PAISA 2010

DO SCHOOLS GET THEIR MONEY?

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Assessment Survey Evaluation Research

NATIONAL INSTITUTE OF PUBLIC FINANCE AND POLICY

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CONTEXTUALIZING PAISA

Yamini Aiyar[1]

Since 2004, India's education budget has more than doubled, increasing from Rs. 83,564 crore in 2004-05 to Rs. 1,91,946 crore in 2009-10. About 50% of this budget has been spent on elementary education. For the same period, ASER has been tracking learning outcomes to find that learning levels have remained depressingly stagnant. Nearly half the children in standard 5 are still unable to read a standard 2 text. This problem is not unique to education. Almost every social sector program in India suffers the same fate. Increased outlays have failed to translate in to improved outcomes.

The crux of the problem is well known – India's delivery systems are writ large with administrative inefficiencies that make accountability for outcomes near impossible. The result: a system with high implementation costs and serious leakages so much so that only a small fraction of development monies reach their intended beneficiary.

Despite widespread recognition of the problem, there is surprisingly little empirical data and analysis on the specific processes by which outlays translate in to action on the ground. Very little is known in the public domain about planning processes and mechanisms through which expenditure priorities are determined – particularly at the district level. Following on from this, information on fund flows- the processes through which monies flow through the system and arrive at their final destinations - is scarce and perhaps even harder to get to than an analysis of planning process (for a detailed analysis of the difficulties with accessing information on see last year's PAISA report). Curiously, this information is hard to access not just for citizens but also for policy makers and decision makers within the system. And so, plans are made without adequate data and consideration of local realities, needs and priorities. Consequently, we have a delivery system where annual plans are poorly designed, expenditure priorities are not grounded in local needs and inefficiencies of one year simply translate on to the next.

A second consequence of this lack of information and data is that citizens, who are often part of local committees tasked with managing funds, making plans and monitoring the day to day functioning of service providers, are unable to engage effectively, identify expenditure priorities and demand accountability. Moreover, the absence of data and information also creates disincentives for participation and a lack of ownership further compromising accountability for outcomes.

The PAISA exercise is located in this larger framework of outlays and outcomes. It is an effort to use information on expenditures as a starting point to engage citizens and policy makers with data on processes such as fund flows and on the ground expenditures which can be leveraged to improve the planning process. In its essence PAISA is an exercise that tries to connect the micro (local level implementation) with the macro (national level resource allocation decisions).

PAISA's current focus is on elementary education. Tracking Sarva Shiksha Abhiyan (SSA) school grants (through reports like this one) is the first step. Our objective is to create a data bank on how monies flow through the system with a view to a) highlighting inefficiencies and bottlenecks for macro level policy makers to take cognizance of and address and b) sharing information on school level expenditures on the ground with parents and frontline service providers to encourage a process of effective planning and engagement at the school level.

Over time, PAISA aims to track fund flow and decision making processes all the way from the school to the district (where annual work plans are made) to develop a broader understanding and data base of what happens once a program hits the ground. The overarching aim of this work is to encourage greater transparency and accountability in governance processes particular financing and planning and thereby strengthen the delivery system. But most of all, it hopes that by providing data and building capacity

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amongst citizens and frontline service providers to use PAISA and PAISA like tools to regularly collect such data, PAISA can begin a process of strengthening greater leadership and innovation on the ground. Through this PAISA hopes to plant the seeds for creating a delivery system that is bottom up, grounded in innovation and truly reflective of people's needs and priorities. It is PAISA's hypothesis that such a system holds the key to improved outcomes for service delivery.

A final note on where PAISA stands today. In 2010, PAISA underwent a significant expansion. Apart from the annual PAISA report prepared in conjunction with the ASER process, PAISA is now undertaking in-depth tracking exercises in 10 districts spread across 7 states in the country. These tracking exercises will enable a far more detailed analysis (one that is not feasible in a national survey at the scale of ASER) of fund flows and school level processes. Importantly, in these districts our focus is not just on SSA but also on state level schemes (the extended tool is available in an annexure in this report). The effort is to develop tools and a data base of fund flows, institutional processes and decision making structures at the block and district level. As we proceed, we hope to extend our mandate in these districts beyond education to other key social sector schemes. Apart from tool development and data collection, PAISA is undertaking an experimental effort to leverage its data bank on fund flows to strengthen planning process. The School Management Committee is the first level at which this work is being undertaken. Last, we are working to build a network of people that can use PAISA tools and engage with the questions of process and implementation of government programs. To this end, PAISA is developing a capacity building course. The course is currently being administered with the PAISA Associates. This course is PAISA's small way of creating a movement of informed citizens and policy makers demanding accountability for improved services.

FINDINGS FROM PAISA 2010 NATIONAL SURVEY

Ambrish Dongre and Yamini Aiyar[1]

The PAISA survey is conducted annually through the Annual Survey of Education Report (ASER). This is the second PAISA report. In 2009, the survey covered a total of 14231 government Primary and Upper Primary Schools in rural India. The 2010 survey covers 13021 government primary and upper primary schools across rural India. The ASER survey is conducted through civil society partners. PAISA is the first and only national level, citizen led, effort to track public expenditures.

PAISA's specific point of investigation is the school grants in Sarva Shiksha Abhiyan (SSA). SSA is currently the Government of India's primary vehicle for implementing the Right to Education Act in India. SSA is thus the most crucial program for the overall provision of elementary education in the country today. In FY 2009-10, total SSA allocation for the country (including state share) was Rs. 27,876.29 crore[2]. School grants accounted for Rs. 1635.32 crore (about 6%) of this total allocation. Small as they are, these constitute as significant proportion of monies that actually reach school bank accounts and the only funds over which school management committees can exercise some 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.

Over the last two years, three types of grants have been provided for all elementary schools in the country.[3] These are: a) Maintenance grant; (ii) Development grant or School grant; and (iii) Teaching Learning Material grant (these go directly to the teachers). The grants arrive at schools with very clear expenditure guidelines. The Maintenance grant is for infrastructure upkeep, the Development / School grant is meant for operation and administration, and Teacher Learning Material is meant for extra instructional aids that may be required for teaching. Apart from this, under the SSA framework, grants are also provided for building additional classrooms, but not all schools get this grant making it difficult to track. SSA grants are supplemented by other grants which are provided by the State governments such as school uniform, additional teaching-learning equipment like science or sports kits, extra books and study materials, and cycles for girls in upper primary schools. In the annual work plan and budget for SSA, each block, district and state provides the quantum of funds required for this purpose on the basis of need expressed and state and central guidelines, grants for activities not provided under the SSA fund are funded from the State government's budget.

The PAISA survey focuses on the following key questions:

(a) Do schools get their money?

(b) When did schools get their money? i.e. did funds arrive on time?

(c) Did schools get their entire entitlement – the set of grants that are meant to arrive in school bank accounts as per the norms?

(d) Do schools spend their money?

(e) If so, what are the outputs of this expenditure?

This year, we added two new elements to PAISA. First, we tried to map school level expenditures with activities at the school level. We narrowed the activity list to the specific activities that schools can undertake through the larger two of the three grants they get – School Maintenance and Development/School Grant. The effort behind this was to try and assess the quality of expenditures by using the specific activities that schools spend their money on as a proxy for planning efficiency (the extent to which plans match with school needs) and the extent to which funds available are sufficient for school needs.

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[2] Important to note that this allocation includes allocation for Kasturbha Gandhi Bal Vidyalayas (KGBV) and National Program for Education of Girls at Elementary Level (NPEGEL).

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

The second new addition is the RTE. ASER 2010 has created the first ever citizens benchmark of compliance with RTE norms. Using this data, PAISA has tried to arrive at a rough cost estimate to assess how much money it would take for the Government of India and State Governments to ensure that schools meet RTE requirements. This, it is hoped will be the beginnings of a citizen led assessment of government compliance with RTE norms.

Findings from PAISA Survey: India Rural

1) **Do schools get their money?** In 2009-10, over 80% primary and upper primary schools reported receiving the three mandatory grants. There are some differences across the type of grants. In primary schools, 83% and 86% reported receiving Maintenance (SMG) and Teacher Learning Material (TLM) grants while a marginally smaller 78% reported receipt of Development/School Grant (SG). A similar pattern is found in upper primary schools where 88% and 90% reported receiving SMG and TLM while 85% received SG. The 2009-10 results show a marginal improvement of 7 percentage points from 2008-09 for primary schools and upper primary schools (averaging across grants for each school type).

2) **Does money reach on time?** To assess the efficiency and timeliness of fund flows, schools were asked whether they received grants for the current fiscal (FY 2010-11 in this case) at the time of the survey. The survey is conducted between October and November which is half way through the financial year. On average about 54% primary and close to 68% upper primary schools reported receiving grants half way through the financial year. While the differences across types of grants are marginal, the difference between primary and upper primary schools is significant and merits further investigation. Here too, there is a difference between fund flows in 2009-10 and 2010-11 of 3 percentage points for primary schools and 10 percentage points for upper primary schools (averaging across grants for each school type).

3) **Do schools get all their money?** While schools get money, data suggests that they don't always report receiving their entire entitlement (in terms of number of grants). It is important to note that on close examination of the data, there were cases where respondents did not indicate type of grants and instead reported receipt of one consolidated figure. Therefore, this data could also be taken as a proxy for awareness levels amongst Head Teachers (the primary respondents of this survey). In FY 2009-10 68% primary schools reported receipt of all three grants compared with 54% in 2008-09. 70% upper primary schools reported receiving all three grants up from 60% in 2008-09.

   Unsurprisingly, the half year results paint a depressing picture. In 2010-11 44% primary schools reported receiving all three grants. Given that about half the schools reported receiving grants this could mean that the general pattern is that grants arrive in bulk and schools either receive all their grants at one time or nothing. Upper primary grants tell a similar story - 56% upper primary schools reporting receipt of all three grants. Again this is a significant improvement from 2009-10 results.

4) **Do schools spend their money?** On average about 90% schools that receive money report spending their money. This is the good news. The bad news is that delays in receipt of funds seriously compromise the quality of expenditures. First late arrival of funds means that time bound expenditures such as pre-monsoon repairs, purchases of basic supplies in schools cannot be undertaken at the time of need. Second, late arrival of funds means that schools have to rush to spend their money which inevitably leads to poor quality expenditure.

5) **What are the outputs of expenditures: what activities do schools undertake with their funds?** The first step to assessing the outputs is to determine the precise activities that schools report spending their money on. To do this in PAISA 2010, we developed a list of activities that schools are entitled to undertake using SMG and SG funds. These can be broadly classified in to three types: a) essential supplies – such as purchasing registers, pens, chalks, dusters and so on, b) infrastructure – such as repair of the building, roof, playground and c) amenities – such as white washing, maintaining and repairing toilets and hand-pump amongst others. The PAISA 2010 survey found that by and large all schools (about 90%) use their funds to purchase supplies- both classroom and other supplies. White washing walls is also a popular activity with 64% primary and 72% upper primary schools reporting undertaking white washing activities in the last year. Next comes building repair at 52% for primary and 61% for upper primary schools. Clearly, most schools prioritize activities that are necessary for the day to day functioning of the school. Given that relatively few other activities are undertaken and that most of the money that arrives at schools is spent, one possibility is that this

emphasis on essentials over infrastructure and amenities is a factor of insufficient funds. When it comes to non-essential activities, white washing seems to be a popular activity with all schools. This could be a factor of weak planning and that expenditures are not necessarily linked with school needs. The data suggests that somewhere approximately 70% schools white wash their schools 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 say repairing a roof or maintaining toilet and drinking water facilities. Anecdotal evidence indicates 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.

Interestingly, very few schools undertook repair and maintenance work on toilet and hand pump facilities and as we shall see in the next section, these facilities are in need of prioritization.

6) **What facilities do schools have?** In 2010, 74% schools reported having drinking water facilities indicated by the presence of useable handpump/ taps. The remaining 26% include schools that a) did not have any drinking water facility; b) had handpumps/ tap but these were non functional, and c) schools which have drinking water facilities other than handpump/ tap, which typically means water stored in containers. Calculations indicate that the proportion of schools with unusable handpump/tap is actually marginally higher at 9.22% than the proportion of schools without any drinking water facility, 7.62%. Since the government statistics do not record the usability aspect of the handpump/tap, this important fact goes unnoticed. Thus, making sure that the handpump/tap is functional is as important as providing the schools with them in the first place. What is worriying is that the current situation is not so different from the situation a year ago.

The picture is even worse as far as toilet facilities are considered. In 2010, 11% of schools did not have any toilet facility (neither common, nor for girls or for boys). But, having a toilet doesn't guarantee access. In 27% schools, the toilet facility was locked. In 10% schools, toilets were unusable. Thus, in total, barely half of the schools surveyed had a usable toilet. These numbers are somewhat an improvement over 2009, when less than half of the schools had any usable toilet facilities.

7) **To what extent do schools comply with RTE norms and what are the cost implications for RTE compliance?** The Right to Education (RTE) Act lays down certain human resource and physical infrastructure norms for every school in the country. Information about some of these is available in the survey. They include Pupil Teacher Ratio (PTR) in primary and upper primary schools (human infrastructure) and a) boundary wall/ fencing, b) safe and adequate drinking water, c) kitchen shed, d) library, e) playground, f) separate toilet facility for boys and girls (physical infrastructure).

32% primary schools and 8% upper primary schools have fewer teachers than prescribed by the RTE. Only 11% government schools are in compliance with all the seven physical infrastructure norms prescribed by RTE for the country. India needs Rs. 15,158 crore if all schools are to become RTE compliant. Details of the costing exercise are given in a separate article in this volume.

8) **How do states compare with one another?** To examine this, we have ranked states as 5 best and 5 worst based on the number of schools that received all 3 grants in full and half financial years. Comparison over two years allows us to assess improvements or lack of, across states. Nagaland, Karnataka, Andhra Pradesh, Himachal Pradesh and Maharashtra are the top 5 states (in no particular order) for the full financial year for both years. Interestingly, when it comes to timeliness (i.e. states that report grant receipt for all 3 grants at the time the survey is conducted), Andhra Pradesh and Maharashtra fall off the list. In 2009-10, Goa and Gujarat found place in the top five on timeliness. In 2010-11, Goa was replaced by Punjab. Andhra Pradesh which was amongst the worst performers in timeliness in 2009-10 improved its grant flows in 2010-11 but doesn't reach the top 5 mark.[4]

Now to the specifics. Nagaland tops the list for both years with a marginal improvement in 2009-10. In 2008-09, 85% and in 2009-10 88% schools in the

[4] Important to note that we have removed Tamil Nadu from this comparison because Tamil Nadu does not report separately on the TLM grant. In addition, we have not considered Union Territories while ranking states.

state reported receiving all 3 grants. Nagaland also does very well on timeliness with 64% schools reporting grant receipt half way through the 2009-10 financial year. This improved significantly in 2010 with 84% schools reporting grant receipt half way through the year. Karnataka comes second in the list with 76% schools reporting receipt of all 3 grants in 2008-09. This improved to 87% in 2009-10. In the current fiscal (2010-11) Karnataka improved its grant speed with as many as 82% schools reporting grant receipt half way through the year compared with 53% half way through FY 2009-10. Himachal Pradesh dropped from third position in 2008-09 to fifth in 2009-10 owing to an overall improvement across states in grant flows. In 2008-09, 70% schools reported receiving all three grants and this improved to 83% in 2009-10. On the half way mark, although the state improved its flow of funds from 55% schools receiving all 3 grants to 78%, Himachal dropped its overall position from 2nd to 3rd in 2009-10. Maharashtra improved its position from 5th in 2008-09 with 67% schools reporting receipt of all 3 grants to 4th position in 2009-10 with 85% schools reporting receipt of all 3 grants. Andhra Pradesh moved from 4th position at 69% in 2008-09 to 3rd position at 85% in 2009-10.

Meghalaya, is the worst performer both in 2008-09 and 2009-10 with an average of 23% schools reporting receiving all 3 grants in both years. Meghalaya also does poorly in terms of timeliness with a mere 2% schools reporting receipt of all 3 grants in 2009-10. This improved only somewhat to 10% in 20010-11. Rajasthan which was the 5th worst performer at 37% in 2008-09 improved its performance to 55% in 2009-10. In terms of timeliness, the state has shown some improvement over the last two years. In 2009-10 Rajasthan was the 5th worst performer at 12% this has improved to about 30% in 2010-11. Other poor performers for 2008-09 were Mizoram at 35%, Tripura at 34% and Manipur at 27%. In 2009-10, the worst performers were Arunachal Pradesh at 60%, Sikkim at 57%, Rajasthan at 55%, Tripura at 47% and Meghalaya at 24%.

HAMARA GAON HAMARA SCHOOL (My Village, My School)

Rukmini Banerji [1]

Madiyahu block, Jaunpur district, Uttar Pradesh

I sat with a group of village women under a tree in the compound of a government primary school. Most of the women had children who were enrolled in this school. Many of these mothers had never been to school themselves. But they were interested in talking about children's education in general and their children's education in particular. We discussed many issues. What kind of education were children getting? Was it good enough? Why was it not better? How had the school been in the past and what was it like now?

At a particular stage in the conversation, I asked. "Yeh kiska school hai? (Whose school is this?)". "Yeh sarkari school hai (This is a government school)", they answered instantly. One of them went on to explain, that because the school was a government school, it was not good. "You see", she said "the sarkar should come and see what is happening here - then they will know that their money is getting wasted. Anyway, since it is free, we don't expect much from the government schools anyway." All the women agreed.

"Where do you think the money for running the school comes from? Who pays the teachers? Who pays for the books, for the building, for the midday meal?" I asked. "Sarkar se aata hai (It comes from the government)". "Where does the sarkar get money from?" I persisted. One woman looked disparagingly at me, as if I was asking a really silly question. "Sarkar ke paas paisa hota hai (The government has money)" she stated firmly. "Those who rule have money", she elaborated.

I tried to counter the woman's statement; "Sarkar ke paas apne aap se paisa nahi hota hai. Janta sarkar ko paisa deti hai (The government does not have money by itself. People give the government money). My own words rang hollow. I could see that this logic made no sense to the women. They looked incredulous at the thought that people give government money. I kept going, "Aap aur hum jaise logon se paisa jata hai sarkar ko (It is from people like you and me that money goes to the government). Now I had the full attention of the entire group of village women. The woman who had spoken earlier stood her ground. "I don't give any money to the government." She looked around at everyone and almost challenged them. "Hum kyon de sarkar ko hamara paisa (Why should I give my money to the government)?", she emphatically challenged me to answer.

For the next half an hour I worked hard to persuade the women that their money funded the school. But I made very little headway. Being agricultural people, they did not pay any income tax. They did not buy branded products. They did not travel much by train or bus and often when they did, they did not buy tickets. I found it impossible to convince anyone that any of their money ever went to the government, leave alone reached the school. I finally tried to explain using cell phones as an example. "Do you know that when you pay for the cell phone usage, some portion of that money goes to the government and the government spends it on schools?" I said. The women looked back at me. From the look in their eyes, I could see that no one was buying this argument.

This encounter in Jaunpur happened a few years ago. It bothered me enormously. Since then I have had the similar conversations with parents of school children in many other villages in Uttar Pradesh, in Bihar and in Madhya Pradesh as well. The script is almost identical each time. Always with the same ending. In every discussion, people conclude that the school belongs to the "sarkar". The money running the school comes from the government. Government has its own money and is neglectful of how it spends its money. So there is waste. And so the teacher does not teach and the children don't learn. The village or individuals in the village do not contribute any money to the running of the school. But their children are entitled to schooling. At some level, the entire conversation ends with people being beneficiaries who receive or should receive entitlements. The delivery of the entitlements is weak and faulty. Monitoring is weak; people's complaints are not heard or acted on. The government either does not know how to do deliver or does not care. The process of government and the nature of politics in many parts of India

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has left deep legacies upon people. We believe that we are the receivers and the government is the giver, like the 'sarkar' - the feudal lord.

Hapjan block, Tinsukia district, Assam

I was in Tinsukia a few days ago. I happened to go to a rural school - a government lower primary school or "LP" as they call it in Assam. The village was not far from the border between Dibrugarh and Tinsukia. The school was established in 1903 and has stood solidly by the side of the road since then. Two long corridors with flanking classrooms run at right angles to one another. The teachers proudly show me around the school. There are pictures painted on the walls and charts hanging too. Children are busy working on different tasks in different classes. They seem to know what they are doing. The classrooms have a cane and bamboo ceiling, high above this ceiling is the actual roof.

