In FY 2010-11, 37% schools received the classroom grant. Another 28% schools reported receiving the classroom grant by November 2011, halfway through the 2011-12 financial year. In 2011, 54% schools had fewer classrooms than required.

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

Progress between 2010-2011

Infrastructure Facility	% Shortfall	
	2010	2011
Headmaster's Office	16	7
Drinking Water	30	48
Kitchen/ Shed	18	8
Playground	36	34
Complete Boundary Wall	57	64
Library Books	87	91

How Much Will it Cost Nagaland to Meet its RTE Norms?

Based on unit costs available for teacher salaries, toilet construction, classroom construction and drinking water facilities, PAISA has estimated the total cost requirement for meeting RTE norms at ₹91 crore.

Unit costs are for 2011-12.

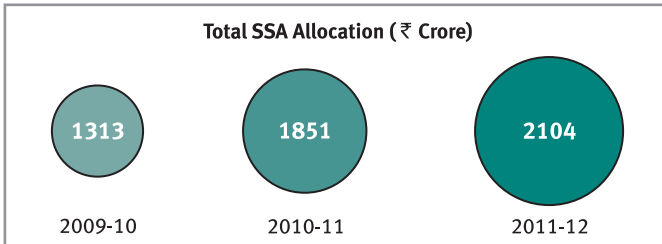




DO SCHOOLS IN ODISHA GET THEIR MONEY?

WHAT IS ODISHA'S SSA BUDGET?

SSA budgets increased by 60% between 2009-10 and 2011-12.



More on the SSA Budget

Per child allocation: Per child allocation for SSA increased from ₹2,388 in 2009-10 to ₹3,367 in 2010-11. In 2011-12, per child allocation stood at ₹3,827.

It is important to note that enrolment numbers to calculate per child allocation are only available for 2009.

Allocation and per child numbers include Government of India (GOI) and state share for SSA. Allocation figures for 2011-12 are based on proposed allocations as stated in the Annual Work Plan & Budget documents.

HOW DOES ODISHA PRIORITISE ITS SSA RESOURCES?

School infrastructure received the largest share of SSA resources between 2009-10 and 2011-12.

To understand budgetary prioritisation, PAISA classified the SSA budget into the following categories:

Teachers: Teacher salaries, teacher training and teaching inputs such as Teaching-Learning Material, Teaching-Learning Equipment and the School Development Grant.

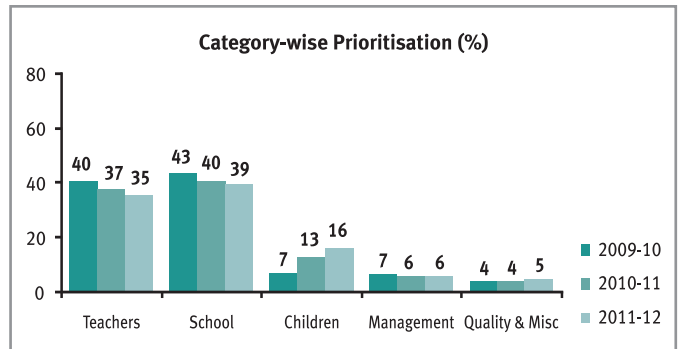
School: Civil works, School Maintenance Grant and, if available, funds for building libraries.

Children: Entitlements such as textbooks, uniforms and transport provisions, along with mainstreaming out-of-school children, remedial teaching, etc.

Management: Administrative costs for BRCs, CRCs, management and MIS, and research and evaluation.

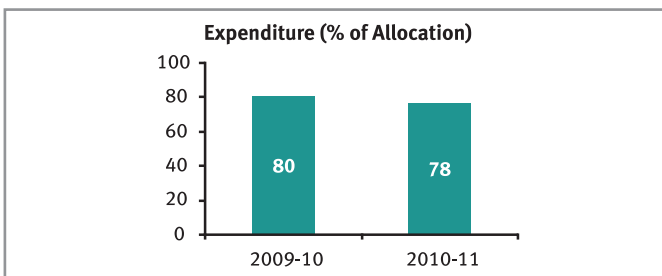
Quality: Innovation and Learning Enhancement Programme (LEP).

Miscellaneous: Community mobilisation and community training.



HOW DOES ODISHA SPEND ITS SSA RESOURCES?

In 2009-10, Odisha spent 80% of its total allocation. In 2010-11, the State spent 78%.



Expenditure Trends (% of Allocation) Across Categories

Category	2009-10	2010-11
Teachers	82	67
School	84	87
Children	71	91
Management	57	57
Quality	75	90
Miscellaneous	95	73
Total	80	78

WHAT HAPPENS WITH MONIES SPENT?

In 2011, 57% children in standard III-V could read a standard I text and 44% could do basic arithmetic.

Attendance (Children and Teachers)

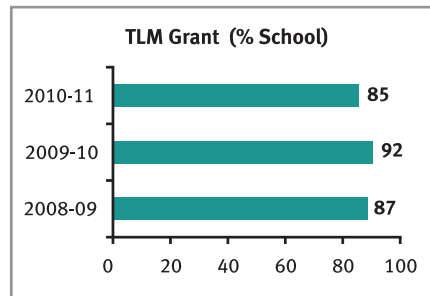
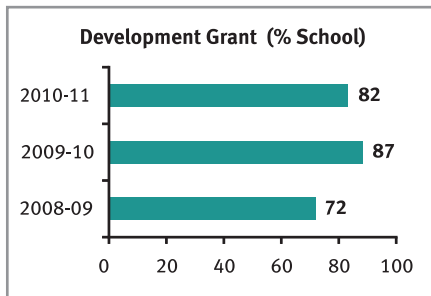
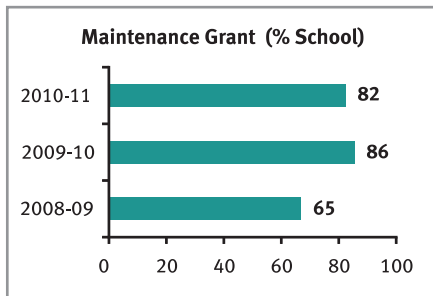
	% Enrolled Children Present		% Teachers Present	
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII
2009	74	73	92	90
2010	72	72	89	84
2011	78	73	92	88

Learning Outcomes

	Std I-II: Learning Levels		Std III-V: Learning Levels	
	% children (Std I-II)		% children (Std III-V)	
	who can read letters, words or more	who can recognize numbers 1 to 9 or more	who can read level 1 (std 1 text) or more	who can do subtraction or more
2009	89	87	70	64
2010	76	72	61	52
2011	68	66	57	44

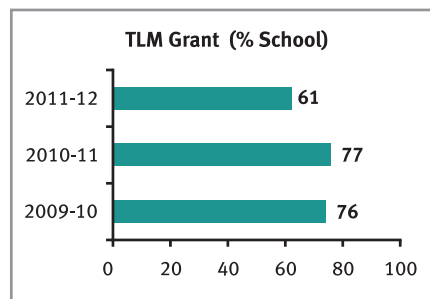
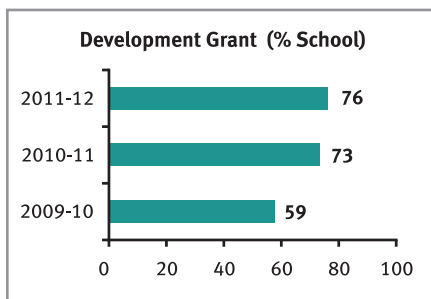
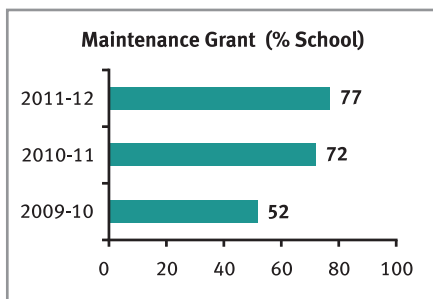
DO SCHOOLS GET THEIR MONEY?

On average, 75% schools reported receiving grants in 2008-09. This improved to 88% in 2009-10 and dropped to 83% in 2010-11.



WHEN DO SCHOOLS GET THEIR MONEY?

Timing of grant receipts has fluctuated. By November 2009, 63% schools reported receiving grants. In 2010, grant receipt by November improved to 74% but dropped marginally to 71% in 2011.



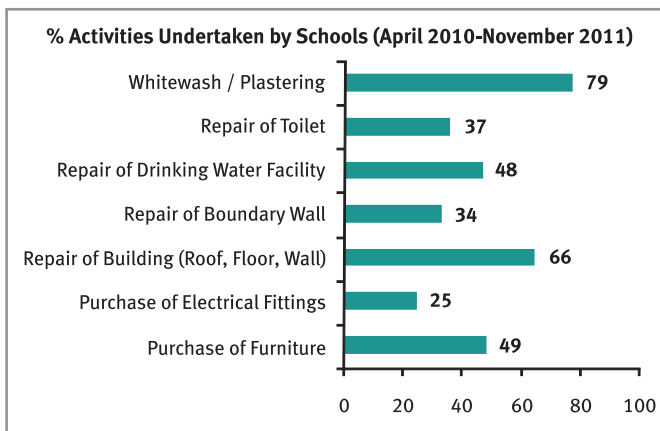
DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

The quantum of grants received in schools has improved. In 2008-09, 50% schools received all 3 grants. This improved to 79% in 2010-11.

# Grants	Full Financial Year			Half Financial Year		
	2008-09	2009-10	2010-11	2009-10	2010-11	2011-12
0	6	2	3	15	14	10
1	17	11	5	24	11	7
2	27	14	12	23	11	29
3	50	73	79	38	64	54

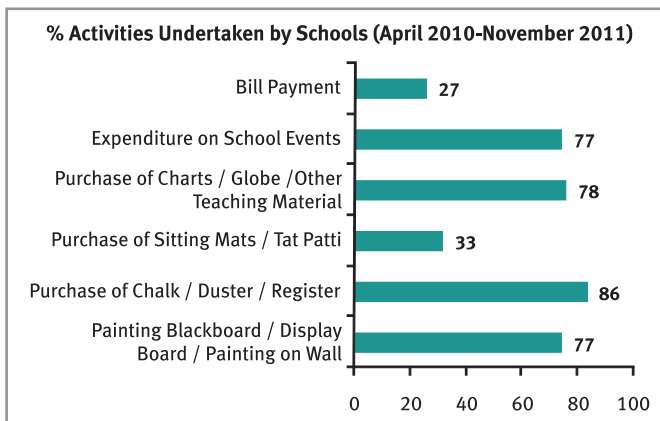
HOW DO SCHOOLS SPEND THEIR MONEY?

Between April 2010 - November 2011, schools spent the bulk of their money on essential supplies. 79% schools whitewashed their walls and 77% used some of their grant money to fund school events.



EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR

How much goes to each school?	For what purpose?
School Development Grant / School Grant	
₹5000 per year per primary school	School equipment such as blackboard, sitting mats etc. Also to buy chalk, duster, registers, other office equipment.
₹7000 per year per upper primary school	
₹5000 + ₹7000 = ₹12000 if the school is Std 1-7/8	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
School Maintenance Grant	
(₹5000 - ₹7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including white-washing, beautification repairing of bathroom, hand pump repairs, building, boundary wall, playground etc.
(₹7500 - ₹10000) per year if the school has more than three classrooms	
Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teacher Learning Material (TLM) Grant	
₹500 per teacher per year for all teachers in primary and upper primary schools.	To buy teaching aids, such as charts, posters, models etc.



ARE SCHOOLS IN ODISHA CATCHING UP WITH RTE NORMS?

RTE NORMS FOR ODISHA'S SCHOOLS

PTR Norms: Primary Schools

Enrolment 1-60 = 2 teachers
Enrolment 61-90 = 3 teachers
Enrolment 91-120 = 4 teachers
Enrolment 121-200 = 5 teachers
Enrolment Above 150 = 5 + 1 headmaster
Above 200 = PTR (excl. headmaster) <= 40

PTR Norms: Upper Primary Schools

1. At least 1 teacher for every 35 children
2. Full-time teacher when enrolment is above 100

Infrastructure-related Norms

1. Office-cum-store-cum-headmaster's room
2. Barrier-free access.
3. Separate toilet for boys & girls.
4. Safe & adequate drinking water facility to all students.
5. Kitchen where Mid-Day Meal is cooked in the school.
6. Playground.
7. Arrangement for securing school building by boundary wall or fencing.

Norms About Other School Facilities

1. Teaching Learning Equipment (TLE) to be provided to each class as required.
2. Library in each school providing newspapers, magazines and books on all subjects, including storybooks.
3. Play-material, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUISITE NUMBER OF TEACHERS?

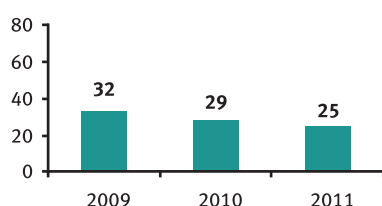
Teachers Needed	2010		2011	
	PTR=30	PTR=35	PTR=30	PTR=35
1	25	23	24	22
2	16	11	14	9
3	6	4	7	5
4	6	3	4	3
5	3	1	3	2
6	1	1	2	1
>=7	4	3	5	2
% Schools with Shortfall	61	47	59	45

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

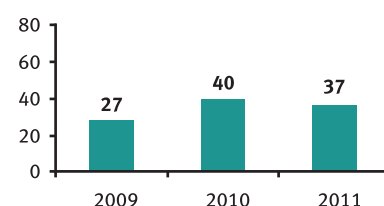
To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 46% between 2009-10 and 2011-12. How has this money been spent? To what extent have Odisha's schools met the RTE norms?

TOILETS AND CLASSROOMS

Shortfall in Separate Toilet for Girls (% of Schools)



Shortfall in Classrooms (% of Schools)



There has been some improvement in the provision of separate girls' toilets in Odisha's schools between 2009 and 2011. Overall, the shortfall reduced from 32% in 2009 to 25% in 2011.

In 2010, 40% schools had fewer classrooms than required by RTE. In FY 2010-11, 42% schools received the classroom grant. Another 25% schools reported receiving the classroom grant by November 2011, halfway through the 2011-12 financial year. Between April 2010 and November 2011, 35% reported initiating classroom construction work. In 2011, 37% schools had fewer classrooms than required.

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

Progress between 2010-2011

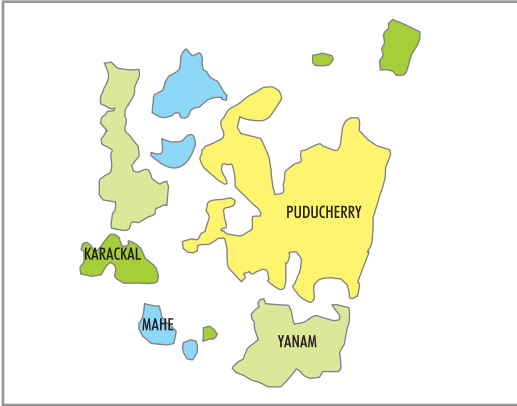
Infrastructure Facility	% Shortfall	
	2010	2011
Headmaster's Office	25	17
Drinking Water	20	16
Kitchen/ Shed	26	21
Playground	55	63
Complete Boundary Wall	59	54
Library Books	35	15

How Much Will it Cost Odisha to Meet its RTE Norms?

Based on unit costs available for teacher salaries, toilet construction, classroom construction and drinking water facilities, PAISA has estimated the total cost requirement for meeting RTE norms at ₹1,230 crore.

Unit costs are for 2011-12.

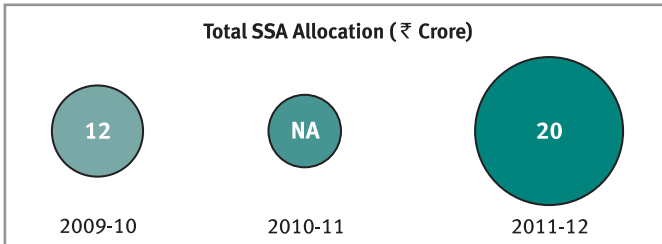




DO SCHOOLS IN PUDUCHERRY GET THEIR MONEY?

WHAT IS PUDUCHERRY'S SSA BUDGET?

SSA budgets increased by almost 67% between 2009-10 and 2011-12.



More on the SSA Budget

Per child allocation: Per child allocation for SSA increased from ₹1,607 in 2009-10 to ₹2,585 in 2011-12. Data for 2010-11 was not available.

It is important to note that enrolment numbers to calculate per child allocation are only available for 2009.

Allocation and per child numbers include Government of India (GOI) and state share for SSA. Allocation figures for 2011-12 are based on proposed allocations as stated in the Annual Work Plan & Budget documents.

HOW DOES PUDUCHERRY PRIORITISE ITS SSA RESOURCES?

Teachers received the largest share of SSA resources between 2009-10 and 2011-12.

To understand budgetary prioritisation, PAISA classified the SSA budget into the following categories:

Teachers: Teacher salaries, teacher training and teaching inputs such as Teaching-Learning Material, Teaching-Learning Equipment and the School Development Grant.

