



DO SCHOOLS GET THEIR MONEY?

PAISA 2012



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PAISA 2012

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PAISA 2012

National Survey Highlights

From outlays to outcomes

India's elementary education budget has increased more than two fold since 2007-08, from Rs. 68,853 crores to Rs. 147,059 in 2012-13. In 2012-13, the average allocation per student in India's government elementary schools was Rs. 11,509. For the same period, ASER has been tracking learning outcomes to find that despite these increased allocations, learning levels have in fact been falling. In 2008, just under 50% of Standard three students could read a Standard one text. In 2012, the ASER report highlights that this has in fact worsened to 30%.

The good news is that the learning outcomes failure is now widely recognised. The 12th Plan explicitly states that the overarching goal in elementary education is to improve learning outcomes. This is the first time that outcomes have been stated formally as a policy goal and it is an important step forward. The challenge for India now lies in building a delivery system focused on outcomes.

There is a substantial body of evidence on solutions that offer useful starting points for designing an outcome-based education system, many of which find place in the Plan document. These solutions range from differing pedagogical strategies (teaching by level rather than grade) to changes in governance systems (improved teacher monitoring and incentivizing teacher behaviour).¹ Collectively, this body of

evidence highlights that an outcome-based delivery system must be based on three key principles: assessment, autonomy, and innovation at the school level. In other words, it requires a system where learning levels are regularly monitored and implementers – administrators and teachers – are empowered to take decisions and orient pedagogy based on need. Crucially, implementers must have the flexibility and incentive to innovate with different pedagogical practices related to need. The question for India is this: can the current instruments of governance enable this transformation?

The PAISA exercise is located within this larger debate on outlays to outcomes. Using planning and budgeting systems as the entry point, it is an attempt to build an empirical understanding of current governance processes at the grassroots to push for a larger debate on state capacity and administrative capability for building an education delivery mechanism focused on outcomes.

About the PAISA national survey²

Launched in 2009, the PAISA survey is a national school-level survey conducted annually through the Annual Survey of Education (ASER) – Rural. The ASER survey is a citizen-led survey conducted through students, district education institutes, and community organizations, thus making PAISA the first and only citizen-led effort at the national level to track public expenditure.

1. For a summary of these evidences, see Box 2.8 (pg. 51-52), Economic Survey 2012-13, Ministry of Finance, Government of India. Also see, "Learning the Right Lessons: Measurement, Experimentation, and the Need to Turn India's Right to Education Act Upside-Down" by Shobhini Mukerji and Michael Walton, IDFC India Infrastructure Report 2012, Routledge, 2013.

2. The PAISA national report is one among many PAISA-related research products. To complement the national survey, we also have a detailed district report that analyses the state and district level planning and budgeting systems. The study can be accessed here: <http://www.accountabilityindia.in/article/state-report-cards/2369-paisa-district-studies-rural-2010-11-consolidated-new>. In 2012, we undertook a study to understand the decision making and work flow processes at the local level. The findings from this study are currently being analysed and will be available in the public domain by mid-2013.

Since 2009, the survey has covered more than 14,000 schools in each successive round, with the current round covering 14,591 schools.

PAISA's specific point of investigation is the school grants in *Sarva Shiksha Abhiyan* (SSA), which is the Government of India's (GOI) primary vehicle for implementing the Right to Education Act. SSA is thus the most crucial government program for the overall provision of elementary education in the country today. SSA provides for three types of grants to all government schools in the country.³ These are: a) School Maintenance grant (SMG); (ii) School Development grant or School grant (SDG); and (iii) Teaching-Learning Material (TLM) grant. The grants arrive in schools with very clear expenditure guidelines. The Maintenance grant is for infrastructure upkeep, the Development/ School grant is meant for operation and administration, and Teaching-Learning Material is for extra instructional aids that may be required for teaching. In 2012-13, total SSA allocation for the country (including state share) was Rs. 67,307 crores. School grants accounted for Rs. 1377 crores, about 2% of this total allocation. Small as they are, these are the only monies that actually reach the bank accounts of all government schools every year, and the only funds over which school management committees 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.

The PAISA survey focuses on the following key questions:

1. *Do schools get their money?*
2. *When do schools get their money?*
3. *Do schools get all their money (the set of annual grants that are meant to arrive in school bank accounts)?*
4. *Do schools spend their money?*
5. *If so, what are the outputs of this expenditure?*

In 2011, the report expanded its scope to analyse overall budgetary allocations for SSA. This analysis is based on the Annual Work Plan & Budget (AWP&B) documents along with the minutes of Project Approval Board (PAB) meeting. To offer the reader a sense of resource prioritization, allocations and expenditures were divided into six categories of key activities related to the provision of education - Teachers, School, Children, Management, Quality, and Miscellaneous.

This year, the PAISA exercise has gone a step further and analysed state budget allocations along with the SSA to provide a holistic picture of elementary education outlays.⁴

Key findings from PAISA 2012

The macro picture: Elementary education allocations for India

Since the RTE was launched in 2009, India's elementary education allocations have increased by 23% from Rs. 119771 crores in 2010-11 to Rs. 147059 crores in 2012-13.⁵ Per student allocations have also increased from Rs. 9367 to Rs. 11509.

3. With the implementation of RTE, some states have 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.

4. Total allocation for elementary education consists of a) SSA allocations (central and state shares) b) non-SSA allocations towards elementary education by the State Government, c) allocations for MDM (Central and State shares), and d) allocation toward other programs such as KGBV and NPEGEL. For more details, refer to the PAISA methodology discussed later in the report.

5. The 2010-11 and 2011-12 figures are Revised Estimates (RE), while the 2012-13 figures are Budgeted Estimates (BE). For more details, refer to the PAISA methodology discussed later in the report.

The increases have been variable across states and there does not appear to be any correlation between performance on different education-specific indicators and budgetary outlays. Nagaland and Haryana have had the largest increase in allocations: 82% and 43% between 2010-11 and 2012-13. On the other hand, allocations have dropped by 38% and 11% in Sikkim and Jharkhand, respectively.

There are wide variations in the per student allocations across the states. Bihar allocates only Rs. 5516 per student, while states like Kerala and Goa allocate Rs. 37667 and Rs. 45867 respectively.

SSA allocations and expenditures

SSA is the programmatic vehicle through which the GOI aims to deliver on its RTE commitments. Unsurprisingly therefore, the SSA budget has seen a far more significant increase in the last three years.⁶ It increased by 57%, up from Rs. 42,777 crores to Rs. 67,307 crores between 2010-11 and 2012-13. Per student allocation for SSA was at Rs. 5257 in 2012-13, up from Rs. 3378 in 2010-11.

Allocations to teachers and school infrastructure-related activities dominate the SSA budget. In 2012-13, allocations to teachers (salaries, training and teaching inputs such as Teachers Learning Equipment) accounted for 43% of the SSA budget, the largest share out of all the components. School infrastructure accounted for the next highest share with an allocation of 35%. Allocations for children (entitlements, mainstreaming out of school children, and remedial teaching) accounted for 12% of the SSA budget. Quality specific activities received only 2% of the SSA budget.

There are variations in component-wise allocations across the states. Rajasthan and Uttar Pradesh allocated the highest share of

their SSA budget to teachers - 76% and 73%. Andhra Pradesh, on the other hand, prioritized infrastructure over teachers. 32% of its total budget was allocated to teachers, while 44% was allocated to infrastructure.

Spending has failed to keep pace with these increased allocations.⁷ In 2011-12, India spent only 62% of its SSA budget, down from 70% in 2010-11. This decrease in spending can be seen in most of the states. Punjab had the largest drop in expenditure from 98% in 2010-11 to 52% in 2011-12. Some states did improve their overall spending. Spending in Madhya Pradesh for instance, improved its 58% in 2010-11 to 76% for the same two-year period.

This brief overview of the SSA financing system highlights that the current budgeting system prioritizes inputs (the bulk of the SSA budget is allocated to teachers and school infrastructure) and is extremely centralized. All critical teacher- and infrastructure-related decisions are taken by the education bureaucracy which is managed and controlled by the state government. Funds for infrastructure development are often channelled to schools; however, key decisions related to sanctions and procurement are taken by the district administration. 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. Through field work, PAISA also discovered that districts themselves have little expenditure control over expenditures. For instance, many infrastructure-related expenditure decisions are taken on the basis of priorities set by the State and GOI: in one district in Himachal Pradesh, in 2011, all schools were required to construct boundary walls based on prioritization set by the state governments. While this centralized delivery system might be appropriate for delivering inputs like teachers

6. Calculations in this report do not include allocations and expenditures for Union Territories as well as Kasturba Gandhi Balika Vidyalay (KGBV) and National Programme for Education of Girls at Elementary Level (NPEGEL).

7. For more details, see "A Question of Spending" by Avani Kapur later in the report.



and school infrastructure, as the goal post shifts to learning, the question for India is this: can this top-down delivery system enable the transition from schooling to learning?

The Micro Story: School grants

1) Do schools get their money?

There has been some improvement in the percentage of schools receiving grants in 2011-12 compared with 2010-11. In 2011-12, 87% schools reported receiving SMG as compared to 84% the previous year. 89% received TLM in 2011-12 and 79% received SDG, compared with 85% and 77% respectively in 2010-11.

There are variations in grant receipts across the states. In Andhra Pradesh, 92% schools received SDG in 2011-12, while in West Bengal, only 69% schools received it. In Bihar, 79% schools received their SMG in 2011-12, while in Karnataka, 93% received their maintenance grant.

2) Does money reach on time?

To assess the timeliness of fund flows, schools were asked whether they received grants for the current fiscal (FY 2012-13) at the time of the survey. The survey is conducted between October and November, which is half-way through the financial year.

There has been no major improvement in the timeliness of grants between 2011-12 and 2012-13. Just about half of India's schools received their grants by November 2012. There are minor grant specific variations - 56% schools received SMG by November 2012. 51% schools received SDG and 55% received TLM by November 2012.

Gujarat and Karnataka perform well in terms of timeliness with approximately 90% schools receiving TLM and over 80% schools receiving SDG and SMG by November 2012. However, in Rajasthan, very few schools had received their grants by November, with only 17% and 13% schools receiving SMG and SDG respectively, while only 24% received TLM.

Block- and district-level officials attribute these delays to problems such as limited access to core banking, banks not crediting accounts on time, incorrect bank account numbers, and lack of clarity of grant names during fund transfers.

3) Do schools get all their money?

While schools do receive money, they don't always report receiving their entire financial entitlement (in terms of number of grants).

In FY 2011-12, 74% schools reported receiving all three mandatory grants. Himachal Pradesh, Andhra Pradesh, and Karnataka are amongst the best performers on this indicator. In 2011-



12, over 84% schools in these states received all three grants. Meghalaya and Rajasthan are poor performers. In 2011-12, only 26% of schools received all three grants in Meghalaya. In Rajasthan, 58% received all 3 grants.

Another indicator of timeliness of fund flows is the number of grants received half way through the school year. Overall, there has been a marginal increase in the percentage of schools receiving all 3 grants by November 2012. In 2011, 41% schools had reported receiving all 3 grants by November; this increased to 43% in 2012. However, more than 30% schools did not receive a single grant by October-November 2012. This trend is worrying as the number has increased from 26% in 2010-11 to 32% in 2012-13.

4) Do schools spend their money? And on what?

Once money arrives, schools do spend it. Over 90% schools report spending their money. Much of the expenditure is on essential items. Between April 2011 and November 2012, 67% schools white-washed their walls and 70% used some of their money to fund school events. 90% schools purchased chalks/dusters and registers. Interestingly, there has hardly been an increase in the percentage of schools taking up repair work, such a repair of toilets or of drinking water facilities over the past two years. Only 36% schools reported repairing toilets between April 2011 and November 2012, while 44% reported repairing drinking water facilities.

One broad conclusion that can be drawn from these results is that school funds are simply not enough for the range of work that schools are meant to undertake. The money schools get seems to get absorbed in just purchasing essential supplies, leaving little for other activities. The emphasis on white-washing suggests a second conclusion – that planning at the school level is weak and that expenditures don't always connect with school needs. The data suggests that 67% white-washed their walls, but in reality, it is unlikely that such a large proportion of schools needed to white-wash their walls over other activities in a given year or that white-washing is more important than repairing a roof or maintaining toilet and drinking water facilities, for instance. Anecdotal evidence suggests that one reason for this emphasis on white-washing is that it is an easy, tangible activity to undertake if funds have to be spent quickly and this is perhaps the reason that schools use the money they have left over from supply purchase for white-washing their walls. Importantly, even though the schools and school management committees (SMCs) have been given expenditure control over these grants, in practice, expenditures are made based on formal and informal orders received from higher authorities. During field work, in some districts, schools were asked to white-wash their walls in preparation for the Chief Minister's visit. In others, they were asked to purchase storage cupboards and furniture. School needs were not considered when instructions were given.

5) Compliance with RTE norms?

Since the launch of the RTE, the key emphasis for schools in India has been on meeting infrastructure and human resource norms laid down by the Act. As evidenced from the discussion on overall allocations for elementary education, much of the recent financial investment in elementary education has been for meeting these norms. Yet, the PAISA survey highlights significant gaps in achievement of these norms. These gaps exist despite the fact that all schools were expected to meet these norms by March 2013.

Overall, SSA outlays for teachers and school infrastructure increased by 61% between 2010-11 and 2011-12. However, 46% schools had a Pupil Teacher Ratio (PTR) greater than 30, while 38% schools had a PTR greater than 35. 10% schools require more than five teachers to meet the PTR of 35, while 13% schools require more than five teachers to meet PTR of 30. Importantly, despite increases in the budget, these figures have not changed much since 2010.

In terms of physical infrastructure, at the time of the survey, 25% schools did not have a separate toilet for girls and 47% schools had fewer classrooms than required by the RTE. There has been no perceptible change in these numbers over the past three years. We see similar trends across other infrastructure facilities. About 45% schools do not have a complete boundary wall and 39% do not have a playground. Overall, only 15% of the government schools in the country

are in compliance of all the seven physical infrastructure norms identified by the RTE.

Conclusion

The main finding from PAISA is that the current planning and budgeting system for elementary education is extremely centralized by design and inefficient in its implementation. Despite policy pronouncements, districts, schools, and SMCs remain at the fringes of the decision-making process. Moreover, even in the current framework, state capacity to spend is limited - the combination of late arrival of funds, overly centralized guidelines, weak human resource capacity, and administrative red tape can together make spending efficiently near impossible.

In light of the renewed focus on learning outcomes in the 12th five year plan, can the current centralized system deliver? As mentioned, autonomy and innovation are the key principles of an outcomes-based delivery mechanism. This is the anti-thesis of a centralized, one-size-fits-all system. How do we then build a governance system that involves parents, schools, teachers, and the local administration? How do we build a planning and budgeting system that is genuinely flexible and can accommodate local, school level needs and priorities? How do we strengthen state capacity and incentivize accountability for outcomes? Answering these questions is the challenge of the future.

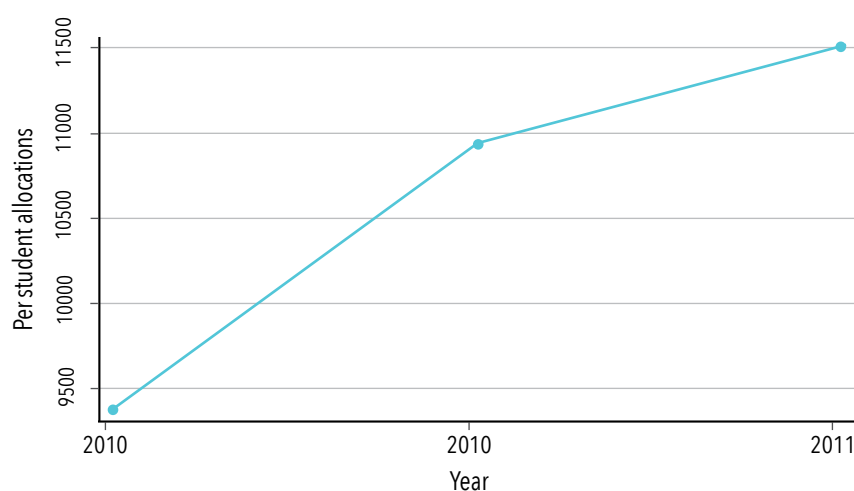


Has the relationship between Allocations and Outcomes broken?

A Preliminary Analysis

- Amrish Dongre*, Vibhu Tewary**

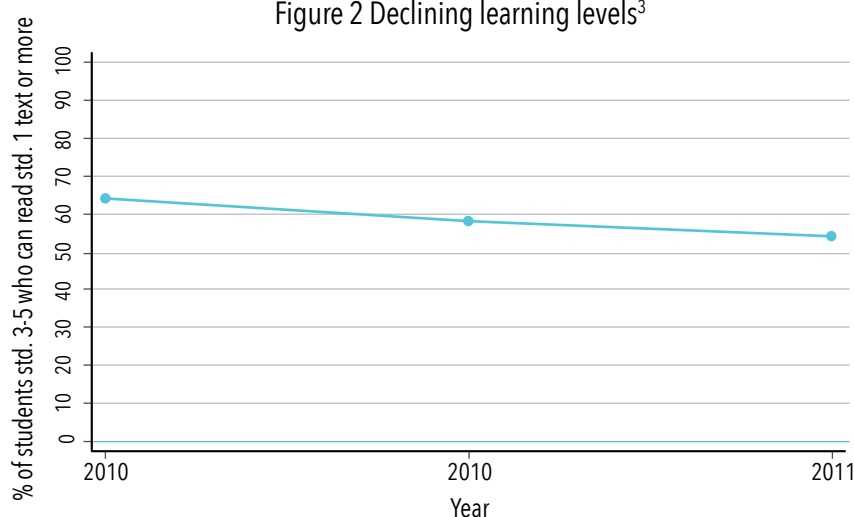
Figure 1 Increasing per student allocations



The Indian government's allocations for elementary education (including state schemes and centrally sponsored schemes) have increased by 23% between 2010-11 and 2012-13. The per-student allocation has increased from Rs. 9,367 to Rs. 11,509 over the same period (Figure 1).¹ However, as successive rounds of Annual Status of Education Report (ASER) have shown, while allocations have been rising, learning levels have declined (Figure 2).²

This raises an important question: is there a relationship between allocations for elementary education and learning outcomes in India?

Figure 2 Declining learning levels³



The results from simple regression, shown graphically in Figure 3, indicate that higher allocations are associated with higher learning levels.⁴ However, this positive correlation does not account for state-specific characteristics. For example, states with higher administrative capacity may well receive higher allocations. Such states might also have better learning outcomes.

To overcome this problem, two-year panel data on learning outcomes and per-student allocations for states spanning more than a year was used, and a fixed effects estimation was carried out.

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1. Allocations for elementary education are based on revised estimates, which provide a more accurate picture of spending, and also take into account supplementary grants given to states during a financial year.

2. Learning levels are measured as proportion of children in Standard 3-5 who are able to read Standard 1 level text.

3. The graph looks similar if one considers other measures of learning outcomes (See ASER 2012 report for various measures of learning outcomes.)

4. The dependent variable is learning levels in 2011 and the explanatory variable is per student allocation in 2010-11. The results are similar if we use learning levels in 2012 and per student allocation in 2011-12. The results are also similar if we combine the data for two years and run a regression.

Figure 3 Learning levels vs. per-student allocations: simple regression

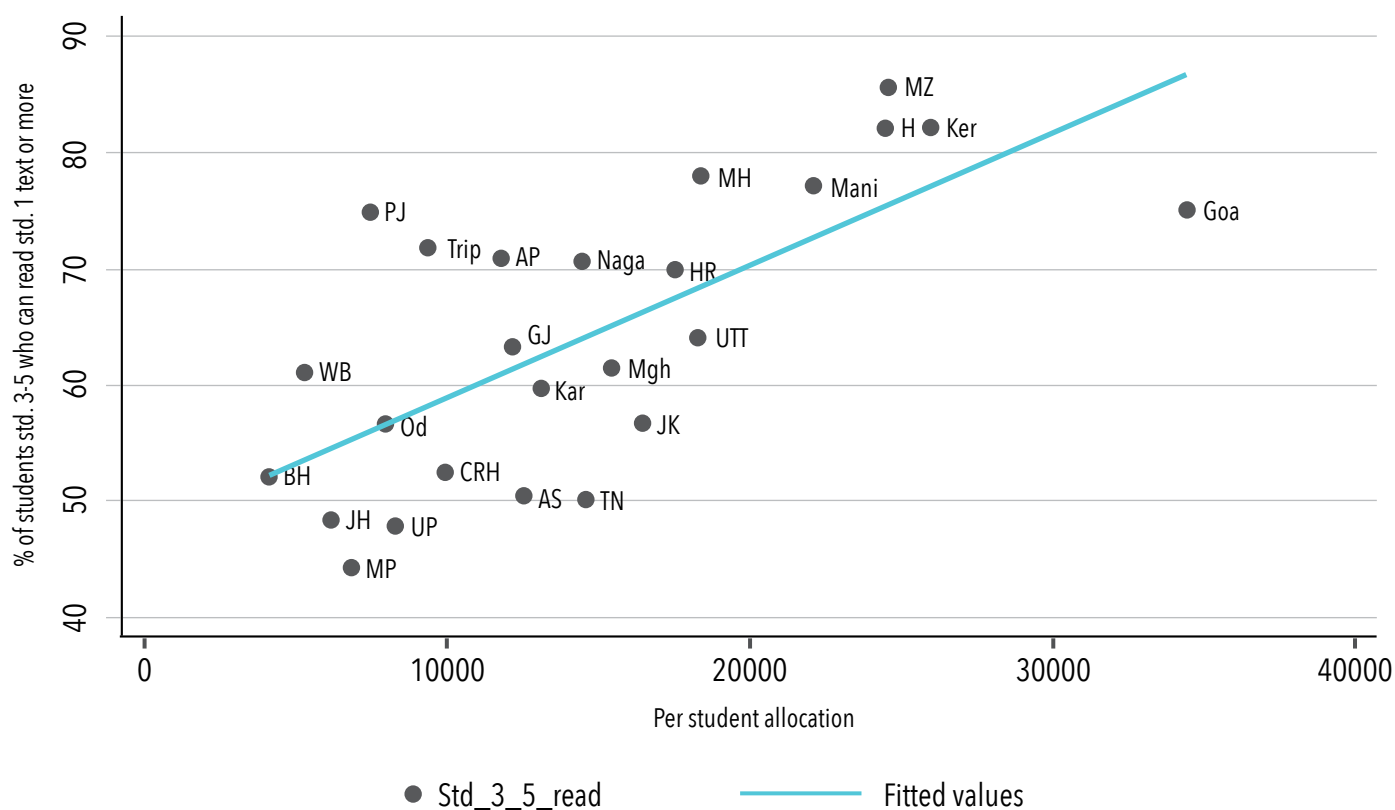
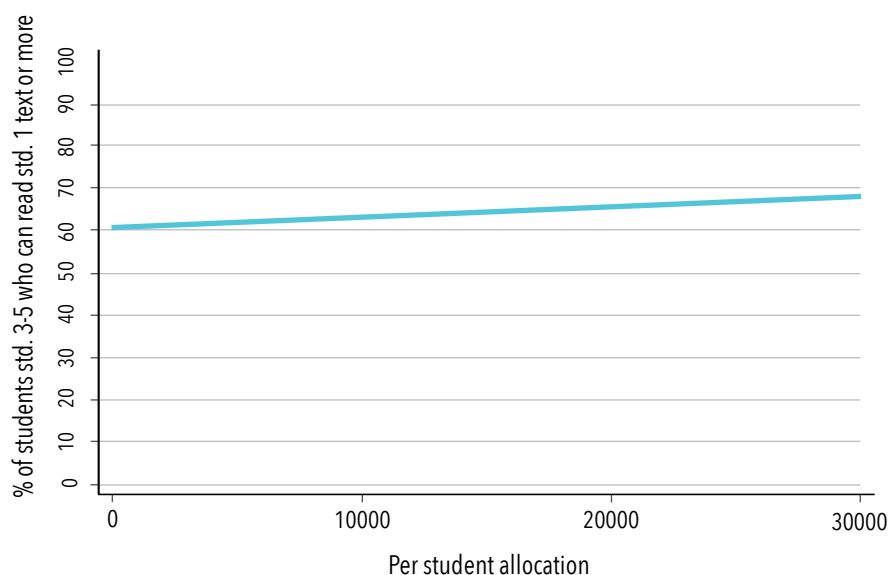


Figure 4 Learning levels vs. per-student allocations: Fixed Effects Model



Our results indicate that once state-specific unobservable factors have been properly accounted for, the effect of per-student allocations on learning levels turns out to be significantly weaker (Figure 4).⁵ The numbers suggest that an increase of Rs. 1000 in per-student allocation would increase the proportion of students in Standard 3-5, who can read Standard 1 text, by 0.2 percentage points.

Even though the results are preliminary, they point towards deeper structural problems. Identifying and addressing these structural problems must be given a high priority, both by policymakers and researchers.

5. The relationship in Figure 4 is not statistically significant.

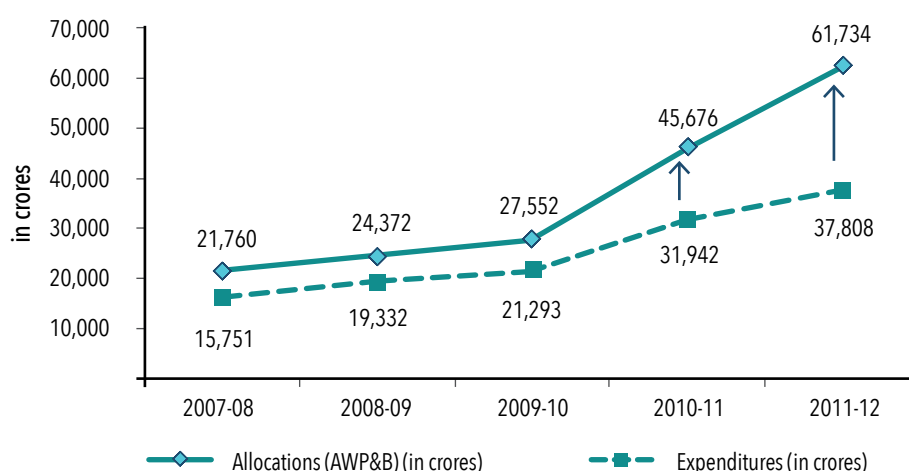
6. The results are more or less similar if other measures of learning levels are used. See ASER Report, 2012, for details.

A Question of Spending

- Avani Kapur*

Allocations for the Sarva Shiksha Abhiyan (SSA), the primary vehicle for delivering the Right to Free and Compulsory Education Act (RTE), have increased three-fold over the last few years. However, expenditure has failed to keep up. In fact, after the passing of the RTE, the gap between allocations and expenditures has widened even more (as indicated in Figure 1).

Figure 1 SSA Allocations and Expenditures



Source: 16th Joint Review Mission. Allocations and Expenditures include allocations for Kasturba Gandhi Balika Vidyalaya (KGBV) and National Programme for Education at the Elementary Level (NPEGEL).

More importantly, as successive rounds of the Annual Status of Education Report (ASER) have shown, learning levels have remained more or less stagnant. In fact, in 2012, only 54% of students in Standard 3-5 could read a Standard 1 level text or more, down from nearly 58% the previous year.¹

This raises the question: are our governance structures prepared to absorb this influx of funds to leverage desired outputs and outcomes? In order to answer this question, it is necessary to look beyond allocations. What is the nature of investment in the current elementary education structure? What are the processes through which these investments

flow through the system? And finally who takes expenditure decisions and what is the 'quality' of these expenditures?

The current model for financing elementary education is based on a top-down delivery model. Analysis of budget increases by PAISA following the implementation of the RTE indicates that a bulk of this increase has been in infrastructure financing: building classrooms, boundary walls, playgrounds, and toilets for girls and boys. However, there is no evidence to suggest that building infrastructure leads to better outcomes. In fact, the two components directly related to 'quality' – namely an innovation grant of Rs. 1 crore and

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1. The trends are similar for other measures of learning including basic mathematics.

2. PAISA District Studies, 2011. Available online at: http://www.accountabilityindia.in/paisa_states, last accessed on 13.03.2013.

3. Ibid



the Learning Enhancement Programme (LEP) - constituted only 2% of SSA allocations in FY 2012-13.

Prioritization aside, planned allocations are not always released or not released on time. In FY 2011-12, while the Project Approval Board (PAB) had approved budgets worth Rs. 61,722 crores, only 69% (Rs. 42,519 crores) was released by Ministry of Human Resource Development (MHRD). Similarly, analysis of flow of funds conducted by PAISA in seven states and nine districts across India revealed that in FY 2010-11, MHRD had released only 38% of its funds for Andhra Pradesh, 46% for Bihar, and 40% for Himachal Pradesh by the third quarter of the financial year.² Delays at the Government of India and state level have a knock-on effect at the lower levels. For instance, only 45% of the allocated funds for Nalanda and 51% for Purnea were released by the SSA society in FY 2010-11. Similarly, only 66% of funds for Medak, Andhra Pradesh were released.³

Even when money does reach the intended beneficiary, inefficiencies and bottlenecks such as complex paper work, cumbersome procedures such as approvals from different

authorities, utilization certificates, and technical sanctions, make spending difficult. To add to this, there are numerous vacancies in many administrative and financial management posts. Whilst the SSA Manual for Financial Management and Procurement (FMP) mandates the presence of 'appropriately qualified financial management staff... with clearly defined roles and responsibilities to conduct financial management activities', the last few years have seen a rise in vacancy levels. Overall vacancy against norms has increased from 54% (January 2012 JRM) to 57% as on March 31, 2012. Vacancies are amongst the highest in Chhattisgarh and Madhya Pradesh at 80%. In fact, 'compared to the data presented in the July 2010 JRM (two years ago) staffing has gone down (from 502 to 467) in many states'.⁴

Similarly, even with respect to Block Resource Coordinators (the first point of contact for grievance redressal at the school level and often responsible for disbursing funds to schools), vacancies are high. In FY 2011-12, 60% of BRC posts in Bihar and 58% in Odisha were lying vacant. The shortage in human resources has consequences for activities. For instance, in Maharashtra, the vacancy in

posts of Junior Engineers resulted in civil work activities not being undertaken for nearly a year.

As a result, expenditure decisions are often a consequence of 'coping' strategies, rather than an informed decision directed towards achieving a specific outcome. For example, states in which infrastructure constitutes the largest share of SSA allocations may prioritize construction and purchase of materials whilst delaying spending on teacher salaries, early in the financial year, in order to expedite expenditures. However, since construction activities have a long administrative process including receiving technical and financial sanctions from different authorities, these funds get parked in school bank accounts and expenditures are not undertaken during the financial year. Other states may prioritize recurring expenditure such as teacher salaries

and due to limited capacity not be able to spend their civil works monies. Discussions conducted by JRM revealed that in some states, spending was lower than budgeted as 'it was not possible to fill teacher positions from the start of the year, training sessions took time to organize and so all planned training could not be completed....' As one moves down the chain from state to district to block and school, many such 'coping mechanisms' are seen being employed as stop-gap solutions to an immediate problem. As a result, money often remains unspent and even when it is spent, decisions are taken arbitrarily without considering the needs on the ground.

Interestingly, while SSA requires that expenditure decisions be taken based on plans made by School Management Committee (SMCs) that are then aggregated up at the district and state level, evidence suggests that

Table 1: % of SSA targets achieved in FY 2011-12

States	Chhattisgarh		Andhra Pradesh		Bihar		West Bengal		Jharkhand		Uttar Pradesh	
SSA activities												
(achievement %)	Units	Fin ⁶	Units	Fin	Units	Fin	Units	Fin	Units	Fin	Units	Fin
Teacher	50	55	98	76	46	53	42	62	69	88	57	47
Civil Works	32	56	98	83	8	28	82	70	100	89	100	79
Uniforms	100	100	100	100	34	33	NA	NA	NA	NA	96	45
Textbooks	96	78	100	100	96	83	96	93	70	23	99	84
Teacher Training	53	64	93	75	69	42	49	45	42	33	.	.

Source: SSA Portal, PAB Minutes. Teacher training achievement percentage for Uttar Pradesh is missing.

5. In fact, between FY 2008-09 and FY 2011-12, Uttar Pradesh and Madhya Pradesh had filled only 56% and 50% of the sanctioned posts, respectively. (SSA Budget Brief 2013-14, available online at: http://accountabilityindia.in/sites/default/files/ssa_2013-14.pdf, last accessed on 13.03.2013).

6. Fin refers to financial targets set by states in their AWP&B



this is often not the case. Moreover, SMCs have spending powers over a very small percentage of SSA funds, which are based on fixed norms. In fact, as SSA allocations have increased, the share of funds which are in the inclusive control of SMCs has decreased from 6% in FY 2009-10 to 2% in FY 2012-13.

Inability to spend hampers progress in outputs and outcomes

So what does that mean for achieving intended outputs and outcomes? Analysis of the Annual Work Plan and Budget (AWP&B) in FY 2011-12 indicates that the inability to spend often results in states not being able to meet their RTE targets. While the RTE has emphasized on civil work construction, as Table 1 indicates, progress has been slow. For instance, only 32% of civil work targets in Chhattisgarh were met in FY 2011-12. Similarly in Bihar, only 8% of the targets were met. It can be argued that construction activities are time consuming and require a number of technical and administrative sanctions. However, this trend is evident even in some of the simpler

grants such as uniforms or even textbooks! In FY 2011-12, according to PAB documents, in Bihar, for instance, only 34% of the uniforms had been distributed and only 33% of the funds for uniforms had been spent. In Jharkhand, 70% of the planned textbooks had been distributed. Even in terms of recruitment of teachers, most states have not met their targets. In Chhattisgarh, only 50% of the planned teachers were recruited in FY 2011-12. In West Bengal, the numbers were 42% percent.⁵

There has been a lot of discussion regarding why increasing outlays has not led to the desired outcomes. While resource prioritization plays a key role, does spending ability also impact outcomes? In order to test this hypothesis, a fixed-effect regression on per-student allocations and expenditure on learning outcomes was done, which indicates that while per-student allocations do not have an impact on learning outcomes, the results for per-student expenditures are significant.⁷ According to the results, a Rs. 1000 increase in per-student expenditures would increase the proportion of students in Standard 3-5 who can read a Standard 1 text by 2.2 percentage points. Similarly, a Rs. 1000 increase in per-child expenditures would increase the proportion of students in Standard 3-5 who can do basic subtraction and above by 2.5 percentage points. Are these results driven by variations in expenditures in teacher salaries? Or are they driven by variations in children entitlements? Further analysis of expenditures across components is currently being undertaken.

As states rush to meet their RTE deadline of 2015, it is expected that allocations will continue to rise. The focus needs to shift towards building state capability and capacity to spend these allocations efficiently. Unless expenditures are targeted towards efforts at translating schooling into learning, the increasing public expenditure on elementary education will be wasted.

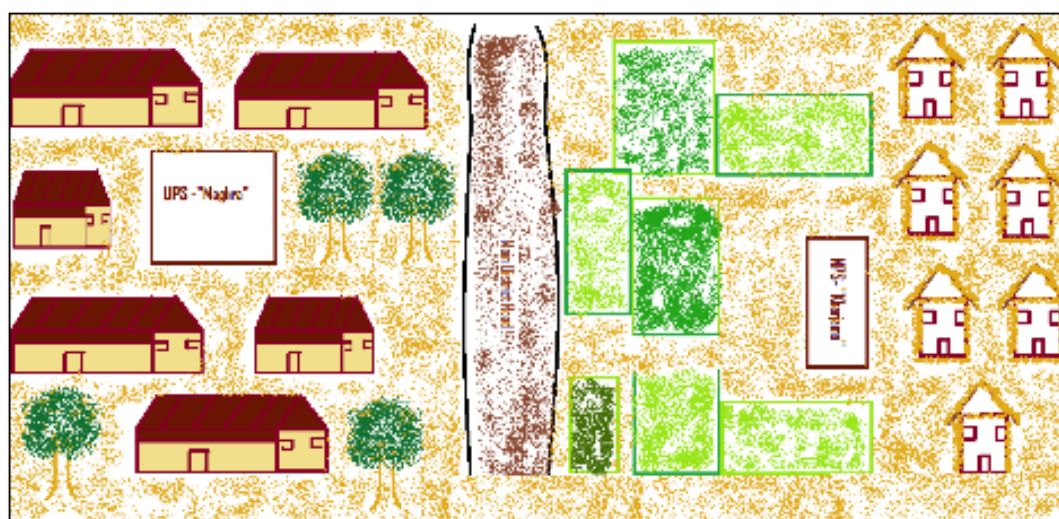
7. The fixed effects regression is based on five-year panel data using state fixed effects and year dummies. Since it is expected that expenditures during a year will have an impact on learning levels only in the subsequent year, we have used a one year lag variable. For instance, 2010-11 expenditures have been compared with November 2011 learning levels. More detailed analysis is currently being conducted.

A Tale of Two Schools

Untying the Tied-Grants in SSA

- Dr. Anit Mukherjee and Eeshaan Satwalekar*

The proposed allocation for *Sarva Shiksha Abhiyan* (SSA) during 2011-12 is Rs 21,000 crores. SSA norms dictate that these allocations come to the schools as tied funds meant only to be used for specific purposes. With different schools having different needs, is this the most effective way for money to be allocated and spent? This story highlights the problem with the current system of tied grants.



This is a story of two schools in Nalanda district in Bihar. Maghra is an Upper Primary school and Kharjama is a New Primary School in the Biharshariff block close to the district headquarters. They are located on two sides of a district road, at a distance of less than 2 km from each other.

The school characteristics, however, are completely different.

- Maghra is surrounded by a semi-rural habitation, whereas Kharjama is surrounded by fields and farms and is completely rural.
- Maghra was founded in 1939 and has been in operation since before India's independence. Kharjama was constructed in 2007 with funds coming through the SSA.

- Maghra has 1401 students from Class I to Class VIII, 16 classrooms, and 19 teachers. Kharjama has 108 students, 3 classrooms, and 2 teachers.

- The teaching staff in Maghra is experienced, some having taught for 20-30 years in the same school. The two teachers appointed after Kharjama was constructed have less than two years of teaching experience.

- Maghra has a mix of old and new classrooms; four new rooms were constructed with SSA funds, some repair work was done on the roof and floor of the old classrooms, toilets were constructed, and some extra contract teachers were appointed. Kharjama has an excellent building, but without any boundary wall or gate. Toilets were being constructed at the time of the survey. It does not feel like a school as yet.

* This article was written in 2009 by Dr. Anit Mukherjee and Eeshaan Satwalekar who were earlier working on the PAISA project.



UPS MAGHRA



NPS KHARJAMA

The Vidyalaya Shiksha Samiti (VSS)¹ in Maghra is very active. It interacts regularly with the teachers, knows what grants the school should get, and how they can be spent. The VSS even collects contributions from the parents to supplement grants that come from the government. The case of the VSS in Kharjama is exactly the opposite: the VSS secretary had no idea about his roles and responsibilities.

Interviews conducted in both the schools bring out the obvious fact that their needs are very different. Maghra needs more funds for school maintenance, to buy stationery and teaching

aids like chalk, dusters, and blackboards; a school library; and more toilets (especially girl's toilets). The school also needs a full-time administrative staff since it also houses the Cluster Resource Centre (CRC) and various extracurricular activities of the block. Kharjama requires more teachers, funds for constructing a boundary wall and kitchen shed, and teacher training.

The SSA norms, however, do not allow for such flexibility. Using these norms, here is what each school actually gets:

Grants received	SSA norms	Maghara Upper primary: Std 1 to 8	Kharjama New primary: Std 1 to 5
School Maintenance Grant	More than three classrooms: 10,000; otherwise 5000	15,000	5000
School Development Grant	Upper Primary: 7000 Primary: 5000	12,000	5000
TLM grant to teachers	500 per teacher	9500	1000
Total		36,500	11,000
Grants per student		26	101
Grants per student (without TLM)		19	93
Per Child Grant Ratio		With Teacher Grant 1: 4 Without Teacher Grant 1: 5	

The norm-based approach that is followed in devolving grants to schools results in this anomaly in terms of how much money actually comes in order to make the school function properly. As per the norms, Maghra gets only three times the total grants that Kharjama gets, although Maghra has 10 times the student strength of Kharjama.

The other important point to note is that Maghra has an old school building and a large area. Therefore, maintenance and repair costs will be higher. Even if the teachers in Maghra want to use part of the TLM grant for maintenance, the guidelines for expenditure will not allow them to do so.

These are some points to consider.

- Given the nature of the two schools, is the money sufficient for running the school? What can be done to provide better facilities given the existing schemes: both SSA and state government?
- How can SMCs function more effectively in making school development plans, monitoring fund utilization, and improving learning levels of children under the RTE Act (2009)?

1. At the time of the survey, the schools had functioning VSS, which have been replaced by Tadarth (Ad-hoc) Samitis at present. However, under the Right to Education Act (2009), all schools will be required to have a School Management Committee (SMC) that will replace the previous VSS and have the power given to them under the state rules of the RTE Act.

Quis custodiet ipsos custodes

Who monitors the monitors?

- Mehjabeen Jagmag*

During field research in Uttar Pradesh (UP) earlier this year, a Block Education Officer (BEO) said that one of his biggest worries was the crumbling infrastructure of several school buildings in his block. *Jab barish hoti hai, toh mujhe dar lagta hai. Meri ek hi prarthna hai, ki agar imarat gire, toh wah raat ko gire. Bacche jab school me ho, tab na gire.* (When it rains, I get frightened. I have just one prayer. If the building has to fall, then it should fall at night, not when the children are in school.)

The officer had reported the poor quality of school infrastructure to district authorities, but received no response to his complaints. He indicated the futility of his efforts in trying to change this situation from bottom-up, *Chotte sthar ki awaaz upar tak nahi jaati* (Voices from smaller levels do not make it all the way to the top).

The BEOs predicament hints at a systemic problem in an education delivery system that is decentralized in letter, but not in spirit. In the present system, officials closest to the schools have the capacity to detect problems but do not have the power or incentive to address them. This creates a trap where problems often have to escalate to a stage that merits higher-level authorities to intervene and be able to find a solution.

This article aims at exploring the role of local-level monitors in the education system; the block- and cluster-level officials and the School Management Committee (SMC). It questions

the efficacy of the present monitoring system and suggests the need to strengthen the way schools are monitored at the community level.

The role of block- and cluster-level officials in the monitoring process

Block- and cluster-level officials are regarded as important links in providing supervision to schools. The revised Sarva Shiksha Abhiyan (SSA) framework¹ acknowledges the insufficient monitoring of schools and its consequent impact on the quality of the teacher-learning process. To rectify this situation, the following functions are assigned to the Block Resource Centre Coordinators (BRCC)/BEO and their team of Additional Block Resource Coordinators (ABRCs), and Cluster Resource Centre Coordinators (CRCCs).

» Periodic inspection to monitor infrastructure and facilities

» Inspect records maintained by headmasters

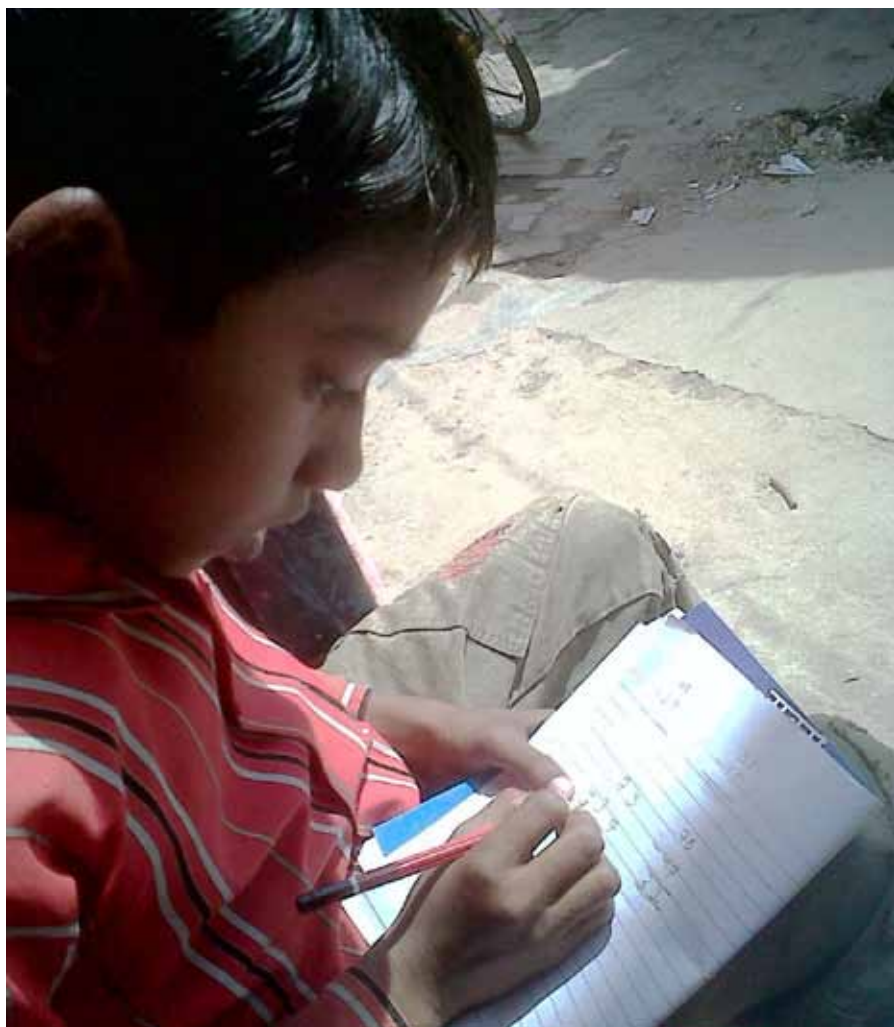
» Monitor the functioning of the Mid-Day Meal (MDM)

» Provide curricular support

This list encompasses the gamut of activities that take place in a school on a day-to-day basis, making block- and cluster-level officials integral to the school monitoring system. This is not only because of their physical proximity to the school, but also because they are the primary link in the

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1. Revised SSA Framework (2011); Available at [http://ssa.nic.in/ssa-framework/SSA%20Frame%20work%20\(revised\)%20%209-6-2011.pdf/view](http://ssa.nic.in/ssa-framework/SSA%20Frame%20work%20(revised)%20%209-6-2011.pdf/view), last accessed on February 28, 2013



official chain to discern when something is wrong in a school. However, over subsequent conversations with block- and cluster-level officials, a recurring thread emerged; they did not expect any outcomes from their monitoring visits to schools. Moreover, they had little faith in their ability to solve a school's problems. School headmasters and teachers echoed this opinion. Listed below are reasons that impede the functioning of a monitoring system, resulting in officers adopting tokenistic measures of supervision.

No method to monitoring

BEOs and BRCCs reported monitoring schools 'randomly'. By 'random', they explained, they chose any school that they happened to come across on their way around the block. In one of the PAISA districts, a block-level official admitted that since they had no specific criteria for monitoring, they occasionally checked newspapers for reports on schools with significant problems and chose those for monitoring.

During a resource crunch, monitoring schedules are further compromised. ABRCs and CRCCs have reported coping with delays in receipt of travel allowances by collecting information on the phone or visiting fewer schools every month. Moreover, due to lack of clear guidelines, they did not feel compelled to revisit a school if problems were found there the first time.

Modest feedback and marginal impact

Guidelines for BRCCs and CRCCs state that rather than preparing inspection records, officers should maintain observations in school registers, and the headmaster and teacher should act on the notes left behind. However, there are no provisions to measure the level of input BRCCs and CRCCs put into schools or the outcomes of these suggestions. As a result, it was found that while officers did sign in registers when they visited schools, headmasters and teachers refrained from asking for feedback, and officers refrained from offering supervision.

In one school in UP, an MDM register had a note by the BEO. The officer indicated that the meal lacked nutrition and was not cooked according to the stipulated menu. Further inquiry revealed that the officer had come to the school, checked the food, asked for the register and wrote in it, and left; without exchanging a single word with the teacher in-charge or the cooks about his observations. The teacher stated that they had not acted on the remarks left by the BEO, as the officer did not have the power or initiative to do more than note down their problems. Lack of subsequent remarks in the register suggested that the BEO had not returned to the school either.

Quick-fix solutions

In another situation, a headmaster had complained against the *pradhan* to a BRCC. The *pradhan* was asking for a percentage of the school's grants as commission, in order to sign cheques received in the school's joint account. The headmaster was advised by the BRCC to 'adjust' and pay the cut, in order to get his work done. In this situation, the BRCC's role in the accountability mechanism is severely compromised, leaving no scope for the officer

to hold the headmaster accountable for his work, nor report any misappropriation of funds from the school.

Eventually, the headmaster approached the Basic Shiksha Adhikari (BSA) at the district level, in order to find a solution. The BSA joined the account with the cluster coordinator, but in a few months, the *pradhan* had changed the account back to his name. After this, the teacher felt that he was left with no further avenue to voice his grievances.

The role of School Management Committees in the monitoring process

In order to decentralize the monitoring process, SSA guidelines also envisage the School Management Committee (SMCs) to function as monitors at the community level.

SMCs have the following monitoring responsibilities.

1. *Monitor enrolment and attendance of children, including children with disabilities*
2. *Monitor the participation in special training for children who have dropped out of school or aren't enrolled*
3. *Keep a check on discrimination*
4. *Alert local authorities against violation of child rights, including instances of withholding a child's entitlement as set in the Right to Education (RTE) Act*
5. *Monitor the compliance with RTE Act's norms*
6. *Monitor teachers' attendance and performance in school, and curb supplementary activities other than those mandated by the RTE Act*

These functions intend to make SMCs the first point of contact for any community-level problems in the education system and a source of information for officials to check the school's performance. Over and above the widely documented information asymmetries

and lack of adequate training provided to SMCs, two factors that severely hamper SMC members' performance are discussed below.

Social asymmetries

SMC members are not accepted as monitors. The headmasters and teachers in UP and Bihar did not regard visits by SMC members to be supervisory visits. When prompted about SMC members visiting the school, they said, *Haan, kabhi-kabhi aa jate hai sawal poochne* (Yes, they occasionally come to ask us questions).

A meeting with an SMC president revealed that he, upon receiving complaints about the school's meal, had begun paying visits to the school to check the food. However, the school's headmaster questioned his right to complain, *tum kaun hote ho kuch bolne ke liye?* (Who are you to say anything?). Moreover, the SMC president, who had not received any formal training, lacked knowledge of what he could do or to whom he could further his complaint.

Too close for comfort

SMC members are a part of the larger fabric of the community, and are constantly navigating their position with the village-level relationships, which could compromise their ability to monitor schools. In the school mentioned earlier, where the *pradhan* was accused of misappropriating funds, the headmaster had called on the SMC president for help. The SMC president said that while the headmaster had his support informally, he would not make any formal complaints.

The president was aware of the problems with the school and the powers he held in that position. However, he did not want to interfere as he had to rely on the *pradhan* for several other aspects in his daily affairs. Moreover, in the interactions with headmasters in Bihar, schools reported SMC presidents as demanding a commission for signing off on cheques where they shared bank accounts.

The examples above intend to exemplify the need to decentralize the monitoring system to not only identify and track problems but also resolve issues at the school level. For an effective monitoring system, the following concerns need to be addressed.

Hold monitors accountable: At present, there is no system to monitor the performance of monitors. The selection of schools to be monitored, timeliness of official visits, and veracity of monitoring reports need to be monitored at every level.

Measure monitoring outcomes: Monitoring reports need to be collated, assessed, and acted upon. The data collected from reports need to be followed up on, and its effect on improving the outcomes of the teaching-learning process should be assessed regularly.

Empower monitors to generate solutions: Block- and cluster-level officials have been entrusted with the power to suggest changes, but not facilitate them. SMC members are mandated to observe discrepancies and report them to local authorities, without making these authorities accountable towards the SMC or the school.

Make monitoring reports and results publicly accessible: Every month, reports filed by ABRCs are collated and amassed at the block level. Unless these reports are grave or pressing, they are rarely passed further to the district. The outcomes of the report are also not shared downward with ABRCs or the schools monitored.

The social benefits of a functioning monitoring system could spill beyond improving the teaching-learning ability of the school and influence the dynamics of a community. Strengthening community monitors could create new power structures and means of corruption or increase the involvement of a community with the school and challenge old power structures. At present, however, monitoring mechanisms are geared towards filing away problems in office cabinets, waiting to be reviewed when the time is right.



All For One And None For Another?

Entitlements, Attendance, And Conditional Cash Transfers In Bihar

- Shailey Tucker*

In mid-January of 2013, government schools in Bihar began to roll out their annual financial incentives programme with much fanfare and visibility. The objective was to increase student attendance in elementary and high schools (Standards I to VIII and IX to XII, respectively) through the provision of entitlements. These entitlements include uniforms, scholarships, cycles, and *protsahan* (meaning encouragement, a lump-sum cash incentive given upon completing Standard X exams).¹ In previous years, all students were entitled to receive these benefits, with scholarships targeting the Scheduled Caste, Scheduled Tribe, Backward Class, Very Backward Class, and Minority students.² This year, however, there was an added twist to the distribution: only those students with an attendance rate of 75 per cent between April and September 2012 were eligible to receive these entitlements. Regularity of attendance in Bihar is a widespread problem and attendance rates in government schools hover around 50 per cent.³ To compound the problem, there have also been cases of double enrolment, where students enrol in both government and private schools but attend only private schools.⁴ Both teachers

and administrators thus consider it necessary to impose the attendance conditionality so as to directly incentivize those who do not attend school.

Preparation for the campaign began in December and cash was distributed to eligible students at specially organized camps in each school starting on January 15, 2013. The campaign was to be held for two weeks. To increase transparency, the distribution was to be undertaken with audio-visual recording in place and in the presence of officials,⁵ public representatives, local community members, and external monitors. It is a welcome step that the Government of Bihar is actively addressing the problem of low attendance. Yet, given the short time of preparation between December and January, important questions regarding the design and efficient implementation of the campaign remain. This article aims to explore how the campaign was implemented in the PAISA districts of Nalanda and Purnea, the challenges faced, and the implications of such conditional cash transfers in the larger education context in Bihar.

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1. In all, there are eight schemes of the Government of Bihar through which these benefits are being given to both boy and girl students in primary, upper primary, and high schools. All high school students are entitled to cycles and the *protsahan* is a financial incentive given to students who perform well in the Standard X exam, encouraging them to continue their education.

2. For determining eligibility for the scholarship scheme for Backward and Very Backward students, proof must be shown that a student's parents' annual income is less than Rs. 1 lakh. Three different welfare departments of the state government are the source of funds for scholarships and *protsahan*: Backward and Very Backward Classes Welfare Department; Scheduled Caste and Scheduled Tribe Welfare Department; and Minority Welfare and Information Department.

3. The Annual Status of Education Report (ASER) states that in 2011, the average attendance rate in Bihar's schools was 49%. In Nalanda and Purnea, the average attendance rate in 2011 was 50% according to the PAISA District Report Cards (2011).

4. For more on the double enrolment problem in Patna, Bihar, see Rangaraju, B, Tooley J, and Dixon P, 2012, *The Private School Revolution in Bihar: Findings from a survey in Patna Urban*, New Delhi: India Institute / EG West Centre, Newcastle University. Available at <http://www.indiai.org/sites/default/files/the-private-school-revolution-in-bihar.pdf>. Accessed on 24 Feb 2013. Also see: Bihar: Enrolment Scam Haunts Nitish Kumar, IBN-Live, 17 Jan 2012. Available at <<http://origin-www.ibnlive.com/news/bihar-enrolment-scam-haunts-nitish-kumar/221695-37-73.html>>, Accessed on 24 Feb 2013.

Poor administrative and communication strategy

First, the programme was faced with the challenge of inadequate administrative preparation and poor communication on the ground. The campaign was initiated within three to four weeks after the decision was taken. While a huge media campaign was launched and large informative advertisements were placed in local newspapers, block officials and teachers reported that they did not receive written guidelines or templates for recording lists of beneficiaries in a timely manner. In fact, teachers shared that they were given only verbal instructions during these meetings. Informed of the campaign in the last week of December 2012, teachers were to draw up lists of eligible students by calculating the attendance rate of each student between April and September 2012. These were then to be forwarded up to the block- and district-levels by the first week of January.

Despite the media campaign, it was found that awareness levels of the campaign's details – such as how to hold camps, district-to-school fund transfer information, and campaign schedule for each school – were low at the school level. In Nalanda district, for instance, headmasters were not informed of the date when the camp was to be held in their schools until January 12th, only three days before the campaign was due to start. Coordination at the district-level had been difficult and, till the 14th, locations for the camps were still being finalized. While the number of *panchayats* to be covered each day had been decided upon earlier, the actual schools had not.⁶ In Purnea district, due to delays in the collection of attendance data, beneficiary lists, and correct school bank account numbers,

the campaign started four days late (on January 19th). Logistics have therefore been hard to coordinate and, on the first day of the camp in each district, it was found that the headmasters were quite unsure of how they would hold the camp.

More worryingly, the details and rationale behind the new conditionality attached to the benefits were not explained in advance to students and their families. What ensued as a consequence was considerable agitation from parents and students, questioning why some students had not received their entitlements. In the initial stages of the campaign, officials and teachers had a difficult time explaining the norms to communities. Protests were held by students and communities across the state, demanding benefits for all. In Purnea, under pressure from the local community, at least one headmaster was observed distributing cash to those students without the requisite attendance rates. If this form of entitlement distribution is to be institutionalized in the state in the future, then the timing and means of communication – at all levels and to all stakeholders – needs to be thought through better.

Delays and inconsistencies in fund transfers

Second, there have been logistical issues related to fund transfers as well: from district-to-schools and schools-to-beneficiaries. Given the short period of preparation, districts developed their own mechanisms of ensuring that distribution took place. In Nalanda, district-to-school fund transfers, albeit made online through the Real-Time Gross Settlement (RTGS) system, were only made on January 12th, three days before the campaign

5. Officials from the Department of Education and the three Welfare Departments funding the scholarships (Minority Welfare and Information, Scheduled Caste and Scheduled Tribe Welfare, and Backward Class and Very Backward Class Welfare) were to visit schools each day to monitor the cash distribution.

6. At least some blocks in Nalanda had conveyed camp dates to headmasters during a special meeting held on January 12 (a Saturday); it may be possible that these were not shared with the District Administration until later. Headmasters shared that not enough notice was given to them regarding the camp dates since schools had closed in the first week of January due to unexpectedly cold weather.

was supposed to start. By the first day of the camp on the 15th, funds had still not arrived in the *panchayat* we had visited. In fact, the teachers were busy disbursing uniform money that was to have been distributed in 2011-12! The district administration had directed that any funds left-over from the previous year (for example, because students' individual bank accounts were still not opened) were to be distributed during this camp as well.

Stark inconsistencies were noticed in the implementation mechanism between districts. In Purnea, not only was the campaign delayed, but excess funds were also being transferred to schools. To illustrate, instead of transferring funds based on the number of eligible students, every school was transferred funds according to a formula of 75 per cent of the total student enrolment. Thus, if a school had 100 students, entitlements for 75 per cent would be transferred. Any funds left over were then to be returned to the district. Furthermore, no mention has been made in Purnea regarding the disbursement of any funds remaining from FY 2011-12.

Due to such delays and inconsistencies, it was found that the campaign extended at least into the first two weeks of February in both districts. With so much time spent in preparing and conducting these camps, at this rate, the amount of disruption in a schools' regular time-table would also have become quite significant.

Distribution at teachers' discretion?

Third, due to delays and problems in collecting attendance data at the district level, there is currently no way of knowing the extent to which

teachers and headmasters have used their own discretion to decide which students are eligible. In Purnea, since additional funds were transferred to schools in the absence of timely data collection, it becomes hard to determine the basis on which teachers distributed funds. In Nalanda, reports of inadequate or delayed funds transfers also raise the same question. In particular, it remains to be seen whether or not students from marginalized backgrounds have truly been targeted and covered.

Timing of campaign

Fourth, the campaign was held in January 2013, towards the end of the academic year, calling into question the very nature of planning the programme. It is possible that the visible nature of the campaign may have worked to reduce any leakages in benefits reaching the entitled students in previous years. However, with the added conditionality of 75 per cent attendance between April and September 2012, the issue of delays was still not addressed this year. In fact, if the condition remains as such in subsequent years, then the earliest the students would get their benefits would be October each year, more than half-way into the school year.

Violation of RTE norms

Fifth, apart from these communication and implementation problems, the fact remains that this campaign is in conflict with the norms of the *Sarva Shiksha Abhiyan* (SSA)⁷ and the Right to Education (RTE). These norms state that each enrolled student is entitled to free textbooks, uniforms, and transport allowance,⁸ while the campaign requires 75 per cent attendance.

7. Minutes of 133 meeting of PAB for change in SSA norms. Available at: <<http://ssa.nic.in/planning/pab-minutes/list-of-website-addresses-statewise>>.

8. Keeping in line with these RTE provisions, free textbooks had already been distributed in Bihar before the campaign began. However, no allowances are given in the state for transport to and from school. The attendance conditionality was not restricted to only the state schemes, but was also applicable for SSA funds for uniforms.



No understanding of why children are not attending school

Finally, what is more worrying is that the campaign is seen as an end in itself. Such conditional cash transfers may well work to incentivize children to attend school in the short-term, plugging leakages that may have occurred earlier. Success of the Chief Minister's Cycle Scheme, has been well documented. However, in a supply-driven system such as the SSA, without a focus or link with the larger issues - such as quality of teaching-learning, teacher absenteeism, good quality physical infrastructure, adequate monitoring and sanctions, and community empowerment and involvement - it is hard to see this campaign achieving sustained attendance rates in the long-run. The Bihar Government needs to further explore why children are not coming to school and expand its initiatives focusing on quality, as it plans to do with its upcoming remedial teaching programme.

It is laudable that the Government of Bihar wants to so visibly address this critical and complex problem in education, and its willingness to mobilize such large machinery to implement innovative measures is welcome. Preliminary anecdotal evidence points to some success of the campaign, with more parents aware of the schemes and, according to teachers, attendance rising marginally in some schools. In subsequent visits to Bihar, the visual impact of the campaign was obvious: children in bright, new uniforms could be seen both in and out of school. Yet, without addressing the above-mentioned issues, doling out conditional incentives may not lead to long-term change in Bihar's government schools. Thus, more rigorous planning; strengthening of administrative capacity; learning from the experience of other countries; and linking these incentives to the larger objective of quality education are the need of the hour.

Acknowledgments: Dinesh Kumar and Seema Muskan, PAISA Associates in Purnea and Nalanda districts, contributed with reports from the field.

A New Institutional shift

PPPs in education

- Aishwarya Panicker*

India's performance in the education sector continues to suffer from systemic weaknesses, despite several education-based national schemes. In addition, higher budgetary allocations in this sector over the years have not yet had the desired impact.¹ Keeping this context in mind, the government has made a push towards the Public-Private Partnership (PPP)² as a model for the government to deliver education services. The Working Group report on School Education for the 12th Five-Year Plan (2012-2017)³ is an example of this push. This report gives a clear view of the institutional push towards PPP structures with the aim of providing quality education, that is also mindful of resources and the energy required for such a task. However, while the Working Group paper sets the context for why there should be a focus on PPPs, it does not describe how it will overcome some of challenges when implementing PPPs.

It is important to note that at the outset, there remains a deep ambiguity in the definition of a PPP itself - does a private entity connote simply a corporate group? Or does it also extend to partnerships with non-profit organizations (NGOs) and other non-profits? Despite its conceptual obscurity, it is now undeniable that public finance in India will have to re-frame itself to include new and alternative forms of financing education service delivery.

This article will provide an overview of some of the PPP models currently used. It will also explore the key public finance problems this structure may create, in addition to the monitoring concerns dominating the discourse on PPPs in education. The article focuses on 'Model School Scheme' proposed by the Ministry of Human Resource Development under which 2500 schools will be built on a PPP-based model.

Delineating PPPs in education

In India, as per the PPP India database, there are currently a total of 758 PPP projects⁴ (active/underway), out of which about 2% are in the education sector, making it apparent that PPPs in education are extremely under-utilized. In this so-called 'deficit model', where there is a real failure of the government sector to improve their performance, PPPs are seen as an opportunity to make private players a key stakeholder in risk-sharing to overcome monetary, infrastructure, and human resource gaps (capital costs) that the government experiences.

There have been a few operational types of PPPs in education that can be clustered under infrastructure and support service provision and educational service provision.

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1. ASER results, 2012.

2. PPP has been defined by the Government of India as 'an arrangement between a government/statutory entity/government-owned entity on one side, and a private sector entity on the other, for the provision of public assets and/or public services, through investments being made and/or management being undertaken by the private sector entity, for a specified period of time.