An elderly member of the school management committee tells me the history of the school. A few years before 1900, his grandfather donated the land on which the school building stands. His father studied in this school, so did he, his children and now his grandchildren study there. Well maintained and well painted, there is not a crack in the wall. The building has survived earthquakes and other calamities. Over time, the *Panchayat* has contributed to the construction of new classrooms as has the local Member of Parliament. The head mistress proudly says that she does not allow any outsider, whether from the government or elsewhere, to do any construction in the school. Anything that has to be built is funded and supervised by members of the community.

The school has an enrollment of over 250 children - very high for a typical LP school in Assam. In the head mistress's office there is a board on the wall. On one side it lists the names of the head master or head mistresses since 1903. On the other side, it names the children who have been awarded scholarships in the district level Std 4 scholarship exam. On both sides, there are many names of illustrious head-teachers and talented children. This school is well known to have good learning levels.

A small boy in Std 2 is learning to write. He sounds out the words and then starts to write. A teacher looks on fondly. I watch the child struggle and succeed. "He is doing a great job" I say to the teacher who is looking on. The teacher looks bashful for a minute and then says, "I did not know he could write!" Then in a low voice full of pride he continues, "He is my son. My children study in my school".

This is the biggest challenge that we face in our schools. How to convert the "sarkari" school into "my school", into "our school". We, the citizens, are not beneficiaries. We are the funders and the owners of the school. And we must behave as such. Only when something belongs to me, do I care. Only when it is mine, do I engage. If I realize that it is my money that funds the school, then I will watch carefully to see how it is being spent and what my children get out of it. Ownership is the key to engagement; holding others responsible or accountable comes later. It is only then that we will be able to give our children the education they deserve.

CLOSING THE EXPENDITURE CYCLE - FROM OUTLAYS TO OUTPUTS TO OUTCOMES

Anit Mukherjee[1]

Into its second year, PAISA 2010 has expanded in its ambition, scope and analysis. If last year's report was a statement of intent, this year, the PAISA process has matured into a comprehensive expenditure tracking project, of which this report is only one part. There have been significant initiatives in state-level advocacy, district and block-level surveys, training and community mobilization at the school management committee level. The findings of PAISA 2009 formed the core of the advocacy agenda of this wider project.

One important lesson learnt over two years of doing PAISA is that any meaningful expenditure tracking effort needs to engage with policymakers, implementation officials at the state, district and block, and frontline providers, including the community groups tasked with oversight in implementation of large Centrally Sponsored Schemes (CSS) such as the Sarva Shiksha Abhiyan (SSA). If any of these links are weak, it would lead to a situation where outlays do not match the needs, and outputs are not adequate. To close the expenditure cycle, we need to be able to connect the outlays and outputs to outcomes.

The fundamental problem in elementary education today is that increased allocations are not translating into better outcomes. This year's PAISA Report provides the tables for learning levels from ASER to enable a comparison of total and per child expenditure under SSA, fund flow and fund utilization, the status of basic amenities such as drinking water and toilets, and the enrolment/attendance levels in government schools in the states. What we find is interesting –allocations are on the rise, funds are reaching schools albeit with a significant lag, amenities exist but there but are not always usable. Crucially, funds are utilized but for very limited set of items, which are mostly concerned with office expenditure and infrastructure. And while the links between expenditures and outcomes are unclear, what this data shows is that enrolment levels in government schools is falling and learning levels remain stagnant. This is a worrying fact to say the least.

In the context of the implementation of the Right to Education, the PAISA Report has tried to estimate a baseline for the cost of compliance as per the norms laid down by the RTE. As far as we know, this method of estimating the cost of implementation of RTE has not been undertaken in India until now. Using school level indicators of infrastructure and teacher availability and unit costs for each of these items at the state level, we have arrived at a very conservative estimate of the magnitude of resources needed to close state level gaps vis-à-vis the RTE norms. We find that in some states such as Bihar, the recurring cost of teachers would be high due to the large gap still existing, while in states like Andhra Pradesh, the major cost would be on filling the infrastructure gap.

The implication is clear – implementing RTE will not be possible with a 'one-size-fits-all' approach. This is also true of planning and resource allocation. States have to be given more flexibility in deciding what strategy to adopt to for their schools to be RTE compliant. Another important lesson is that information about expenditure must be available in greater detail and as close to real time as possible. The proposed Expenditure Information Network (EIN) is the first step. But an effective EIN will have to take into account not only when, but also how, expenditures are being undertaken, and some measure of its impact. That would go some way in closing the expenditure cycle and give us a handle on how outlays are translating into outputs and outcomes. PAISA 2010 is a step in that direction.

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BEYOND ALLOCATIONS: EXPENDITURE FLOWS IN SARVA SHIKSHA ABHIYAN

Anirvan Chowdhury and Avani Kapur[1]

On 28 February 2011, the Union Budget announced a 27 percent hike in allocations for elementary education for the 2011-12 financial year (FY). At 65 percent of the elementary education budget, the Sarva Shiksha Abhiyan (SSA) too witnessed a 40 percent hike in allocation, which now stands at Rs. 21,000 crore. This was no surprise - since 2005-06, there has been an over 3-fold increase in GOI allocation and considering SSA is the primary vehicle for delivering the Right To Education (RTE), increased allocations were inevitable.

But are these increased allocations sufficient to ensure the SSA goal that, "*every child is in school and learning well"?* Crucially, do these increased allocations get spent efficiently and effectively so that resources and expenditure match school needs on the ground? To answer this question, this article undertakes a trend analysis of SSA allocation and expenditure between 2005-06 and 2009-10.[2]

Expenditure Performance: In the last five years, while allocations have increased significantly, overall expenditure performance has been weak with a large portion of allocated funds remaining unutilised. For example, in 2005-06, 32 percent of SSA funds were not spent, this dropped marginally to 25 percent in 2009-10, leaving an unspent balance of Rs. 6,608 crore for the year.

The extent of the problem can be better examined at the state level. For instance, Uttar Pradesh, which received the largest share of SSA allocations in 2009-10, spent 75 percent of its planned allocations. Similarly, Rajasthan with the fifth highest share of allocation spent 96 percent. Bihar, which saw a nearly five-fold jump in SSA allocation from Rs. 843 crores to Rs. 4,109 crores, saw a ten-fold increase in expenditure, yet its overall expenditure performance remained poor with only 51 percent of planned allocations being spent.

Component-wise Trends: The Right to Education lays importance on the provision of adequate infrastructure facilities in schools (including provision of boundary wall, library, playground, drinking water facility, toilets, additional classrooms, headmaster cum store room etc.) as well as the maintenance of the prescribed Pupil Teacher Ratios (PTR). A majority of SSA allocations have been earmarked for teacher salary and infrastructure. But past experience with SSA expenditure suggests many inefficiencies. For instance, in 2009-10, teacher salary and infrastructure together accounted for 72 percent of overall SSA allocation. However, expenditure performance of these two components has been variable. While expenditure on teacher salaries increased from 63 percent in 2005-06 to 85 percent in 2009-10, for infrastructure, expenditure has actually dropped from 80 percent to about 60 percent. Interestingly, despite the increase in teacher salaries, expenditure incurred on training remains low with only 63 percent of earmarked funds being utilised in 2009-10.

The RTE also has special provisions to ensure that children who have not been admitted to school or have not completed elementary education have the right to receive special training even after fourteen years of age. Here again, past expenditures in SSA shows that allocation and expenditure in these areas have been on the lower side. SSA allocates funds for interventions to mainstream out of school children, provides remedial teaching as well as inclusive education. However, funds for these special programmes constituted a mere 6 percent of total SSA allocations in 2009-10, down from 9 percent in 2005-06. There has been no real improvement in expenditure performance which has remained constant at about 80 percent.

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[2] Data has been sourced from the Sarva Shiksha Abhiyan Portal: www.ssa.nic.in on March 7, 2011.

Delays in Funds Flows: Apart from the problem of spending, there is also a delay in expenditure resulting in a last minute rush to spend funds. In 2008-09, only 37 percent of SSA expenditure was incurred in the first two quarters of the financial year. At the state level, with the exception of Andhra Pradesh, Gujarat and Chhattisgarh, most states incurred over 50 percent expenditure in the last two quarters. For instance, Maharashtra and Rajasthan, despite being good performers in overall spending capacity, incurred more than 70 percent of their expenditure in the latter half of the year. These delays are also reflected in PAISA's micro level study of school grants.

So what have we learnt? It is clear from the above analysis that despite increases in allocation for education in the recent past, expenditure performance has left a lot to be desired. With India's schooling system now entering a new phase of implementation under the Right to Education Act (RTE) the current financial architecture requires revamping. Thus, we need to look beyond just allocations and take a closer look at expenditure performance and its translation into outputs on the ground if we are serious about making a tangible difference in education outcomes.

UNPACKING THE SSA FUND FLOW PROCESS: A CASE STUDY OF RAJASTHAN

Gayatri Sahgal[1]

An essential question that arises while tracking expenditure in public programmes such as the Sarva Shiksha Abhiyan (SSA) is how is money transferred through the system? Specifically, what are the processes through which funds are transferred from the Centre to the unit of service delivery - in this case schools? This case study tries to unpack the fund transfer process by drawing on the experience of one state- Rajasthan, to map the various levels of bureaucratic hierarchy through which funds travel before finally reaching their destination - elementary schools.

The De jure Planning and Fund Transfer Process - What the guidelines say

Like all government programmes, the process of fund transfers in SSA begins with the formulation of a plan. The primary planning document under SSA is the Annual Work Plan and Budget (AWP&B) which consists of budgetary proposals for prioritized activities/interventions to be undertaken in the coming year, progress made and targets achieved in the previous financial year and the spill over activities proposed to be carried over to the current year. According to SSA guidelines, AWP&B's are prepared in each state through a decentralized participatory planning exercise. Beginning at the habitation level, School Management Committees (consisting of representatives of parents and teachers) in consultation with community members are responsible for developing plans to reflect needs and priorities at the local level. Plans made at the habitation level are then compiled by the planning team at the block level (members of the planning team include, the Block Education Officer, Panchayati Raj representatives, and NGO representatives) into block level plans. These in turn are consolidated by the district core planning team (including the district project officer, and representatives from various departments such as Health, Public Works, Social Welfare and Women and Child Development) into a district level AWP&B. District AWP&B's are then aggregated at the state level for the formulation of the State AWP&B.[2]

To ensure that the planning process is completed before the completion of the financial year, SSA guidelines prescribe a time table for the preparation of the state AWP&B. In accordance with the calendar, the visioning exercise and planning of activities is required to be completed at the district level every year, by January 1st. The state level AWP&B's are then prepared and submitted to the Project Approval Board (PAB) at the Ministry of Human Resources and Development by April.[3]

Once plans are approved by the PAB, money from the central government is released to the State Project Office (SPO), the body responsible for implementing SSA at the state level. Funds are received in two instalments, once in April and then again in September. Apart from the grants-in-aid given by the centre, 35% of the total SSA budget (including KGBV and NPEGEL) is funded by the state government. According to the norms the second instalment of grants from the central government is released only after the state has transferred its matching funds to the SPO. Thus by the end of the second quarter[4] of the financial year, a significant proportion of the total allocations should be disbursed to the states[5].

At the state level, the first instalment received from the Centre is first spent on teacher's salary and administrative expenses. Overheads such as school grants are usually funded from the second instalment. School grants can be transferred in two ways. The state project office can disburse funds through an electronic transfer to districts who release funds to the block. The block is then responsible for transferring monies to schools.

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[1] Research Analyst with Accountability Initiative, CPR

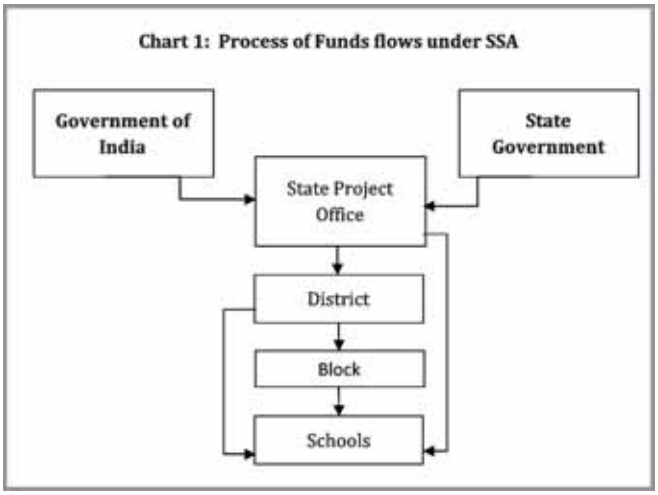
[2] Manual for Financial Management and Procurement unit, pp.5-50, SSA Portal, see http://ssa.nic.in/financial-management/manual-on-financial-management-and-procurement/manual-on-financial-management-and-procurement-unit/

[3] Manual for Financial Management and Procurement unit, pp. 50, SSA Portal, see http://ssa.nic.in/financial-management/manual-on-financial-management-and-procurement/manual-on-financial-management-and-procurement-unit/

[4] Financial year is divided into four quarters of three months. The first quarter spans the period from April-June, the second quarter includes the period from July-September, the third quarter includes the period from October-December and the fourth quarter spans the period from January-March.

[5] Ibid. 65-77

Alternatively, funds can be transferred from the district directly to the school account. Increasingly, in states with more sophisticated rural banking facilities, funds are transferred directly from the SPO to the school bank accounts. Funds when transferred from the district to the schools are treated as an advance (funds released from the district to the schools are initially classified as an advance). At the district level for reporting purposes such advances are treated as expenditures.[6] Advances are then adjusted upon receipt of utilization certificates/ expenditure statements which are required to be submitted by schools within one month of the completion of the financial year[7]. Thus there are can be discrepancies between initial reportage of expenditure and final expenditures once the financial year closes.



The De facto Fund Flow and Planning Process: The case of Rajasthan 2010-11

In Rajasthan the planning process for financial year 2010-11, began in the month of December 2009. Habitation and block level plans were prepared by the block office in consultation with the Cluster Resource Centre Facilitators (CRFC) who are responsible for assessing and compiling the school needs. The District AWP's were subsequently prepared and submitted to the state in February, 2010. After the submission of the district level plans, the State began a process of compiling the state AWP&B which was later submitted to the PAB in May 2010. In all, there was a one month delay in the planning process.

Delays at the planning stage were followed by deferrals in the release of grants by the Centre. The first instalment which ought to have been transferred by April/May was received two months later in June on 07.06.10 owing, in part, to delays in the planning process. The second instalment was then transferred by the Centre on 22.07.10. The balance from the first instalment however was not transferred with the second instalment. Consequently, a third instalment was made by the centre to the SPO on 26.11.10. The state government in turn released its funds from the treasury to the SPO in three instalments beginning in April through till August 2010.

Table 1 below provides the details of the releases made by the Centre and the State up to December 2010.[8]

Table 1: Fund transfer process in Rajasthan: April 2010 – December 2010

Total Outlay Approved (in Lakhs)	GOI Share			State Share		
	Date of release	Date of receipt	Amount (in Lakhs)	Date of release	Date of receipt	Amount (in Lakhs)
279247.81	25.05.10	07.06.2010	38000.00	22.04.10	29.04.10	21531.00
	07.07.10	22.07.2010	40933.00	25.05.10	28.05.10	9300.00
		26.11.2010	54299.00	07.07.10	07.07.10	21791.00
				23.08.10	30.08.10	33091.00
			133232.00			**85713.00**

According to the state level officials, funds were transferred to the district at the beginning of the second quarter (between august and September) of the financial year. The exact dates for fund transfer could not be ascertained. However, through an analysis of overall expenditures reported by districts at the end of third quarter (December 2010) districts had received and reported expenditures on 78% of their total allocations of Rs 277286.52 Lakh. This is assuming that from the total funds received by the SPO on 26.11.10 which amounted to Rs 218945 lakhs, the total allocation for the SPO office was met (Rs 1961.290 Lakh) and the balance (Rs 216983.7 Lakh) was transferred to

[6] Although in the books of account they are treated as an advance till utilization certificates are submitted.
[7] Ibid. 65-66
[8] 'Details of Year wise Releases since Inception for SSA by GOI & GOR', from details of the year wise releases towards SSA2010-11bhu2/17/ 2011GOIGOReleasesSSA, obtained from the State project office, Rajasthan

the districts[9]. During the same period, expenditure incurred at the district level was Rs 180198.565 Lakh, which accounted for 83% of the total funds transferred (Rs 216983.7 Lakhs)[10].

The total allocations for the three annual school grants amounted to Rs. 13212.515 lakh, 79% of the funds were reported spent by the end of third quarter.[11] According to the state expenditure statement dated 30.09.10 expenditure, 80% of the TLM grant, 41% of SMG grant and 82% of SDG grant had been spent.[12] By December, this expenditure recorded under the three grants accounted for approximately 86%, 65% and 90% of the total funds allocated for the three grants, respectively.[13]

Interestingly, findings from the PAISA school survey for 2009-10 paint a somewhat different picture. According to the 2009-10 data for grant receipt half way through the financial year (October/November when the survey was conducted), 41% primary schools (PS) and 28% Upper Primary schools (UPS) reported that they had not received any of the three annual grants. Only 23% of the PS and 33% of the UPS reported receiving all three grants. The gap between these findings and expenditures reported by the states can, in part, be explained by the peculiarities of the expenditure reporting system. In the current system, funds advanced by the district to schools are reported as expenditure and adjusted only upon submission of expenditure statements, which are submitted at the end of the financial year and often much later than the end of the financial year. Hence, it is possible for districts to report expenditure under the three annual grants, without schools having or spent funds during the period for which expenditure is reported.

What explains delays in receipt of funds, if these have, in fact, been advanced from the districts? Anecdotal reports from schools suggest many possibilities. For one, the current system of electronic transfers is not always instantaneous due to the limited reach of the rural banking network. There may also be other reasons such as limited banking facilities at the ground level which may constrain the capacity of the Head Master to access the school account on a regular basis to check whether money has been credited to the account. Finally, lack of information on the different grants and entitlements that a school gets could also explain these results.

Table 2 Process of Fund flows- Findings from Rajasthan

- Plans submitted to the PAB in May, 2010
- SPO received the first instalment from the GOI in June. First instalment from the state treasury was received in April 2010.
- By the third quarter of the financial year the SPO had received 78% of its total SSA outlay
- Funds were transferred from the state to the district in the second quarter of the financial year
- By the end of December 2010, 78% of total district allocation was spent.

As this case study demonstrates, the process of fund transfer is a lengthy and complex one. Funds pass through several layers of the bureaucratic labyrinth before finally reaching the frontline service delivery unit. Complicating the process further is that despite the prevalence of norms and standards to ensure timely disbursement, delays are often experienced in the allocation of funds from one level to the next. Additionally, there are gaps in the amount of real time information of receipt and expenditure of funds at each level. The causes behind these delays and the specific nature of bottlenecks need to be understood better. To address these problems, there is a pressing need for further research.

[9] This assumption is supported by the expenditure statement obtained from the SPO Jaipur, according to which funding for all major overheads except allocations for SPO, are transferred to the districts. This includes teachers salary, free textbooks, civil works, school grants, TLE, teacher training, training for community leaders, provision for disabled children, management, innovations, etc

[10] Ibid

[11] Since we are looking at total district figures it is not possible to determine when districts transferred funds to schools because that will vary for each district

[12] State wise component wise expenditure as on 30.09.10, SSA portal, see http://ssa.nic.in/page_portletlinks?foldername=financial-managementibid

[13] Expenditure statement Sarva Shiksha Abhiyan (SSA) 2010-11, December 2010, obtained from State Project Office, Jaipur

THE "ALL IS WELL" CONUNDRUM IN SCHOOL INSPECTION AND MONITORING

Shomikho Raha[1]

One of the most important findings from the PAISA surveys is that fund flows and planning processes in Sarva Shiksha Abhiyan have many delays, bottlenecks and inefficiencies. These findings throws up two crucial questions: What are the causes behind these inefficiencies? And more specifically, where do the bottlenecks lie? And what are the institutional processes through which local decision making ought to take place? To unpack these questions, PAISA has initiated a small set of institutional studies that aim to map the dejure institutional structures behind decision making processes and through this diagnose what causes inefficiencies in fund flow and planning. To get a sense of ground realities, PAISA began its institutional analysis with a small case study of one important aspect of school level decision making – monitoring teachers - in Sagar, Madhya Pradesh. This article reports on this case study.

In Madhya Pradesh (MP), the following list of officials are assigned to undertake inspections of teachers in schools within a district: (i) Cluster Academic Coordinator (CAC or *Jan Shikshak*), (ii) Principal of the Higher Secondary School who functions as Cluster Drawing-Disbursing Officer (DDO), (iii) the Block Education Officer (BEO), (iv)Block Academic Coordinator (BAC), (v) Block Resource Centre Coordinator (BRCC), (vi)Assistant Project Coordinator (APC) at the district-level, District-Project Coordinator (DPC), (vii) District Education Officer (DEO) and his (viii)Assistant, (ix) Joint Director (JD) as well as (x) CEO Block and (xi) CEO District from within the Rural Development Department. Considering that there are usually 3 BACs in any BRC Office, 4-5 APCs at the DPC Office and several more CACs, the number of officials functioning as inspectors at any block or district are consequently many more.