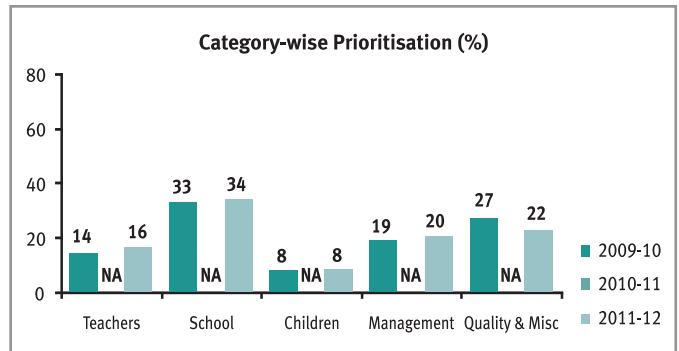
School: Civil works, School Maintenance Grant and, if available, funds for building libraries.

Children: Entitlements such as textbooks, uniforms and transport provisions, along with mainstreaming out-of-school children, remedial teaching, etc.

Management: Administrative costs for BRCs, CRCs, management and MIS, and research and evaluation.

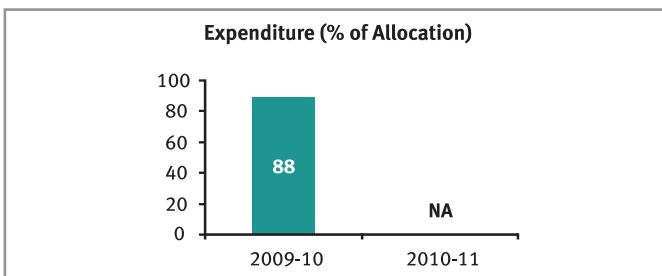
Quality: Innovation and Learning Enhancement Programme (LEP).

Miscellaneous: Community mobilisation and community training.



HOW DOES PUDUCHERRY SPEND ITS SSA RESOURCES?

In 2009-10, Puducherry spent 88% of its total allocation.



Expenditure Trends (% of Allocation) Across Categories

Category	2009-10	2010-11
Teachers	77	
School	100	
Children	85	DATA NOT AVAILABLE
Management	59	AVAILABLE
Quality	100	
Miscellaneous	100	
Total	88	

WHAT HAPPENS WITH MONIES SPENT?

In 2011, 52% children in standard III-V could read a standard I text and 49% could do basic arithmetic.

Attendance (Children and Teachers)

% Enrolled Children Present

	Std I-IV/V	Std I-VII/VIII
2009		
2010	DATA NOT AVAILABLE	
2011		

% Teachers Present

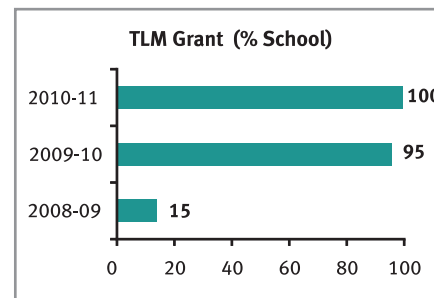
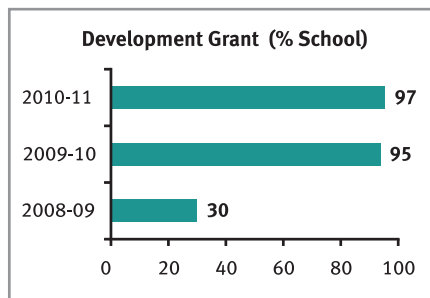
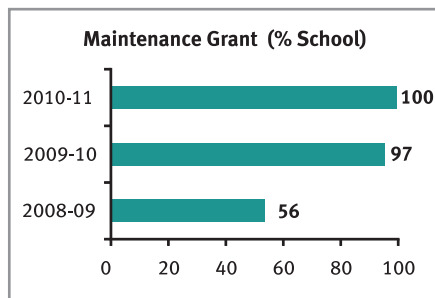
	Std I-IV/V	Std I-VII/VIII
2009		
2010	DATA NOT AVAILABLE	
2011		

Learning Outcomes

	Std I-II: Learning Levels		Std III-V: Learning Levels	
	% children (Std I-II)		% children (Std III-V)	
	who can read letters, words or more	who can recognize numbers 1 to 9 or more	who can read level 1 (std 1 text) or more	who can do subtraction or more
2009	86	90	59	60
2010	70	63	71	59
2011	73	83	52	49

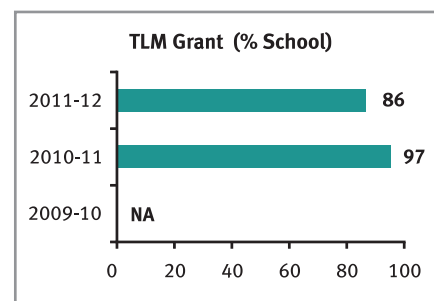
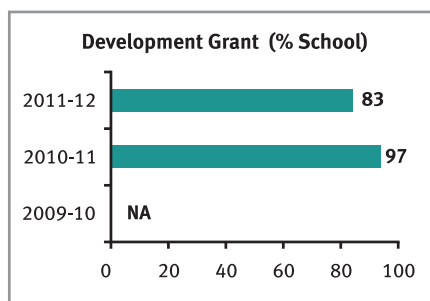
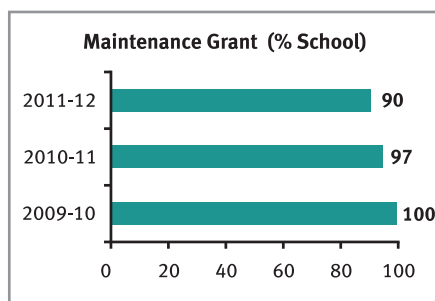
DO SCHOOLS GET THEIR MONEY?

On average, only 37% schools reported receiving grants in 2008-09. This improved to 96% in 2009-10 and further to 99% in 2010-11.



WHEN DO SCHOOLS GET THEIR MONEY?

Timing of grant receipts has worsened. By November 2010, 97% schools received their grants. This dropped in FY 2010-11 when 86% schools reported receiving their grants by November 2011.



DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

The quantum of grants received in schools has improved. In 2008-09, 4% schools received all 3 grants. This improved to 97% in 2010-11.

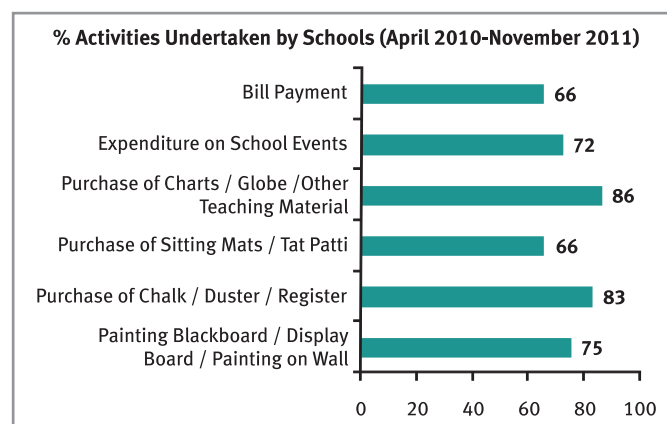
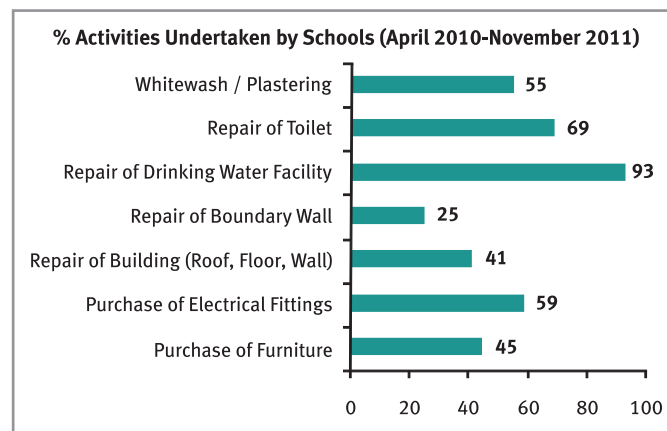
# Grants	Full Financial Year			Half Financial Year		
	2008-09	2009-10	2010-11	2009-10	2010-11	2011-12
0	15	0	0	0	0	7
1	48	5	0	100	0	3
2	33	0	3	0	0	14
3	4	95	97	0	100	76

EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR

How much goes to each school?	For what purpose?
School Development Grant / School Grant	
₹5000 per year per primary school	School equipment such as blackboard, sitting mats etc. Also to buy chalk, duster, registers, other office equipment.
₹7000 per year per upper primary school	
₹5000 + ₹7000 = ₹12000 if the school is Std 1-7/8	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
School Maintenance Grant	
(₹5000 - ₹7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including white-washing, beautification repairing of bathroom, hand pump repairs, building, boundary wall, playground etc.
(₹7500 - ₹10000) per year if the school has more than three classrooms	
Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teacher Learning Material (TLM) Grant	
₹500 per teacher per year for all teachers in primary and upper primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

Between April 2010 - November 2011, schools spent the bulk of their money on essential supplies. 93% schools repaired their drinking water facilities and 69% undertook toilet repair work.



ARE SCHOOLS IN PUDUCHERRY CATCHING UP WITH RTE NORMS?

RTE NORMS FOR PUDUCHERRY'S SCHOOLS

PTR Norms: Primary Schools

Enrolment 1-60 = 2 teachers
Enrolment 61-90 = 3 teachers
Enrolment 91-120 = 4 teachers
Enrolment 121-200 = 5 teachers
Enrolment Above 150 = 5 + 1 headmaster
Above 200 = PTR (excl. headmaster) ≤ 40

PTR Norms: Upper Primary Schools

1. At least 1 teacher for every 35 children
2. Full-time teacher when enrolment is above 100

Infrastructure-related Norms

1. Office-cum-store-cum-headmaster's room
2. Barrier-free access.
3. Separate toilet for boys & girls.
4. Safe & adequate drinking water facility to all students.
5. Kitchen where Mid-Day Meal is cooked in the school.
6. Playground.
7. Arrangement for securing school building by boundary wall or fencing.

Norms About Other School Facilities

1. Teaching Learning Equipment (TLE) to be provided to each class as required.
2. Library in each school providing newspapers, magazines and books on all subjects, including storybooks.
3. Play-material, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUISITE NUMBER OF TEACHERS?

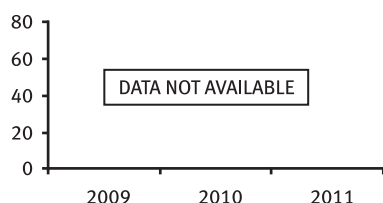
Teachers Needed	2010		2011	
	PTR=30	PTR=35	PTR=30	PTR=35
1	2	0	3	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	3
6	0	0	3	0
≥7	0	0	0	0
% Schools with Shortfall	2	0	7	3

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

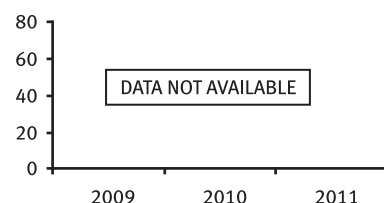
To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 64% between 2009-10 and 2011-12. How has this money been spent? To what extent have Puducherry's schools met the RTE norms?

TOILETS AND CLASSROOMS

Shortfall in Separate Toilet for Girls (% of Schools)



Shortfall in Classrooms (% of Schools)



Data Not Available

Data Not Available

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

Progress between 2010-2011

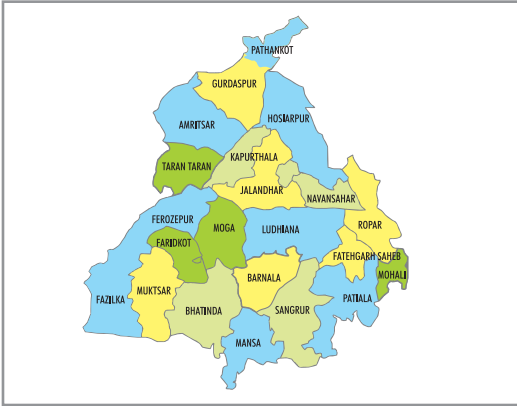
Infrastructure Facility	% Shortfall	
	2010	2011
Headmaster's Office	0	21
Drinking Water	0	7
Kitchen/ Shed	24	55
Playground	5	23
Complete Boundary Wall	15	30
Library Books	2	10

How Much Will it Cost Andhra Pradesh to Meet its RTE Norms?

Based on unit costs available for toilet construction, classroom construction and drinking water facilities, PAISA has estimated the total cost requirement for meeting RTE norms at ₹11 crore.

Unit costs are for 2011-12.

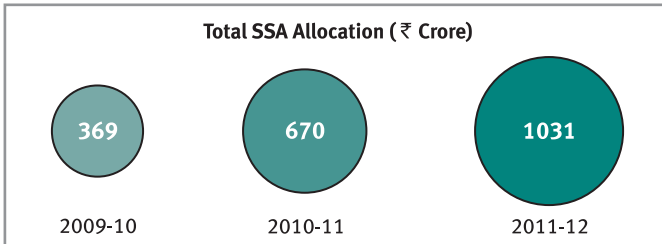




DO SCHOOLS IN PUNJAB GET THEIR MONEY?

WHAT IS PUNJAB'S SSA BUDGET?

SSA budgets have more than doubled between 2009-10 and 2011-12.



More on the SSA Budget

Per child allocation: Per child allocation for SSA increased from ₹1,801 in 2009-10 to ₹3,275 in 2010-11. In 2011-12, per child allocation stood at ₹5,037.

It is important to note that enrolment numbers to calculate per child allocation are only available for 2009.

Allocation and per child numbers include Government of India (GOI) and state share for SSA. Allocation figures for 2011-12 are based on proposed allocations as stated in the Annual Work Plan & Budget documents.

HOW DOES PUNJAB PRIORITISE ITS SSA RESOURCES?

While school infrastructure received the largest share of SSA resources between 2009-10 and 2010-11, teachers received the largest share in 2011-12.

To understand budgetary prioritisation, PAISA classified the SSA budget into the following categories:

Teachers: Teacher salaries, teacher training and teaching inputs such as Teaching-Learning Material, Teaching-Learning Equipment and the School Development Grant.

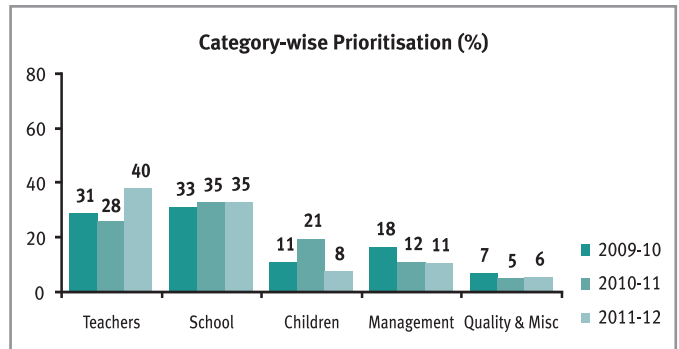
School: Civil works, School Maintenance Grant and, if available, funds for building libraries.

Children: Entitlements such as textbooks, uniforms and transport provisions, along with mainstreaming out-of-school children, remedial teaching, etc.

Management: Administrative costs for BRCs, CRCs, management and MIS, and research and evaluation.

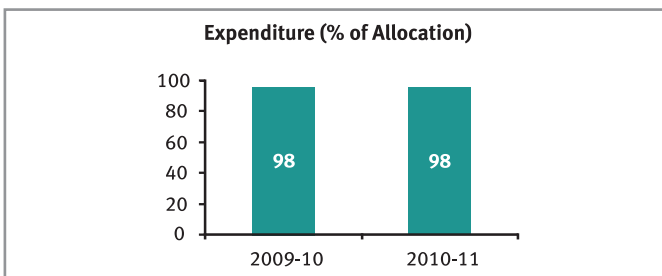
Quality: Innovation and Learning Enhancement Programme (LEP).

Miscellaneous: Community mobilisation and community training.



HOW DOES PUNJAB SPEND ITS SSA RESOURCES?

In 2009-10 and 2010-11, Punjab spent 98% of its total allocation.



Expenditure Trends (% of Allocation) Across Categories

Category	2009-10	2010-11
Teachers	97	100
School	97	95
Children	100	100
Management	100	100
Quality	99	100
Miscellaneous	100	100
Total	98	98

WHAT HAPPENS WITH MONIES SPENT?

In 2011, 75% children in standard III-V could read a standard I text and 74% could do basic arithmetic.