3. Report of the Working Group on Private Sector Participation including PPP in School Education for the 12th Five-Year Plan. 2011 Ministry of Human Resource Development. Government of India.

4. The total cost being Rs. 383,332.06 crores. Available at <http://www.pppindiadatabase.com/>, last accessed on 25th February 2013.

Infrastructure and support service provision

In a Build-Operate-Transfer model, the financial burden is borne by the private entity to build the infrastructure, manage the services, and then transfer the operations to the government body; this may be on rent or lease. Another type within this is a payment guarantee mechanism, where a payment is offered by the government at pre-set intervals, also known as an Annuity Build-Operate-Transfer model. Alternatively, the private entity can provide the land and buildings on rent to the government, from which the education services are then provided.

In terms of support services, the physical infrastructure and management services would be handled by the government, while school meals, IT infrastructure, transport, and so on is provided for by private partners, for which the government pays a particular fee. The Mid-Day Meal (MDM) scheme in Andhra Pradesh is a good example. The state government in Andhra Pradesh is currently collaborating with several partners in Hyderabad and other areas for establishing kitchens, procuring food grains, and supplying food across various cities. How does this relationship with the organizations work? An NGO called Akshaya Patra, a partner with the Andhra Pradesh government, has been feeding more than 9,73,147 children in 5,700 schools across the nation. It works under a PPP model with the state government (60% of the cost is borne by the state and the rest by the organization). This model is now being replicated across other states like Rajasthan and Chhattisgarh.

Education service provision

There are also those types of ventures that are based on contracting schools to educate government school students (wherein the physical area is publically owned, but the

management is run by a private entity). This is often expanded to add private entities that provide teacher/teacher trainings, curriculum, assessments, and so on. These may also include types of PPPs where the private partner puts in the finances to build, own, and operate the school⁵ while receiving some grants (mostly teacher salary) from the government. Grants-in-aid schools come under this form of PPP. In other cases, the private partner may buy the existing infrastructure, therewith renovating or changing the working structure before managing it.

The 'Model School Scheme' operates under a Design-Build-Manage-Deliver model wherein the private entity would finance and construct the school infrastructure while also managing the education services. The state government, in this sort of agreement, will make land available and may assist with financial support in the first year. Costing and payment mechanisms remain unclear in this situation, an area that still needs to be further elaborated upon. The private player would cover 25% of the operational costs in the 12th Five-Year Plan and 50% in the 13th Five-Year Plan; the central government will fund 50% and 30% while the state government would provide 10% and 25%, respectively. The private entity would be given the freedom to generate additional revenue from fees charged to the student⁶. This is not extended to the students that the government would sponsor, that is, till Class VIII, after which a nominal fee would be charged. The private partner would be chosen through a traditional bidding process. Here, the criteria for a private entity to be eligible to build a model school are as follows.

a) Prior experience in running a CBSE school where two batches have passed out from class X: eligible for three schools

5. Also known as BOO

6. Will cover 20%-25% of the operational expenditure in the first five years, doubling in the next five years. Report of the Working Group on Private Sector Participation including PPP in School Education for the 12th Five-Year Plan. 2011. Ministry of Human Resource Development. Government of India.



b) Prior experience in running educational institutions for five years, and if it makes an interest-bearing deposit of Rs. 25 lakhs for each school: eligible for three schools

c) A corporate entity would be eligible for one school every Rs. 25 crores net worth subject to interest bearing deposit of Rs. 50 lakhs⁷

The range of PPP types is telling of their vague nature, suggesting that it can be sculpted into a variety of forms that can lead to profiteering and graft by both parties involved. In addition, there are also questions of: What is the role of the private entity in allocating public resources? What/who will monitor these entities? Will this partnership be above the purviews of the RTI? Lastly, what standards should PPPs across states adhere to?

The way forward

From a research point of view, it will be interesting and extremely vital to see what this PPP relationship will culminate in.⁸ Keeping in mind that in the 'Model School Scheme', public funds will only be given out once the agreed deliverables have been achieved, there are several views across the spectrum on how to optimize costs and keep risks at bay. Some of the key challenges recognized by the 12th Plan Working Group have been with respect to the enrolment levels, equitable access, modernizing curricula, balanced public financing, increasing efficiency in use of resources, and the preparing

of qualified teachers. Some other challenges that are notable are as follows.

1) *Risks for public finance*: The recent push towards PPP projects and investments in the education sector suggests that the dependence between the new management style and public finance in education will only increase. PPPs do not directly act towards improving budget constraints. There needs to be a regulatory strengthening of fiscal frameworks that allows efficient public spending while minimizing the risks associated with it.

2) *Lack of standardized structures*: There needs to be an assessment strategy in place and a strong monitoring entity that will provide the necessary accountability framework. Transparency in utilizing funds is paramount. Disclosure of information through public budget documentation while also having a step-by-step procurement and implementation check is important here. Keeping the PPPs under the loop of grievance redressal mechanisms would further enhance this strategy.

3) *Improving quality and equity*: The premise of PPPs is that it can provide greater access and better quality of education. Fluctuating revenues should not deter generating positive outcomes. How will the private entities and the government ensure that the learning curve is steep?

Looking over the main issues when it comes to PPP in education, one question remains: even if the centre is mobilizing more resources, are increased investments, however the model is structured, enough to ensure learning? In looking to use PPPs as a strategy towards improving outcomes, and not outlays, the implications that this may have on the capacity and capability to achieve targets is immense. A thorough study that assesses the impact of PPP models, the acceptance levels of such models, and an enabling regulatory structure as compared to fully public or fully private is the need of the hour before embarking on a gargantuan shift in the institutional framework.

7. Ibid.

8. World Bank/IBRD. 2009. 'The Role and Impact of Public-Private Partnerships in Education'. Available at http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099079934475/547667-1135281523948/2065243-1239111225278/Role_Impact_PPP_Education.pdf, last accessed on 25th February 2013.

PAISA Course

Building capacity for enhancing transparency and accountability

- Laina Emmanuel*

Across the world, governments and civil society groups are innovating with various transparency and accountability initiatives in governance. This is fuelled by a number of factors, with chief among them being citizen demand for transparency and accountability, in the face of breakdown in the quality of public services.

PAISA is one such initiative which tracks allocations, expenditures, and institutional responsibilities in the delivery of social sector schemes. Built into the project is the idea that tracking exercises are also avenues for building capacity. Thus, not only are the results of these exercises shared with citizens, but community-volunteers are also involved in the use of tracking tools during the survey. The tools, though simple and citizen-friendly, are quite extensive. It requires dynamic change agents, which is what the PAISA associates are, to drive volunteer training programmes on the tools and to ultimately achieve the goal of improving transparency and accountability in service-delivery.¹

Capacity-building through the PAISA course

Before PAISA associates could go out and conduct trainings, it was essential to build their capacity, both on the tools and on the theory behind what is being done. This was done through the PAISA course, the capacity-building wing of the PAISA project.

The first set of learners came from varied backgrounds - they were students of sociology, history, social work, biotechnology, arts, and

public administration and came from nine districts in seven states. Building the capability of such a diverse group in a constantly evolving field was both exciting and challenging. It was made more challenging by the fact that associates are usually based out of their individual districts, and have only long-distance communication with their peers. In the field, they faced both operational and conceptual challenges, which the course had to address. Some of the questions that came up included the following:

- » *What exactly does accountability mean?*
- » *What does transparency mean in their district? How does one deal with challenges in obtaining information in a district or a block? Who does one approach and how?*
- » *How does one read passbooks, utilization certificates, and other financial documents of a school to really understand school finances?*
- » *Why is tracking allocations, expenditures, and institutional responsibilities for social sector schemes important for transparency and accountability?*
- » *How does one encourage participative planning in the face of civil society failures, such as lack of interest in grouping for a larger cause?*

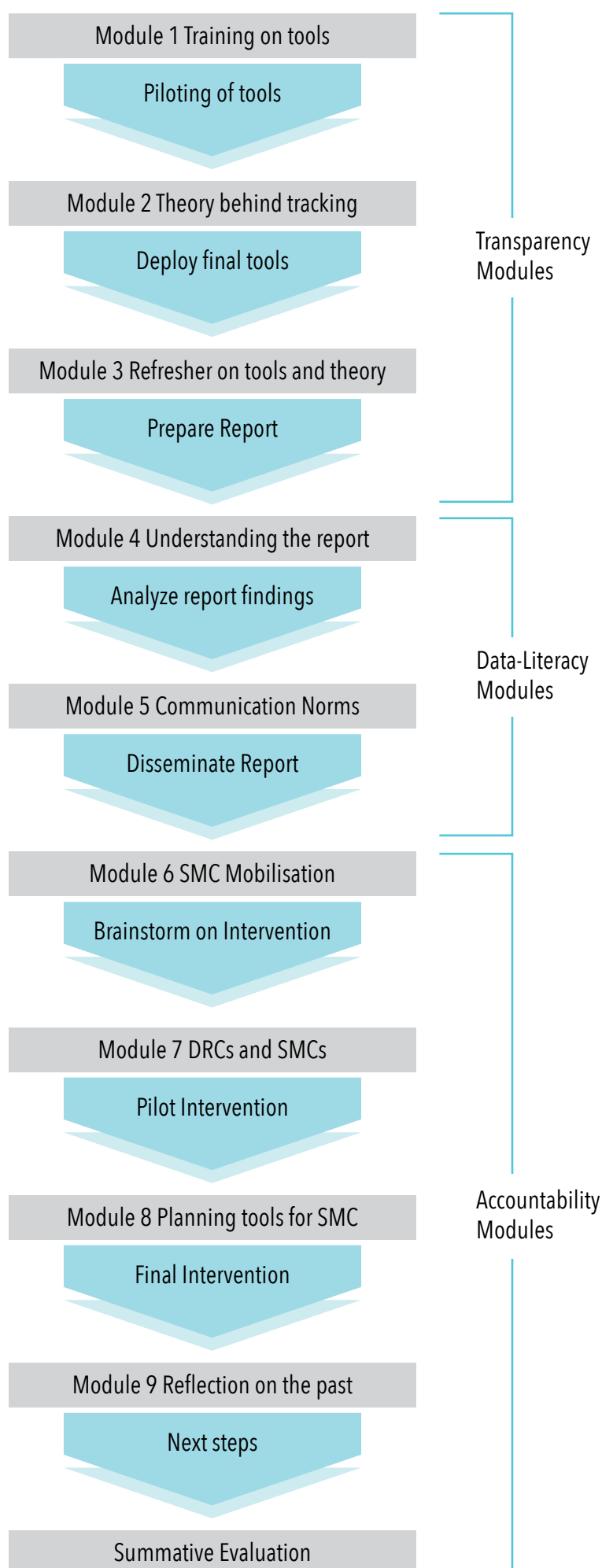
These were all important questions, and the course evolved to address them over the past two years.

* Laina Emmanuel is Communications and Technology Associate at Accountability Initiative

Framework of the PAISA course

As of today, the two-year cycle of the course encapsulates two main components: the learning modules and the inter-modular field work. Both of these are geared towards supporting the operations component of the PAISA project. At the end of the cycle, learners are expected to come up with concrete transparency products (such as the PAISA reports) and an accountability intervention. They are also expected to demonstrate their understanding of the theory of accountability, transparency, participation, and fund-flows, with special reference to the domain in which they work.

The modules, as shown in the figure, are staggered to allow learners the opportunity to apply the principles learnt in the class to their own district.



Development of the PAISA course

The PAISA course, as it stands today, evolved in a way similar to the PAISA tools, through extensive piloting and redesigning. The first few modules were geared towards familiarizing the learners with the larger theoretical framework, as well as providing them with requisite training on the tools, so that they could do their work. Three modules into the course, an extensive needs assessment was undertaken and the learning outcomes achieved thus far were evaluated. Through this, the learning methodologies effective in achieving learning targets and how content needs to be layered to aid better understanding were understood. Based on this nuanced understanding, the process of creating a module was redesigned. The building block for this new process was 'designing appropriate learning objectives', based on course goals and feedback from the learners / resource people. Learning activities and methodologies were then carefully selected to ensure that objectives were met. Well-designed learning objectives were also very useful in designing evaluations both during the course (formative evaluation) and at the end of the course (summative evaluation).

Summative evaluation of the course

Summative evaluation of the course consisted of three components: an objective test, two presentations, and a qualitative assessment.

The objective exam tested the learners' understanding of both, the practical components of conducting a PAISA survey, and the conceptual components around data analysis and theories on accountability. The presentations tested their understanding of

decentralization and accountability as well as their ability to apply the PAISA methodology to other sectors such as *panchayat* funding. The former (presentation on decentralization and accountability) was based on a nuanced understanding of activity-mapping, stages in a participatory planning process, and basic principles of accountability while the latter tested their ability to think strategically about problems of service-delivery in the district. Taken together, the presentations and the objective exam formed a holistic framework, to test the conceptual and practical understanding of the students on all levels of cognition – be it remembering, understanding, applying, analyzing, evaluating, or creating. To add to this, the qualitative assessment provided feedback on the behavioral aspects of training.

Next steps for the PAISA course

Based on the results of the summative evaluation and a more detailed analysis of the course, the PAISA course will undergo further revisions. The aim is to codify the knowledge gained in conducting the PAISA survey in a manner that any learner, no matter at what level, can learn to track the delivery and financing of public goods.

The PAISA course has come a long way. From its humble beginnings as a series of session plans, today it has scaled extensively, both in its aims and its efficiency of implementation. The hope and intent, going forward, is to create a critical mass of PAISA-literate transparency and accountability experts, who can change the face of service-delivery in their district.



PAISA 2012: Methodology

PAISA 2012 reports on overall budgetary allocation and expenditure for elementary education in India. It also reports on the flow and expenditure of three specific school grants: School Development Grant (SDG), School Maintenance Grant (SMG), and Teaching-Learning Material Grant (TLM), mandated for all schools under *Sarva Shiksha Abhiyan* (SSA).

The good news is that the learning outcomes failure is now widely recognised. The 12th Plan explicitly states that the overarching goal in elementary education is to improve learning outcomes. This is the first time that outcomes have been stated formally as a policy goal and it is an important step forward. The challenge for India now lies in building an outcomes-focused delivery system.

Elementary Education Budget: State Level Analysis

Data on the total elementary education budget was calculated using two main sources: - a) State Budgets and b) the Approved Annual Plan and Budget (AWP&B) for SSA.

State budget documents have been used to collect data on allocations for State schemes, state share of SSA, allocations toward MDM, and allocations for various other schemes.^{1,2} Since funds released by Government of India (GOI) for SSA do not flow through the state budget, these were added separately from AWP&B documents. For 2012-13, the latest information on GOI releases was available up to September 2012. GOI norms stipulate that funds for SSA should be released in two installments: in April (beginning of the

financial year) and in September. However, it is possible that our data might be an underestimate of actual releases.

Per Student Allocations

Per Student allocation was derived by dividing total allocations by total enrolment in elementary sections (Sections I-VIII) in government schools. Total enrolment was obtained from DISE State Report Cards. Since the latest year for which enrolment data is available is 2011-12, these numbers have been used to calculate per student allocation in 2011-12 as well as 2012-13.

Component-Wise Allocations and Expenditures

Detailed analysis of component-wise trends in SSA allocations and expenditures has been undertaken from SSA AWP&B documents and Project Approval Board (PAB) minutes, available on the SSA portal.³ PAB minutes are revised frequently based on the supplementary plan. Hence we have used the PAB minutes for the next year in order to obtain the most updated figures for a particular year. For instance, PAB 2012-13 has been used to obtain 2011-12 figures for approved allocations. The same is true for expenditures. The only exception was Karnataka for which the approved plan and expenditures were not available for 2011-12. Hence we have used proposed allocations from PAB 2011-12.

It is important to note that for some states, since the PAB meetings take place before the end of the financial year, the expenditure figures may be actuals till January and then anticipated for February and March. It is also

1. We have used revised estimates (RE) for 2010-11 and 2011-12. RE were not available for 2012-13 at the time of preparation of the report. Hence budget estimates (BE) for 2012-13 have been used.

2. Demand for grants for all ministries that had allocations for budget head 2202.01 (revenue allocations and expenditures on elementary education) and 4202.01.201 (capital allocations and expenditures on elementary education) were collated. The range of Ministries included Ministry of Tribal Development, Scheduled Caste Sub-Plan, Planning Department, and Rural Development.

3. <http://ssa.nic.in/>

important to note that for some states such as Tamil Nadu and Haryana, the total given in the AWP&B did not match the sum of the individual components! The sum total was recalculated and that has been reported.

School Level Analysis of SSA Grants

School level analysis is based on the data collected through PAISA tool as a part of ASER Survey, specifically data collected during ASER 2010, ASER 2011 and ASER 2012.

Survey Methodology⁴

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 getting selected into the sample as those in smaller sampling units. In the second stage, households are randomly sampled in the selected villages.

ASER 2010, ASER 2011 and ASER 2012 surveys used a sample of 30 villages per rural district in India. In each sampled village, surveyors visited a government elementary (std. 1-7/8) or primary (std. 1-4/5) school. Thus, 30 schools were visited in each district. Given that schools were not specifically sampled, the ASER sample is not representative at the district level. However, since the PPS sample is representative at the state level, it allows us to predict the proportion of schools receiving grants, availability of infrastructure facilities in school, teacher and student attendance, and other school-level inputs. The number of schools visited across each State in ASER 2010, ASER 2011 and ASER 2012 are described in table 1.

PAISA Tool (School Observation Sheet)

The PAISA tool is designed to investigate the following questions:

- a. *Do schools get their money, i.e. grants under SSA?*
- b. *When do schools get their money?*
- c. *Do schools get all their money, i.e. all grants they are supposed to get?*
- d. *Do schools spend their money?*
- e. *If so, what are the outputs of this expenditure?*

The questions were asked to the school headmasters. Where headmasters 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.

The tool also recorded information about the school. Some components of the tool, such as attendance, availability and usability of teaching material, and infrastructure facilities, were based on surveyors' observations. Since the tool recorded information about the availability of various infrastructure facilities in the school, estimates of compliance to the RTE norms regarding these infrastructure facilities can be generated.

4. For details, see Annual Status of Education Report (Rural) 2012. The report is available at <http://www.asercentre.org/education/India/status/p/143.html>.

Table 1: Sample Size across ASER Rounds*

State	ASER 2010	ASER 2011	ASER 2012
Andhra Pradesh	632	642	649
Arunachal Pradesh	259	207	139
Assam	519	510	492
Bihar	967	1,022	1,057
Chhattisgarh	425	392	430
Goa	50	24	23
Gujarat	623	650	692
Haryana	528	389	513
Himachal Pradesh	261	274	239
Jammu and Kashmir	NA	357	387
Jharkhand	547	537	438
Karnataka	769	781	756
Kerala	275	328	347
Madhya Pradesh	1,219	1,195	1,211
Maharashtra	902	829	823
Manipur	125	133	185
Meghalaya	110	85	129
Mizoram	174	148	192
Nagaland	223	217	272
Odisha	741	769	809
Punjab	449	489	525
Rajasthan	896	872	877
Sikkim	69	65	45
Tamil Nadu	662	683	630
Tripura	98	94	102
Uttar Pradesh	1,896	1,900	1,888
Uttaranchal	337	297	287
West Bengal	408	401	408
India**	14,240	14,348	14,591

* Only primary and elementary government schools considered here

** Sample size for India is higher than the sum of the States mentioned since India sample also includes schools in Union Territories, results for which are not indicated in the report.

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 playing fields 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, चॉक, डस्टर, 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: हैंड 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



ACCOUNTABILITY INITIATIVE
research and innovation for governance accountability

ASER 2012 - SCHOOL OBSERVATION SHEET

Name of school _____

Name of village _____

Block _____

District _____

State _____



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 the absence of the HM, meet the senior most teacher of the school). Documents required: Register with enrollment details of children.

From which Std. to which Std. (tick any one)		Respondent Information			Date of visit	Day of visit	Name of Surveyors	Arrival time in school	Departure time from school
Std. 1 to 4/5	Std. 1 to 6/7/8	Name	Designation (Tick)	HM					
		Others					1		
							2		

1. CHILDREN'S ENROLLMENT & ATTENDANCE					2. OFFICIAL MEDIUM OF INSTRUCTION IN THE SCHOOL			3. TEACHERS			
Children's enrollment (Take from register yourself). If more than 1 section write the total	Std.1	Std.2	Std.3	Std.4	Std.5	Std.6	Std.7	Std.8	Head Master (Doesn't include acting HM)	Number Appointed (Ask HM)	Number Present (Observe yourself)
Children's attendance today*									Regular Govt. Teachers (Doesn't include Head Master)		
									Para-teachers		

*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.

4. CLASSROOM OBSERVATIONS					5. MID-DAY MEAL					6. FACILITIES OBSERVATION				
Tick relevant box					Tick relevant box					Total number of pucca rooms in the school excluding toilets (count yourself)				
Observe (If more than 1 section, choose any 1)		Std. 2		Std. 4		Tick relevant box		Total number of rooms being used for teaching today (count yourself)		Yes		No		
Are the children of this Std. sitting with children from any other Std.?		Yes	No	Yes	No	Was mid-day meal served in the school today? (Ask HM/Teacher)		Did you see an office /store/ office-cum store?						
Is there a blackboard for this class?						Is there a kitchen/shed for cooking mid-day meal? (Observe)		Did you see a play ground?						
If yes, could you easily write on the blackboard?						Did you see food being cooked in the school? (Observe)		Did you see library books in the school?						
Apart from text books, did you see any other TLM material (e.g. books, charts on the wall, board games etc.) in the room?						Did you see utensils or meal brought from outside)? (Observe)		If yes, did you see library books being used by children?						
Where is the class seated? (tick one)		Classroom				Did you see a handpump or a tap?		If there is a handpump/tap, could you use it to drink water?						
		Verandah				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?						
		Outdoors						Did you see computers in the school to be used by children ?						
								If yes, did you see children using computers?						



7. School Grant Information (SSA) (Ask the HM, if the HM is absent then ask the senior most teacher)			
I got the grant information from (tick any one)	HM	Regular Teacher	Para Teacher
Does the school have 2 or more SSA passbooks?		Yes	No
		Don't know	

8. SSA Annual School Grant		Apr 2011 - Mar 2012		Apr 2012 to Date of Survey	
Note: If there are 2 separate HMs with separate SSA bank accounts, please take the information for 1-4/5 section		Note: If there are 2 separate HMs with separate SSA bank accounts, please take the information for 1-4/5 section			
Did you get the grant?	Yes	Yes	Yes	Yes	Yes
	No	No	No	No	No
If yes, did you spend the full amount?	Yes	Yes	Yes	Yes	Yes
	No	No	No	No	No
Did you get the grant?	Yes	Yes	Yes	Yes	Yes
	No	No	No	No	No
If yes, did you spend the full amount?	Yes	Yes	Yes	Yes	Yes
	No	No	No	No	No
School Maintenance Grant (SMG)					
School Development Grant (SDG)					
Teacher Grant (TLM) (for all teachers)					
New Classroom Grant					

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

9. ACTIVITIES CARRIED OUT IN SCHOOL		IF YES, THEN FROM WHICH GRANT?		IF YES, THEN FROM WHICH GRANT?	
Which of the following activities were undertaken since April 2011? (Tick wherever applicable)		Which of the following activities were undertaken since April 2011? (Tick wherever applicable)			
SDG/ SMG/ both	Don't know	SDG/ SMG/ both	Don't know	SDG/ SMG/ both	Don't know
Yes	No	Yes	No	Yes	No
New classroom					
Purchase of furniture (cupboard etc.)					
Purchase of electrical fittings					
Repair of building (roof, floor, wall etc.)					
Repair of doors & windows					
Repair of boundary wall					
Repair of drinking water facility					
Repair of toilet					

PAISA 2012 FINDINGS

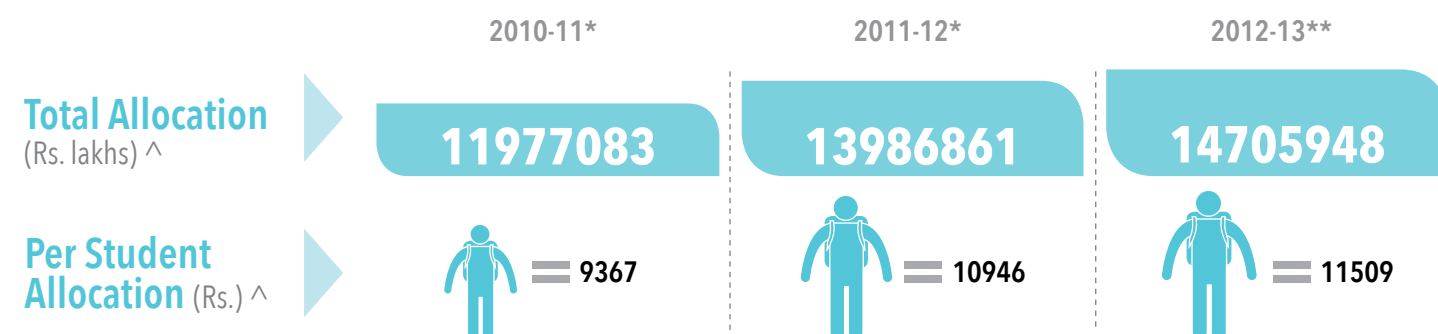
INDIA (RURAL)



DO SCHOOLS IN INDIA GET THEIR MONEY?

HOW MUCH DOES INDIA ALLOCATE TOWARDS ELEMENTARY EDUCATION?

▶ India's elementary education budget increased by 23% between 2010-11 and 2012-13.



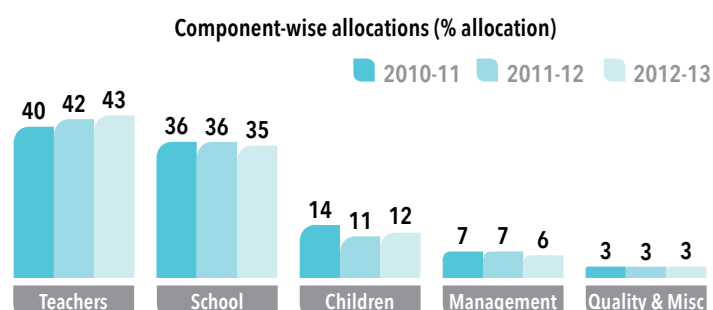
* Revised estimates (exception, budget estimates for Manipur for 2011-12); ** Budget estimates; ^ Excludes Arunachal Pradesh; Total allocation for elementary education includes mid-day meal

HOW MUCH DOES INDIA ALLOCATE TO SARVA SHIKSHA ABHIYAN (SSA)?

▶ SSA allocations increased by 57%, from 4277620 lakhs in 2010-11 to 6730747 lakhs in 2012-13.

HOW DOES INDIA PRIORITISE ITS SSA RESOURCES?

▶ Teachers received the largest share of resources between 2010-11 and 2012-13.



PAISA classified the SSA budget into the following components:

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

School: Civil works and School Maintenance Grant.

Children: Entitlements, mainstreaming out-of-school children, remedial teaching, etc.

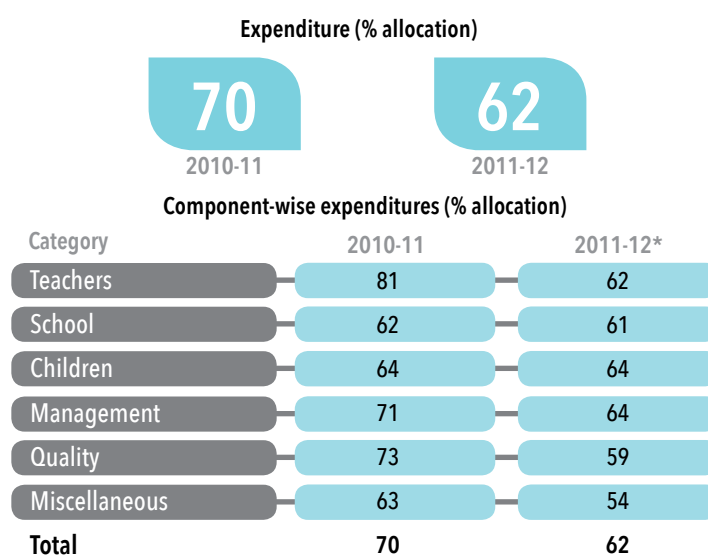
Management: BRCs, CRCs, management and MIS, and research and evaluation.

Quality: Innovation and Learning Enhancement Program (LEP).

Miscellaneous: Community mobilisation and community training.

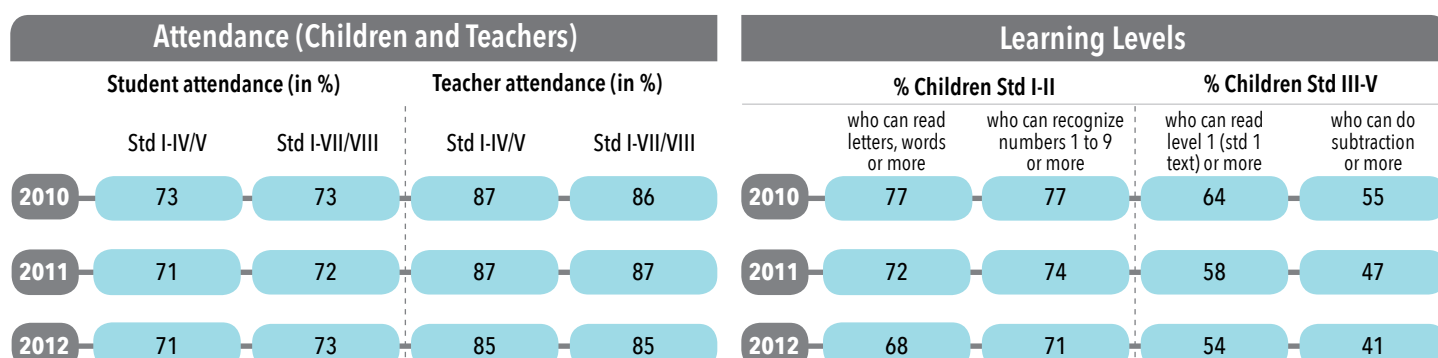
HOW DOES INDIA SPEND ITS SSA RESOURCES?

▶ Significant dip in expenditure between 2010-11 and 2011-12.



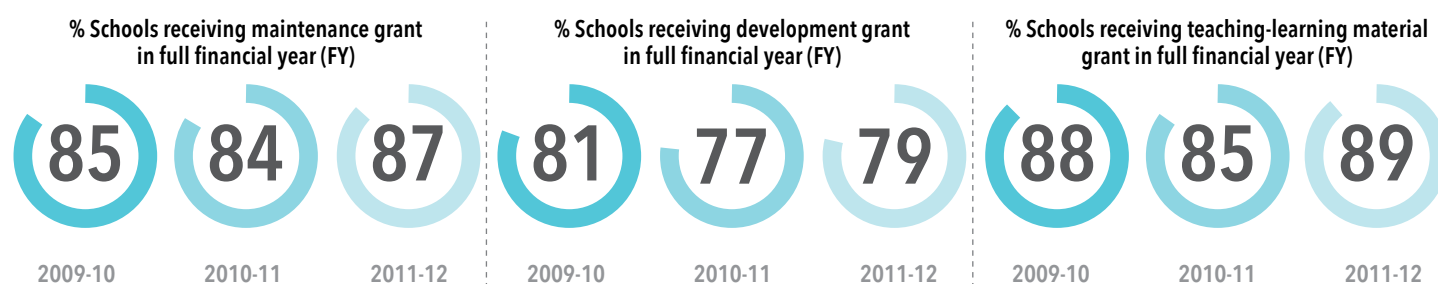
WHAT HAPPENS WITH MONIES SPENT?

▶ In 2012, 54% children in standard III-V could read a standard I text and 41% could do basic arithmetic.



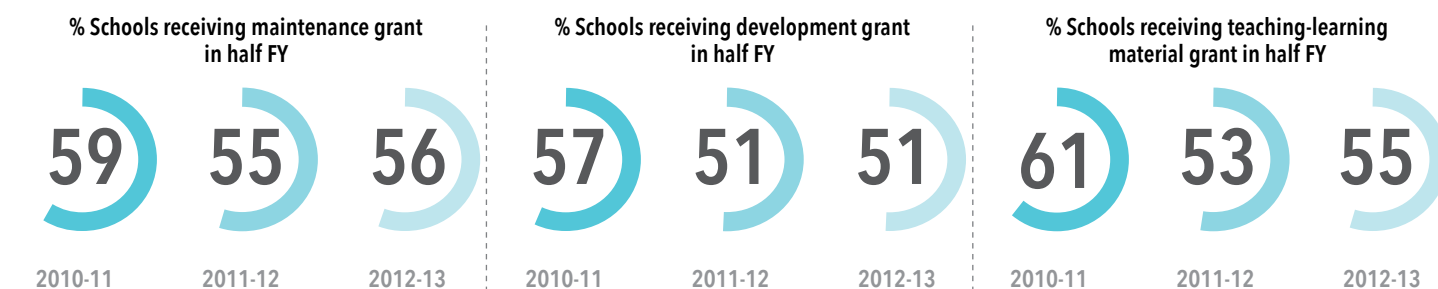
DO SCHOOLS GET THEIR MONEY?

► 85% schools received their grants in 2011-12.



WHEN DO SCHOOLS GET THEIR MONEY?

► Over half of India's schools received their grants by November 2012.



DO SCHOOLS GET ALL THEIR MONEY (NUMBER OF GRANTS)?

► 74% schools received all 3 grants in 2011-12. 43% schools received all 3 grants by November 2012.

No. of SSA grants	Full financial year			Half financial year		
	2009-10	2010-11	2011-12	2010-11	2011-12	2012-13
0	3	5	3	26	31	32
1	10	8	6	11	12	9
2	18	18	17	15	16	15
3	69	69	74	48	41	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	
Rs. 5000 per year per Primary School	School equipment, such as black boards, sitting mats etc. Also to buy chalk, dusters, registers, and other office equipment.
Rs. 7000 per year per Upper Primary School	
Rs. 5000 + Rs. 7000 = Rs. 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	
(Rs. 5000 - Rs. 7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including whitewashing, beautification repairing of bathrooms, hand pump repairs, building, boundary wall, playground etc.
(Rs. 7500 - Rs. 10000) per year if the school has more than 3 classrooms	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teaching-learning material grant	
Rs. 500 per teacher per year for teachers in Primary and Upper Primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

► Activities carried out in schools:

	% Schools that carried out activities	
	Apr 2010-Nov 2011	Apr 2011-Nov 2012
Purchase of Furniture	44	46
Purchase of Electrical Fittings	35	33
Repair of Building (Roof, floor, wall)	49	49
Repair of Boundary Wall	25	22
Repair of Drinking Water Facility	46	44
Repair of Toilets	37	36
Whitewash / Plastering	67	67
Painting Blackboard / Display Board	70	71
Purchase of Chalk / Duster / Register	88	90
Purchase of Sitting Mats / Tat Patti	54	49
Purchase of Teaching Material	75	77
Expenditure on School Events	67	70
Bill Payment	37	39

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) ≤ 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 toilets for boys & girls
4. Safe & adequate drinking water facility for students
5. Kitchen in the school where Mid-Day Meal is cooked
6. Playground
7. Arrangement for securing school building by erecting 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?

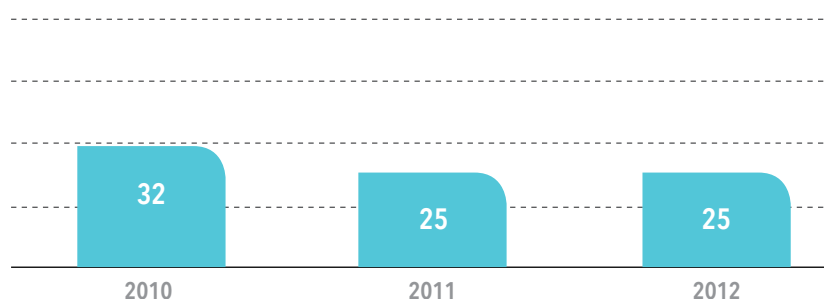
Teachers needed	PTR=30			PTR=35		
	2010	2011	2012	2010	2011	2012
1	15	15	14	14	13	13
2	10	10	9	8	8	7
3	7	6	6	5	5	5
4	5	4	4	4	3	3
≥5	14	14	13	9	10	10
% Schools with shortfall in teachers	52	50	46	40	39	38

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

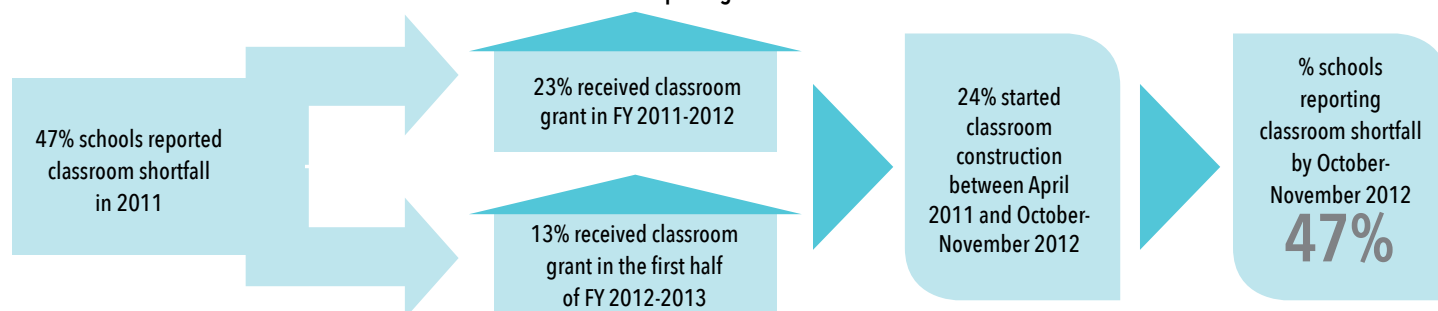
► To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 52% between 2010-11 and 2012-13. How has this money been spent? To what extent have India's schools met the RTE norms?

(TOILETS AND CLASSROOMS)

Shortfall in separate toilet for Girls (% schools)



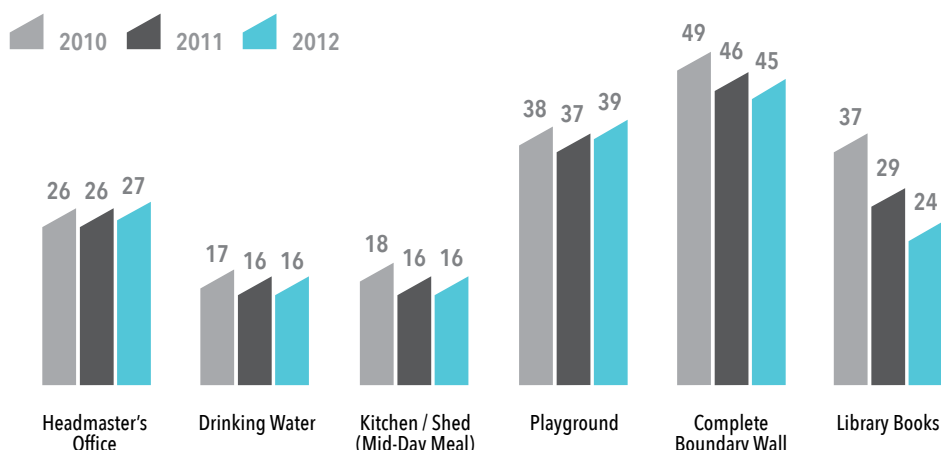
% Schools reporting classroom shortfall



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

Progress between 2010-12

% Schools with shortfall in meeting RTE requirements



% Schools meeting infrastructure requirements

No. of infrastructure items	2010	2011	2012
0	1	1	1
1	3	3	2
2	6	6	5
3	13	11	10
4	21	19	17
5	24	23	25
6	21	23	25
7	10	14	15

Per Student Allocations (2011-12 & 2012-13) and Learning Outcomes (2012)

	Per Student Allocation (Rs. 2011-12 RE)	Per Student Allocation (Rs. 2012-13 BE)	% Children (Std I-II) who CAN READ letters, words or more	% Children (Std I-II) who CAN RECOGNIZE numbers (1- 9) or more	% Children (Std I level text or more	% Children (Std III-V) who CAN DO SUBTRACTION or more
Andhra Pradesh	14615	15150	83.9	88.9	66.1	66.8
Arunachal Pradesh	Data NA	Data NA	86.6	88.6	61.6	68.7
Assam	13584	14091	71.0	75.6	46.9	33.3
Bihar	4332	5516	55.9	61.7	47.8	43.4
Chhattisgarh	12025	12609	73.0	75.3	53.6	26.8
Goa	44654	45867	95.3	97.0	65.3	58.4
Gujarat	13562	14607	73.1	71.7	59.0	32.6
Haryana	18798	24390	79.6	84.8	67.0	58.8
Himachal Pradesh	28344	29785	89.6	94.0	79.0	64.8
Jammu & Kashmir	17640	19934	89.5	91.1	59.6	48.7
Jharkhand	6675	5669	66.1	68.3	44.8	36.2
Karnataka	14268	15727	82.8	81.9	59.3	48.6
Kerala	35721	37667	96.3	96.4	78.3	67.9
Madhya Pradesh	8601	8255	65.0	63.5	39.3	23.1
Maharashtra	20838	21226	77.4	79.8	71.1	38.6
Manipur	17032	26628	96.0	96.4	63.1	62.4
Meghalaya	17709	18520	92.4	91.0	67.3	45.0
Mizoram	22495	20212	96.2	96.8	70.9	76.4
Nagaland	24683	25772	97.0	96.9	67.7	67.9
Odisha	8804	8794	64.3	63.0	56.9	36.6
Punjab	10761	9902	86.3	88.7	73.4	63.1
Rajasthan	11746	11617	59.2	64.5	47.7	33.1
Sikkim	19060	14888	98.5	97.4	76.1	71.5
Tamil Nadu	16435	17475	58.6	68.0	48.9	38.6
Tripura	10270	9982	86.2	92.3	56.3	47.5
Uttar Pradesh	10997	11377	57.5	62.9	44.8	29.2
Uttarakhand	16830	22050	74.5	77.6	63.3	49.7
West Bengal	6940	6954	77.4	84.1	59.6	43.9
India	10946	11509	67.5	71.4	54.1	40.7

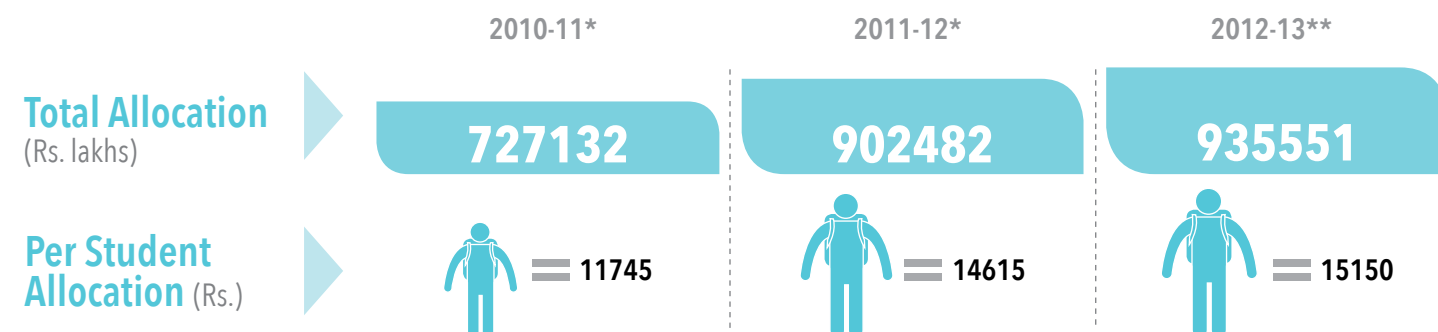
* Allocations in 2011-12 are based on Revised Estimates; Allocations in 2012-13 are based on Budget Estimates

** Per Student allocations have been derived by dividing total allocation by enrollment in government schools (Std. I-VIII) (Source: DISE State Report Cards, 2011-12)

DO SCHOOLS IN ANDHRA PRADESH GET THEIR MONEY?

HOW MUCH DOES ANDHRA PRADESH ALLOCATE TOWARDS ELEMENTARY EDUCATION?

► Andhra Pradesh's elementary education budget increased by 29% between 2010-11 and 2012-13.



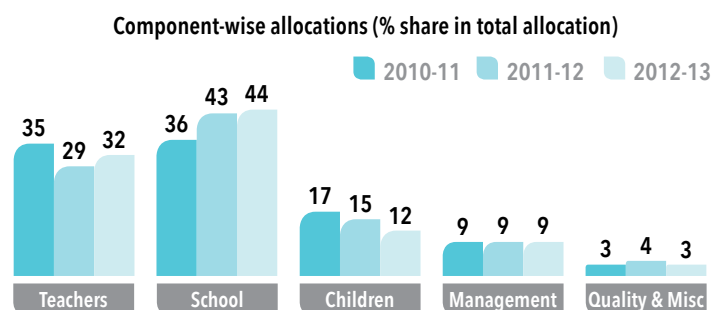
* Revised estimates; ** Budget estimates; Total allocation for elementary education includes mid-day meal

HOW MUCH DOES ANDHRA PRADESH ALLOCATE TO SSA?

► SSA allocations increased by 98%, from 207858 lakhs in 2010-11 to 411332 lakhs in 2012-13.

HOW DOES ANDHRA PRADESH PRIORITISE ITS SSA RESOURCES?

► School infrastructure received the largest share of SSA resources between 2010-10 and 2012-13.



PAISA classified the SSA budget into the following components:

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

School: Civil works and School Maintenance Grant.

Children: Entitlements, mainstreaming out-of-school children, remedial teaching, etc.

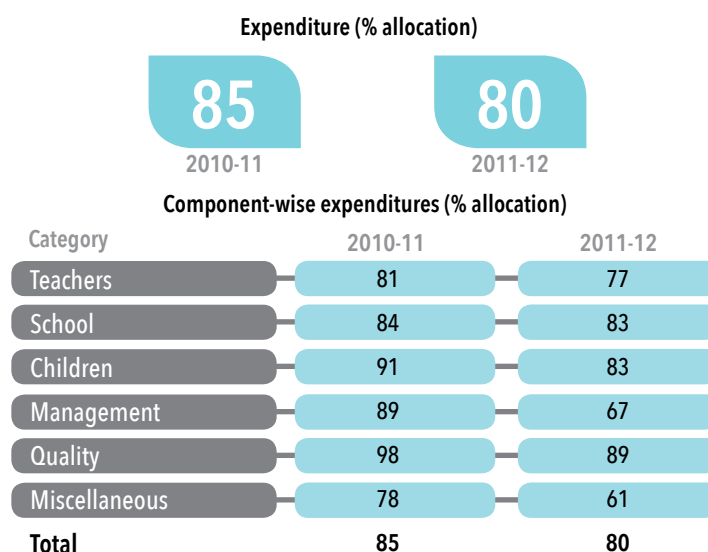
Management: BRCs, CRCs, management and MIS, and research and evaluation.

Quality: Innovation and Learning Enhancement Program (LEP).

Miscellaneous: Community mobilisation and community training.

HOW DOES ANDHRA PRADESH SPEND ITS SSA RESOURCES?

► Marginal dip in expenditure between 2010-11 and 2011-12.



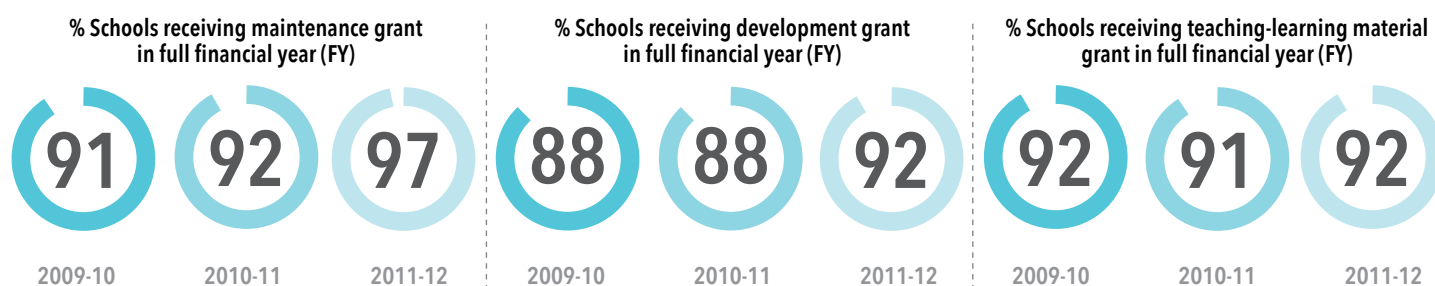
WHAT HAPPENS WITH MONIES SPENT?

► In 2012, 66% children in standard III-V could read a standard I text and 67% could do basic arithmetic.

Attendance (Children and Teachers)					Learning Levels				
	Student attendance (in %)		Teacher attendance (in %)		% Children Std I-II		% Children Std III-V		
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII	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	
2010	72	73	83	83	2010	86	89	70	64
2011	75	74	86	77	2011	87	90	71	65
2012	76	78	85	80	2012	84	89	66	67

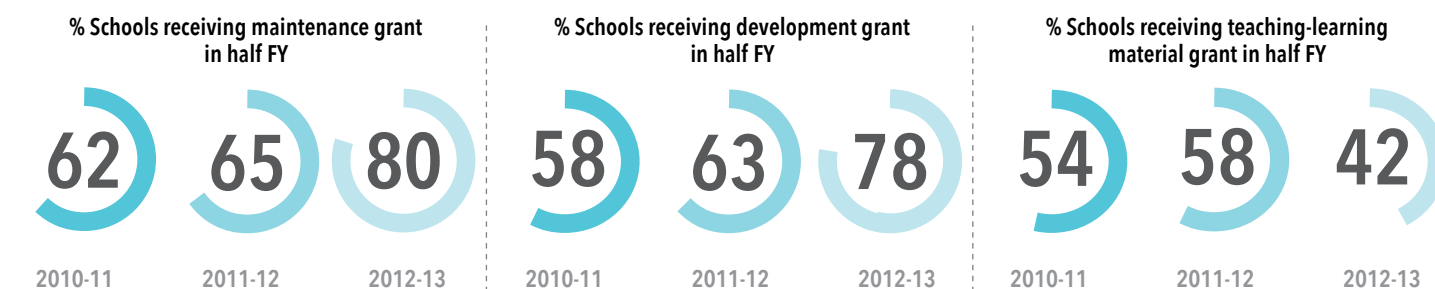
DO SCHOOLS GET THEIR MONEY?

► Over 90% schools received grants in 2011-12.



WHEN DO SCHOOLS GET THEIR MONEY?

► Only 42% schools received their TLM grant by November 2012.



DO SCHOOLS GET ALL THEIR MONEY (NUMBER OF GRANTS)?

► 86% schools received all 3 grants in 2011-12. 38% schools received all 3 grants by November 2012.

No. of SSA grants	Full financial year			Half financial year		
	2009-10	2010-11	2011-12	2010-11	2011-12	2012-13
0	1	3	1	24	27	13
1	5	2	0	10	4	9
2	9	9	13	15	12	40
3	85	86	86	51	57	38

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	
Rs. 5000 per year per Primary School	School equipment, such as black boards, sitting mats etc. Also to buy chalk, dusters, registers, and other office equipment.
Rs. 7000 per year per Upper Primary School	
Rs. 5000 + Rs. 7000 = Rs. 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	
(Rs. 5000 - Rs. 7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including whitewashing, beautification repairing of bathrooms, hand pump repairs, building, boundary wall, playground etc.
(Rs. 7500 - Rs. 10000) per year if the school has more than 3 classrooms	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teaching-learning material grant	
Rs. 500 per teacher per year for teachers in Primary and Upper Primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

► Activities carried out in schools:

	% Schools that carried out activities	
	Apr 2010-Nov 2011	Apr 2011-Nov 2012
Purchase of Furniture	43	48
Purchase of Electrical Fittings	72	66
Repair of Building (Roof, floor, wall)	38	42
Repair of Boundary Wall	15	14
Repair of Drinking Water Facility	41	43
Repair of Toilets	38	43
Whitewash / Plastering	62	65
Painting Blackboard / Display Board	74	76
Purchase of Chalk / Duster / Register	94	97
Purchase of Sitting Mats / Tat Patti	40	37
Purchase of Teaching Material	88	92
Expenditure on School Events	69	79
Bill Payment	72	82

ARE SCHOOLS IN ANDHRA PRADESH 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) ≤ 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 toilets for boys & girls
4. Safe & adequate drinking water facility for students
5. Kitchen in the school where Mid-Day Meal is cooked
6. Playground
7. Arrangement for securing school building by erecting 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?

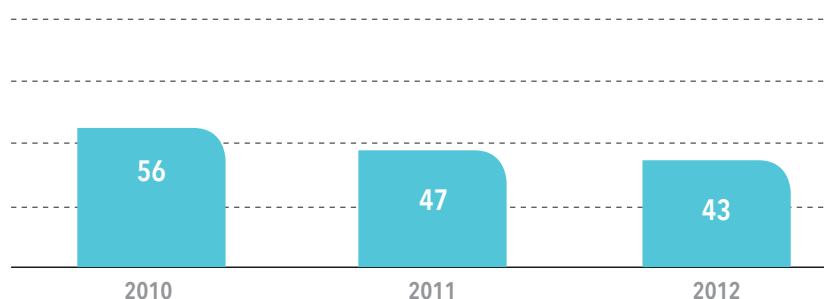
Teachers needed	PTR=30			PTR=35		
	2010	2011	2012	2010	2011	2012
1	10	13	13	4	7	6
2	3	3	3	2	1	2
3	2	1	1	1	1	0
4	0	1	1	0	0	0
≥5	1	1	0	0	0	0
% Schools with shortfall in teachers	15	18	18	7	10	8

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

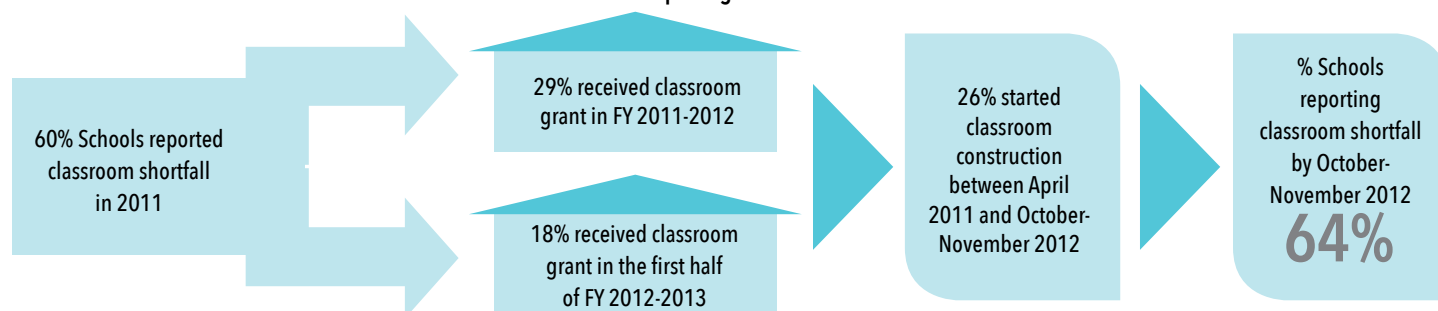
► To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 142% between 2010-11 and 2012-13. How has this money been spent? To what extent have Andhra Pradesh's schools met the RTE norms?

(TOILETS AND CLASSROOMS)

Shortfall in separate toilet for Girls (% schools)



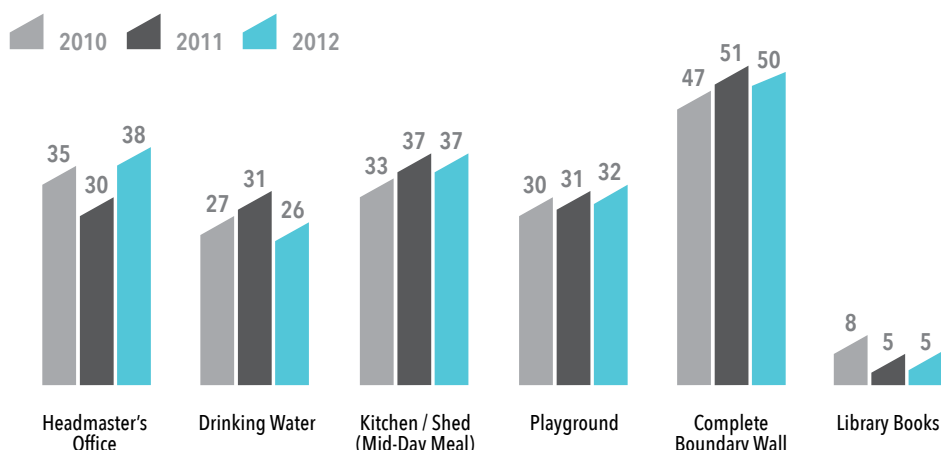
% Schools reporting classroom shortfall



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

Progress between 2010-12

% Schools with shortfall in meeting RTE requirements



% Schools meeting infrastructure requirements

No. of infrastructure items	2010	2011	2012
0	0	0	0
1	3	4	2
2	8	7	8
3	13	15	16
4	22	25	21
5	26	24	23
6	21	18	21
7	6	8	8

DO SCHOOLS IN ARUNACHAL PRADESH GET THEIR MONEY?

HOW MUCH DOES ARUNACHAL PRADESH ALLOCATE TOWARDS ELEMENTARY EDUCATION?

► Total and per student allocations for elementary education:

Data **not available**

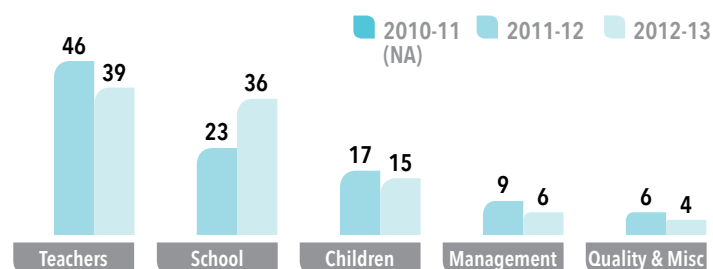
HOW MUCH DOES ARUNACHAL PRADESH ALLOCATE TO SSA?

► SSA allocations increased by 14%, from 42815 lakhs in 2011-12 to 48686 lakhs in 2012-13.

HOW DOES ARUNACHAL PRADESH PRIORITISE ITS SSA RESOURCES?

► Teachers received the largest share of the SSA budget in 2011-12 and 2012-13.

Component-wise allocations (% share in total allocation)



PAISA classified the SSA budget into the following components:

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

School: Civil works and School Maintenance Grant.

Children: Entitlements, mainstreaming out-of-school children, remedial teaching, etc.

Management: BRCs, CRCs, management and MIS, and research and evaluation.

Quality: Innovation and Learning Enhancement Program (LEP).

Miscellaneous: Community mobilisation and community training.

HOW DOES ARUNACHAL PRADESH SPEND ITS SSA RESOURCES?

► In 2011-12, Arunachal Pradesh spent 54% of its allocated budget.

Expenditure (% allocation)



Component-wise expenditures (% allocation)

Category	2010-11	2011-12
Teachers	NA	89
School	NA	18
Children	NA	42
Management	NA	20
Quality	NA	4
Miscellaneous	NA	18
Total	NA	54

WHAT HAPPENS WITH MONIES SPENT?

► In 2012, 62% of children in standard III-V could read a standard I text and 69% could do basic arithmetic.

Attendance (Children and Teachers)

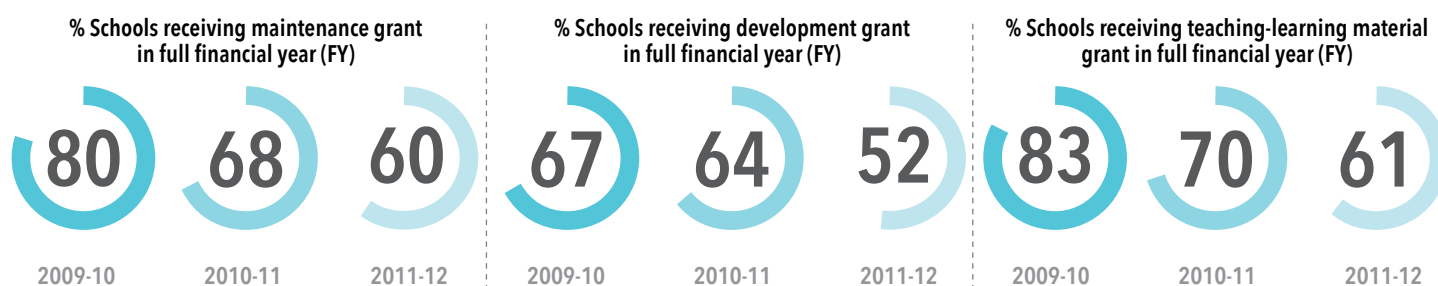
	Student attendance (in %)		Teacher attendance (in %)	
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII
2010	83	82	86	84
2011	79	82	76	79
2012	84	84	82	87

Learning Levels

	% Children in Std I-II		% Children in 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
2010	92	94	58	62
2011	88	90	65	65
2012	87	89	62	69

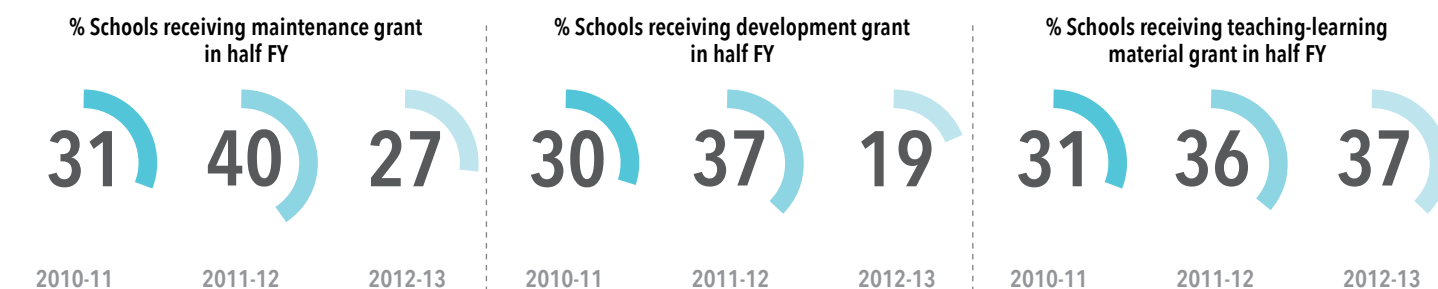
DO SCHOOLS GET THEIR MONEY?

► % schools receiving grants has dipped in 2011-12.



WHEN DO SCHOOLS GET THEIR MONEY?

► Significant dip in % schools receiving grants by November 2012.



DO SCHOOLS GET ALL THEIR MONEY (NUMBER OF GRANTS)?

► 48% schools received all 3 grants in 2011-12. Only 19% schools received all 3 grants by November 2012.

No. of SSA grants	Full financial year			Half financial year		
	2009-10	2010-11	2011-12	2010-11	2011-12	2012-13
0	8	12	19	58	46	48
1	10	14	13	4	10	25
2	23	11	19	7	9	9
3	60	63	48	31	36	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	
Rs. 5000 per year per Primary School	School equipment, such as black boards, sitting mats etc. Also to buy chalk, dusters, registers, and other office equipment.
Rs. 7000 per year per Upper Primary School	
Rs. 5000 + Rs. 7000 = Rs. 12000 if the school is Std 1-7/8	
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(Rs. 7500 - Rs. 10000) per year if the school has more than 3 classrooms	
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Teaching-learning material grant	
Rs. 500 per teacher per year for teachers in Primary and Upper Primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

► Activities carried out in schools:

% Schools that carried out activities

	Apr 2010-Nov 2011	Apr 2011-Nov 2012
Purchase of Furniture	NA	41
Purchase of Electrical Fittings	NA	24
Repair of Building (Roof, floor, wall)	NA	38
Repair of Boundary Wall	NA	25
Repair of Drinking Water Facility	NA	31
Repair of Toilets	NA	32
Whitewash / Plastering	NA	31
Painting Blackboard / Display Board	NA	36
Purchase of Chalk / Duster / Register	NA	76
Purchase of Sitting Mats / Tat Patti	NA	20
Purchase of Teaching Material	NA	49
Expenditure on School Events	NA	45
Bill Payment	NA	28

ARE SCHOOLS IN ARUNACHAL PRADESH CATCHING UP WITH RTE NORMS?