Form versus Function

How does this work in practice? Do teachers feel that they are functioning in an *Inspector Raj* system? Not necessarily, but understanding why this is the case requires that we better explore the gap between 'Form' and 'Function', or between the formal structures through which officials are assumed to function and what actually drives officials to indeed undertake (or not) their functions

First, not all officials are able to meet their inspection targets or make the time available for travel to undertake inspections at the cost of other work they are also tasked to undertake. For, of the list of officials mentioned for MP, much fewer of them (CAC, BAC, BRCC) are in fact tasked principally with the inspection responsibility. The challenge then is not that inspectors do not exist or have not been assigned duties with clear formats; rather the challenge is inadequate implementation of inspectorial duties. The obvious question that then comes to mind is this: who inspects the inspectors?

There was, for a long time, a single vertical structure that made answering this question somewhat easier. From the *Zila Shiksha Basic Adhikari* to the Sub-Deputy Inspectors of Schools, each district used to have one line reporting structure. With the District Primary Education Programme (DPEP) of the 1990s and the subsequent implementation of the *Sarva Shiksha Abhiyan* (SSA), a separate vertical of contractual posts was created that also covered monitoring functions.

Parallel to the existing administrative system in the state, this implementation of the now decade-old SSA has consequently created a separate management structure engaged in supervisory activities as well. Drawing attention to this two-dimensional system currently present, the recent Anil Bordia Committee has proposed integration of educational administration at different levels. This same report notes that during the last few decades "school supervision has grievously suffered due to insufficiency of staff and administrative neglect". While acknowledging that the SSA may have "improved matters", it still concluded that "the situation has remained essentially unchanged" and more alarmingly that "the functioning of schools has deteriorated and quality of the teaching-learning process has shown no improvement" (MHRD, 2010). The solution suggested: better supervision and more periodic inspections.

[1] Lead Implementation Research, Accountability Initiative, CPR

Vertical versus Horizontal Reporting Structures

In order to effectively implement this solution, we need a better diagnosis of the current structural flaws in the system. To continue with the illustrative example of MP, a close analysis of the elementary education implementation structure in this state reveals that the state has three existing vertical structures engaged with primary education service delivery. Why should this adversely effect inspections? To further illustrate: if the present full-time inspector in the *Jan Shikshak* (CAC) finds an incidence of teacher absence in a school, this is reported to the BRCC, which moves further up the same vertical to the DPC, who then reports this absenteeism to the DEO in a different vertical. But in order for any action on the concerned teacher, the DEO must report the same to the District CEO from yet another separate vertical (Rural Development Line Department), who is the designated appointing authority of the teacher and the only official with the powers to terminate the appointment. The length of steps (or what we may term 'layers') to reach the appointing authority translates into a time lag between an inspection and any action. This may be further delayed because the CEO orders his own inspection or simply because he is in-charge of 21 divisions with Education being only one of these.

Secondly, the *Jan Shikshak* can draw his pay from the BRCC by reporting "all is well" from all his required quota of inspections, which is an incentive that also drives the BRCC to report "all is well" as he too has 30 inspections to complete in a month alongside attending mandatory official meetings and other work to draw his pay. The "all is well" *mantra* popularized by a recent Bollywood film therefore keeps everyone in the system content, from the *Jan Shikshak and* BRCC to the teacher and *anganwadi* worker in this collusion.

Interestingly, a way to bring better accountability to the inspections of the *Jan Shikshak* is not to wholly change the current arrangements, but to modify it in important ways. At present, officials in different verticals do not hold the other accountable to the extent they potentially can. The *Sankul Pracharya* is the Principal of a Higher Secondary School who is the Drawing & Disbursing Officer paying teacher salaries for a designated number of 7-8 schools in the area. He falls under the Line Education Department vertical. Currently, no government rule states that the *Jan Shikshak* (a SSA vertical officer) must *a priori* inform the *Sankul Pracharya* of his inspection schedule of the schools in his purview so that the latter can hold the former accountable for having undertaken them. Nor is the *Jan Shikshak* also reporting his inspection findings to the *Sankul Pracharya*, who can then use the report to cut the wages of absent teachers, which he is authorized to carry out with evidence. If the BRCC (also a SSA vertical officer) was further required to have a mandatory countersignature of the *Sankul Pracharya* as a precondition for releasing pay to the *Jan Shikshak*, there is a further built-in "triangulating" accountability measure of the inspections. *Jan Shikshaks* can be held better accountable for having undertaken inspections as planned and the information shared with the *Sankul Pracharya* for necessary *immediate action* on absent teachers through docking wages. The BRCC can then even hold the *Sankul Pracharya* accountable.

The lesson to take away from the MP illustrative case is that rather than creating more inspectors higher up the vertical who find themselves too busy with routine other work to travel for inspections, there is a case to be made for many more *Jan Shikshaks*. Unlike the present system, their sanctioned numbers at the block-level should be determined by a fixed ratio to the density of schools in the area to be monitored. We need more full-time inspectors who are held more accountable for *their* work.

Finally, the one big lesson that can be extended beyond school inspections is that decision making authority needs to be fixed at a level closer to where the action is. Quick, on the spot decisions are crucial to making a system accountable. The big question then – should these powers be decentralized to school management committees and local governments? These are some of the complex implementation questions that the Right to Education will have to grapple with as it gets rolled out across the country.

THE FISCAL IMPLICATIONS OF THE RTE - I

Ambrish Dongre [1]

Financing the Right to Education (RTE) Act has been an important issue in the debate surrounding the RTE. The Schedule of the RTE Act clearly lays down the norms and standard for a school (for details, please see the 'Right of Children to Free and Compulsory Education Act, (2009)'). It is clear that making all the schools compliant with these norms would involve significant expenditure. But how much would this cost and can we put a number on it?

The answer is yes. We can make a reasonable estimate of the approximate expenditure if schools are to be made RTE-compliant. In 2010, the ASER survey collected information on standard-wise enrolments, the number of appointed teachers and the type of teacher (head teacher, regular teacher, para teacher). Information was also collected on availability of infrastructure facilities such as a) office/store room/office cum store room, b) playground, c) library books, d) hand pump/tap, e) complete boundary wall/ fencing, f) kitchen shed, and e) toilet facilities for boys and girls. This allows us to calculate the proportion of schools that lack infrastructure facilities and then obtain corresponding cost estimates using the official unit costs (or their estimates).

Please note that the resulting estimate are a mere indication of the expenditure required for the above mentioned infrastructure facilities and at the *existing level of enrolments* in the school. The RTE mandates that no child in the age-group 6-14 years would be out of school. Thus, when all the drop out children and never enrolled children join the schools, many more teachers, classrooms and teachers would be required with its own cost implications. We are not taking this into account in this article (we offer some indications in the second article on RTE financing in this volume). Further, we have not taken into account shortfall of classrooms and consequent cost implications (which we plan to undertake in the future).

In the following, we explain the steps involved in obtaining an estimate of expenditure required to make the above mentioned infrastructure facilities available in all the schools:

Step 1: We calculate the proportion of schools where PTR is less than the norm for std. 1-5 and for std. 6-8 separately. We also calculate the proportion of the schools where the PTR is below the norm, and the proportion of schools where the infrastructural facilities (say, boundary wall) are not available. Given the sample size (i.e. number of schools visited), these numbers are representative at the state level.

Step 2: Then we obtain, state-wise, the total number of government primary and upper primary schools from District Information System for Education (DISE) 2009-10. Since the coverage of the DISE is universal, the number of schools in DISE actually represents the total population.

Step 3: Multiplication of proportions from step (1) and step (2) gives the number of schools with the shortfall in a particular infrastructure facility.

An example would make the steps clear. 51.46% of the schools in Chhattisgarh don't have a boundary wall or fencing (step 1). As per DISE 2009-10, the total number of government schools in Chhattisgarh are 31,448 (step 2). 51.46% of 31,448, i.e. **16,183** is the number of schools without a boundary wall in Chhattisgarh (step 3).

Step 4: In order to calculate the amount of money required to build a boundary wall for all government schools in Chhattisgarh, we need to know how much it costs to build a boundary wall. We use the state and infrastructure specific official unit costs obtained from the annexure of the state's consolidated sheet of the Annual Wok Plan and Budget. In many instances, the unit costs are not directly available. The procedure followed in such instances is explained in detail in appendix 1.

Step 5: Combining numbers in step 3 and 4 gives us the estimated cost for making an infrastructure facility (say, boundary wall) available in all schools in a state.

Step 6: The same procedure is repeated for the PTR and all the infrastructure norms. The sum of all the costs so derived gives us the total cost of making the schools RTE-compliant as far as the shortfall in PTR and infrastructure facilities covered in the survey are considered.

[1] Senior Researcher, Accountability Initiative, CPR

Again, let's take the example of Chhattisgarh. In step 3, we derived that 16,183 schools require boundary wall/ fencing. The unit cost for boundary wall/ fencing is assumed to be Rs. 60,000 (step 4). Then 60000*16183 = Rs. 9,710 lakh would be the amount of money required so that all government schools in Chhattisgarh can have a boundary wall/ fencing (step 5). Repeating this procedure for PTR, and other infrastructure facilities, gives us a total cost of Rs. 62,985 lakh (step 6). Thus, if all government schools in Chhattisgarh are to have the number of teachers as per the PTR norm and the above mentioned infrastructure facilities, it would need Rs. 62,985 lakh (or Rs. 629.85 crore).

The following table shows the cost figures for all states and India. Note that the teacher cost represents recurring costs (it needs to be borne every year) while the infrastructure costs are one - time costs. The facility built once would last more than a year. There would be only maintenance costs. We are still adding them to give a single figure.

Key Points

As indicated in the table, the cost of bringing all the existing government schools at the level of PTR and the specific infrastructure norms required in the RTE above is Rs. 15,158.33 crore. The largest expenditure, Rs. 5192.88 crore (or 34.26% of the total) is required for HM office. Next is would be teacher payment (24.36% of the total) and construction of boundary wall/ fencing (22.5% of the total).

Among the states, Bihar and Maharashtra require the largest expenditure to achieve RTE compliance, at Rs. 2108.21 crore and Rs. 2007.45 crore respectively. Next in line are Uttar Pradesh (Rs. 1567.71 crore), Assam (Rs. 1267.05 crore) and Andhra Pradesh (Rs. 1195.26 crore).

Merely considering aggregate expenditure may hide the fact that not all states require identical proportion of expenditure on all items. Consider Bihar and Maharashtra. Payments to teachers in Bihar would be 44.62% of the estimated cost, while for Maharashtra, it constitutes only 2.92%. On the other hand, Maharashtra would need to spend 37.6% on boundary wall, while in Bihar, boundary wall would only amount to 9.44% of the estimated cost.

The differences in the amounts and pattern of expenditure reflect the fact that both shortfalls and the unit costs (for the same item) differ across the states. For example, the teacher pay varies from Rs. 1800 in Andhra Pradesh to Rs. 12,500 in Assam for classes 1 to 5, and Rs. 2250 in Assam to Rs. 29,000 in Uttarakhand for classes 6 to 8. So even though the shortfall is same, its cost implications are likely to be quite different depending on the magnitude of the unit costs.

As mentioned earlier, the above represents the estimated costs for bridging the shortfall in some specific infrastructure items in existing government schools. The next article attempts to estimate the cost implications of bringing the out of school children in the schooling system. Thus, these two articles represent an interesting attempt to analyze the cost implication of such a historic moment in India's elementary education sector.

Table: Cost Implications of Making the Existing Government Schools RTE-Compliant (in Rs. Lakh)

	Boundary wall	Drinking water	HM Office/ Store Room	Kitchen Shed	Library in the Primary School	Library in the School 1-7/8	Separate Boys' / Common Toilet	Separate Girls' Toilets	Teachers for Classes 1 to 5	Teachers for Classes 6 to 8	Total
STATES											
Andhra Pradesh	17386	10619	57317	15224	114	118	5146	11387	2158	56	119526
Arunachal Pradesh	14,538	215	2,256	838	93	62	228	1,172	1,058	153	20,612
Assam	16832	1734	36232	5449	838	102	2860	8513	54145	0	126705
Bihar	19,899	3,754	52,596	13,793	792	1,158	5,841	18,913	38,621	55,453	210,821
Chhattisgarh	9,710	1,645	20,892	2,604	246	47	3,744	7,257	14,792	2,048	62,985
Goa	800	52	1543	333	4	1	0	22	199	20	2973
Gujarat	2,807	1,057	15,852	2,102	67	415	694	2,887	1,935	415	28,232
Haryana	630	357	2,599	2,633	85	20	86	349	13,547	557	20,863
Himachal Pradesh	3,942	143	6,806	1,134	56	-	841	2,441	764	478	16,606
Jharkhand	16229	3741	15574	5910	367	523	1829	3842	11116	2541	61673
Karnataka	8384	2043	42646	1757	140	130	670	2946	6353	807	65875
Kerala	299	58	1218	38	15	13	15	69	420	28	2173
Maharashtra	75479	3702	103495	7749	201	286	745	3217	5748	122	200745
Manipur	865	159	1456	476	48	24	75	459	913	28	4504
Meghalaya	1561	274	4894	766	73	2	293	612	489	0	8963
Mizoram	458	56	651	23	29	0	19	118	75	0	1429
Nagaland	327	65	555	156	37	3	34	138	222	0	1537
Orissa	16485	5666	31196	7136	378	554	3569	9824	14286	1272	90365
Punjab	1266	416	6216	400	10	0	191	537	11272	430	20737
Rajasthan	46647	4077	8549	6050	615	857	1123	4833	11861	1094	85705
Sikkim	281	20	72	17	12	7	2	23	120	0	554
Tamil Nadu	6523	623	38785	1094	129	197	1743	4052	10371	869	64386
Tripura	20338	175	807	231	48	83	61	968	614	0	23324
Uttar Pradesh	33446	5083	30347	6414	1562	33	1509	9894	64049	4434	156771
Uttaranchal	2430	295	3927	270	194	1	106	1170	4213	0	12606
West Bengal	23465	4008	32580	4995	903	0	1091	8578	29063	0	104684
UNION TERRITORIES											
Dadra & Nagar Haveli	55	11	216	0	2	2	0	20	83	10	399
Daman & Diu	3	2	12	0	0	0	0	0	0	0	17
Puducherry	16	0	0	27	0	0	0	21	0	0	64
INDIA	341102	50051	519288	87621	7058	4637	32515	104261	298486	70813	1515833

FISCAL IMPLICATIONS OF THE RTE- 2

Aditi Gandhi [1]

Successful implementation of The Right of children to free and compulsory education Act (RTE), which seeks to provide free and compulsory elementary education[2] to all children between the ages six to fourteen, is indubitably a task requiring utmost commitment and substantial financial resources.

The estimated cost of plugging shortfalls in school facilities and ameliorating adverse Pupil Teacher Ratio's (PTR) in the extant schools in rural India is Rs **15,200** crores. This estimate focuses on deficient school infrastructure and PTR in the existing schools with the current enrolment rates. However, RTE mandates that in addition to infrastructure facilities school children are also entitled to free books, writing materials, uniforms and that each out of school child enroll and attend elementary schooling. Therefore to get a more accurate estimate, we need to include expenditures on these accounts.

This analysis focuses on:

- Provision of free textbooks, writing materials and uniforms
- Inclusion of out of school children and consequent infrastructure facilities and teacher costs

Free textbooks, writing material and uniforms

As specified in the Rules to the RTE Act published in the Gazette of India, April '10, children are entitled to free textbooks, writing materials and uniforms; and reimbursement of these expenses is likely to add to the cost burden of the Government. According to an NSS Survey conducted in 2007-08, estimated average per annum expenditure on books, stationery and uniform, of a student pursuing elementary education in Government schools in rural India is Rs 182, Rs 145 and Rs 278 respectively. Estimated total expenditure in a year on these items was over Rs 3,500 crores and public expenditure could rise by as much on account of reimbursements.

Extending the Act to the population currently not enrolled

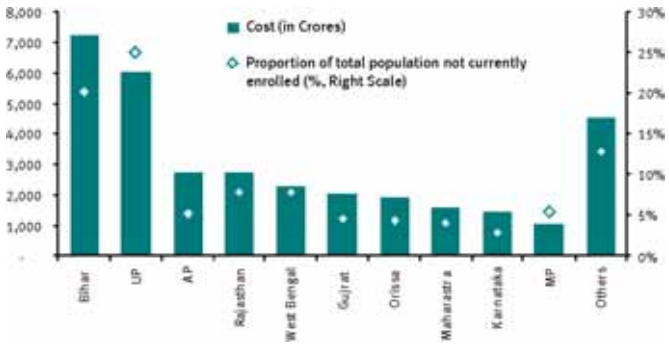
The other facet of the Act, compulsory education, mandates the appropriate Government to ensure compulsory admission, attendance and completion of elementary education by every child in age group six to fourteen. It is also the obligation of the Government to provide infrastructure including school building staff and learning equipment.

There are an estimated 220 lakh students in age group 6-14 who are currently not enrolled in schools – who may have dropped out or discontinued their education or who have never been enrolled at all. 60% of these out of school children have never been enrolled in school.

About three to four lakh teachers would be required for the classes one to five. Another 3 lakh teachers would be required for the classes six to eight. This implies the teacher costs would amount to somewhere between Rs. 5,000-6,000 crores.[3] In the scenario where all students absorbed in to existing schools, the major increase in costs would be on account of additional teachers and classrooms. The costs would be about Rs. 23,000 crores. The highest expenditure would be in Bihar, Uttar Pradesh and West Bengal, given the sheer magnitude of the never enrolled population.

However, this is an ideal scenario. In the NSS Survey about 1.4% of the never enrolled and 7% of the discontinued population in relevant age group have stated "school is far off" or access as the reason for not enrolling. In a scenario where the students would be absorbed by new schools, the cost estimates may further escalate by up to Rs 12,000 crores on account of building costs for separate toilets, kitchen shed, office, libraries and boundary wall as per RTE norms.

Chart: **Top expenditure states and proportion of out of school population**



The left axis shows the estimated expenditure required by each state and the right axis shows proportion of total out of school children in the state. The highest expenditure

[1] Research Associate, Centre for Policy Research

[2] Class one to eighth

3 All cost implications have been derived based on unit costs in 2010 prices, sourced from the Project Approval Board Minutes and the Approved Annual Work Plan (AWP) for the Financial Year, 2010-11.

required in Bihar has 20% total India's out of school population. UP has 25% of India's total out of school population but expenditure is lower than in Bihar due to lower unit costs in UP vs Bihar.

The Act requires that children above six years of age, currently not enrolled in schools, be admitted in the class appropriate to their age. Such children will have a right to receive special training to bridge the learning gap. Public expenditure would rise also on account of such training for students enrolled directly to class appropriate to age group. Such expenditure will be higher for the 40 lakh never enrolled children in the higher age band, to be admitted in the upper primary classes. Private expenditure too would have to be reimbursed for the newly enrolled pool of students.

The cost estimate for existing and potential schools in rural India to become compliant with RTE infrastructure and PTR norms alone is close to Rs 50,000 crores. This is devoid of Mid Day Meal, equipment and other training costs. Infrastructure and teacher costs are undoubtedly a large proportion of the total cost and these estimates therefore provide a sense of the nature and magnitude of expenditure that the RTE would entail.

Methodology

- *Data:* NSS 2007-08 64th Round Survey has been used to extract the drop out, discontinued and never enrolled population estimates for each state in the first part of our analysis.
- *Teachers to be employed*: Primary school PTR norms are contingent on the levels of enrolment, varying from 30 for enrolment up to 150, over 30 plus a head teacher for enrolment between 150-200 and 40 plus head teacher for enrolment above 200. In order to calculate number of teachers that may have to be employed, we have derived the upper and the lower bound by using a fixed PTR of 30 and 40 for the pool of population currently not enrolled in schools. Thus, a range for number of teachers has been derived. For the Upper primary schools, the fixed PTR of 35, as specified in the Act has been applied.
- *Classrooms:* RTE Norms specify at least one classroom for every teacher.
- *Number of schools:* In order to estimate the number of schools that may have to be constructed, we have used modal enrolment frequency for the state derived from the survey sample.
- *Calculation of cost implication:* Unit costs are based in 2010 prices, and sourced from the Project Approval Board Minutes and the Approved Annual Work Plan (AWP) for the Financial Year, 2010-11.
- *Caveat*: Reported aggregates in NSS are only estimates. These have been used because the data matched our requirement.