Attendance (Children and Teachers)

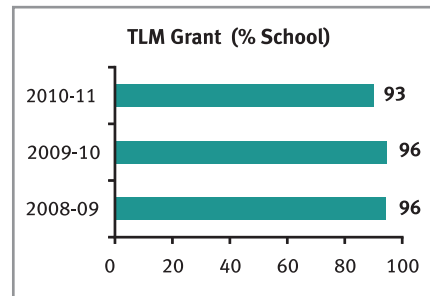
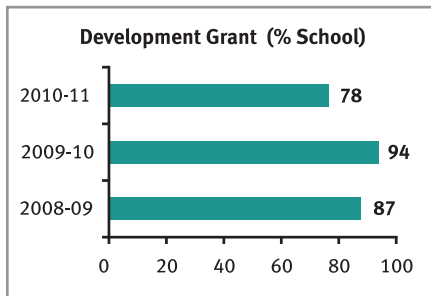
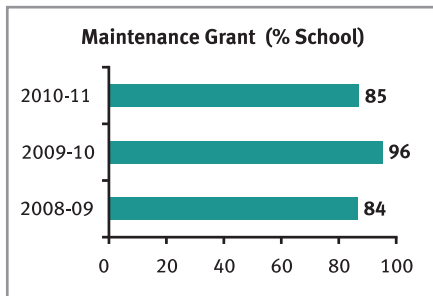
	% Enrolled Children Present		% Teachers Present	
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII
2009	84	86	85	82
2010	83	84	89	85
2011	82	80	87	84

Learning Outcomes

	Std I-II: Learning Levels		Std III-V: Learning Levels	
	% children (Std I-II)		% children (Std III-V)	
	who can read letters, words or more	who can recognize numbers 1 to 9 or more	who can read level 1 (std 1 text) or more	who can do subtraction or more
2009	91	88	72	70
2010	88	88	74	79
2011	87	91	75	74

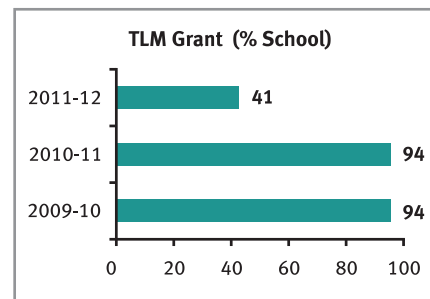
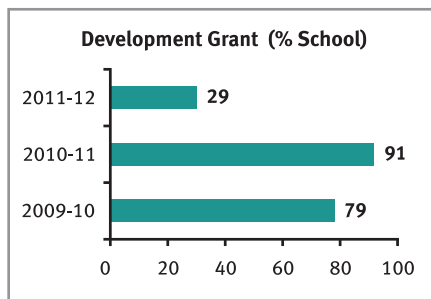
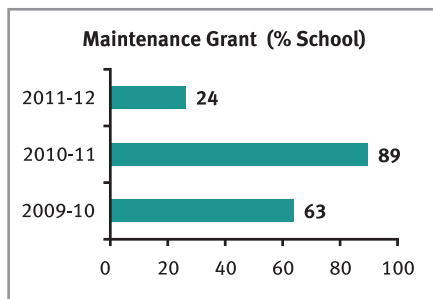
DO SCHOOLS GET THEIR MONEY?

On average, 89% schools reported receiving grants in 2008-09. This improved to 95% in 2009-10 but dropped to 85% in 2010-11.



WHEN DO SCHOOLS GET THEIR MONEY?

Timing of grant receipts has fluctuated. By November 2009, 80% schools reported receiving grants. In 2010, grant receipts by November improved to 91% but dropped significantly to 32% in 2011.



DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

The quantum of grants received in schools has fluctuated. In 2008-09, 56% schools received all 3 grants. This improved to 80% in 2009-10 but dropped to 72% in 2010-11.

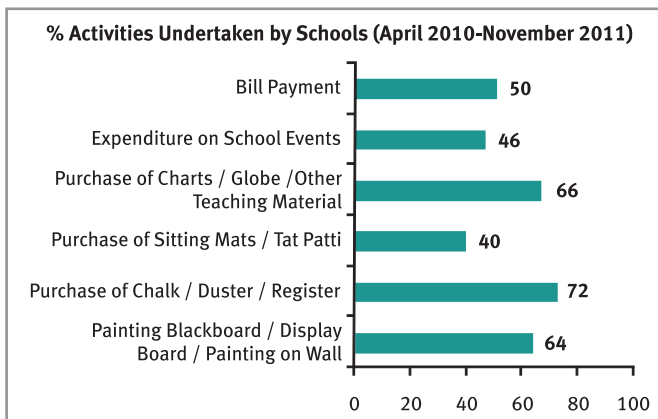
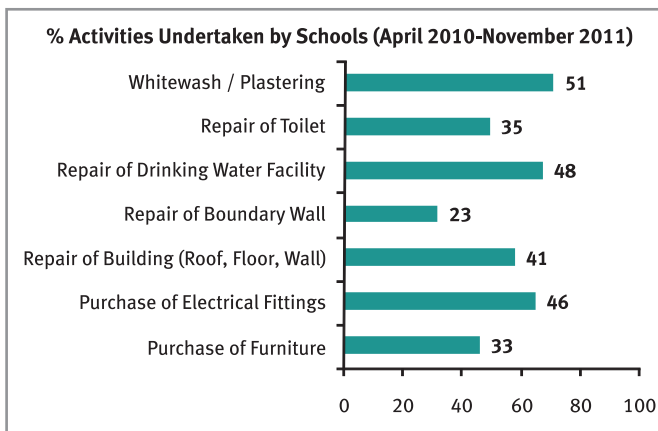
# Grants	Full Financial Year			Half Financial Year		
	2008-09	2009-10	2010-11	2009-10	2010-11	2011-12
0	1	0	2	4	2	43
1	11	7	9	20	10	29
2	31	13	17	52	17	10
3	56	80	72	25	70	18

EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR

How much goes to each school?	For what purpose?
School Development Grant / School Grant	
₹5000 per year per primary school	School equipment such as blackboard, sitting mats etc. Also to buy chalk, duster, registers, other office equipment.
₹7000 per year per upper primary school	
₹5000 + ₹7000 = ₹12000 if the school is Std 1-7/8	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
School Maintenance Grant	
(₹5000 - ₹7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including white-washing, beautification repairing of bathroom, hand pump repairs, building, boundary wall, playground etc.
(₹7500 - ₹10000) per year if the school has more than three classrooms	
Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teacher Learning Material (TLM) Grant	
₹500 per teacher per year for all teachers in primary and upper primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

Between April 2010 - November 2011, schools spent the bulk of their money on essential supplies. 51% schools whitewashed their walls and 48% repaired drinking water facilities.



ARE SCHOOLS IN PUNJAB CATCHING UP WITH RTE NORMS?

RTE NORMS FOR PUNJAB'S SCHOOLS

PTR Norms: Primary Schools

Enrolment 1-60 = 2 teachers
Enrolment 61-90 = 3 teachers
Enrolment 91-120 = 4 teachers
Enrolment 121-200 = 5 teachers
Enrolment Above 150 = 5 + 1 headmaster
Above 200 = PTR (excl. headmaster) ≤ 40

PTR Norms: Upper Primary Schools

1. At least 1 teacher for every 35 children
2. Full-time teacher when enrolment is above 100

Infrastructure-related Norms

1. Office-cum-store-cum-headmaster's room
2. Barrier-free access.
3. Separate toilet for boys & girls.
4. Safe & adequate drinking water facility to all students.
5. Kitchen where Mid-Day Meal is cooked in the school.
6. Playground.
7. Arrangement for securing school building by boundary wall or fencing.

Norms About Other School Facilities

1. Teaching Learning Equipment (TLE) to be provided to each class as required.
2. Library in each school providing newspapers, magazines and books on all subjects, including storybooks.
3. Play-material, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUISITE NUMBER OF TEACHERS?

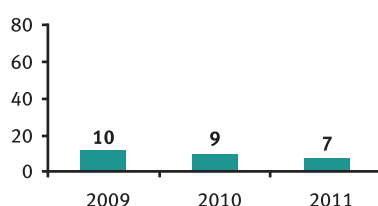
Teachers Needed	2010		2011	
	PTR=30	PTR=35	PTR=30	PTR=35
1	22	18	21	19
2	11	8	13	13
3	7	3	10	5
4	2	4	5	2
5	3	1	3	2
6	1	1	2	1
>=7	3	2	2	0
% Schools with Shortfall	51	36	56	42

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

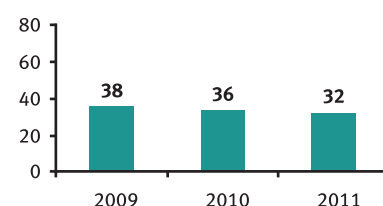
To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 196% between 2009-10 and 2011-12. How has this money been spent? To what extent have Punjab's schools met the RTE norms?

TOILETS AND CLASSROOMS

Shortfall in Separate Toilet for Girls (% of Schools)



Shortfall in Classrooms (% of Schools)



Punjab has a relatively high availability of toilets for girls. Overall, the shortfall in 2011 was 7%.

In 2010, 36% schools had fewer classrooms than required by RTE. In FY 2010-11, 19% schools received the classroom grant by November 2011, halfway through the 2011-12 financial year. Between April 2010 and November 2011, 22% reported initiating classroom construction work. In 2011, 32% schools had fewer classrooms than required.

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

Progress between 2010-2011

Infrastructure Facility	% Shortfall	
	2010	2011
Headmaster's Office	21	21
Drinking Water	8	10
Kitchen/ Shed	5	6
Playground	31	29
Complete Boundary Wall	17	16
Library Books	4	6

How Much Will it Cost Punjab to Meet its RTE Norms?

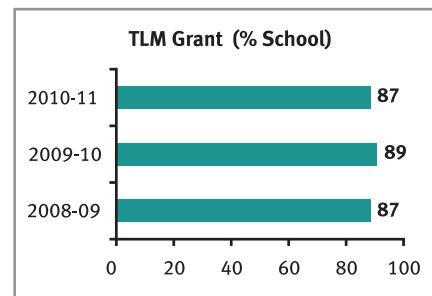
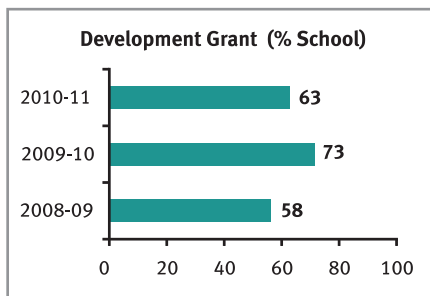
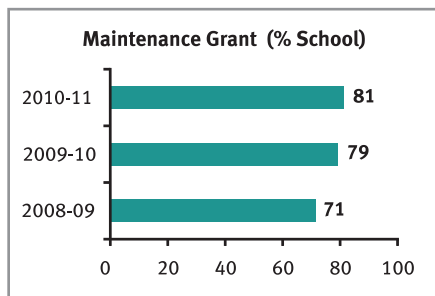
Based on unit costs available for teacher salaries, toilet construction, classroom construction and drinking water facilities, PAISA has estimated the total cost requirement for meeting RTE norms at ₹536 crore.

Unit costs are for 2011-12.



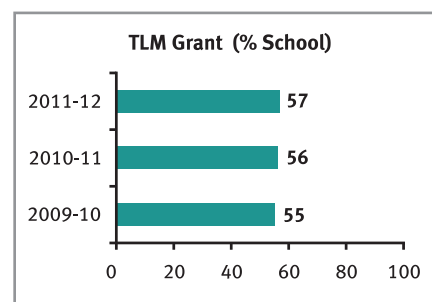
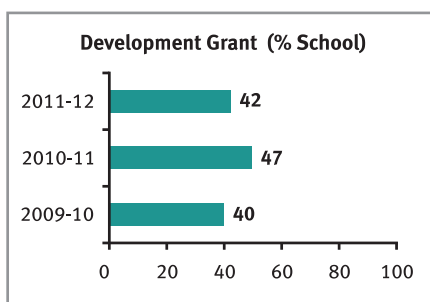
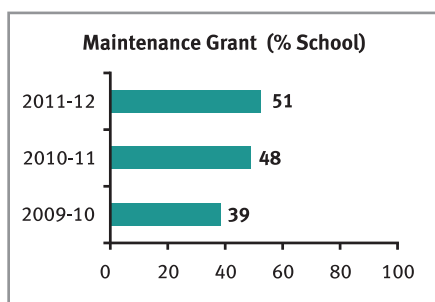
DO SCHOOLS GET THEIR MONEY?

On average, 72% schools reported receiving grants in 2008-09. This improved to 81% in 2009-10 but dropped to 77% in 2010-11.



WHEN DO SCHOOLS GET THEIR MONEY?

Timing of grant receipts has improved marginally. By November 2009, 45% schools received their grants. This improved to 50% in 2011.



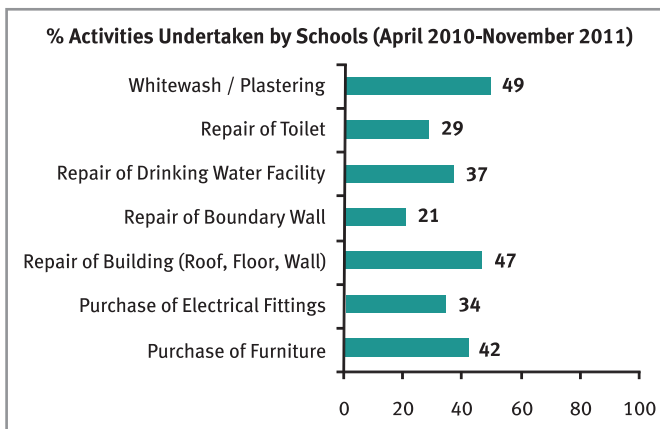
DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

The quantum of grants received in schools has improved. In 2008-09, 38% schools received all 3 grants. This improved to 54% in 2010-11.

# Grants	Full Financial Year			Half Financial Year		
	2008-09	2009-10	2010-11	2009-10	2010-11	2011-12
0	7	5	5	35	32	31
1	16	10	9	23	13	13
2	40	30	32	26	25	26
3	38	55	54	17	30	30

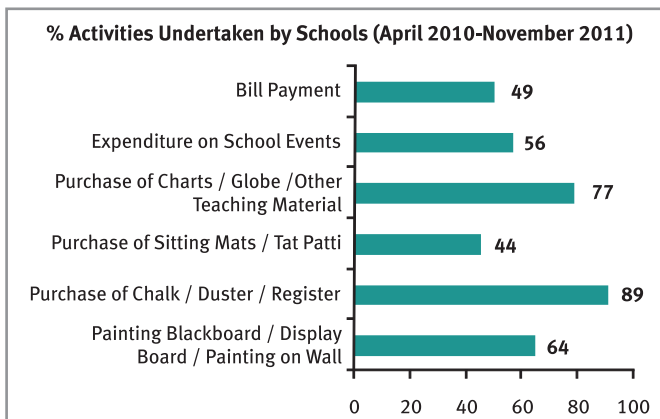
HOW DO SCHOOLS SPEND THEIR MONEY?

Between April 2010 - November 2011, schools spent the bulk of their money on essential supplies. 49% schools whitewashed their walls and 56% used some of their grant money to fund school events.



EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR

How much goes to each school?	For what purpose?
School Development Grant / School Grant	
₹5000 per year per primary school	School equipment such as blackboard, sitting mats etc. Also to buy chalk, duster, registers, other office equipment.
₹7000 per year per upper primary school	
₹5000 + ₹7000 = ₹12000 if the school is Std 1-7/8	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
School Maintenance Grant	
(₹5000 - ₹7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including white-washing, beautification repairing of bathroom, hand pump repairs, building, boundary wall, playground etc.
(₹7500 - ₹10000) per year if the school has more than three classrooms	
Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teacher Learning Material (TLM) Grant	
₹500 per teacher per year for all teachers in primary and upper primary schools.	To buy teaching aids, such as charts, posters, models etc.



ARE SCHOOLS IN RAJASTHAN CATCHING UP WITH RTE NORMS?

RTE NORMS FOR RAJASTHAN'S SCHOOLS

PTR Norms: Primary Schools

Enrolment 1-60 = 2 teachers
Enrolment 61-90 = 3 teachers
Enrolment 91-120 = 4 teachers
Enrolment 121-200 = 5 teachers
Enrolment Above 150 = 5 + 1 headmaster
Above 200 = PTR (excl. headmaster) <= 40

PTR Norms: Upper Primary Schools

1. At least 1 teacher for every 35 children
2. Full-time teacher when enrolment is above 100

Infrastructure-related Norms

1. Office-cum-store-cum-headmaster's room
2. Barrier-free access.
3. Separate toilet for boys & girls.
4. Safe & adequate drinking water facility to all students.
5. Kitchen where Mid-Day Meal is cooked in the school.
6. Playground.
7. Arrangement for securing school building by boundary wall or fencing.

Norms About Other School Facilities

1. Teaching Learning Equipment (TLE) to be provided to each class as required.
2. Library in each school providing newspapers, magazines and books on all subjects, including storybooks.
3. Play-material, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUISITE NUMBER OF TEACHERS?

Teachers Needed	2010		2011	
	PTR=30	PTR=35	PTR=30	PTR=35
1	20	14	19	16
2	11	10	13	9
3	9	5	6	4
4	5	2	4	3
5	2	1	2	1
6	1	0	2	0
>=7	1	1	2	1
% Schools with Shortfall	48	33	48	34

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

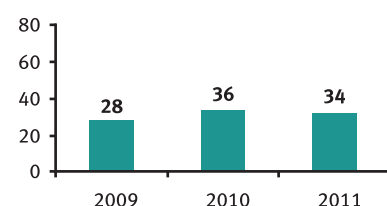
To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 120% between 2009-10 and 2011-12. How has this money been spent? To what extent have Rajasthan's schools met the RTE norms?

TOILETS AND CLASSROOMS

Shortfall in Separate Toilet for Girls (% of Schools)



Shortfall in Classrooms (% of Schools)



There has been some improvement in the provision of separate girls' toilets in Rajasthan's schools between 2009 and 2011. Overall, the shortfall reduced from 22% in 2009 to 13% in 2011.