RTE NORMS FOR INDIA'S SCHOOLS

PTR Norms: Primary Schools

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 Enrolment 61-90 = 3 teachers
 Enrolment 91-120 = 4 teachers
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2. Full-time teacher when enrolment is above 100

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Norms About Other School Facilities

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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?

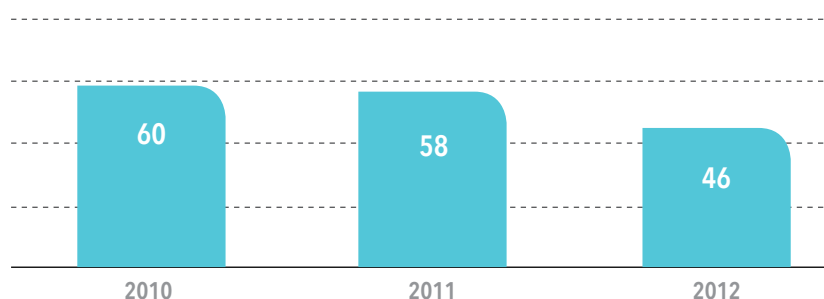
Teachers needed	PTR=30			PTR=35		
	2010	2011	2012	2010	2011	2012
1	7	10	9	5	9	7
2	4	6	3	2	2	1
3	0	2	2	0	3	0
4	1	2	0	1	0	2
≥5	3	3	4	2	2	2
% Schools with shortfall in teachers	15	21	18	11	15	12

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

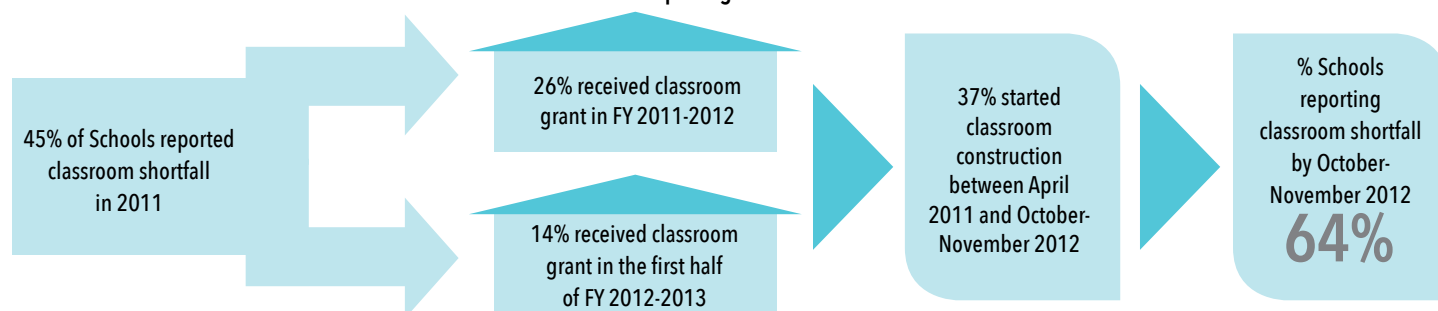
► How has the SSA infrastructure budget been spent? To what extent have Arunachal Pradesh's schools met the RTE norms?

(TOILETS AND CLASSROOMS)

Shortfall in separate toilet for Girls (% schools)



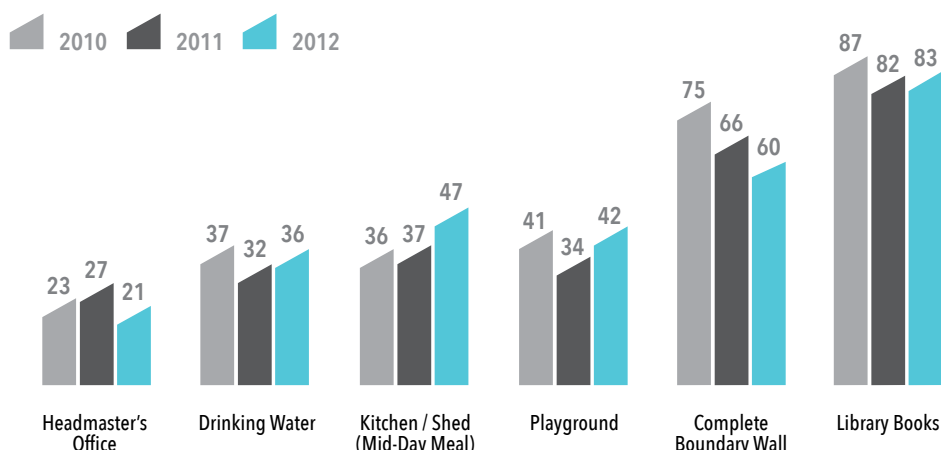
% Schools reporting classroom shortfall



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

Progress between 2010-12

% Schools with shortfall in meeting RTE requirements



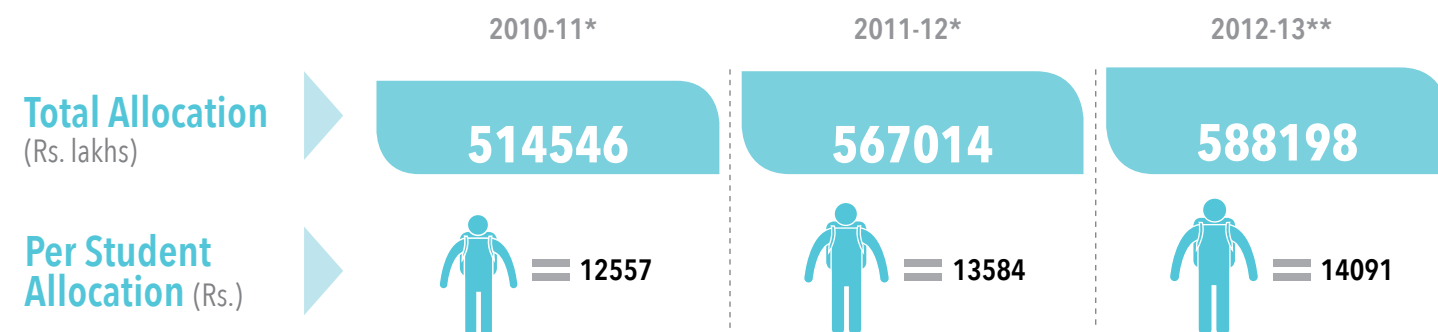
% Schools meeting infrastructure requirements

No. of infra-structure items	2010	2011	2012
0	5	7	6
1	10	11	10
2	18	12	16
3	23	20	21
4	21	22	17
5	16	16	18
6	3	6	9
7	3	5	4

DO SCHOOLS IN ASSAM GET THEIR MONEY?

HOW MUCH DOES ASSAM ALLOCATE TOWARDS ELEMENTARY EDUCATION?

▶ Assam's elementary education budget increased by 14% between 2010-11 and 2012-13.



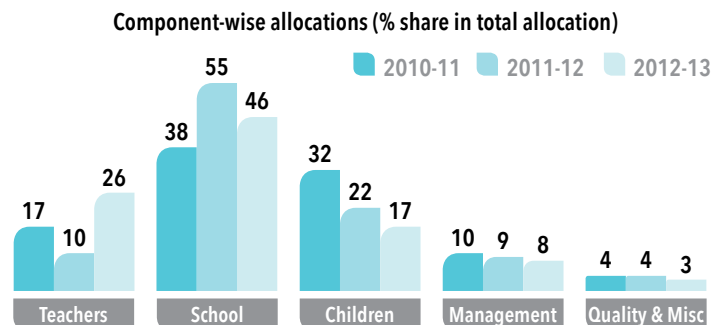
* Revised estimates; ** Budget estimates; Total allocation for elementary education includes mid-day meal

HOW MUCH DOES ASSAM ALLOCATE TO SSA?

▶ SSA allocations increased by 95%, from 113403 lakhs in 2010-11 to 221333 lakhs in 2012-13.

HOW DOES ASSAM PRIORITISE ITS SSA RESOURCES?

▶ School infrastructure received the largest share of SSA resources between 2010-11 and 2012-13.



PAISA classified the SSA budget into the following components:

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

School: Civil works and School Maintenance Grant.

Children: Entitlements, mainstreaming out-of-school children, remedial teaching, etc.

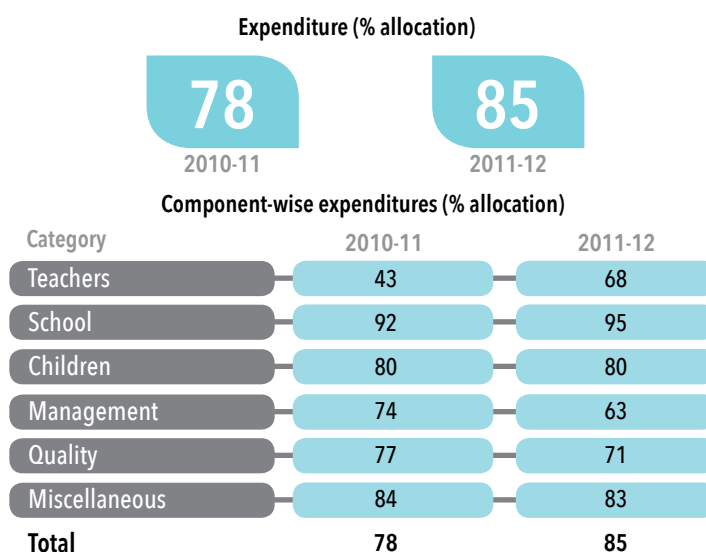
Management: BRCs, CRCs, management and MIS, and research and evaluation.

Quality: Innovation and Learning Enhancement Program (LEP).

Miscellaneous: Community mobilisation and community training.

HOW DOES ASSAM SPEND ITS SSA RESOURCES?

▶ Marginal increase in expenditure between 2010-11 and 2011-12.



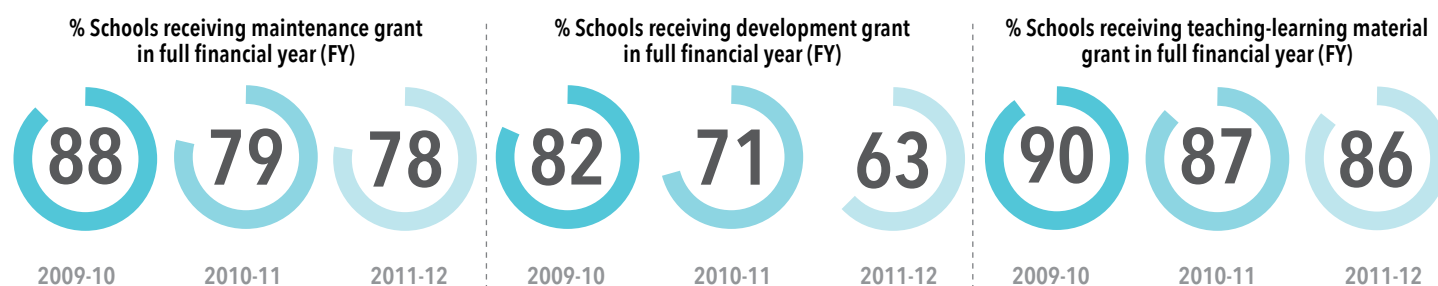
WHAT HAPPENS WITH MONIES SPENT?

▶ In 2012, 47% children in standard III-V could read a standard I text and 33% could do basic arithmetic.

Attendance (Children and Teachers)					Learning Levels				
	Student attendance (in %)		Teacher attendance (in %)		% Children Std I-II		% Children Std III-V		
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII	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	
2010	69	70	91	68	2010	76	77	59	47
2011	71	69	93	85	2011	73	76	50	36
2012	71	NA	91	NA	2012	71	76	47	33

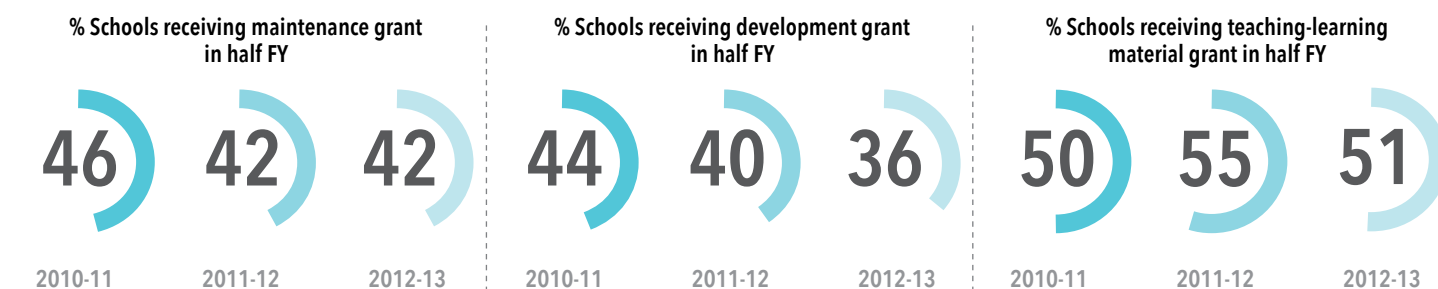
DO SCHOOLS GET THEIR MONEY?

► Gaps in grant receipts with fewer schools receiving the SMG and SDG in 2011-12.



WHEN DO SCHOOLS GET THEIR MONEY?

► Less than half of Assam's schools received their grants by November 2012.



DO SCHOOLS GET ALL THEIR MONEY (NUMBER OF GRANTS)?

► 59% schools received all 3 grants in 2011-12. 32% schools received all 3 grants by November 2012.

No. of SSA grants	Full financial year			Half financial year		
	2009-10	2010-11	2011-12	2010-11	2011-12	2012-13
0	5	4	6	43	35	42
1	6	12	12	10	17	14
2	15	23	23	4	16	12
3	74	60	59	43	32	32

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	
Rs. 5000 per year per Primary School	School equipment, such as black boards, sitting mats etc. Also to buy chalk, dusters, registers, and other office equipment.
Rs. 7000 per year per Upper Primary School	
Rs. 5000 + Rs. 7000 = Rs. 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	
(Rs. 5000 - Rs. 7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including whitewashing, beautification repairing of bathrooms, hand pump repairs, building, boundary wall, playground etc.
(Rs. 7500 - Rs. 10000) per year if the school has more than 3 classrooms	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teaching-learning material grant	
Rs. 500 per teacher per year for teachers in Primary and Upper Primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

► Activities carried out in schools:

	% Schools that carried out activities	
	Apr 2010-Nov 2011	Apr 2011-Nov 2012
Purchase of Furniture	45	39
Purchase of Electrical Fittings	15	12
Repair of Building (Roof, floor, wall)	38	32
Repair of Boundary Wall	18	14
Repair of Drinking Water Facility	33	25
Repair of Toilets	27	21
Whitewash / Plastering	36	33
Painting Blackboard / Display Board	42	38
Purchase of Chalk / Duster / Register	83	83
Purchase of Sitting Mats / Tat Patti	30	25
Purchase of Teaching Material	62	62
Expenditure on School Events	39	46
Bill Payment	16	10

ARE SCHOOLS IN ASSAM 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) ≤ 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 toilets for boys & girls
4. Safe & adequate drinking water facility for students
5. Kitchen in the school where Mid-Day Meal is cooked
6. Playground
7. Arrangement for securing school building by erecting 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?

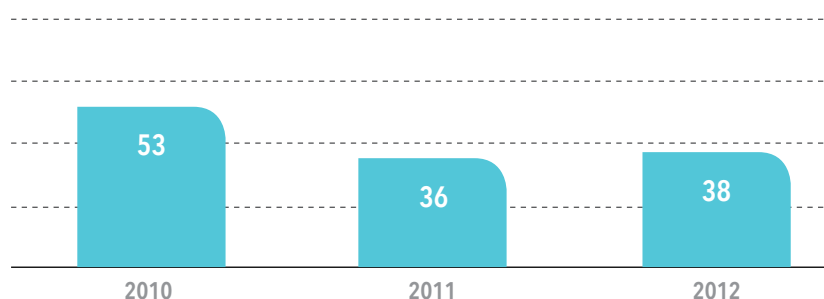
Teachers needed	PTR=30			PTR=35		
	2010	2011	2012	2010	2011	2012
1	16	19	17	14	15	17
2	9	11	9	11	12	8
3	9	11	7	5	10	4
4	5	7	3	5	6	3
≥5	9	15	7	5	10	3
% Schools with shortfall in teachers	49	62	44	41	53	36

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

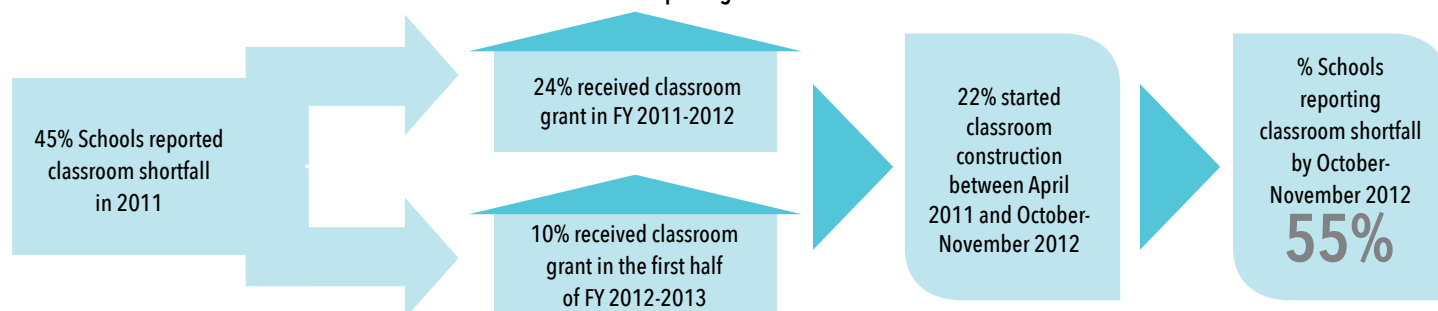
► To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 138% between 2010-11 and 2012-13. How has this money been spent? To what extent have Assam's schools met the RTE norms?

(TOILETS AND CLASSROOMS)

Shortfall in separate toilet for Girls (% schools)



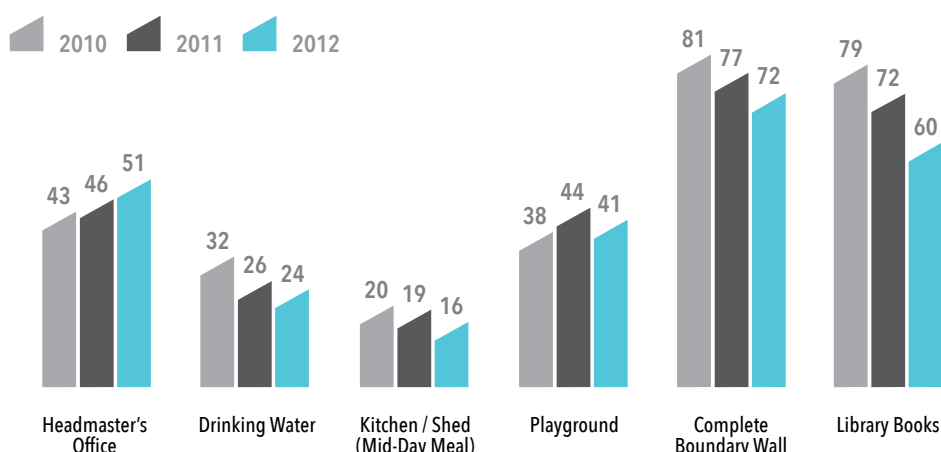
% Schools reporting classroom shortfall



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

Progress between 2010-12

% Schools with shortfall in meeting RTE requirements



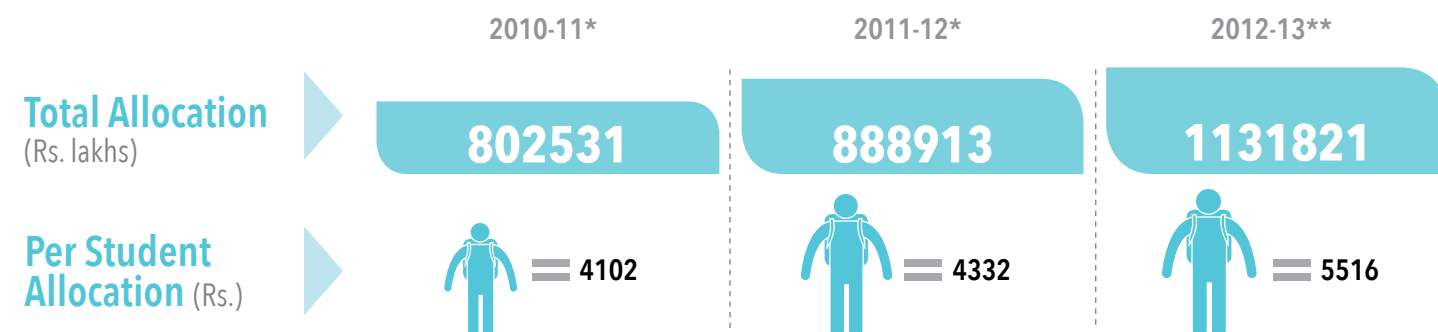
% Schools meeting infrastructure requirements

No. of infrastructure items	2010	2011	2012
0	3	3	1
1	8	6	6
2	16	17	15
3	26	23	21
4	26	23	22
5	15	17	21
6	5	7	11
7	1	3	3

DO SCHOOLS IN BIHAR GET THEIR MONEY?

HOW MUCH DOES BIHAR ALLOCATE TOWARDS ELEMENTARY EDUCATION?

► Bihar's elementary education budget increased by 41% between 2010-11 and 2012-13.



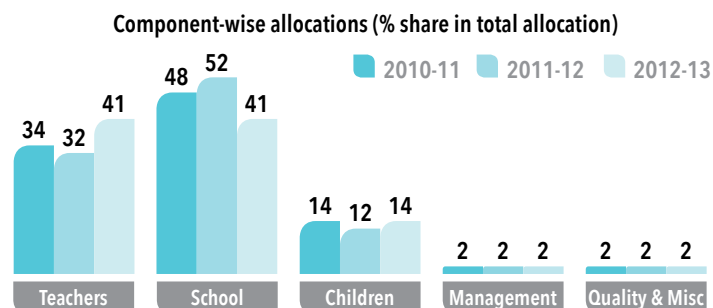
* Revised estimates; ** Budget estimates; Total allocation for elementary education includes mid-day meal

HOW MUCH DOES BIHAR ALLOCATE TO SSA?

► SSA allocations increased by 61%, from 634545 lakhs in 2010-11 to 1019647 lakhs in 2012-13.

HOW DOES BIHAR PRIORITISE ITS SSA RESOURCES?

► School infrastructure received the largest share of SSA resources between 2010-11 and 2012-13.



PAISA classified the SSA budget into the following components:

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

School: Civil works and School Maintenance Grant.

Children: Entitlements, mainstreaming out-of-school children, remedial teaching, etc.

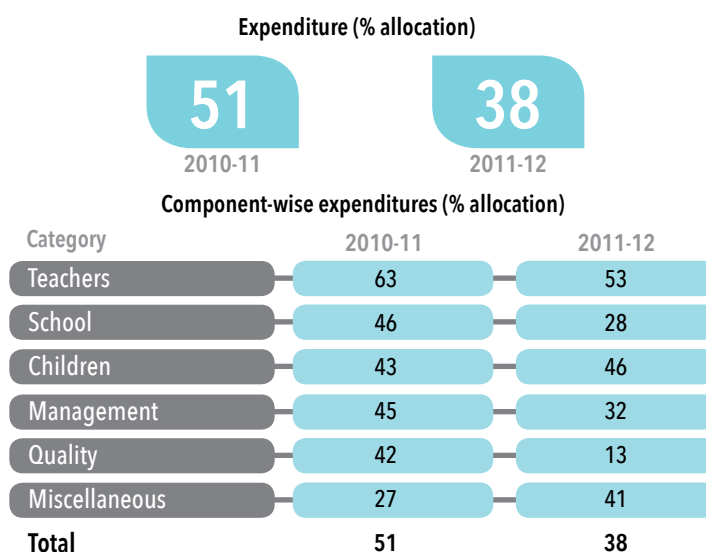
Management: BRCs, CRCs, management and MIS, and research and evaluation.

Quality: Innovation and Learning Enhancement Program (LEP).

Miscellaneous: Community mobilisation and community training.

HOW DOES BIHAR SPEND ITS SSA RESOURCES?

► Significant drop in expenditure between 2010-11 and 2012-13.



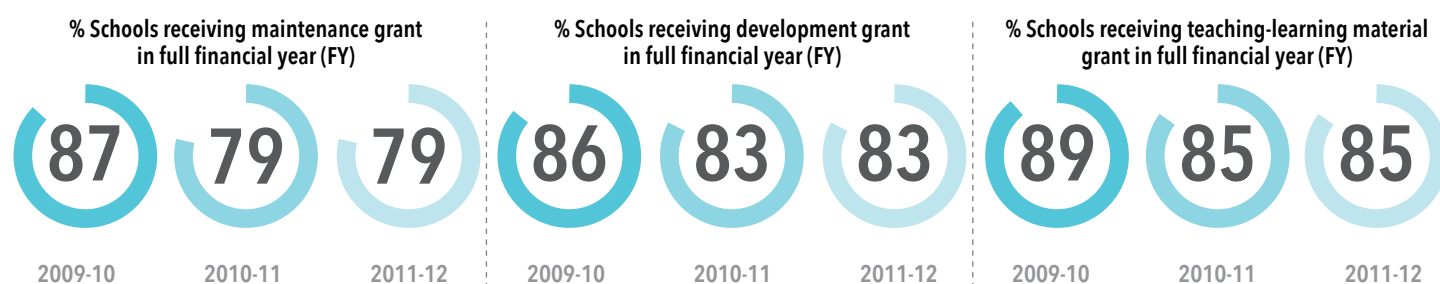
WHAT HAPPENS WITH MONIES SPENT?

► In 2012, 48% children in standard III-V could read a standard I text and 43% could do basic arithmetic.

Attendance (Children and Teachers)					Learning Levels				
Student attendance (in %)		Teacher attendance (in %)			% Children Std I-II		% Children Std III-V		
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII		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
2010	56	56	85	81	2010	69	68	64	63
2011	50	49	85	85	2011	60	63	52	48
2012	58	56	78	82	2012	56	62	48	43

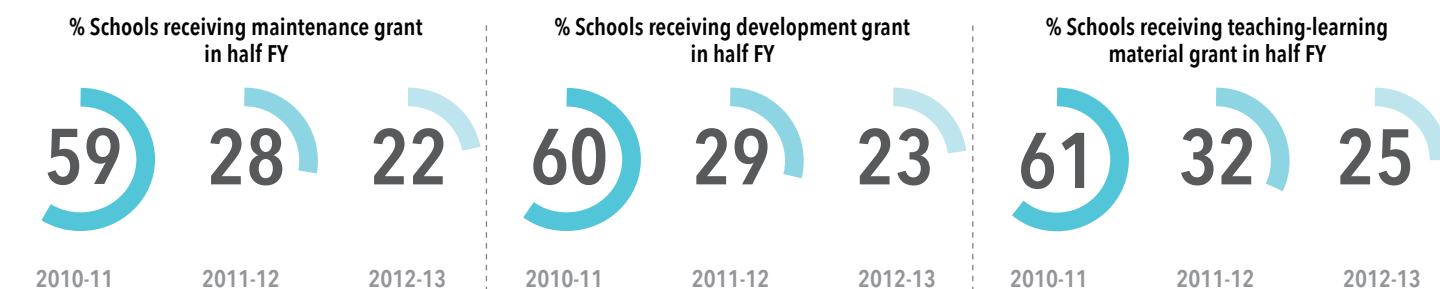
DO SCHOOLS GET THEIR MONEY?

▶ About 80% schools received their grants in 2011-12.



WHEN DO SCHOOLS GET THEIR MONEY?

▶ Just over 20% schools received their grants by November 2012.



DO SCHOOLS GET ALL THEIR MONEY (NUMBER OF GRANTS)?

▶ 74% schools received all 3 grants in 2011-12. 19% schools received all 3 grants by November 2012.

No. of SSA grants	Full financial year			Half financial year		
	2009-10	2010-11	2011-12	2010-11	2011-12	2012-13
0	4	7	7	27	61	70
1	13	8	7	13	8	5
2	11	11	12	11	7	6
3	72	75	74	48	24	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	
Rs. 5000 per year per Primary School	School equipment, such as black boards, sitting mats etc. Also to buy chalk, dusters, registers, and other office equipment.
Rs. 7000 per year per Upper Primary School	
Rs. 5000 + Rs. 7000 = Rs. 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	
(Rs. 5000 - Rs. 7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including whitewashing, beautification repairing of bathrooms, hand pump repairs, building, boundary wall, playground etc.
(Rs. 7500 - Rs. 10000) per year if the school has more than 3 classrooms	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teaching-learning material grant	
Rs. 500 per teacher per year for teachers in Primary and Upper Primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

▶ Activities carried out in schools:

	% Schools that carried out activities	
	Apr 2010-Nov 2011	Apr 2011-Nov 2012
Purchase of Furniture	41	42
Purchase of Electrical Fittings	7	5
Repair of Building (Roof, floor, wall)	38	41
Repair of Boundary Wall	19	18
Repair of Drinking Water Facility	58	58
Repair of Toilets	32	34
Whitewash / Plastering	63	74
Painting Blackboard / Display Board	60	65
Purchase of Chalk / Duster / Register	87	87
Purchase of Sitting Mats / Tat Patti	33	33
Purchase of Teaching Material	73	74
Expenditure on School Events	75	77
Bill Payment	16	13

ARE SCHOOLS IN BIHAR 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) ≤ 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 toilets for boys & girls
4. Safe & adequate drinking water facility for students
5. Kitchen in the school where Mid-Day Meal is cooked
6. Playground
7. Arrangement for securing school building by erecting 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?

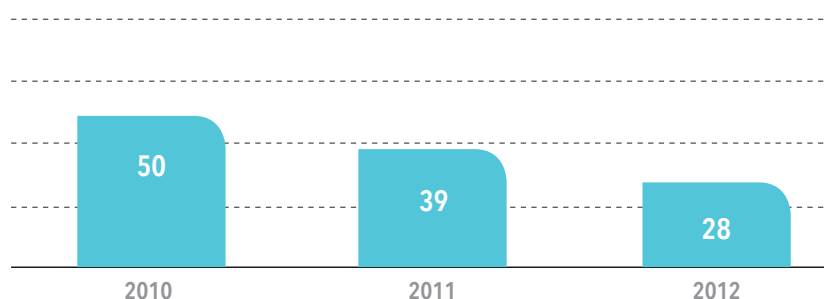
Teachers needed	PTR=30			PTR=35		
	2010	2011	2012	2010	2011	2012
1	4	4	5	6	7	8
2	6	5	7	8	7	9
3	6	6	7	9	8	12
4	7	7	9	9	9	8
≥5	69	73	64	56	61	51
% Schools with shortfall in teachers	92	95	93	87	92	88

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

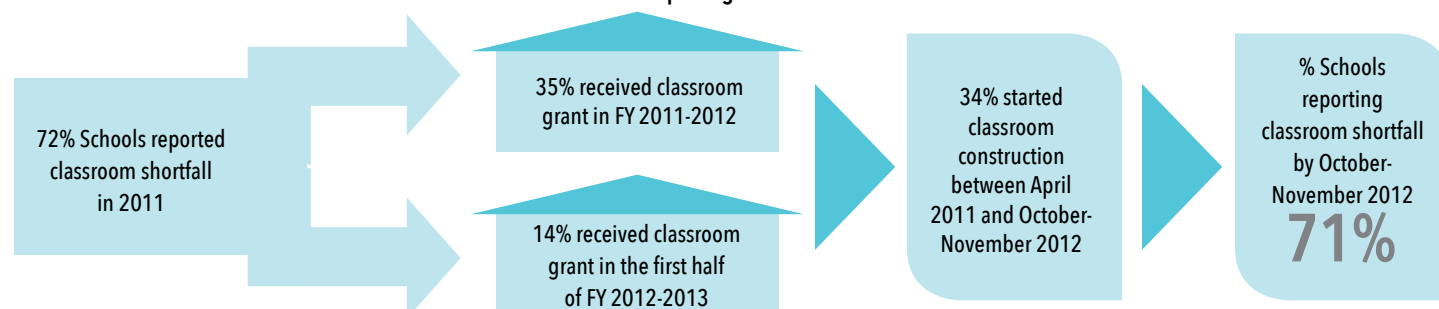
► To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 36% between 2010-11 and 2012-13. How has this money been spent? To what extent have Bihar's schools met the RTE norms?

(TOILETS AND CLASSROOMS)

Shortfall in separate toilet for Girls (% schools)



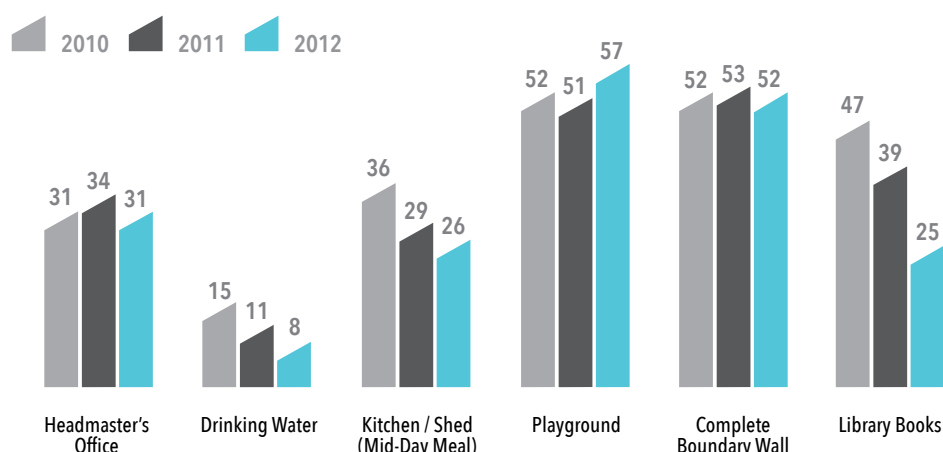
% Schools reporting classroom shortfall



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

Progress between 2010-12

% Schools with shortfall in meeting RTE requirements



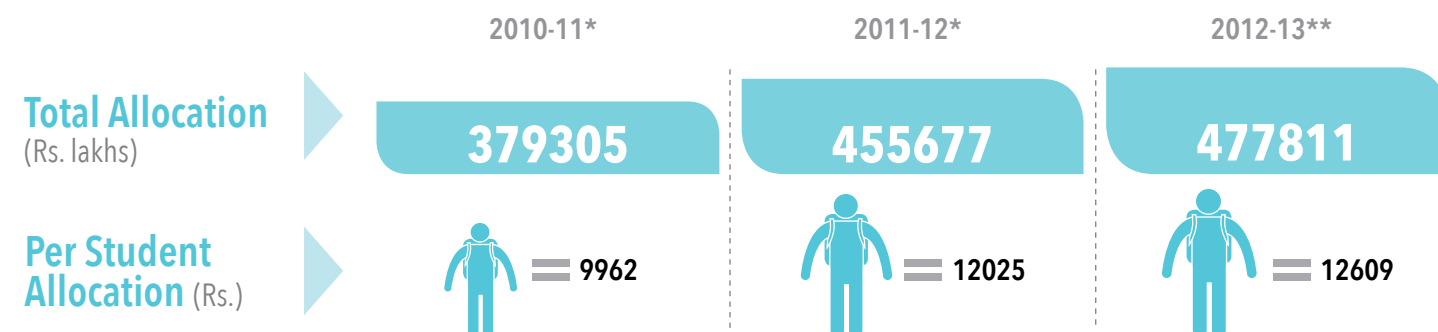
% Schools meeting infrastructure requirements

No. of infrastructure items	2010	2011	2012
0	2	1	1
1	7	4	3
2	11	9	6
3	19	18	16
4	22	24	18
5	19	24	24
6	13	16	23
7	6	5	9

DO SCHOOLS IN CHHATTISGARH GET THEIR MONEY?

HOW MUCH DOES CHHATTISGARH ALLOCATE TOWARDS ELEMENTARY EDUCATION?

► Chhattisgarh's elementary education budget increased by 26% between 2010-11 and 2012-13.



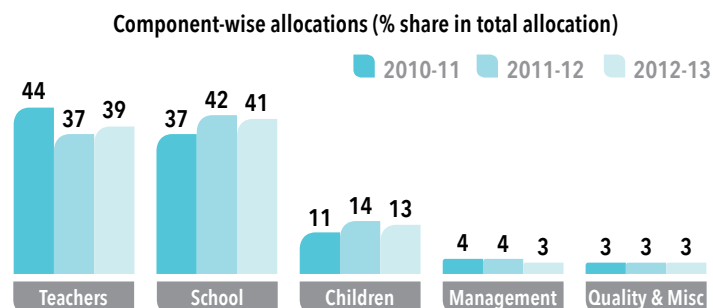
* Revised estimates; ** Budget estimates; Total allocation for elementary education includes mid-day meal

HOW MUCH DOES CHHATTISGARH ALLOCATE TO SSA?

► SSA allocations increased by 33%, from 207575 lakhs in 2010-11 to 275887 lakhs in 2012-13.

HOW DOES CHHATTISGARH PRIORITISE ITS SSA RESOURCES?

► School infrastructure received the largest share of SSA resources in 2011-12 and 2012-13.



PAISA classified the SSA budget into the following components:

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

School: Civil works and School Maintenance Grant.

Children: Entitlements, mainstreaming out-of-school children, remedial teaching, etc.

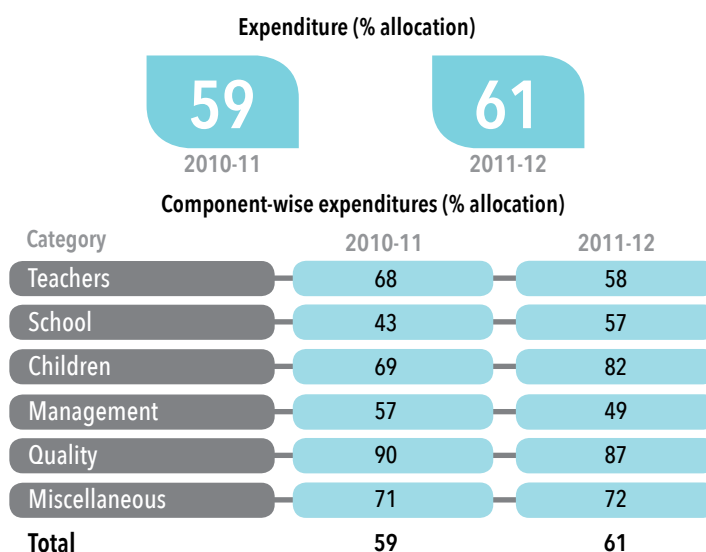
Management: BRCs, CRCs, management and MIS, and research and evaluation.

Quality: Innovation and Learning Enhancement Program (LEP).

Miscellaneous: Community mobilisation and community training.

HOW DOES CHHATTISGARH SPEND ITS SSA RESOURCES?

► Marginal increase in expenditure between 2010-11 and 2011-12.



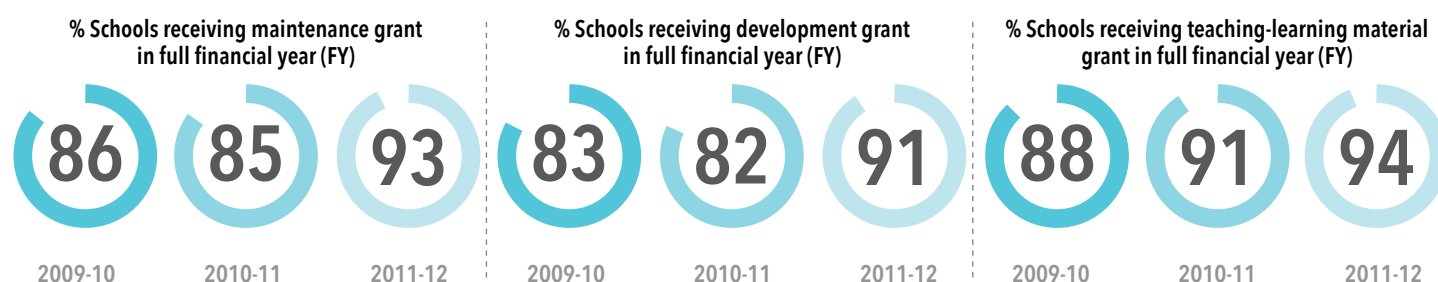
WHAT HAPPENS WITH MONIES SPENT?

► In 2012, 54% children in standard III-V could read a standard I text and 27% could do basic arithmetic.

Attendance (Children and Teachers)					Learning Levels				
	Student attendance (in %)		Teacher attendance (in %)		% Children Std I-II		% Children Std III-V		
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII	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	
2010	70	73	87	87	88	87	70	57	
2011	73	78	85	83	76	75	53	40	
2012	75	76	84	89	73	75	54	27	

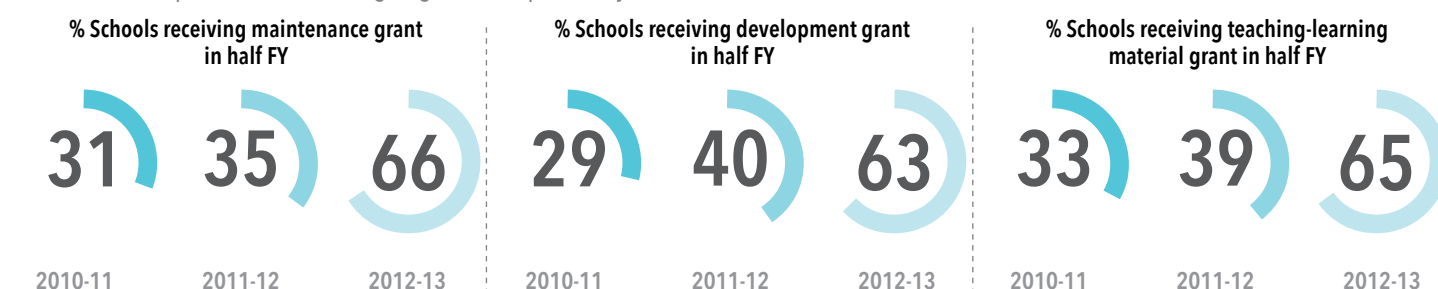
DO SCHOOLS GET THEIR MONEY?

► Over 90% schools received their grants in 2011-12.



WHEN DO SCHOOLS GET THEIR MONEY?

► Dramatic improvement in timing of grant receipts from just 30% in 2010-11 to over 60% in 2012-13.



DO SCHOOLS GET ALL THEIR MONEY (NUMBER OF GRANTS)?

► 88% schools received all 3 grants in 2011-12. 61% schools received all 3 grants by November 2012.

No. of SSA grants	Full financial year			Half financial year		
	2009-10	2010-11	2011-12	2010-11	2011-12	2012-13
0	5	2	1	61	49	29
1	5	7	1	4	9	4
2	15	12	9	6	11	6
3	75	79	88	29	31	61

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	
Rs. 5000 per year per Primary School	School equipment, such as black boards, sitting mats etc. Also to buy chalk, dusters, registers, and other office equipment.
Rs. 7000 per year per Upper Primary School	
Rs. 5000 + Rs. 7000 = Rs. 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	
(Rs. 5000 - Rs. 7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including whitewashing, beautification repairing of bathrooms, hand pump repairs, building, boundary wall, playground etc.
(Rs. 7500 - Rs. 10000) per year if the school has more than 3 classrooms	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teaching-learning material grant	
Rs. 500 per teacher per year for teachers in Primary and Upper Primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

► Activities carried out in schools:

	% Schools that carried out activities	
	Apr 2010-Nov 2011	Apr 2011-Nov 2012
Purchase of Furniture	82	49
Purchase of Electrical Fittings	25	43
Repair of Building (Roof, floor, wall)	58	59
Repair of Boundary Wall	25	23
Repair of Drinking Water Facility	39	36
Repair of Toilets	23	24
Whitewash / Plastering	85	90
Painting Blackboard / Display Board	78	87
Purchase of Chalk / Duster / Register	91	95
Purchase of Sitting Mats / Tat Patti	69	65
Purchase of Teaching Material	81	87
Expenditure on School Events	73	82
Bill Payment	24	36

ARE SCHOOLS IN CHHATTISGARH 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) ≤ 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 toilets for boys & girls
4. Safe & adequate drinking water facility for students
5. Kitchen in the school where Mid-Day Meal is cooked
6. Playground
7. Arrangement for securing school building by erecting 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?

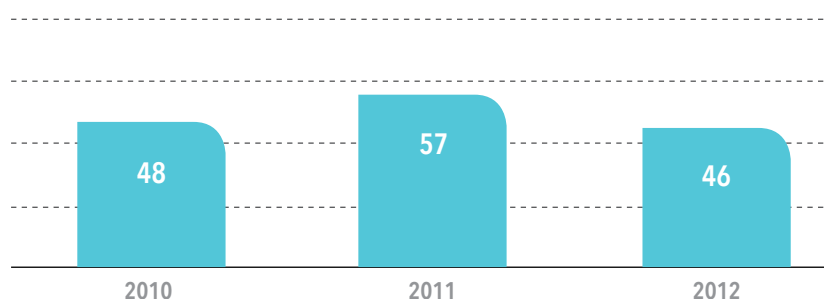
Teachers needed	PTR=30			PTR=35		
	2010	2011	2012	2010	2011	2012
1	19	20	19	17	13	17
2	11	8	10	8	5	5
3	8	5	4	5	2	4
4	5	2	3	4	2	0
≥5	9	4	3	5	2	3
% Schools with shortfall in teachers	51	39	39	38	25	28

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

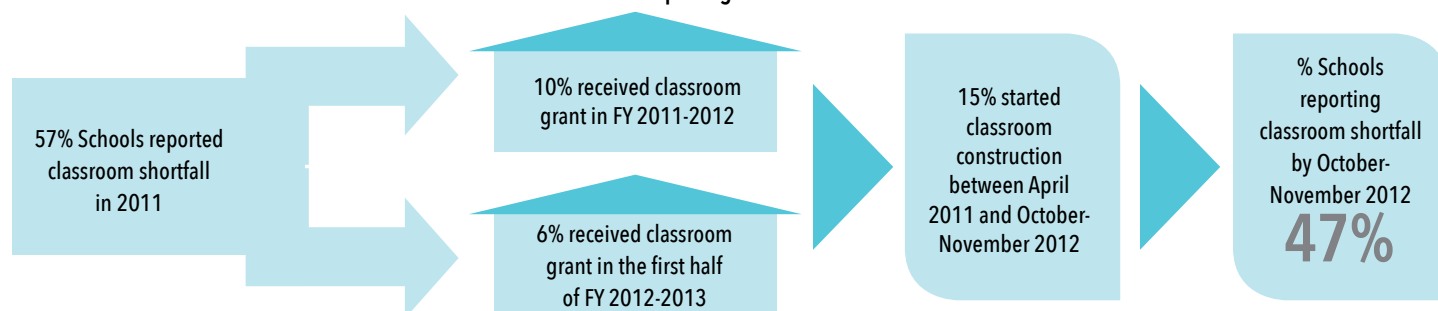
► To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 47% between 2010-11 and 2012-13. How has this money been spent? To what extent have Chhattisgarh's schools met the RTE norms?

(TOILETS AND CLASSROOMS)

Shortfall in separate toilet for Girls (% schools)



% Schools reporting classroom shortfall

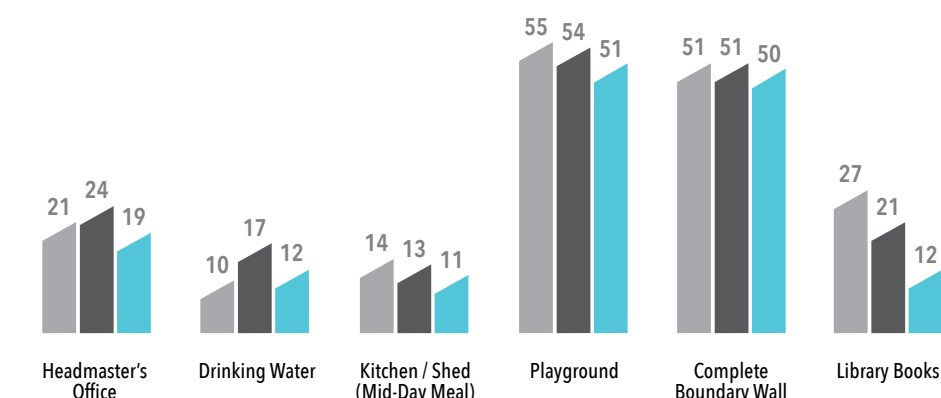


HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

Progress between 2010-12

% Schools with shortfall in meeting RTE requirements

2010 2011 2012



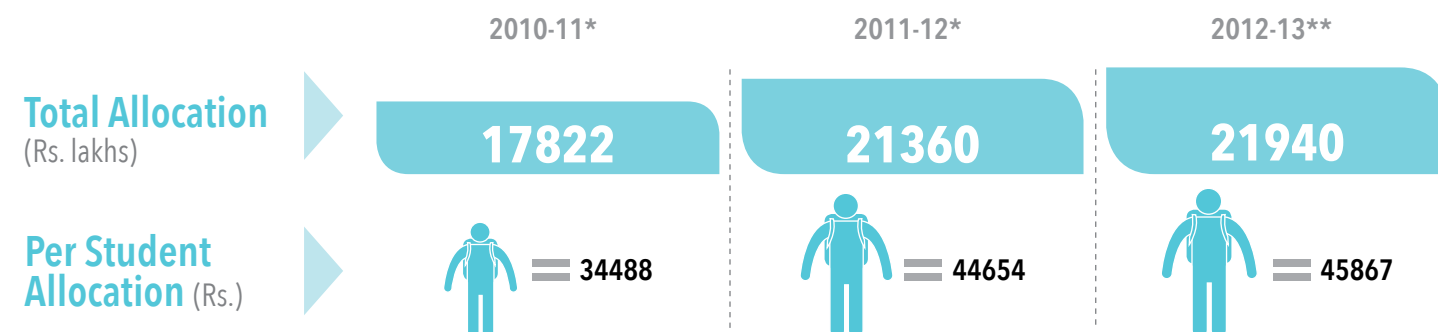
% Schools meeting infrastructure requirements

No. of infrastructure items	2010	2011	2012
0	0	1	0
1	2	2	0
2	7	8	3
3	12	12	9
4	26	23	20
5	28	30	33
6	19	20	27
7	5	4	7

DO SCHOOLS IN GOA GET THEIR MONEY?

HOW MUCH DOES GOA ALLOCATE TOWARDS ELEMENTARY EDUCATION?

Goa's elementary education budget increased by 23% between 2010-11 and 2012-13.



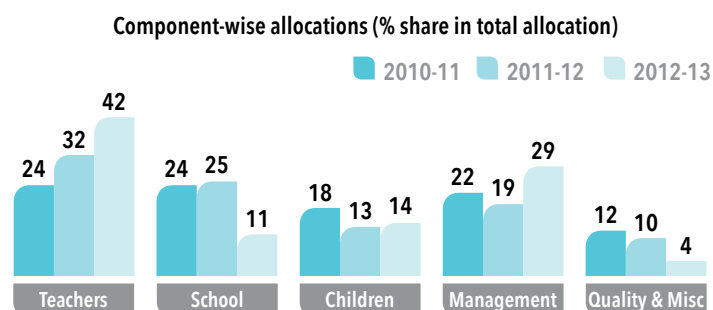
* Revised estimates; ** Budget estimates; Total allocation for elementary education includes mid-day meal

HOW MUCH DOES GOA ALLOCATE TO SSA?

SSA allocations increased by 81%, from 2006 lakhs in 2010-11 to 3457 lakhs in 2012-13.

HOW DOES GOA PRIORITISE ITS SSA RESOURCES?

Teachers received the largest share of SSA resources in 2011-12 and 2012-13.



PAISA classified the SSA budget into the following components:

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

School: Civil works and School Maintenance Grant.

Children: Entitlements, mainstreaming out-of-school children, remedial teaching, etc.

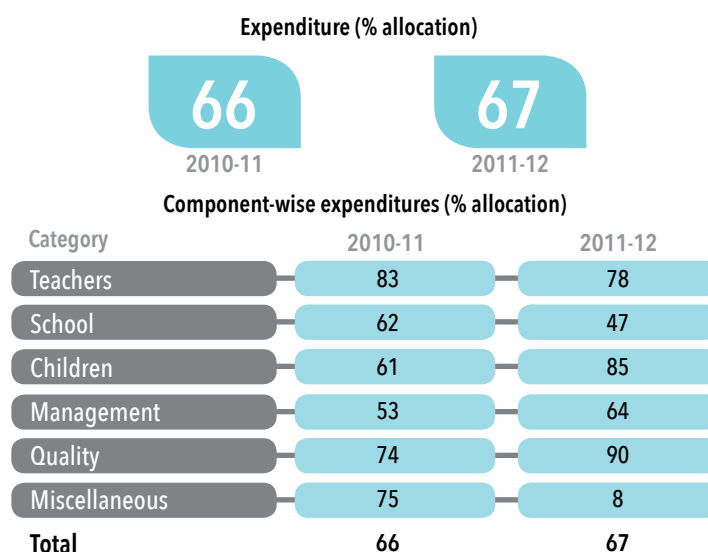
Management: BRCs, CRCs, management and MIS, and research and evaluation.

Quality: Innovation and Learning Enhancement Program (LEP).

Miscellaneous: Community mobilisation and community training.

HOW DOES GOA SPEND ITS SSA RESOURCES?

Marginal increase in expenditure in 2011-12.



WHAT HAPPENS WITH MONIES SPENT?

In 2012, 65% children in standard III-V could read a standard I text and 58% could do basic arithmetic.

Attendance (Children and Teachers)

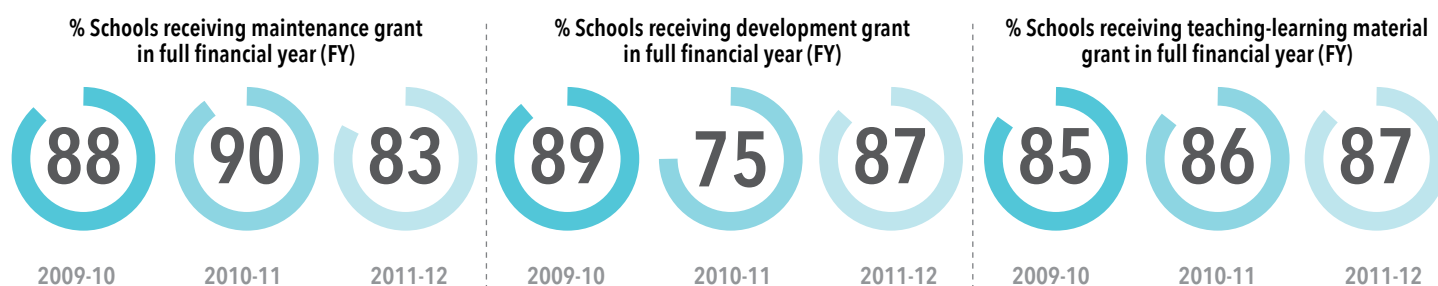
Data not available

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
2010	95	95	69	62
2011	98	99	75	68
2012	95	97	65	58

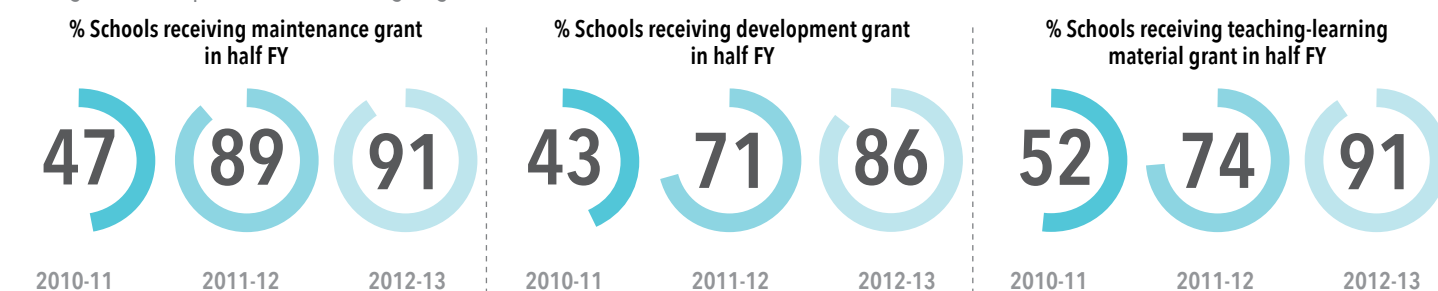
DO SCHOOLS GET THEIR MONEY?

► Over 80% schools received grants in 2011-12.



WHEN DO SCHOOLS GET THEIR MONEY?

► Significant improvement in timing of grants in 2012-13.



DO SCHOOLS GET ALL THEIR MONEY (NUMBER OF GRANTS)?

► 74% schools received all 3 grants in 2011-12. 74% schools received all 3 grants by November 2012.

No. of SSA grants	Full financial year			Half financial year		
	2009-10	2010-11	2011-12	2010-11	2011-12	2012-13
0	0	0	9	39	11	9
1	0	14	0	4	11	0
2	19	24	17	14	21	17
3	81	62	74	43	58	74

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	
Rs. 5000 per year per Primary School	School equipment, such as black boards, sitting mats etc. Also to buy chalk, dusters, registers, and other office equipment.
Rs. 7000 per year per Upper Primary School	
Rs. 5000 + Rs. 7000 = Rs. 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	
(Rs. 5000 - Rs. 7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including whitewashing, beautification repairing of bathrooms, hand pump repairs, building, boundary wall, playground etc.
(Rs. 7500 - Rs. 10000) per year if the school has more than 3 classrooms	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teaching-learning material grant	
Rs. 500 per teacher per year for teachers in Primary and Upper Primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

► Activities carried out in schools:

	% Schools that carried out activities	
	Apr 2010-Nov 2011	Apr 2011-Nov 2012
Purchase of Furniture	14	18
Purchase of Electrical Fittings	50	55
Repair of Building (Roof, floor, wall)	60	52
Repair of Boundary Wall	24	27
Repair of Drinking Water Facility	71	61
Repair of Toilets	57	61
Whitewash / Plastering	36	57
Painting Blackboard / Display Board	64	65
Purchase of Chalk / Duster / Register	85	74
Purchase of Sitting Mats / Tat Patti	40	59
Purchase of Teaching Material	65	68
Expenditure on School Events	80	82
Bill Payment	79	59

ARE SCHOOLS IN GOA 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) ≤ 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 toilets for boys & girls
4. Safe & adequate drinking water facility for students
5. Kitchen in the school where Mid-Day Meal is cooked
6. Playground
7. Arrangement for securing school building by erecting 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?

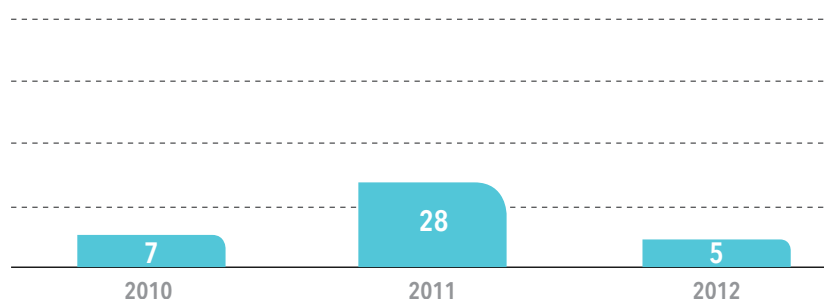
Teachers needed	PTR=30			PTR=35		
	2010	2011	2012	2010	2011	2012
1	10	0	0	8	0	0
2	3	0	0	5	0	0
3	5	0	0	0	0	0
4	3	0	0	3	0	0
≥5	8	0	0	5	0	0
% Schools with shortfall in teachers	28	0	0	20	0	0

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

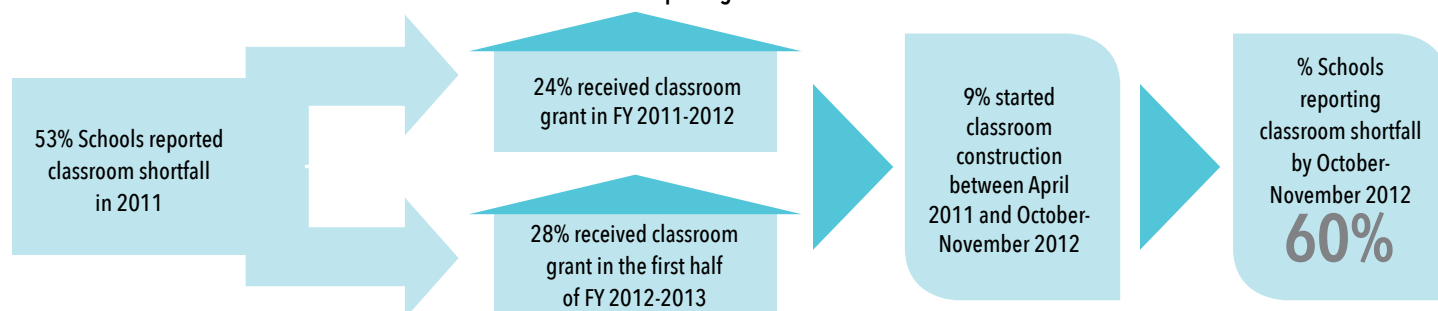
► The SSA infrastructure budget decreased by 20% between 2010-11 and 2012-13. How has this money been spent? To what extent have Goa's schools met the RTE norms?

(TOILETS AND CLASSROOMS)

Shortfall in separate toilet for Girls (% schools)



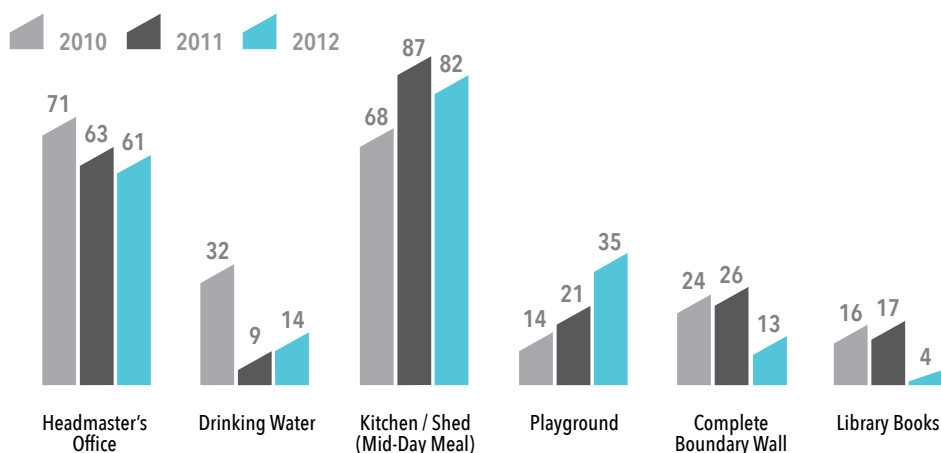
% Schools reporting classroom shortfall



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

Progress between 2010-12

% Schools with shortfall in meeting RTE requirements



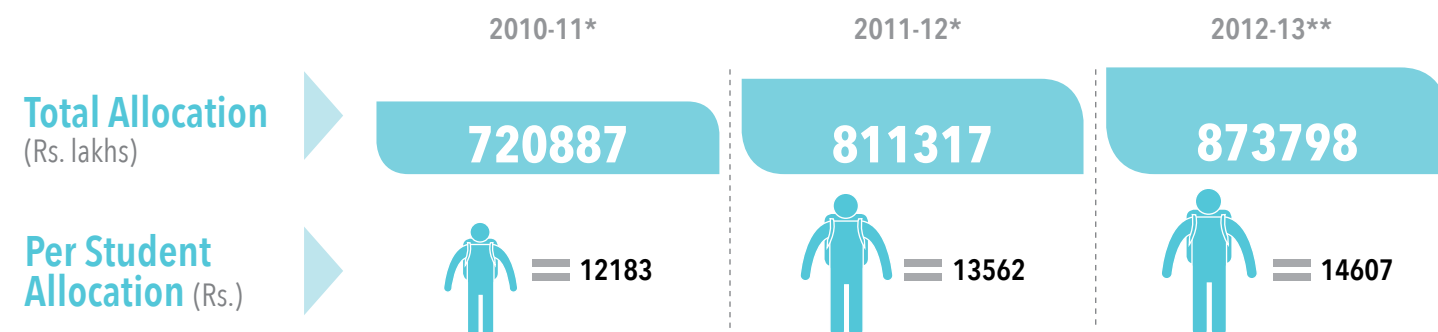
% Schools meeting infrastructure requirements

No. of infrastructure items	2010	2011	2012
0	0	0	0
1	0	0	0
2	2	4	0
3	10	25	4
4	44	21	39
5	28	42	30
6	16	8	26
7	0	0	0

DO SCHOOLS IN GUJARAT GET THEIR MONEY?