GRANTS THAT GO TO EVERY SCHOOL : A SNAPSHOT

Type of Grant	How much is given to schools?	For what purpose?	What does it depend on?	Who spends it?
School Grant	Rs.5,000 per / year per primary school and Rs.7,000 per / year per upper primary school. Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	To replace school equipment such as blackboard, sitting mats etc. Also to buy chalk, duster, registers, other office equipment	Whether it is a primary (class 1-5) or an upper primary school (class 1-8)	Only the VEC/SMC/ PTA* is authorized to spend the money
School Maintenance Grant	• Maximum of Rs.5,000 per school per year if the school has upto 3 classrooms; • Maximum of Rs.10,000 per year if the school has more than three classrooms. Primary and Upper Primary schools are treated as separate schools even if they are in the same premises. The grant is given only for those schools in rural areas which have their own buildings. The grant is also given to schools in urban areas running from rented buildings. As per SSA norms, the average grant per school for the district should not exceed Rs.7,500.	Maintenance of school building including whitewashing, beautification, repairing of building, boundary wall and playground.	Whether the school has three classrooms or more. Headmasters room or Office room, are not counted as classrooms.	Only the VEC/SMC is authorized to spend the money. The SSA norms also say that the community must also contribute for this purpose.
Teacher (or TLM) Grant	Rs.500 per teacher per year for all teachers in primary and upper primary schools.	To buy low cost teaching aids, such as charts, posters, models etc.	Number of teachers appointed in the school.	The teachers are authorised to spend this grant.

* VEC - Village Education Committee.
SMC - School Management Committee.
PTA - Parents Teachers Association

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

- रु. 5,000 प्रति **प्राथमिक विद्यालय** प्रति वर्ष
- रु. 7,000 प्रति **उच्च प्राथमिक विद्यालय** प्रति वर्ष

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

विद्यालय रख-रखाव अनुदान राशि

छोटी-मोटी मरम्मत एवं रख-रखाव के लिए

जैसे: हैण्ड पम्प, शौचालय, चारदीवारी या खेल के मैदान की मरम्मत और सफेदी के लिए

- रु. 5,000 से 7,500 प्रति वर्ष: **3 कमरों तक** के विद्यालय के लिए
- रु. 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

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

असर ASER 2010

ACCOUNTABILITY INITIATIVE

सम्पर्क करें: ACCOUNTABILITY INITIATIVE फोन नं.: (011) 2611 5273-76, फैक्स: 2687 2746 ई मेल: info@accountabilityindia.org

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 seperate schools even if they are in the same compound or premises

School Maintenance Grant

For Minor repairs &Maintenance

Suchas:Repair of toilet, handpumps, boundarywall or playingfields and whitewashing etc.

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

TLM Grant

For Teaching-learning aids

Such as: Charts, posters, globe, models, books etc

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

ASER 2010

ACCOUNTABILITY INITIATIVE

CONTACT US: ACCOUNTABILITY INITIATIVE TEL: (011) 2611 5273-76. FAX: 2687 2746 EMAIL: info@accountabilityindia.org

PAISA 2010: SURVEY DESIGN AND METHODOLOGY

PAISA 2010 builds on the foundations of the PAISA 2009 survey. PAISA 2009 was based on the field surveys conducted during ASER 2009. The current report is based on the field survey conducted during ASER 2009 and ASER 2010. Both survey rounds included a School Observation Sheet, along with the tools to determine learning levels of children.

(PAISA 2009 and PAISA 2010 investigate the following questions:

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

The Sampling Design:

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

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

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

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

The School Observation Sheet:

The school information was recorded in the school observation sheet. Some components of the sheet, such as attendance, availability and usability of teaching material and infrastructure facilities, are based on the observation of the surveyors. Information about receipt and expenditure of annual school grants provided by the Sarva Shiksha Abhiyan (SSA) was obtained from the school headmasters or head-teachers. Where the head masters were not available, surveyors were instructed to ask questions to the teachers present. The respondents were not asked to provide evidence such as passbooks and vouchers to substantiate their claims. Thus 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.

2010-11 is the first year of the implementation of the Right to Education (RTE) Act. The school observation sheet has recorded information about the availability of various infrastructure facilities in the school. These have been used to develop estimates of compliance to the RTE norms.

SAMPLE SIZE

NO. OF SCHOOLS (2009)

State Name	Primary	Upper Primary	Total
Arunachal Pradesh	97	84	**181**
Assam	582	37	**619**
Andhra Pradesh	484	157	**641**
Bihar	429	614	**1043**
Chhattisgarh	403	34	**437**
Dadra & Nagar Haveli	7	16	**23**
Daman & Diu	6	5	**11**
Gujarat	163	591	**754**
Goa	53	2	**55**
Haryana	371	167	**538**
Himachal Pradesh	320	22	**342**
Jharkhand	247	334	**581**
Karnataka	150	627	**777**
Kerala	235	82	**317**
Maharashtra	521	452	**973**
Meghalaya	152	7	**159**
Mizoram	157	21	**178**
Manipur	183	42	**225**
Nagaland	228	29	**257**
Orissa	453	349	**802**
Punjab	474	51	**525**
Puducherry	24	19	**43**
Rajasthan	320	601	**921**
Sikkim	29	56	**85**
Tamil Nadu	514	261	**775**
Tripura	63	51	**114**
Uttar Pradesh	1914	96	**2010**
Uttaranchal	354	10	**364**
West Bengal	472	9	**481**
India*	9405	4826	**14,231**

NO. OF SCHOOLS (2010)

State Name	Primary	Upper Primary	Total
Arunachal Pradesh	152	107	**259**
Assam	503	16	**519**
Andhra Pradesh	475	157	**632**
Bihar	265	702	**967**
Chhattisgarh	301	124	**425**
Dadra & Nagar Haveli	7	19	**26**
Daman & Diu	5	4	**9**
Gujarat	66	557	**623**
Goa	39	11	**50**
Haryana	302	226	**528**
Himachal Pradesh	195	66	**261**
Jharkhand	188	359	**547**
Karnataka	113	656	**769**
Kerala	176	99	**275**
Maharashtra	435	467	**902**
Meghalaya	101	9	**110**
Mizoram	166	8	**174**
Manipur	97	28	**125**
Nagaland	202	21	**223**
Orissa	383	358	**741**
Punjab	391	58	**449**
Puducherry	31	10	**41**
Rajasthan	290	606	**896**
Sikkim	28	41	**69**
Tamil Nadu	395	267	**662**
Tripura	44	54	**98**
Uttar Pradesh	1633	263	**1,896**
Uttaranchal	321	16	**337**
West Bengal	406	2	**408**
India*	7,710	5,311	**13,021**

* Jammu & Kashmir and Madhya Pradesh data are not included in the analysis. In addition for some States and Union Territories such as West Bengal, Meghalaya, Goa, Dadra and Nagar Haveli amongst others, the upper primary school sample is relatively small. Thus results may not be representative.

SAMPLE SURVEY FORMAT

SCHOOL OBSERVATION SHEET - PAISA 2009

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 from the remaining government schools, visit the one which has the highest entrollment in Std 1 to 4/5. Do not visit a government school if it has no clases from Std 1 to 5. Meet Head Master (In absencse of the HM, meet the senior most teacher of the school). Documents required: Enrollment/Attendance register. If a standard has many sections, choose any one.

Name of School	Name of Village		Name of Panchayat	Block	District

From which Std. to which Std. Tick any one)	When was the school established (write year)		DISE Code	Date of visit	Day to visit	Name of Surveyars	Arrival time	Departure time
Std: 1 to 7/8 / Std: 1 to 4/5 / Others								

I. Children's enrollment & Attendance	Std.1	Std. 2	Std.3	Std.4	Std.5	Std.6	Std.7	Std.8
Children's enrollment (Take from register yourself)								
Children's attendance today*								

*Note : Take a head count of children in the room. If merged groups, ask the children of each class to raise their hands separately and then count accordingly.

II. Teachers (Ask HM/Head teacher)	No. Appointed	Number Present (At time of survey)	Number Not Present (At time of survey)
Head Teacher			
Regular Govt. teacher (Doesn't include Head Teacher)			
Para-teachers			
Any other person(s) teaching in the school			

III. Class Room Observations		Std. 2		Std. 4	
Observe		Yes	No	Yes	No
Are the children of this Std. sitting with children from any other Std. ?					
Where were they seated (tick one)	Classroom				
	Verandah				
	Outdoors				
Is there a blackboard for this class?					
Could you easily write on the block-board?					
Apart from text books, did you see any other supplementary materials (e.g. Books, Charts on the wall, Board Games etc.) available in the room?					

IV. Class Room Observations		
Tick relevant box	Yes	No
Did mid-day meal happen in the school today? (Ask HM/Teacher)		
Did you see mid-day meal being cooked in the school today?		
Did you see the meal being served to the children today?		
Did you see any other evidence of the mid-day meal in the school? (e.g. dirty utensils or meal brought from outside)		

V. Facilities in the school (From Observation)		
Total number of pucca rooms in the school (count yourself)		
Total number of rooms being used for teaching today (Count yourself).		
Tick relevant box	**Yes**	**No**
Is therea handpump or a tap?		
If there is a handpump/tap, could you use it to drink water?		
If there is no handpump/too, is there drinking water available?		
Is there boundary wall/fence?		

SCHOOL OBSERVATION SHEET - PAISA 2009

VI. School Grant Information (SSA)

Ask Headmaster this setion. If absent, ask a teacher who is present

I got information for this table from (tick all applicable)	Head Master	Teacher	Para-teacher

Grant Type	Did you get the grant?						If yes, what the amount received?		Did you spend the full amount?					
	Apr 2008 - Mar 2009			Apr 2009 - till date			Apr 2008-Mar 2009	Apr 2009-till date	Apr 2008 - Mar 2009			Apr 2009 - till date		
	Yes	No	Don't know	Yes	No	Don't know			Yes	No	Don't know	Yes	No	Don't know
New Classroom														
School Maintainance Grant														
School Development Grant														
Teacher Grant (TLM) (for all teachers)														
Other Grants (Total)														

Since Apr. 2008 has your school had nay of the following:	relevant box.	Yes	No
	Whitewash		
	Construction of new classrooms		
	Construction of boundary wall		

Comments

VII. Toilet Facility in School

Tick relevant box	Common Toilet		Separate Boys Toilet		Separate Gils Toilet		Teacher Toilet	
	Yes	No	Yes	No	Yes	No	Yes	No
Is there a toilet								
Was if useable and not locked								
Was if locked								

All government schools in India receive certain fixed grants under Sarva Shiksha Abhiyan (SSA). SSA norms for these grants are given below. They can vary by state.

New Classroom	Rs. 2,00,000 per additional classroom
School Maintainance Grant	Rs. 5,000 (school upto 3 classrooms) Upto Rs. 10,000 (schools with more than 3 classrooms)
School Development Grant	Rs. 5,000 per year (Primary School) & 7,000 per year (Upper Primary)
Teacher Grant (TLM)	Rs. 500 per teacher per year

SCHOOL OBSERVATION SHEET - PAISA 2010

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

Name of school	Name of Village	Block	District	State

From which Std. to which Std. (Tick any one)	Date of visit	Day of visit	Name of Surveyors	Arrival time	Departure time
Std: 1 to 4/5 ☐ Std: 1 to 7/8 ☐ Others ☐			1 2		

1. Children's Enrollment & Attendance	Std.1	Std.2	Std.3	Std.4	Std.5	Std.6	Std.7	Std.8
Children's enrollment (Take from register yourself)If more than 1 section write the total								
Children's attendance today*								

2. Official medium of instruction in the school:

3. Teachers	No. Appointed (Ask HM)	Number Present (Observe yourself)
Head Teacher		
Regular Govt. Teachers (Doesn't include Head Teacher)		
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		Std. 2		Std. 4	
Observe (If more than 1 section, choose any 1)		Yes	No	Yes	No
Are the children of this Std. sitting with children from any other Std.?					
Where were they seated (tick one)	Classroom				
	Verandah				
	Outdoors				
Is there a blackboard for this class?					
Could you easily write on the black-board?					
Apart from text books, did you see any other supplementary material (e.g. Books, Charts on the wall, Board Games etc.) available in the room?					

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

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

SCHOOL OBSERVATION SHEET - PAISA 2010

7. School Grant Information (SSA)

(Ask the Head Master, if the Head Master is not present than ask the teacher present in the school)

PS: *I got information for this table from (circle all applicable)*	Head Master		Teacher		Para-teacher	
UPS: *I got information for this table from (circle all applicable)*	Head Master		Teacher		Para-teacher	

SSA Annual School Grant		Apr 2009 - Mar 2010							
		Number of classrooms	Did you get the grant?			If yes, what was the amount received?			
			Yes	No	Don't know	Amount	Did you spend the **full** amount?		
							Yes	No	Don't know
School Maintainance Grant	PS								
	UPS								
School Development Grant	PS								
	UPS								
Teacher Grant(TLM) (for all teachers)	PS								
	UPS								

SSA Annual School Grant		Apr 2010 - till now							
		Number of classrooms	Did you get the grant?			If yes, what was the amount received?			
			Yes	No	Don't know	Amount	Did you spend the **full** amount?		
							Yes	No	Don't know
School Maintainance Grant	PS								
	UPS								
School Development Grant	PS								
	UPS								
Teacher Grant(TLM) (for all teachers)	PS								
	UPS								

8. Since April 2009 until now has your school had any of the following:

Tick (✓) relevant box.	Yes	No
Ask		
Repair of building		
Repair of toilet		
Repair of handpump		
Repair of roof		
Repair of playground		
Repair of boundary wall		
Repair of black board		
Bought classroom supplies (Chalk, Duster)		
Bought other supplies (Register)		
Bought Taat patti, Mats		
Did whitewash		

9. TOILETS (observe)

Tick relevant box	Common Toilet		Separate Girls Toilet		Separate Boys Toilet	
	Yes	No	Yes	No	Yes	No
Is there a toilet?						
Was it locked?						
If not locked, was it usable?						

Comments :

PAISA 2010 RURAL: FINDINGS

DO SCHOOLS IN INDIA GET THEIR MONEY?

INDIA - RURAL

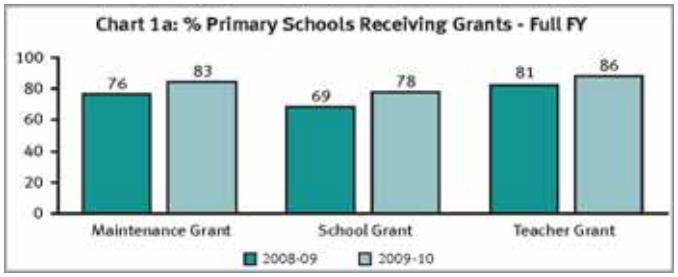
Table 1: SSA Allocation and Expenditure

	2008-09		2009-10	
	Allocation	Expenditure	Allocation	Expenditure
SSA (In Crore)	24,592.84	19,322.48	27,876.29	20,658.15
School Grants We Track (In Crore)	1,586.23	1,486.56	1,635.32	1,555.75
Per District Allocation (In Crore)	39.29	xxxxx	44.53	xxxxx
Per Child Expenditure (Rs)	xxxxx	1,450.55	xxxxx	1,550.81

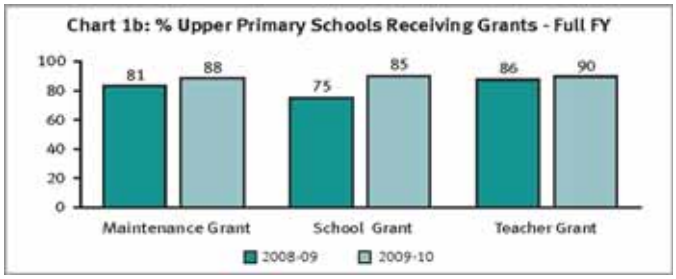
Annual School Grants Under SSA

School Maintenance Grant (SMG)	₹5,000 for upto 3 classrooms and ₹10,000 for more than 3 classrooms
School Grant (SG)	₹5,000 for primary schools and ₹7,000 for upper primary schools (UPS)
Teacher Learning Material Grant (TLM)	₹500 per teacher

DO SCHOOLS GET THEIR MONEY?

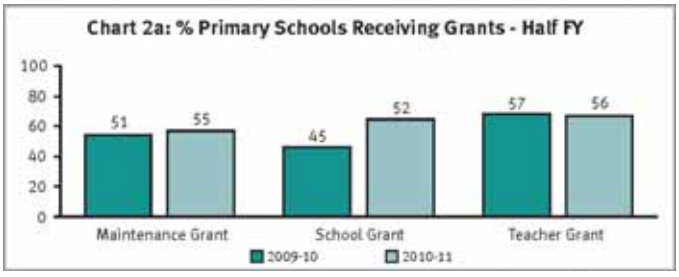


Note: # schools responding yes (2008-09): SMG - 5739, SG - 5014, TLM - 6170
schools responding yes (2009-10): SMG - 5927, SG - 5283, TLM - 5680

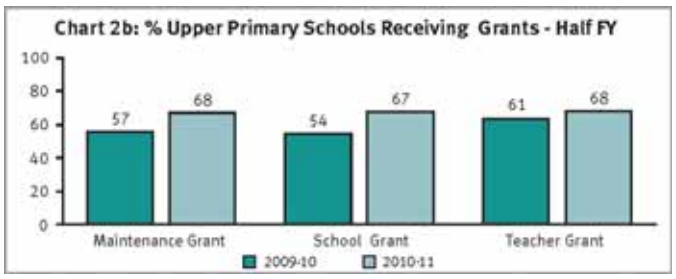


Note: # schools responding yes (2008-09): SMG - 3371, SG - 2961, TLM - 3566
schools responding yes (2009-10): SMG - 3558, SG - 3376, TLM - 3556

DOES MONEY REACH ON TIME?



Note: # schools responding yes (2009-10): SMG - 3165, SG - 2747, TLM - 3533
schools responding yes (2010-11): SMG - 3723, SG - 3335, TLM - 3461



Note: # schools responding yes (2009-10): SMG - 1914, SG - 1732, TLM - 2001
schools responding yes (2010-11): SMG - 2554, SG - 2496, TLM - 2499

DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

Table 2a: % Schools Reporting Receipt of Grants - Full FY

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
No Grant	6	4	4	2
Only One Grant	14	9	11	10
Only Two Grants	26	19	25	17
All Three Grants	54	68	60	70

Table 2b: % Schools Reporting Receipt of Grants - Half FY

	Primary		Upper Primary	
	2009-10	2010-11	2009-10	2010-11
No Grant	28	29	26	20
Only One Grant	20	12	18	10
Only Two Grants	23	15	20	14
All Three Grants	29	44	36	56

Sample Size

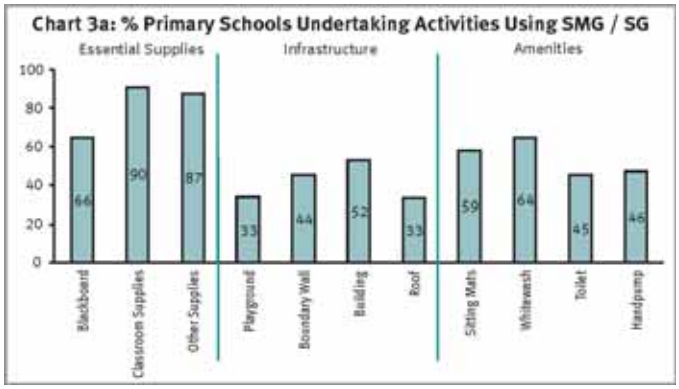
Schools 1-4/5 (Primary Schools): 2009-9405, 2010-7710
Schools 1-7/8 (Upper Primary Schools): 2009-4826, 2010-5311
Total: 2009-14231, 2010-13021

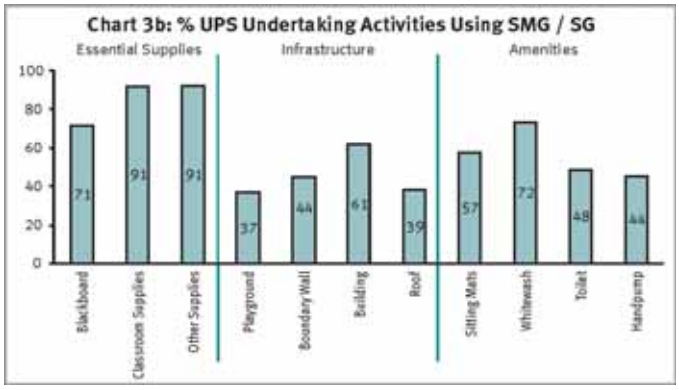
DO SCHOOLS SPEND THEIR MONEY?