In 2010, 36% schools had fewer classrooms than required by RTE. In FY 2010-11, 16% schools received the classroom grant by November 2011, half way through the 2011-12 financial year. Between April 2010 and November 2011, 16% reported initiating classroom construction work. In 2011, 34% schools had fewer classrooms than required.

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

Progress between 2010-2011

Infrastructure Facility	% Shortfall	
	2010	2011
Headmaster's Office	9	11
Drinking Water	17	14
Kitchen/ Shed	16	16
Playground	48	43
Complete Boundary Wall	30	27
Library Books	36	33

How Much Will it Cost Rajasthan to Meet its RTE Norms?

Based on unit costs available for teacher salaries, toilet construction, classroom construction and drinking water facilities, PAISA has estimated the total cost requirement for meeting RTE norms at ₹1,627 crore.

Unit costs are for 2011-12.

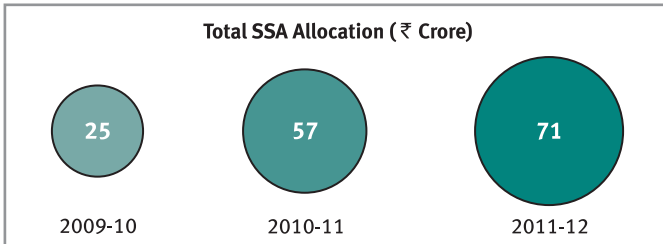




DO SCHOOLS IN SIKKIM GET THEIR MONEY?

WHAT IS SIKKIM'S SSA BUDGET?

SSA budgets have more than doubled between 2009-10 and 2011-12.



More on the SSA Budget

Per child allocation: Per child allocation for SSA increased from ₹2,464 in 2009-10 to ₹5,723 in 2010-11. In 2011-12, per child allocation stood at ₹7,091.

It is important to note that enrolment numbers to calculate per child allocation are only available for 2009.

Allocation and per child numbers include Government of India (GOI) and state share for SSA. Allocation figures for 2011-12 are based on proposed allocations as stated in the Annual Work Plan & Budget documents.

HOW DOES SIKKIM PRIORITISE ITS SSA RESOURCES?

Teachers received the largest share of SSA resources between 2009-10 and 2011-12.

To understand budgetary prioritisation, PAISA classified the SSA budget into the following categories:

Teachers: Teacher salaries, teacher training and teaching inputs such as Teaching-Learning Material, Teaching-Learning Equipment and the School Development Grant.

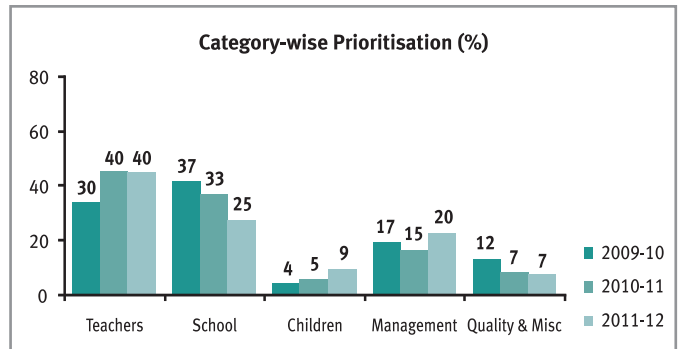
School: Civil works, School Maintenance Grant and, if available, funds for building libraries.

Children: Entitlements such as textbooks, uniforms and transport provisions, along with mainstreaming out-of-school children, remedial teaching, etc.

Management: Administrative costs for BRCs, CRCs, management and MIS, and research and evaluation.

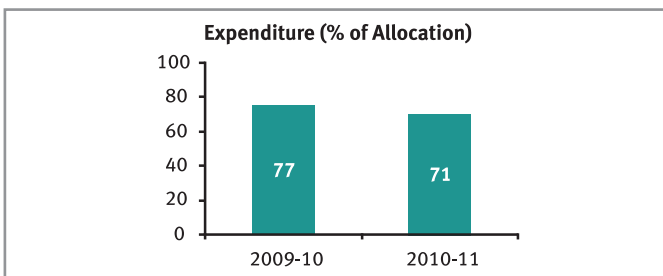
Quality: Innovation and Learning Enhancement Programme (LEP).

Miscellaneous: Community mobilisation and community training.



HOW DOES SIKKIM SPEND ITS SSA RESOURCES?

In 2009-10, Sikkim spent 77% of its total allocation. In 2010-11, the State spent 71%.



Expenditure Trends (% of Allocation) Across Categories

Category	2009-10	2010-11
Teachers	85	70
School	71	63
Children	75	83
Management	97	73
Quality	49	98
Miscellaneous	98	89
Total	77	71

WHAT HAPPENS WITH MONIES SPENT?

In 2010, 76% children in standard III-V could read a standard I text and 73% could do basic arithmetic.

Attendance (Children and Teachers)

	% Enrolled Children Present	
	Std I-IV/V	Std I-VII/VIII
2009	86	88
2010	84	83
2011	DATA NOT AVAILABLE	

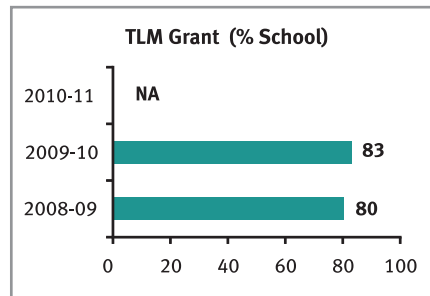
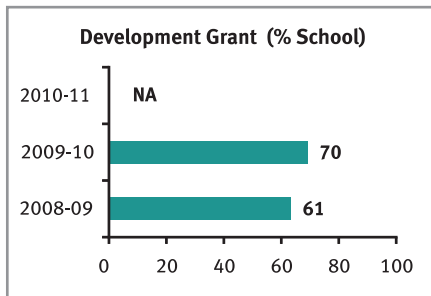
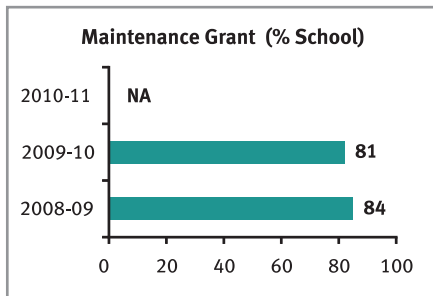
	% Teachers Present	
	Std I-IV/V	Std I-VII/VIII
2009	87	87
2010	79	82
2011	DATE NOT AVAILABLE	

Learning Outcomes

	Std I-II: Learning Levels		Std III-V: Learning Levels	
	% children (Std I-II)		% children (Std III-V)	
	who can read letters, words or more	who can recognize numbers 1 to 9 or more	who can read level 1 (std 1 text) or more	who can do subtraction or more
2009	96	97	79	78
2010	97	98	76	73
2011	DATA NOT AVAILABLE			

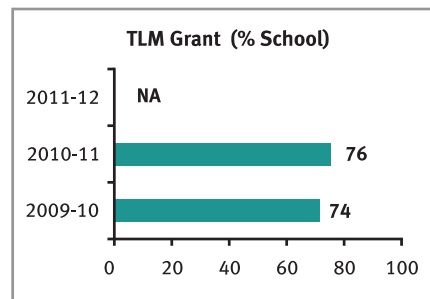
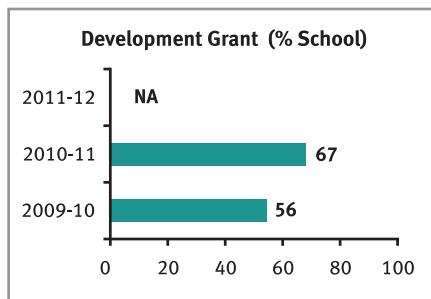
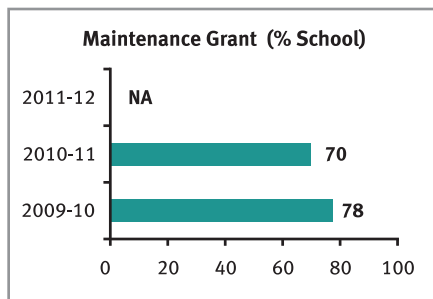
DO SCHOOLS GET THEIR MONEY?

On average, 75% schools reported receiving grants in 2008-09. This improved marginally to 78% in 2009-10.



WHEN DO SCHOOLS GET THEIR MONEY?

Timing of grant receipts has been stable. By November 2009, 70% schools received grants. 71% schools reported receiving grants by November 2010.



DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

The quantum of grants received in schools has improved marginally. In 2008-09, 52% schools received all 3 grants. This improved to 57% in 2009-10.

# Grants	Full Financial Year			Half Financial Year		
	2008-09	2009-10	2010-11	2009-10	2010-11	2011-12
0	6	4	NA	11	18	NA
1	16	23	NA	22	18	NA
2	27	15	NA	20	10	NA
3	52	57	NA	47	54	NA

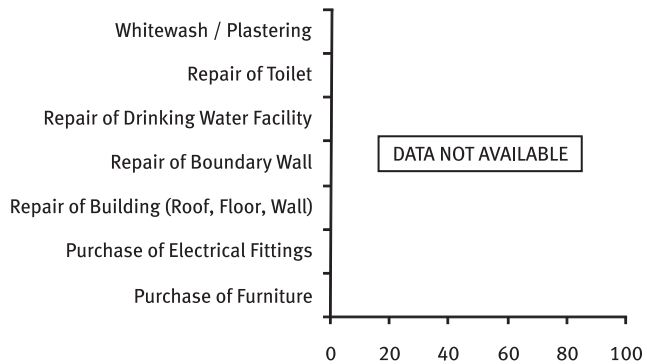
HOW DO SCHOOLS SPEND THEIR MONEY?

Data Not Available

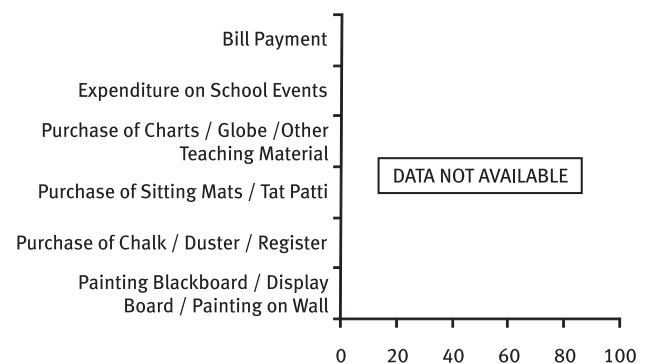
EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR

How much goes to each school?	For what purpose?
School Development Grant / School Grant	
₹5000 per year per primary school	School equipment such as blackboard, sitting mats etc. Also to buy chalk, duster, registers, other office equipment.
₹7000 per year per upper primary school	
₹5000 + ₹7000 = ₹12000 if the school is Std 1-7/8	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
School Maintenance Grant	
(₹5000 - ₹7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including white-washing, beautification repairing of bathroom, hand pump repairs, building, boundary wall, playground etc.
(₹7500 - ₹10000) per year if the school has more than three classrooms	
Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teacher Learning Material (TLM) Grant	
₹500 per teacher per year for all teachers in primary and upper primary schools.	To buy teaching aids, such as charts, posters, models etc.

% Activities Undertaken by Schools (April 2010-November 2011)



% Activities Undertaken by Schools (April 2010-November 2011)



ARE SCHOOLS IN SIKKIM CATCHING UP WITH RTE NORMS?

RTE NORMS FOR SIKKIM'S SCHOOLS

PTR Norms: Primary Schools

Enrolment 1-60 = 2 teachers
Enrolment 61-90 = 3 teachers
Enrolment 91-120 = 4 teachers
Enrolment 121-200 = 5 teachers
Enrolment Above 150 = 5 + 1 headmaster
Above 200 = PTR (excl. headmaster) <= 40

PTR Norms: Upper Primary Schools

1. At least 1 teacher for every 35 children
2. Full-time teacher when enrolment is above 100

Infrastructure-related Norms

1. Office-cum-store-cum-headmaster's room
2. Barrier-free access.
3. Separate toilet for boys & girls.
4. Safe & adequate drinking water facility to all students.
5. Kitchen where Mid-Day Meal is cooked in the school.
6. Playground.
7. Arrangement for securing school building by boundary wall or fencing.

Norms About Other School Facilities

1. Teaching Learning Equipment (TLE) to be provided to each class as required.
2. Library in each school providing newspapers, magazines and books on all subjects, including storybooks.
3. Play-material, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUISITE NUMBER OF TEACHERS?

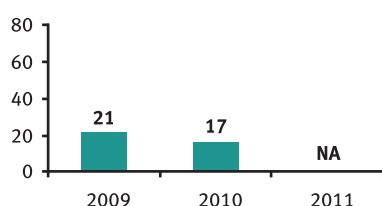
Teachers Needed	2010		2011	
	PTR=30	PTR=35	PTR=30	PTR=35
1	2	0		
2	0	0		
3	0	0		
4	2	2		
5	0	0	DATE NOT AVAILABLE	
6	0	0		
>=7	0	0		
% Schools with Shortfall	3	2		

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

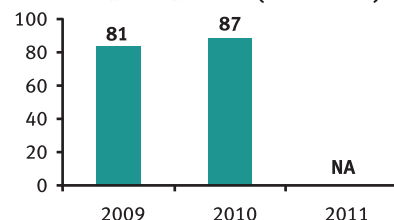
To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 91% between 2009-10 and 2011-12. How has this money been spent? To what extent have Sikkim's schools met the RTE norms?

TOILETS AND CLASSROOMS

Shortfall in Separate Toilet for Girls (% of Schools)



Shortfall in Classrooms (% of Schools)



There has been some improvement in the provision of separate girls' toilets in Sikkim's schools between 2009 and 2010. Overall, the shortfall reduced from 21% in 2009 to 17% in 2010. Data not available for 2011.

In 2009, 81% schools had fewer classrooms than required by the RTE. In 2010, the shortfall had increased to 87% schools. Data not available for 2011.

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

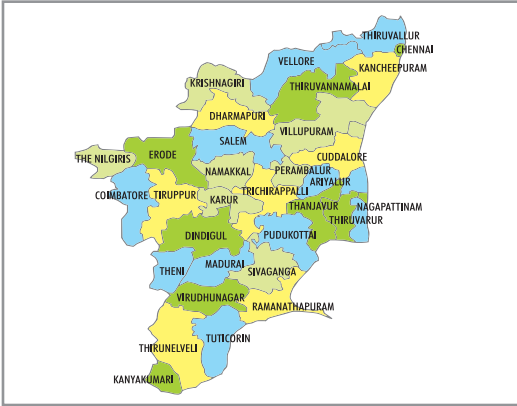
Progress between 2010-2011

Infrastructure Facility	% Shortfall	
	2010	2011
Headmaster's Office	7	
Drinking Water	20	
Kitchen/ Shed	4	DATE NOT AVAILABLE
Playground	20	
Complete Boundary Wall	86	
Library Books	56	

How Much Will it Cost Sikkim to Meet its RTE Norms?

Unit cost data not available

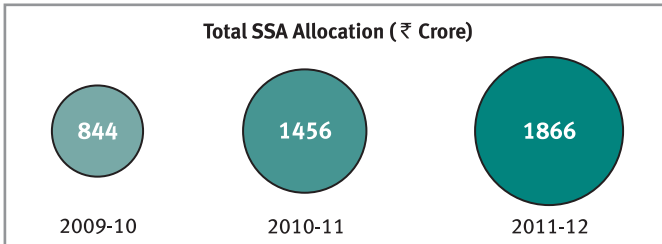




DO SCHOOLS IN TAMIL NADU GET THEIR MONEY?

WHAT IS TAMIL NADU'S SSA BUDGET?

SSA budgets have more than doubled between 2009-10 and 2011-12.



More on the SSA Budget

Per child allocation: Per child allocation for SSA increased from ₹1,893 in 2009-10 to ₹3,263 in 2010-11. In 2011-12, per child allocation stood at ₹4,183.

It is important to note that enrolment numbers to calculate per child allocation are only available for 2009.

Allocation and per child numbers include Government of India (GOI) and state share for SSA. Allocation figures for 2011-12 are based on proposed allocations as stated in the Annual Work Plan & Budget documents.

HOW DOES TAMIL NADU PRIORITISE ITS SSA RESOURCES?

Teachers' received the largest share of SSA resources between 2009-10 and 2011-12.

To understand budgetary prioritisation, PAISA classified the SSA budget into the following categories:

Teachers: Teacher salaries, teacher training and teaching inputs such as Teaching-Learning Material, Teaching-Learning Equipment and the School Development Grant.

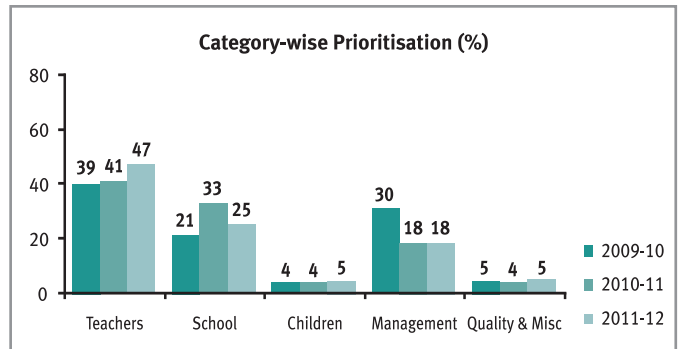
School: Civil works, School Maintenance Grant and, if available, funds for building libraries.