HOW MUCH DOES GUJARAT ALLOCATE TOWARDS ELEMENTARY EDUCATION?

► Gujarat's elementary education budget increased by 21% between 2010-11 and 2012-13.



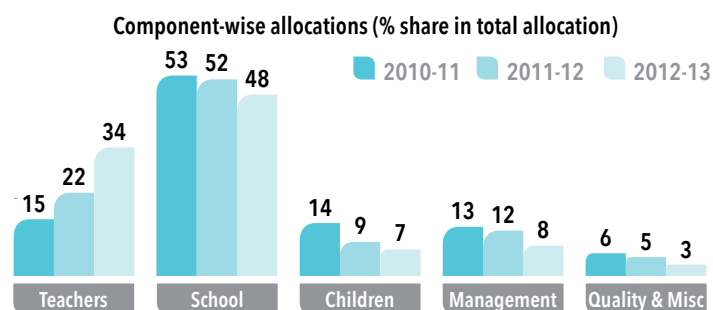
* Revised estimates; ** Budget estimates; Total allocation for elementary education includes mid-day meal

HOW MUCH DOES GUJARAT ALLOCATE TO SSA?

► SSA allocations increased by 237%, from 98164 lakhs in 2010-11 to 331248 lakhs in 2012-13.

HOW DOES GUJARAT PRIORITISE ITS SSA RESOURCES?

► School infrastructure received the largest share of SSA resources between 2010-11 and 2012-13.



PAISA classified the SSA budget into the following components:

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

School: Civil works and School Maintenance Grant.

Children: Entitlements, mainstreaming out-of-school children, remedial teaching, etc.

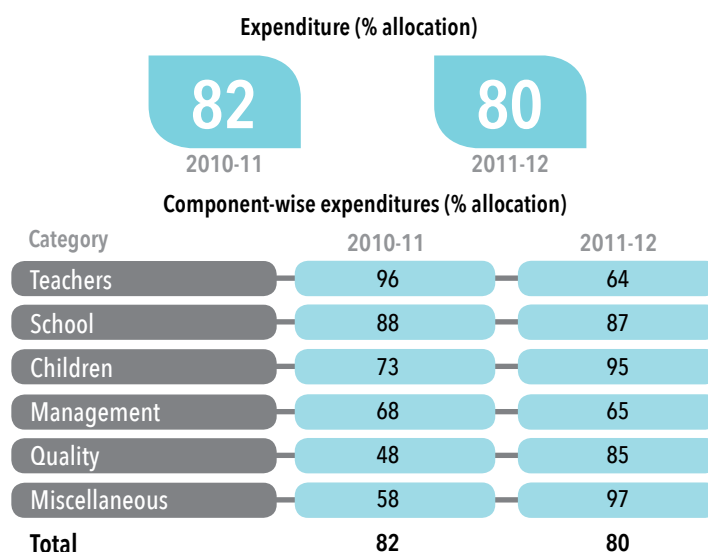
Management: BRCs, CRCs, management and MIS, and research and evaluation.

Quality: Innovation and Learning Enhancement Program (LEP).

Miscellaneous: Community mobilisation and community training.

HOW DOES GUJARAT SPEND ITS SSA RESOURCES?

► Marginal dip in expenditure between 2010-11 and 2011-12.



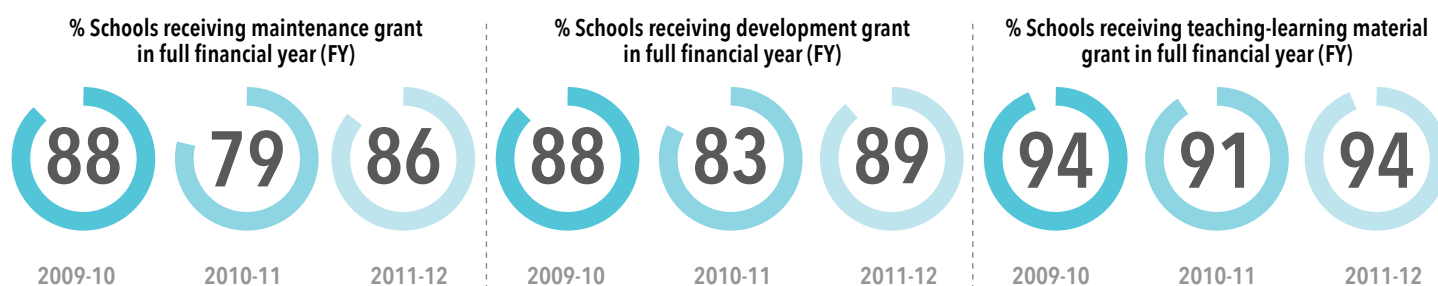
WHAT HAPPENS WITH MONIES SPENT?

► In 2012, 59% children in standard III-V could read a standard I text and 33% could do basic arithmetic.

Attendance (Children and Teachers)					Learning Levels				
	Student attendance (in %)		Teacher attendance (in %)		% Children Std I-II		% Children Std III-V		
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII	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	
2010	87	84	95	96	2010	82	80	63	47
2011	85	85	96	94	2011	80	79	63	43
2012	84	84	91	91	2012	73	72	59	33

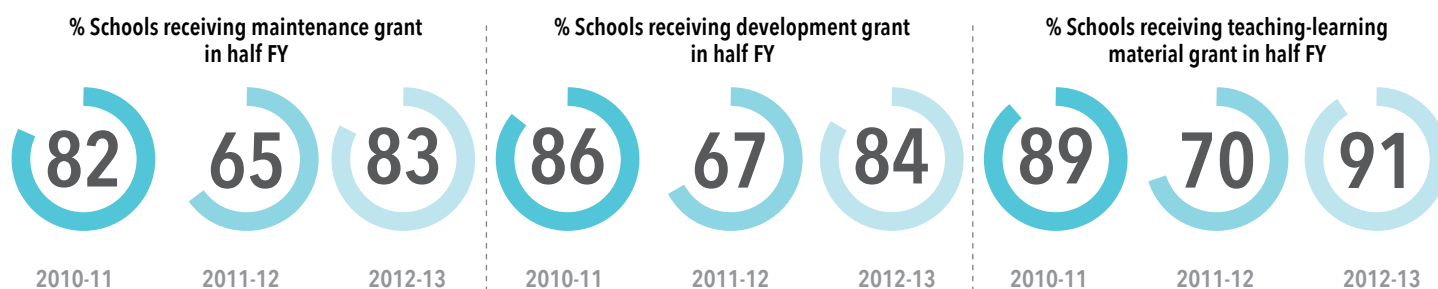
DO SCHOOLS GET THEIR MONEY?

► Close to 90% schools received their grants in 2011-12.



WHEN DO SCHOOLS GET THEIR MONEY?

► Over 80% schools received their grants by November 2012.



DO SCHOOLS GET ALL THEIR MONEY (NUMBER OF GRANTS)?

► 80% schools received all 3 grants in 2011-12. 77% schools received all 3 grants by November 2012.

No. of SSA grants	Full financial year			Half financial year		
	2009-10	2010-11	2011-12	2010-11	2011-12	2012-13
0	2	6	2	4	21	5
1	10	10	7	9	11	7
2	9	12	10	12	11	10
3	79	73	80	76	57	77

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	
Rs. 5000 per year per Primary School	School equipment, such as black boards, sitting mats etc. Also to buy chalk, dusters, registers, and other office equipment.
Rs. 7000 per year per Upper Primary School	
Rs. 5000 + Rs. 7000 = Rs. 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	
(Rs. 5000 - Rs. 7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including whitewashing, beautification repairing of bathrooms, hand pump repairs, building, boundary wall, playground etc.
(Rs. 7500 - Rs. 10000) per year if the school has more than 3 classrooms	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teaching-learning material grant	
Rs. 500 per teacher per year for teachers in Primary and Upper Primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

► Activities carried out in schools:

	% Schools that carried out activities	
	Apr 2010-Nov 2011	Apr 2011-Nov 2012
Purchase of Furniture	46	44
Purchase of Electrical Fittings	64	68
Repair of Building (Roof, floor, wall)	55	62
Repair of Boundary Wall	34	32
Repair of Drinking Water Facility	57	58
Repair of Toilets	49	50
Whitewash / Plastering	60	61
Painting Blackboard / Display Board	67	68
Purchase of Chalk / Duster / Register	89	87
Purchase of Sitting Mats / Tat Patti	37	47
Purchase of Teaching Material	75	81
Expenditure on School Events	74	81
Bill Payment	55	62

ARE SCHOOLS IN GUJARAT 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) ≤ 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 toilets for boys & girls
4. Safe & adequate drinking water facility for students
5. Kitchen in the school where Mid-Day Meal is cooked
6. Playground
7. Arrangement for securing school building by erecting 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?

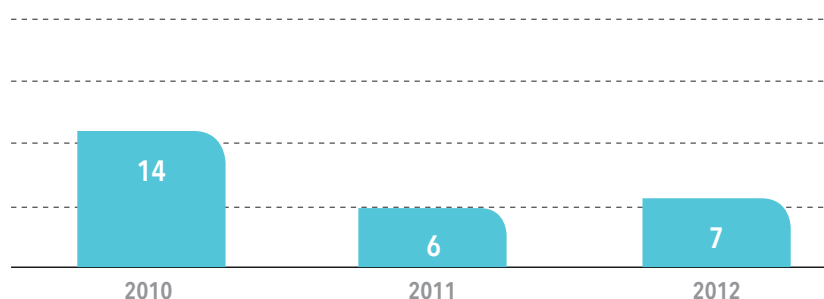
Teachers needed	PTR=30			PTR=35		
	2010	2011	2012	2010	2011	2012
1	19	18	15	14	14	15
2	12	12	13	7	6	10
3	9	10	9	2	3	5
4	4	5	7	2	1	3
≥5	9	8	13	4	3	5
% Schools with shortfall in teachers	54	53	58	29	27	37

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

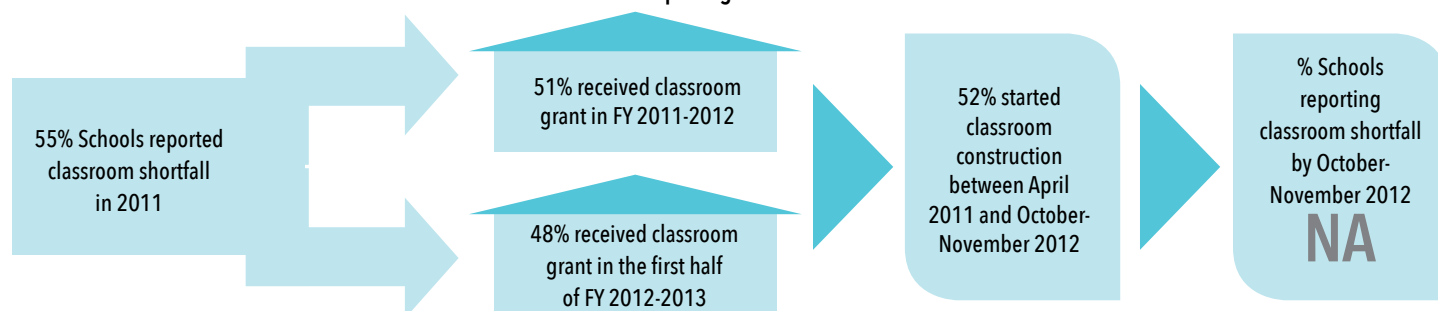
► To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 205% between 2010-11 and 2012-13. How has this money been spent? To what extent have Gujarat's schools met the RTE norms?

(TOILETS AND CLASSROOMS)

Shortfall in separate toilet for Girls (% schools)



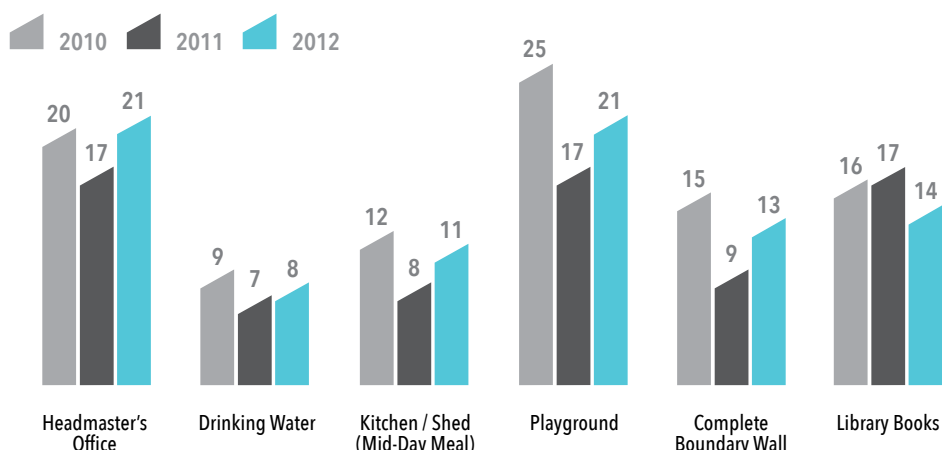
% Schools reporting classroom shortfall



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

Progress between 2010-12

% Schools with shortfall in meeting RTE requirements



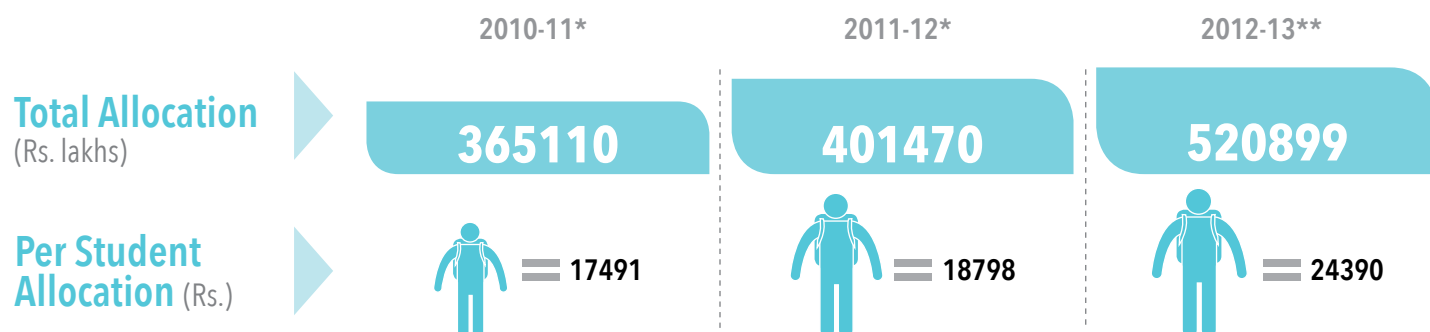
% Schools meeting infrastructure requirements

No. of infrastructure items	2010	2011	2012
0	0	0	0
1	1	1	1
2	1	0	0
3	5	3	3
4	10	8	9
5	23	15	19
6	34	36	35
7	26	36	34

DO SCHOOLS IN HARYANA GET THEIR MONEY?

HOW MUCH DOES HARYANA ALLOCATE TOWARDS ELEMENTARY EDUCATION?

► Haryana's elementary education budget increased by 43% between 2010-11 and 2012-13.



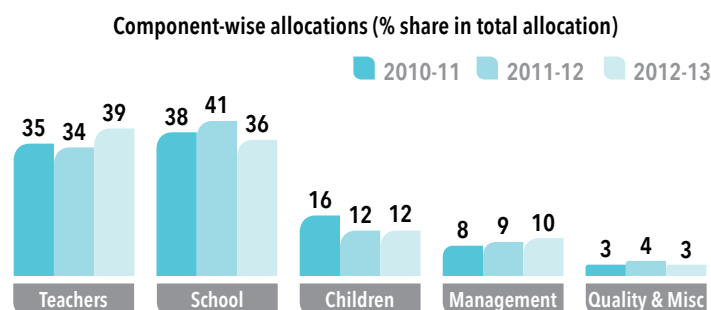
* Revised estimates; ** Budget estimates; Total allocation for elementary education includes mid-day meal

HOW MUCH DOES HARYANA ALLOCATE TO SSA?

► SSA allocations have increased by 47%, from 82265 lakhs in 2010-11 to 121188 lakhs in 2012-13.

HOW DOES HARYANA PRIORITISE ITS SSA RESOURCES?

► Teachers received the highest share of SSA resources in 2012-13.



PAISA classified the SSA budget into the following components:

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

School: Civil works and School Maintenance Grant.

Children: Entitlements, mainstreaming out-of-school children, remedial teaching, etc.

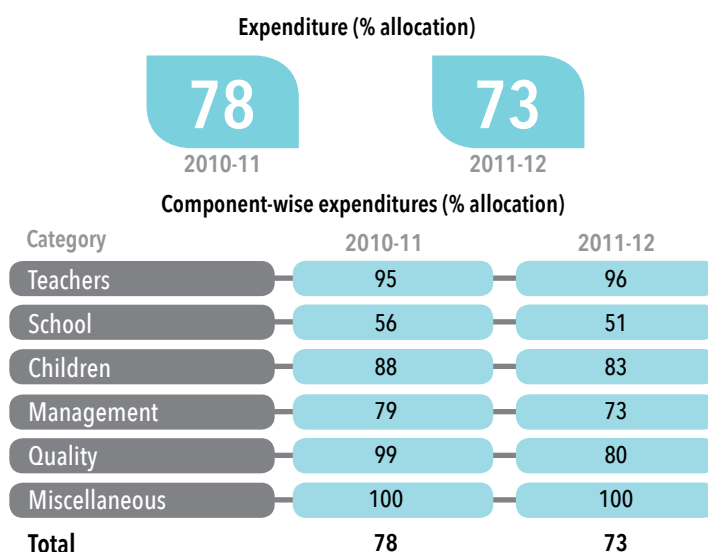
Management: BRCs, CRCs, management and MIS, and research and evaluation.

Quality: Innovation and Learning Enhancement Program (LEP).

Miscellaneous: Community mobilisation and community training.

HOW DOES HARYANA SPEND ITS SSA RESOURCES?

► Marginal dip in expenditure between 2010-11 and 2011-12.



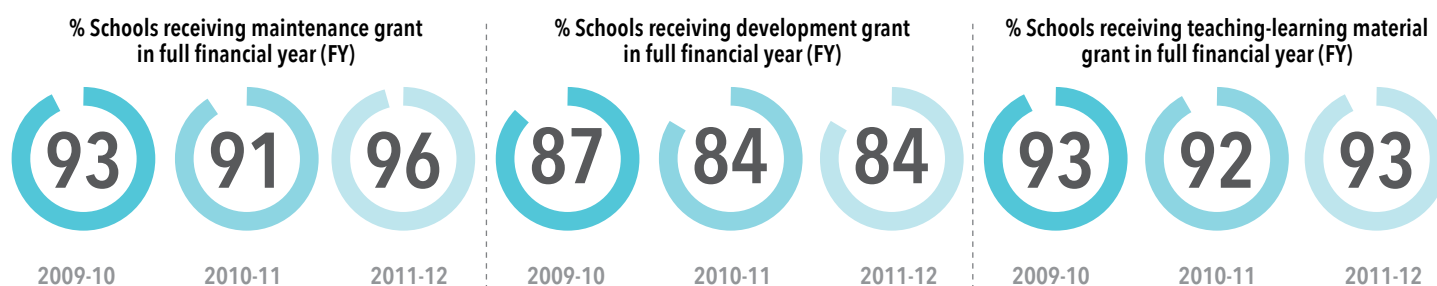
WHAT HAPPENS WITH MONIES SPENT?

► In 2012, 67% children in standard III-V could read a standard I text and 59% could do basic arithmetic.

Attendance (Children and Teachers)					Learning Levels				
	Student attendance (in %)		Teacher attendance (in %)			% Children Std I-II		% Children Std III-V	
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII		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
2010	83	82	90	88	2010	88	89	72	69
2011	76	79	85	86	2011	81	84	70	65
2012	77	78	86	83	2012	80	85	67	59

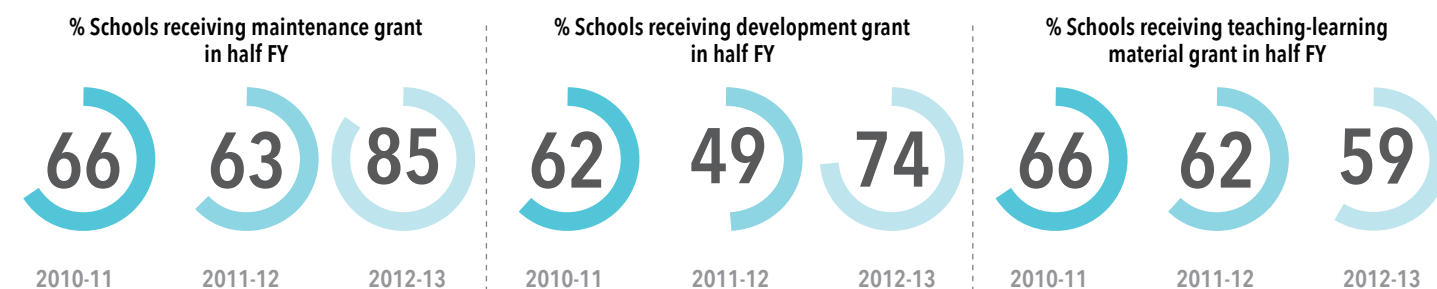
DO SCHOOLS GET THEIR MONEY?

▶ Close to 90% schools received their grants in 2011-12.



WHEN DO SCHOOLS GET THEIR MONEY?

▶ Significant gap in timing of grant receipts. Receipt of TLM was the slowest in 2012.



DO SCHOOLS GET ALL THEIR MONEY (NUMBER OF GRANTS)?

▶ 79% schools received all 3 grants in 2011-12. 46% schools received all 3 grants by November 2012.

No. of SSA grants	Full financial year			Half financial year		
	2009-10	2010-11	2011-12	2010-11	2011-12	2012-13
0 ▶	3	2	1	27	25	10
1 ▶	10	5	3	10	15	11
2 ▶	16	18	17	12	23	33
3 ▶	71	74	79	51	37	46

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	
Rs. 5000 per year per Primary School	School equipment, such as black boards, sitting mats etc. Also to buy chalk, dusters, registers, and other office equipment.
Rs. 7000 per year per Upper Primary School	
Rs. 5000 + Rs. 7000 = Rs. 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	
(Rs. 5000 - Rs. 7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including whitewashing, beautification repairing of bathrooms, hand pump repairs, building, boundary wall, playground etc.
(Rs. 7500 - Rs. 10000) per year if the school has more than 3 classrooms	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teaching-learning material grant	
Rs. 500 per teacher per year for teachers in Primary and Upper Primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

▶ Activities carried out in schools:

	% Schools that carried out activities	
	Apr 2010-Nov 2011	Apr 2011-Nov 2012
Purchase of Furniture	43	39
Purchase of Electrical Fittings	47	46
Repair of Building (Roof, floor, wall)	61	59
Repair of Boundary Wall	36	30
Repair of Drinking Water Facility	42	52
Repair of Toilets	47	43
Whitewash / Plastering	59	60
Painting Blackboard / Display Board	62	62
Purchase of Chalk / Duster / Register	86	84
Purchase of Sitting Mats / Tat Patti	47	44
Purchase of Teaching Material	66	66
Expenditure on School Events	77	86
Bill Payment	83	82

ARE SCHOOLS IN HARYANA 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
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PTR Norms: Upper Primary Schools

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Infrastructure-related Norms

1. Office-cum-store-cum-headmaster's room
2. Barrier-free access
3. Separate toilets for boys & girls
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5. Kitchen in the school where Mid-Day Meal is cooked
6. Playground
7. Arrangement for securing school building by erecting 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?

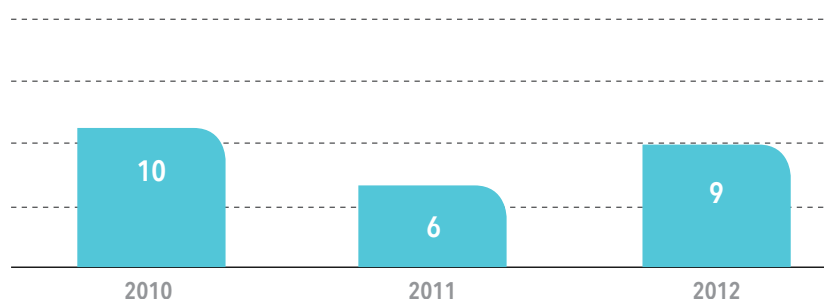
Teachers needed	PTR=30			PTR=35		
	2010	2011	2012	2010	2011	2012
1	13	19	18	13	12	15
2	11	8	11	12	10	7
3	10	8	7	6	5	6
4	8	5	5	4	3	1
≥5	12	15	11	7	8	7
% Schools with shortfall in teachers	53	55	52	42	39	36

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

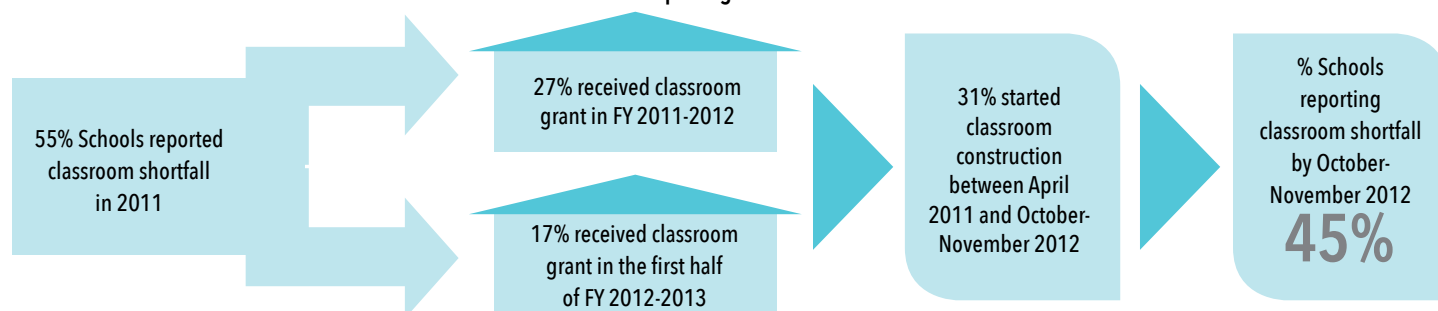
► To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 37% between 2010-11 and 2012-13. How has this money been spent? To what extent have Haryana's schools met the RTE norms?

(TOILETS AND CLASSROOMS)

Shortfall in separate toilet for Girls (% schools)



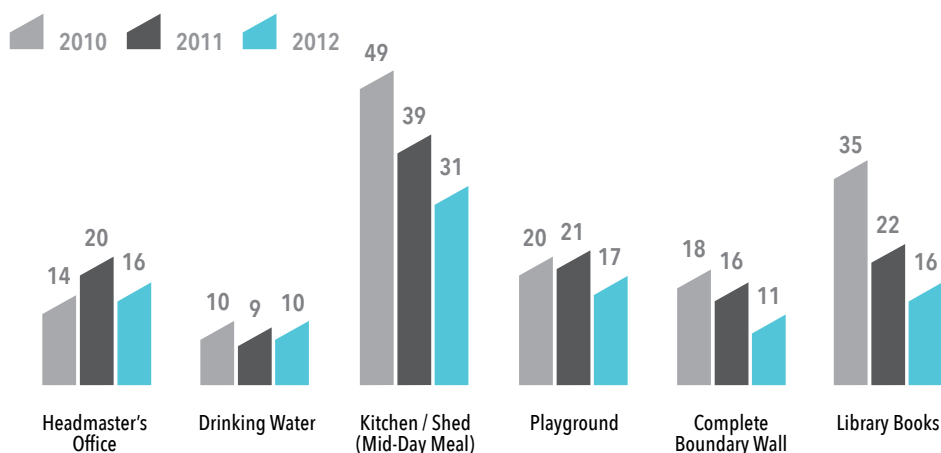
% Schools reporting classroom shortfall



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

Progress between 2010-12

% Schools with shortfall in meeting RTE requirements



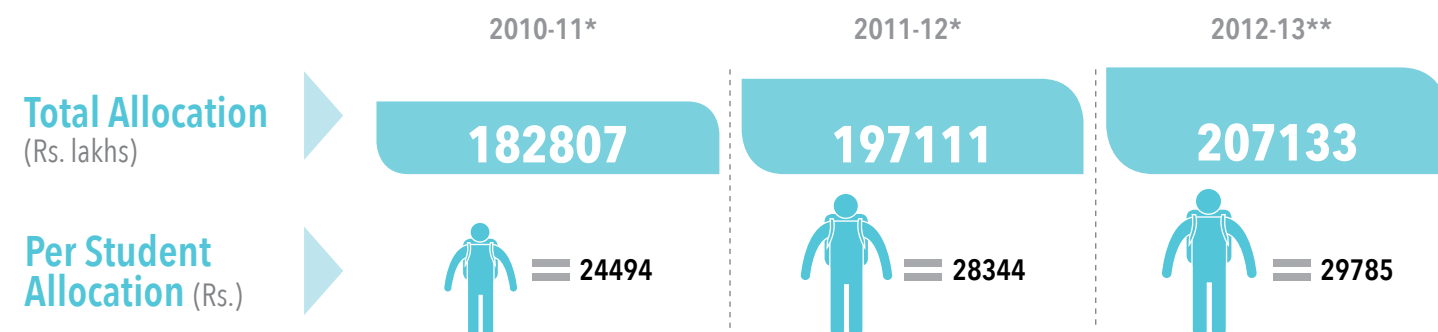
% Schools meeting infrastructure requirements

No. of infrastructure items	2010	2011	2012
0	0	0	0
1	2	1	1
2	3	2	1
3	6	6	4
4	18	14	10
5	25	25	23
6	31	28	35
7	16	24	27

DO SCHOOLS IN HIMACHAL PRADESH GET THEIR MONEY?

HOW MUCH DOES HIMACHAL PRADESH ALLOCATE TOWARDS ELEMENTARY EDUCATION?

► Himachal Pradesh's elementary education budget increased by 13% between 2010-11 and 2012-13.



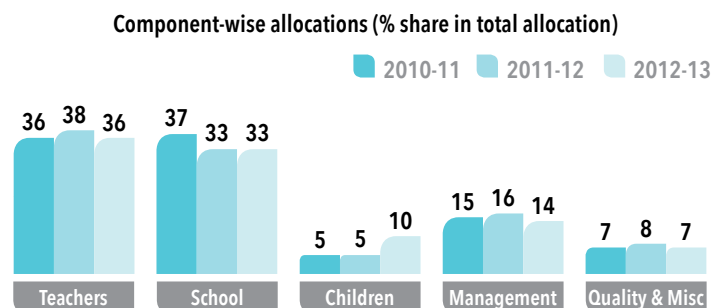
* Revised estimates; ** Budget estimates; Total allocation for elementary education includes mid-day meal

HOW MUCH DOES HIMACHAL PRADESH ALLOCATE TO SSA?

► SSA allocations increased by 31%, from 25293 lakhs in 2010-11 to 33147 lakhs in 2012-13.

HOW DOES HIMACHAL PRADESH PRIORITISE ITS SSA RESOURCES?

► Teachers received the largest share of SSA resources between 2011-12 and 2012-13.



PAISA classified the SSA budget into the following components:

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

School: Civil works and School Maintenance Grant.

Children: Entitlements, mainstreaming out-of-school children, remedial teaching, etc.

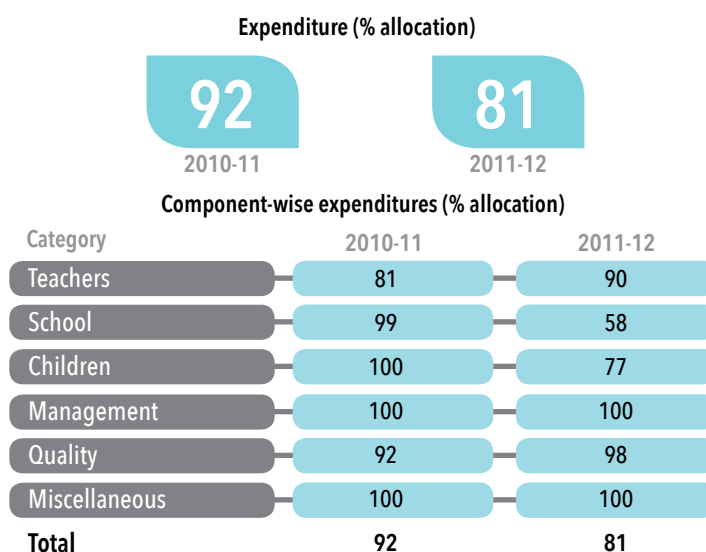
Management: BRCs, CRCs, management and MIS, and research and evaluation.

Quality: Innovation and Learning Enhancement Program (LEP).

Miscellaneous: Community mobilisation and community training.

HOW DOES HIMACHAL PRADESH SPEND ITS SSA RESOURCES?

► Significant dip in expenditure between 2010-11 and 2011-12.



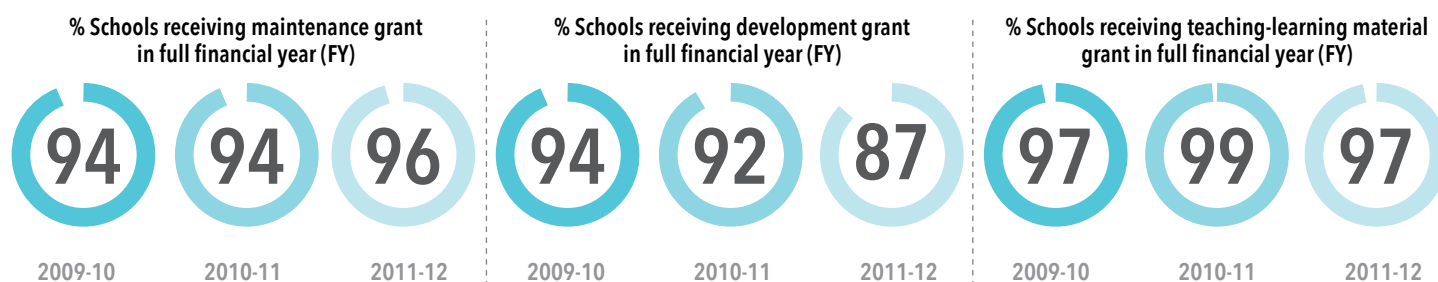
WHAT HAPPENS WITH MONIES SPENT?

► In 2012, 79% children in standard III-V could read a standard I text and 65% could do basic arithmetic.

Attendance (Children and Teachers)					Learning Levels				
	Student attendance (in %)		Teacher attendance (in %)			% Children Std I-II		% Children Std III-V	
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII		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
2010	90	89	89	84	2010	92	93	82	78
2011	91	89	87	81	2011	92	95	82	76
2012	90	NA	85	NA	2012	90	94	79	65

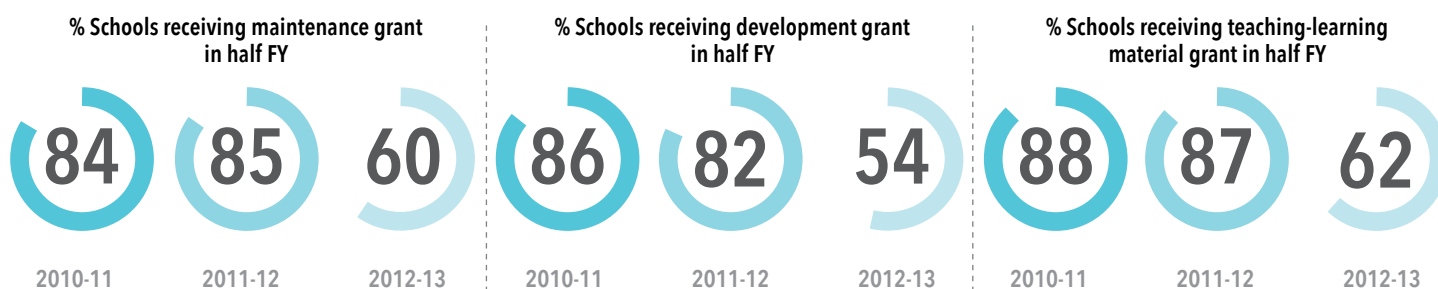
DO SCHOOLS GET THEIR MONEY?

► About 90% schools report receiving grants in 2011-12.



WHEN DO SCHOOLS GET THEIR MONEY?

► Dramatic drop in % of schools receiving grants by November 2012.



DO SCHOOLS GET ALL THEIR MONEY (NUMBER OF GRANTS)?

► 84% schools received all 3 grants in 2011-12. 52% schools received all 3 grants by November 2012.

No. of SSA grants	Full financial year			Half financial year		
	2009-10	2010-11	2011-12	2010-11	2011-12	2012-13
0	0	0	0	9	10	34
1	4	4	3	4	4	5
2	13	5	12	9	7	8
3	83	90	84	78	79	52

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	
Rs. 5000 per year per Primary School	School equipment, such as black boards, sitting mats etc. Also to buy chalk, dusters, registers, and other office equipment.
Rs. 7000 per year per Upper Primary School	
Rs. 5000 + Rs. 7000 = Rs. 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	
(Rs. 5000 - Rs. 7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including whitewashing, beautification repairing of bathrooms, hand pump repairs, building, boundary wall, playground etc.
(Rs. 7500 - Rs. 10000) per year if the school has more than 3 classrooms	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teaching-learning material grant	
Rs. 500 per teacher per year for teachers in Primary and Upper Primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

► Activities carried out in schools:

	% Schools that carried out activities	
	Apr 2010-Nov 2011	Apr 2011-Nov 2012
Purchase of Furniture	50	45
Purchase of Electrical Fittings	39	44
Repair of Building (Roof, floor, wall)	56	51
Repair of Boundary Wall	26	22
Repair of Drinking Water Facility	39	33
Repair of Toilets	34	35
Whitewash / Plastering	61	63
Painting Blackboard / Display Board	67	57
Purchase of Chalk / Duster / Register	80	84
Purchase of Sitting Mats / Tat Patti	32	23
Purchase of Teaching Material	73	71
Expenditure on School Events	54	54
Bill Payment	63	67

ARE SCHOOLS IN HIMACHAL PRADESH 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) ≤ 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 toilets for boys & girls
4. Safe & adequate drinking water facility for students
5. Kitchen in the school where Mid-Day Meal is cooked
6. Playground
7. Arrangement for securing school building by erecting 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?

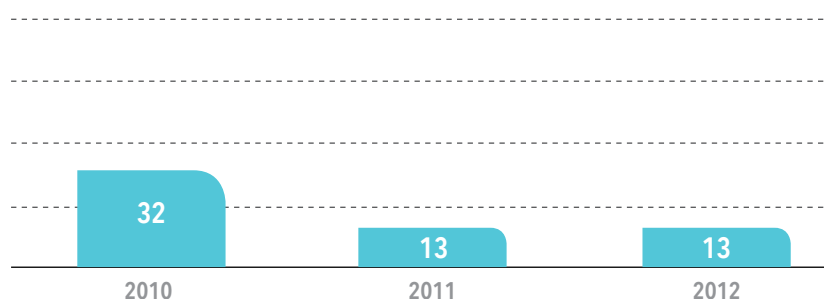
Teachers needed	PTR=30			PTR=35		
	2010	2011	2012	2010	2011	2012
1	8	8	7	7	5	3
2	6	3	3	3	3	1
3	3	2	0	1	1	0
4	0	0	0	0	0	0
≥5	0	1	0	0	1	0
% Schools with shortfall in teachers	16	14	10	12	9	4

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

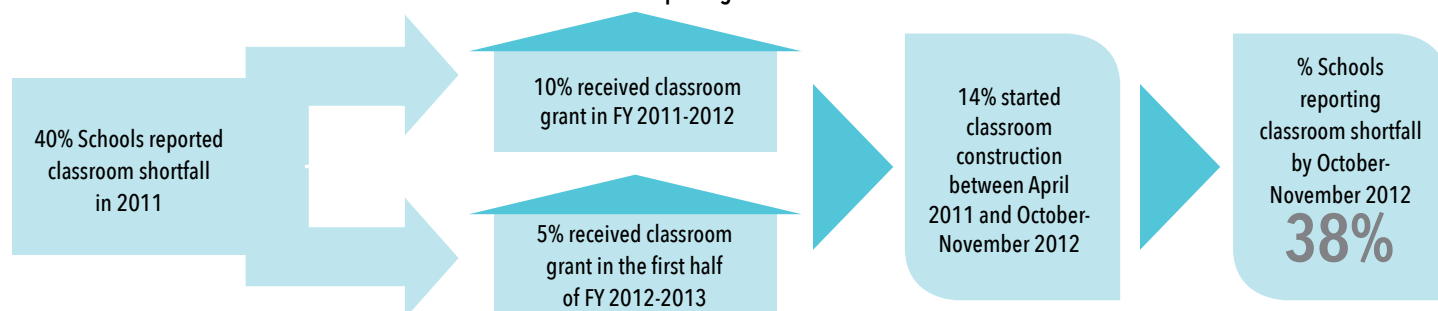
► To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 15% between 2010-11 and 2012-13. How has this money been spent? To what extent have Himachal Pradesh's schools met the RTE norms?

(TOILETS AND CLASSROOMS)

Shortfall in separate toilet for Girls (% schools)



% Schools reporting classroom shortfall

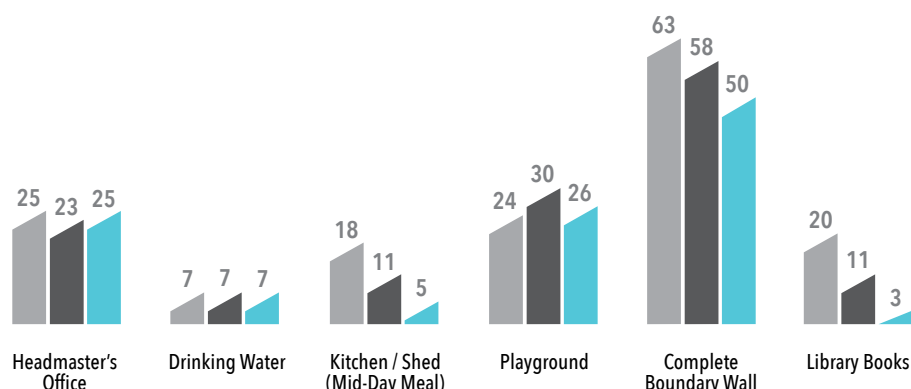


HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

Progress between 2010-12

% Schools with shortfall in meeting RTE requirements

2010 2011 2012



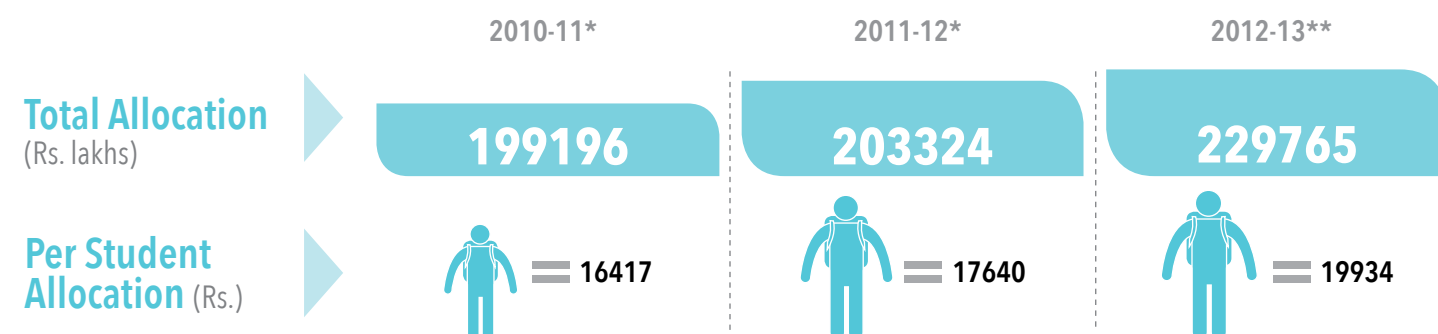
% Schools meeting infrastructure requirements

No. of infrastructure items	2010	2011	2012
0	1	0	0
1	2	1	0
2	5	2	2
3	10	7	4
4	18	15	14
5	25	26	22
6	24	32	32
7	15	17	26

DO SCHOOLS IN JAMMU AND KASHMIR GET THEIR MONEY?

HOW MUCH DOES JAMMU AND KASHMIR ALLOCATE TOWARDS ELEMENTARY EDUCATION?

► Jammu and Kashmir's elementary education budget increased by 15% between 2010-11 and 2012-13.



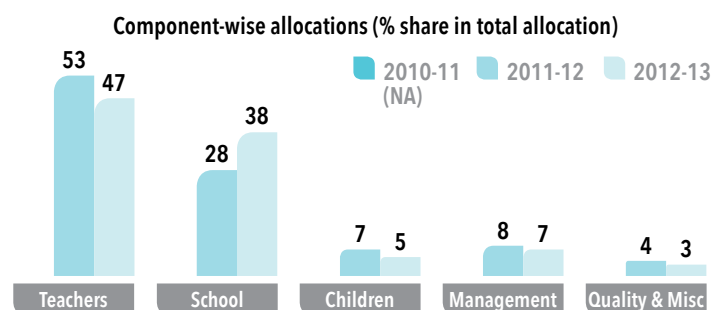
* Revised estimates; ** Budget estimates; Total allocation for elementary education includes mid-day meal

HOW MUCH DOES JAMMU AND KASHMIR ALLOCATE TO SSA?

► SSA allocations increased by 24%, from 139798 lakhs in 2011-12 to 173840 lakhs in 2012-13.

HOW DOES JAMMU AND KASHMIR PRIORITISE ITS SSA RESOURCES?

► Teachers received the largest share of SSA resources in 2011-12 and 2012-13.



PAISA classified the SSA budget into the following components:

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

School: Civil works and School Maintenance Grant.

Children: Entitlements, mainstreaming out-of-school children, remedial teaching, etc.

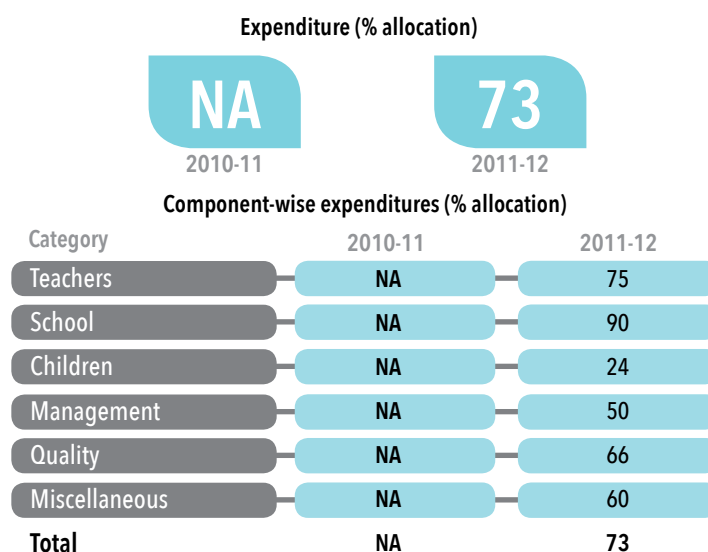
Management: BRCs, CRCs, management and MIS, and research and evaluation.

Quality: Innovation and Learning Enhancement Program (LEP).

Miscellaneous: Community mobilisation and community training.

HOW DOES JAMMU AND KASHMIR SPEND ITS SSA RESOURCES?

► In 2011-12, Jammu and Kashmir spent 73% of its allocated budget.



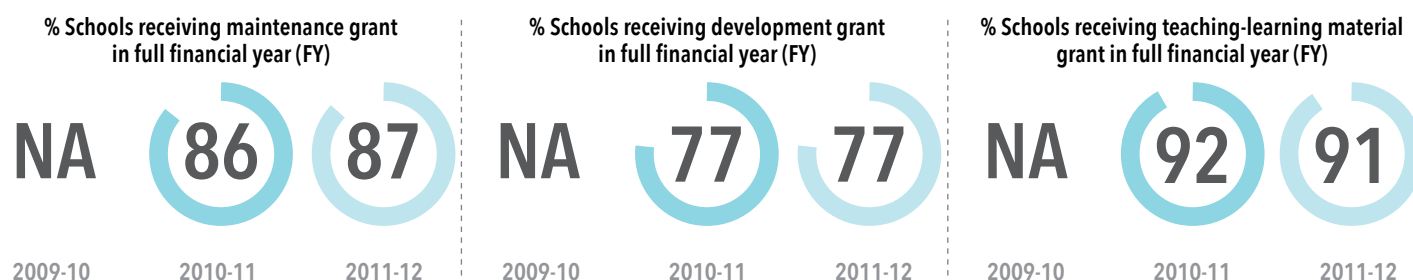
WHAT HAPPENS WITH MONIES SPENT?

► In 2012, 60% children in standard III-V could read a standard I text and 49% could do basic arithmetic.

Attendance (Children and Teachers)					Learning Levels				
	Student attendance (in %)		Teacher attendance (in %)			% Children Std I-II		% Children Std III-V	
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII		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
2010	NA	NA	NA	NA	2010	NA	NA	NA	NA
2011	80	77	90	83	2011	90	92	57	51
2012	80	80	85	82	2012	90	91	60	49

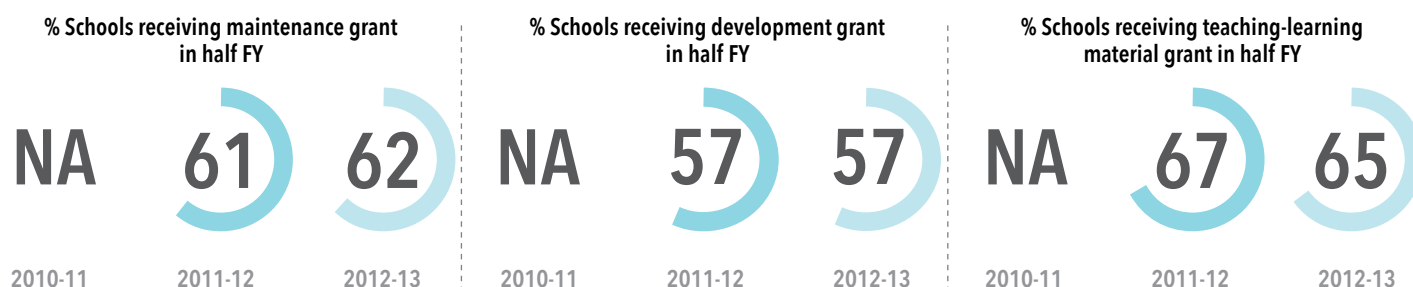
DO SCHOOLS GET THEIR MONEY?

► Over 80% schools received their grants in 2011-12.



WHEN DO SCHOOLS GET THEIR MONEY?

► Just over half the schools received their grants by November 2012.



DO SCHOOLS GET ALL THEIR MONEY (NUMBER OF GRANTS)?

► 70% schools received all 3 grants in 2011-12. 49% schools received all 3 grants by November 2012.

No. of SSA grants	Full financial year			Half financial year		
	2009-10	2010-11	2011-12	2010-11	2011-12	2012-13
0	NA	2	2	NA	28	27
1	NA	7	5	NA	7	8
2	NA	24	23	NA	17	16
3	NA	66	70	NA	48	49

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	
Rs. 5000 per year per Primary School	School equipment, such as black boards, sitting mats etc. Also to buy chalk, dusters, registers, and other office equipment.
Rs. 7000 per year per Upper Primary School	
Rs. 5000 + Rs. 7000 = Rs. 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	
(Rs. 5000 - Rs. 7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including whitewashing, beautification repairing of bathrooms, hand pump repairs, building, boundary wall, playground etc.
(Rs. 7500 - Rs. 10000) per year if the school has more than 3 classrooms	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teaching-learning material grant	
Rs. 500 per teacher per year for teachers in Primary and Upper Primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

► Activities carried out in schools:

% Schools that carried out activities

	Apr 2010-Nov 2011	Apr 2011-Nov 2012
Purchase of Furniture	69	68
Purchase of Electrical Fittings	12	16
Repair of Building (Roof, floor, wall)	48	49
Repair of Boundary Wall	15	15
Repair of Drinking Water Facility	27	34
Repair of Toilets	17	31
Whitewash / Plastering	61	57
Painting Blackboard / Display Board	54	59
Purchase of Chalk / Duster / Register	90	93
Purchase of Sitting Mats / Tat Patti	76	72
Purchase of Teaching Material	86	85
Expenditure on School Events	50	52
Bill Payment	14	13

ARE SCHOOLS IN JAMMU AND KASHMIR 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) ≤ 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 toilets for boys & girls
4. Safe & adequate drinking water facility for students
5. Kitchen in the school where Mid-Day Meal is cooked
6. Playground
7. Arrangement for securing school building by erecting 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?

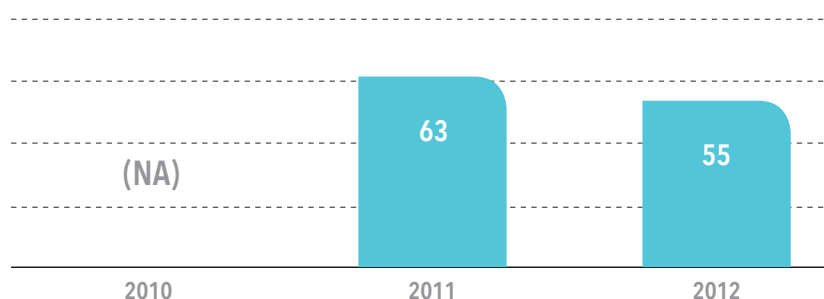
Teachers needed	PTR=30			PTR=35		
	2010	2011	2012	2010	2011	2012
1	NA	5	3	NA	3	2
2	NA	3	1	NA	1	2
3	NA	0	1	NA	0	1
4	NA	0	1	NA	1	0
≥5	NA	1	0	NA	0	0
% Schools with shortfall in teachers	NA	8	6	NA	4	4

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

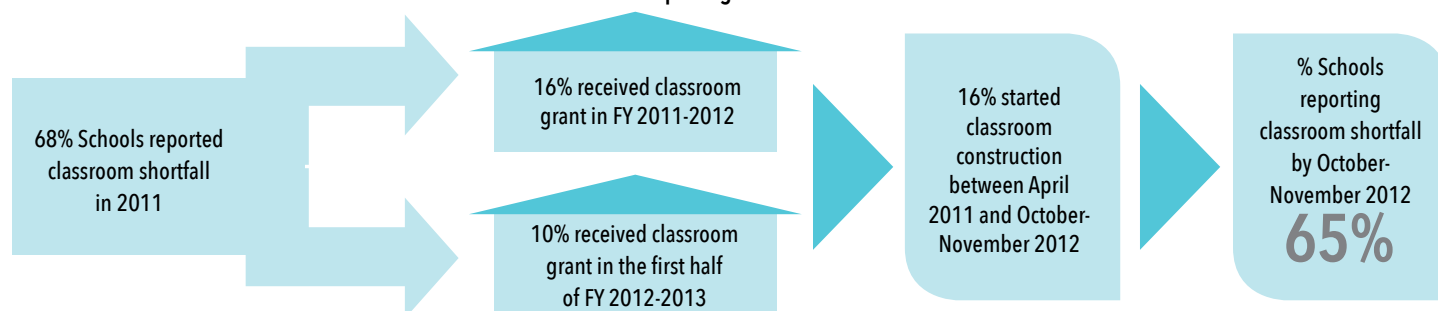
► How has the SSA infrastructure budget been spent? To what extent have Jammu and Kashmir's schools met the RTE norms?

(TOILETS AND CLASSROOMS)

Shortfall in separate toilet for Girls (% schools)



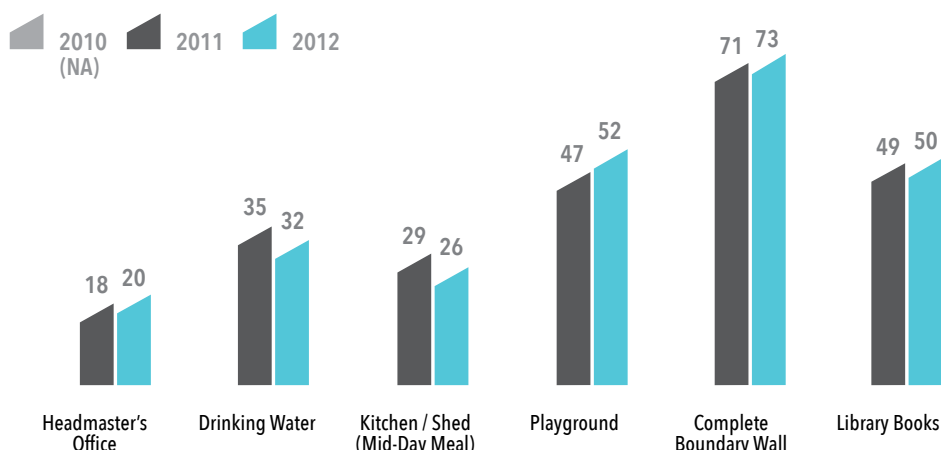
% Schools reporting classroom shortfall



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

Progress between 2010-12

% Schools with shortfall in meeting RTE requirements



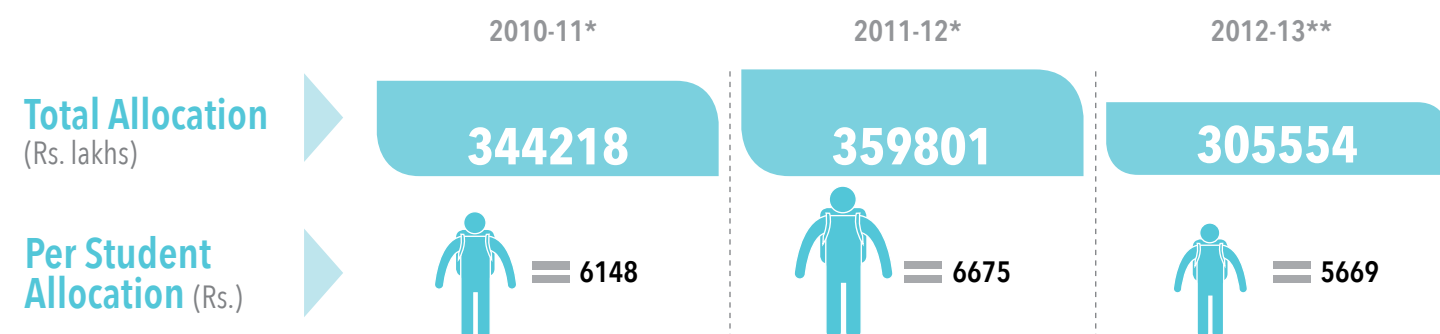
% Schools meeting infrastructure requirements

No. of infrastructure items	2010	2011	2012
0	NA	3	5
1	NA	6	6
2	NA	13	14
3	NA	25	16
4	NA	23	21
5	NA	15	19
6	NA	11	16
7	NA	4	3

DO SCHOOLS IN JHARKHAND GET THEIR MONEY?

HOW MUCH DOES JHARKHAND ALLOCATE TOWARDS ELEMENTARY EDUCATION?

▶ Jharkhand's elementary education budget decreased by 11% between 2010-11 and 2012-13.



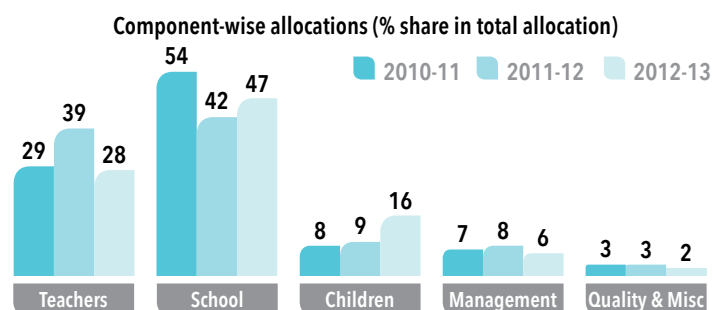
* Revised estimates; ** Budget estimates; Total allocation for elementary education includes mid-day meal

HOW MUCH DOES JHARKHAND ALLOCATE TO SSA?

▶ SSA allocations increased by 28%, from 191602 lakhs in 2010-11 to 244884 lakhs in 2012-13.

HOW DOES JHARKHAND PRIORITISE ITS SSA RESOURCES?

▶ School infrastructure received the largest share of SSA resources between 2010-11 and 2012-13.



PAISA classified the SSA budget into the following components:

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

School: Civil works and School Maintenance Grant.

Children: Entitlements, mainstreaming out-of-school children, remedial teaching, etc.

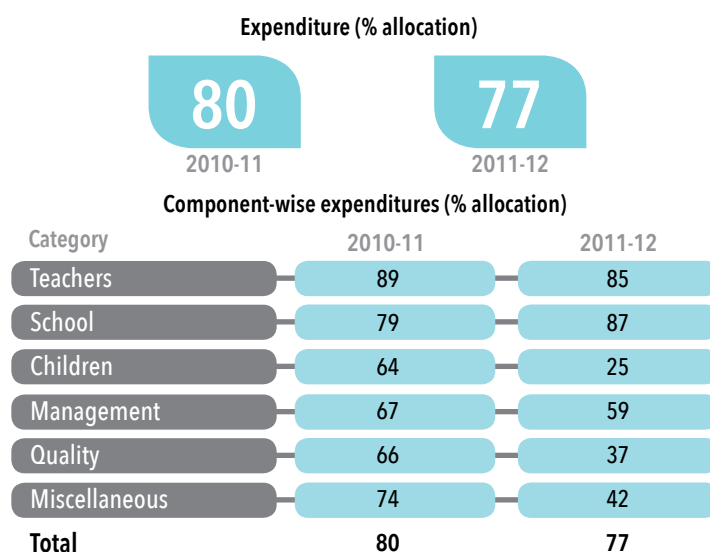
Management: BRCs, CRCs, management and MIS, and research and evaluation.

Quality: Innovation and Learning Enhancement Program (LEP).

Miscellaneous: Community mobilisation and community training.

HOW DOES JHARKHAND SPEND ITS SSA RESOURCES?

▶ Marginal dip in expenditure between 2010-11 and 2011-12.



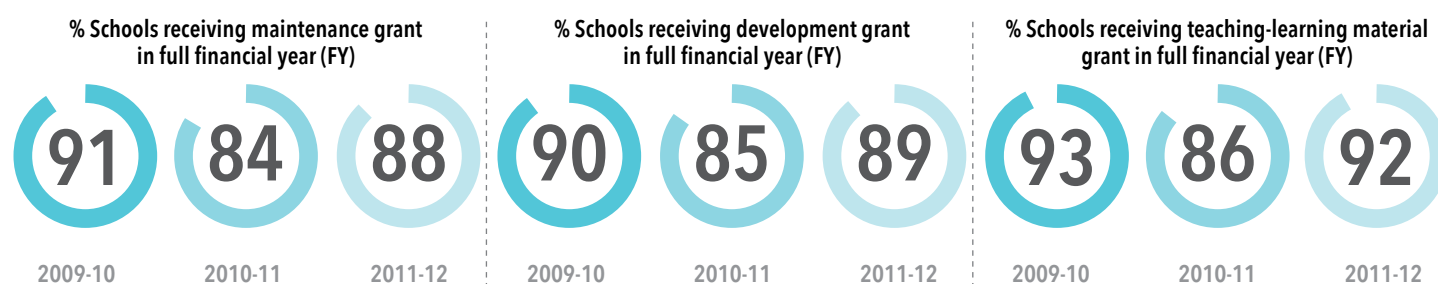
WHAT HAPPENS WITH MONIES SPENT?

▶ In 2012, 45% children in standard III-V could read a standard I text and 36% could do basic arithmetic.