Table 3a: Primary Schools - Receiving and Spending Grants in Full FY				
	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	4,525	4,874	90	89
School Grant	3,945	4,253	91	90
Teacher Grant	4,781	4,647	92	94

Table 3b: Upper Primary Schools-Receiving and Spending Grants in Full FY				
	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	2,598	2,807	90	88
School Grant	2,313	2,671	91	89
Teacher Grant	2,792	2,896	93	93

WHAT DO SCHOOLS SPEND THEIR MONEY ON?



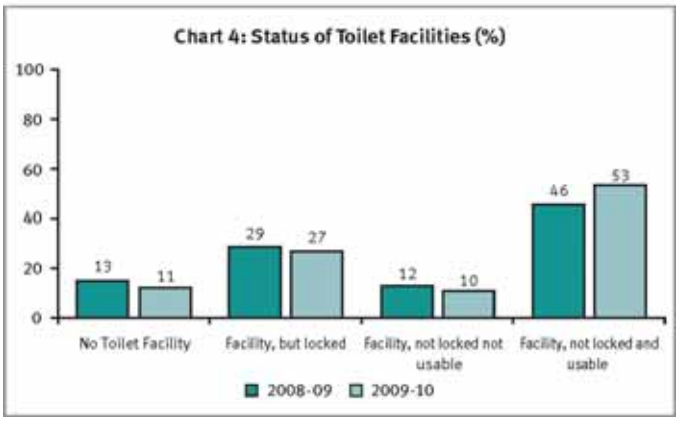


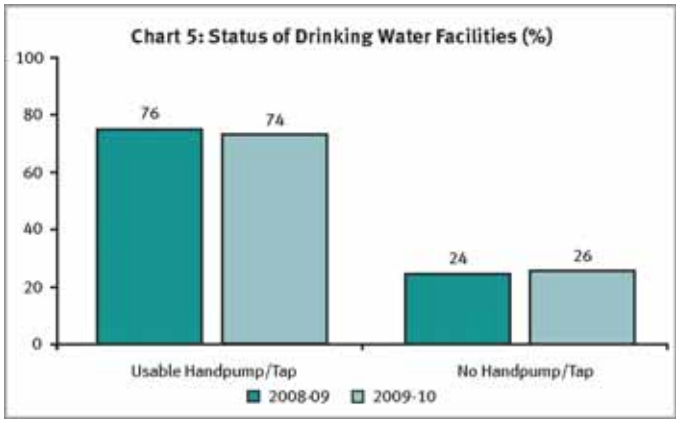
WHAT HAPPENS WITH MONIES SPENT?

What are the outputs and outcomes of financial investments in elementary education? In this section (below) we report on a) outputs - key facilities at the school level and enrolments in schools and b) outcomes - levels of learning in schools.

It is important to note that these numbers do not directly relate to school grants which are a small percentage of overall expenditures that are incurred in the country on elementary education. Rather, they are a reflection of overall expenditures under SSA.

WHAT FACILITIES DO SCHOOLS HAVE?





HOW MANY CHILDREN ARE ENROLLED IN SCHOOLS?

Table 4: Enrolment in Govt. and Govt. Aided Schools		
Age Group	2008-09	2009-10
Age: 6 -14 All	73	71
Age: 7-16 All	70	69
Age: 7-10 All	76	73
Age: 7-10 Boys	74	72
Age: 7-10 Girls	77	75
Age: 11-14 All	70	69
Age: 11-14 Boys	69	67
Age: 11-14 Girls	71	70
Age: 15-16 All	57	56
Age: 15-16 Boys	57	56
Age: 15-16 Girls	57	56

WHAT OUTCOMES DO SCHOOLS HAVE?

Table 5a: Attendance in Govt. and Govt. Aided Schools				
	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Enrolled Children Present (Average)	74	74	77	74
% Schools With Less Than 50% Enrolled Children Present	11	13	9	13
% Schools With 75% Or More Enrolled Children Present	55	55	62	56

Table 5b: Learning Levels in Govt. and Govt. Aided Schools				
	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Students Who Can Read Std. II Text**	53	53	75	83
% Students Who Can Do Division**	38	36	69	67

** For primary children in std. V & for upper primary children in std. VIII

RIGHT TO EDUCATION INDICATORS AND COST IMPLICATIONS

RTE NORMS FOR INDIA'S SCHOOLS

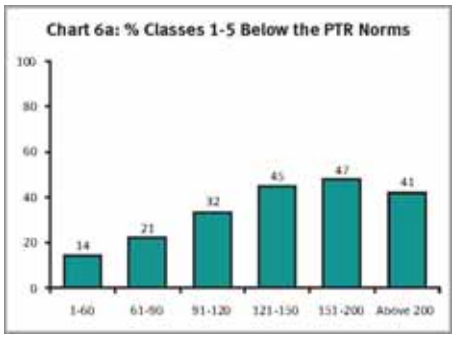
PTR Norms: Primary Schools
Enrolment 1-60 = 2 Teachers
Enrolment 61-90 = 3 Teachers
Enrolment 91-120 = 4 Teachers
Enrolment 121-200 = 5 Teachers
Enrolment above 150 = 5 + 1 Head Teacher
Above 200 = PTR (excl. Head Teacher) <= 40

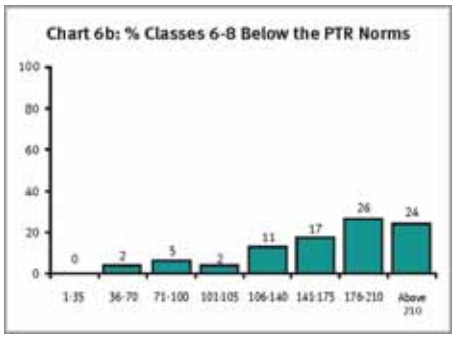
PTR Norms: Upper Primary Schools
1. At least 1 teacher for every 35 children
2. Full-time head teacher when enrolment is > 100

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

Norms About Other School Facilities
1. Teacher learning equipment to be provided to each class as required
2. Library in each school providing newspapers, magazines and books on all subjects, including story books
3. Playmaterial, games and sports equipment to be provided to each class as required

DO SCHOOLS HAVE THE REQUIRED NUMBER OF TEACHERS?





DO SCHOOLS HAVE THE REQUIRED INFRASTRUCTURE FACILITIES?

Table 6: % Schools with Infrastructure Facilities

Facility	Available	Not Available
Boundary Wall/Fencing	52	48
Drinking Water	83	17
HM Office / Store Room	74	26
Kitchen Shed	81	19
Library in Primary School	56	44
Library in UPS	73	27
Playground	62	38
Separate Toilet Facility Available	70	30

Table 7: Distribution of Schools as Per Facilities Available

# Facilities	% Available
0	1
1	3
2	6
3	12
4	21
5	25
6	22
7	11

How To Read This Table: This table has created an index of facilities available in a school as per core RTE facility requirements. Accordingly, 11% schools in India have all 7 infrastructure facilities, 22% have 6 of the 7 infrastructure facilities. 3% of schools only have 1 of the infrastructure facilities and there are 1% schools with no facilities as required by RTE.

WHAT ARE THE COST IMPLICATIONS FOR ACHIEVING RTE COMPLIANCE IN ALL SCHOOLS?

Table 8: Cost Implication for Shortfall in RTE

	Schools			Cost	
Facility	% Shortfall	# Total	# Shortfall	Per Unit* (in ₹)	Total (in ₹ lakhs)
Boundary Wall	48	817841	391092	NA	341102
Drinking Water	17	817841	137724	NA	50051
HM Office / Store Room	26	817841	208958	NA	519288
Kitchen Shed	19	817841	152854	NA	87621
Library in Primary School	44	659051	289851	NA	7058
Library in UPS	27	158790	42286	NA	4637
Separate Boys' / Common Toilet	9	817841	74832	NA	32515
Separate Girls' Toilet	29	817841	240002	NA	104262
Teachers for Classes 1-5			257694	NA	298486
Teachers for Classes 6-8			22824	NA	70813
Total					**1515833**

* Per Unit Costs vary by state. Total Shortfall for each item is aggregated from state level estimates.

How To Read This Table: This table provides a rough estimate of what it will cost India to ensure RTE compliance in all of India's schools. The total amount of money required for India is ₹15,158 crores. The estimate is based on a calculation of total shortfall in schools multiplied by the total unit cost required to meet the specific shortfall across states.

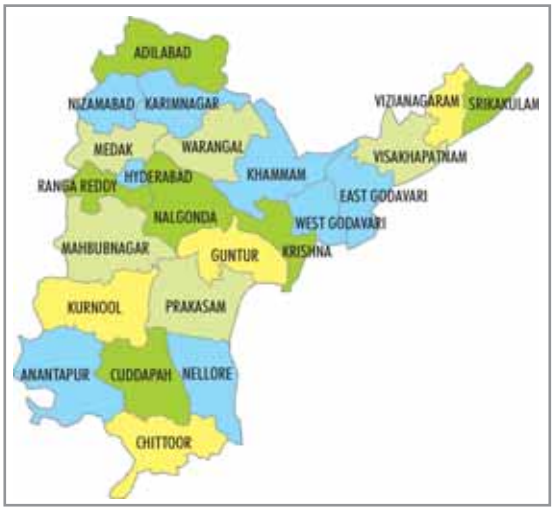
Data on unit costs has been sourced from the Project Approval Board Minutes and the Approved Annual Work Plan (AWP) for the Financial Year, 2010-11.

Data on # schools has been sourced from the District Information System for Education (DISE) 2009-10.

PERFORMANCE OF STATES

STATES	Sample Size		Grant Information				Shortfall in School Infrastructure						Cost of RTE Implementation in Existing Schools (₹ lakh)
			Full Financial Year		Half Financial Year								
	No. of Schools 2009	No. of Schools 2010	% Receiving All 3 Grants (2008-09)	% Receiving All 3 Grants (2009-10)	% Receiving All 3 Grants 2009 to the Date of the Survey	% Receiving All 3 Grants 2010 to the Date of the Survey	Shortfall in PTR in Classes 1-5	Shortfall in PTR in Classes 6-8	Separate Toilet for Boys & Girls	Drinking Water	Kitchen Shed	Office cum Store	
Andhra Pradesh	641	632	68.72	85.2	8.46	50.99	12.63	2.82	66.39	26.66	33.12	35.29	119526
Arunachal Pradesh	181	259	61.54	59.91	38.78	30.92	15.77	2.67	69.74	36.84	35.97	23.02	20612
Assam	619	519	52.16	74.36	35.29	42.82	48.16	0	67.35	31.88	20.04	42.66	126705
Bihar	1043	967	62.66	71.77	28.26	48.42	40.67	19.83	62.67	15.48	36.37	31.4	210821
Chhattisgarh	437	425	66.89	75.14	44.4	28.62	31.63	11.11	53.49	10.46	13.8	21.43	62985
Goa	55	50	63.46	80.56	54.9	57.14	17.5	10	0	32	68.12	71.43	2973
Gujarat	754	623	65.4	79.03	52.14	75.72	7.49	1.54	22.95	9.11	11.58	19.77	28232
Haryana	538	528	57.05	71.21	43.27	51.46	32.32	3.08	20.55	10.4	49.02	14.09	20863
Himachal Pradesh	342	261	70.46	82.72	55.04	78.01	12.87	8.51	45.16	6.83	18.04	24.51	16606
Jharkhand	581	547	61.78	73.03	36.62	57.75	53.41	22.26	37.1	16.87	26.65	15.9	61673
Karnataka	777	769	76.46	87.06	53.01	81.82	6.67	0.64	35.71	13.02	7.16	28.19	65875
Kerala	317	275	66.41	64.71	43.65	62.1	4.54	1.23	20	8.66	1.88	11.74	2173
Maharashtra	973	902	67.04	85.02	51.11	58.02	17.39	0.59	24	16.25	21.75	65.77	200745
Manipur	225	125	27.15	65.91	10.78	24.67	17.7	5	75.58	54.46	40.78	31.93	4504
Meghalaya	159	110	22.73	23.47	2.47	10.53	15.84	0	70.49	58	40.57	66.36	8963
Mizoram	178	174	35.53	69.87	26.23	62.09	4	0	66.15	25.77	3.51	19.88	1429
Nagaland	257	223	84.96	88.38	64.35	84.15	6.03	0	51.96	29.95	18.06	16.44	1537
Orissa	802	741	45.91	72.85	27.67	63.69	40.77	9.48	42.19	20.38	25.66	25.4	90365
Punjab	525	449	55.39	80	21.37	70.44	36.75	11.63	24.24	7.55	5.43	21.12	20737
Rajasthan	921	896	37.06	54.77	12.22	29.76	22.5	2.69	26.06	17.05	16.18	8.85	85705
Sikkim	85	69	50	57.45	41.51	54	1.54	0	25	20.29	4.35	7.35	554
Tamil Nadu	775	662	NA	NA	NA	NA	21.74	3.11	36.36	8.98	3.28	45.03	64386
Tripura	114	98	33.72	46.67	10.71	28.57	13.48	0	52.63	35	11.58	11.22	23324
Uttar Pradesh	2010	1,896	51.72	65.02	22.82	31.55	67.22	32.19	38.52	13.61	10.66	11.42	156771
Uttaranchal	364	337	57.48	72.57	34.31	25.83	35.55	0	46.67	16.05	3.67	12.08	4213
West Bengal	481	408	43.59	68.89	16.82	24.46	50.69	0	40.35	17.1	14.03	20.72	104684
UNION TERRITORIES													
Dadra & Nagar Haveli	23	26	77.27	89.47	20	35.29	28.57	6.25	0	20.83	0	68	399
Daman & Diu	11	9	50	100	50	100	0	NA	0	12.5	0	12.5	17
Puducherry	43	41	11.11	94.87		100	0	0	0	0	24.39	0	64
INDIA	14,231	13,021	57.36	72.55	33.06	49.93	32.23	8.32	29.96	16.84	18.69	25.55	1515833

DO SCHOOLS IN ANDHRA PRADESH GET THEIR MONEY?



ANDHRA PRADESH - RURAL

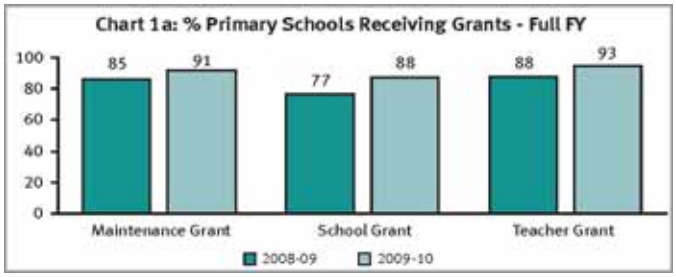
Table 1: SSA Allocation and Expenditure

	2008-09		2009-10	
	Allocation	Expenditure	Allocation	Expenditure
SSA (In Crore)	1,553.53	935.26	1,141.54	722.58
School Grants We Track (In Crore)	112.00	105.22	103.57	100.70
Per District Allocation (In Crore)	67.54	xxxxx	49.63	xxxxx
Per Child Expenditure (Rs)	xxxxx	1,434.27	xxxxx	1,108.10

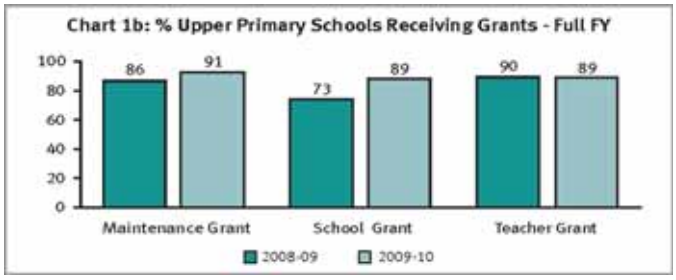
Annual School Grants under SSA

School Maintenance Grant (SMG)	₹5,000 for upto 3 classrooms and ₹10,000 for more than 3 classrooms
School Grant (SG)	₹5,000 for primary schools and ₹7,000 for upper primary schools (UPS)
Teacher Learning Material Grant (TLM)	₹500 per teacher

DO SCHOOLS GET THEIR MONEY?

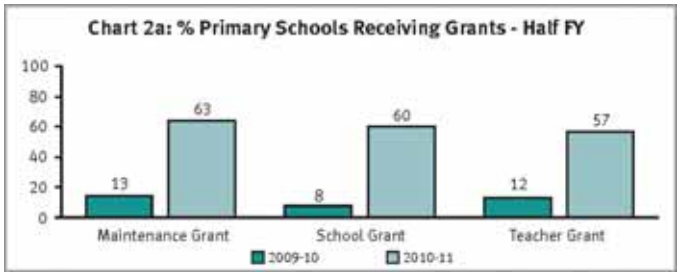


Note: # schools responding yes (2008-09): SMG - 385, SG - 343, TLM - 401
schools responding yes (2009-10): SMG - 421, SG - 392, TLM - 422

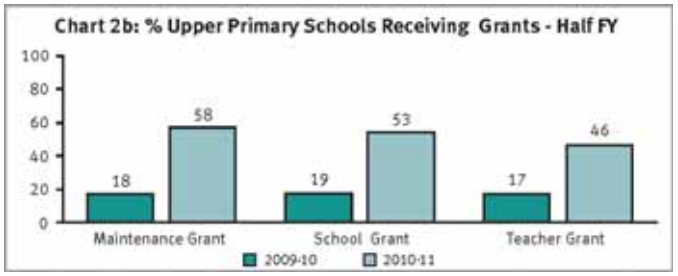


Note: # schools responding yes (2008-09): SMG - 125, SG - 102, TLM - 129
schools responding yes (2009-10): SMG - 128, SG - 125, TLM - 126

DOES MONEY REACH ON TIME?



Note: # schools responding yes (2009-10): SMG - 46, SG - 29, TLM - 43
schools responding yes (2010-11): SMG - 282, SG - 252, TLM - 238



Note: # schools responding yes (2009-10): SMG - 19, SG - 20, TLM - 17
schools responding yes (2010-11): SMG - 76, SG - 69, TLM - 58

DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

Table 2a: % Schools Reporting Receipt of Grants - Full FY

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
No Grant	4	1	2	1
Only One Grant	8	4	10	5
Only Two Grants	18	9	24	7
All Three Grants	70	85	64	87

Table 2b: % Schools Reporting Receipt of Grants - Half FY

	Primary		Upper Primary	
	2009-10	2010-11	2009-10	2010-11
No Grant	82	22	73	32
Only One Grant	9	11	10	5
Only Two Grants	2	15	2	17
All Three Grants	7	52	14	46

Sample Size

Schools 1-4/5 (Primary Schools): 2009-484, 2010-475
Schools 1-7/8 (Upper Primary Schools): 2009-157, 2010-157
Total: 2009-641, 2010-632

DO SCHOOLS SPEND THEIR MONEY?

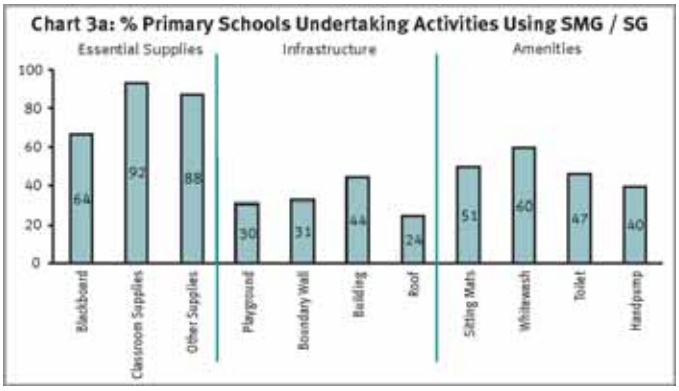
Table 3a: Primary Schools - Receiving and Spending Grants in Full FY

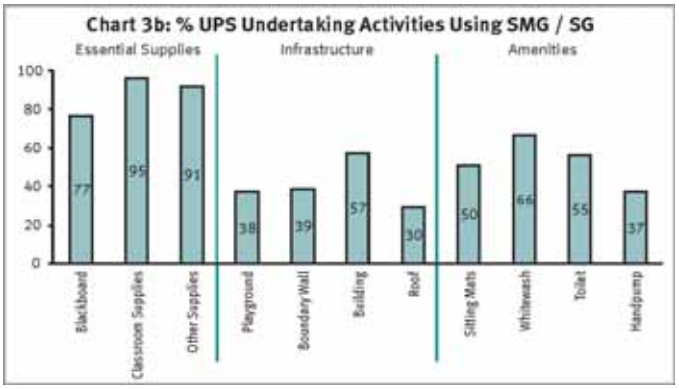
	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	314	368	88	90
School Grant	274	339	88	90
Teacher Grant	343	360	94	93

Table 3b: Upper Primary Schools-Receiving and Spending Grants in Full FY

	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	100	114	89	93
School Grant	80	116	89	97
Teacher Grant	102	116	91	99

WHAT DO SCHOOLS SPEND THEIR MONEY ON?