Children: Entitlements such as textbooks, uniforms and transport provisions, along with mainstreaming out-of-school children, remedial teaching, etc.

Management: Administrative costs for BRCs, CRCs, management and MIS, and research and evaluation.

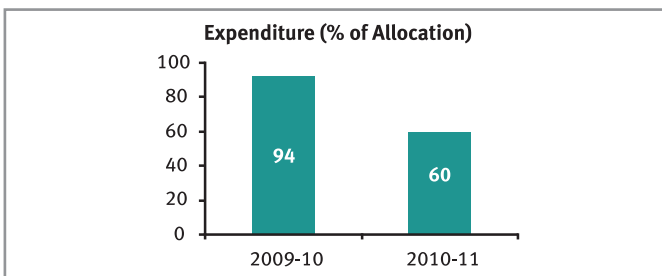
Quality: Innovation and Learning Enhancement Programme (LEP).

Miscellaneous: Community mobilisation and community training.



HOW DOES TAMIL NADU SPEND ITS SSA RESOURCES?

In 2009-10, Tamil Nadu spent 94% of its total allocation. In 2010-11, the State spent 60%.



Expenditure Trends (% of Allocation) Across Categories

Category	2009-10	2010-11
Teachers	100	70
School	99	40
Children	95	62
Management	82	73
Quality	100	52
Miscellaneous	100	60
Total	94	60

WHAT HAPPENS WITH MONIES SPENT?

In 2011, 50% children in standard III-V could read a standard I text and 42% could do basic arithmetic.

Attendance (Children and Teachers)

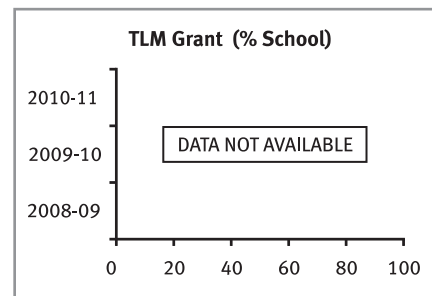
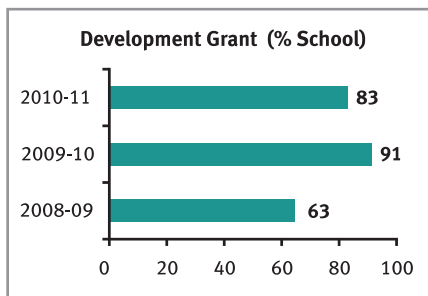
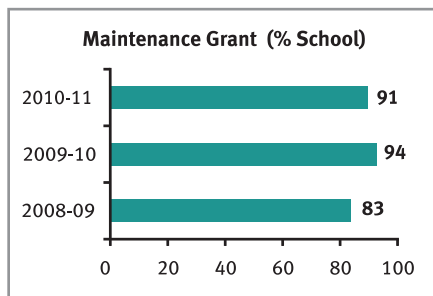
	% Enrolled Children Present		% Teachers Present	
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII
2009	92	90	91	87
2010	90	91	87	80
2011	90	89	92	89

Learning Outcomes

	Std I-II: Learning Levels		Std III-V: Learning Levels	
	% children (Std I-II)		% children (Std III-V)	
	who can read letters, words or more	who can recognize numbers 1 to 9 or more	who can read level 1 (std 1 text) or more	who can do subtraction or more
2009	62	70	53	40
2010	63	68	53	43
2011	63	69	50	42

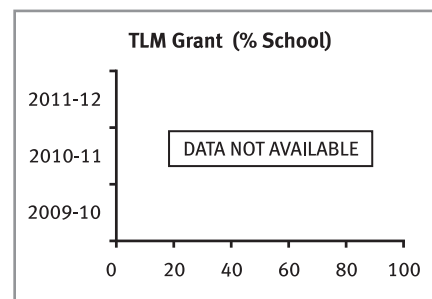
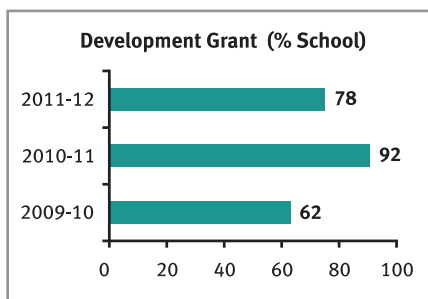
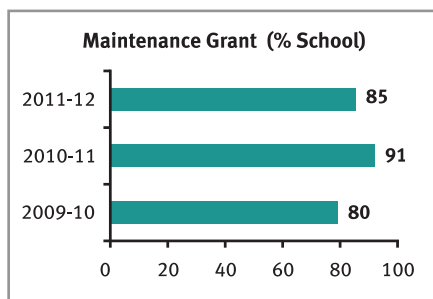
DO SCHOOLS GET THEIR MONEY?

On average, 73% schools reported receiving the maintenance grant and development grant in 2008-09. This improved to 92% in 2009-10 and dropped to 87% in 2010-11.



WHEN DO SCHOOLS GET THEIR MONEY?

Timing of grant receipts fluctuated. In November 2009, 72% schools received grants. In 2010, grant receipts by November improved to 91% and dropped to 82% in 2011.



DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

The quantum of grants received in schools has improved. In 2008-09, 50% schools received the maintenance and development grants. This improved to 80% in 2011-12.

# Grants	Full Financial Year			Half Financial Year		
	2008-09	2009-10	2010-11	2009-10	2010-11	2011-12
0	10	1	3	11	3	9
1	40	21	18	40	20	16
2	50	78	80	48	77	76
3				Data Not Available		

EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR

How much goes to each school?

For what purpose?

School Development Grant / School Grant

₹5000 per year per primary school

₹7000 per year per upper primary school

₹5000 + ₹7000 = ₹12000 if the school is Std 1-7/8

Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.

School equipment such as blackboard, sitting mats etc. Also to buy chalk, duster, registers, other office equipment.

School Maintenance Grant

(₹5000 - ₹7500) per school per year if the school has upto 3 classrooms

(₹7500 - ₹10000) per year if the school has more than three classrooms

Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.

Maintenance of school building, including white-washing, beautification repairing of bathroom, hand pump repairs, building, boundary wall, playground etc.

Teacher Learning Material (TLM) Grant

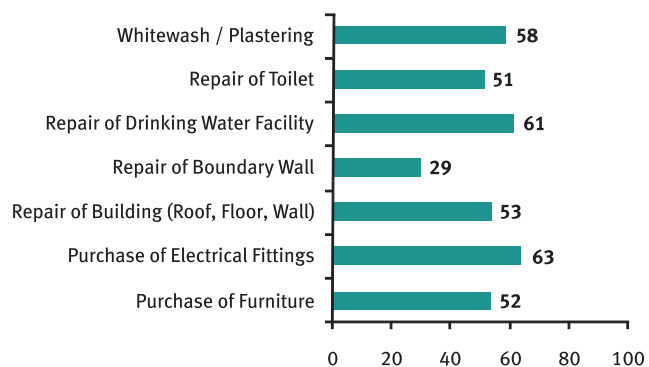
₹500 per teacher per year for all teachers in primary and upper primary schools.

To buy teaching aids, such as charts, posters, models etc.

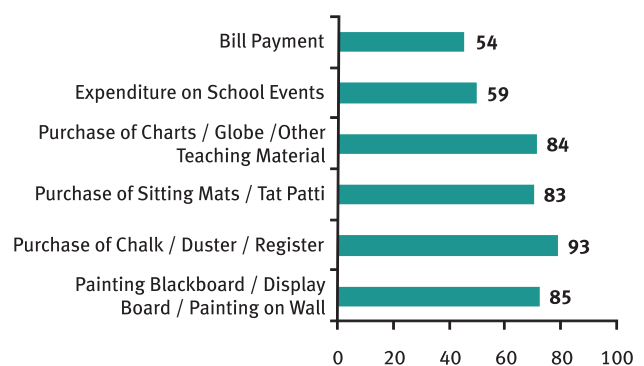
HOW DO SCHOOLS SPEND THEIR MONEY?

Between April 2010 - November 2011, schools spent the bulk of their money on essential supplies. 58% schools whitewashed their walls and 61% undertook drinking-water facility repairs.

% Activities Undertaken by Schools (April 2010-November 2011)



% Activities Undertaken by Schools (April 2010-November 2011)



ARE SCHOOLS IN TAMIL NADU CATCHING UP WITH RTE NORMS?

RTE NORMS FOR
TAMIL NADU'S SCHOOLS

PTR Norms: Primary Schools

Enrolment 1-60 = 2 teachers
Enrolment 61-90 = 3 teachers
Enrolment 91-120 = 4 teachers
Enrolment 121-200 = 5 teachers
Enrolment Above 150 = 5 + 1 headmaster
Above 200 = PTR (excl. headmaster) <= 40

PTR Norms: Upper Primary Schools

1. At least 1 teacher for every 35 children
2. Full-time teacher when enrolment is above 100

Infrastructure-related Norms

1. Office-cum-store-cum-headmaster's room
2. Barrier-free access.
3. Separate toilet for boys & girls.
4. Safe & adequate drinking water facility to all students.
5. Kitchen where Mid-Day Meal is cooked in the school.
6. Playground.
7. Arrangement for securing school building by boundary wall or fencing.

Norms About Other School Facilities

1. Teaching Learning Equipment (TLE) to be provided to each class as required.
2. Library in each school providing newspapers, magazines and books on all subjects, including storybooks.
3. Play-material, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUISITE NUMBER OF TEACHERS?

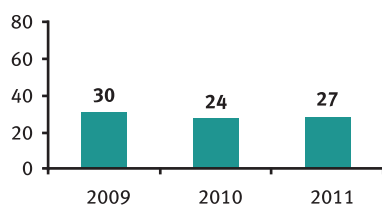
Teachers Needed	2010		2011	
	PTR=30	PTR=35	PTR=30	PTR=35
1	19	12	16	10
2	11	5	5	1
3	3	2	1	1
4	3	0	1	0
5	1	0	0	1
6	0	0	0	0
>=7	1	0	1	0
% Schools with Shortfall	37	21	25	13

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

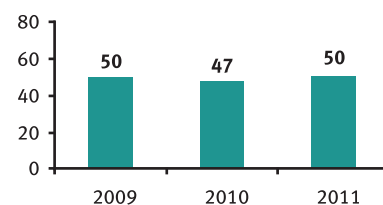
To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 161% between 2009-10 and 2011-12. How has this money been spent? To what extent have Tamil Nadu's schools met the RTE norms?

TOILETS AND CLASSROOMS

Shortfall in Separate Toilet for Girls (% of Schools)



Shortfall in Classrooms (% of Schools)



There has been some improvement in the provision of separate girls' toilets in Tamil Nadu's schools between 2009 and 2011. Overall, the shortfall reduced from 30% in 2009 to 27% in 2011.

In 2010, 47% schools had fewer classrooms than required by RTE. In FY 2010-11, 18% schools received the classroom grant. Another 16% schools reported receiving the classroom grant by November 2011, halfway through the 2011-12 financial year. Between April 2010 and November 2011, 19% reported initiating classroom construction work. In 2011, 50% schools had fewer classrooms than required.

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

Progress between 2010-2011

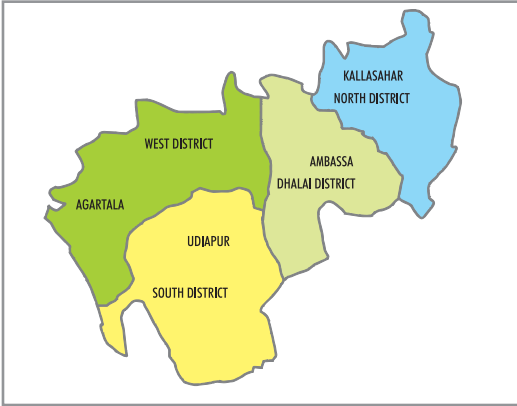
Infrastructure Facility	% Shortfall	
	2010	2011
Headmaster's Office	45	51
Drinking Water	9	11
Kitchen/ Shed	3	3
Playground	31	32
Complete Boundary Wall	39	41
Library Books	21	23

How Much Will it Cost Tamil Nadu to Meet its RTE Norms?

Based on unit costs available for teacher salaries, toilet construction, classroom construction and drinking water facilities, PAISA has estimated the total cost requirement for meeting RTE norms at ₹815 crore.

Unit costs are for 2011-12.

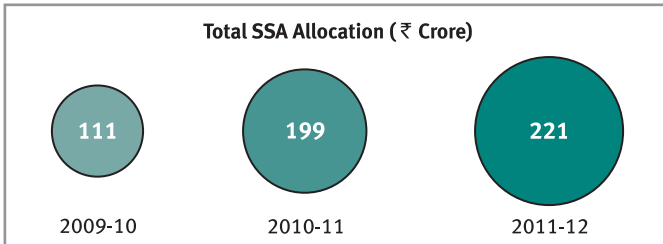




DO SCHOOLS IN TRIPURA GET THEIR MONEY?

WHAT IS TRIPURA'S SSA BUDGET?

SSA budgets have almost doubled between 2009-10 and 2011-12.



More on the SSA Budget

Per child allocation: Per child allocation for SSA increased from ₹1,843 in 2009-10 to ₹3,305 in 2010-11. In 2011-12, per child allocation stood at ₹3,676.

It is important to note that enrolment numbers to calculate per child allocation are only available for 2009.

Allocation and per child numbers include Government of India (GOI) and state share for SSA. Allocation figures for 2011-12 are based on proposed allocations as stated in the Annual Work Plan & Budget documents.

HOW DOES TRIPURA PRIORITISE ITS SSA RESOURCES?

Teachers received the largest share of SSA resources between 2009-10 and 2011-12.

To understand budgetary prioritisation, PAISA classified the SSA budget into the following categories:

Teachers: Teacher salaries, teacher training and teaching inputs such as Teaching-Learning Material, Teaching-Learning Equipment and the School Development Grant.

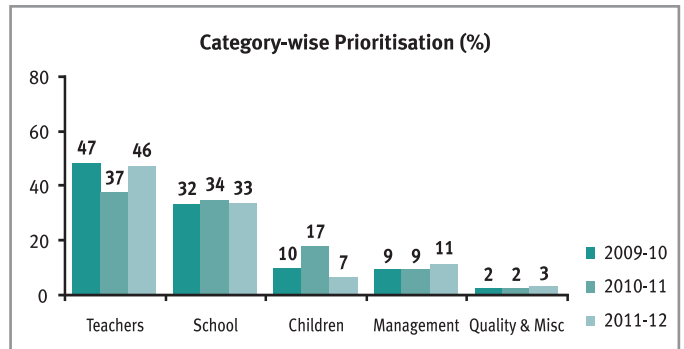
School: Civil works, School Maintenance Grant and, if available, funds for building libraries.

Children: Entitlements such as textbooks, uniforms and transport provisions, along with mainstreaming out-of-school children, remedial teaching, etc.

Management: Administrative costs for BRCs, CRCs, management and MIS, and research and evaluation.

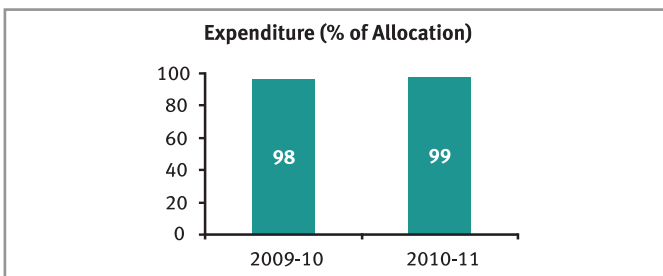
Quality: Innovation and Learning Enhancement Programme (LEP).

Miscellaneous: Community mobilisation and community training.



HOW DOES TRIPURA SPEND ITS SSA RESOURCES?

In 2009-10, Tripura spent 98% of its total allocation. In 2010-11, the State spent 99%.



Expenditure Trends (% of Allocation) Across Categories

Category	2009-10	2010-11
Teachers	97	98
School	100	100
Children	100	99
Management	98	100
Quality	68	100
Miscellaneous	100	100
Total	98	99

WHAT HAPPENS WITH MONIES SPENT?

In 2011, 72% children in standard III-V could read a standard I text and 68% could do basic arithmetic.