Attendance (Children and Teachers)					Learning Levels				
	Student attendance (in %)		Teacher attendance (in %)			% Children Std I-II		% Children Std III-V	
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII		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
2010	62	59	89	82	2010	72	73	59	54
2011	59	55	91	85	2011	64	64	48	41
2012	58	53	78	62	2012	66	68	45	36

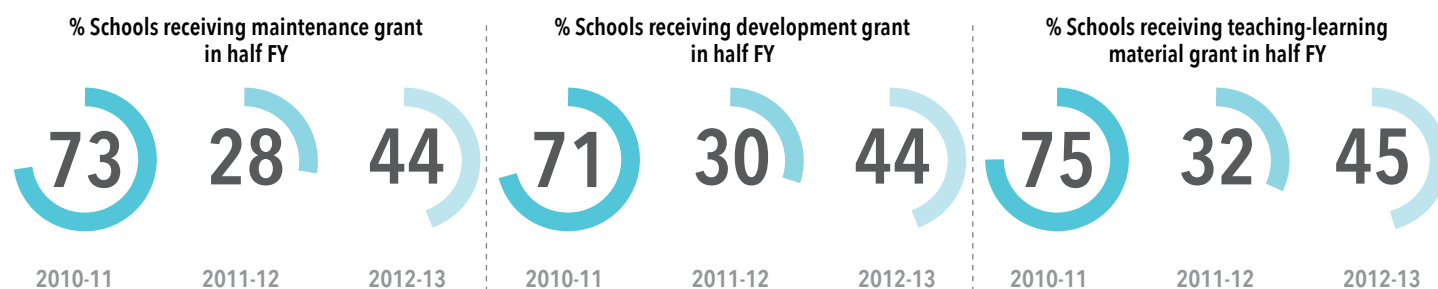
DO SCHOOLS GET THEIR MONEY?

► Over 80% schools report receiving their grants in 2011-12.



WHEN DO SCHOOLS GET THEIR MONEY?

► Dramatic dip in the % of schools receiving grants by November between 2010-11 and 2012-13.



DO SCHOOLS GET ALL THEIR MONEY (NUMBER OF GRANTS)?

► 83% schools received all 3 grants in 2011-12. 42% schools received all 3 grants by November 2012.

No. of SSA grants	Full financial year			Half financial year		
	2009-10	2010-11	2011-12	2010-11	2011-12	2012-13
0	1	5	3	18	62	49
1	10	6	4	11	7	5
2	15	14	9	13	6	4
3	73	75	83	58	26	42

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	
Rs. 5000 per year per Primary School	School equipment, such as black boards, sitting mats etc. Also to buy chalk, dusters, registers, and other office equipment.
Rs. 7000 per year per Upper Primary School	
Rs. 5000 + Rs. 7000 = Rs. 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	
(Rs. 5000 - Rs. 7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including whitewashing, beautification repairing of bathrooms, hand pump repairs, building, boundary wall, playground etc.
(Rs. 7500 - Rs. 10000) per year if the school has more than 3 classrooms	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teaching-learning material grant	
Rs. 500 per teacher per year for teachers in Primary and Upper Primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

► Activities carried out in schools:

	% Schools that carried out activities	
	Apr 2010-Nov 2011	Apr 2011-Nov 2012
Purchase of Furniture	40	42
Purchase of Electrical Fittings	11	10
Repair of Building (Roof, floor, wall)	41	51
Repair of Boundary Wall	14	13
Repair of Drinking Water Facility	56	47
Repair of Toilets	26	28
Whitewash / Plastering	73	78
Painting Blackboard / Display Board	58	64
Purchase of Chalk / Duster / Register	91	91
Purchase of Sitting Mats / Tat Patti	44	51
Purchase of Teaching Material	73	79
Expenditure on School Events	70	79
Bill Payment	12	24

ARE SCHOOLS IN JHARKHAND CATCHING UP WITH RTE NORMS?

RTE NORMS FOR INDIA'S SCHOOLS

PTR Norms: Primary Schools

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 Enrolment 61-90 = 3 teachers
 Enrolment 91-120 = 4 teachers
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Infrastructure-related Norms

1. Office-cum-store-cum-headmaster's room
2. Barrier-free access
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4. Safe & adequate drinking water facility for students
5. Kitchen in the school where Mid-Day Meal is cooked
6. Playground
7. Arrangement for securing school building by erecting 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?

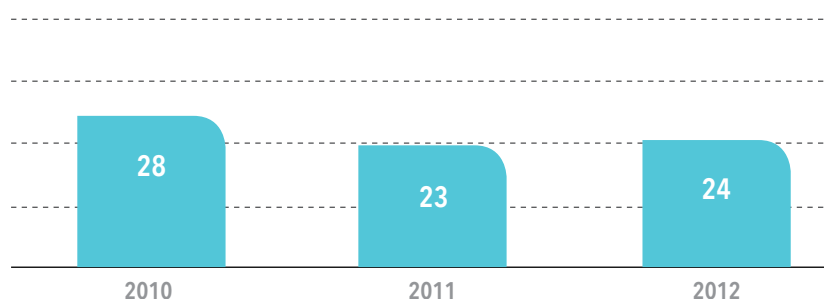
Teachers needed	PTR=30			PTR=35		
	2010	2011	2012	2010	2011	2012
1	12	17	14	14	18	15
2	12	15	11	13	9	13
3	11	5	11	12	11	10
4	9	10	8	9	8	8
≥5	41	33	37	29	23	28
% Schools with shortfall in teachers	84	79	82	78	69	73

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

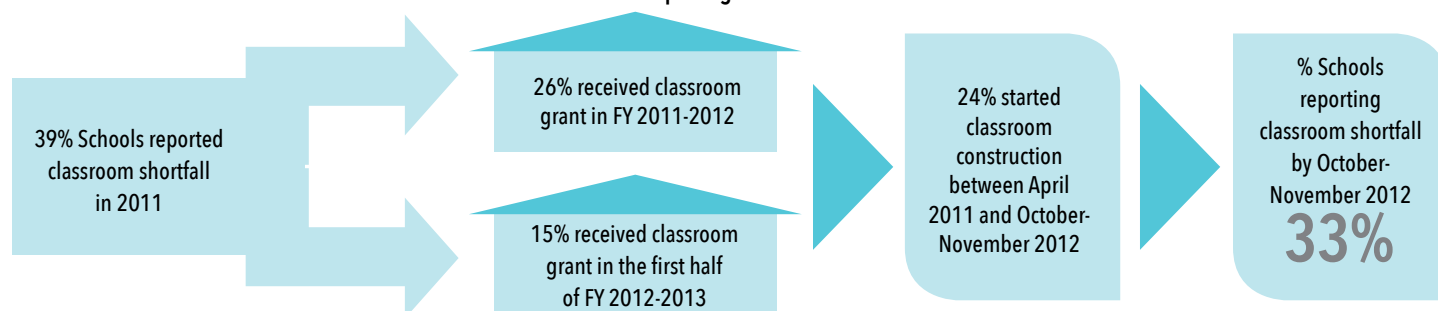
► To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 12% between 2010-11 and 2012-13. How has this money been spent? To what extent have Jharkhand's schools met the RTE norms?

(TOILETS AND CLASSROOMS)

Shortfall in separate toilet for Girls (% schools)



% Schools reporting classroom shortfall

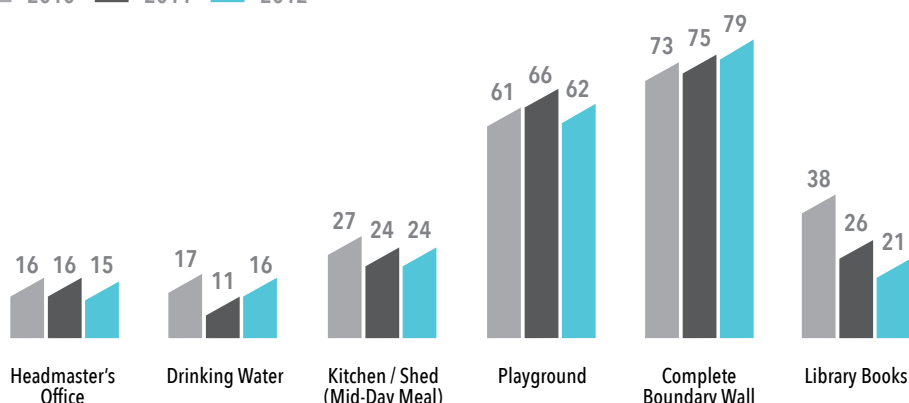


HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

Progress between 2010-12

% Schools with shortfall in meeting RTE requirements

2010 2011 2012



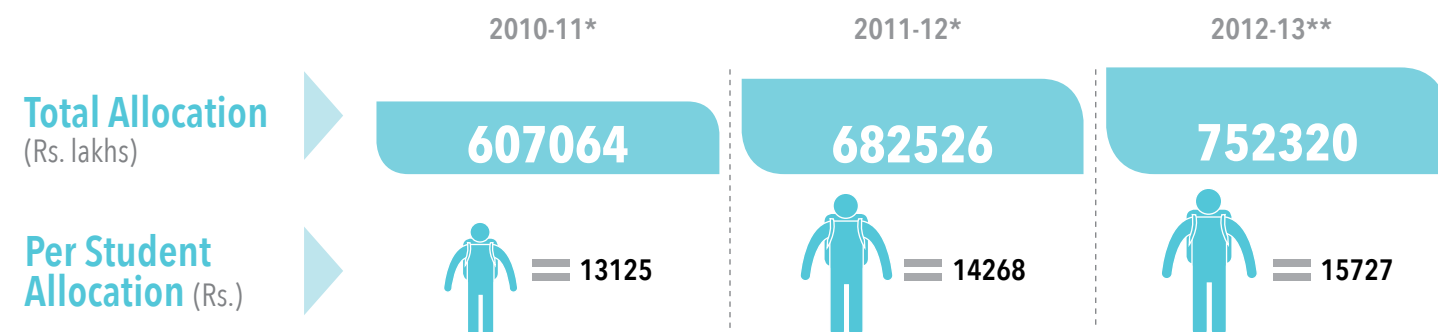
% Schools meeting infrastructure requirements

No. of infrastructure items	2010	2011	2012
0	0	0	0
1	6	2	3
2	10	9	5
3	16	14	14
4	24	27	29
5	23	28	28
6	16	16	18
7	4	4	3

DO SCHOOLS IN KARNATAKA GET THEIR MONEY?

HOW MUCH DOES KARNATAKA ALLOCATE TOWARDS ELEMENTARY EDUCATION?

► Karnataka's elementary education budget increased by 24% between 2010-11 and 2012-13.



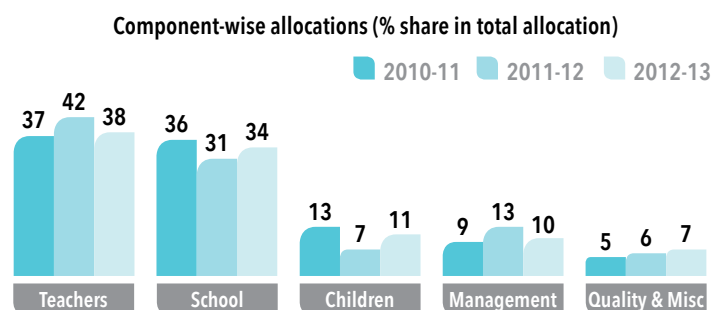
* Revised estimates; ** Budget estimates; Total allocation for elementary education includes mid-day meal

HOW MUCH DOES KARNATAKA ALLOCATE TO SSA?

► SSA allocations increased by 35%, from 148633 lakhs in 2010-11 to 200322 lakhs in 2012-13.

HOW DOES KARNATAKA PRIORITISE ITS SSA RESOURCES?

► Teachers received the largest share of SSA resources between 2010-11 and 2012-13.



PAISA classified the SSA budget into the following components:

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

School: Civil works and School Maintenance Grant.

Children: Entitlements, mainstreaming out-of-school children, remedial teaching, etc.

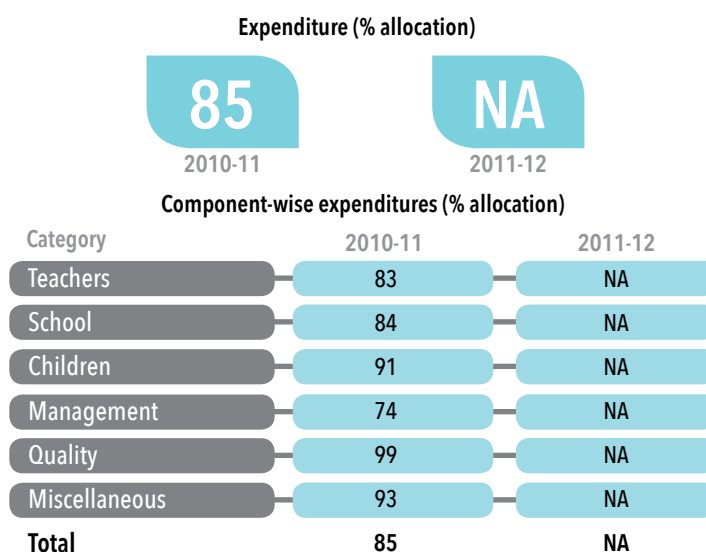
Management: BRCs, CRCs, management and MIS, and research and evaluation.

Quality: Innovation and Learning Enhancement Program (LEP).

Miscellaneous: Community mobilisation and community training.

HOW DOES KARNATAKA SPEND ITS SSA RESOURCES?

► Karnataka spent 85% of its allocation in 2010-11.



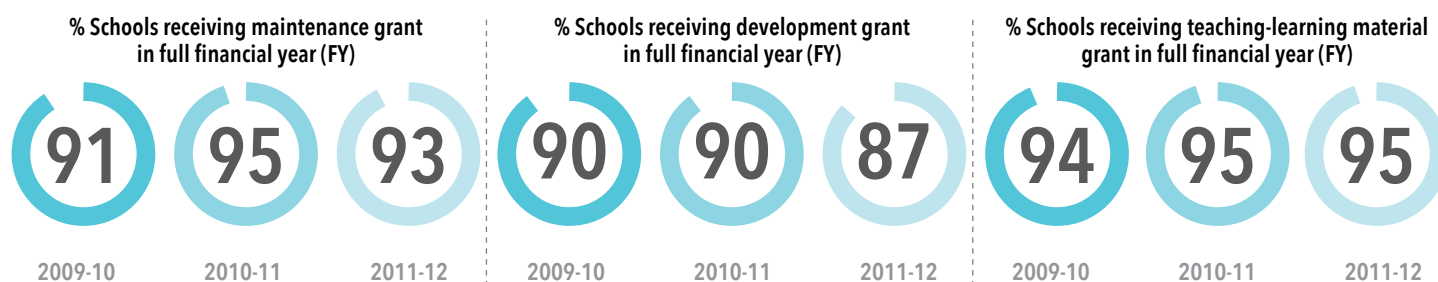
WHAT HAPPENS WITH MONIES SPENT?

► In 2012, 59% children in standard III-V could read a standard I text and 49% could do basic arithmetic.

Attendance (Children and Teachers)					Learning Levels				
	Student attendance (in %)		Teacher attendance (in %)			% Children Std I-II		% Children Std III-V	
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII		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
2010	82	71	93	89	2010	86	85	60	45
2011	90	85	93	89	2011	85	86	60	48
2012	89	83	94	88	2012	83	82	59	49

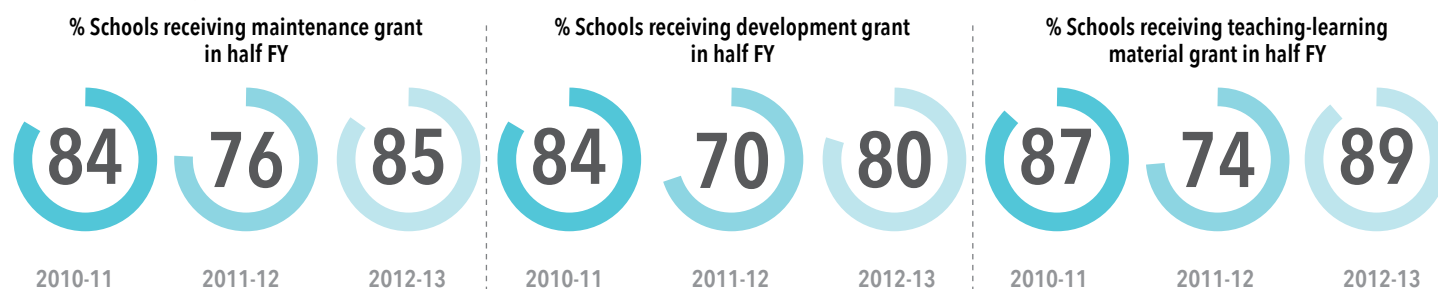
DO SCHOOLS GET THEIR MONEY?

► Over 90% schools received their grants in 2011-12.



WHEN DO SCHOOLS GET THEIR MONEY?

► Significant improvement in % of schools receiving their grants by November between 2011-12 and 2012-13.



DO SCHOOLS GET ALL THEIR MONEY (NUMBER OF GRANTS)?

► 86% schools received all 3 grants in 2011-12. 76% schools received all 3 grants by November 2012.

No. of SSA grants	Full financial year			Half financial year		
	2009-10	2010-11	2011-12	2010-11	2011-12	2012-13
0	0	1	2	5	20	7
1	5	3	3	4	3	4
2	7	8	9	9	9	12
3	87	89	86	82	67	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	
Rs. 5000 per year per Primary School	School equipment, such as black boards, sitting mats etc. Also to buy chalk, dusters, registers, and other office equipment.
Rs. 7000 per year per Upper Primary School	
Rs. 5000 + Rs. 7000 = Rs. 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	
(Rs. 5000 - Rs. 7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including whitewashing, beautification repairing of bathrooms, hand pump repairs, building, boundary wall, playground etc.
(Rs. 7500 - Rs. 10000) per year if the school has more than 3 classrooms	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teaching-learning material grant	
Rs. 500 per teacher per year for teachers in Primary and Upper Primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

► Activities carried out in schools:

	% Schools that carried out activities	
	Apr 2010-Nov 2011	Apr 2011-Nov 2012
Purchase of Furniture	38	43
Purchase of Electrical Fittings	36	40
Repair of Building (Roof, floor, wall)	54	53
Repair of Boundary Wall	22	24
Repair of Drinking Water Facility	48	55
Repair of Toilets	47	57
Whitewash / Plastering	71	73
Painting Blackboard / Display Board	80	82
Purchase of Chalk / Duster / Register	94	94
Purchase of Sitting Mats / Tat Patti	34	33
Purchase of Teaching Material	65	78
Expenditure on School Events	81	84
Bill Payment	35	78

ARE SCHOOLS IN KARNATAKA 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) ≤ 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 toilets for boys & girls
4. Safe & adequate drinking water facility for students
5. Kitchen in the school where Mid-Day Meal is cooked
6. Playground
7. Arrangement for securing school building by erecting 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?

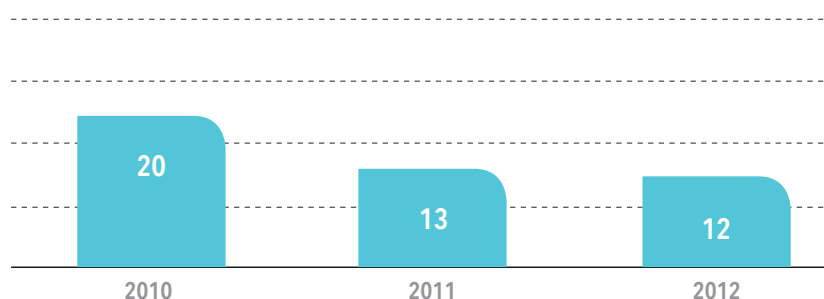
Teachers needed	PTR=30			PTR=35		
	2010	2011	2012	2010	2011	2012
1	12	11	10	9	8	8
2	9	7	8	5	5	5
3	6	5	5	2	1	2
4	4	3	2	0	1	2
≥5	4	4	6	2	2	2
% Schools with shortfall in teachers	34	29	31	18	16	19

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

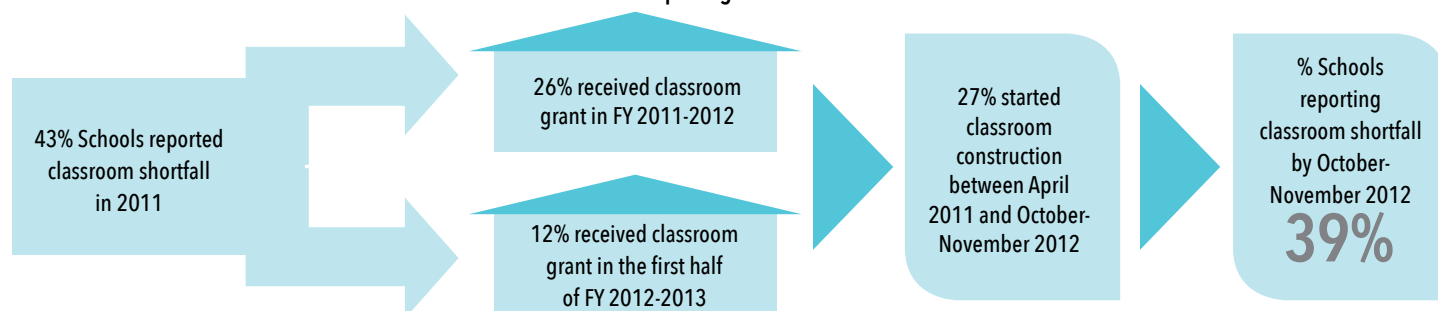
► To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 27% between 2010-11 and 2012-13. How has this money been spent? To what extent have Karnataka's schools met the RTE norms?

(TOILETS AND CLASSROOMS)

Shortfall in separate toilet for Girls (% schools)



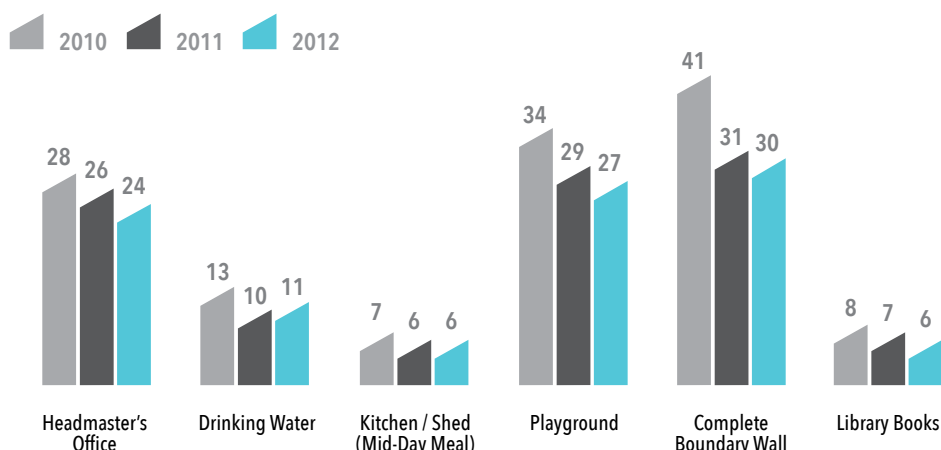
% Schools reporting classroom shortfall



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

Progress between 2010-12

% Schools with shortfall in meeting RTE requirements



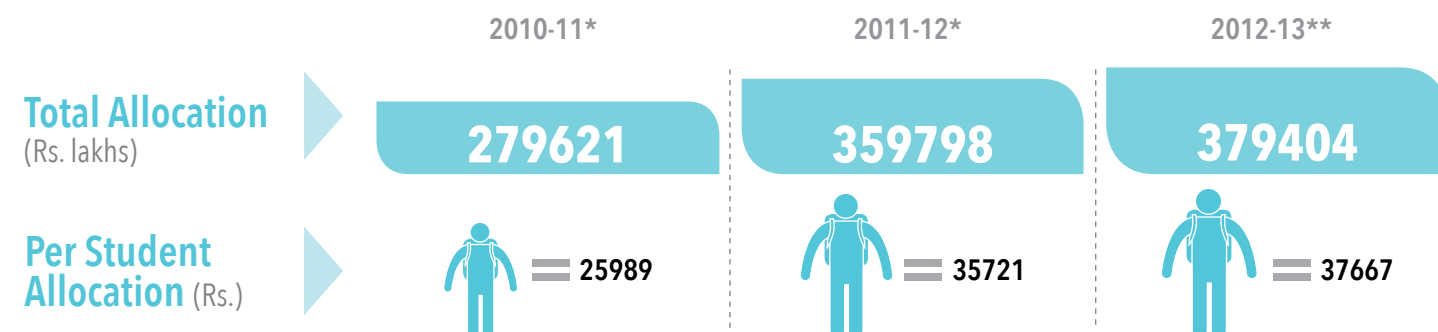
% Schools meeting infrastructure requirements

No. of infrastructure items	2010	2011	2012
0	0	0	0
1	1	0	0
2	3	2	1
3	7	4	3
4	14	11	10
5	26	22	22
6	32	32	35
7	18	28	30

DO SCHOOLS IN KERALA GET THEIR MONEY?

HOW MUCH DOES KERALA ALLOCATE TOWARDS ELEMENTARY EDUCATION?

► Kerala's elementary education budget increased by 36% between 2010-11 and 2012-13.



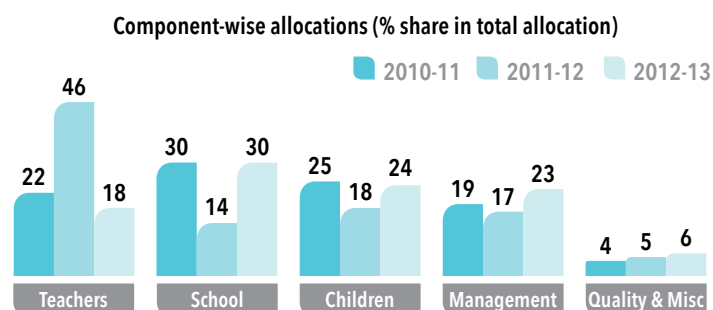
* Revised estimates; ** Budget estimates; Total allocation for elementary education includes mid-day meal

HOW MUCH DOES KERALA ALLOCATE TO SSA?

► SSA allocations increased by 28%, from 40809 lakhs in 2010-11 to 52302 lakhs in 2012-13.

HOW DOES KERALA PRIORITISE ITS SSA RESOURCES?

► School infrastructure received the largest share of SSA resources in 2010-11 and 2012-13.



PAISA classified the SSA budget into the following components:

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

School: Civil works and School Maintenance Grant.

Children: Entitlements, mainstreaming out-of-school children, remedial teaching, etc.

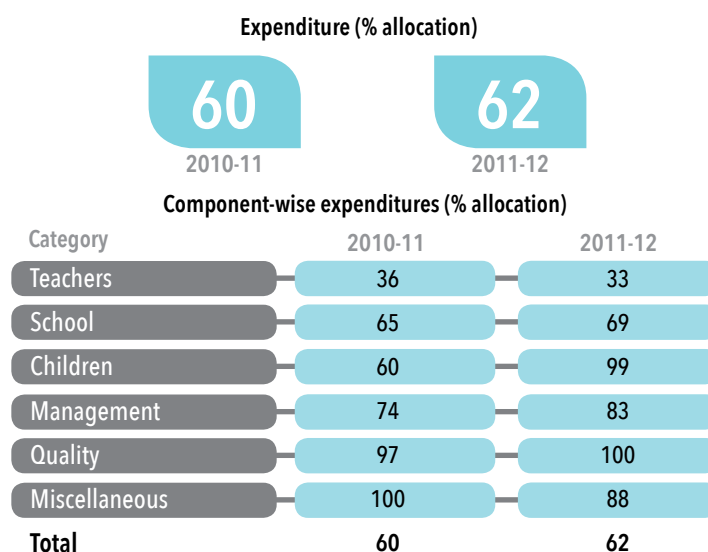
Management: BRCs, CRCs, management and MIS, and research and evaluation.

Quality: Innovation and Learning Enhancement Program (LEP).

Miscellaneous: Community mobilisation and community training.

HOW DOES KERALA SPEND ITS SSA RESOURCES?

► Marginal increase in expenditure between 2010-11 and 2011-12.



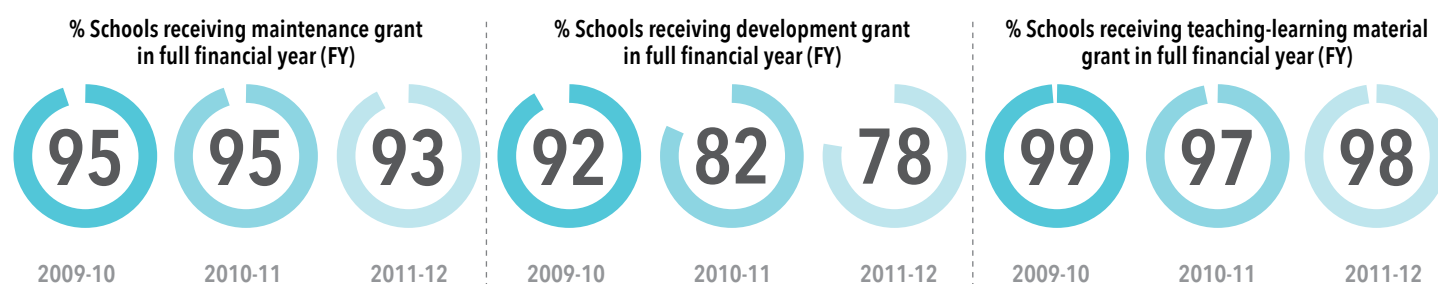
WHAT HAPPENS WITH MONIES SPENT?

► In 2012, 78% children in standard III-V could read a standard I text and 68% could do basic arithmetic.

Attendance (Children and Teachers)					Learning Levels				
	Student attendance (in %)		Teacher attendance (in %)			% Children Std I-II		% Children Std III-V	
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII		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
2010	93	91	94	90	2010	98	98	87	79
2011	92	91	93	93	2011	97	97	82	68
2012	94	93	91	91	2012	96	96	78	68

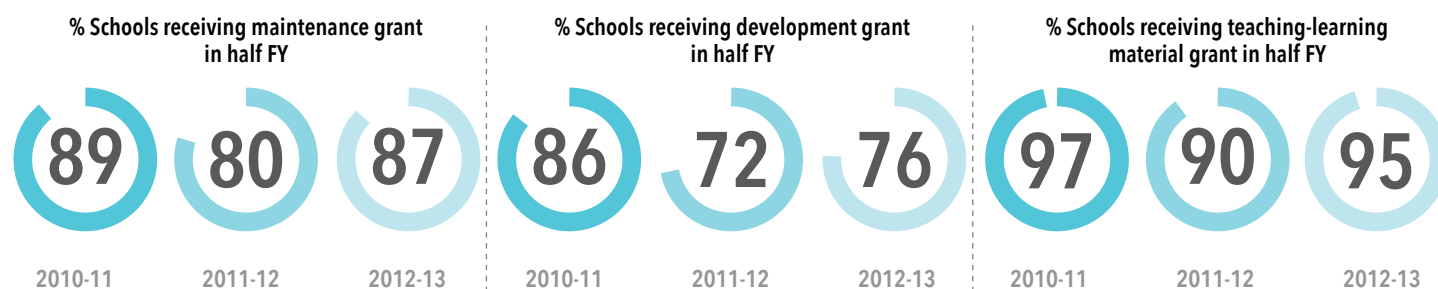
DO SCHOOLS GET THEIR MONEY?

► Significant gap in grant receipts with fewer schools receiving the SDG in 2011-12.



WHEN DO SCHOOLS GET THEIR MONEY?

► Most schools received their grants by November 2012.



DO SCHOOLS GET ALL THEIR MONEY (NUMBER OF GRANTS)?

► 70% schools received all 3 grants in 2011-12. 66% schools received all 3 grants by November 2012.

No. of SSA grants	Full financial year			Half financial year		
	2009-10	2010-11	2011-12	2010-11	2011-12	2012-13
0	1	2	0	4	6	3
1	9	2	5	9	9	9
2	26	22	25	26	27	22
3	65	75	70	62	58	66

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	
Rs. 5000 per year per Primary School	School equipment, such as black boards, sitting mats etc. Also to buy chalk, dusters, registers, and other office equipment.
Rs. 7000 per year per Upper Primary School	
Rs. 5000 + Rs. 7000 = Rs. 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	
(Rs. 5000 - Rs. 7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including whitewashing, beautification repairing of bathrooms, hand pump repairs, building, boundary wall, playground etc.
(Rs. 7500 - Rs. 10000) per year if the school has more than 3 classrooms	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teaching-learning material grant	
Rs. 500 per teacher per year for teachers in Primary and Upper Primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

► Activities carried out in schools:

	% Schools that carried out activities	
	Apr 2010-Nov 2011	Apr 2011-Nov 2012
Purchase of Furniture	56	44
Purchase of Electrical Fittings	40	64
Repair of Building (Roof, floor, wall)	67	81
Repair of Boundary Wall	26	26
Repair of Drinking Water Facility	53	65
Repair of Toilets	56	66
Whitewash / Plastering	73	78
Painting Blackboard / Display Board	74	83
Purchase of Chalk / Duster / Register	92	94
Purchase of Sitting Mats / Tat Patti	32	31
Purchase of Teaching Material	91	89
Expenditure on School Events	67	78
Bill Payment	83	92

ARE SCHOOLS IN KERALA 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) ≤ 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 toilets for boys & girls
4. Safe & adequate drinking water facility for students
5. Kitchen in the school where Mid-Day Meal is cooked
6. Playground
7. Arrangement for securing school building by erecting 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?

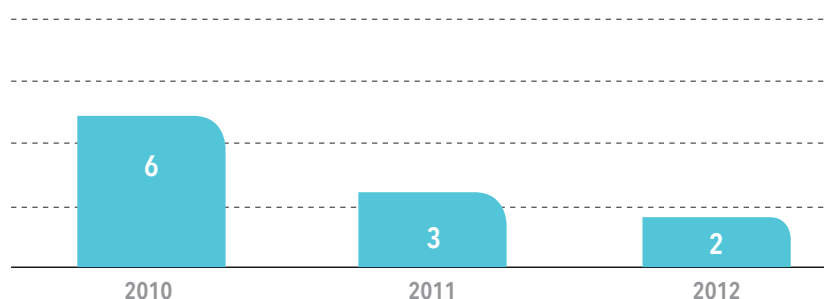
Teachers needed	PTR=30			PTR=35		
	2010	2011	2012	2010	2011	2012
1	6	5	3	2	1	0
2	1	2	2	0	0	1
3	1	0	1	0	1	1
4	0	0	1	0	0	0
≥5	2	3	3	1	2	1
% Schools with shortfall in teachers	10	10	10	5	4	4

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

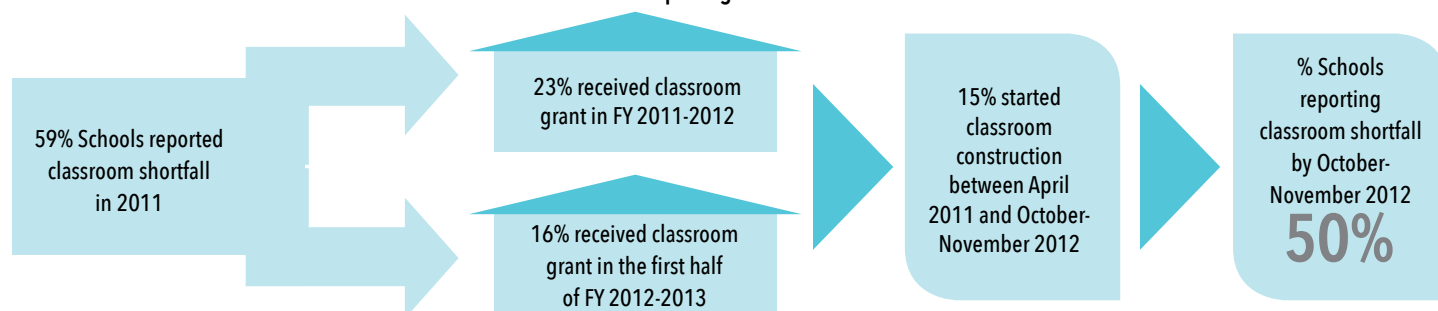
► To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 27% between 2010-11 and 2012-13. How has this money been spent? To what extent have Kerala's schools met the RTE norms?

(TOILETS AND CLASSROOMS)

Shortfall in separate toilet for Girls (% schools)



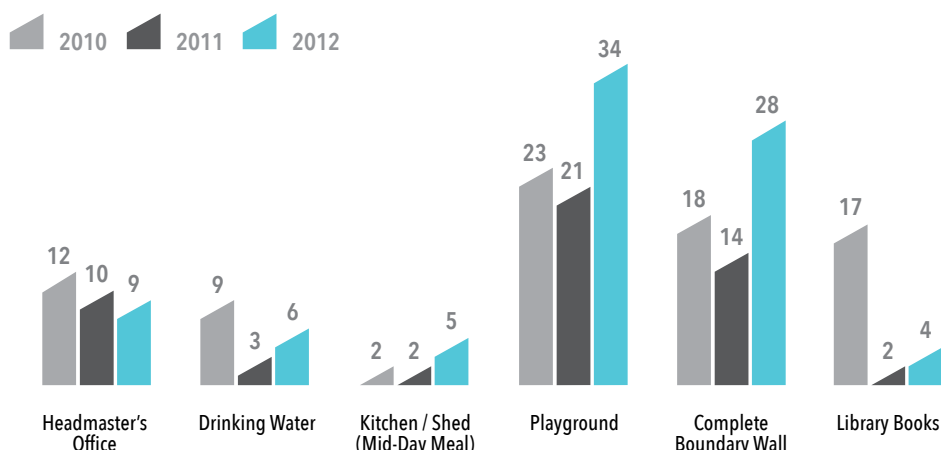
% Schools reporting classroom shortfall



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

Progress between 2010-12

% Schools with shortfall in meeting RTE requirements



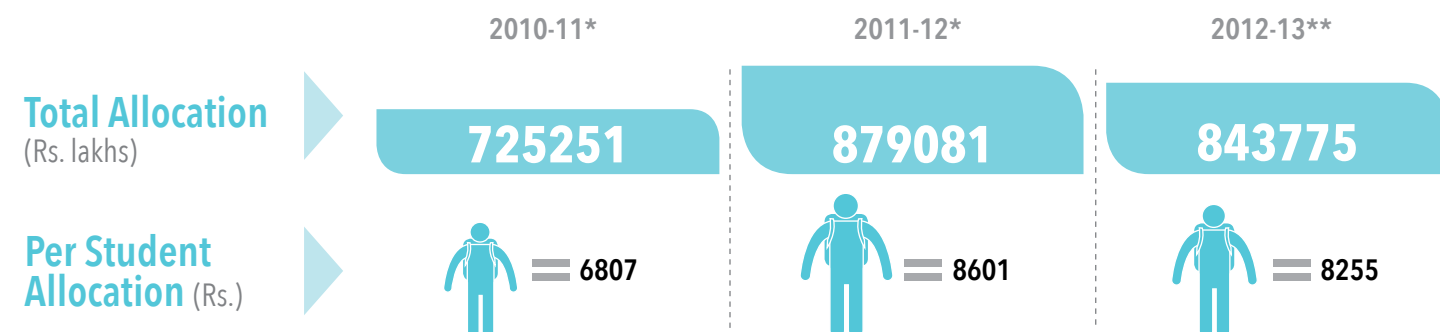
% Schools meeting infrastructure requirements

No. of infrastructure items	2010	2011	2012
0	0	0	0
1	1	1	0
2	0	0	0
3	3	0	3
4	11	4	5
5	18	12	18
6	31	31	38
7	36	52	36

DO SCHOOLS IN MADHYA PRADESH GET THEIR MONEY?

HOW MUCH DOES MADHYA PRADESH ALLOCATE TOWARDS ELEMENTARY EDUCATION?

► Madhya Pradesh's elementary education budget increased by 16% between 2010-11 and 2012-13.



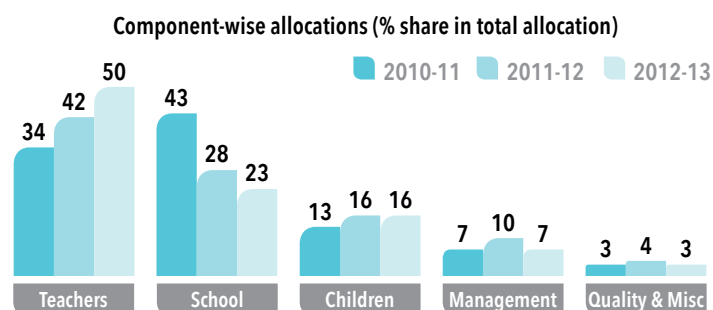
* Revised estimates; ** Budget estimates; Total allocation for elementary education includes mid-day meal

HOW MUCH DOES MADHYA PRADESH ALLOCATE TO SSA?

► SSA allocations increased by 5%, from 386584 lakhs in 2010-11 to 405896 lakhs in 2012-13.

HOW DOES MADHYA PRADESH PRIORITISE ITS SSA RESOURCES?

► Teachers received the largest share of SSA allocations between 2011-12 and 2012-13.



PAISA classified the SSA budget into the following components:

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

School: Civil works and School Maintenance Grant.

Children: Entitlements, mainstreaming out-of-school children, remedial teaching, etc.

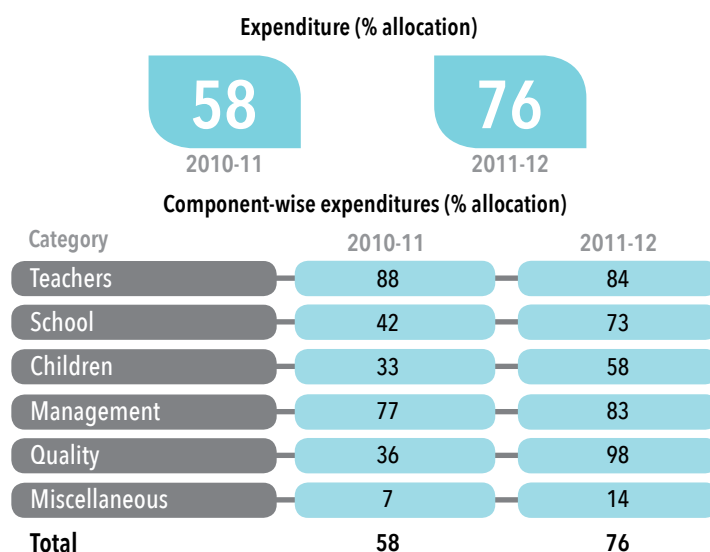
Management: BRCs, CRCs, management and MIS, and research and evaluation.

Quality: Innovation and Learning Enhancement Program (LEP).

Miscellaneous: Community mobilisation and community training.

HOW DOES MADHYA PRADESH SPEND ITS SSA RESOURCES?

► Significant improvements in expenditure performance in 2011-12.



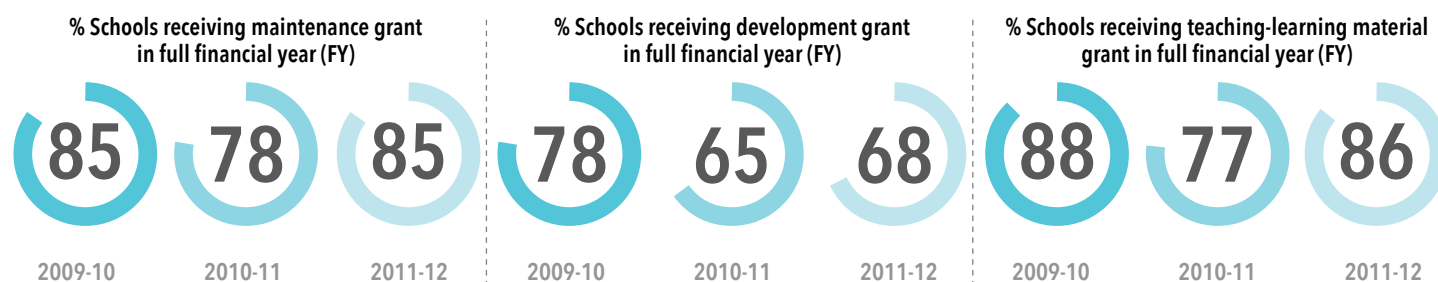
WHAT HAPPENS WITH MONIES SPENT?

► In 2012, 39% children in standard III-V could read a standard I text and 23% could do basic arithmetic.

Attendance (Children and Teachers)					Learning Levels				
	Student attendance (in %)		Teacher attendance (in %)		% Children Std I-II		% Children Std III-V		
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII	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	
2010	66	68	89	87	2010	85	85	67	58
2011	55	51	88	83	2011	66	64	44	30
2012	60	59	85	87	2012	65	64	39	23

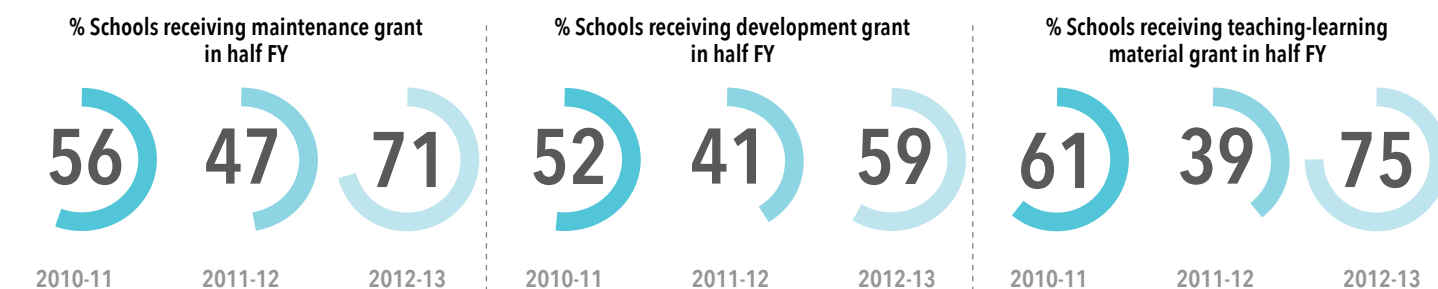
DO SCHOOLS GET THEIR MONEY?

► Significant gap in grant receipts with fewer schools receiving the SDG in 2011-12.



WHEN DO SCHOOLS GET THEIR MONEY?

► Dramatic improvement in the % of schools receiving grants by November 2012.



DO SCHOOLS GET ALL THEIR MONEY (NUMBER OF GRANTS)?

► 68% schools received all 3 grants in 2011-12. 58% schools received all 3 grants by November 2012.

No. of SSA grants	Full financial year			Half financial year		
	2009-10	2010-11	2011-12	2010-11	2011-12	2012-13
0	4	10	4	27	34	10
1	9	9	6	11	25	12
2	16	23	22	11	15	20
3	71	58	68	52	26	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	
Rs. 5000 per year per Primary School	School equipment, such as black boards, sitting mats etc. Also to buy chalk, dusters, registers, and other office equipment.
Rs. 7000 per year per Upper Primary School	
Rs. 5000 + Rs. 7000 = Rs. 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	
(Rs. 5000 - Rs. 7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including whitewashing, beautification repairing of bathrooms, hand pump repairs, building, boundary wall, playground etc.
(Rs. 7500 - Rs. 10000) per year if the school has more than 3 classrooms	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teaching-learning material grant	
Rs. 500 per teacher per year for teachers in Primary and Upper Primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

► Activities carried out in schools:

% Schools that carried out activities	Apr 2010-Nov 2011	Apr 2011-Nov 2012
Purchase of Furniture	36	46
Purchase of Electrical Fittings	16	13
Repair of Building (Roof, floor, wall)	52	60
Repair of Boundary Wall	26	30
Repair of Drinking Water Facility	31	33
Repair of Toilets	31	34
Whitewash / Plastering	78	84
Painting Blackboard / Display Board	76	81
Purchase of Chalk / Duster / Register	89	92
Purchase of Sitting Mats / Tat Patti	82	87
Purchase of Teaching Material	74	82
Expenditure on School Events	74	78
Bill Payment	33	27

ARE SCHOOLS IN MADHYA PRADESH 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) ≤ 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 toilets for boys & girls
4. Safe & adequate drinking water facility for students
5. Kitchen in the school where Mid-Day Meal is cooked
6. Playground
7. Arrangement for securing school building by erecting 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?

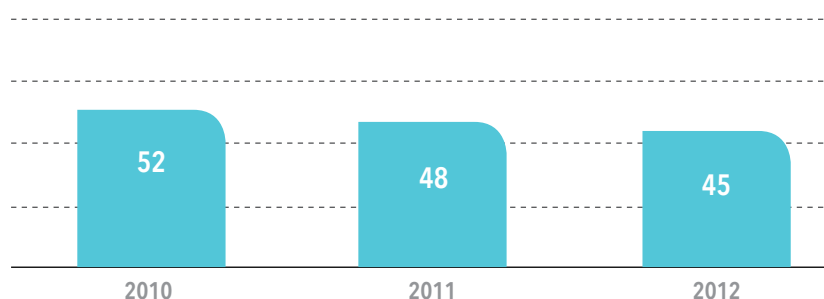
Teachers needed	PTR=30			PTR=35		
	2010	2011	2012	2010	2011	2012
1	20	19	21	23	18	17
2	18	16	12	14	13	8
3	11	9	7	7	8	4
4	7	7	4	5	4	2
≥5	13	12	8	8	8	5
% Schools with shortfall in teachers	70	64	52	56	51	37

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

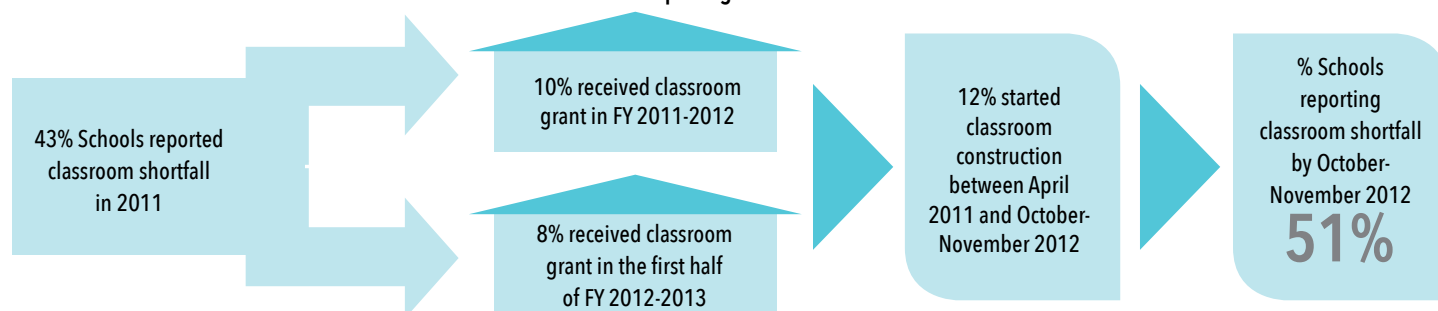
► The SSA infrastructure budget decreased by 43% between 2010-11 and 2012-13. How has this money been spent? To what extent have Madhya Pradesh's schools met the RTE norms?

(TOILETS AND CLASSROOMS)

Shortfall in separate toilet for Girls (% schools)



% Schools reporting classroom shortfall

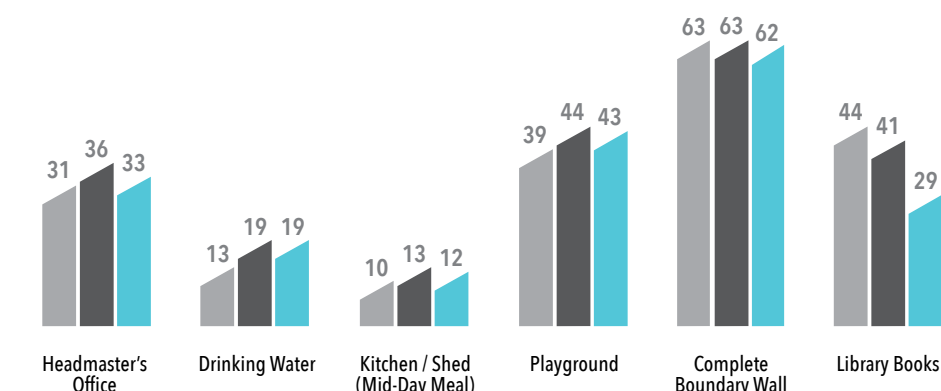


HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

Progress between 2010-12

% Schools with shortfall in meeting RTE requirements

2010 2011 2012



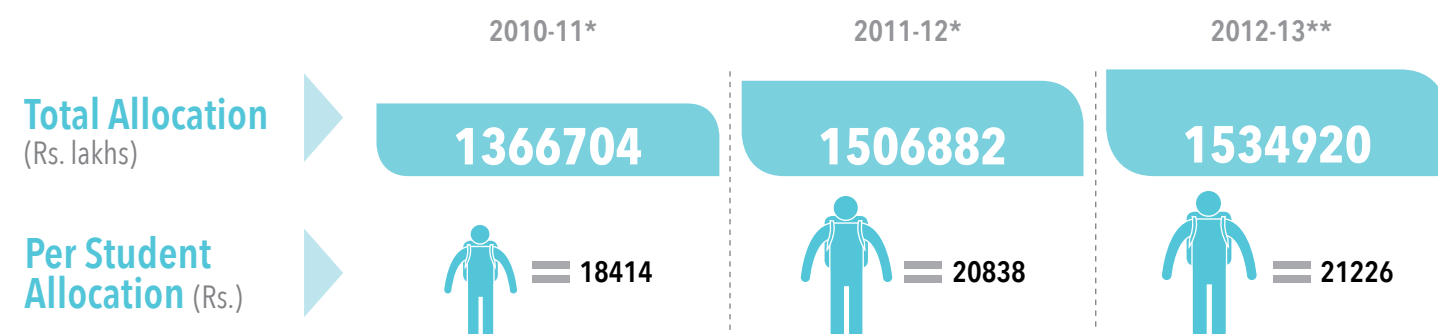
% Schools meeting infrastructure requirements

No. of infrastructure items	2010	2011	2012
0	NA	1	1
1	NA	5	2
2	NA	12	7
3	NA	19	17
4	NA	22	24
5	NA	22	24
6	NA	14	18
7	NA	5	8

DO SCHOOLS IN MAHARASHTRA GET THEIR MONEY?

HOW MUCH DOES MAHARASHTRA ALLOCATE TOWARDS ELEMENTARY EDUCATION?

► Maharashtra's elementary education budget increased by 12% between 2010-11 and 2012-13.



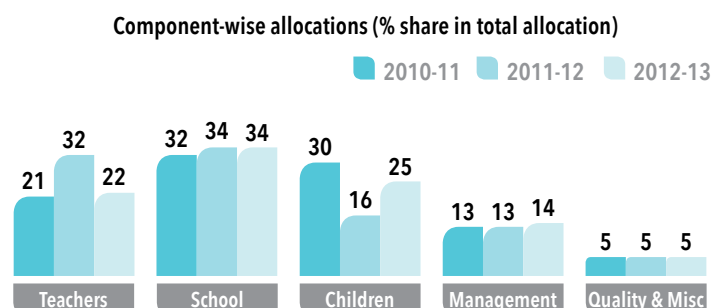
* Revised estimates; ** Budget estimates; Total allocation for elementary education includes mid-day meal

HOW MUCH DOES MAHARASHTRA ALLOCATE TO SSA?

► SSA allocations increased by 26%, from 205529 lakhs in 2010-11 to 259935 lakhs in 2012-13.

HOW DOES MAHARASHTRA PRIORITISE ITS SSA RESOURCES?

► School infrastructure received the largest share of SSA resources.



PAISA classified the SSA budget into the following components:

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

School: Civil works and School Maintenance Grant.

Children: Entitlements, mainstreaming out-of-school children, remedial teaching, etc.

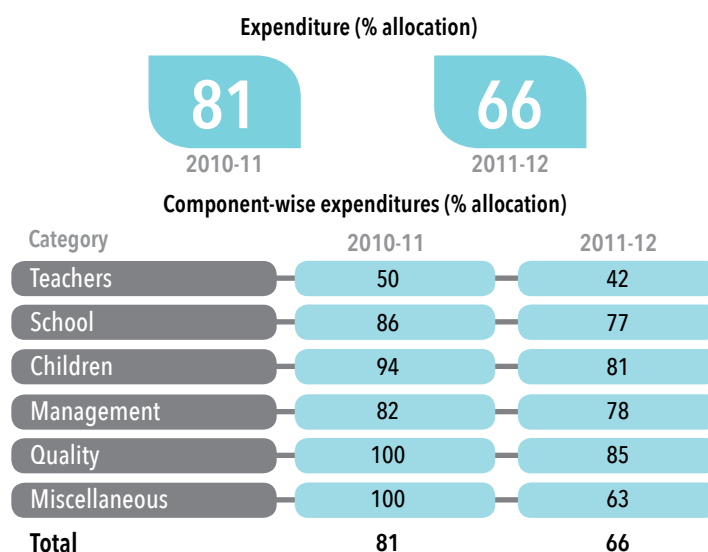
Management: BRCs, CRCs, management and MIS, and research and evaluation.

Quality: Innovation and Learning Enhancement Program (LEP).

Miscellaneous: Community mobilisation and community training.

HOW DOES MAHARASHTRA SPEND ITS SSA RESOURCES?

► Significant dip in expenditure between 2010-11 and 2011-12.



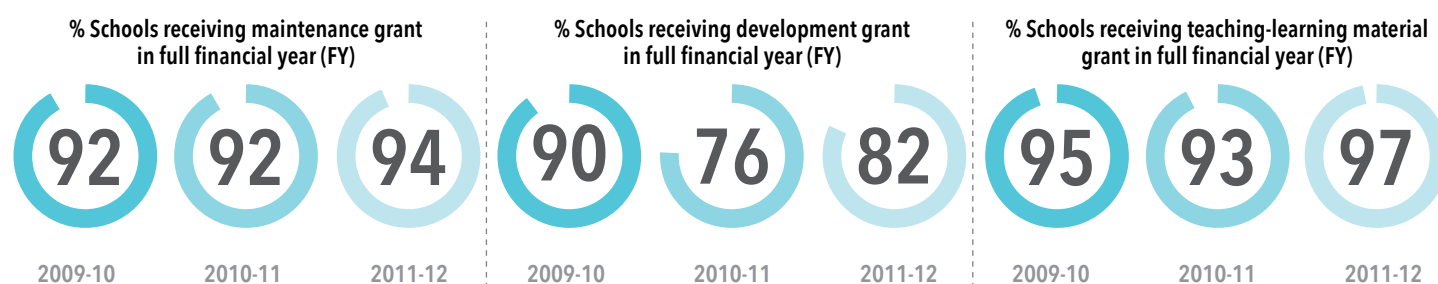
WHAT HAPPENS WITH MONIES SPENT?

► In 2012, 71% children in standard III-V could read a standard I text and 39% could do basic arithmetic.

Attendance (Children and Teachers)					Learning Levels				
	Student attendance (in %)		Teacher attendance (in %)			% Children Std I-II		% Children Std III-V	
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII		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
2010	92	92	94	92	2010	95	94	86	68
2011	90	90	90	89	2011	91	92	78	56
2012	91	91	92	92	2012	77	80	71	39

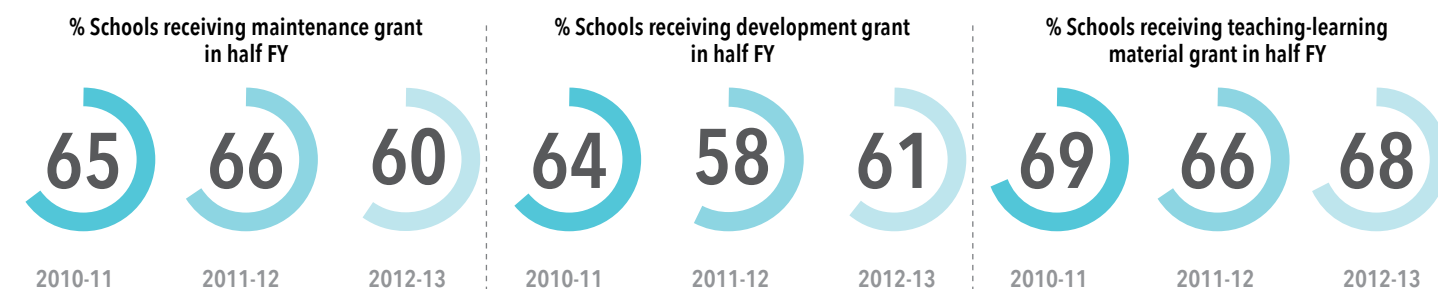
DO SCHOOLS GET THEIR MONEY?

► Over 90% schools received their grants in 2011-12.



WHEN DO SCHOOLS GET THEIR MONEY?

► Just over 60% schools received their grants by November 2012.



DO SCHOOLS GET ALL THEIR MONEY (NUMBER OF GRANTS)?

► 80% schools received all 3 grants in 2011-12. 50% schools received all 3 grants by November 2012.

No. of SSA grants	Full financial year			Half financial year		
	2009-10	2010-11	2011-12	2010-11	2011-12	2012-13
0	1	2	1	25	26	25
1	5	4	2	7	5	7
2	9	22	17	11	18	17
3	85	72	80	58	50	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	
Rs. 5000 per year per Primary School	School equipment, such as black boards, sitting mats etc. Also to buy chalk, dusters, registers, and other office equipment.
Rs. 7000 per year per Upper Primary School	
Rs. 5000 + Rs. 7000 = Rs. 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	
(Rs. 5000 - Rs. 7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including whitewashing, beautification repairing of bathrooms, hand pump repairs, building, boundary wall, playground etc.
(Rs. 7500 - Rs. 10000) per year if the school has more than 3 classrooms	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teaching-learning material grant	
Rs. 500 per teacher per year for teachers in Primary and Upper Primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

► Activities carried out in schools:

	% Schools that carried out activities	
	Apr 2010-Nov 2011	Apr 2011-Nov 2012
Purchase of Furniture	36	30
Purchase of Electrical Fittings	43	38
Repair of Building (Roof, floor, wall)	50	48
Repair of Boundary Wall	24	22
Repair of Drinking Water Facility	53	48
Repair of Toilets	52	46
Whitewash / Plastering	66	66
Painting Blackboard / Display Board	76	76
Purchase of Chalk / Duster / Register	93	94
Purchase of Sitting Mats / Tat Patti	55	34
Purchase of Teaching Material	79	84
Expenditure on School Events	69	76
Bill Payment	40	38

ARE SCHOOLS IN MAHARASHTRA 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) ≤ 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 toilets for boys & girls
4. Safe & adequate drinking water facility for students
5. Kitchen in the school where Mid-Day Meal is cooked
6. Playground
7. Arrangement for securing school building by erecting 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?

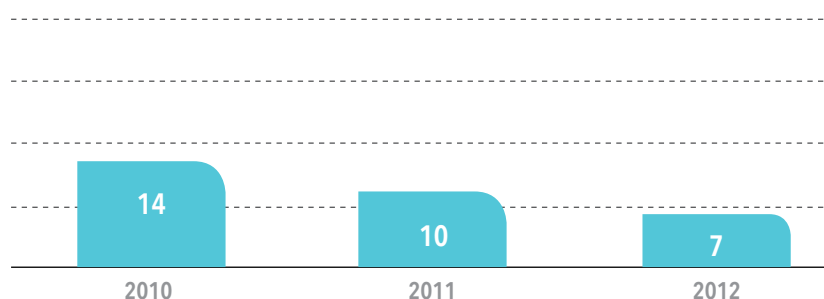
Teachers needed	PTR=30			PTR=35		
	2010	2011	2012	2010	2011	2012
1	19	15	19	12	9	10
2	10	8	7	3	4	3
3	4	4	3	3	2	1
4	2	1	1	1	1	1
≥5	4	3	3	1	1	2
% Schools with shortfall in teachers	38	31	33	21	18	17

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

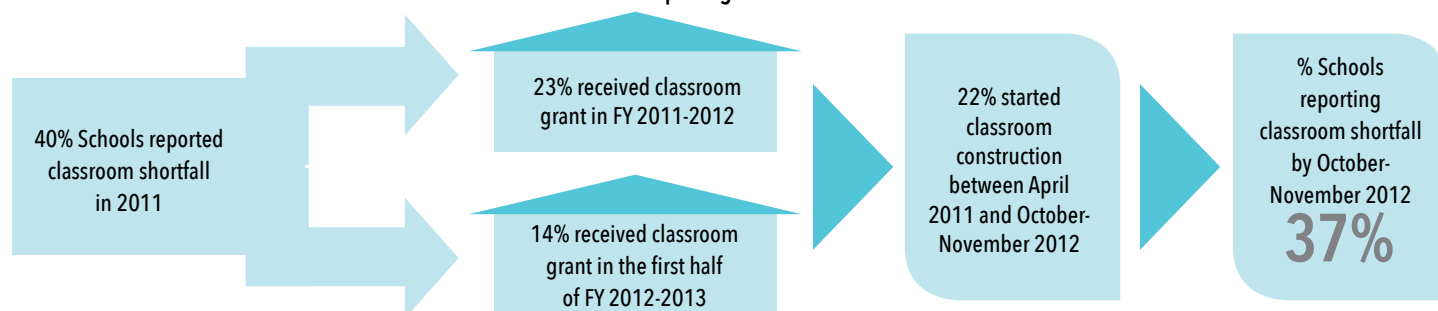
► To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 36% between 2010-11 and 2012-13. How has this money been spent? To what extent have Maharashtra's schools met the RTE norms?