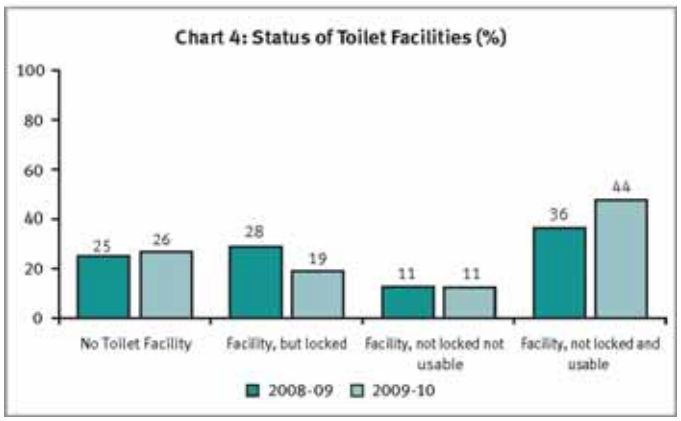


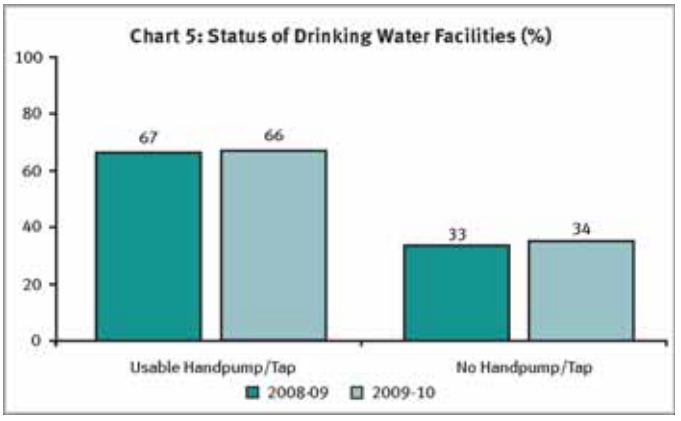
WHAT HAPPENS WITH MONIES SPENT?

What are the outputs and outcomes of financial investments in elementary education? In this section (below) we report on a) outputs - key facilities at the school level and enrolments in schools and b) outcomes - levels of learning in schools.

It is important to note that these numbers do not directly relate to school grants which are a small percentage of overall expenditures that are incurred in the state for elementary education. Rather, they are a reflection of overall state expenditures under SSA.

WHAT FACILITIES DO SCHOOLS HAVE?





HOW MANY CHILDREN ARE ENROLLED IN SCHOOLS?

Table 4: Enrolment in Govt. and Govt. Aided Schools

Age Group	2008-09	2009-10
Age: 6 -14 All	64	60
Age: 7-16 All	63	61
Age: 7-10 All	63	58
Age: 7-10 Boys	59	53
Age: 7-10 Girls	67	63
Age: 11-14 All	68	65
Age: 11-14 Boys	66	61
Age: 11-14 Girls	70	69
Age: 15-16 All	54	56
Age: 15-16 Boys	54	56
Age: 15-16 Girls	54	56

WHAT OUTCOMES DO SCHOOLS HAVE?

Table 5a: Attendance in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Enrolled Children Present (Average)	76	72	77	73
% Schools With Less Than 50% Enrolled Children Present	5	9	3	9
% Schools With 75% Or More Enrolled Children Present	59	50	62	49

Table 5b: Learning Levels in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Students Who Can Read Std. II Text**	57	60	83	86
% Students Who Can Do Division**	44	41	70	69

** For primary children in std. V & for upper primary children in std. VIII

RIGHT TO EDUCATION INDICATORS AND COST IMPLICATIONS

RTE NORMS FOR INDIA'S SCHOOLS

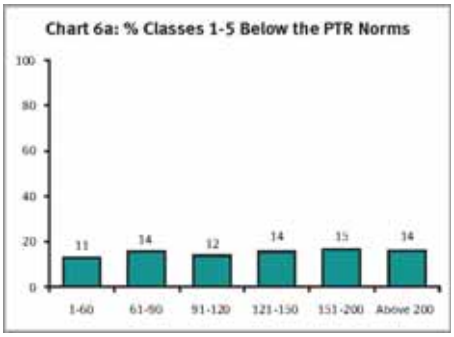
PTR Norms: Primary Schools
Enrolment 1-60 = 2 Teachers
Enrolment 61-90 = 3 Teachers
Enrolment 91-120 = 4 Teachers
Enrolment 121-200 = 5 Teachers
Enrolment above 150 = 5 + 1 Head Teacher
Above 200 = PTR (excl. Head Teacher) <= 40

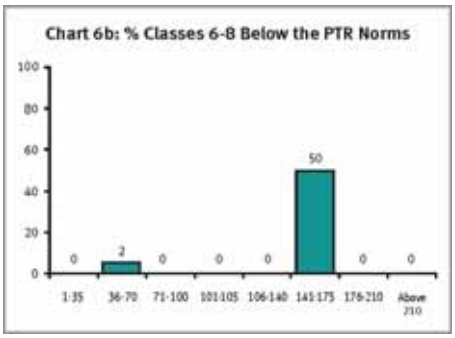
PTR Norms: Upper Primary Schools
1. At least 1 teacher for every 35 children
2. Full-time head teacher when enrolment > 100

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

Norms About Other School Facilities
1. Teacher learning equipment to be provided to each class as required
2. Library in each school providing newspapers, magazines and books on all subjects, including story books
3. Playmaterial, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUIRED NUMBER OF TEACHERS?





DO SCHOOLS HAVE THE REQUIRED INFRASTRUCTURE FACILITIES?

Table 6: % Schools With Infrastructure Facilities

Facility	Available	Not Available
Boundary Wall/Fencing	53	47
Drinking Water	73	27
HM Office / Store Room	65	35
Kitchen Shed	67	33
Library in Primary School	93	7
Library in UPS	90	10
Playground	70	30
Separate Toilet Facility Available	44	56

Table 7: Distribution of Schools as Per Facilities Available

# Facilities	% Available
0	0
1	3
2	8
3	13
4	22
5	25
6	22
7	7

How to Read This Table: This table has created an index of schools with facilities available as per core RTE facility requirements. Accordingly, 7% schools in Andhra Pradesh have all 7 infrastructure facilities, 22% have 6 of the 7 infrastructure facilities. A very small 3% of schools only have 1 of the infrastructure facilities and there are no schools with 0 facilities as required by RTE.

WHAT ARE THE COST IMPLICATIONS FOR ACHIEVING RTE COMPLIANCE IN ALL SCHOOLS?

Table 8: Cost Implication for Shortfall in RTE

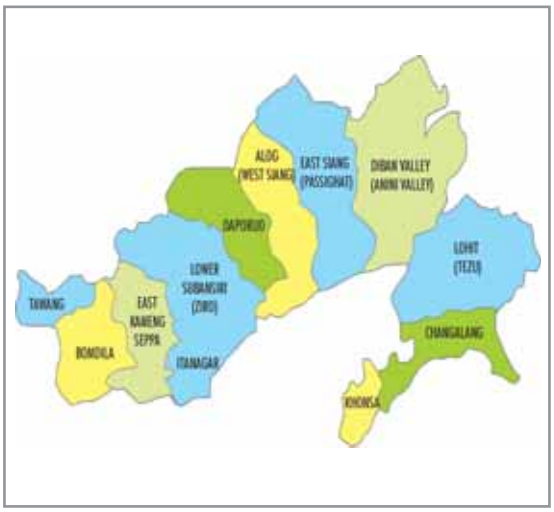
	Schools			Cost	
Facility	% Shortfall	# Total	# Shortfall	Per unit (in ₹)	Total (in ₹ lakhs)
Boundary Wall	47	61289	28977	60000	17386
Drinking Water	27	61289	16337	65000	10619
HM Office / Store Room	35	61289	21629	265000	57317
Kitchen Shed	33	61289	20299	75000	15224
Library in Primary School	7	52460	3793	3000	114
Library in UPS	10	8829	911	13000	118
Separate Boys' / Common Toilet	24	61289	14703	35000	5146
Separate Girls' Toilet	53	61289	32535	35000	11387
Teachers for Classes 1-5			7726	1800	2158
Teachers for Classes 6-8			206	2250	56
Total					**119526**

How to Read This Table: This table provides a rough estimate of what it will cost the state to ensure RTE compliance in all its schools. The total amount of money required for this state is ₹1,19,526 lakhs. The estimate is based on a calculation of total shortfall in schools multiplied by the total unit cost required to meet the specific shortfall. For instance, 47% of Andhra Pradesh's schools or 28,977 schools do not have a boundary wall. The unit cost (i.e. cost of building a boundary wall) is assumed to be ₹60,000. Thus the total money required to complete the boundary wall requirement for the state is: 28977*60000 = 17,386 Lakhs.

Data on unit costs has been sourced from the Project Approval Board Minutes and the Approved Annual Work Plan (AWP) for the Financial Year, 2010-11.

Data on # schools has been sourced from the District Information System for Education (DISE) 2009-10.

DO SCHOOLS IN ARUNACHAL PRADESH GET THEIR MONEY?



ARUNACHAL PRADESH - RURAL

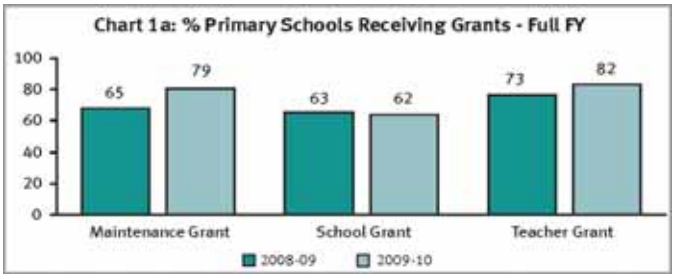
Table 1: SSA Allocation and Expenditure

	2008-09		2009-10	
	Allocation	Expenditure	Allocation	Expenditure
SSA (In Crore)	181.33	168.65	163.32	124.28
School Grants We Track (In Crore)	4.33	4.33	4.46	4.26
Per District Allocation (In Crore)	11.33	xxxxx	10.21	xxxxx
Per Child Expenditure (Rs)	xxxxx	6,088.25	xxxxx	4,486.55

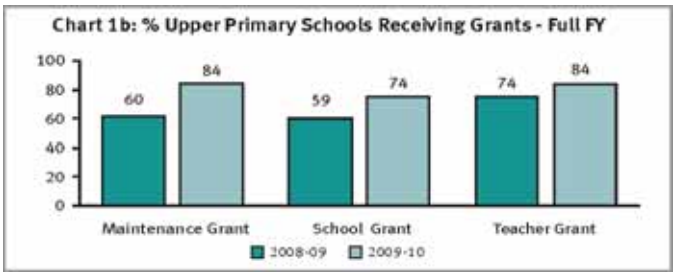
Annual School Grants under SSA

School Maintenance Grant (SMG)	₹5,000 for upto 3 classrooms and ₹10,000 for more than 3 classrooms
School Grant (SG)	₹5,000 for primary schools and ₹7,000 for upper primary schools (UPS)
Teacher Learning Material Grant (TLM)	₹500 per teacher

DO SCHOOLS GET THEIR MONEY?

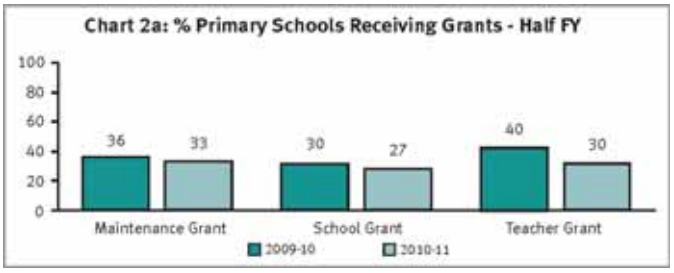


Note: # schools responding yes (2008-09): SMG - 53, SG - 50, TLM - 58
schools responding yes (2009-10): SMG - 110, SG - 81, TLM - 113

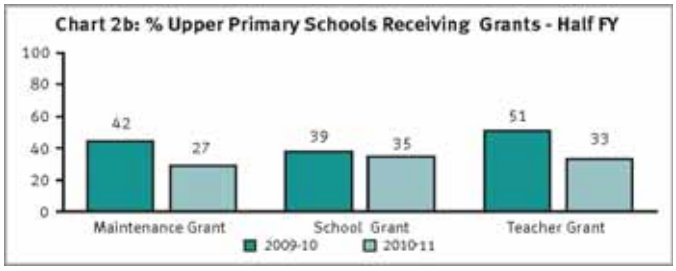


Note: # schools responding yes (2008-09): SMG - 46, SG - 46, TLM - 57
schools responding yes (2009-10): SMG - 71, SG - 63, TLM - 71

DOES MONEY REACH ON TIME?



Note: # schools responding yes (2009-10): SMG - 20, SG - 17, TLM - 21
schools responding yes (2010-11): SMG - 41, SG - 33, TLM - 37



Note: # schools responding yes (2009-10): SMG - 30, SG - 27, TLM - 34
schools responding yes (2010-11): SMG - 16, SG - 22, TLM - 20

DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

Table 2a: % Schools Reporting Receipt of Grants - Full FY

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
No Grant	18	9	15	6
Only One Grant	7	11	15	8
Only Two Grants	8	23	13	21
All Three Grants	67	57	56	64

Table 2b: % Schools Reporting Receipt of Grants - Half FY

	Primary		Upper Primary	
	2009-10	2010-11	2009-10	2010-11
No Grant	45	58	33	58
Only One Grant	9	5	9	2
Only Two Grants	14	5	13	12
All Three Grants	32	32	44	29

Sample Size

Schools 1-4/5 (Primary Schools): 2009-97, 2010-152
Schools 1-7/8 (Upper Primary Schools): 2009-84, 2010-107
Total: 2009-181, 2010-259

DO SCHOOLS SPEND THEIR MONEY?

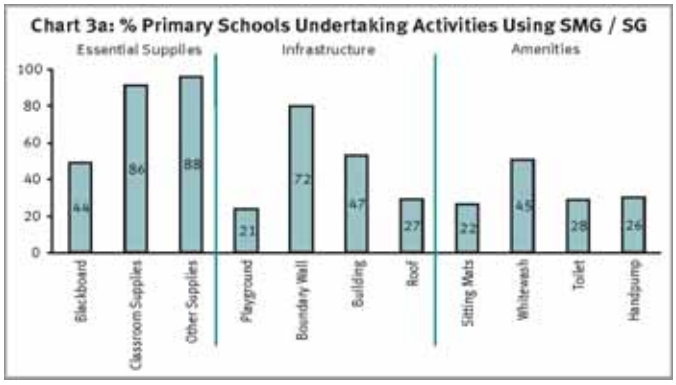
Table 3a: Primary Schools - Receiving and Spending Grants in Full FY

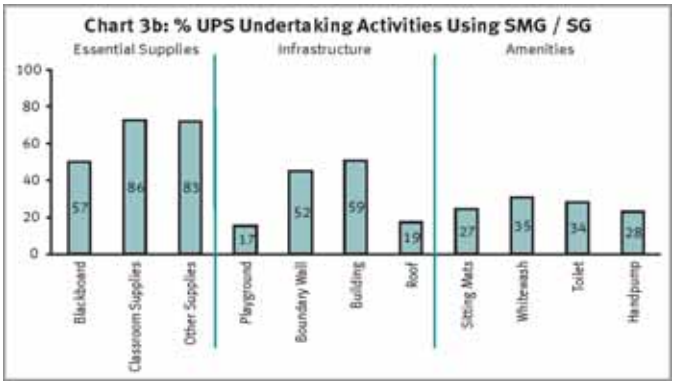
	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	39	90	87	92
School Grant	40	62	91	86
Teacher Grant	47	90	92	90

Table 3b: Upper Primary Schools-Receiving and Spending Grants in Full FY

	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	39	48	93	84
School Grant	36	41	95	84
Teacher Grant	45	47	94	82

WHAT DO SCHOOLS SPEND THEIR MONEY ON?



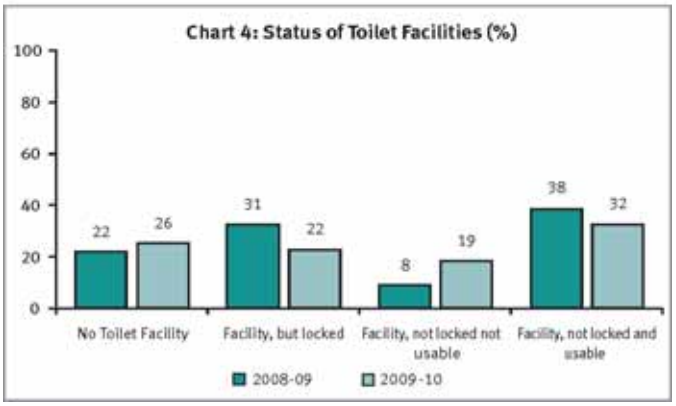


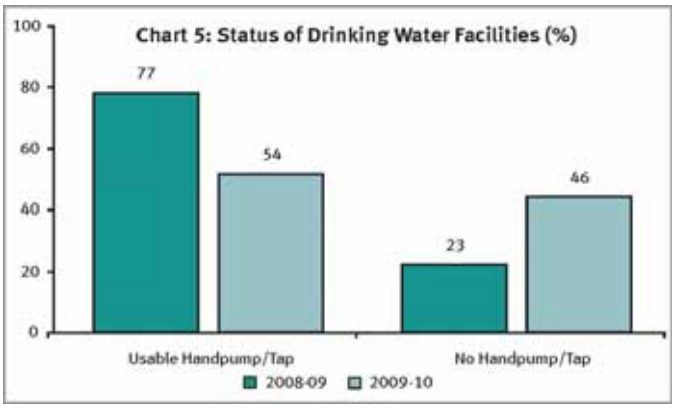
WHAT HAPPENS WITH MONIES SPENT?

What are the outputs and outcomes of financial investments in elementary education? In this section (below) we report on a) outputs - key facilities at the school level and enrolments in schools and b) outcomes - levels of learning in schools.

It is important to note that these numbers do not directly relate to school grants which are a small percentage of overall expenditures that are incurred in the state for elementary education. Rather, they are a reflection of overall state expenditures under SSA.

WHAT FACILITIES DO SCHOOLS HAVE?





HOW MANY CHILDREN ARE ENROLLED IN SCHOOLS?

Table 4: Enrolment in Govt. and Govt. Aided Schools

Age Group	2008-09	2009-10
Age: 6 -14 All	86	81
Age: 7-16 All	86	80
Age: 7-10 All	87	80
Age: 7-10 Boys	86	80
Age: 7-10 Girls	87	80
Age: 11-14 All	87	82
Age: 11-14 Boys	86	81
Age: 11-14 Girls	88	84
Age: 15-16 All	81	76
Age: 15-16 Boys	81	74
Age: 15-16 Girls	81	78

WHAT OUTCOMES DO SCHOOLS HAVE?

Table 5a: Attendance in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Enrolled Children Present (Average)	87	83	88	82
% Schools With Less Than 50% Enrolled Children Present	1	6	2	5
% Schools With 75% or More Enrolled Children Present	90	86	94	79

Table 5b: Learning Levels in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Students Who Can Read Std. II text**	59	42	90	81
% Students Who Can Do Division**	65	32	90	72

** For primary children in std. V & for upper primary children in std. VIII

RIGHT TO EDUCATION INDICATORS AND COST IMPLICATIONS

RTE NORMS FOR INDIA'S SCHOOLS

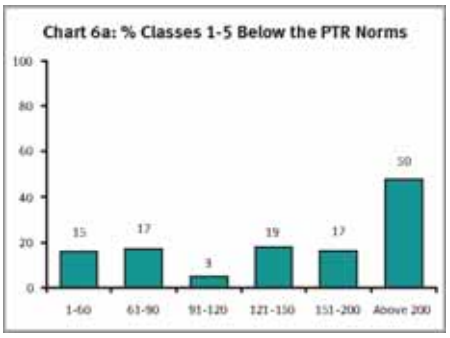
PTR Norms: Primary Schools
Enrolment 1-60 = 2 Teachers
Enrolment 61-90 = 3 Teachers
Enrolment 91-120 = 4 Teachers
Enrolment 121-200 = 5 Teachers
Enrolment above 150 = 5 + 1 Head Teacher
Above 200 = PTR (excl. Head Teacher) <= 40

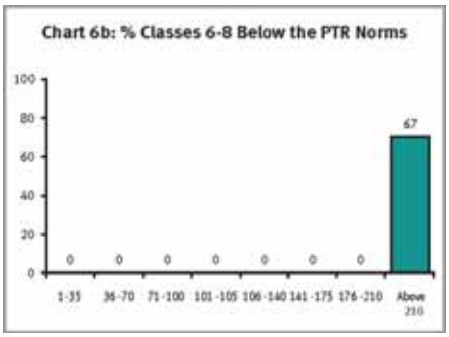
PTR Norms: Upper Primary Schools
1. At least 1 teacher for every 35 children
2. Full-time head teacher when enrolment > 100

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

Norms About Other School Facilities
1. Teacher learning equipment to be provided to each class as required
2. Library in each school providing newspapers, magazines and books on all subjects, including story books
3. Playmaterial, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUIRED NUMBER OF TEACHERS?