Attendance (Children and Teachers)

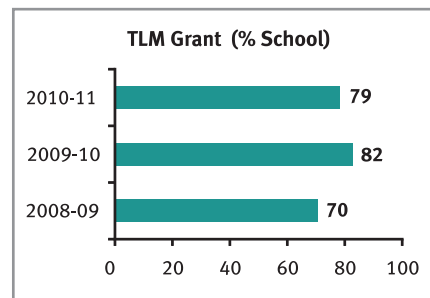
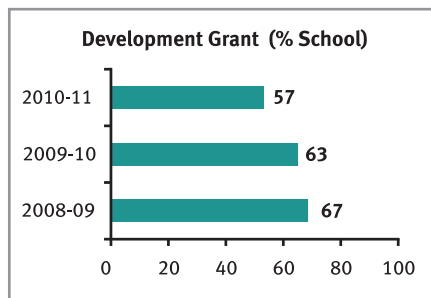
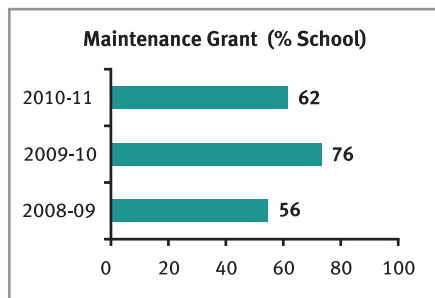
	% Enrolled Children Present		% Teachers Present	
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII
2009	75	74	89	84
2010	68	62	88	82
2011	67	63	87	79

Learning Outcomes

	Std I-II: Learning Levels		Std III-V: Learning Levels	
	% children (Std I-II)		% children (Std III-V)	
	who can read letters, words or more	who can recognize numbers 1 to 9 or more	who can read level 1 (std 1 text) or more	who can do subtraction or more
2009	93	95	52	58
2010	95	95	70	65
2011	89	93	72	68

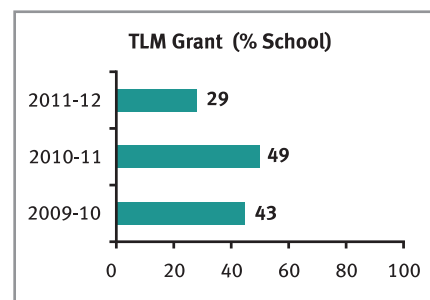
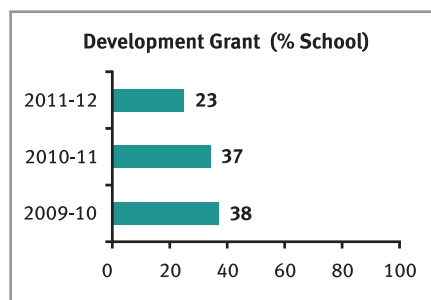
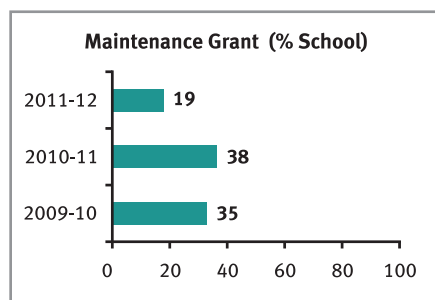
DO SCHOOLS GET THEIR MONEY?

On average, 64% schools reported receiving grants in 2008-09. This improved to 74% in 2009-10 but dropped to 66% in 2010-11.



WHEN DO SCHOOLS GET THEIR MONEY?

Timing of grant receipts fluctuated. In November 2009, 39% schools reported receiving grants. In 2010, grant receipts by November improved marginally to 41% and dropped to 24% in 2011.



DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

The quantum of grants received in schools has improved. In 2008-09, 35% schools received all 3 grants. This increased to 46% in 2010-11.

# Grants	Full Financial Year			Half Financial Year		
	2008-09	2009-10	2010-11	2009-10	2010-11	2011-12
0	15	11	6	39	46	60
1	22	13	19	23	10	14
2	28	29	29	23	16	15
3	35	47	46	14	29	11

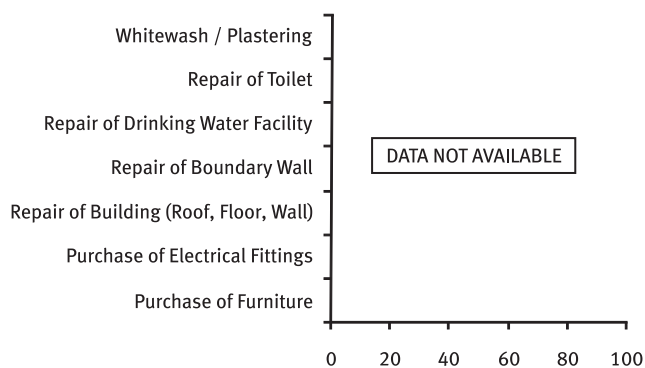
HOW DO SCHOOLS SPEND THEIR MONEY?

Data Not Available

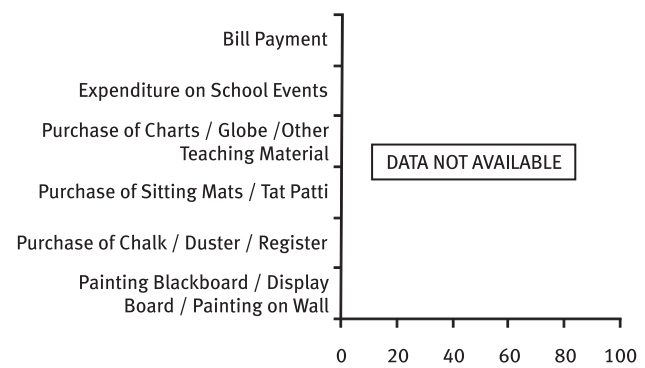
EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR

How much goes to each school?	For what purpose?
School Development Grant / School Grant	
₹5000 per year per primary school	School equipment such as blackboard, sitting mats etc. Also to buy chalk, duster, registers, other office equipment.
₹7000 per year per upper primary school	
₹5000 + ₹7000 = ₹12000 if the school is Std 1-7/8	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
School Maintenance Grant	
(₹5000 - ₹7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including white-washing, beautification repairing of bathroom, hand pump repairs, building, boundary wall, playground etc.
(₹7500 - ₹10000) per year if the school has more than three classrooms	
Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teacher Learning Material (TLM) Grant	
₹500 per teacher per year for all teachers in primary and upper primary schools.	To buy teaching aids, such as charts, posters, models etc.

% Activities Undertaken by Schools (April 2010-November 2011)



% Activities Undertaken by Schools (April 2010-November 2011)



ARE SCHOOLS IN TRIPURA CATCHING UP WITH RTE NORMS?

RTE NORMS FOR TRIPURA'S SCHOOLS

PTR Norms: Primary Schools

Enrolment 1-60 = 2 teachers
Enrolment 61-90 = 3 teachers
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Enrolment Above 150 = 5 + 1 headmaster
Above 200 = PTR (excl. headmaster) \leq 40

PTR Norms: Upper Primary Schools

1. At least 1 teacher for every 35 children
2. Full-time teacher when enrolment is above 100

Infrastructure-related Norms

1. Office-cum-store-cum-headmaster's room
2. Barrier-free access.
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Norms About Other School Facilities

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DO SCHOOLS HAVE THE REQUISITE NUMBER OF TEACHERS?

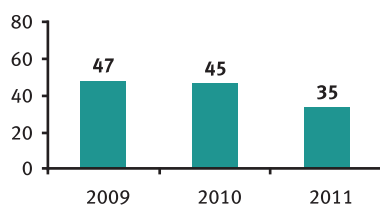
Teachers Needed	2010		2011	
	PTR=30	PTR=35	PTR=30	PTR=35
1	10	8	10	7
2	7	2	7	3
3	1	4	2	3
4	2	2	3	1
5	4	1	0	1
6	0	2	2	0
\geq 7	7	3	0	0
% Schools with Shortfall	31	23	24	15

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

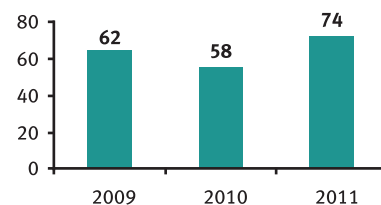
To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 103% between 2009-10 and 2011-12. How has this money been spent? To what extent have Tripura's schools met the RTE norms?

TOILETS AND CLASSROOMS

Shortfall in Separate Toilet for Girls (% of Schools)



Shortfall in Classrooms (% of Schools)



There has been some improvement in the provision of separate girls' toilets in Tripura's schools between 2009 and 2011. Overall, the shortfall reduced from 47% in 2009 to 35% in 2011. However, significant work will need to be done if the State is to meet the RTE girls' toilet norm by 2013.

In 2010, 58% schools had fewer classrooms than required by RTE. In FY 2010-11, 32% schools received the classroom grant. Another 10% schools reported receiving the classroom grant by November 2011, halfway through the 2011-12 financial year. In 2011, 74% schools had fewer classrooms than required.

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

Progress between 2010-2011

Infrastructure Facility	% Shortfall	
	2010	2011
Headmaster's Office	11	23
Drinking Water	35	36
Kitchen/ Shed	12	10
Playground	10	21
Complete Boundary Wall	81	75
Library Books	65	72

How Much Will it Cost Tripura to Meet its RTE Norms?

Based on unit costs available for teacher salaries, toilet construction, classroom construction and drinking water facilities, PAISA has estimated the total cost requirement for meeting RTE norms at ₹110 crore.

Unit costs are for 2011-12.

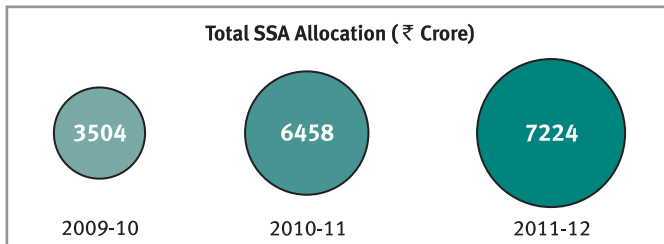




DO SCHOOLS IN UTTAR PRADESH GET THEIR MONEY?

WHAT IS UTTAR PRADESH'S SSA BUDGET?

SSA budgets have doubled between 2009-10 and 2011-12.



More on the SSA Budget

Per child allocation: Per child allocation for SSA increased from ₹1,761 in 2009-10 to ₹3,246 in 2010-11. In 2011-12, per child allocation stood at ₹3,631.

It is important to note that enrolment numbers to calculate per child allocation are only available for 2009.

Allocation and per child numbers include Government of India (GOI) and state share for SSA. Allocation figures for 2011-12 are based on proposed allocations as stated in the Annual Work Plan & Budget documents.

HOW DOES UTTAR PRADESH PRIORITISE ITS SSA RESOURCES?

Teachers received the largest share of SSA resources between 2009-10 and 2011-12.

To understand budgetary prioritisation, PAISA classified the SSA budget into the following categories:

Teachers: Teacher salaries, teacher training and teaching inputs such as Teaching-Learning Material, Teaching-Learning Equipment and the School Development Grant.

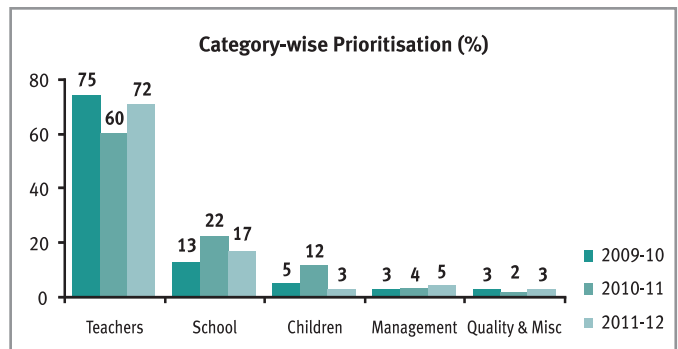
School: Civil works, School Maintenance Grant and, if available, funds for building libraries.

Children: Entitlements such as textbooks, uniforms and transport provisions, along with mainstreaming out-of-school children, remedial teaching, etc.

Management: Administrative costs for BRCs, CRCs, management and MIS, and research and evaluation.

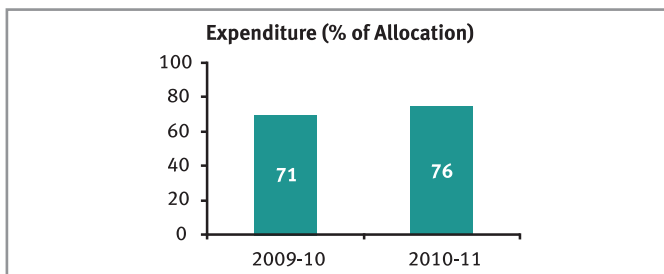
Quality: Innovation and Learning Enhancement Programme (LEP).

Miscellaneous: Community mobilisation and community training.



HOW DOES UTTAR PRADESH SPEND ITS SSA RESOURCES?

In 2009-10, Uttar Pradesh spent 71% of its total allocation. In 2010-11, the State spent 76%.



Expenditure Trends (% of Allocation) Across Categories

Category	2009-10	2010-11
Teachers	72	97
School	87	51
Children	62	18
Management	48	59
Quality	12	76
Miscellaneous	4	12
Total	71	76

WHAT HAPPENS WITH MONIES SPENT?

In 2011, 48% children in standard III-V could read a standard I text and 35% could do basic arithmetic.

Attendance (Children and Teachers)

% Enrolled Children Present

	Std I-IV/V	Std I-VII/VIII
2009	60	62
2010	58	58
2011	57	57

% Teachers Present

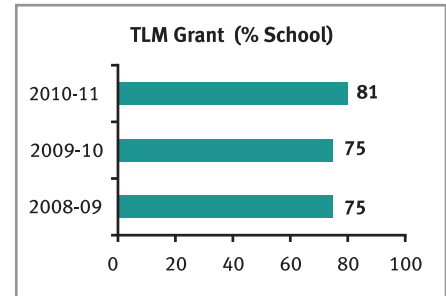
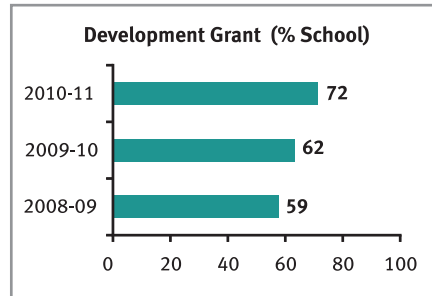
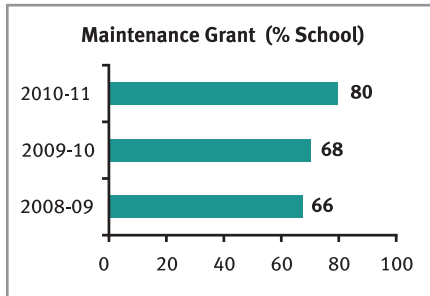
	Std I-IV/V	Std I-VII/VIII
2009	89	86
2010	81	80
2011	82	84

Learning Outcomes

	Std I-II: Learning Levels		Std III-V: Learning Levels	
	% children (Std I-II)		% children (Std III-V)	
	who can read letters, words or more	who can recognize numbers 1 to 9 or more	who can read level 1 (std 1 text) or more	who can do subtraction or more
2009	68	66	49	36
2010	67	67	53	40
2011	64	66	48	35

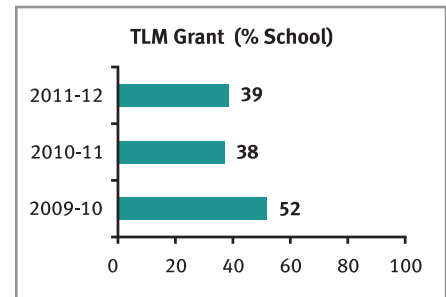
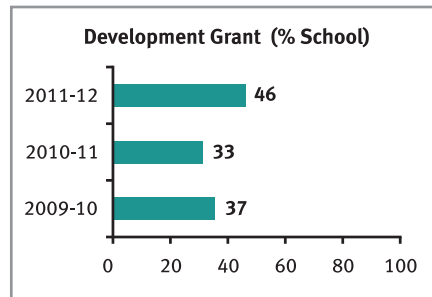
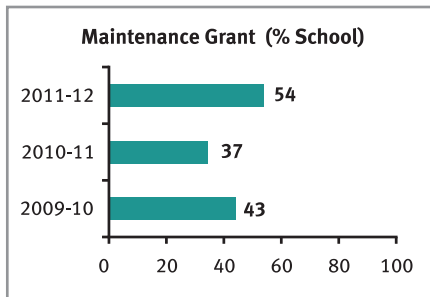
DO SCHOOLS GET THEIR MONEY?

On average, 67% schools reported receiving grants in 2008-09. This increased to 78% in 2010-11.



WHEN DO SCHOOLS GET THEIR MONEY?

Timing of grant receipts fluctuated. In November 2009, 46% schools reported receiving grants. In 2010, grant receipts by November dropped to 36% and improved to 47% in 2011.



DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

The quantum of grants received in schools has improved. In 2008-09, 52% schools received all 3 grants. This improved to 71% in 2010-11.