(TOILETS AND CLASSROOMS)

Shortfall in separate toilet for Girls (% schools)



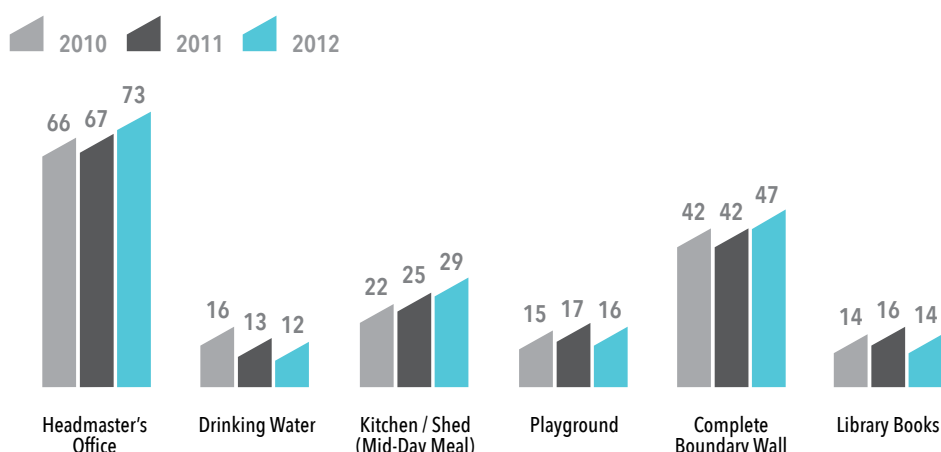
% Schools reporting classroom shortfall



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

Progress between 2010-12

% Schools with shortfall in meeting RTE requirements



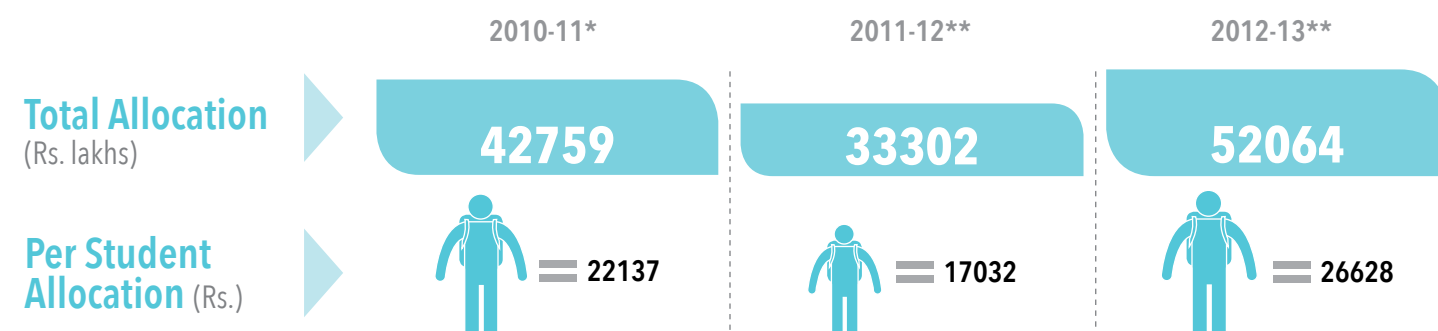
% Schools meeting infrastructure requirements

No. of infrastructure items	2010	2011	2012
0	0	0	0
1	1	1	0
2	4	4	3
3	9	9	10
4	20	22	21
5	29	31	32
6	30	28	29
7	8	5	4

DO SCHOOLS IN MANIPUR GET THEIR MONEY?

HOW MUCH DOES MANIPUR ALLOCATE TOWARDS ELEMENTARY EDUCATION?

▶ Manipur's elementary education budget increased by 22% between 2010-11 and 2012-13.



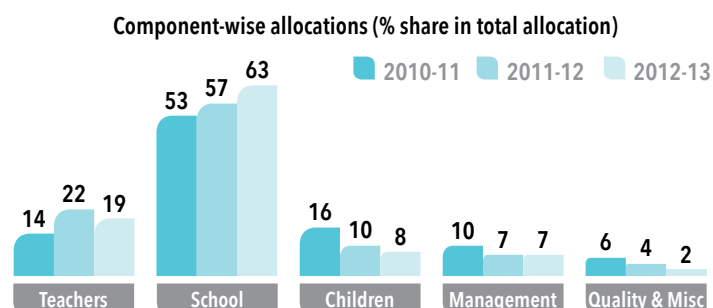
* Revised estimates; ** Budget estimates; Total allocation for elementary education includes mid-day meal

HOW MUCH DOES MANIPUR ALLOCATE TO SSA?

▶ SSA allocations increased by 188%, from 15883 lakhs in 2010-11 to 45841 lakhs in 2012-13.

HOW DOES MANIPUR PRIORITISE ITS SSA RESOURCES?

▶ School infrastructure received the largest share of SSA resources between 2010-11 and 2012-13.



PAISA classified the SSA budget into the following components:

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

School: Civil works and School Maintenance Grant.

Children: Entitlements, mainstreaming out-of-school children, remedial teaching, etc.

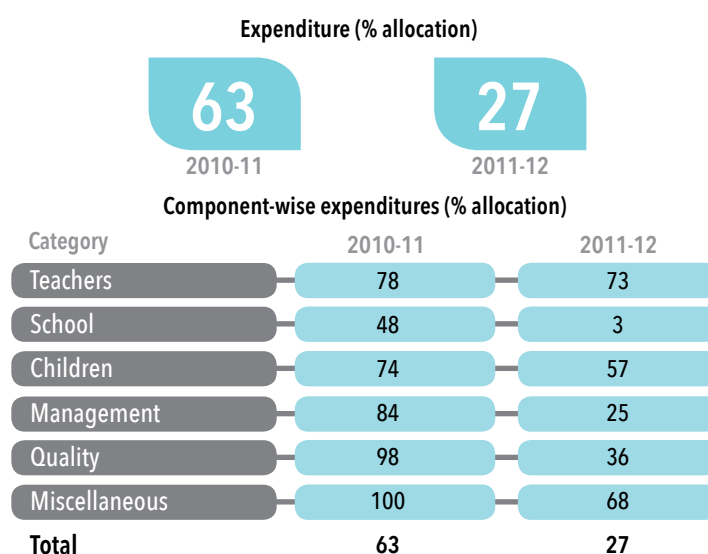
Management: BRCs, CRCs, management and MIS, and research and evaluation.

Quality: Innovation and Learning Enhancement Program (LEP).

Miscellaneous: Community mobilisation and community training.

HOW DOES MANIPUR SPEND ITS SSA RESOURCES?

▶ Dramatic dip in expenditure between 2010-11 and 2011-12.



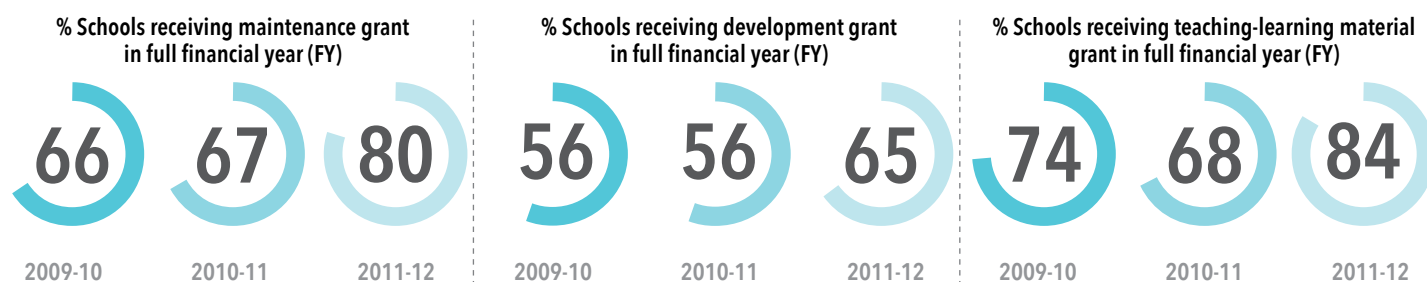
WHAT HAPPENS WITH MONIES SPENT?

▶ In 2012, 63% children in standard III-V could read a standard I text and 62% could do basic arithmetic.

Attendance (Children and Teachers)					Learning Levels				
	Student attendance (in %)		Teacher attendance (in %)		% Children Std I-II		% Children Std III-V		
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII	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	
2010	66	71	71	75	95	96	72	69	
2011	52	57	79	72	97	96	77	73	
2012	53	60	73	80	96	96	63	62	

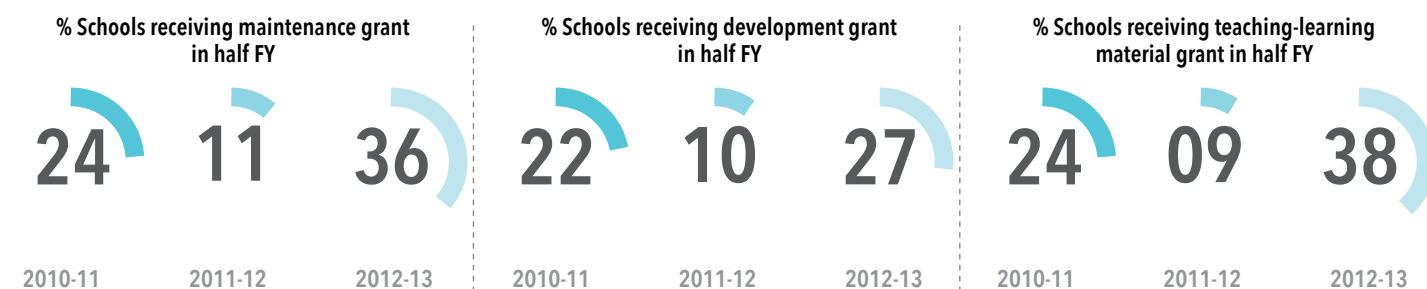
DO SCHOOLS GET THEIR MONEY?

► Significant gap in grant receipts with fewer schools receiving the SDG in 2011-12.



WHEN DO SCHOOLS GET THEIR MONEY?

► About 30% schools received their grants by November 2012.



DO SCHOOLS GET ALL THEIR MONEY (NUMBER OF GRANTS)?

► 63% schools received all 3 grants in 2011-12. 27% schools received all 3 grants by November 2012.

No. of SSA grants	Full financial year			Half financial year		
	2009-10	2010-11	2011-12	2010-11	2011-12	2012-13
0	7	11	4	66	83	52
1	15	6	12	4	2	10
2	13	20	21	5	3	11
3	66	62	63	25	12	27

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	
Rs. 5000 per year per Primary School	School equipment, such as black boards, sitting mats etc. Also to buy chalk, dusters, registers, and other office equipment.
Rs. 7000 per year per Upper Primary School	
Rs. 5000 + Rs. 7000 = Rs. 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	
(Rs. 5000 - Rs. 7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including whitewashing, beautification repairing of bathrooms, hand pump repairs, building, boundary wall, playground etc.
(Rs. 7500 - Rs. 10000) per year if the school has more than 3 classrooms	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teaching-learning material grant	
Rs. 500 per teacher per year for teachers in Primary and Upper Primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

► Activities carried out in schools:

	% Schools that carried out activities	
	Apr 2010-Nov 2011	Apr 2011-Nov 2012
Purchase of Furniture	95	52
Purchase of Electrical Fittings	98	11
Repair of Building (Roof, floor, wall)	97	37
Repair of Boundary Wall	98	6
Repair of Drinking Water Facility	98	19
Repair of Toilets	97	30
Whitewash / Plastering	98	28
Painting Blackboard / Display Board	98	39
Purchase of Chalk / Duster / Register	100	81
Purchase of Sitting Mats / Tat Patti	100	9
Purchase of Teaching Material	100	63
Expenditure on School Events	100	41
Bill Payment	100	8

ARE SCHOOLS IN MANIPUR 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) ≤ 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 toilets for boys & girls
4. Safe & adequate drinking water facility for students
5. Kitchen in the school where Mid-Day Meal is cooked
6. Playground
7. Arrangement for securing school building by erecting 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?

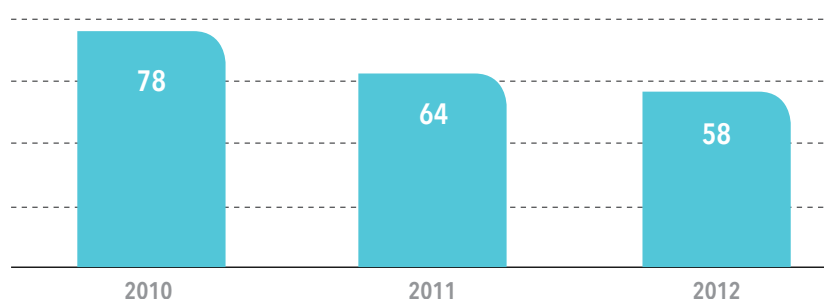
Teachers needed	PTR=30			PTR=35		
	2010	2011	2012	2010	2011	2012
1	8	6	5	10	6	5
2	6	5	3	3	2	2
3	4	2	1	1	1	1
4	1	0	0	0	0	1
≥5	1	1	1	1	1	1
% Schools with shortfall in teachers	19	13	10	14	9	9

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

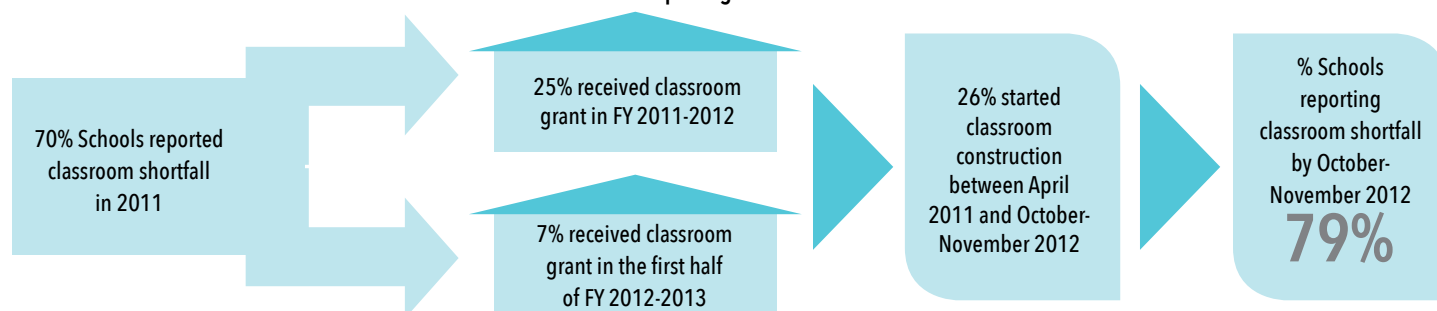
► To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 239% between 2010-11 and 2012-13. How has this money been spent? To what extent have Manipur's schools met the RTE norms?

(TOILETS AND CLASSROOMS)

Shortfall in separate toilet for Girls (% schools)



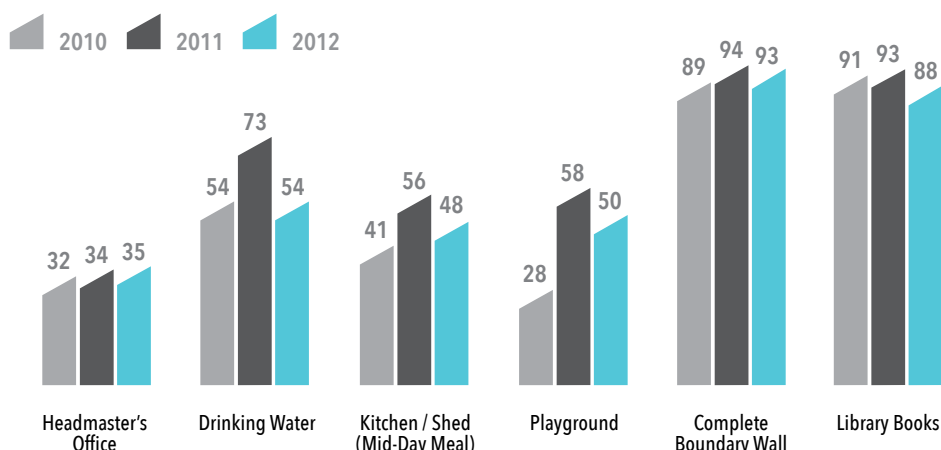
% Schools reporting classroom shortfall



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

Progress between 2010-12

% Schools with shortfall in meeting RTE requirements



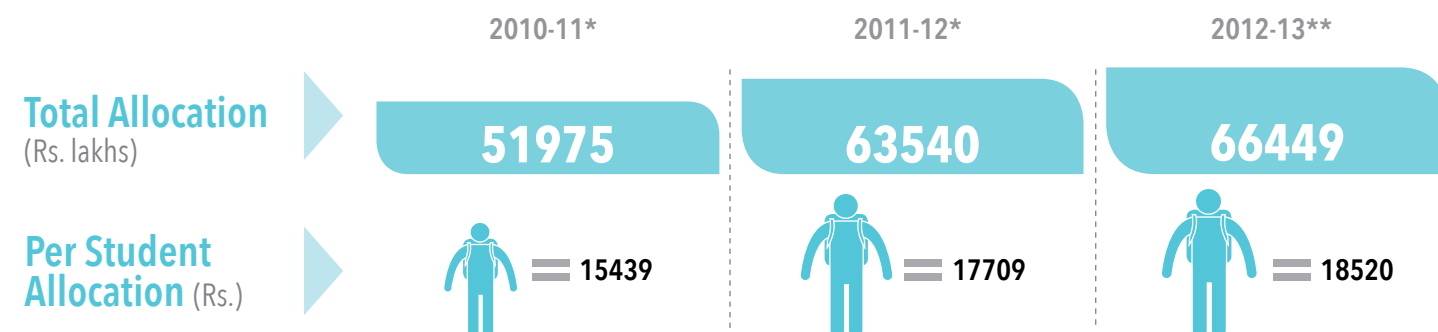
% Schools meeting infrastructure requirements

No. of infrastructure items	2010	2011	2012
0	9	15	9
1	19	25	14
2	20	27	29
3	25	12	21
4	18	18	19
5	6	2	8
6	4	1	1
7	0	0	0

DO SCHOOLS IN MEGHALAYA GET THEIR MONEY?

HOW MUCH DOES MEGHALAYA ALLOCATE TOWARDS ELEMENTARY EDUCATION?

► Meghalaya's elementary education budget increased by 28% between 2010-11 and 2012-13.



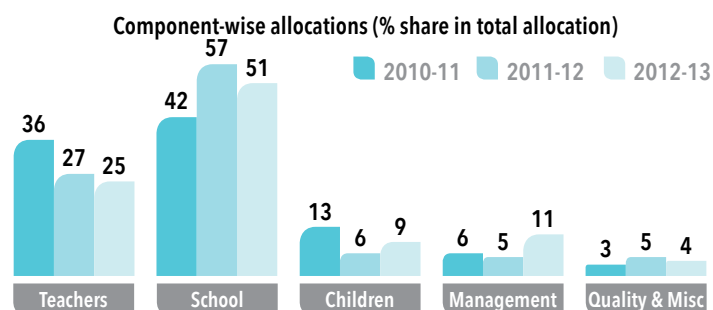
* Revised estimates; ** Budget estimates; Total allocation for elementary education includes mid-day meal

HOW MUCH DOES MEGHALAYA ALLOCATE TO SSA?

► SSA allocations increased by 57%, from 30505 lakhs in 2010-11 to 47826 lakhs in 2012-13.

HOW DOES MEGHALAYA PRIORITISE ITS SSA RESOURCES?

► School infrastructure received the largest share of SSA resources between 2010-11 and 2012-13.



PAISA classified the SSA budget into the following components:

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

School: Civil works and School Maintenance Grant.

Children: Entitlements, mainstreaming out-of-school children, remedial teaching, etc.

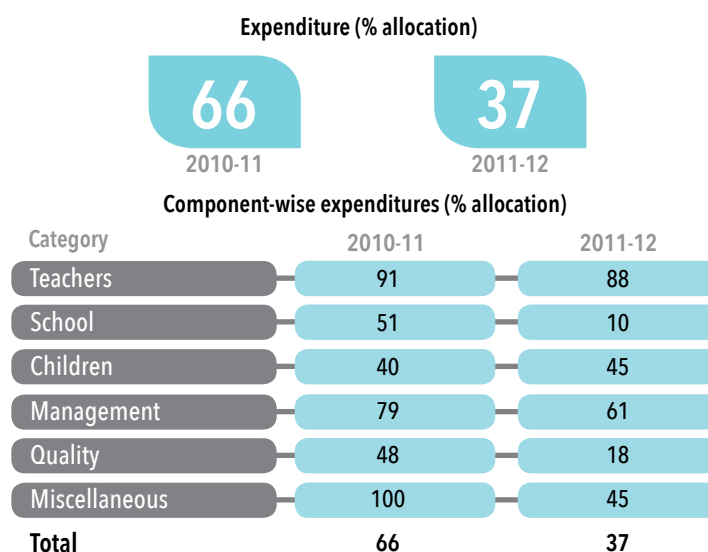
Management: BRCs, CRCs, management and MIS, and research and evaluation.

Quality: Innovation and Learning Enhancement Program (LEP).

Miscellaneous: Community mobilisation and community training.

HOW DOES MEGHALAYA SPEND ITS SSA RESOURCES?

► Dramatic decrease in expenditure between 2010-11 and 2011-12.



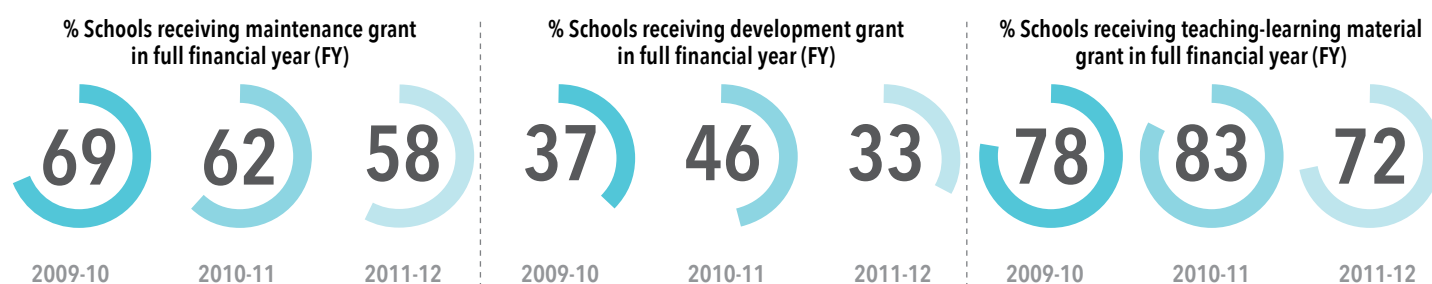
WHAT HAPPENS WITH MONIES SPENT?

► In 2012, 67% children in standard III-V could read a standard I text and 45% could do basic arithmetic.

Attendance (Children and Teachers)					Learning Levels				
	Student attendance (in %)		Teacher attendance (in %)		% Children Std I-II		% Children Std III-V		
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII	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	
2010	75	NA	94	NA	91	89	77	64	
2011	76	NA	95	NA	86	90	62	44	
2012	73	NA	87	NA	92	91	67	45	

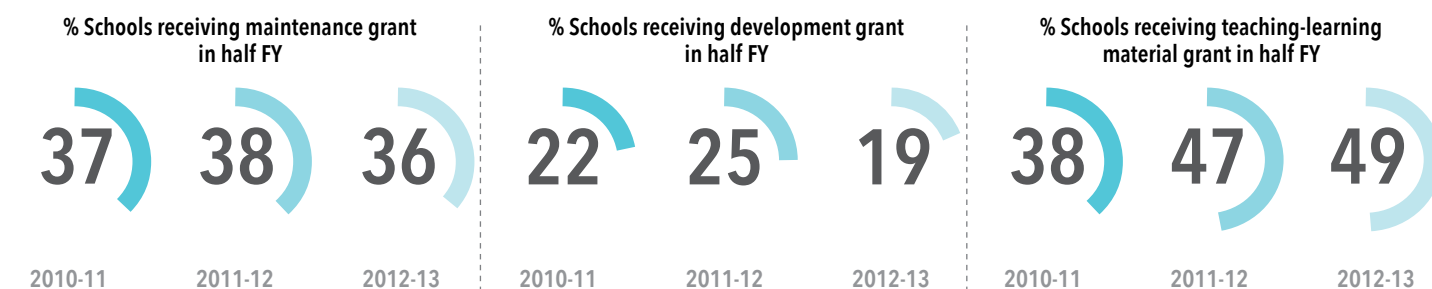
DO SCHOOLS GET THEIR MONEY?

► Significant gap in grant receipts with fewer schools receiving the SDG in 2011-12.



WHEN DO SCHOOLS GET THEIR MONEY?

► 40% schools received their grants by November 2012, but only 19% received SDG by November 2012.



DO SCHOOLS GET ALL THEIR MONEY (NUMBER OF GRANTS)?

► 26% schools received all 3 grants in 2011-12. 17% schools received all 3 grants by November 2012.

No. of SSA grants	Full financial year			Half financial year		
	2009-10	2010-11	2011-12	2010-11	2011-12	2012-13
0	10	8	20	49	42	41
1	24	14	16	18	18	22
2	42	49	38	22	21	21
3	23	30	26	11	19	17

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	
Rs. 5000 per year per Primary School	School equipment, such as black boards, sitting mats etc. Also to buy chalk, dusters, registers, and other office equipment.
Rs. 7000 per year per Upper Primary School	
Rs. 5000 + Rs. 7000 = Rs. 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	
(Rs. 5000 - Rs. 7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including whitewashing, beautification repairing of bathrooms, hand pump repairs, building, boundary wall, playground etc.
(Rs. 7500 - Rs. 10000) per year if the school has more than 3 classrooms	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teaching-learning material grant	
Rs. 500 per teacher per year for teachers in Primary and Upper Primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

► Activities carried out in schools:

	% Schools that carried out activities	
	Apr 2010-Nov 2011	Apr 2011-Nov 2012
Purchase of Furniture	NA	43
Purchase of Electrical Fittings	NA	6
Repair of Building (Roof, floor, wall)	NA	20
Repair of Boundary Wall	NA	2
Repair of Drinking Water Facility	NA	8
Repair of Toilets	NA	15
Whitewash / Plastering	NA	35
Painting Blackboard / Display Board	NA	41
Purchase of Chalk / Duster / Register	NA	75
Purchase of Sitting Mats / Tat Patti	NA	22
Purchase of Teaching Material	NA	50
Expenditure on School Events	NA	26
Bill Payment	NA	9

ARE SCHOOLS IN MEGHALAYA 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) ≤ 40

PTR Norms: Upper Primary Schools

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

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

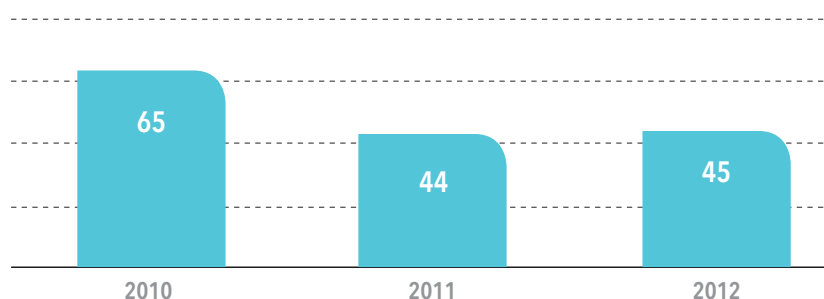
Teachers needed	PTR=30			PTR=35		
	2010	2011	2012	2010	2011	2012
1	9	12	11	8	5	12
2	3	3	4	1	1	2
3	0	1	2	1	0	0
4	1	0	0	0	0	0
>=5	0	1	0	0	1	0
% Schools with shortfall in teachers	13	17	16	10	8	14

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

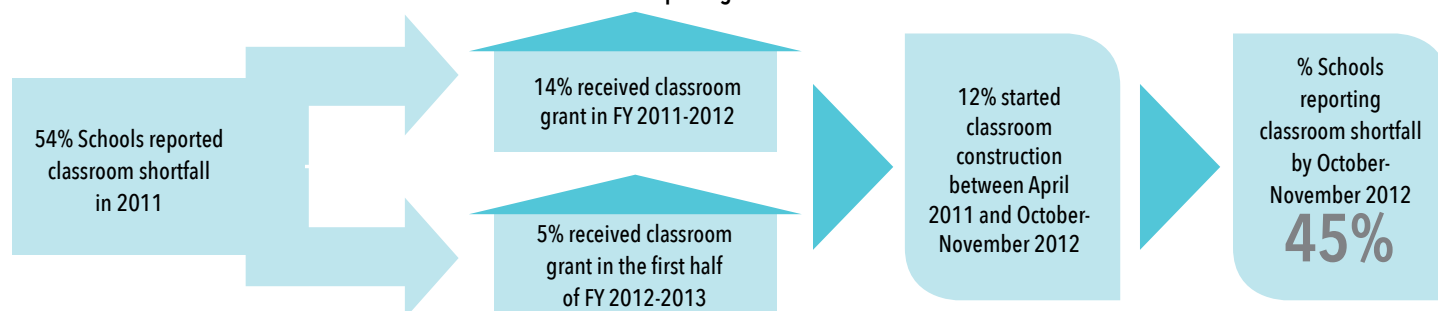
► To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 88% between 2010-11 and 2012-13. How has this money been spent? To what extent have Meghalaya's schools met the RTE norms?

(TOILETS AND CLASSROOMS)

Shortfall in separate toilet for Girls (% schools)



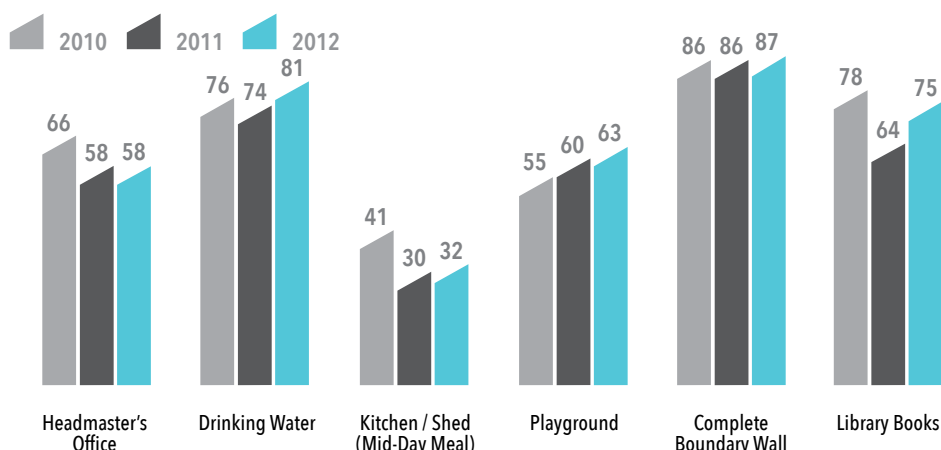
% Schools reporting classroom shortfall



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

Progress between 2010-12

% Schools with shortfall in meeting RTE requirements



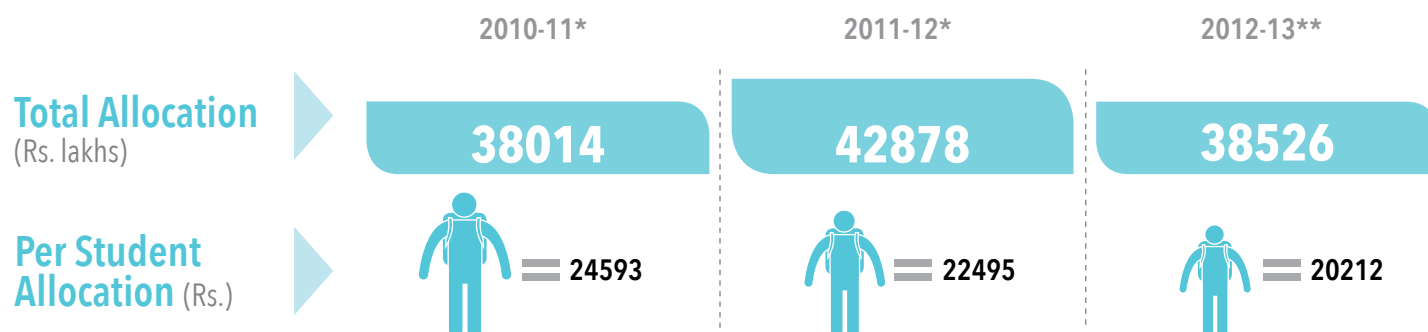
% Schools meeting infrastructure requirements

No. of infra-structure items	2010	2011	2012
0	15	7	9
1	17	20	27
2	25	26	26
3	15	20	20
4	17	22	9
5	7	2	4
6	2	1	3
7	1	1	2

DO SCHOOLS IN MIZORAM GET THEIR MONEY?

HOW MUCH DOES MIZORAM ALLOCATE TOWARDS ELEMENTARY EDUCATION?

► No increase in Mizoram's elementary education budget between 2010-11 and 2012-13.



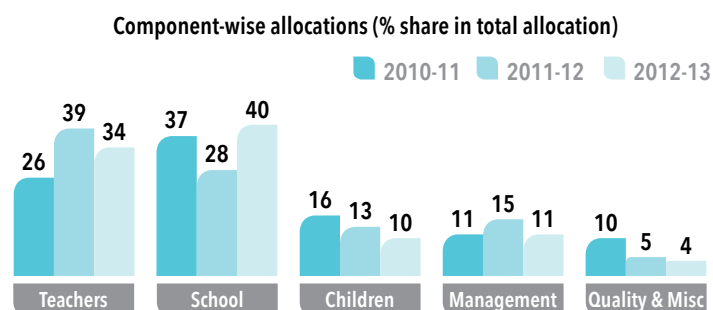
* Revised estimates; ** Budget estimates; Total allocation for elementary education includes mid-day meal

HOW MUCH DOES MIZORAM ALLOCATE TO SSA?

► SSA allocations increased by 91%, from 11636 lakhs in 2010-11 to 22265 lakhs in 2012-13.

HOW DOES MIZORAM PRIORITISE ITS SSA RESOURCES?

► School infrastructure received the largest share of SSA resources in 2010-11 and 2012-13.



PAISA classified the SSA budget into the following components:

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

School: Civil works and School Maintenance Grant.

Children: Entitlements, mainstreaming out-of-school children, remedial teaching, etc.

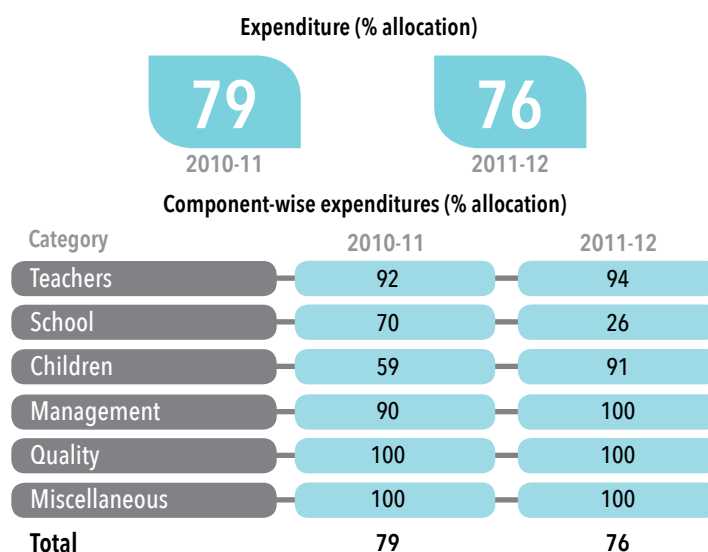
Management: BRCs, CRCs, management and MIS, and research and evaluation.

Quality: Innovation and Learning Enhancement Program (LEP).

Miscellaneous: Community mobilisation and community training.

HOW DOES MIZORAM SPEND ITS SSA RESOURCES?

► Marginal decrease in expenditure between 2010-11 and 2011-12.



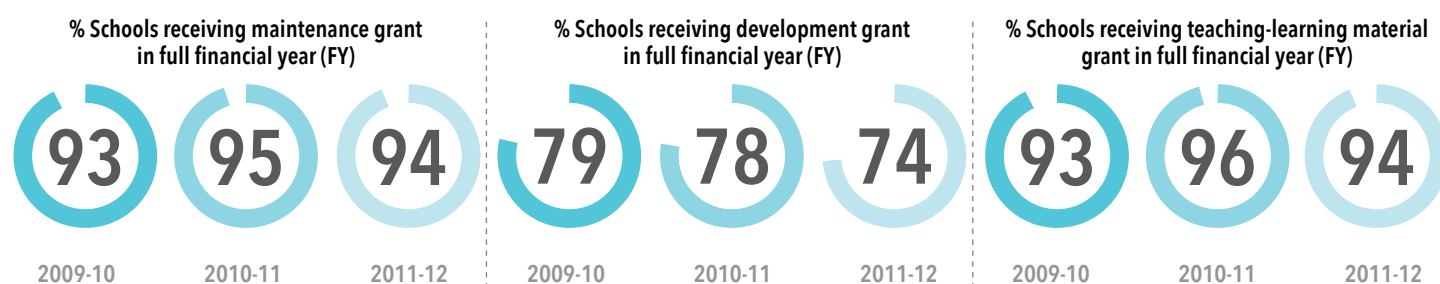
WHAT HAPPENS WITH MONIES SPENT?

► In 2012, 71% children in standard III-V could read a standard I text and 76% could do basic arithmetic.

Attendance (Children and Teachers)					Learning Levels				
	Student attendance (in %)		Teacher attendance (in %)			% Children Std I-II		% Children Std III-V	
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII		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
2010	87	NA	95	NA	2010	95	94	89	84
2011	86	NA	91	NA	2011	96	97	86	85
2012	86	NA	88	NA	2012	96	97	71	76

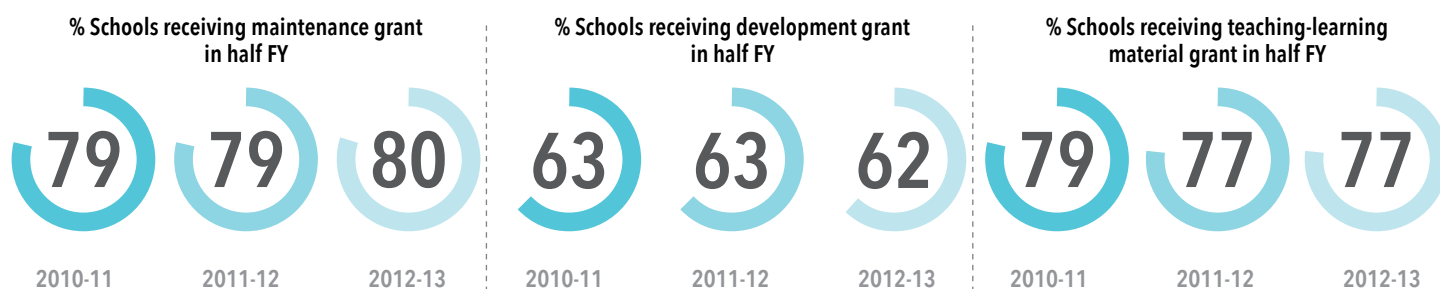
DO SCHOOLS GET THEIR MONEY?

► Marginal decline in % schools receiving grants in 2011-12.



WHEN DO SCHOOLS GET THEIR MONEY?

► Significant gap in timing of the SDG receipt compared to the timing of other grants in 2012-13.



DO SCHOOLS GET ALL THEIR MONEY (NUMBER OF GRANTS)?

► 73% schools received all 3 grants in 2011-12. 60% schools received all 3 grants by November 2012.

No. of SSA grants	Full financial year			Half financial year		
	2009-10	2010-11	2011-12	2010-11	2011-12	2012-13
0	3	1	1	17	19	14
1	2	3	4	4	3	8
2	26	24	22	17	21	19
3	70	72	73	62	57	60

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	
Rs. 5000 per year per Primary School	School equipment, such as black boards, sitting mats etc. Also to buy chalk, dusters, registers, and other office equipment.
Rs. 7000 per year per Upper Primary School	
Rs. 5000 + Rs. 7000 = Rs. 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	
(Rs. 5000 - Rs. 7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including whitewashing, beautification repairing of bathrooms, hand pump repairs, building, boundary wall, playground etc.
(Rs. 7500 - Rs. 10000) per year if the school has more than 3 classrooms	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teaching-learning material grant	
Rs. 500 per teacher per year for teachers in Primary and Upper Primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

► Activities carried out in schools:

	% Schools that carried out activities	
	Apr 2010-Nov 2011	Apr 2011-Nov 2012
Purchase of Furniture	62	42
Purchase of Electrical Fittings	71	43
Repair of Building (Roof, floor, wall)	75	51
Repair of Boundary Wall	48	19
Repair of Drinking Water Facility	56	35
Repair of Toilets	68	33
Whitewash / Plastering	53	37
Painting Blackboard / Display Board	59	41
Purchase of Chalk / Duster / Register	81	84
Purchase of Sitting Mats / Tat Patti	48	9
Purchase of Teaching Material	81	66
Expenditure on School Events	76	59
Bill Payment	74	65

ARE SCHOOLS IN MIZORAM 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) ≤ 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 toilets for boys & girls
4. Safe & adequate drinking water facility for students
5. Kitchen in the school where Mid-Day Meal is cooked
6. Playground
7. Arrangement for securing school building by erecting 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?

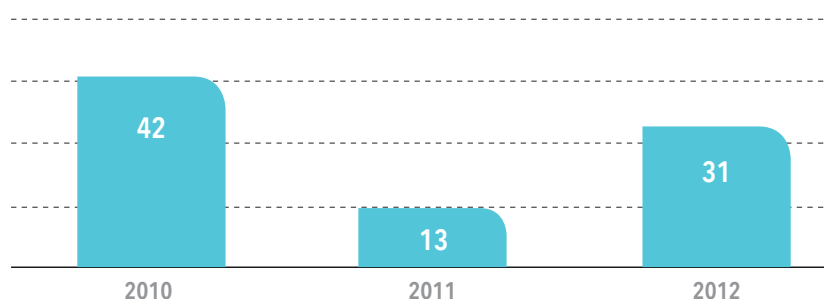
Teachers needed	PTR=30			PTR=35		
	2010	2011	2012	2010	2011	2012
1	3	10	5	3	8	3
2	1	3	1	1	4	0
3	1	3	0	0	0	1
4	0	0	1	0	0	0
≥5	0	1	0	0	1	0
% Schools with shortfall in teachers	5	17	6	4	13	3

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

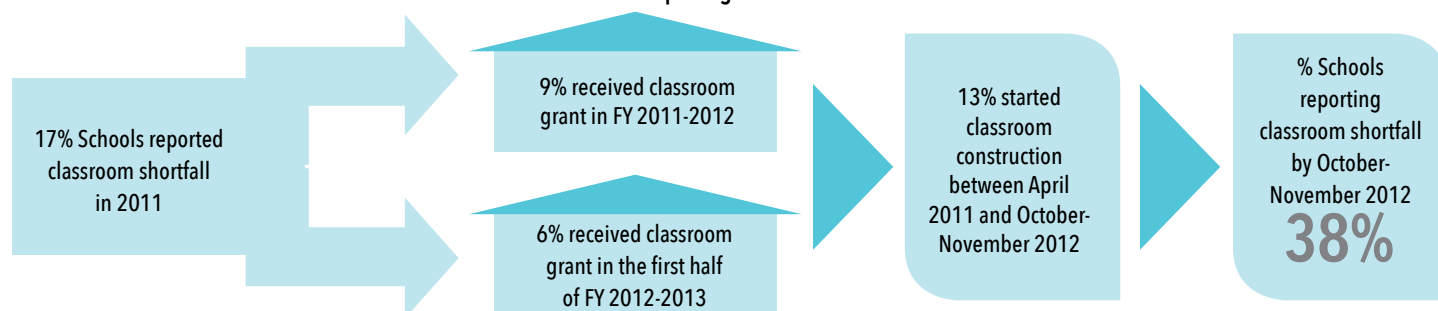
► To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 108% between 2010-11 and 2012-13. How has this money been spent? To what extent have Mizoram's schools met the RTE norms?

(TOILETS AND CLASSROOMS)

Shortfall in separate toilet for Girls (% schools)



% Schools reporting classroom shortfall

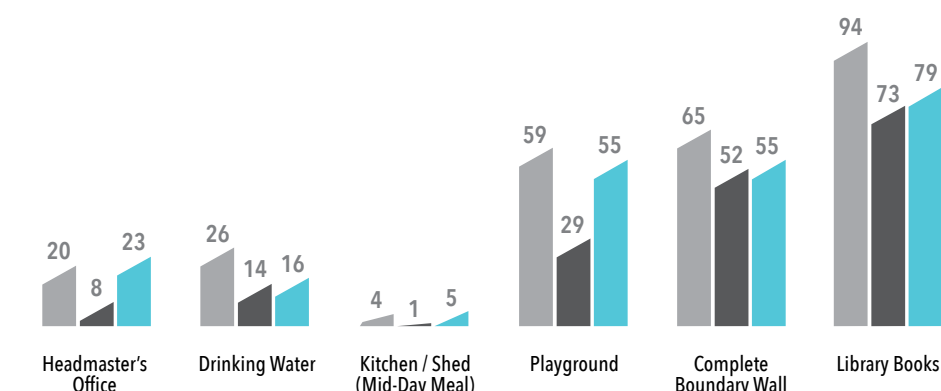


HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

Progress between 2010-12

% Schools with shortfall in meeting RTE requirements

2010 2011 2012



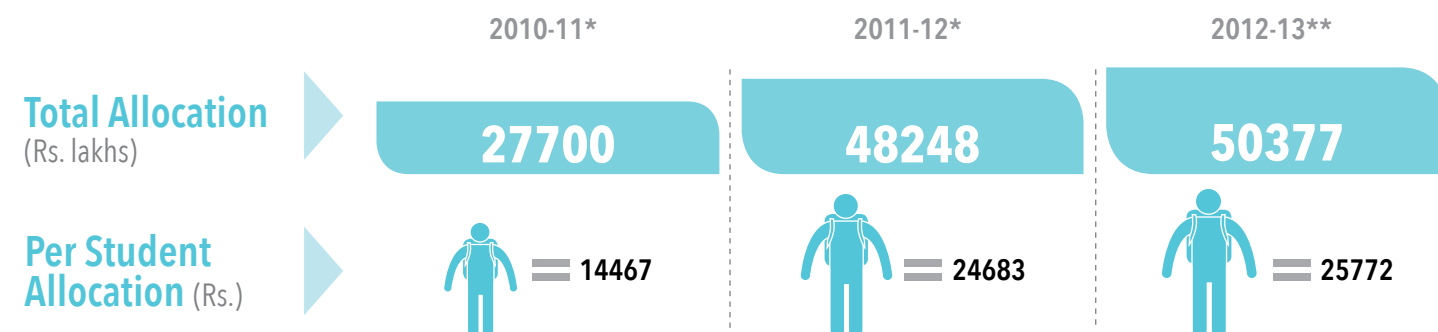
% Schools meeting infrastructure requirements

No. of infrastructure items	2010	2011	2012
0	1	0	0
1	5	4	1
2	9	4	11
3	22	7	14
4	43	25	28
5	14	30	33
6	6	21	8
7	0	8	5

DO SCHOOLS IN NAGALAND GET THEIR MONEY?

HOW MUCH DOES NAGALAND ALLOCATE TOWARDS ELEMENTARY EDUCATION?

► Nagaland's elementary education budget increased by 82% between 2010-11 and 2012-13.



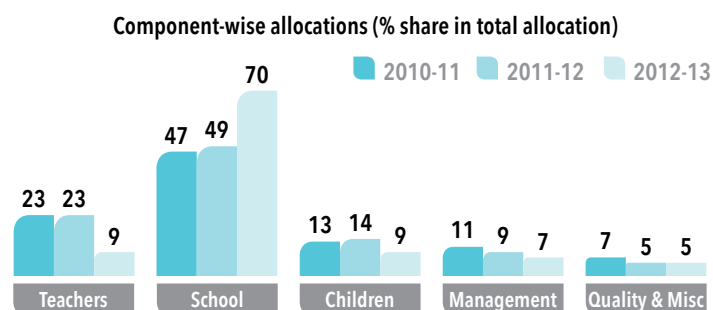
* Revised estimates; ** Budget estimates; Total allocation for elementary education includes mid-day meal

HOW MUCH DOES NAGALAND ALLOCATE TO SSA?

► SSA allocations increased by 16%, from 22448 lakhs in 2010-11 to 26121 lakhs in 2012-13.

HOW DOES NAGALAND PRIORITISE ITS SSA RESOURCES?

► School infrastructure received the largest share of SSA resources between 2010-11 and 2012-13.



PAISA classified the SSA budget into the following components:

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

School: Civil works and School Maintenance Grant.

Children: Entitlements, mainstreaming out-of-school children, remedial teaching, etc.

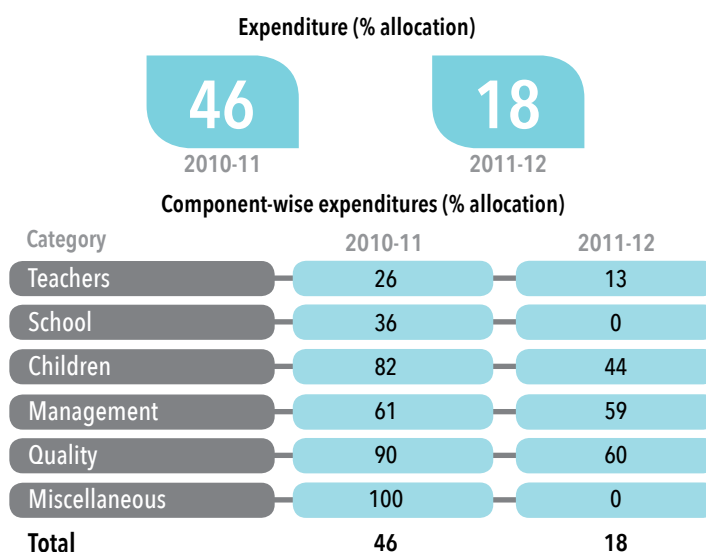
Management: BRCs, CRCs, management and MIS, and research and evaluation.

Quality: Innovation and Learning Enhancement Program (LEP).

Miscellaneous: Community mobilisation and community training.

HOW DOES NAGALAND SPEND ITS SSA RESOURCES?

► Dramatic decrease in expenditure between 2010-11 and 2011-12.



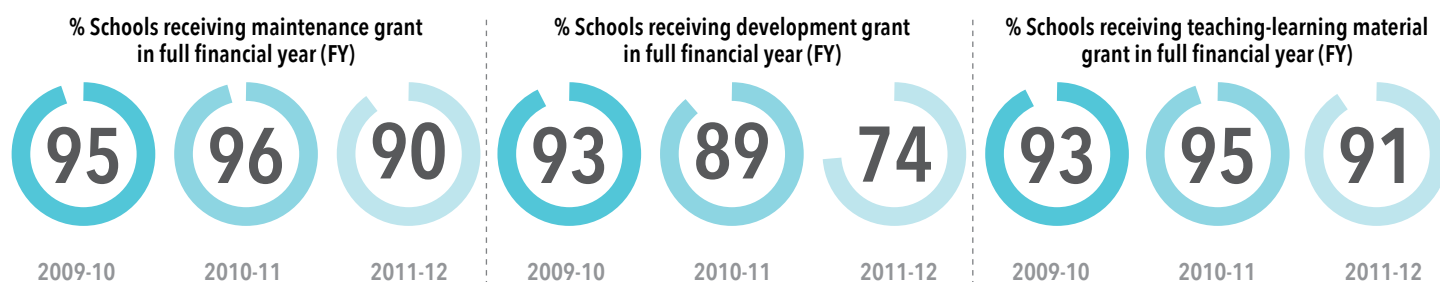
WHAT HAPPENS WITH MONIES SPENT?

► In 2012, 68% children in standard III-V could read a standard I text and 68% could do basic arithmetic.

Attendance (Children and Teachers)					Learning Levels				
	Student attendance (in %)		Teacher attendance (in %)		% Children Std I-II		% Children Std III-V		
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII	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	
2010	82	83	87	86	2010	98	98	69	65
2011	82	82	91	86	2011	97	98	71	71
2012	82	82	88	84	2012	97	97	68	68

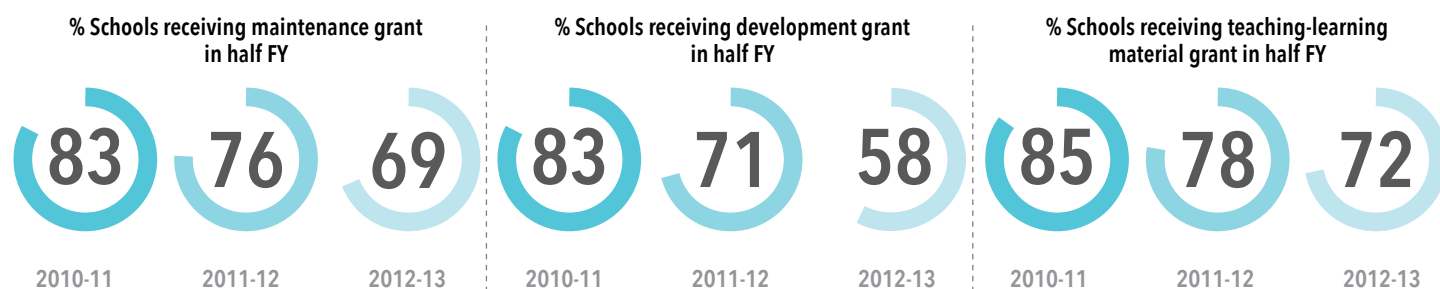
DO SCHOOLS GET THEIR MONEY?

► Significant gap in grant receipts with fewer schools receiving the SDG in 2011-12.



WHEN DO SCHOOLS GET THEIR MONEY?

► Significant decline in % of schools receiving grants by November 2012.



DO SCHOOLS GET ALL THEIR MONEY (NUMBER OF GRANTS)?

► 72% schools received all 3 grants in 2011-12. 58% schools received all 3 grants by November 2012.

No. of SSA grants	Full financial year			Half financial year		
	2009-10	2010-11	2011-12	2010-11	2011-12	2012-13
0	1	1	3	8	18	22
1	1	1	7	2	2	8
2	10	10	19	7	7	13
3	88	88	72	84	72	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	
Rs. 5000 per year per Primary School	School equipment, such as black boards, sitting mats etc. Also to buy chalk, dusters, registers, and other office equipment.
Rs. 7000 per year per Upper Primary School	
Rs. 5000 + Rs. 7000 = Rs. 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	
(Rs. 5000 - Rs. 7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including whitewashing, beautification repairing of bathrooms, hand pump repairs, building, boundary wall, playground etc.
(Rs. 7500 - Rs. 10000) per year if the school has more than 3 classrooms	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teaching-learning material grant	
Rs. 500 per teacher per year for teachers in Primary and Upper Primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

► Activities carried out in schools:

	% Schools that carried out activities	
	Apr 2010-Nov 2011	Apr 2011-Nov 2012
Purchase of Furniture	NA	59
Purchase of Electrical Fittings	NA	14
Repair of Building (Roof, floor, wall)	NA	33
Repair of Boundary Wall	NA	22
Repair of Drinking Water Facility	NA	23
Repair of Toilets	NA	28
Whitewash / Plastering	NA	23
Painting Blackboard / Display Board	NA	52
Purchase of Chalk / Duster / Register	NA	89
Purchase of Sitting Mats / Tat Patti	NA	6
Purchase of Teaching Material	NA	59
Expenditure on School Events	NA	65
Bill Payment	NA	19

ARE SCHOOLS IN NAGALAND 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) ≤ 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 toilets for boys & girls
4. Safe & adequate drinking water facility for students
5. Kitchen in the school where Mid-Day Meal is cooked
6. Playground
7. Arrangement for securing school building by erecting 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?

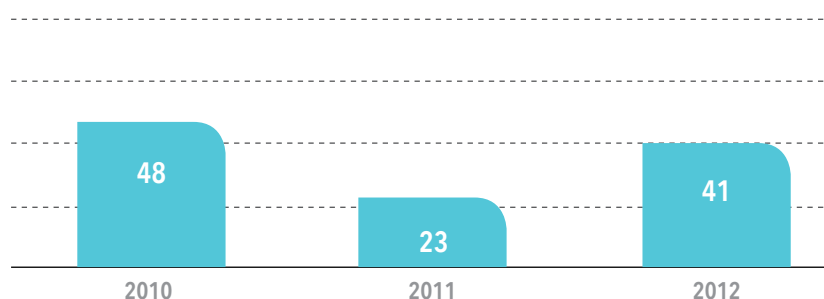
Teachers needed	PTR=30			PTR=35		
	2010	2011	2012	2010	2011	2012
1	3	5	2	2	5	1
2	1	3	1	2	2	0
3	1	2	0	0	1	0
4	1	1	0	1	1	0
≥5	1	1	1	0	0	1
% Schools with shortfall in teachers	6	12	4	4	9	2

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

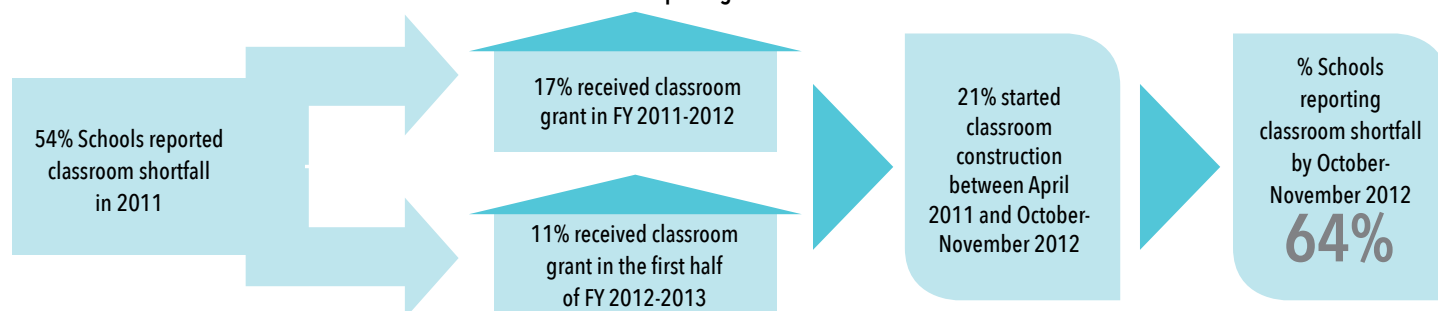
► To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 75% between 2010-11 and 2012-13. How has this money been spent? To what extent have Nagaland's schools met the RTE norms?

(TOILETS AND CLASSROOMS)

Shortfall in separate toilet for Girls (% schools)



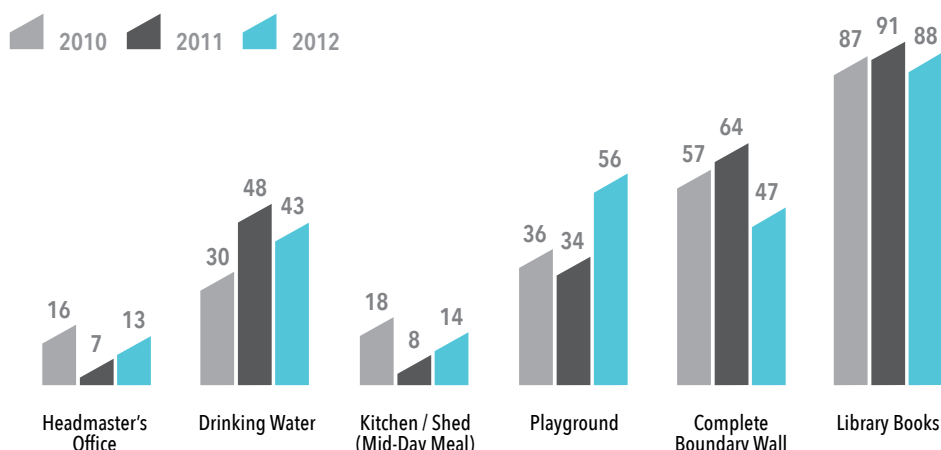
% Schools reporting classroom shortfall



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

Progress between 2010-12

% Schools with shortfall in meeting RTE requirements



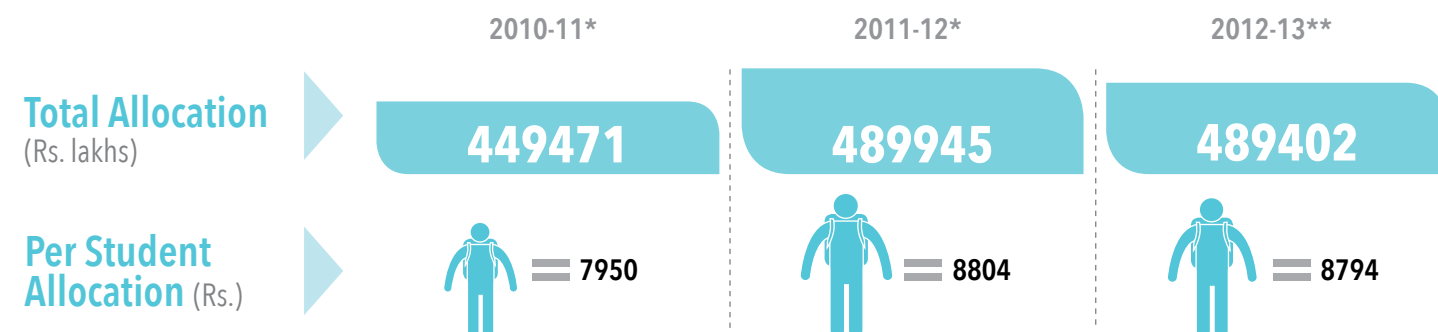
% Schools meeting infrastructure requirements

No. of infrastructure items	2010	2011	2012
0	1	0	1
1	3	4	5
2	11	11	12
3	22	19	22
4	34	36	27
5	21	21	21
6	7	7	10
7	1	1	2

DO SCHOOLS IN ODISHA GET THEIR MONEY?

HOW MUCH DOES ODISHA ALLOCATE TOWARDS ELEMENTARY EDUCATION?

► Odisha's elementary education budget increased by 9% between 2010-11 and 2012-13.



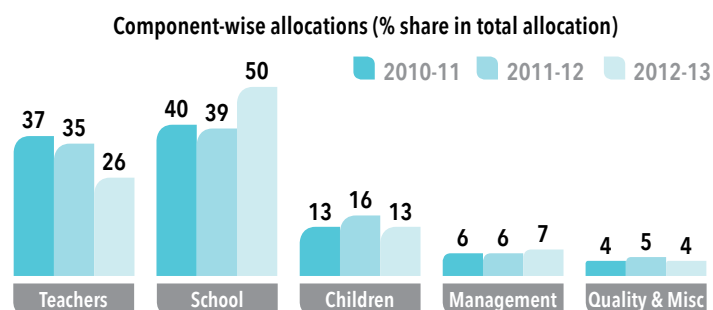
* Revised estimates; ** Budget estimates; Total allocation for elementary education includes mid-day meal

HOW MUCH DOES ODISHA ALLOCATE TO SSA?

► SSA allocations increased by 45%, from 185078 lakhs in 2010-11 to 268096 lakhs in 2012-13.

HOW DOES ODISHA PRIORITISE ITS SSA RESOURCES?

► School infrastructure received the largest share of SSA resources between 2010-11 and 2012-13.



PAISA classified the SSA budget into the following components:

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

School: Civil works and School Maintenance Grant.

Children: Entitlements, mainstreaming out-of-school children, remedial teaching, etc.