DO SCHOOLS HAVE THE REQUIRED INFRASTRUCTURE FACILITIES?

Table 6: % Schools With Infrastructure Facilities

Facility	Available	Not Available
Boundary Wall/Fencing	25	75
Drinking Water	63	37
HM Office / Store Room	77	23
Kitchen shed	64	36
Library in Primary School	5	95
Library in UPS	25	75
Playground	59	41
Separate Toilet Facility Available	40	60

Table 7: Distribution of Schools as Per Facilities Available

# Facilities	% Available
0	5
1	10
2	17
3	23
4	21
5	16
6	4
7	3

How to read this table: This table has created an index of facilities available in a school as per core RTE-facility requirements. Accordingly, 3% schools in Arunachal Pradesh have all 7 infrastructure facilities, 4% have 6 of the 7 infrastructure facilities. 10% of schools only have 1 of the infrastructure facilities and there are 5% schools with no facilities as required by RTE.

WHAT ARE THE COST IMPLICATIONS FOR ACHIEVING RTE COMPLIANCE IN ALL SCHOOLS?

Table 8: Cost Implication for Shortfall in RTE

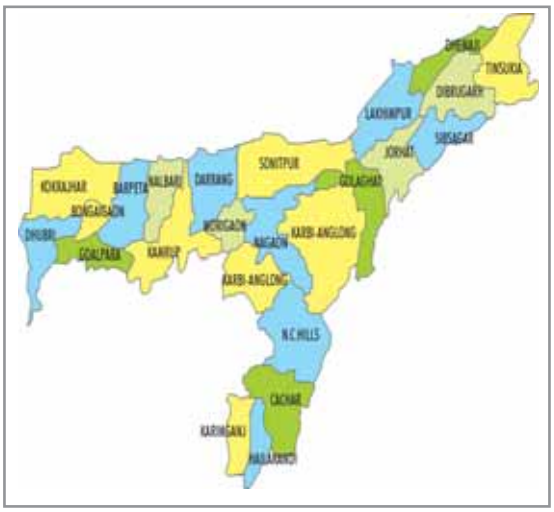
	Schools			Cost	
Facility	% Shortfall	# Total	# Shortfall	Per unit (in ₹)	Total (in ₹ lakhs)
Boundary Wall	75	3882	2908	500000	14538
Drinking Water	37	3882	1430	15000	215
HM Office / Store Room	23	3882	894	252500	2256
Kitchen Shed	36	3882	1396	60000	838
Library in Primary School	95	3251	3098	3000	93
Library in UPS	75	631	473	13000	62
Separate Boys' / Common Toilet	20	3882	760	30000	228
Separate Girls' Toilet	60	3882	2343	50000	1172
Teachers for Classes 1-5			583	10800	1058
Teachers for Classes 6-8			33	12750	153
Total					**20612**

How to Read This Table: This table provides a rough estimate of what it will cost the state to ensure RTE compliance in all its schools. The total amount of money required for this state is ₹20,612 lakhs. The estimate is based on a calculation of total shortfall in schools multiplied by the total unit cost required to meet the specific shortfall. For instance, 75% of Arunachal Pradesh's schools or 2908 schools do not have a boundary wall. The unit cost (i.e. cost of building a boundary wall) is assumed to be ₹5,00,000. Thus the total money required to complete the boundary wall requirement for the state is: 2908*500000 = 14,538 Lakhs.

Data on unit costs has been sourced from the Project Approval Board Minutes and the Approved Annual Work Plan (AWP) for the Financial Year, 2010-11.

Data on # schools has been sourced from the District Information System for Education (DISE) 2009-10.

DO SCHOOLS IN ASSAM GET THEIR MONEY?



ASSAM - RURAL

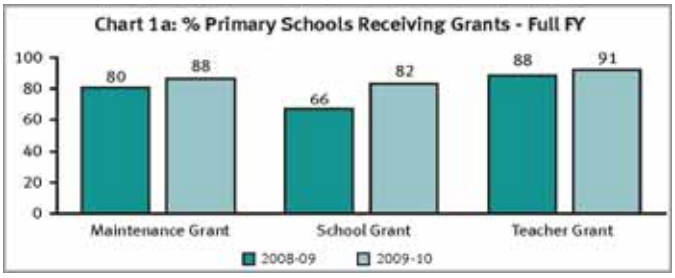
Table 1: SSA Allocation and Expenditure

	2008-09		2009-10	
	Allocation	Expenditure	Allocation	Expenditure
SSA (In Crore)	619.54	554.26	604.74	504.01
School Grants We Track (In Crore)	56.30	53.98	55.38	54.25
Per District Allocation (In Crore)	22.95	xxxxx	22.40	xxxxx
Per Child Expenditure (Rs)	xxxxx	1,121.23	xxxxx	1,019.57

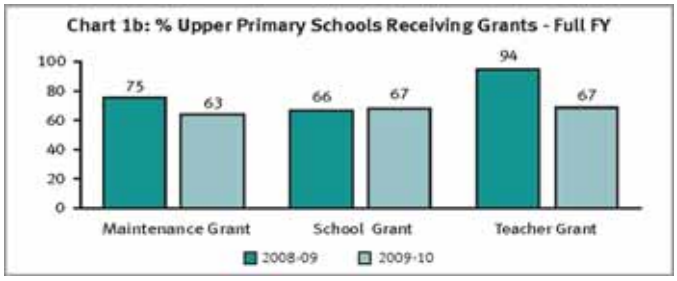
Annual School Grants under SSA

School Maintenance Grant (SMG)	₹5,000 for upto 3 classrooms and ₹10,000 for more than 3 classrooms
School Grant (SG)	₹5,000 for primary schools and ₹7,000 for upper primary schools (UPS)
Teacher Learning Material Grant (TLM)	₹500 per teacher

DO SCHOOLS GET THEIR MONEY?

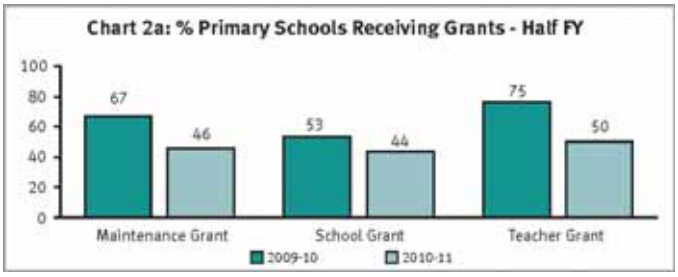


Note: # schools responding yes (2008-09): SMG - 372, SG - 291, TLM - 408
schools responding yes (2009-10): SMG - 422, SG - 356, TLM - 415

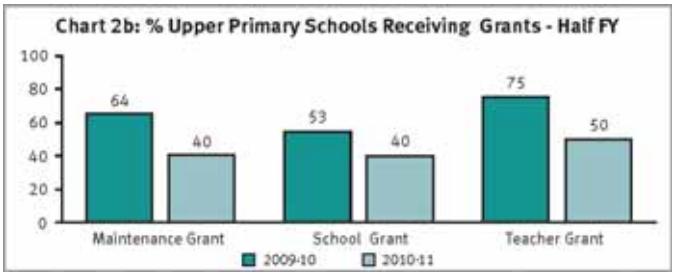


Note: # schools responding yes (2008-09): SMG - 24, SG - 19, TLM - 31
schools responding yes (2009-10): SMG - 5, SG - 6, TLM - 6

DOES MONEY REACH ON TIME?



Note: # schools responding yes (2009-10): SMG - 247, SG - 189, TLM - 270
schools responding yes (2010-11): SMG - 188, SG - 159, TLM - 187



Note: # schools responding yes (2009-10): SMG - 14, SG - 10, TLM - 18
schools responding yes (2010-11): SMG - 2, SG - 2, TLM - 3

DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

Table 2a: % Schools Reporting Receipt of Grants - Full FY

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
No Grant	8	4	3	25
Only One Grant	12	7	18	0
Only Two Grants	27	15	38	13
All Three Grants	53	75	41	63

Table 2b: % Schools Reporting Receipt of Grants - Half FY

	Primary		Upper Primary	
	2009-10	2010-11	2009-10	2010-11
No Grant	22	43	27	50
Only One Grant	15	10	12	17
Only Two Grants	27	4	35	0
All Three Grants	36	43	27	33

Sample Size

Schools 1-4/5 (Primary Schools): 2009-582, 2010-503
Schools 1-7/8 (Upper Primary Schools): 2009-37, 2010-16
Total: 2009-619, 2010-519

DO SCHOOLS SPEND THEIR MONEY?

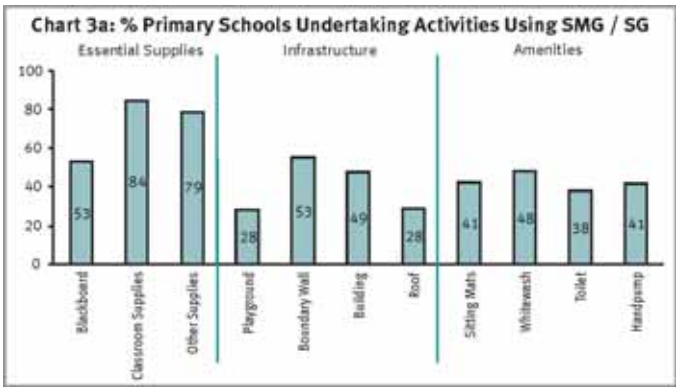
Table 3a: Primary Schools - Receiving and Spending Grants in Full FY

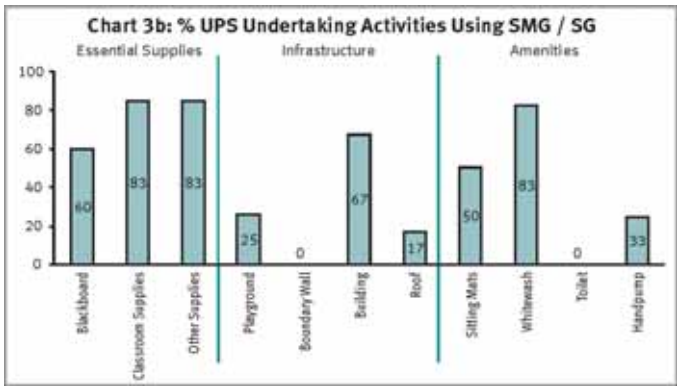
	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	294	360	91	95
School Grant	233	284	94	95
Teacher Grant	314	338	93	99

Table 3b: Upper Primary Schools-Receiving and Spending Grants in Full FY

	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	16	4	89	100
School Grant	11	6	92	100
Teacher Grant	17	6	89	100

WHAT DO SCHOOLS SPEND THEIR MONEY ON?



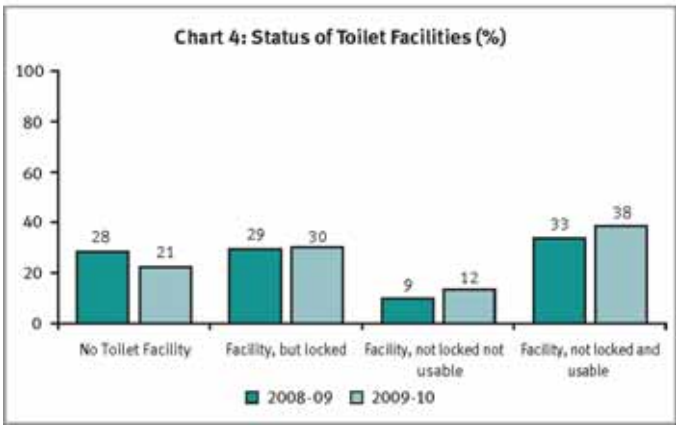


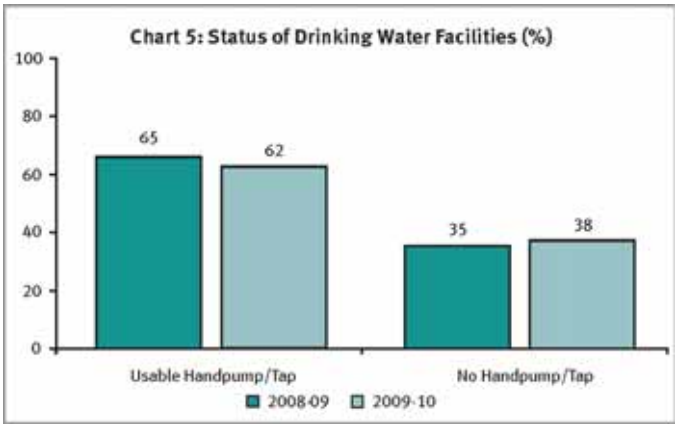
WHAT HAPPENS WITH MONIES SPENT?

What are the outputs and outcomes of financial investments in elementary education? In this section (below) we report on a) outputs - key facilities at the school level and enrolments in schools and b) outcomes - levels of learning in schools.

It is important to note that these numbers do not directly relate to school grants which are a small percentage of overall expenditures that are incurred in the state for elementary education. Rather, they are a reflection of overall state expenditures under SSA.

WHAT FACILITIES DO SCHOOLS HAVE?





HOW MANY CHILDREN ARE ENROLLED IN SCHOOLS?

Table 4: Enrolment in Govt. and Govt. Aided Schools

Age Group	2008-09	2009-10
Age: 6 -14 All	78	77
Age: 7-16 All	75	75
Age: 7-10 All	81	80
Age: 7-10 Boys	79	79
Age: 7-10 Girls	83	82
Age: 11-14 All	74	73
Age: 11-14 Boys	73	71
Age: 11-14 Girls	74	75
Age: 15-16 All	64	64
Age: 15-16 Boys	63	62
Age: 15-16 Girls	66	66

WHAT OUTCOMES DO SCHOOLS HAVE?

Table 5a: Attendance in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Enrolled Children Present (Average)	71	69	65	70
% Schools With Less Than 50% Enrolled Children Present	12	15	16	13
% Schools With 75% Or More Enrolled Children Present	49	46	36	31

Table 5b: Learning Levels in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Students Who Can Read Std. II Text**	41	45	78	76
% Students Who Can Do Division**	24	25	56	53

** For primary children in std. V & for upper primary children in std. VIII

RIGHT TO EDUCATION INDICATORS AND COST IMPLICATIONS

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 Head Teacher
- Above 200 = PTR (excl. Head Teacher) <= 40

PTR Norms: Upper Primary Schools

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

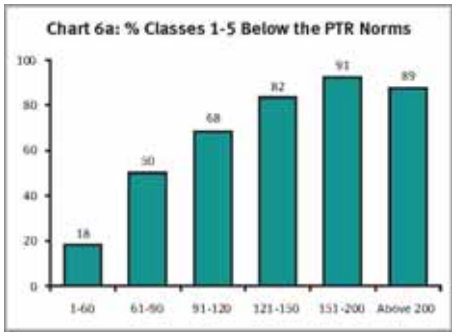
Infrastructure Related Norms

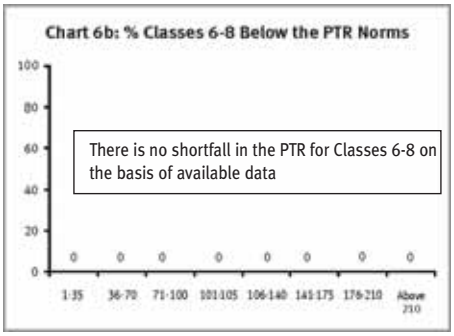
1. An office-cum-store-cum-Head Teacher's room
2. Barrier-free access
3. Separate toilet for boys & girls
4. Safe & adequate drinking water facility for all students
5. Kitchen where Mid-Day Meal is cooked in the school
6. Playground
7. Arrangement for securing school building by boundary wall or fencing

Norms About Other School Facilities

1. Teacher learning equipment to be provided to each class as required
2. Library in each school providing newspapers, magazines and books on all subjects, including story books
3. Playmaterial, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUIRED NUMBER OF TEACHERS?





DO SCHOOLS HAVE THE REQUIRED INFRASTRUCTURE FACILITIES?

Table 6: % Schools With Infrastructure Facilities

Facility	Available	Not Available
Boundary Wall/Fencing	19	81
Drinking Water	68	32
HM Office / Store Room	57	43
Kitchen Shed	80	20
Library in Primary School	21	79
Library in UPS	13	87
Playground	62	38
Separate Toilet Facility Available	47	53

Table 7: Distribution of Schools as Per Facilities Available

# Facilities	% Available
0	3
1	7
2	17
3	26
4	26
5	15
6	6
7	1

How to Read This Table: This table has created an index of facilities available in a school as per core RTE facility requirements. Accordingly, 1% schools in Assam have all 7 infrastructure facilities, 6% have 6 of the 7 infrastructure facilities. 7% of schools only have 1 of the infrastructure facilities and there are 3% schools with no facilities as required by RTE.

WHAT ARE THE COST IMPLICATIONS FOR ACHIEVING RTE COMPLIANCE IN ALL SCHOOLS?

Table 8: Cost Implication for Shortfall in RTE

	Schools			Cost	
Facility	**% Shortfall**	**# Total**	**# Shortfall**	**Per unit (in ₹)**	**Total (in ₹ lakhs)**
Boundary Wall	81	36257	29274	57500	16832
Drinking Water	32	36257	11559	15000	1734
HM Office / Store Room	43	36257	15467	234250	36232
Kitchen Shed	20	36257	7266	75000	5449
Library in Primary School	79	35355	27930	3000	838
Library in UPS	87	902	782	13000	102
Separate Boys' / Common Toilet	18	36257	6356	45000	2860
Separate Girls' Toilet	52	36257	18917	45000	8513
Teachers for Classes 1-5			16765	12500	54145
Teachers for Classes 6-8			-	12500	-
Total					**126,705**

How to Read This Table: This table provides a rough estimate of what it will cost the state to ensure RTE compliance in all its schools. The total amount of money required for this state is ₹1,26,705 lakhs. The estimate is based on a calculation of total shortfall in schools multiplied by the total unit cost required to meet the specific shortfall. For instance, 81% of Assam's schools or 29,274 schools do not have a boundary wall. The unit cost (i.e. cost of building a boundary wall) is assumed to be ₹57,500. Thus the total money required to complete the boundary wall requirement for the state is: 29274*57500 = 16,832 Lakhs.

Data on unit costs has been sourced from the Project Approval Board Minutes and the Approved Annual Work Plan (AWP) for the Financial Year, 2010-11.

Data on # schools has been sourced from the District Information System for Education (DISE) 2009-10.

DO SCHOOLS IN BIHAR GET THEIR MONEY?

BIHAR - RURAL

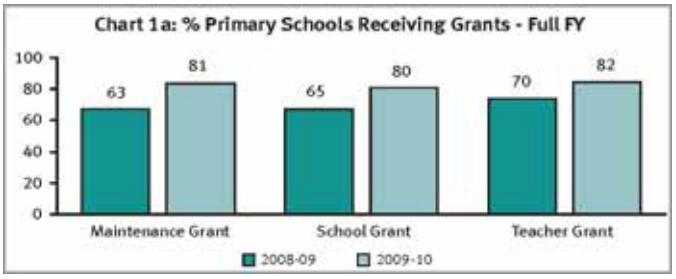
Table 1: SSA Allocation and Expenditure

	2008-09		2009-10	
	Allocation	Expenditure	Allocation	Expenditure
SSA (In Crore)	3,664.16	2,263.82	4,294.55	2,169.94
School Grants We Track (In Crore)	114.74	100.98	118.89	96.79
Per District Allocation (In Crore)	99.03	xxxxx	116.07	xxxxx
Per Child Expenditure (Rs)	xxxxx	1,212.21	xxxxx	1,161.94

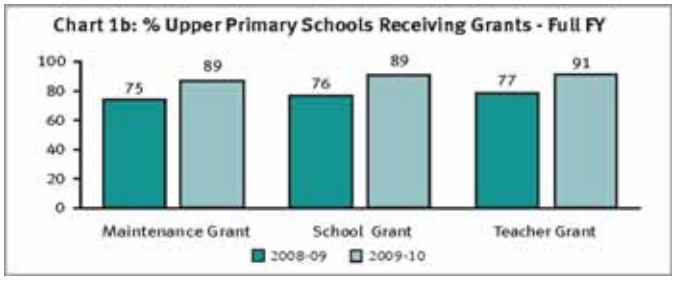
Annual School Grants under SSA

School Maintenance Grant (SMG)	₹5,000 for upto 3 classrooms and ₹10,000 for more than 3 classrooms
School Grant (SG)	₹5,000 for primary schools and ₹7,000 for upper primary schools (UPS)
Teacher Learning Material Grant (TLM)	₹500 per teacher

DO SCHOOLS GET THEIR MONEY?