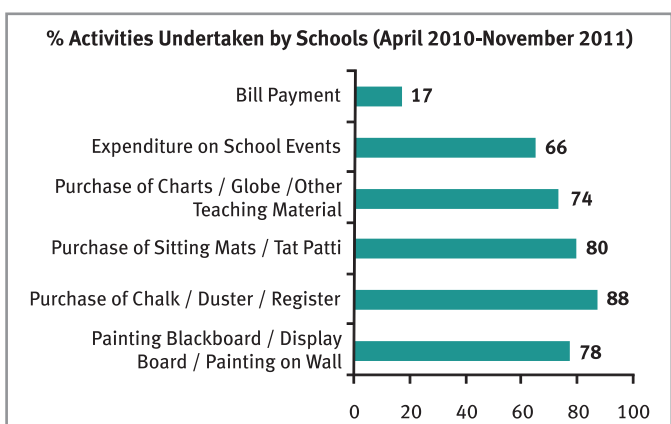
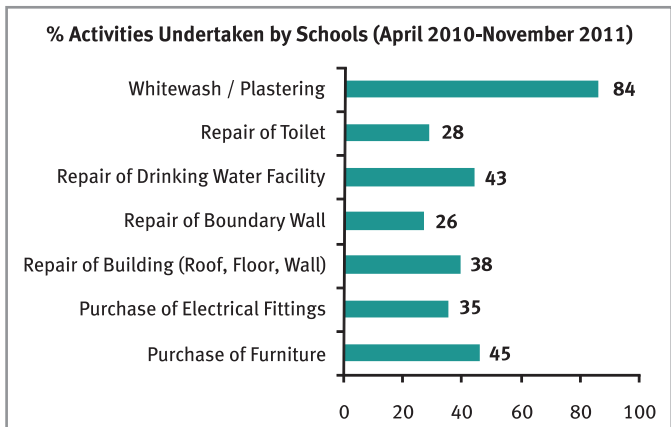
# Grants	Full Financial Year			Half Financial Year		
	2008-09	2009-10	2010-11	2009-10	2010-11	2011-12
0	5	5	4	28	37	28
1	17	14	9	24	19	19
2	25	16	16	20	13	21
3	52	65	71	28	32	33

HOW DO SCHOOLS SPEND THEIR MONEY?

Between April 2010 - November 2011, schools spent the bulk of their money on essential supplies. 84% schools whitewashed their walls and 66% used some of their grant money to fund school events.

EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR

How much goes to each school?	For what purpose?
School Development Grant / School Grant	
₹5000 per year per primary school	School equipment such as blackboard, sitting mats etc. Also to buy chalk, duster, registers, other office equipment.
₹7000 per year per upper primary school	
₹5000 + ₹7000 = ₹12000 if the school is Std 1-7/8	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
School Maintenance Grant	
(₹5000 - ₹7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including white-washing, beautification repairing of bathroom, hand pump repairs, building, boundary wall, playground etc.
(₹7500 - ₹10000) per year if the school has more than three classrooms	
Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teacher Learning Material (TLM) Grant	
₹500 per teacher per year for all teachers in primary and upper primary schools.	To buy teaching aids, such as charts, posters, models etc.



ARE SCHOOLS IN UTTAR PRADESH CATCHING UP WITH RTE NORMS?

RTE NORMS FOR UTTAR PRADESH'S SCHOOLS

PTR Norms: Primary Schools

Enrolment 1-60 = 2 teachers
Enrolment 61-90 = 3 teachers
Enrolment 91-120 = 4 teachers
Enrolment 121-200 = 5 teachers
Enrolment Above 150 = 5 + 1 headmaster
Above 200 = PTR (excl. headmaster) <= 40

PTR Norms: Upper Primary Schools

1. At least 1 teacher for every 35 children
2. Full-time teacher when enrolment is above 100

Infrastructure-related Norms

1. Office-cum-store-cum-headmaster's room
2. Barrier-free access.
3. Separate toilet for boys & girls.
4. Safe & adequate drinking water facility to all students.
5. Kitchen where Mid-Day Meal is cooked in the school.
6. Playground.
7. Arrangement for securing school building by boundary wall or fencing.

Norms About Other School Facilities

1. Teaching Learning Equipment (TLE) to be provided to each class as required.
2. Library in each school providing newspapers, magazines and books on all subjects, including storybooks.
3. Play-material, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUISITE NUMBER OF TEACHERS?

Teachers Needed	2010		2011	
	PTR=30	PTR=35	PTR=30	PTR=35
1	16	17	20	18
2	13	14	14	12
3	12	11	10	10
4	9	7	8	6
5	7	5	6	5
6	5	3	4	3
>=7	11	6	11	6
% Schools with Shortfall	73	63	73	60

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

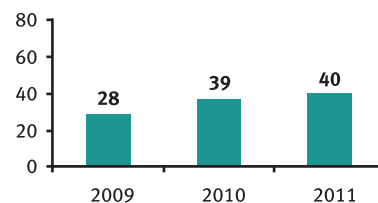
To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 167% between 2009-10 and 2011-12. How has this money been spent? To what extent have Uttar Pradesh's schools met the RTE norms?

TOILETS AND CLASSROOMS

Shortfall in Separate Toilet for Girls (% of Schools)



Shortfall in Classrooms (% of Schools)



There has been some improvement in the provision of separate girls' toilets in Uttar Pradesh's schools between 2009 and 2011. Overall, the shortfall reduced from 27% in 2009 to 18% in 2011.

In 2010, 39% schools had fewer classrooms than required by RTE. In FY 2010-11, 14% schools received the classroom grant. Another 13% schools reported receiving the grant by November 2011, half way through the 2011-12 financial year. Between April 2010 and November 2011, 16% reported initiating classroom construction work. In 2011, 40% schools had fewer classrooms than required.

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

Progress between 2010-2011

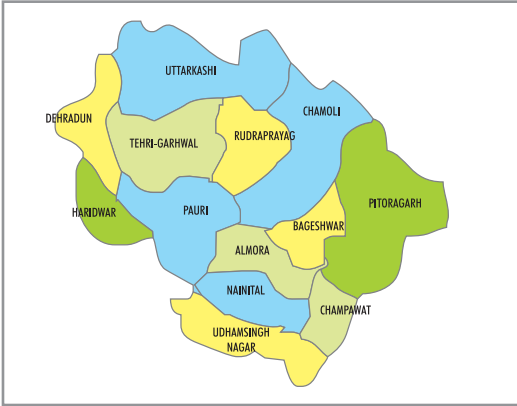
Infrastructure Facility	% Shortfall	
	2010	2011
Headmaster's Office	11	12
Drinking Water	14	11
Kitchen/ Shed	11	5
Playground	39	29
Complete Boundary Wall	56	42
Library Books	51	23

How Much Will it Cost Uttar Pradesh to Meet its RTE Norms?

Based on unit costs available for teacher salaries, toilet construction, classroom construction and drinking water facilities, PAISA has estimated the total cost requirement for meeting RTE norms at ₹2,033 crore.

Unit costs are for 2011-12.

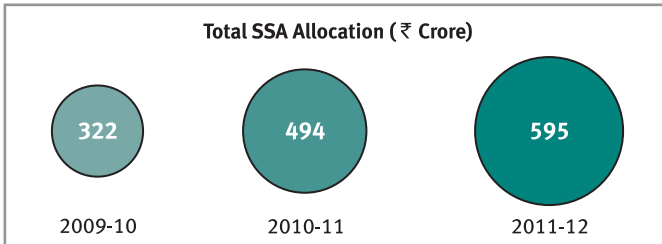




DO SCHOOLS IN UTTARAKHAND GET THEIR MONEY?

WHAT IS UTTARAKHAND'S SSA BUDGET?

SSA budgets have increased by 85% between 2009-10 and 2011-12.



More on the SSA Budget

Per child allocation: Per child allocation for SSA increased from ₹3,249 in 2009-10 to ₹4,981 in 2010-11. In 2011-12, per child allocation stood at ₹6,004.

It is important to note that enrolment numbers to calculate per child allocation are only available for 2009.

Allocation and per child numbers include Government of India (GOI) and state share for SSA. Allocation figures for 2011-12 are based on proposed allocations as stated in the Annual Work Plan & Budget documents.

HOW DOES UTTARAKHAND PRIORITISE ITS SSA RESOURCES?

Teachers received the largest share of SSA resources between 2009-10 and 2011-12.

To understand budgetary prioritisation, PAISA classified the SSA budget into the following categories:

Teachers: Teacher salaries, teacher training and teaching inputs such as Teaching-Learning Material, Teaching-Learning Equipment and the School Development Grant.

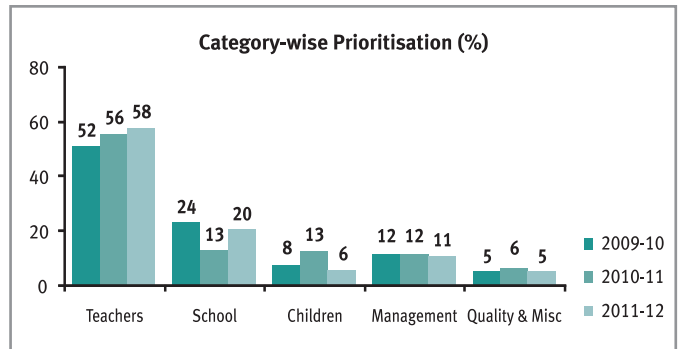
School: Civil works, School Maintenance Grant and, if available, funds for building libraries.

Children: Entitlements such as textbooks, uniforms and transport provisions, along with mainstreaming out-of-school children, remedial teaching, etc.

Management: Administrative costs for BRCs, CRCs, management and MIS, and research and evaluation.

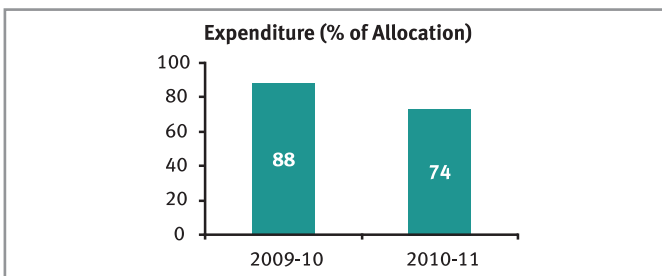
Quality: Innovation and Learning Enhancement Programme (LEP).

Miscellaneous: Community mobilisation and community training.



HOW DOES UTTARAKHAND SPEND ITS SSA RESOURCES?

In 2009-10, Uttarakhand spent 88% of its total allocation. In 2010-11, the State spent 74%.



Expenditure Trends (% of Allocation) Across Categories

Category	2009-10	2010-11
Teachers	95	69
School	77	91
Children	88	79
Management	89	69
Quality	67	90
Miscellaneous	88	82
Total	88	74

WHAT HAPPENS WITH MONIES SPENT?

In 2011, 64% children in standard III-V could read a standard 1 text and 51% could do basic arithmetic.

Attendance (Children and Teachers)

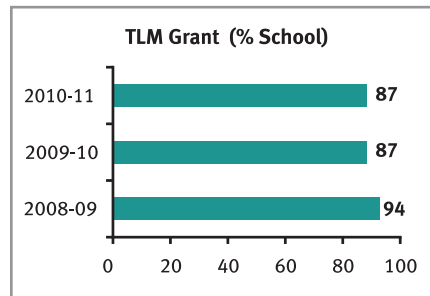
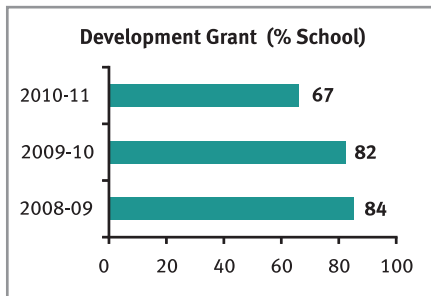
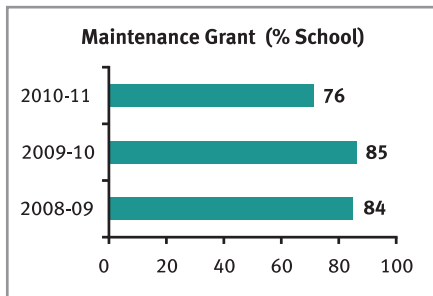
	% Enrolled Children Present		% Teachers Present	
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII
2009	84	NA	95	NA
2010	90	NA	91	NA
2011	83	NA	92	NA

Learning Outcomes

	Std I-II: Learning Levels		Std III-V: Learning Levels	
	% children (Std I-II)		% children (Std III-V)	
	who can read letters, words or more	who can recognize numbers 1 to 9 or more	who can read level 1 (std 1 text) or more	who can do subtraction or more
2009	84	83	74	62
2010	81	79	71	63
2011	78	77	64	51

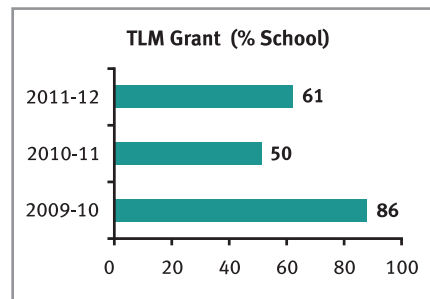
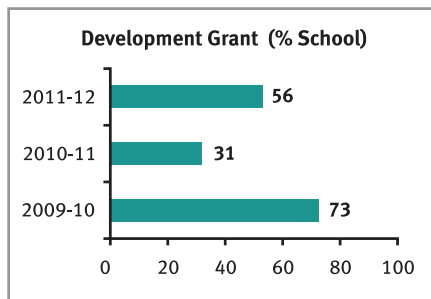
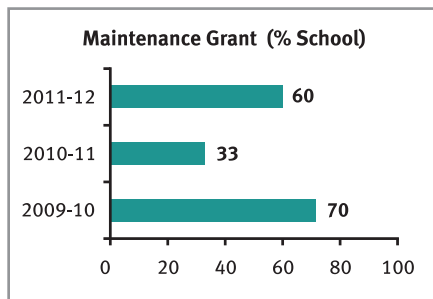
DO SCHOOLS GET THEIR MONEY?

On average, 88% schools reported receiving grants in 2008-09. This dropped to 85% in 2009-10 and again to 77% in 2010-11



WHEN DO SCHOOLS GET THEIR MONEY?

Timing of grant receipts has worsened. By November 2009, 77% schools reported receiving grants. In 2010, grant receipts by November dropped to 38% and increased to 59% in 2011.



DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

The quantum of grants received in schools has fluctuated. In 2008-09, 61% schools received all 3 grants. This improved to 73% in 2009-10 but dropped to 59% in 2010-11.

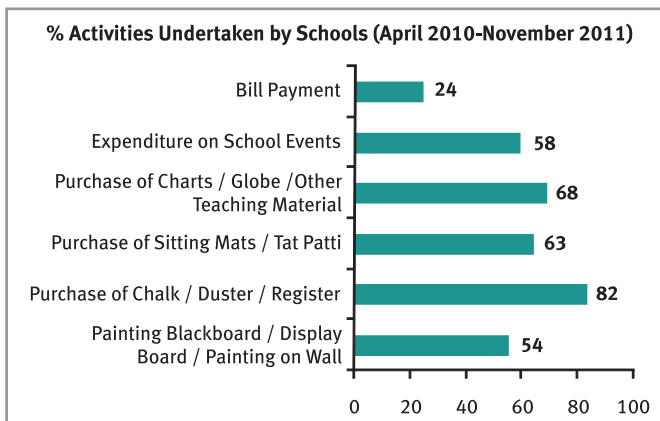
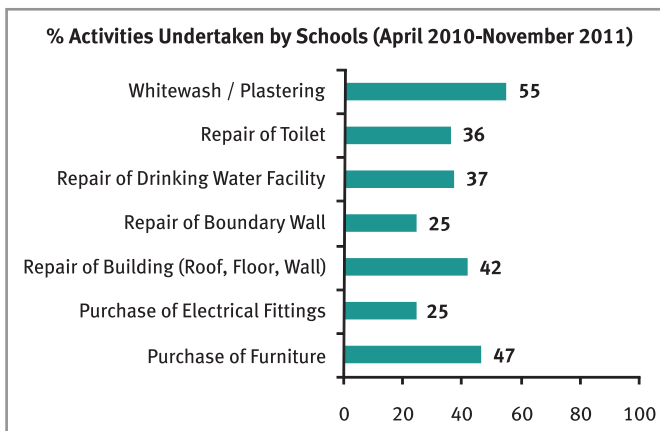
# Grants	Full Financial Year			Half Financial Year		
	2008-09	2009-10	2010-11	2009-10	2010-11	2011-12
0	1	5	5	7	41	21
1	8	7	18	19	25	19
2	30	15	18	30	8	17
3	61	73	59	45	26	43

EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR

How much goes to each school?	For what purpose?
School Development Grant / School Grant	
₹5000 per year per primary school	School equipment such as blackboard, sitting mats etc. Also to buy chalk, duster, registers, other office equipment.
₹7000 per year per upper primary school	
₹5000 + ₹7000 = ₹12000 if the school is Std 1-7/8	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
School Maintenance Grant	
(₹5000 - ₹7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including white-washing, beautification repairing of bathroom, hand pump repairs, building, boundary wall, playground etc.
(₹7500 - ₹10000) per year if the school has more than three classrooms	
Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teacher Learning Material (TLM) Grant	
₹500 per teacher per year for all teachers in primary and upper primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

Between April 2010 - November 2011, schools spent the bulk of their money on essential supplies. 55% schools whitewashed their walls and 58% used some of their grant money to fund school events.



ARE SCHOOLS IN UTTARAKHAND CATCHING UP WITH RTE NORMS?
**RTE NORMS FOR
UTTARAKHAND'S SCHOOLS**
PTR Norms: Primary Schools

Enrolment 1-60 = 2 teachers
Enrolment 61-90 = 3 teachers
Enrolment 91-120 = 4 teachers
Enrolment 121-200 = 5 teachers
Enrolment Above 150 = 5 + 1 headmaster
Above 200 = PTR (excl. headmaster) ≤ 40

PTR Norms: Upper Primary Schools

1. At least 1 teacher for every 35 children
2. Full-time teacher when enrolment is above 100

Infrastructure-related Norms

1. Office-cum-store-cum-headmaster's room
2. Barrier-free access.
3. Separate toilet for boys & girls.
4. Safe & adequate drinking water facility to all students.
5. Kitchen where Mid-Day Meal is cooked in the school.
6. Playground.
7. Arrangement for securing school building by boundary wall or fencing.