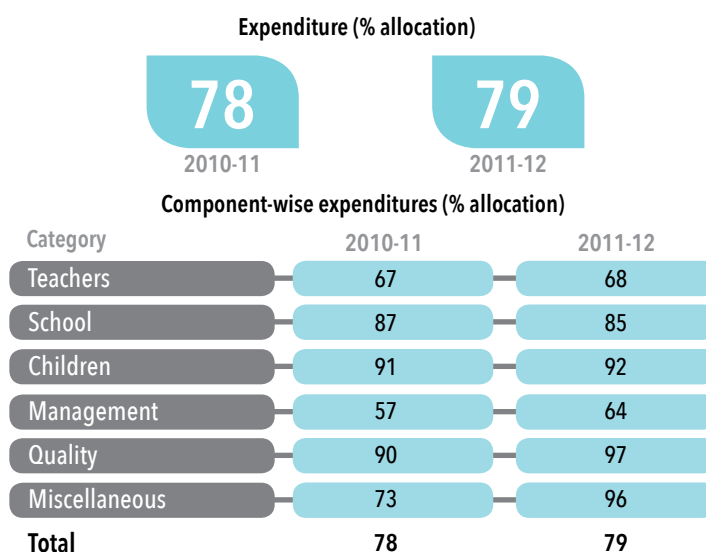
Management: BRCs, CRCs, management and MIS, and research and evaluation.

Quality: Innovation and Learning Enhancement Program (LEP).

Miscellaneous: Community mobilisation and community training.

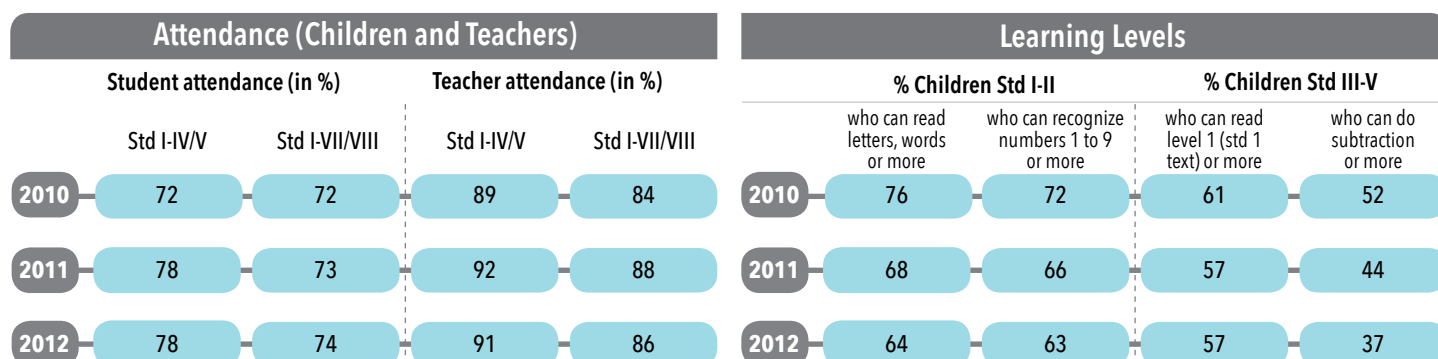
HOW DOES ODISHA SPEND ITS SSA RESOURCES?

► Expenditure has remained steady between 2010-11 and 2011-12.



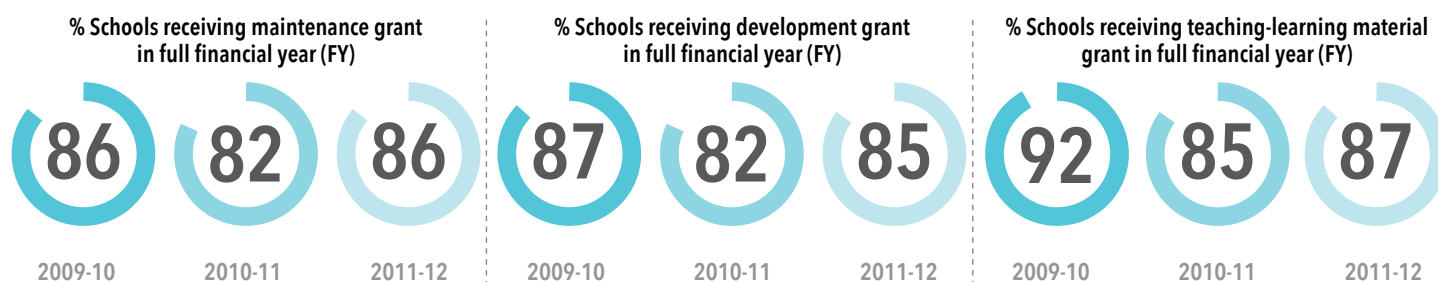
WHAT HAPPENS WITH MONIES SPENT?

► In 2012, 57% children in standard III-V could read a standard I text and 37% could do basic arithmetic.



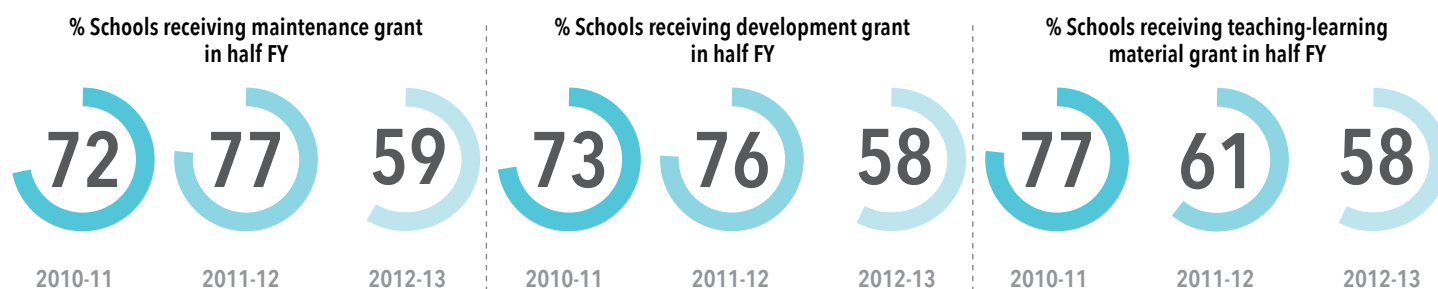
DO SCHOOLS GET THEIR MONEY?

► Over 80% schools received their grants in 2011-12.



WHEN DO SCHOOLS GET THEIR MONEY?

► Significant decline in % of schools receiving grants by November 2012.



DO SCHOOLS GET ALL THEIR MONEY (NUMBER OF GRANTS)?

► 78% schools received all 3 grants in 2011-12. 48% schools received all 3 grants by November 2012.

No. of SSA grants	Full financial year			Half financial year		
	2009-10	2010-11	2011-12	2010-11	2011-12	2012-13
0	2	3	1	14	10	26
1	11	5	7	11	7	14
2	14	12	13	11	29	12
3	73	79	78	64	54	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	
Rs. 5000 per year per Primary School	School equipment, such as black boards, sitting mats etc. Also to buy chalk, dusters, registers, and other office equipment.
Rs. 7000 per year per Upper Primary School	
Rs. 5000 + Rs. 7000 = Rs. 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	
(Rs. 5000 - Rs. 7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including whitewashing, beautification repairing of bathrooms, hand pump repairs, building, boundary wall, playground etc.
(Rs. 7500 - Rs. 10000) per year if the school has more than 3 classrooms	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teaching-learning material grant	
Rs. 500 per teacher per year for teachers in Primary and Upper Primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

► Activities carried out in schools:

	% Schools that carried out activities	
	Apr 2010-Nov 2011	Apr 2011-Nov 2012
Purchase of Furniture	49	77
Purchase of Electrical Fittings	25	29
Repair of Building (Roof, floor, wall)	66	67
Repair of Boundary Wall	34	31
Repair of Drinking Water Facility	48	47
Repair of Toilets	37	29
Whitewash / Plastering	79	91
Painting Blackboard / Display Board	77	92
Purchase of Chalk / Duster / Register	86	92
Purchase of Sitting Mats / Tat Patti	33	36
Purchase of Teaching Material	78	78
Expenditure on School Events	77	71
Bill Payment	27	12

ARE SCHOOLS IN ODISHA 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) ≤ 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 toilets for boys & girls
4. Safe & adequate drinking water facility for students
5. Kitchen in the school where Mid-Day Meal is cooked
6. Playground
7. Arrangement for securing school building by erecting 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?

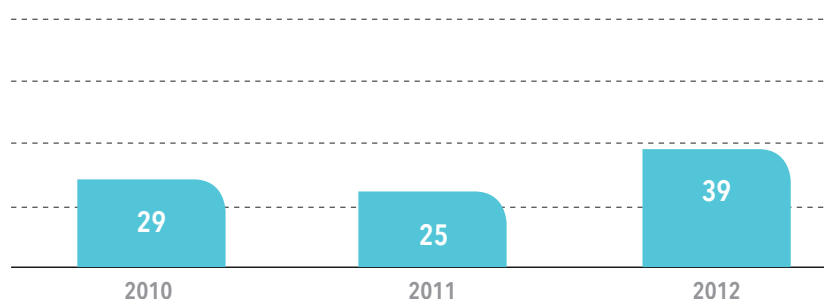
Teachers needed	PTR=30			PTR=35		
	2010	2011	2012	2010	2011	2012
1	25	24	22	23	22	21
2	16	14	15	11	9	11
3	6	7	8	4	5	4
4	6	4	4	3	3	2
≥5	8	10	8	5	6	6
% Schools with shortfall in teachers	61	59	57	47	45	43

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

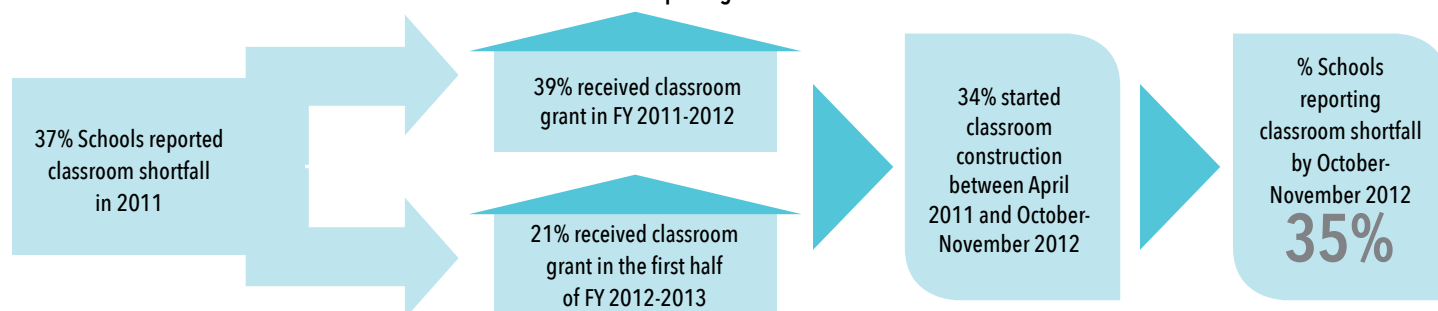
► To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 81% between 2010-11 and 2012-13. How has this money been spent? To what extent have Odisha's schools met the RTE norms?

(TOILETS AND CLASSROOMS)

Shortfall in separate toilet for Girls (% schools)



% Schools reporting classroom shortfall

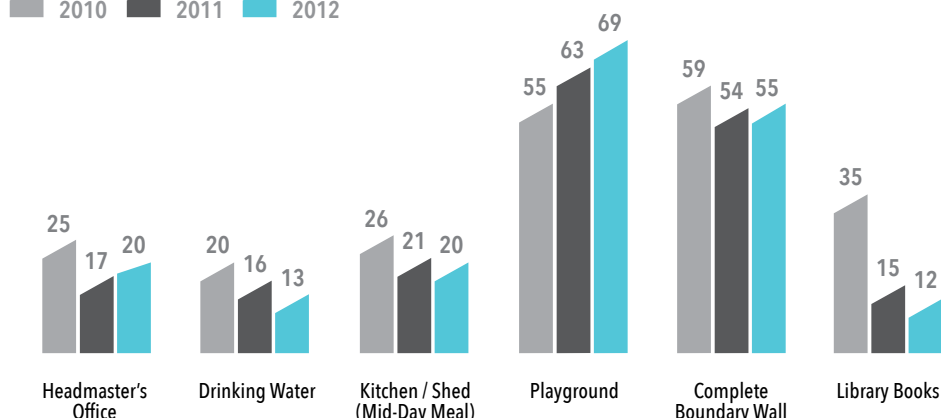


HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

Progress between 2010-12

% Schools with shortfall in meeting RTE requirements

2010 2011 2012



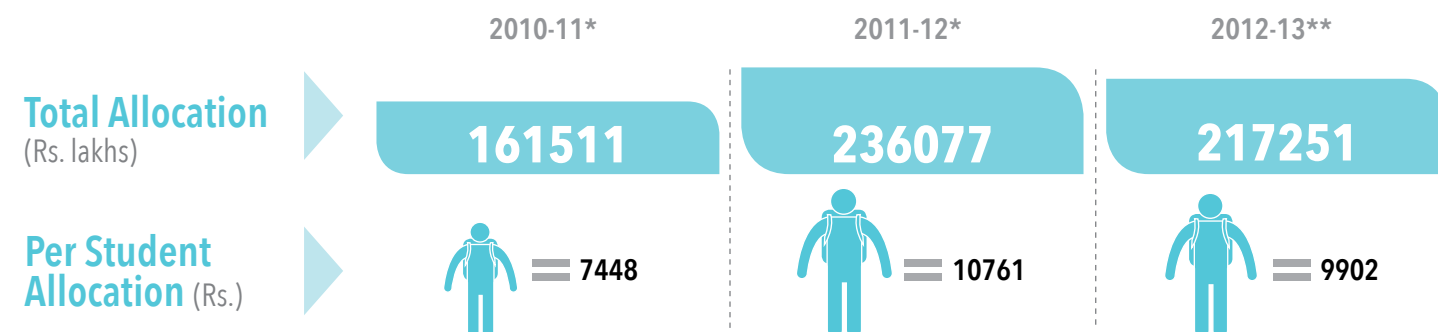
% Schools meeting infrastructure requirements

No. of infrastructure items	2010	2011	2012
0	1	0	1
1	6	2	1
2	12	7	4
3	20	14	16
4	24	23	25
5	23	28	29
6	11	20	18
7	2	6	6

DO SCHOOLS IN PUNJAB GET THEIR MONEY?

HOW MUCH DOES PUNJAB ALLOCATE TOWARDS ELEMENTARY EDUCATION?

► Punjab's elementary education budget increased by 35% between 2010-11 and 2012-13.



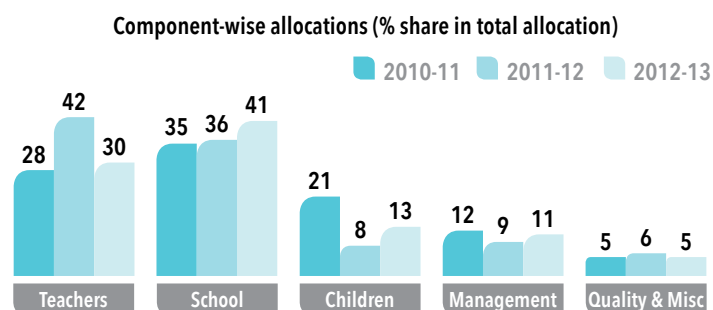
* Revised estimates; ** Budget estimates; Total allocation for elementary education includes mid-day meal

HOW MUCH DOES PUNJAB ALLOCATE TO SSA?

► SSA allocations increased by 56%, from 67039 lakhs in 2010-11 to 104865 lakhs in 2012-13.

HOW DOES PUNJAB PRIORITISE ITS SSA RESOURCES?

► School infrastructure received the largest share of SSA resources in 2010-11 and 2012-13.



PAISA classified the SSA budget into the following components:

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

School: Civil works and School Maintenance Grant.

Children: Entitlements, mainstreaming out-of-school children, remedial teaching, etc.

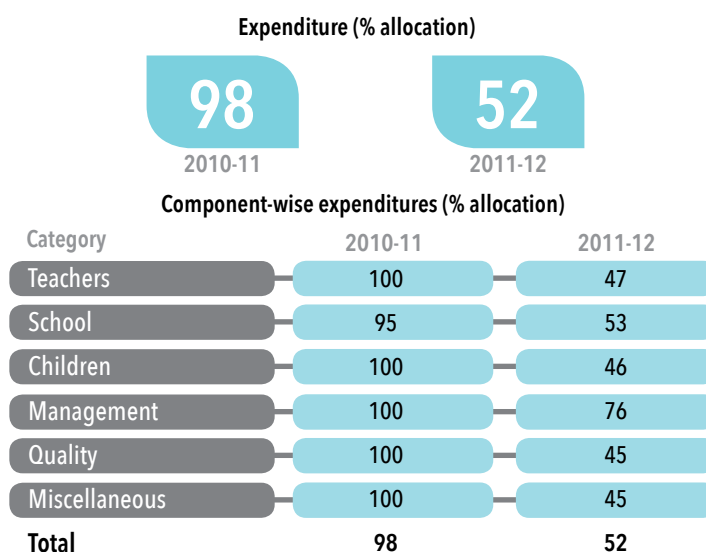
Management: BRCs, CRCs, management and MIS, and research and evaluation.

Quality: Innovation and Learning Enhancement Program (LEP).

Miscellaneous: Community mobilisation and community training.

HOW DOES PUNJAB SPEND ITS SSA RESOURCES?

► Dramatic decline in expenditure between 2010-11 and 2011-12.



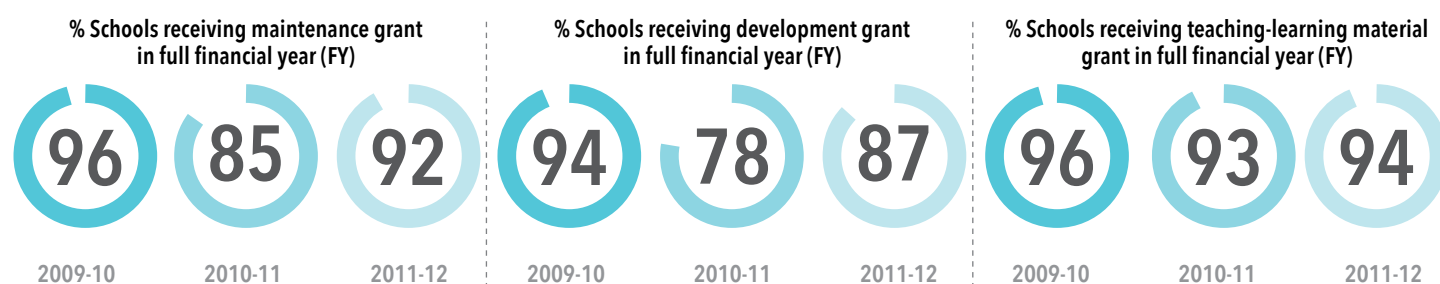
WHAT HAPPENS WITH MONIES SPENT?

► In 2012, 73% children in standard III-V could read a standard I text and 63% could do basic arithmetic.

Attendance (Children and Teachers)					Learning Levels				
	Student attendance (in %)		Teacher attendance (in %)		% Children Std I-II		% Children Std III-V		
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII	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	
2010	83	84	89	85	88	88	74	79	
2011	82	80	87	84	87	91	75	74	
2012	80	82	80	81	86	89	73	63	

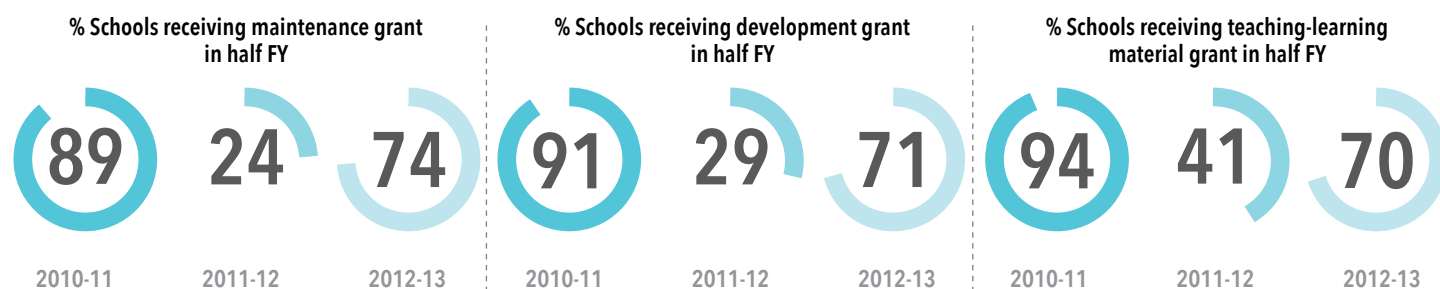
DO SCHOOLS GET THEIR MONEY?

► Over 90% schools report receiving their grants in 2011-12.



WHEN DO SCHOOLS GET THEIR MONEY?

► Dramatic improvement in timing of grant receipt between 2011-12 and 2012-13.



DO SCHOOLS GET ALL THEIR MONEY (NUMBER OF GRANTS)?

► 82% schools received all 3 grants in 2011-12. 60% schools received all 3 grants by November 2012.

No. of SSA grants	Full financial year			Half financial year		
	2009-10	2010-11	2011-12	2010-11	2011-12	2012-13
0	0	2	1	2	43	17
1	7	9	3	10	29	9
2	13	17	14	17	10	15
3	80	72	82	70	18	60

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	
Rs. 5000 per year per Primary School	School equipment, such as black boards, sitting mats etc. Also to buy chalk, dusters, registers, and other office equipment.
Rs. 7000 per year per Upper Primary School	
Rs. 5000 + Rs. 7000 = Rs. 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	
(Rs. 5000 - Rs. 7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including whitewashing, beautification repairing of bathrooms, hand pump repairs, building, boundary wall, playground etc.
(Rs. 7500 - Rs. 10000) per year if the school has more than 3 classrooms	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teaching-learning material grant	
Rs. 500 per teacher per year for teachers in Primary and Upper Primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

► Activities carried out in schools:

	% Schools that carried out activities	
	Apr 2010-Nov 2011	Apr 2011-Nov 2012
Purchase of Furniture	33	40
Purchase of Electrical Fittings	46	51
Repair of Building (Roof, floor, wall)	41	52
Repair of Boundary Wall	23	22
Repair of Drinking Water Facility	48	54
Repair of Toilets	35	43
Whitewash / Plastering	51	52
Painting Blackboard / Display Board	64	69
Purchase of Chalk / Duster / Register	72	77
Purchase of Sitting Mats / Tat Patti	40	38
Purchase of Teaching Material	66	71
Expenditure on School Events	46	46
Bill Payment	50	64

ARE SCHOOLS IN PUNJAB 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) ≤ 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 toilets for boys & girls
4. Safe & adequate drinking water facility for students
5. Kitchen in the school where Mid-Day Meal is cooked
6. Playground
7. Arrangement for securing school building by erecting 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?

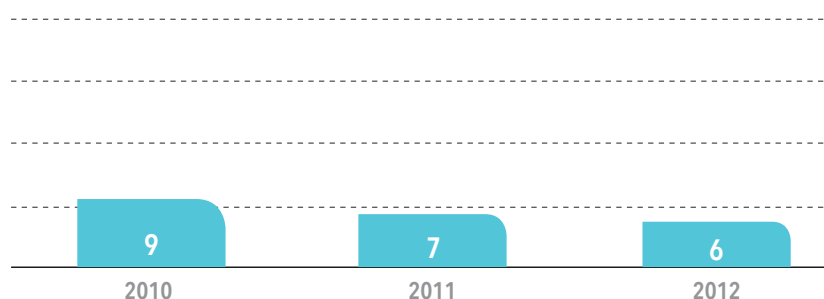
Teachers needed	PTR=30			PTR=35		
	2010	2011	2012	2010	2011	2012
1	22	21	23	18	19	16
2	11	13	11	8	13	11
3	7	10	9	3	5	5
4	2	5	4	4	2	2
≥5	8	7	6	4	3	4
% Schools with shortfall in teachers	51	56	54	36	42	38

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

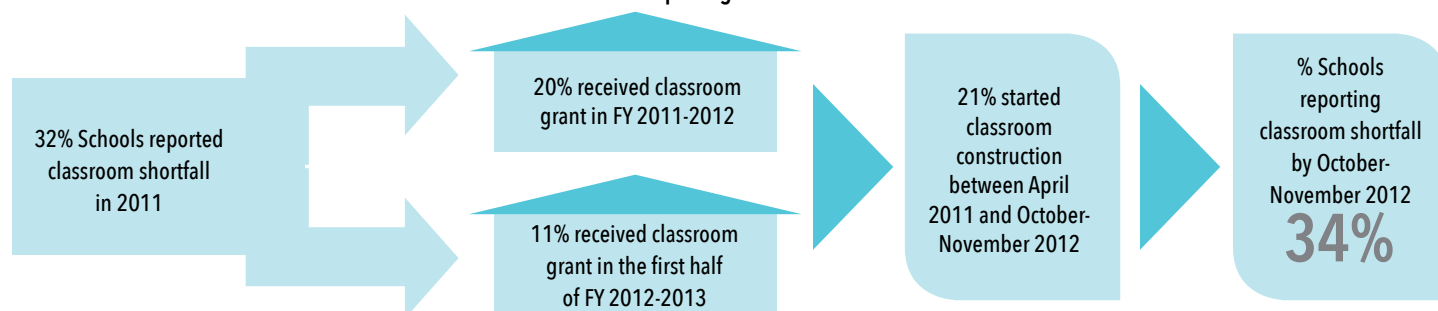
► To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 83% between 2010-11 and 2012-13. How has this money been spent? To what extent have Punjab's schools met the RTE norms?

(TOILETS AND CLASSROOMS)

Shortfall in separate toilet for Girls (% schools)



% Schools reporting classroom shortfall

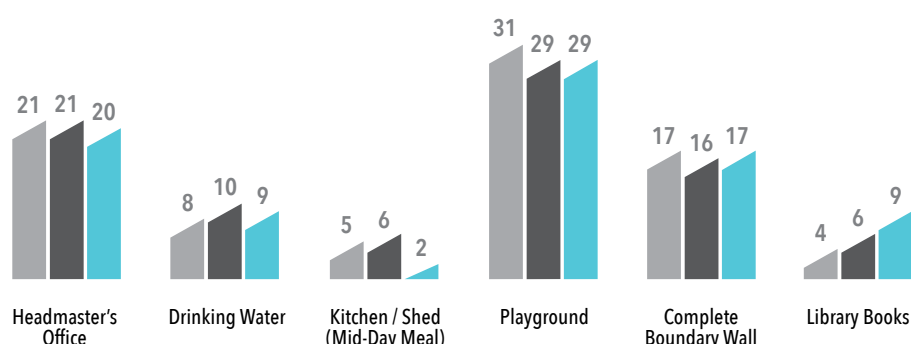


HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

Progress between 2010-12

% Schools with shortfall in meeting RTE requirements

2010 2011 2012



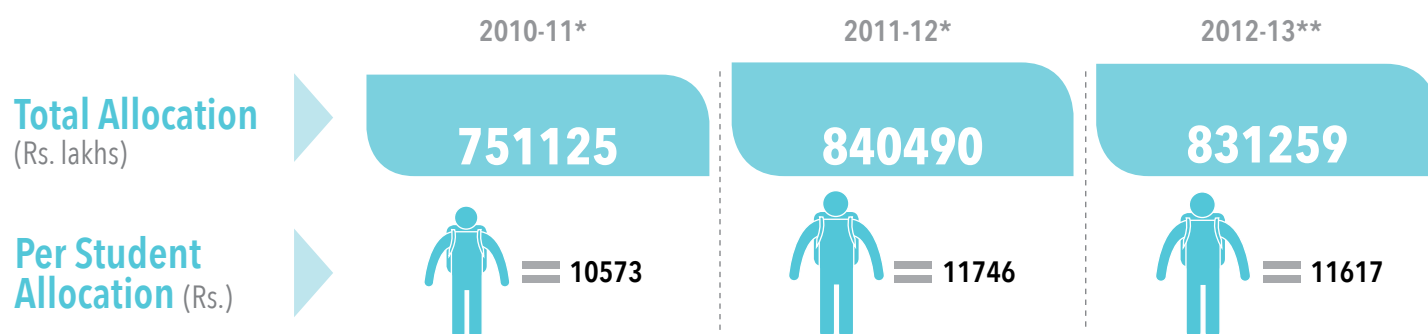
% Schools meeting infrastructure requirements

No. of infrastructure items	2010	2011	2012
0	0	0	0
1	1	1	0
2	0	1	0
3	2	2	2
4	8	8	7
5	24	19	18
6	36	36	39
7	29	34	34

DO SCHOOLS IN RAJASTHAN GET THEIR MONEY?

HOW MUCH DOES RAJASTHAN ALLOCATE TOWARDS ELEMENTARY EDUCATION?

▶ Rajasthan's elementary education budget increased by 11% between 2010-11 and 2012-13.



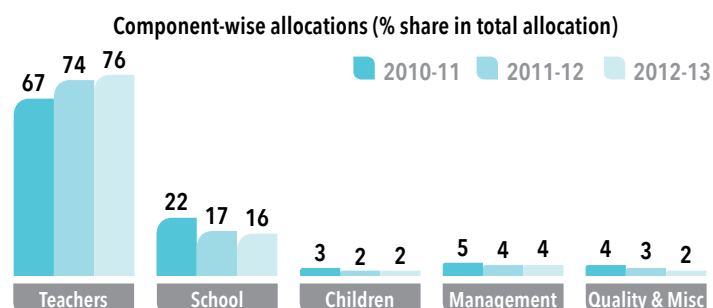
* Revised estimates; ** Budget estimates; Total allocation for elementary education includes mid-day meal

HOW MUCH DOES RAJASTHAN ALLOCATE TO SSA?

▶ SSA allocations increased by 30%, from 301572 lakhs in 2010-11 to 392651 lakhs in 2012-13.

HOW DOES RAJASTHAN PRIORITISE ITS SSA RESOURCES?

▶ Teachers received the largest share of SSA resources between 2010-11 and 2012-13.



PAISA classified the SSA budget into the following components:

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

School: Civil works and School Maintenance Grant.

Children: Entitlements, mainstreaming out-of-school children, remedial teaching, etc.

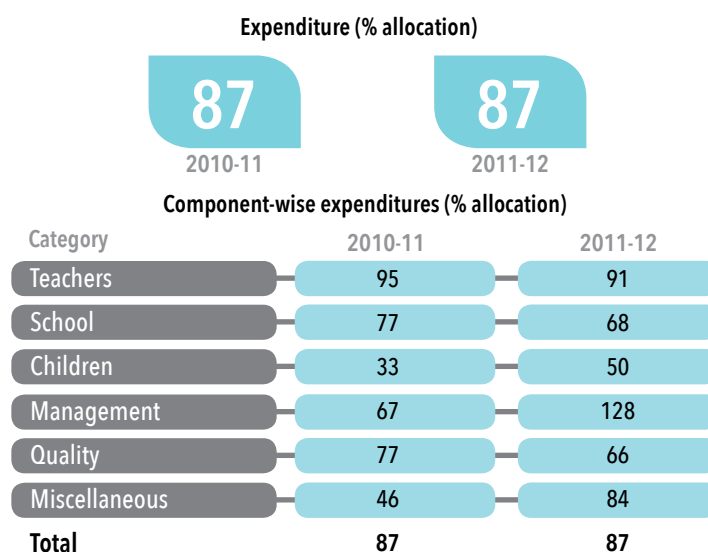
Management: BRCs, CRCs, management and MIS, and research and evaluation.

Quality: Innovation and Learning Enhancement Program (LEP).

Miscellaneous: Community mobilisation and community training.

HOW DOES RAJASTHAN SPEND ITS SSA RESOURCES?

▶ Expenditure remained steady between 2010-11 and 2011-12.



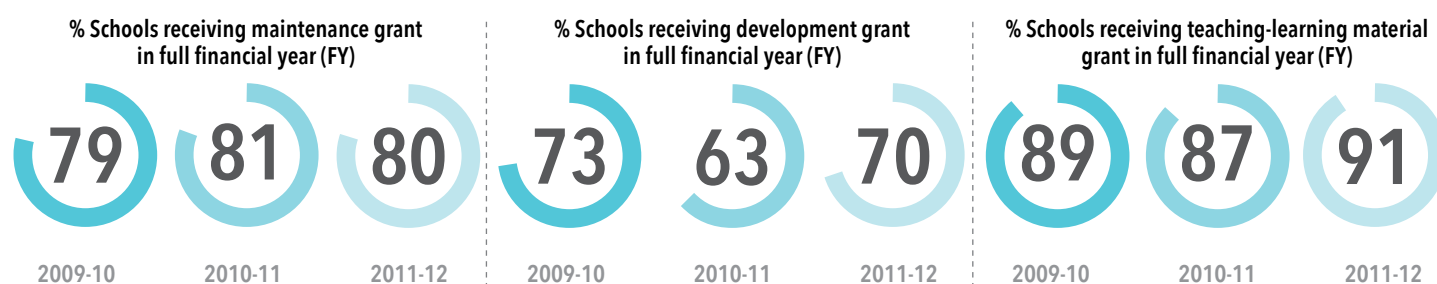
WHAT HAPPENS WITH MONIES SPENT?

▶ In 2012, 48% children in standard III-V could read a standard I text and 33% could do basic arithmetic.

Attendance (Children and Teachers)					Learning Levels				
	Student attendance (in %)		Teacher attendance (in %)		% Children Std I-II		% Children Std III-V		
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII	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	
2010	71	74	90	88	70	71	57	50	
2011	70	71	91	86	66	67	53	40	
2012	66	68	91	88	59	65	48	33	

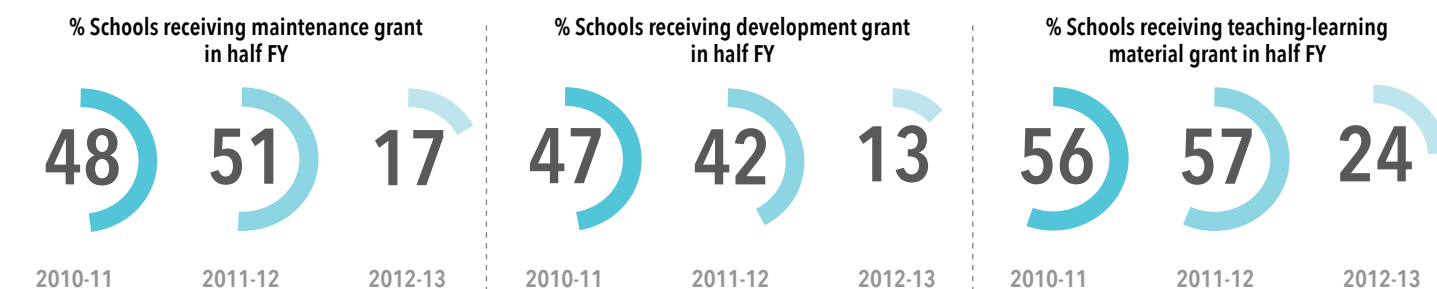
DO SCHOOLS GET THEIR MONEY?

► Significant gap in grant receipts with fewer schools receiving the SDG in 2011-12.



WHEN DO SCHOOLS GET THEIR MONEY?

► Dramatic decline in % of schools receiving grants by November 2012.



DO SCHOOLS GET ALL THEIR MONEY (NUMBER OF GRANTS)?

► 58% schools received all 3 grants in 2011-12. 9% schools received all 3 grants by November 2012.

No. of SSA grants	Full financial year			Half financial year		
	2009-10	2010-11	2011-12	2010-11	2011-12	2012-13
0	5	5	4	32	31	70
1	10	9	7	13	13	12
2	30	32	31	25	26	8
3	55	54	58	30	30	9

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	
Rs. 5000 per year per Primary School	School equipment, such as black boards, sitting mats etc. Also to buy chalk, dusters, registers, and other office equipment.
Rs. 7000 per year per Upper Primary School	
Rs. 5000 + Rs. 7000 = Rs. 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	
(Rs. 5000 - Rs. 7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including whitewashing, beautification repairing of bathrooms, hand pump repairs, building, boundary wall, playground etc.
(Rs. 7500 - Rs. 10000) per year if the school has more than 3 classrooms	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teaching-learning material grant	
Rs. 500 per teacher per year for teachers in Primary and Upper Primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

► Activities carried out in schools:

	% Schools that carried out activities	
	Apr 2010-Nov 2011	Apr 2011-Nov 2012
Purchase of Furniture	42	38
Purchase of Electrical Fittings	34	27
Repair of Building (Roof, floor, wall)	47	42
Repair of Boundary Wall	21	17
Repair of Drinking Water Facility	37	28
Repair of Toilets	29	23
Whitewash / Plastering	49	49
Painting Blackboard / Display Board	64	62
Purchase of Chalk / Duster / Register	89	93
Purchase of Sitting Mats / Tat Patti	44	36
Purchase of Teaching Material	77	76
Expenditure on School Events	56	55
Bill Payment	49	51

ARE SCHOOLS IN RAJASTHAN 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) ≤ 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 toilets for boys & girls
4. Safe & adequate drinking water facility for students
5. Kitchen in the school where Mid-Day Meal is cooked
6. Playground
7. Arrangement for securing school building by erecting 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?

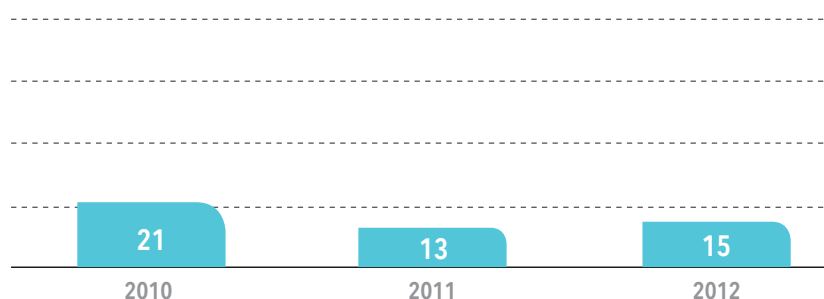
Teachers needed	PTR=30			PTR=35		
	2010	2011	2012	2010	2011	2012
1	20	19	16	14	16	14
2	11	13	10	10	9	7
3	9	6	5	5	4	4
4	5	4	3	2	3	2
≥5	4	6	4	2	3	2
% Schools with shortfall in teachers	48	48	37	33	34	28

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

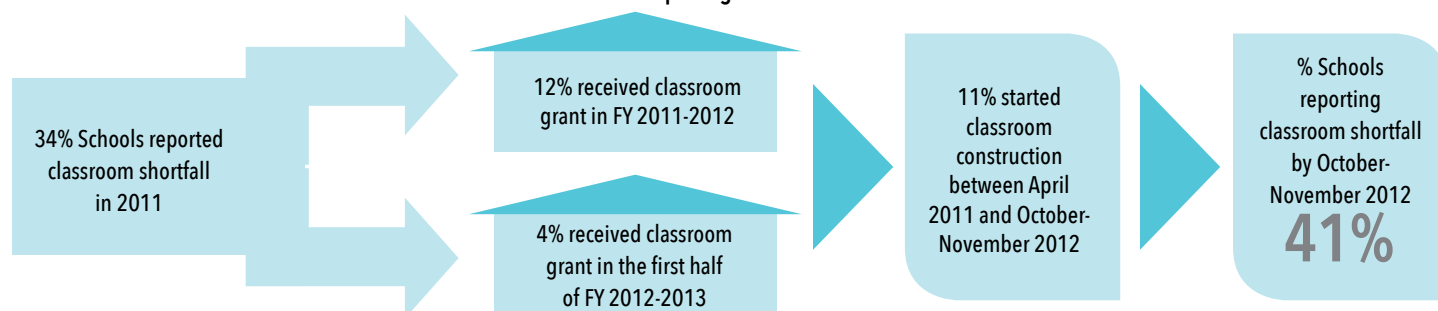
► The SSA infrastructure budget decreased by 6% between 2010-11 and 2012-13. How has this money been spent? To what extent have Rajasthan's schools met the RTE norms?

(TOILETS AND CLASSROOMS)

Shortfall in separate toilet for Girls (% schools)



% Schools reporting classroom shortfall

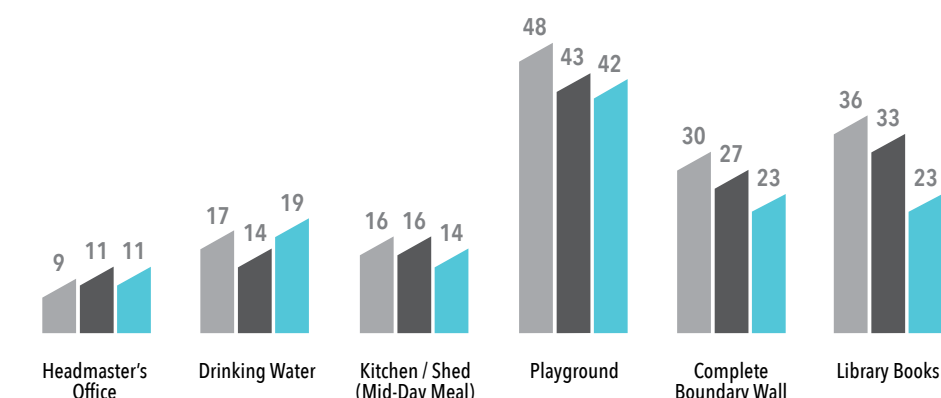


HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

Progress between 2010-12

% Schools with shortfall in meeting RTE requirements

2010 2011 2012



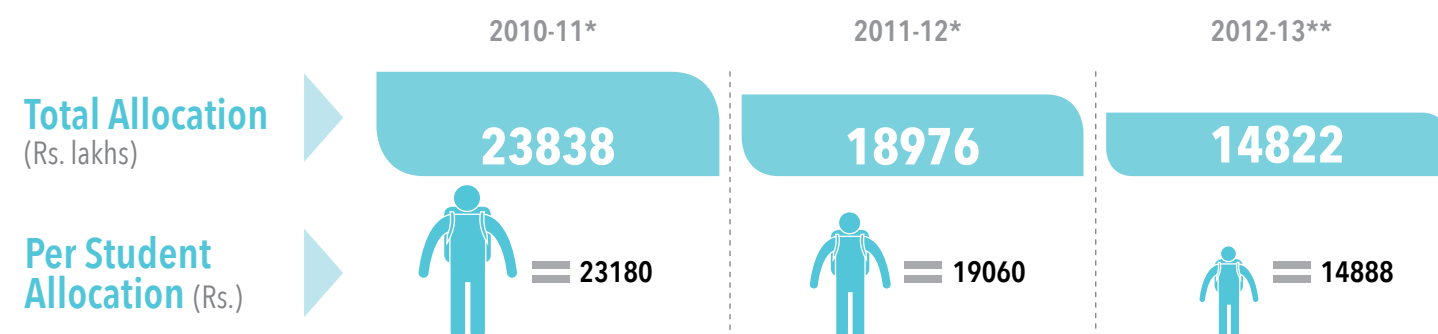
% Schools meeting infrastructure requirements

No. of infrastructure items	2010	2011	2012
0	0	0	0
1	1	1	0
2	3	3	2
3	9	8	5
4	19	16	15
5	27	25	25
6	25	28	31
7	14	19	22

DO SCHOOLS IN SIKKIM GET THEIR MONEY?

HOW MUCH DOES SIKKIM ALLOCATE TOWARDS ELEMENTARY EDUCATION?

► Sikkim's elementary education budget decreased by 38% between 2010-11 and 2012-13.



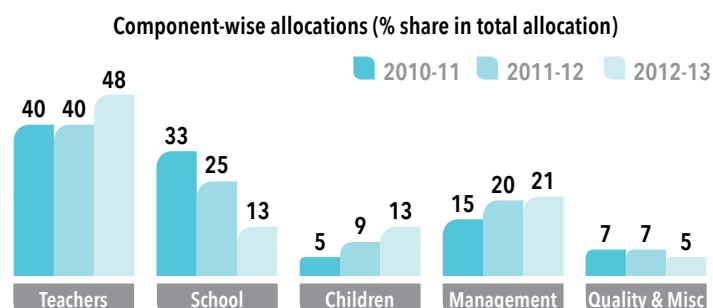
* Revised estimates; ** Budget estimates; Total allocation for elementary education includes mid-day meal

HOW MUCH DOES SIKKIM ALLOCATE TO SSA?

► SSA allocations remained largely the same. 5705 lakhs were allocated in 2010-11 and 5616 lakhs in 2012-13.

HOW DOES SIKKIM PRIORITISE ITS SSA RESOURCES?

► Teachers received the largest share of SSA resources between 2010-11 and 2012-13.



PAISA classified the SSA budget into the following components:

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

School: Civil works and School Maintenance Grant.

Children: Entitlements, mainstreaming out-of-school children, remedial teaching, etc.

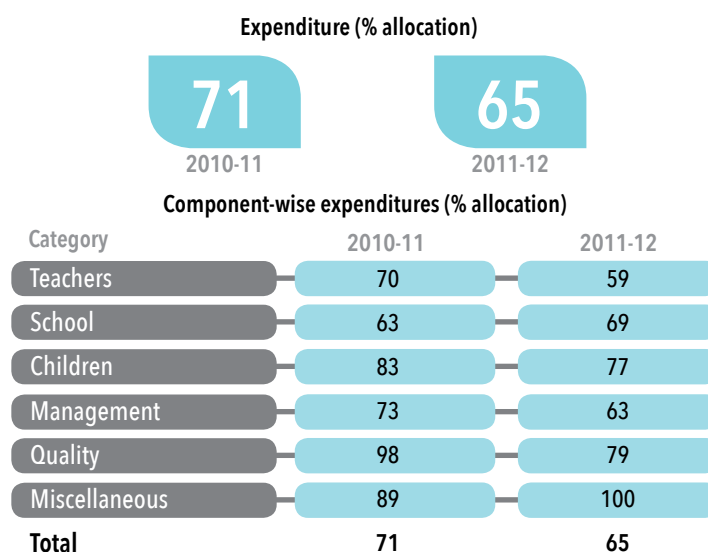
Management: BRCs, CRCs, management and MIS, and research and evaluation.

Quality: Innovation and Learning Enhancement Program (LEP).

Miscellaneous: Community mobilisation and community training.

HOW DOES SIKKIM SPEND ITS SSA RESOURCES?

► Expenditure has dipped between 2010-11 and 2011-12.



WHAT HAPPENS WITH MONIES SPENT?

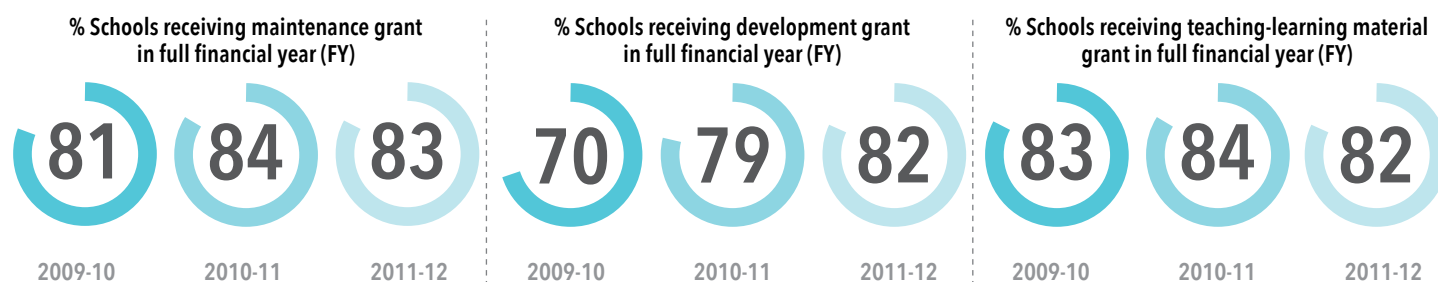
► In 2012, 76% children in standard III-V could read a standard I text and 72% could do basic arithmetic.

Attendance (Children and Teachers)					Learning Levels				
Student attendance (in %)		Teacher attendance (in %)			% Children Std I-II		% Children Std III-V		
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII		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
2010	84	83	79	82	2010	97	98	76	73
2011	NA	NA	NA	NA	2011	NA	NA	NA	NA
2012	NA	NA	NA	NA	2012	99	97	76	72

(No Sikkim in ASER 2011; the figures are from ASER 2010)

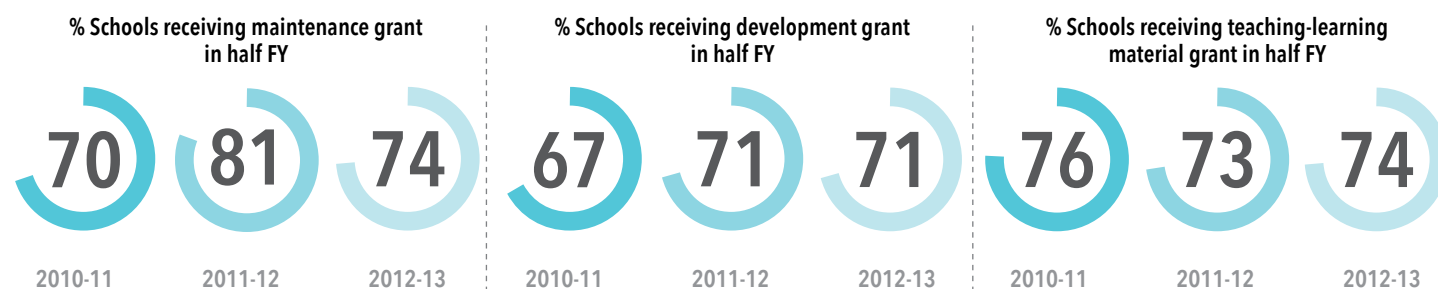
DO SCHOOLS GET THEIR MONEY?

► Over 80% schools received grants in 2011-12.



WHEN DO SCHOOLS GET THEIR MONEY?

► Over 70% schools received grants by November 2012.



DO SCHOOLS GET ALL THEIR MONEY (NUMBER OF GRANTS)?

► 78% schools received all 3 grants in 2011-12. 74% schools received all 3 grants by November 2012.

No. of SSA grants	Full financial year			Half financial year		
	2009-10	2010-11	2011-12	2010-11	2011-12	2012-13
0	4	6	0	18	14	13
1	23	3	8	18	7	6
2	15	11	14	10	7	6
3	57	80	78	54	72	74

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	
Rs. 5000 per year per Primary School	School equipment, such as black boards, sitting mats etc. Also to buy chalk, dusters, registers, and other office equipment.
Rs. 7000 per year per Upper Primary School	
Rs. 5000 + Rs. 7000 = Rs. 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	
(Rs. 5000 - Rs. 7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including whitewashing, beautification repairing of bathrooms, hand pump repairs, building, boundary wall, playground etc.
(Rs. 7500 - Rs. 10000) per year if the school has more than 3 classrooms	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teaching-learning material grant	
Rs. 500 per teacher per year for teachers in Primary and Upper Primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

► Activities carried out in schools:

	% Schools that carried out activities	
	Apr 2010-Nov 2011	Apr 2011-Nov 2012
Purchase of Furniture	61	49
Purchase of Electrical Fittings	59	52
Repair of Building (Roof, floor, wall)	65	80
Repair of Boundary Wall	28	18
Repair of Drinking Water Facility	39	48
Repair of Toilets	55	43
Whitewash / Plastering	59	71
Painting Blackboard / Display Board	86	79
Purchase of Chalk / Duster / Register	100	90
Purchase of Sitting Mats / Tat Patti	44	28
Purchase of Teaching Material	93	88
Expenditure on School Events	83	85
Bill Payment	57	65

ARE SCHOOLS IN SIKKIM 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) ≤ 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 toilets for boys & girls
4. Safe & adequate drinking water facility for students
5. Kitchen in the school where Mid-Day Meal is cooked
6. Playground
7. Arrangement for securing school building by erecting 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?

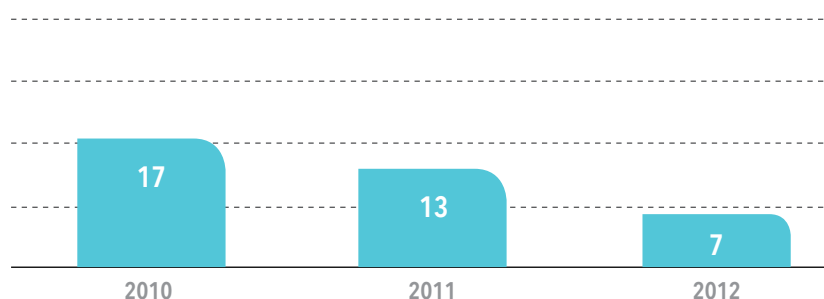
Teachers needed	PTR=30			PTR=35		
	2010	2011	2012	2010	2011	2012
1	2	0	0	0	0	0
2	0	0	3	0	0	6
3	0	0	6	0	0	3
4	2	0	0	2	0	0
≥5	0	3	0	0	3	0
% Schools with shortfall in teachers	3	3	9	2	3	9

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

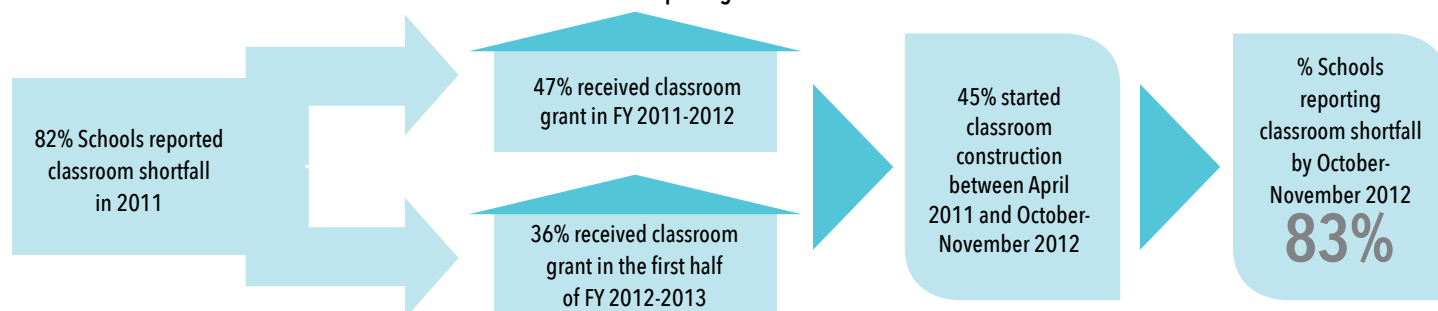
► The SSA infrastructure budget decreased by 62% between 2010-11 and 2012-13. How has this money been spent? To what extent have Sikkim's schools met the RTE norms?

(TOILETS AND CLASSROOMS)

Shortfall in separate toilet for Girls (% schools)



% Schools reporting classroom shortfall

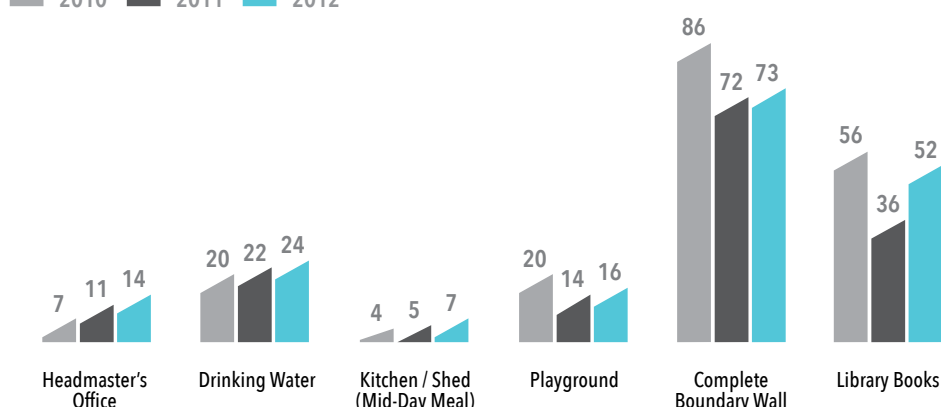


HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

Progress between 2010-12

% Schools with shortfall in meeting RTE requirements

2010 2011 2012



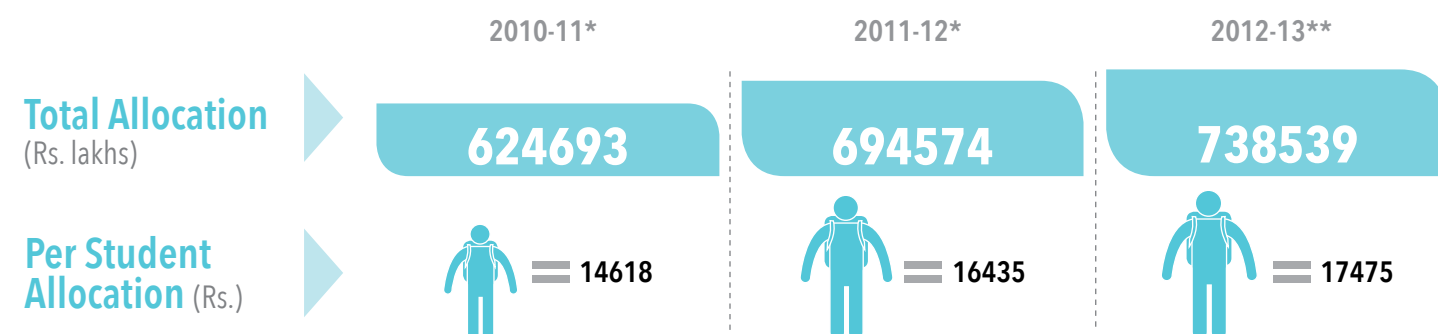
% Schools meeting infrastructure requirements

No. of infrastructure items	2010	2011	2012
0	0	0	0
1	0	0	0
2	3	3	2
3	7	13	7
4	29	18	24
5	35	32	33
6	20	21	31
7	6	13	2

DO SCHOOLS IN TAMIL NADU GET THEIR MONEY?

HOW MUCH DOES TAMIL NADU ALLOCATE TOWARDS ELEMENTARY EDUCATION?

► Tamil Nadu's elementary education budget increased by 18% between 2010-11 and 2012-13.



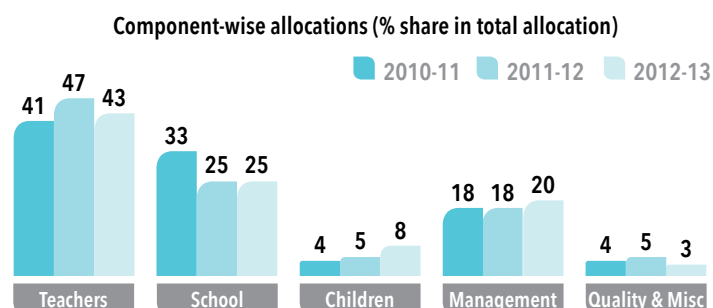
* Revised estimates; ** Budget estimates; Total allocation for elementary education includes mid-day meal

HOW MUCH DOES TAMIL NADU ALLOCATE TO SSA?

► SSA allocations increased by 35%, from 145552 lakhs in 2010-11 to 196716 lakhs in 2012-13.

HOW DOES TAMIL NADU PRIORITISE ITS SSA RESOURCES?

► Teachers received the largest share of SSA resources between 2010-11 and 2012-13.



PAISA classified the SSA budget into the following components:

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

School: Civil works and School Maintenance Grant.

Children: Entitlements, mainstreaming out-of-school children, remedial teaching, etc.

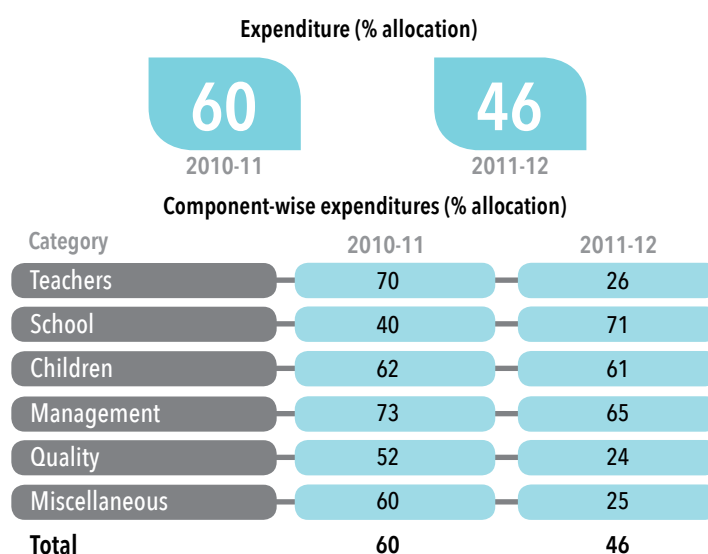
Management: BRCs, CRCs, management and MIS, and research and evaluation.

Quality: Innovation and Learning Enhancement Program (LEP).

Miscellaneous: Community mobilisation and community training.

HOW DOES TAMIL NADU SPEND ITS SSA RESOURCES?

► Significant dip in expenditure between 2010-11 and 2011-12.



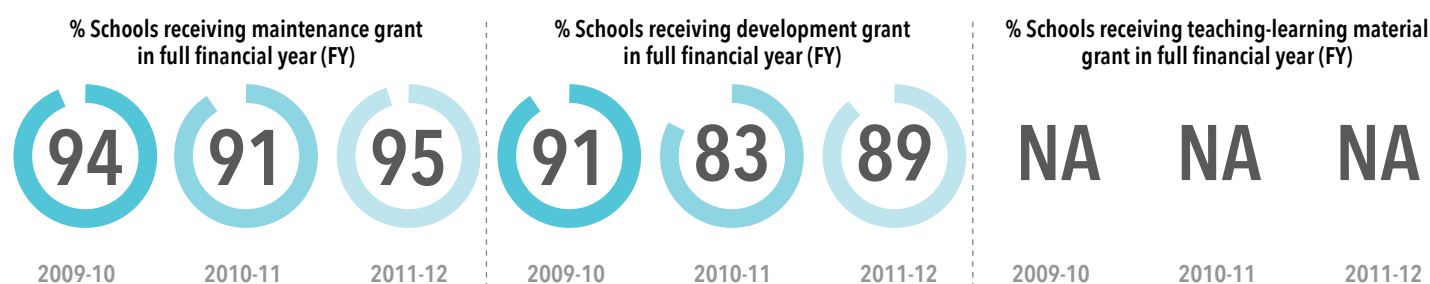
WHAT HAPPENS WITH MONIES SPENT?

► In 2012, 49% children in standard III-V could read a standard I text and 39% could do basic arithmetic.

Attendance (Children and Teachers)					Learning Levels				
	Student attendance (in %)		Teacher attendance (in %)			% Children Std I-II		% Children Std III-V	
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII		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
2010	90	91	87	80	2010	63	68	53	43
2011	90	89	92	89	2011	63	69	50	42
2012	91	89	94	88	2012	59	68	49	39

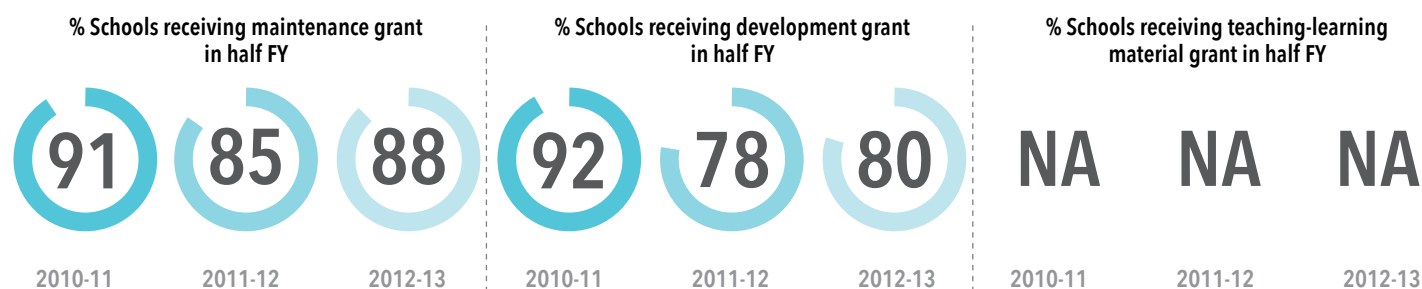
DO SCHOOLS GET THEIR MONEY?

► Over 90% schools received their grants in 2011-12.



WHEN DO SCHOOLS GET THEIR MONEY?

► Over 80% schools received their grants by November 2012.



DO SCHOOLS GET ALL THEIR MONEY (NUMBER OF GRANTS)?

► 86% schools received both grants in 2011-12. 78% schools received both grants by November 2012.

No. of SSA grants	Full financial year			Half financial year		
	2009-10	2010-11	2011-12	2010-11	2011-12	2012-13
0	1	3	1	3	9	8
1	21	18	12	20	16	14
2	78	80	86	77	76	78
3	NA	NA	NA	NA	NA	NA

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	
Rs. 5000 per year per Primary School	School equipment, such as black boards, sitting mats etc. Also to buy chalk, dusters, registers, and other office equipment.
Rs. 7000 per year per Upper Primary School	
Rs. 5000 + Rs. 7000 = Rs. 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	
(Rs. 5000 - Rs. 7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including whitewashing, beautification repairing of bathrooms, hand pump repairs, building, boundary wall, playground etc.
(Rs. 7500 - Rs. 10000) per year if the school has more than 3 classrooms	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teaching-learning material grant	
Rs. 500 per teacher per year for teachers in Primary and Upper Primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

► Activities carried out in schools:

	% Schools that carried out activities	
	Apr 2010-Nov 2011	Apr 2011-Nov 2012
Purchase of Furniture	52	42
Purchase of Electrical Fittings	63	58
Repair of Building (Roof, floor, wall)	53	49
Repair of Boundary Wall	29	31
Repair of Drinking Water Facility	61	63
Repair of Toilets	51	57
Whitewash / Plastering	58	52
Painting Blackboard / Display Board	85	82
Purchase of Chalk / Duster / Register	93	91
Purchase of Sitting Mats / Tat Patti	83	77
Purchase of Teaching Material	84	84
Expenditure on School Events	59	57
Bill Payment	54	54

ARE SCHOOLS IN TAMIL NADU 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) ≤ 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 toilets for boys & girls
4. Safe & adequate drinking water facility for students
5. Kitchen in the school where Mid-Day Meal is cooked
6. Playground
7. Arrangement for securing school building by erecting 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?

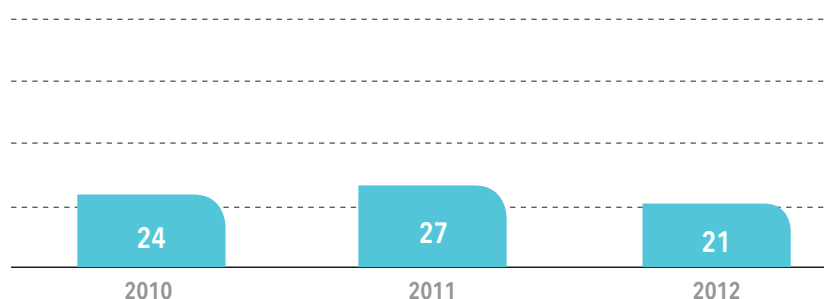
Teachers needed	PTR=30			PTR=35		
	2010	2011	2012	2010	2011	2012
1	19	16	16	12	10	10
2	11	5	4	5	1	2
3	3	1	1	2	1	1
4	3	1	1	0	0	1
≥5	1	1	2	1	1	1
% Schools with shortfall in teachers	37	25	24	21	13	14

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

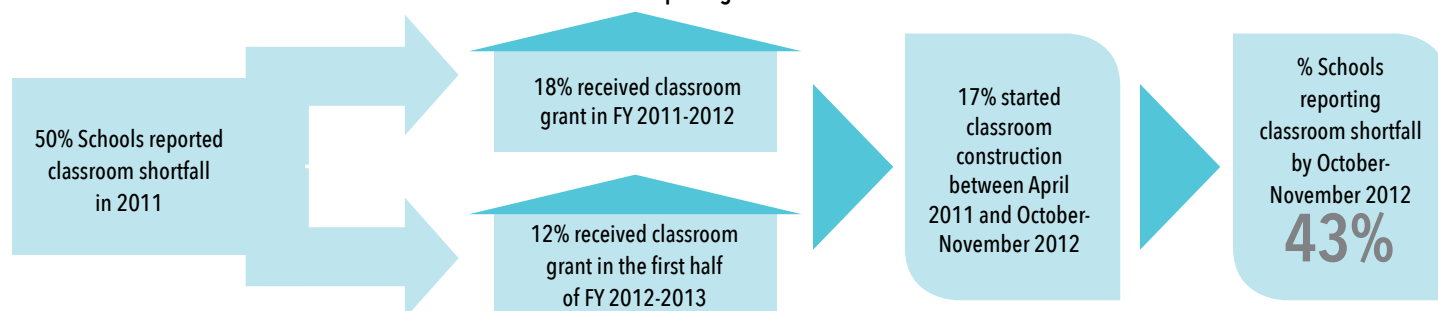
► To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 4% between 2010-11 and 2012-13. How has this money been spent? To what extent have Tamil Nadu's schools met the RTE norms?

(TOILETS AND CLASSROOMS)

Shortfall in separate toilet for Girls (% schools)



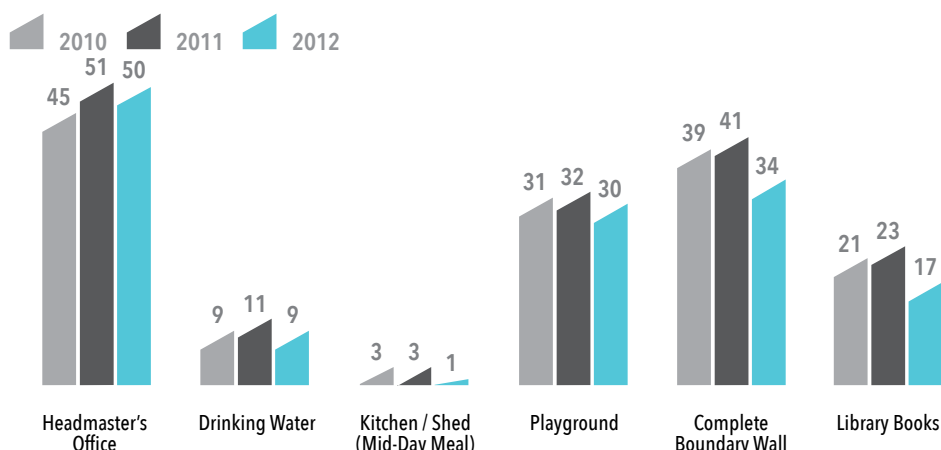
% Schools reporting classroom shortfall



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

Progress between 2010-12

% Schools with shortfall in meeting RTE requirements



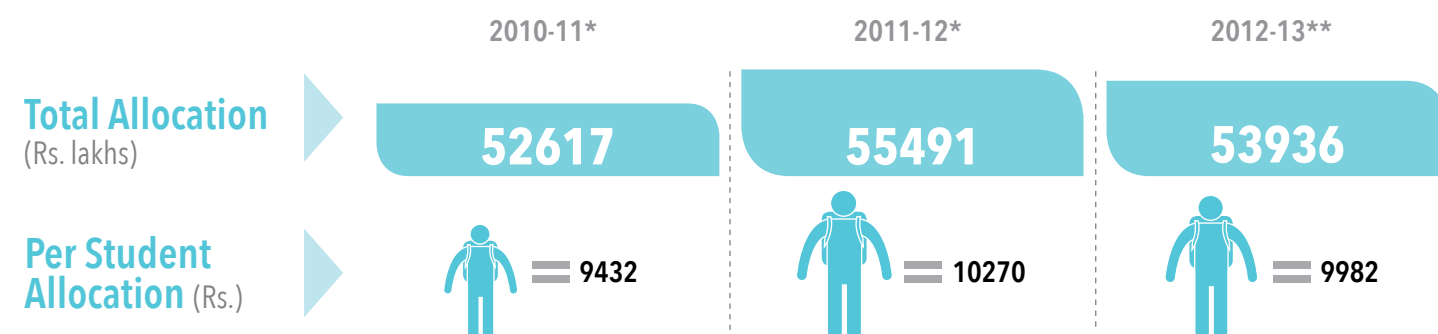
% Schools meeting infrastructure requirements

No. of infrastructure items	2010	2011	2012
0	1	1	0
1	0	2	0
2	5	6	2
3	8	10	9
4	23	21	18
5	26	26	27
6	24	22	26
7	13	13	19

DO SCHOOLS IN TRIPURA GET THEIR MONEY?

HOW MUCH DOES TRIPURA ALLOCATE TOWARDS ELEMENTARY EDUCATION?

► No discernible change in Tripura's elementary education budget between 2010-11 and 2012-13.



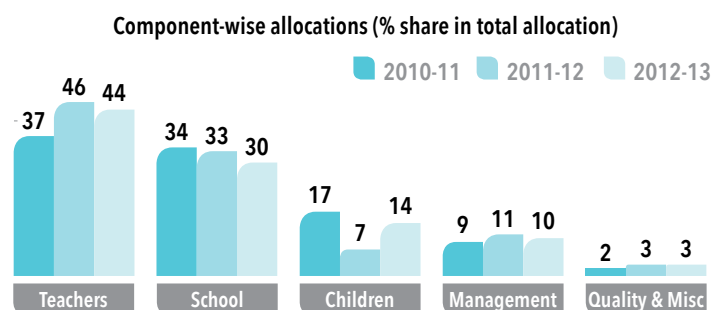
* Revised estimates; ** Budget estimates; Total allocation for elementary education includes mid-day meal

HOW MUCH DOES TRIPURA ALLOCATE TO SSA?

► SSA allocations increased by 20%, from 19868 lakhs in 2010-11 to 23834 lakhs in 2012-13.

HOW DOES TRIPURA PRIORITISE ITS SSA RESOURCES?

► Teachers received the largest share of SSA resources between 2010-11 and 2012-13.



PAISA classified the SSA budget into the following components:

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

School: Civil works and School Maintenance Grant.

Children: Entitlements, mainstreaming out-of-school children, remedial teaching, etc.

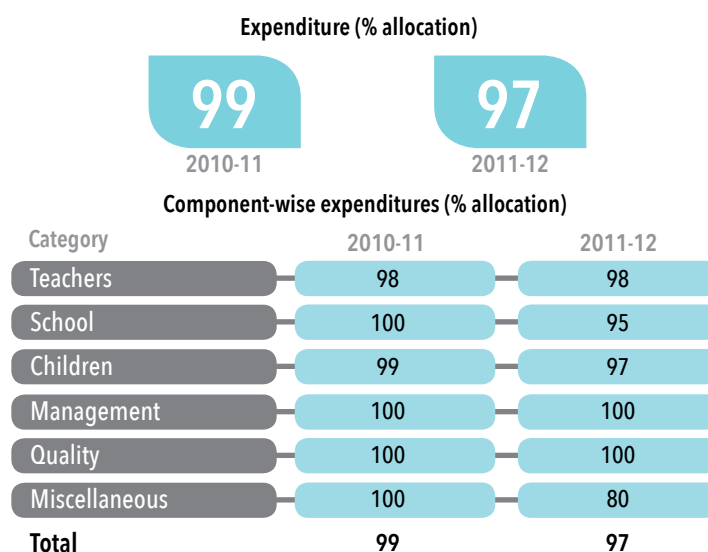
Management: BRCs, CRCs, management and MIS, and research and evaluation.

Quality: Innovation and Learning Enhancement Program (LEP).

Miscellaneous: Community mobilisation and community training.

HOW DOES TRIPURA SPEND ITS SSA RESOURCES?

► Tripura spent over 90% of its allocation in 2010-11 and 2011-12.



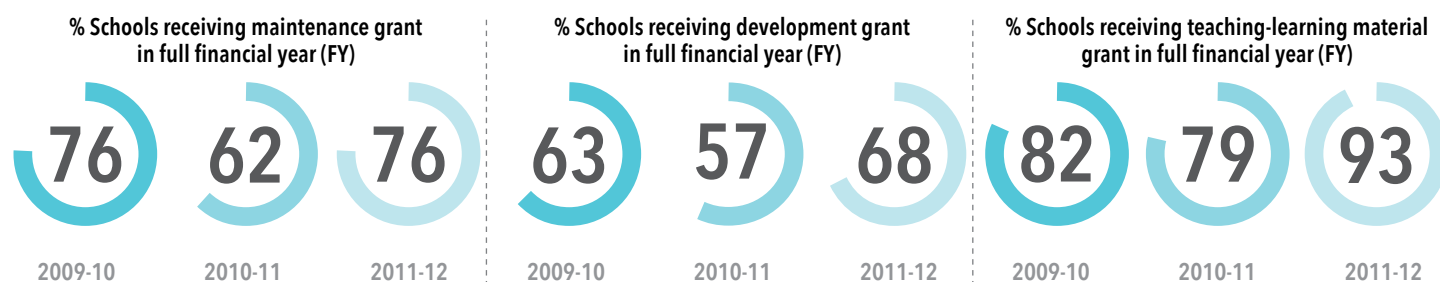
WHAT HAPPENS WITH MONIES SPENT?

► In 2012, 56% children in standard III-V could read a standard I text and 48% could do basic arithmetic.

Attendance (Children and Teachers)					Learning Levels				
	Student attendance (in %)		Teacher attendance (in %)			% Children Std I-II		% Children Std III-V	
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII		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
2010	68	62	88	82	2010	95	95	70	65
2011	67	63	87	79	2011	89	93	72	68
2012	NA	62	NA	82	2012	86	92	56	48

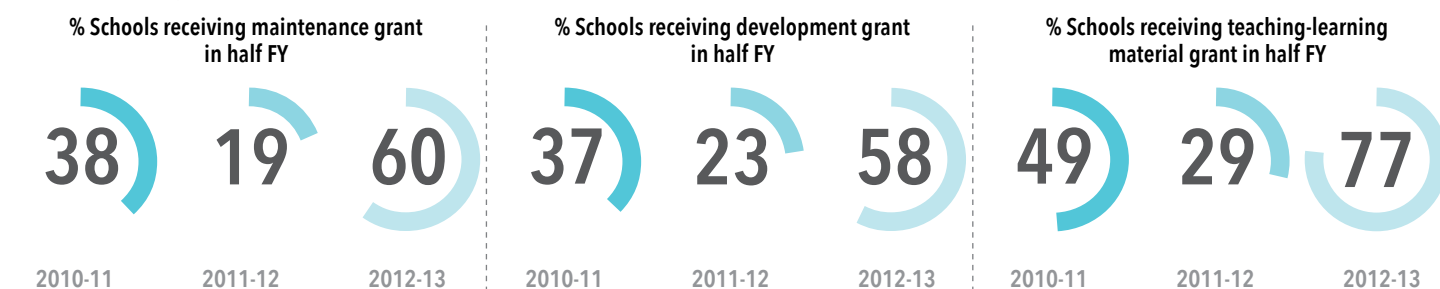
DO SCHOOLS GET THEIR MONEY?

► Significant increase in % of schools receiving grants between 2010-11 and 2011-12.



WHEN DO SCHOOLS GET THEIR MONEY?

► Dramatic improvement in % of schools receiving grants by November 2012-13.



DO SCHOOLS GET ALL THEIR MONEY (NUMBER OF GRANTS)?

► 63% schools received all 3 grants in 2011-12. 52% schools received all 3 grants by November 2012.

No. of SSA grants	Full financial year			Half financial year		
	2009-10	2010-11	2011-12	2010-11	2011-12	2012-13
0	11	6	1	46	60	14
1	13	19	13	10	14	17
2	29	29	23	16	15	17
3	47	46	63	29	11	52

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	
Rs. 5000 per year per Primary School	School equipment, such as black boards, sitting mats etc. Also to buy chalk, dusters, registers, and other office equipment.
Rs. 7000 per year per Upper Primary School	
Rs. 5000 + Rs. 7000 = Rs. 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	
(Rs. 5000 - Rs. 7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including whitewashing, beautification repairing of bathrooms, hand pump repairs, building, boundary wall, playground etc.
(Rs. 7500 - Rs. 10000) per year if the school has more than 3 classrooms	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teaching-learning material grant	
Rs. 500 per teacher per year for teachers in Primary and Upper Primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

► Activities carried out in schools:

	% Schools that carried out activities	
	Apr 2010-Nov 2011	Apr 2011-Nov 2012
Purchase of Furniture	NA	42
Purchase of Electrical Fittings	NA	17
Repair of Building (Roof, floor, wall)	NA	49
Repair of Boundary Wall	NA	16
Repair of Drinking Water Facility	NA	35
Repair of Toilets	NA	41
Whitewash / Plastering	NA	44
Painting Blackboard / Display Board	NA	44
Purchase of Chalk / Duster / Register	NA	89
Purchase of Sitting Mats / Tat Patti	NA	14
Purchase of Teaching Material	NA	74
Expenditure on School Events	NA	71
Bill Payment	NA	23

ARE SCHOOLS IN TRIPURA 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) ≤ 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 toilets for boys & girls
4. Safe & adequate drinking water facility for students
5. Kitchen in the school where Mid-Day Meal is cooked
6. Playground
7. Arrangement for securing school building by erecting 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?

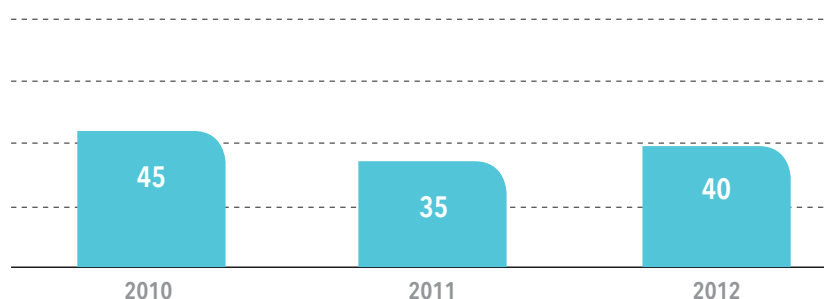
Teachers needed	PTR=30			PTR=35		
	2010	2011	2012	2010	2011	2012
1	10	10	3	8	7	5
2	7	7	5	2	3	2
3	1	2	1	4	3	1
4	2	3	1	2	1	2
≥5	11	2	5	7	1	2
% Schools with shortfall in teachers	31	24	15	23	15	12

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

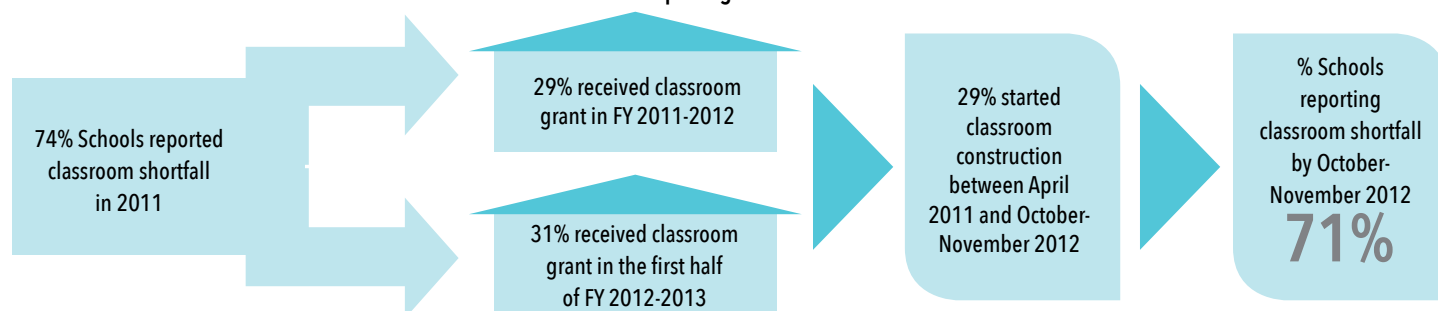
► To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 4% between 2010-11 and 2012-13. How has this money been spent? To what extent have Tripura's schools met the RTE norms?

(TOILETS AND CLASSROOMS)

Shortfall in separate toilet for Girls (% schools)



% Schools reporting classroom shortfall

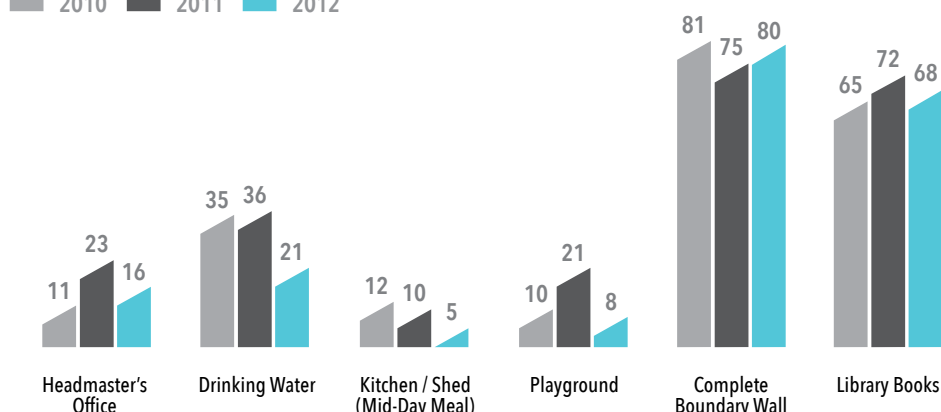


HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

Progress between 2010-12

% Schools with shortfall in meeting RTE requirements

2010 2011 2012



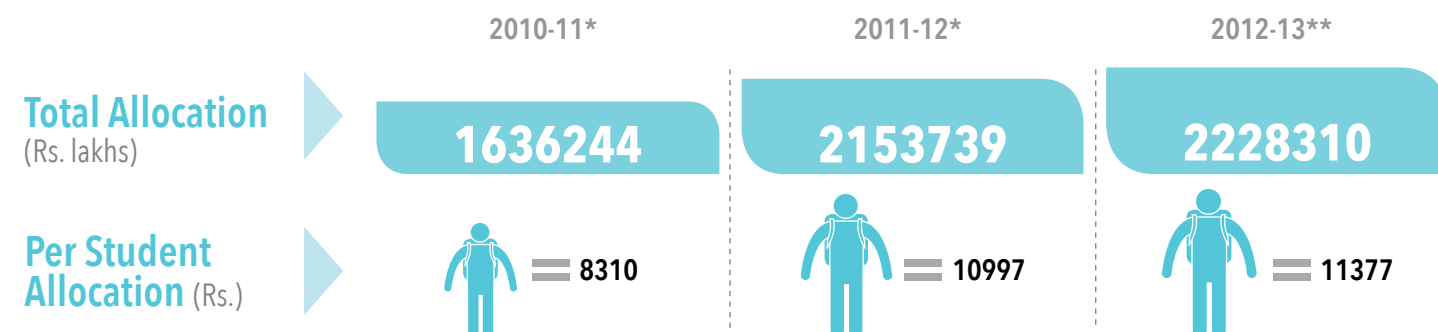
% Schools meeting infrastructure requirements

No. of infrastructure items	2010	2011	2012
0	1	0	0
1	3	5	1
2	11	10	5
3	21	24	22
4	28	24	26
5	24	19	27
6	10	14	11
7	1	3	8

DO SCHOOLS IN UTTAR PRADESH GET THEIR MONEY?

HOW MUCH DOES UTTAR PRADESH ALLOCATE TOWARDS ELEMENTARY EDUCATION?

▶ Uttar Pradesh's elementary education budget increased by 36% between 2010-11 and 2012-13.



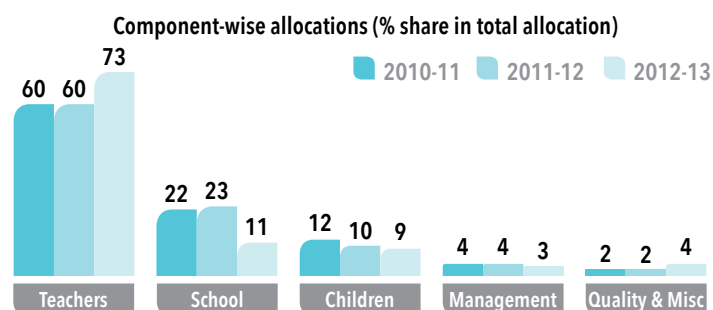
* Revised estimates; ** Budget estimates; Total allocation for elementary education includes mid-day meal

HOW MUCH DOES UTTAR PRADESH ALLOCATE TO SSA?

▶ SSA allocations increased by 56%, from 645786 lakhs in 2010-11 to 1009385 lakhs in 2012-13.

HOW DOES UTTAR PRADESH PRIORITISE ITS SSA RESOURCES?

▶ Teachers received the largest share of SSA resources between 2010-11 and 2012-13.



PAISA classified the SSA budget into the following components:

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

School: Civil works and School Maintenance Grant.

Children: Entitlements, mainstreaming out-of-school children, remedial teaching, etc.

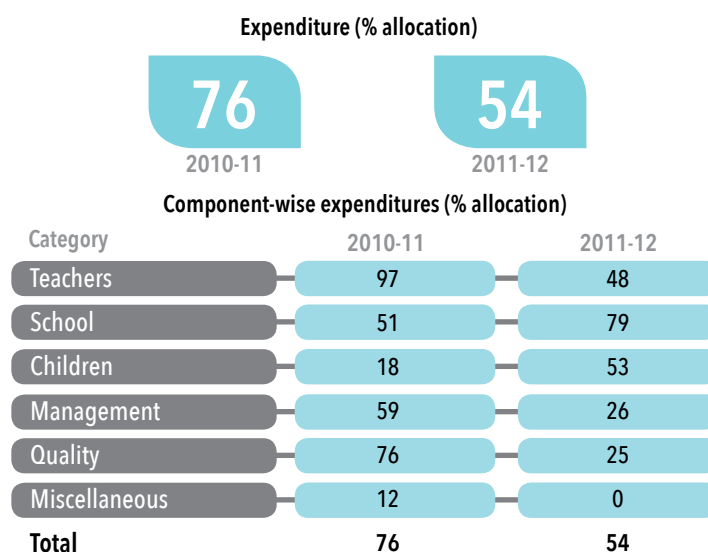
Management: BRCs, CRCs, management and MIS, and research and evaluation.

Quality: Innovation and Learning Enhancement Program (LEP).

Miscellaneous: Community mobilisation and community training.

HOW DOES UTTAR PRADESH SPEND ITS SSA RESOURCES?

▶ Dramatic dip in expenditure between 2010-11 and 2011-12.



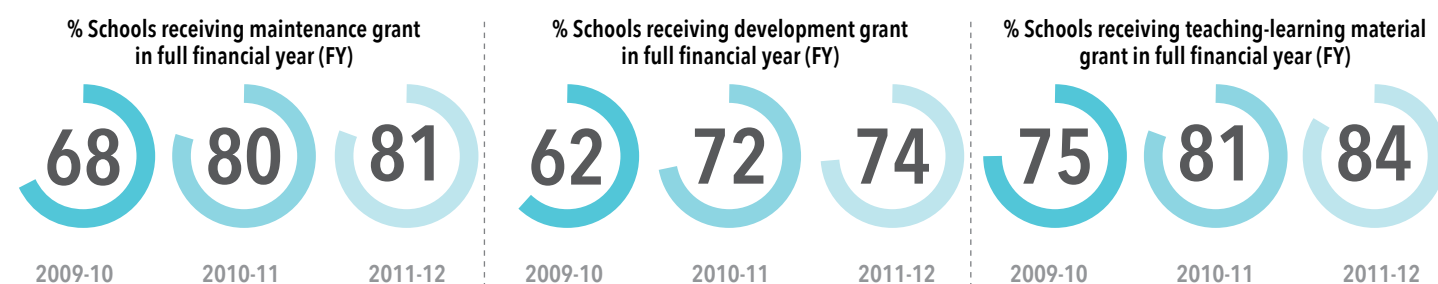
WHAT HAPPENS WITH MONIES SPENT?

▶ In 2012, 45% children in standard III-V could read a standard I text and 29% could do basic arithmetic.

Attendance (Children and Teachers)					Learning Levels				
	Student attendance (in %)		Teacher attendance (in %)		% Children Std I-II		% Children Std III-V		
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII	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	
2010	58	58	81	80	67	67	53	40	
2011	57	57	82	84	64	66	48	35	
2012	55	57	80	83	58	63	45	29	

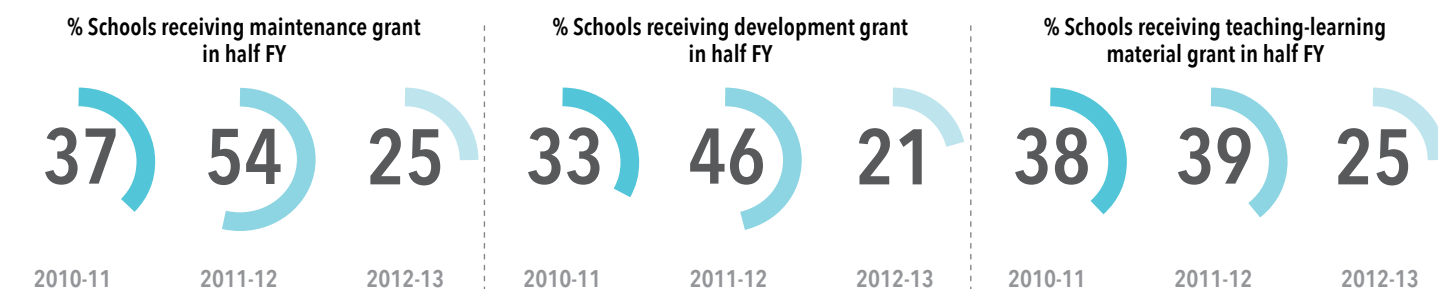
DO SCHOOLS GET THEIR MONEY?

► Over 80% schools received their grants in 2011-12.



WHEN DO SCHOOLS GET THEIR MONEY?

► Dramatic decline in % of schools receiving grants by November 2012.



DO SCHOOLS GET ALL THEIR MONEY (NUMBER OF GRANTS)?

► 74% schools received all 3 grants in 2011-12. 19% schools received all 3 grants by November 2012.

No. of SSA grants	Full financial year			Half financial year		
	2009-10	2010-11	2011-12	2010-11	2011-12	2012-13
0	5	4	4	37	28	65
1	14	9	8	19	19	9
2	16	16	14	13	21	7
3	65	71	74	32	33	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	
Rs. 5000 per year per Primary School	School equipment, such as black boards, sitting mats etc. Also to buy chalk, dusters, registers, and other office equipment.
Rs. 7000 per year per Upper Primary School	
Rs. 5000 + Rs. 7000 = Rs. 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	
(Rs. 5000 - Rs. 7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including whitewashing, beautification repairing of bathrooms, hand pump repairs, building, boundary wall, playground etc.
(Rs. 7500 - Rs. 10000) per year if the school has more than 3 classrooms	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teaching-learning material grant	
Rs. 500 per teacher per year for teachers in Primary and Upper Primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

► Activities carried out in schools:

	% Schools that carried out activities	
	Apr 2010-Nov 2011	Apr 2011-Nov 2012
Purchase of Furniture	45	44
Purchase of Electrical Fittings	35	31
Repair of Building (Roof, floor, wall)	38	38
Repair of Boundary Wall	26	22
Repair of Drinking Water Facility	43	42
Repair of Toilets	28	28
Whitewash / Plastering	84	85
Painting Blackboard / Display Board	78	81
Purchase of Chalk / Duster / Register	88	90
Purchase of Sitting Mats / Tat Patti	80	81
Purchase of Teaching Material	74	77
Expenditure on School Events	66	72
Bill Payment	17	17

ARE SCHOOLS IN UTTAR PRADESH 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) ≤ 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 toilets for boys & girls
4. Safe & adequate drinking water facility for students
5. Kitchen in the school where Mid-Day Meal is cooked
6. Playground
7. Arrangement for securing school building by erecting 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?

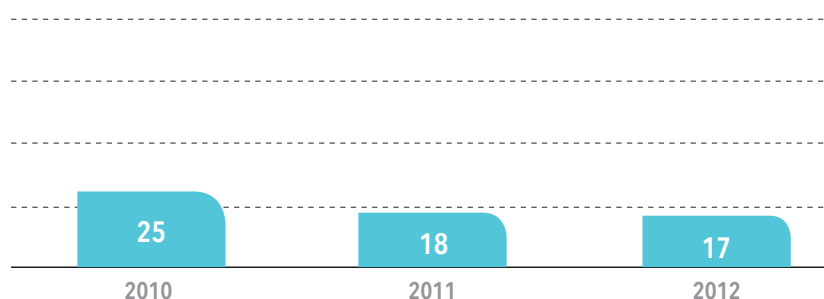
Teachers needed	PTR=30			PTR=35		
	2010	2011	2012	2010	2011	2012
1	16	20	17	17	18	19
2	13	14	16	14	12	15
3	12	10	12	11	10	9
4	9	8	8	7	6	7
≥5	22	21	21	14	14	13
% Schools with shortfall in teachers	73	73	73	63	60	63

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

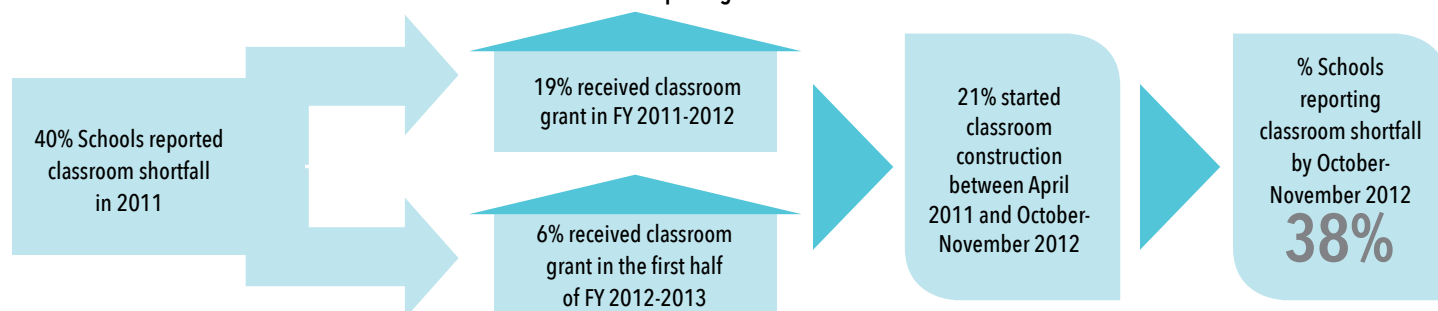
► The SSA infrastructure budget decreased by 27% between 2010-11 and 2012-13. How has this money been spent? To what extent have Uttar Pradesh's schools met the RTE norms?

(TOILETS AND CLASSROOMS)

Shortfall in separate toilet for Girls (% schools)



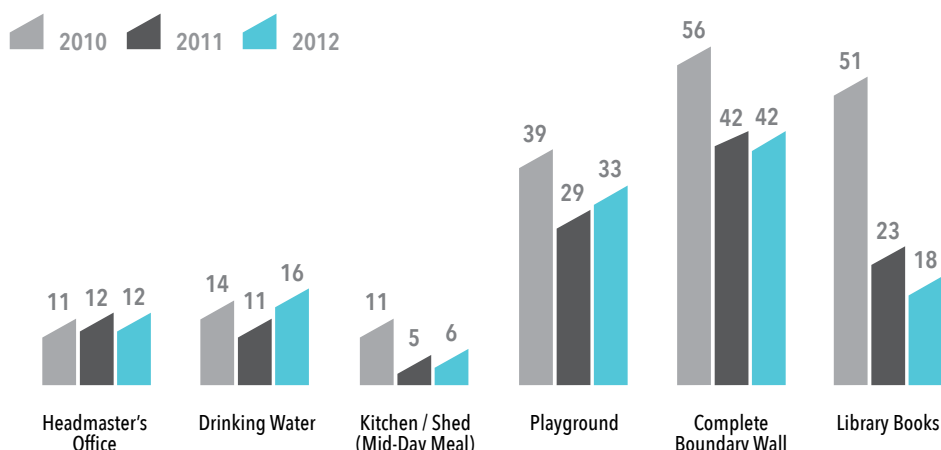
% Schools reporting classroom shortfall



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

Progress between 2010-12

% Schools with shortfall in meeting RTE requirements



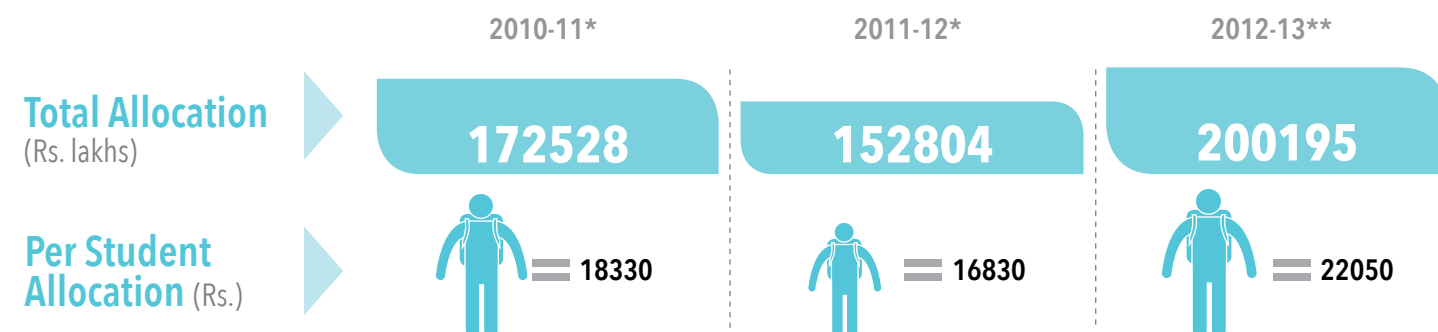
% Schools meeting infrastructure requirements

No. of infrastructure items	2010	2011	2012
0	0	0	0
1	1	0	0
2	3	1	1
3	11	5	5
4	23	13	12
5	29	25	28
6	23	35	33
7	9	22	20

DO SCHOOLS IN UTTARAKHAND GET THEIR MONEY?

HOW MUCH DOES UTTARAKHAND ALLOCATE TOWARDS ELEMENTARY EDUCATION?

► Uttarakhand's elementary education budget increased by 16% between 2010-11 and 2012-13.



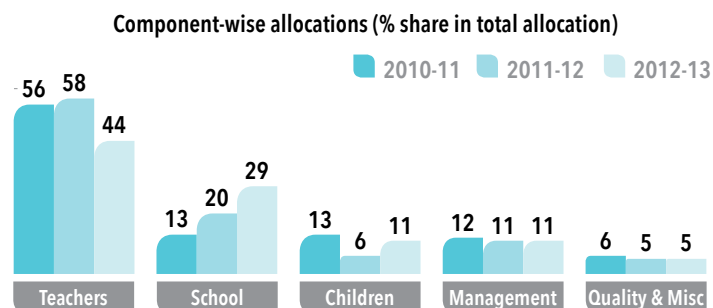
* Revised estimates; ** Budget estimates; Total allocation for elementary education includes mid-day meal

HOW MUCH DOES UTTARAKHAND ALLOCATE TO SSA?

► SSA allocations increased by 14%, from 49393 lakhs in 2010-11 to 56258 lakhs in 2012-13.

HOW DOES UTTARAKHAND PRIORITISE ITS SSA RESOURCES?

► Teachers received the largest share of SSA resources between 2010-11 and 2012-13.



PAISA classified the SSA budget into the following components:

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

School: Civil works and School Maintenance Grant.

Children: Entitlements, mainstreaming out-of-school children, remedial teaching, etc.

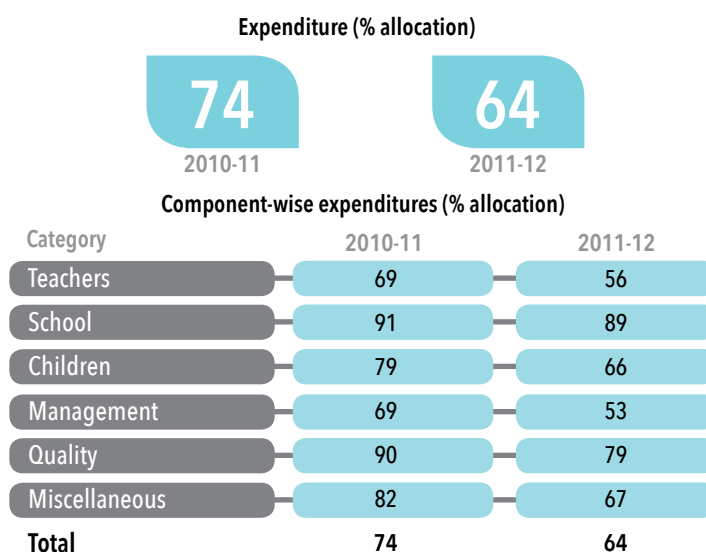
Management: BRCs, CRCs, management and MIS, and research and evaluation.

Quality: Innovation and Learning Enhancement Program (LEP).

Miscellaneous: Community mobilisation and community training.

HOW DOES UTTARAKHAND SPEND ITS SSA RESOURCES?

► Significant dip in expenditure between 2010-11 and 2011-12.



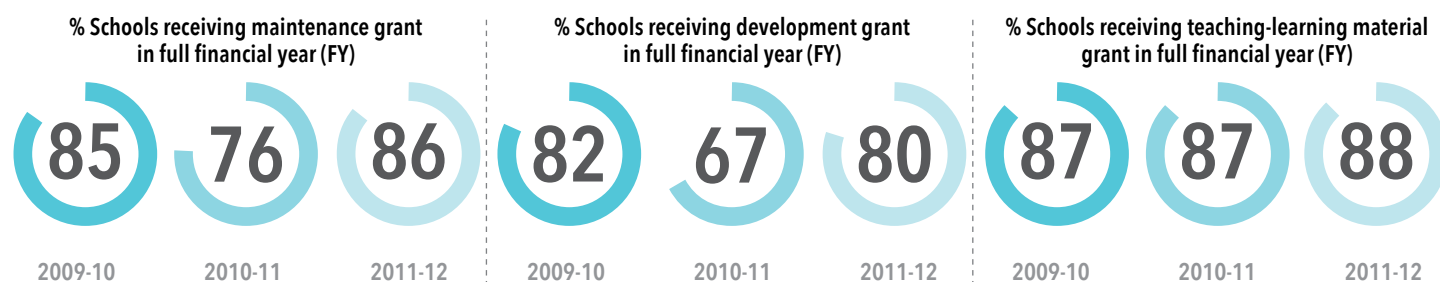
WHAT HAPPENS WITH MONIES SPENT?

► In 2012, 63% children in standard III-V could read a standard I text and 50% could do basic arithmetic.

Attendance (Children and Teachers)					Learning Levels				
	Student attendance (in %)		Teacher attendance (in %)		% Children Std I-II		% Children Std III-V		
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII	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	
2010	90	NA	91	NA	81	79	71	63	
2011	83	NA	92	NA	78	77	64	51	
2012	82	NA	87	NA	75	78	63	50	

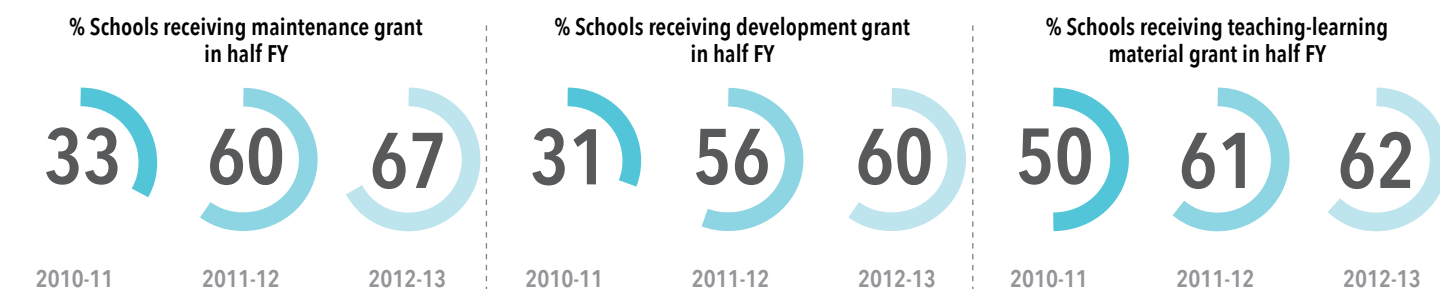
DO SCHOOLS GET THEIR MONEY?

► Over 80% schools received their grants in 2011-12.



WHEN DO SCHOOLS GET THEIR MONEY?

► Over 60% schools received their grants by November 2012.



DO SCHOOLS GET ALL THEIR MONEY (NUMBER OF GRANTS)?

► 74% schools received all 3 grants in 2011-12. 53% schools received all 3 grants by November 2012.

No. of SSA grants	Full financial year			Half financial year		
	2009-10	2010-11	2011-12	2010-11	2011-12	2012-13
0	5	5	2	41	21	18
1	7	18	4	25	19	11
2	15	18	19	8	17	18
3	73	59	74	26	43	53

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	
Rs. 5000 per year per Primary School	School equipment, such as black boards, sitting mats etc. Also to buy chalk, dusters, registers, and other office equipment.
Rs. 7000 per year per Upper Primary School	
Rs. 5000 + Rs. 7000 = Rs. 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	
(Rs. 5000 - Rs. 7500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including whitewashing, beautification repairing of bathrooms, hand pump repairs, building, boundary wall, playground etc.
(Rs. 7500 - Rs. 10000) per year if the school has more than 3 classrooms	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teaching-learning material grant	
Rs. 500 per teacher per year for teachers in Primary and Upper Primary schools.	To buy teaching aids, such as charts, posters, models etc.

HOW DO SCHOOLS SPEND THEIR MONEY?

► Activities carried out in schools:

	% Schools that carried out activities	
	Apr 2010-Nov 2011	Apr 2011-Nov 2012
Purchase of Furniture	47	43
Purchase of Electrical Fittings	25	42
Repair of Building (Roof, floor, wall)	42	44
Repair of Boundary Wall	25	17
Repair of Drinking Water Facility	37	36
Repair of Toilets	36	26
Whitewash / Plastering	55	65
Painting Blackboard / Display Board	54	62
Purchase of Chalk / Duster / Register	82	92
Purchase of Sitting Mats / Tat Patti	63	68
Purchase of Teaching Material	68	76
Expenditure on School Events	58	59
Bill Payment	24	36

ARE SCHOOLS IN UTTARAKHAND 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) ≤ 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 toilets for boys & girls
4. Safe & adequate drinking water facility for students
5. Kitchen in the school where Mid-Day Meal is cooked
6. Playground
7. Arrangement for securing school building by erecting 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?

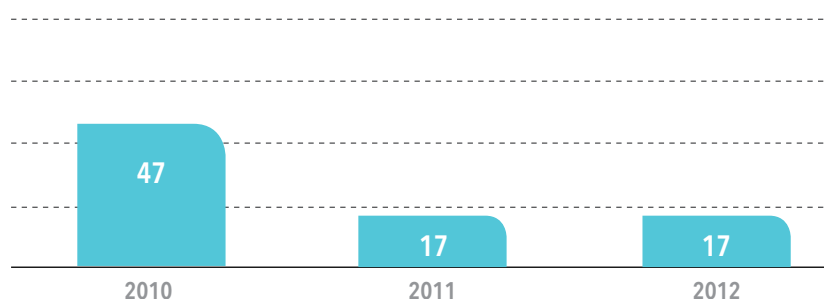
Teachers needed	PTR=30			PTR=35		
	2010	2011	2012	2010	2011	2012
1	18	16	15	16	15	16
2	9	7	7	5	5	4
3	2	3	3	1	1	2
4	2	1	1	2	1	3
≥5	2	4	4	0	3	2
% Schools with shortfall in teachers	32	32	31	24	25	26

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

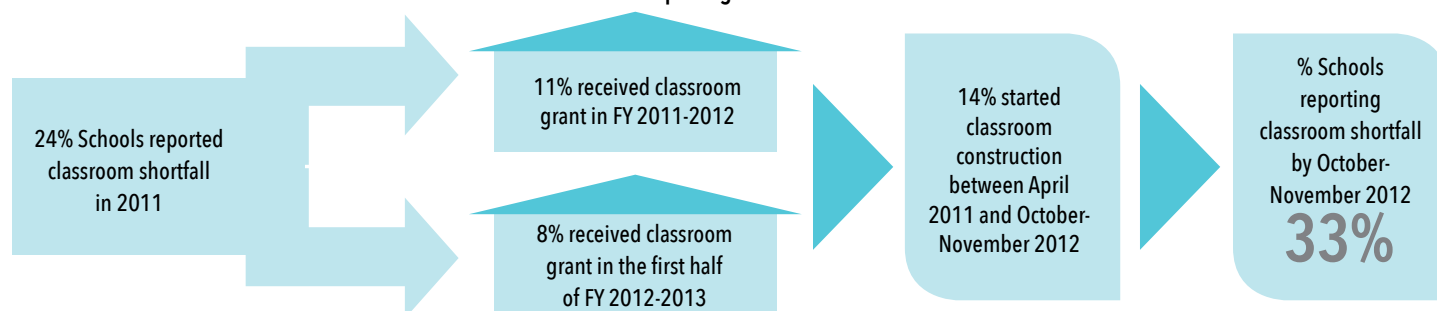
► To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 153% between 2010-11 and 2012-13. How has this money been spent? To what extent have Uttarakhand's schools met the RTE norms?

(TOILETS AND CLASSROOMS)

Shortfall in separate toilet for Girls (% schools)



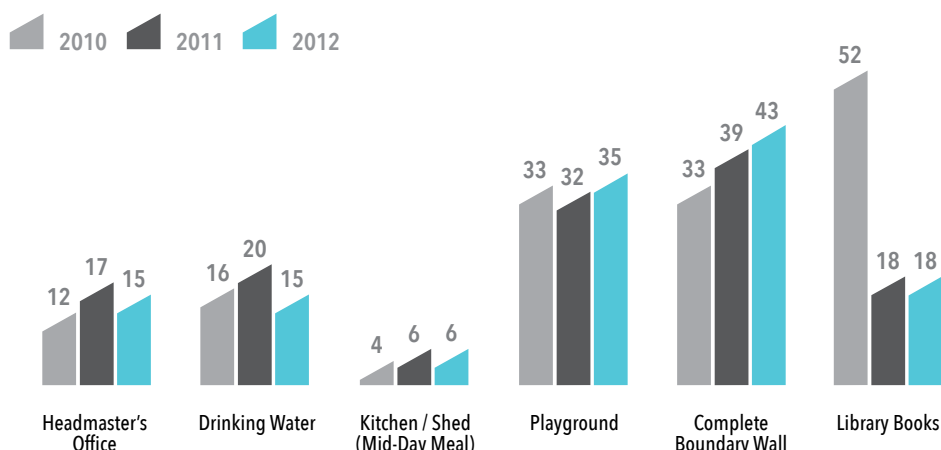
% Schools reporting classroom shortfall



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

Progress between 2010-12

% Schools with shortfall in meeting RTE requirements



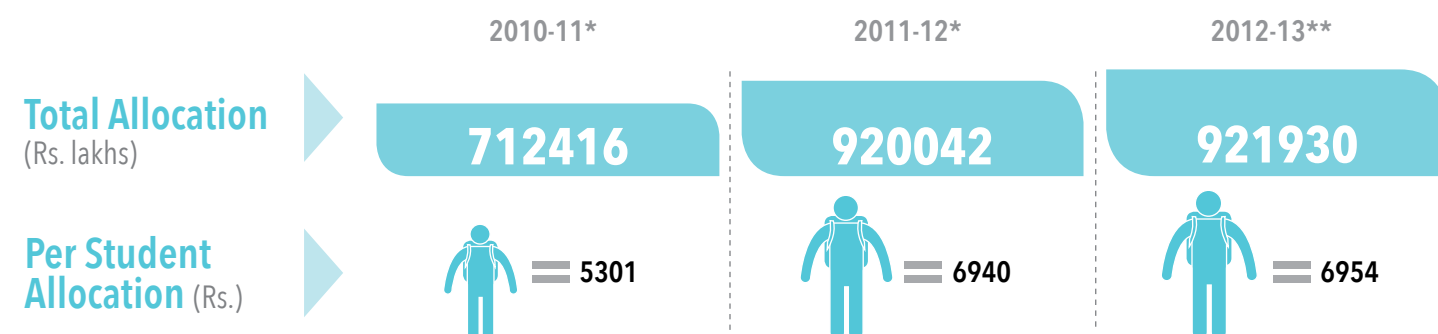
% Schools meeting infrastructure requirements

No. of infrastructure items	2010	2011	2012
0	1	1	0
1	1	1	1
2	4	1	2
3	9	6	6
4	21	17	15
5	32	29	28
6	24	31	30
7	8	14	18

DO SCHOOLS IN WEST BENGAL GET THEIR MONEY?

HOW MUCH DOES WEST BENGAL ALLOCATE TOWARDS ELEMENTARY EDUCATION?

▶ West Bengal's elementary education budget increased by 29% between 2010-11 and 2012-13.



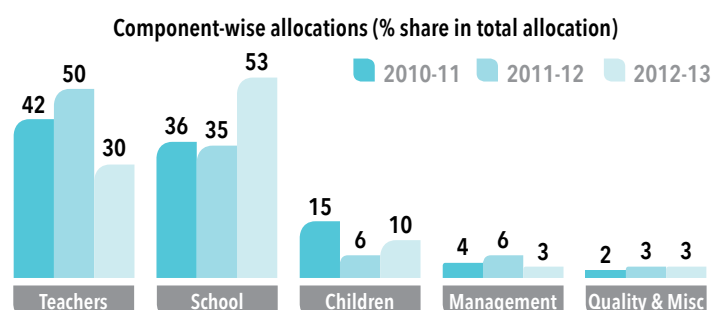
* Revised estimates; ** Budget estimates; Total allocation for elementary education includes mid-day meal

HOW MUCH DOES WEST BENGAL ALLOCATE TO SSA?

▶ SSA allocations increased by 68%, from 432891 lakhs in 2010-11 to 728171 lakhs in 2012-13.

HOW DOES WEST BENGAL PRIORITISE ITS SSA RESOURCES?

▶ School infrastructure received the largest share of SSA resources in 2011-12.



PAISA classified the SSA budget into the following components:

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

School: Civil works and School Maintenance Grant.

Children: Entitlements, mainstreaming out-of-school children, remedial teaching, etc.

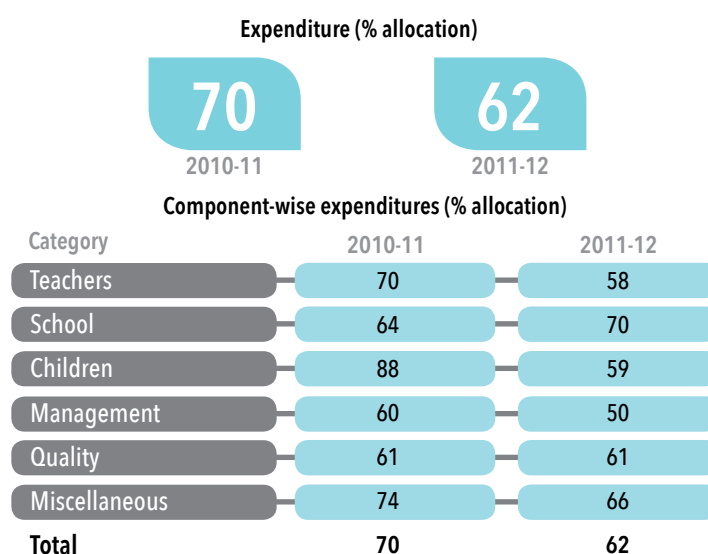
Management: BRCs, CRCs, management and MIS, and research and evaluation.

Quality: Innovation and Learning Enhancement Program (LEP).

Miscellaneous: Community mobilisation and community training.

HOW DOES WEST BENGAL SPEND ITS SSA RESOURCES?

▶ Expenditure dipped between 2010-11 and 2011-12.



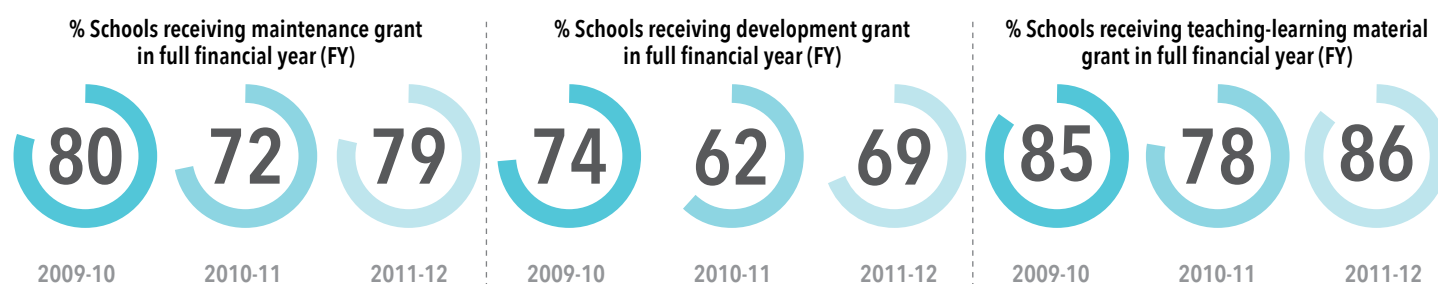
WHAT HAPPENS WITH MONIES SPENT?

▶ In 2012, 60% children in standard III-V could read a standard I text and 44% could do basic arithmetic.

Attendance (Children and Teachers)					Learning Levels				
	Student attendance (in %)		Teacher attendance (in %)		% Children Std I-II		% Children Std III-V		
	Std I-IV/V	Std I-VII/VIII	Std I-IV/V	Std I-VII/VIII	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	
2010	69	NA	86	NA	87	87	69	60	
2011	61	NA	86	NA	85	88	61	54	
2012	60	NA	84	NA	77	84	60	44	

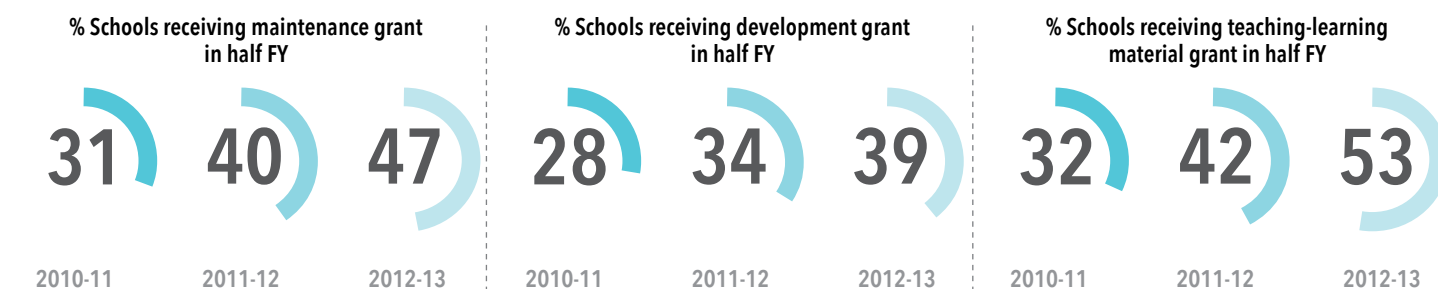
DO SCHOOLS GET THEIR MONEY?

► Some improvements in grant receipt between 2010-11 and 2011-12.



WHEN DO SCHOOLS GET THEIR MONEY?

► Just under half of West Bengal's schools received their grants by November 2012.



DO SCHOOLS GET ALL THEIR MONEY (NUMBER OF GRANTS)?

► 62% schools received all 3 grants in 2011-12. 32% schools received all 3 grants by November 2012.

No. of SSA grants	Full financial year			Half financial year		
	2009-10	2010-11	2011-12	2010-11	2011-12	2012-13
0	6	11	5	60	49	37
1	9	11	13	10	10	14
2	16	19	19	5	10	17
3	69	59	62	24	31	32

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

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HOW DO SCHOOLS SPEND THEIR MONEY?

► Activities carried out in schools:

	% Schools that carried out activities	
	Apr 2010-Nov 2011	Apr 2011-Nov 2012
Purchase of Furniture	NA	54
Purchase of Electrical Fittings	NA	23
Repair of Building (Roof, floor, wall)	NA	51
Repair of Boundary Wall	NA	15
Repair of Drinking Water Facility	NA	41
Repair of Toilets	NA	34
Whitewash / Plastering	NA	48
Painting Blackboard / Display Board	NA	50
Purchase of Chalk / Duster / Register	NA	94
Purchase of Sitting Mats / Tat Patti	NA	26
Purchase of Teaching Material	NA	74
Expenditure on School Events	NA	83
Bill Payment	NA	40

ARE SCHOOLS IN WEST BENGAL CATCHING UP WITH RTE NORMS?

RTE NORMS FOR INDIA'S SCHOOLS

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 Enrolment 61-90 = 3 teachers
 Enrolment 91-120 = 4 teachers
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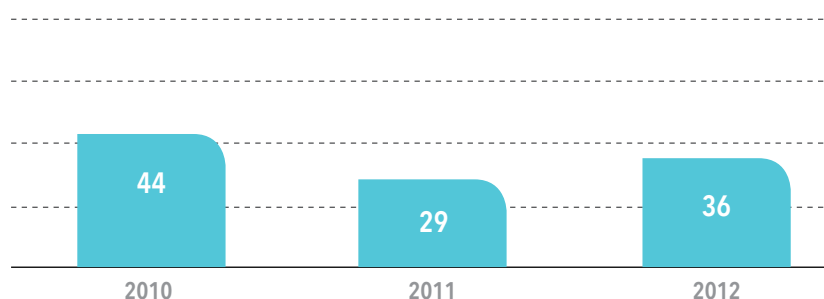
Teachers needed	PTR=30			PTR=35		
	2010	2011	2012	2010	2011	2012
1	26	19	20	21	17	19
2	15	13	12	9	12	9
3	7	10	8	3	5	4
4	2	5	3	3	4	3
≥5	9	9	9	5	5	5
% Schools with shortfall in teachers	58	56	53	42	44	40

HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE?

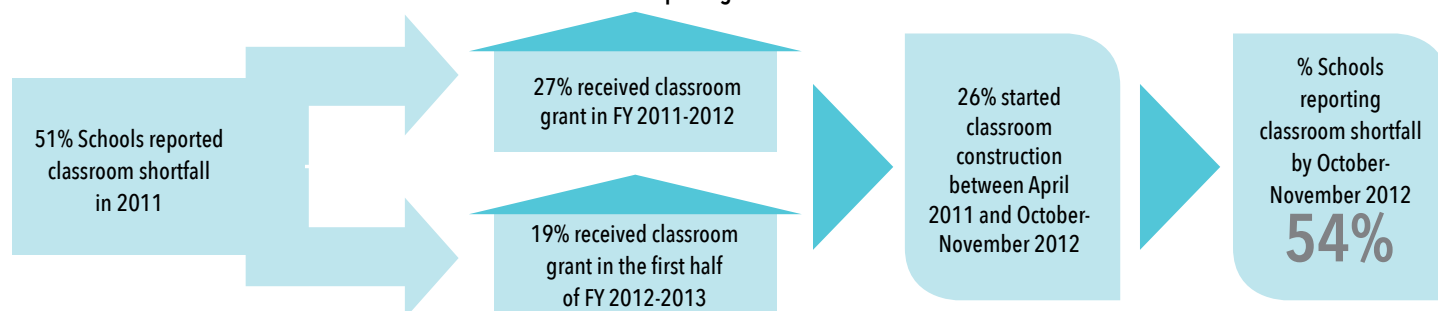
► To ensure that schools meet RTE requirements, the SSA infrastructure budget increased by 145% between 2010-11 and 2012-13. How has this money been spent? To what extent have West Bengal's schools met the RTE norms?

(TOILETS AND CLASSROOMS)

Shortfall in separate toilet for Girls (% schools)



% Schools reporting classroom shortfall

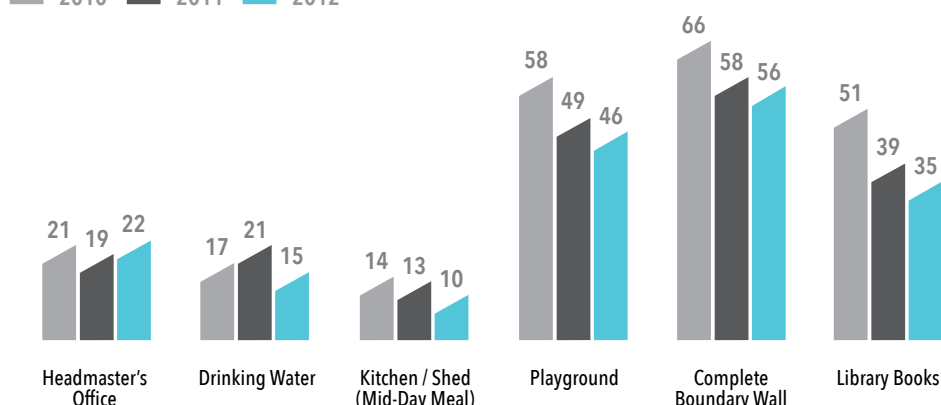


HAVE SCHOOLS MET THE KEY INFRASTRUCTURE REQUIREMENTS UNDER RTE? (OTHER FACILITIES)

Progress between 2010-12

% Schools with shortfall in meeting RTE requirements

2010 2011 2012



% Schools meeting infrastructure requirements

No. of infrastructure items	2010	2011	2012
0	1	1	0
1	3	2	2
2	9	7	5
3	23	15	14
4	30	25	24
5	20	26	28
6	12	18	21
7	3	5	6



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