Norms About Other School Facilities

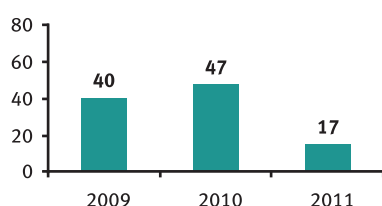
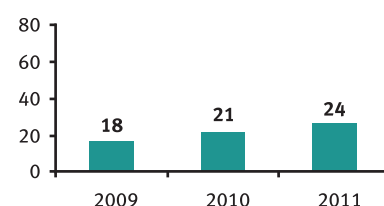
1. Teaching Learning Equipment (TLE) to be provided to each class as required.
2. Library in each school providing newspapers, magazines and books on all subjects, including storybooks.
3. Play-material, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUISITE NUMBER OF TEACHERS?

Teachers Needed	2010		2011	
	PTR=30	PTR=35	PTR=30	PTR=35
1	18	16	16	15
2	9	5	7	5
3	2	1	3	1
4	2	2	1	1
5	1	0	1	1
6	0	0	1	0
≥ 7	0	0	2	2
% Schools with Shortfall	32	24	32	25

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 54% between 2009-10 and 2011-12. How has this money been spent? To what extent have Uttarakhand's schools met the RTE norms?

TOILETS AND CLASSROOMS
Shortfall in Separate Toilet for Girls (% of Schools)

Shortfall in Classrooms (% of Schools)


There has been significant improvement in the provision of separate girls' toilets in Uttarakhand's schools between 2009 and 2011. Overall, the shortfall reduced from 40% in 2009 to 17% in 2011.

In 2010, 21% schools had fewer classrooms than required by RTE. In FY 2010-11, 12% schools received the classroom grant. Another 9% schools reported receiving the classroom grant by November 2011, halfway through the 2011-12 financial year. Between April 2010 and November 2011, 17% reported initiating classroom construction work. In 2011, 24% schools had fewer classrooms than required.

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)
Progress between 2010-2011

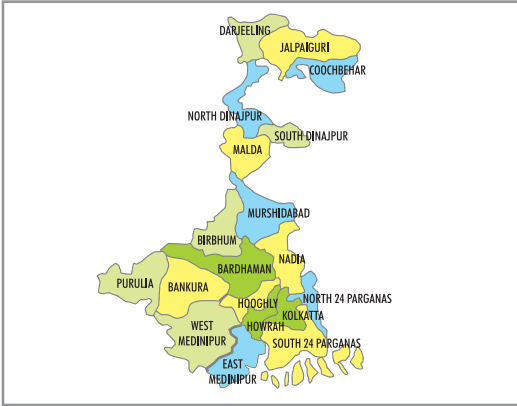
Infrastructure Facility	% Shortfall	
	2010	2011
Headmaster's Office	12	17
Drinking Water	16	20
Kitchen/ Shed	4	6
Playground	33	32
Complete Boundary Wall	33	39
Library Books	52	18

How Much Will it Cost Uttarakhand to Meet its RTE Norms?

Based on unit costs available for teacher salaries, toilet construction, classroom construction and drinking water facilities, PAISA has estimated the total cost requirement for meeting RTE norms at ₹265 crore.

Unit costs are for 2011-12.

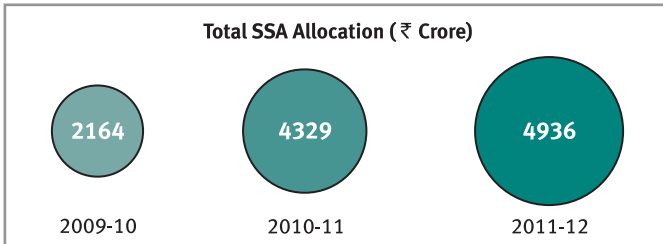




DO SCHOOLS IN WEST BENGAL GET THEIR MONEY?

WHAT IS WEST BENGAL'S SSA BUDGET?

SSA budgets have more than doubled between 2009-10 and 2011-12.



More on the SSA Budget

Per child allocation: Per child allocation for SSA increased from ₹1,618 in 2009-10 to ₹3,236 in 2010-11. In 2011-12, per child allocation stood at ₹3,689.

It is important to note that enrolment numbers to calculate per child allocation are only available for 2009.

Allocation and per child numbers include Government of India (GOI) and state share for SSA. Allocation figures for 2011-12 are based on proposed allocations as stated in the Annual Work Plan & Budget documents.

HOW DOES WEST BENGAL PRIORITISE ITS SSA RESOURCES?

Teachers received the largest share of SSA resources between 2009-10 and 2011-12.

To understand budgetary prioritisation, PAISA classified the SSA budget into the following categories:

Teachers: Teacher salaries, teacher training and teaching inputs such as Teaching-Learning Material, Teaching-Learning Equipment and the School Development Grant.

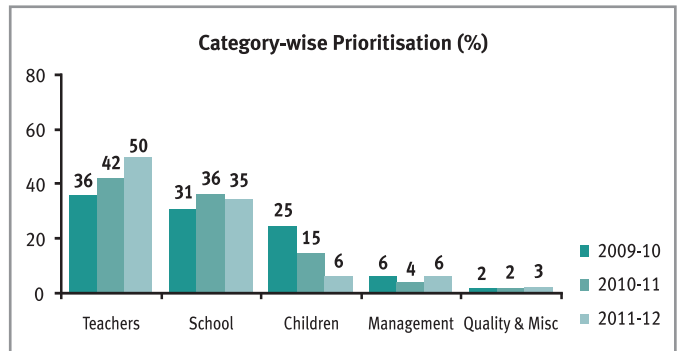
School: Civil works, School Maintenance Grant and, if available, funds for building libraries.

Children: Entitlements such as textbooks, uniforms and transport provisions, along with mainstreaming out-of-school children, remedial teaching, etc.

Management: Administrative costs for BRCs, CRCs, management and MIS, and research and evaluation.

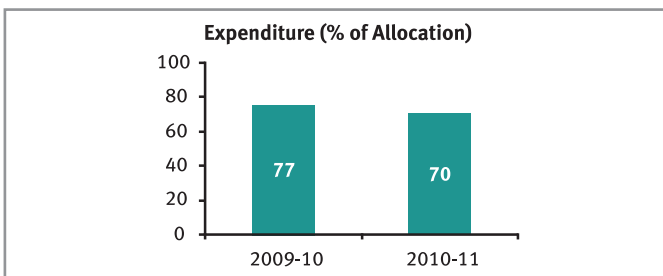
Quality: Innovation and Learning Enhancement Programme (LEP).

Miscellaneous: Community mobilisation and community training.



HOW DOES WEST BENGAL SPEND ITS SSA RESOURCES?

In 2009-10, West Bengal spent 77% of its total allocation. In 2010-11, the State spent 70%.



Expenditure Trends (% of Allocation) Across Categories

Category	2009-10	2010-11
Teachers	78	70
School	66	64
Children	92	88
Management	62	60
Quality	86	61
Miscellaneous	91	74
Total	77	70

WHAT HAPPENS WITH MONIES SPENT?

In 2011, 61% children in standard III-V could read a standard I text and 54% could do basic arithmetic

Attendance (Children and Teachers)

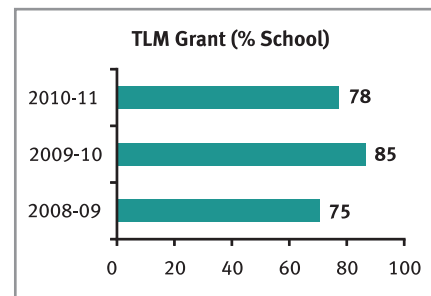
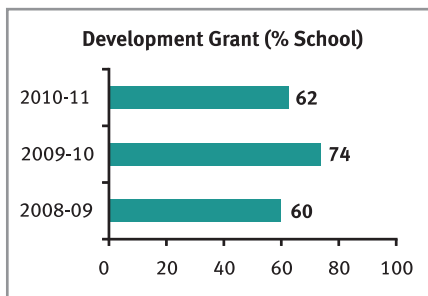
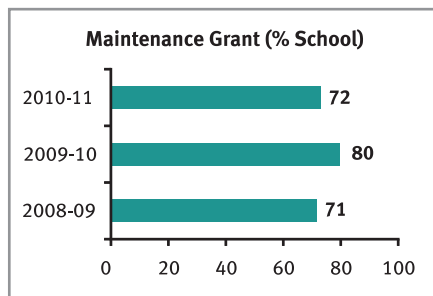
	% Enrolled Children Present		% Teachers Present	
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII
2009	74	77	89	89
2010	73	73	87	86
2011	71	72	87	87

Learning Outcomes

	Std I-II: Learning Levels		Std III-V: Learning Levels	
	% children (Std I-II)		% children (Std III-V)	
	who can read letters, words or more	who can recognize numbers 1 to 9 or more	who can read level 1 (std 1 text) or more	who can do subtraction or more
2009	84	87	68	60
2010	87	87	69	60
2011	85	88	61	54

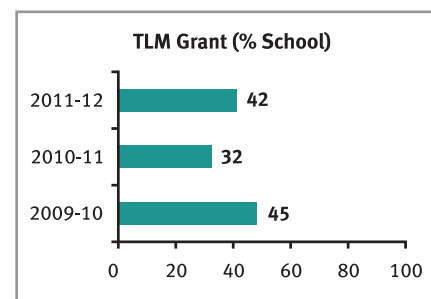
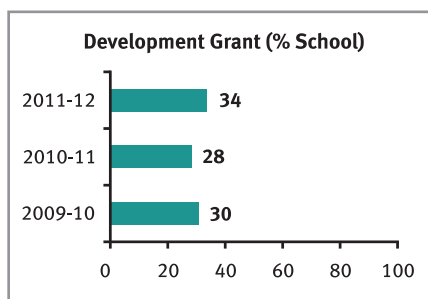
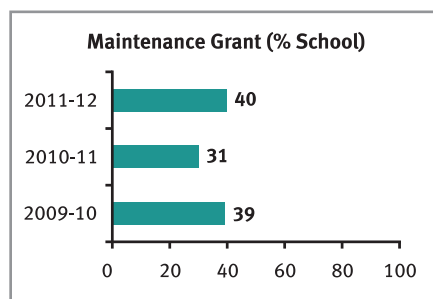
DO SCHOOLS GET THEIR MONEY?

On average, 68% schools reported receiving grants in 2008-09. This improved to 80% in 2009-10 but dropped to 71% in 2010-11



WHEN DO SCHOOLS GET THEIR MONEY?

Timing of grant receipts has fluctuated. By November 2009, only 38% schools reported receiving their grants. In 2010, grant receipts by November dropped to 31% before improving to 39% in 2011.



DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

The quantum of grants received in schools has fluctuated. In 2008-09, 46% schools received all 3 grants. This improved to 69% in 2009-10 but dropped to 59% in 2010-11.

# Grants	Full Financial Year			Half Financial Year		
	2008-09	2009-10	2010-11	2009-10	2010-11	2011-12
0	14	6	11	48	60	49
1	15	9	11	13	10	10
2	25	16	19	16	5	10
3	46	69	59	23	24	31

EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR

How much goes to each school? For what purpose?

School Development Grant / School Grant

₹5000 per year per primary school

₹7000 per year per upper primary school

₹5000 + ₹7000 = ₹12000 if the school is Std 1-7/8

Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.

School equipment such as blackboard, sitting mats etc. Also to buy chalk, duster, registers, other office equipment.

School Maintenance Grant

(₹5000 - ₹7500) per school per year if the school has upto 3 classrooms

(₹7500 - ₹10000) per year if the school has more than three classrooms

Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.

Maintenance of school building, including white-washing, beautification repairing of bathroom, hand pump repairs, building, boundary wall, playground etc.

Teacher Learning Material (TLM) Grant

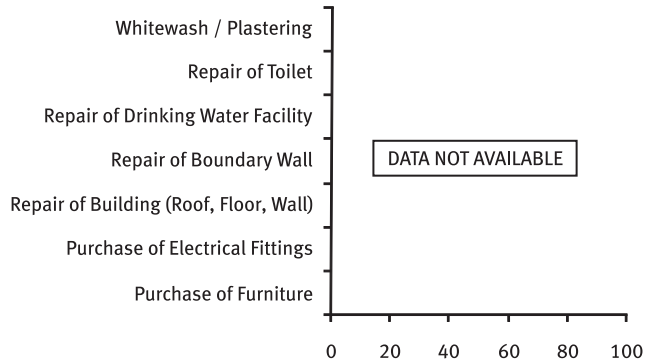
₹500 per teacher per year for all teachers in primary and upper primary schools.

To buy teaching aids, such as charts, posters, models etc.

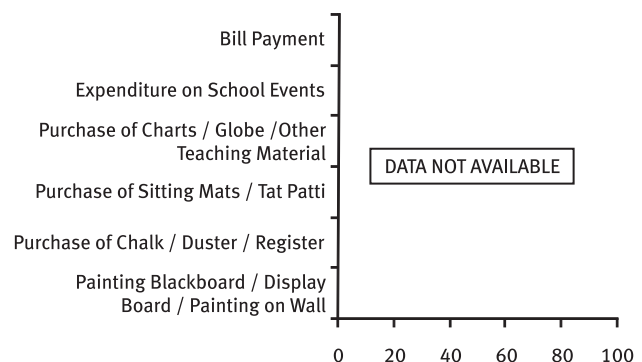
HOW DO SCHOOLS SPEND THEIR MONEY?

Data Not Available

% Activities Undertaken by Schools (April 2010-November 2011)



% Activities Undertaken by Schools (April 2010-November 2011)



ARE SCHOOLS IN WEST BENGAL CATCHING UP WITH RTE NORMS?

RTE NORMS FOR WEST BENGAL'S SCHOOLS

PTR Norms: Primary Schools

Enrolment 1-60 = 2 teachers
Enrolment 61-90 = 3 teachers
Enrolment 91-120 = 4 teachers
Enrolment 121-200 = 5 teachers
Enrolment Above 150 = 5 + 1 headmaster
Above 200 = PTR (excl. headmaster) <= 40

PTR Norms: Upper Primary Schools

1. At least 1 teacher for every 35 children
2. Full-time teacher when enrolment is above 100

Infrastructure-related Norms

1. Office-cum-store-cum-headmaster's room
2. Barrier-free access.
3. Separate toilet for boys & girls.
4. Safe & adequate drinking water facility to all students.
5. Kitchen where Mid-Day Meal is cooked in the school.
6. Playground.
7. Arrangement for securing school building by boundary wall or fencing.

Norms About Other School Facilities

1. Teaching Learning Equipment (TLE) to be provided to each class as required.
2. Library in each school providing newspapers, magazines and books on all subjects, including storybooks.
3. Play-material, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUISITE NUMBER OF TEACHERS?

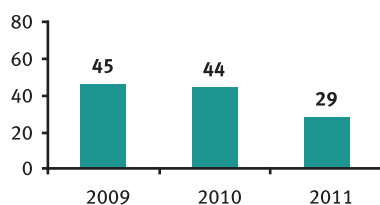
Teachers Needed	2010		2011	
	PTR=30	PTR=35	PTR=30	PTR=35
1	26	21	19	17
2	15	9	13	12
3	7	3	10	5
4	2	3	5	4
5	3	2	3	1
6	2	1	2	2
>=7	4	1	4	2
% Schools with Shortfall	58	42	56	44

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

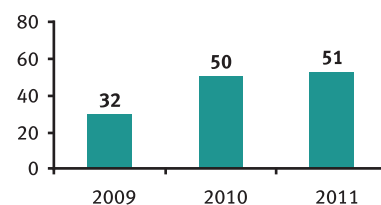
To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 156% between 2009-10 and 2011-12. How has this money been spent? To what extent have West Bengal's schools met the RTE norms?

TOILETS AND CLASSROOMS

Shortfall in Separate Toilet for Girls (% of Schools)



Shortfall in Classrooms (% of Schools)



There has been some improvement in the provision of separate girls toilets in West Bengal's schools between 2009 and 2011. Overall, the shortfall reduced from 45% in 2009 to 29% in 2011.

In 2010, 50% schools had fewer classrooms than required by the RTE. In FY 2010-11, 18% schools reported receiving the classroom grant. Another 33% schools reported receiving the classroom grant by November 2011, half way through the 2011-12 financial year. In 2011, 51% schools had fewer classrooms than required.

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

Progress between 2010-2011

Infrastructure Facility	% Shortfall	
	2010	2011
Headmaster's Office	21	19
Drinking Water	17	21
Kitchen/ Shed	14	13
Playground	58	49
Complete Boundary Wall	66	58
Library Books	51	39

How Much Will it Cost West Bengal to Meet its RTE Norms?

Based on unit costs available for teacher salaries, toilet construction, classroom construction and drinking water facilities, PAISA has estimated the total cost requirement for meeting RTE norms at ₹2,339 crore.

Unit costs are for 2011-12.





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