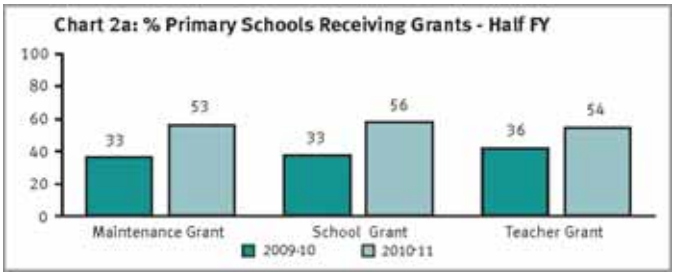


Note: # schools responding yes (2008-09): SMG - 201, SG - 198, TLM - 227
schools responding yes (2009-10): SMG - 171, SG - 164, TLM - 159

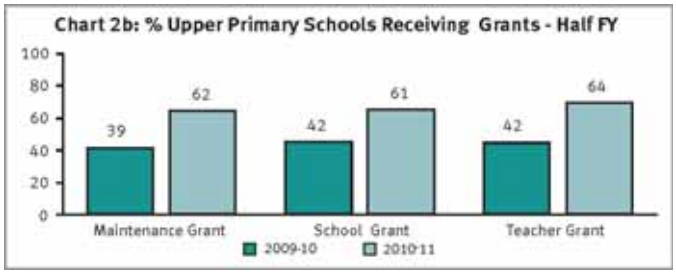


Note: # schools responding yes (2008-09): SMG - 409, SG - 410, TLM - 417
schools responding yes (2009-10): SMG - 424, SG - 429, TLM - 460

DOES MONEY REACH ON TIME?



Note: # schools responding yes (2009-10): SMG - 87, SG - 87, TLM - 97
schools responding yes (2010-11): SMG - 103, SG - 106, TLM - 99



Note: # schools responding yes (2009-10): SMG - 164, SG - 170, TLM - 164
schools responding yes (2010-11): SMG - 274, SG - 270, TLM - 290

DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

Table 2a: % Schools Reporting Receipt of Grants - Full FY

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
No Grant	11	6	7	3
Only One Grant	13	15	8	12
Only Two Grants	18	13	19	11
All Three Grants	57	66	66	74

Table 2b: % Schools Reporting Receipt of Grants - Half FY

	Primary		Upper Primary	
	2009-10	2010-11	2009-10	2010-11
No Grant	44	30	42	26
Only One Grant	17	15	15	13
Only Two Grants	15	14	12	10
All Three Grants	25	42	30	51

Sample Size

Schools 1-4/5 (Primary Schools): 2009-429, 2010-265
Schools 1-7/8 (Upper Primary Schools): 2009-614, 2010-702
Total: 2009-1043, 2010-967

DO SCHOOLS SPEND THEIR MONEY?

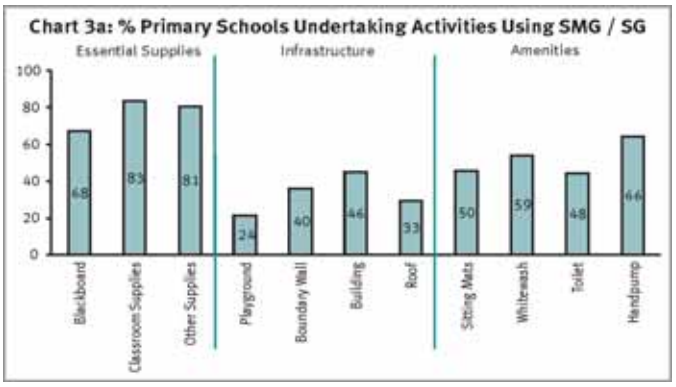
Table 3a: Primary Schools - Receiving and Spending Grants in Full FY

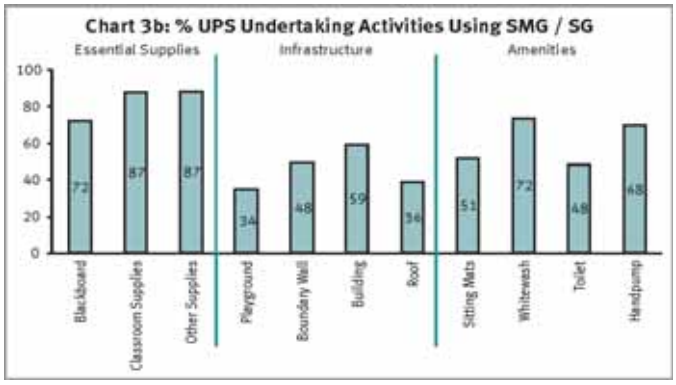
	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	131	121	78	80
School Grant	134	122	82	85
Teacher Grant	160	103	87	85

Table 3b: Upper Primary Schools-Receiving and Spending Grants in Full FY

	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	276	313	84	87
School Grant	288	323	86	88
Teacher Grant	296	344	90	90

WHAT DO SCHOOLS SPEND THEIR MONEY ON?



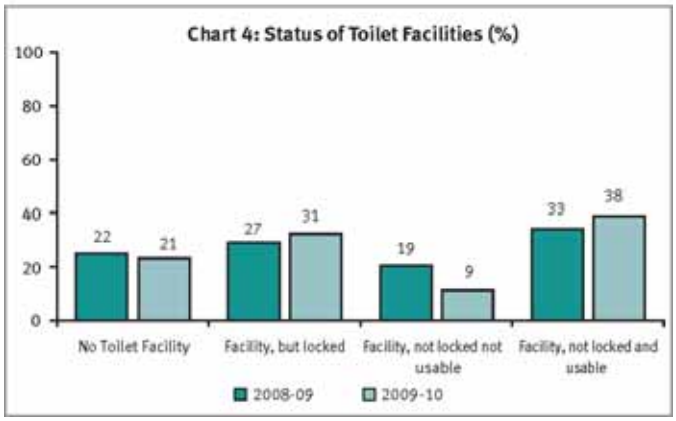


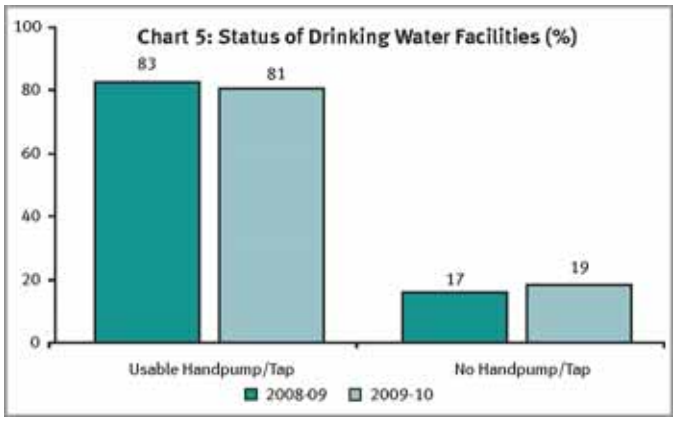
WHAT HAPPENS WITH MONIES SPENT?

What are the outputs and outcomes of financial investments in elementary education? In this section (below) we report on a) outputs - key facilities at the school level and enrolments in schools and b) outcomes - levels of learning in schools.

It is important to note that these numbers do not directly relate to school grants which are a small percentage of overall expenditures that are incurred in the state for elementary education. Rather, they are a reflection of overall state expenditures under SSA.

WHAT FACILITIES DO SCHOOLS HAVE?





HOW MANY CHILDREN ARE ENROLLED IN SCHOOLS?

Table 4: Enrolment in Govt. and Govt. Aided Schools

Age Group	2008-09	2009-10
Age: 6 -14 All	89	90
Age: 7-16 All	88	89
Age: 7-10 All	89	90
Age: 7-10 Boys	89	90
Age: 7-10 Girls	90	91
Age: 11-14 All	89	90
Age: 11-14 Boys	89	89
Age: 11-14 Girls	89	90
Age: 15-16 All	81	84
Age: 15-16 Boys	82	84
Age: 15-16 Girls	79	83

WHAT OUTCOMES DO SCHOOLS HAVE?

Table 5a: Attendance in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Enrolled Children Present (Average)	57	56	58	56
% Schools With Less Than 50% Enrolled Children Present	35	34	29	34
% Schools With 75% Or More Enrolled Children Present	16	14	16	15

Table 5b: Learning Levels in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Students Who Can Read Std. II Text**	57	59	88	87
% Students Who Can Do Division**	52	52	86	86

** For primary children in std. V & for upper primary children in std. VIII

RIGHT TO EDUCATION INDICATORS AND COST IMPLICATIONS

RTE NORMS FOR INDIA'S SCHOOLS

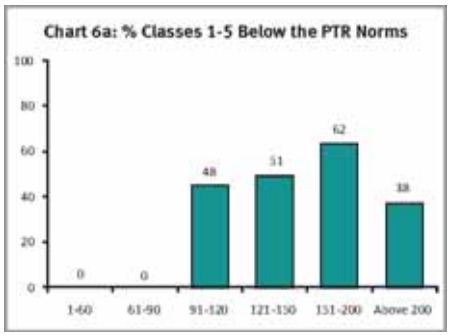
PTR Norms: Primary Schools
Enrolment 1-60 = 2 Teachers
Enrolment 61-90 = 3 Teachers
Enrolment 91-120 = 4 Teachers
Enrolment 121-200 = 5 Teachers
Enrolment above 150 = 5 + 1 Head Teacher
Above 200 = PTR (excl. Head Teacher) <= 40

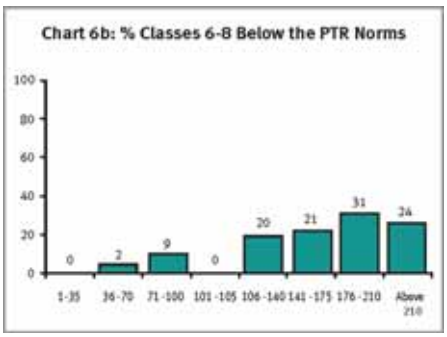
PTR Norms: Upper Primary Schools
1. At least 1 teacher for every 35 children
2. Full-time head teacher when enrolment > 100

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

Norms About Other School Facilities
1. Teacher learning equipment to be provided to each class as required
2. Library in each school providing newspapers, magazines and books on all subjects, including story books
3. Playmaterial, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUIRED NUMBER OF TEACHERS?





DO SCHOOLS HAVE THE REQUIRED INFRASTRUCTURE FACILITIES?

Table 6: % Schools With Infrastructure Facilities

Facility	Available	Not Available
Boundary Wall/Fencing	48	52
Drinking Water	85	15
HM Office / Store Room	69	31
Kitchen Shed	64	36
Library in Primary School	36	64
Library in UPS	59	41
Playground	48	52
Separate Toilet Facility Available	50	50

Table 7: Distribution of Schools as Per Facilities Available

# Facilities	% Available
0	2
1	7
2	11
3	19
4	22
5	19
6	14
7	7

How to Read This Table: This table has created an index of facilities available in a school as per core RTE facility requirements. Accordingly, 7% schools in Bihar have all 7 infastructure facilities, 14% have 6 of the 7 infrastructure facilities. 7% of schools only have 1 of the infrastructure facilities and there are 2% schools with no facilities as required by RTE.

WHAT ARE THE COST IMPLICATIONS FOR ACHIEVING RTE COMPLIANCE IN ALL SCHOOLS?

Table 8: Cost Implication for Shortfall in RTE

	Schools			Cost	
Facility	% Shortfall	# Total	# Shortfall	Per unit (in ₹)	Total (in ₹ lakhs)
Boundary Wall	52	63209	33166	60000	19899
Drinking Water	15	63209	9783	38375	3754
HM Office / Store Room	31	63209	19848	265000	52596
Kitchen Shed	36	63209	22989	60000	13793
Library in Primary School	64	41458	26396	3000	792
Library in UPS	41	21751	8905	13000	1158
Separate Boys' / Common Toilet	15	63209	9734	60000	5841
Separate Girls' Toilet	50	63209	31522	60000	18913
Teachers for Classes 1-5			24501	6000	38621
Teachers for Classes 6-8			8264	25000	55453
Total					**210821**

How to Read This Table: This table provides a rough estimate of what it will cost the state to ensure RTE compliance in all its schools. The total amount of money required for this state is ₹2,10,821 lakhs. The estimate is based on a calculation of total shortfall in schools multiplied by the total unit cost required to meet the specific shortfall. For instance, 52% of Bihar's schools or 33,166 schools do not have a boundary wall. The unit cost (i.e. cost of building a boundary wall) is assumed to be ₹60,000. Thus the total money required to complete the boundary wall requirement for the state is: 33166*60000 = 19,899 Lakhs.

Data on unit costs has been sourced from the Project Approval Board Minutes and the Approved Annual Work Plan (AWP) for the Financial Year, 2010-11.

Data on # schools has been sourced from the District Information System for Education (DISE) 2009-10.

DO SCHOOLS IN CHHATTISGARH GET THEIR MONEY?

CHHATTISGARH - RURAL

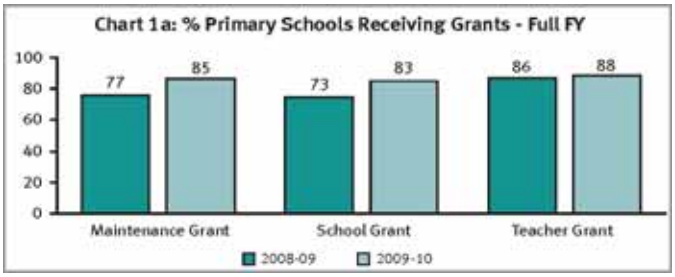
Table 1: SSA Allocation and Expenditure

	2008-09		2009-10	
	Allocation	Expenditure	Allocation	Expenditure
SSA (In Crore)	900.00	822.46	1,123.32	686.44
School Grants We Track (In Crore)	34.76	34.18	59.00	58.36
Per District Allocation (In Crore)	56.25	xxxxx	70.21	xxxxx
Per Child Expenditure (Rs)	xxxxx	2,150.14	xxxxx	1,794.53

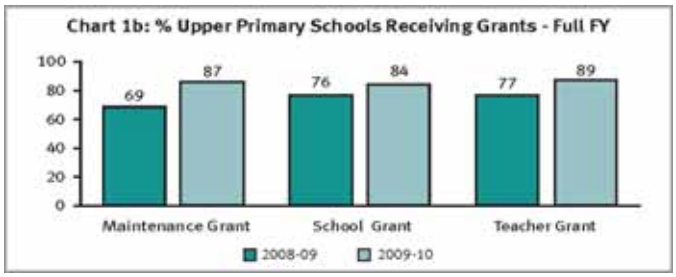
Annual School Grants under SSA

School Maintenance Grant (SMG)	₹5,000 for upto 3 classrooms and ₹10,000 for more than 3 classrooms
School Grant (SG)	₹5,000 for primary schools and ₹7,000 for upper primary schools (UPS)
Teacher Learning Material Grant (TLM)	₹500 per teacher

DO SCHOOLS GET THEIR MONEY?

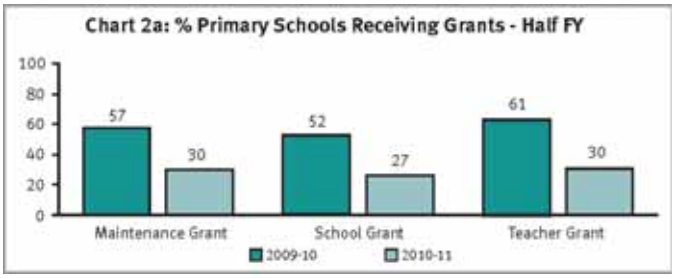


Note: # schools responding yes (2008-09): SMG - 224, SG - 208, TLM - 251
schools responding yes (2009-10): SMG - 229, SG - 213, TLM - 220

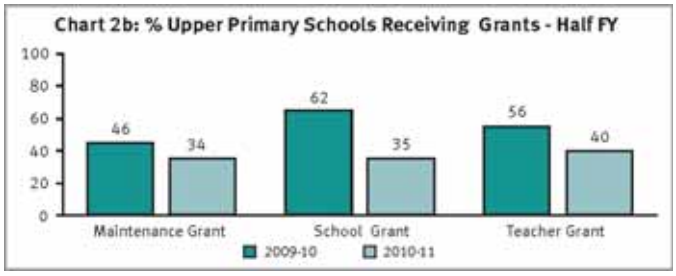


Note: # schools responding yes (2008-09): SMG - 22, SG - 22, TLM - 24
schools responding yes (2009-10): SMG - 90, SG - 87, TLM - 93

DOES MONEY REACH ON TIME?



Note: # schools responding yes (2009-10): SMG - 142, SG - 131, TLM - 152
schools responding yes (2010-11): SMG - 68, SG - 59, TLM - 65



Note: # schools responding yes (2009-10): SMG - 12, SG - 16, TLM - 15
schools responding yes (2010-11): SMG - 32, SG - 33, TLM - 37

DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

Table 2a: % Schools Reporting Receipt of Grants - Full FY

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
No Grant	4	5	4	6
Only One Grant	7	5	11	5
Only Two Grants	21	15	25	16
All Three Grants	68	76	61	73

Table 2b: % Schools Reporting Receipt of Grants - Half FY

	Primary		Upper Primary	
	2009-10	2010-11	2009-10	2010-11
No Grant	21	64	26	55
Only One Grant	15	4	9	5
Only Two Grants	20	7	17	1
All Three Grants	44	25	48	39

Sample Size

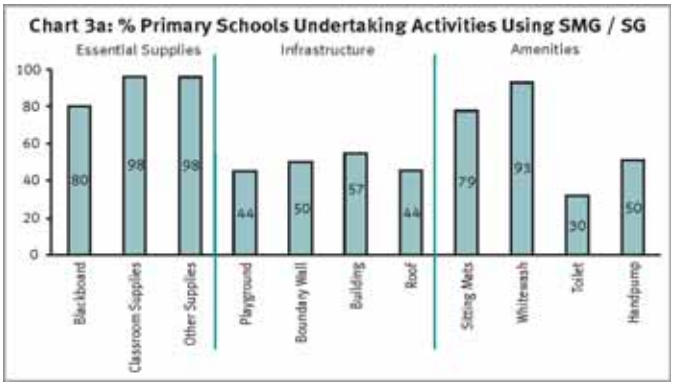
Schools 1-4/5 (Primary Schools): 2009-403, 2010-301
Schools 1-7/8 (Upper Primary Schools): 2009-34, 2010-124
Total: 2009-437, 2010-425

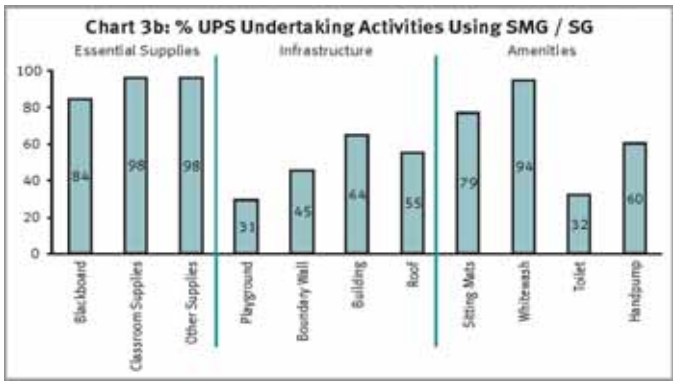
DO SCHOOLS SPEND THEIR MONEY?

Table 3a: Primary Schools - Receiving and Spending Grants in Full FY				
	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	178	192	89	90
School Grant	166	183	89	94
Teacher Grant	195	189	88	95

Table 3b: Upper Primary Schools-Receiving and Spending Grants in Full FY				
	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	17	76	89	88
School Grant	17	72	94	89
Teacher Grant	17	80	85	93

WHAT DO SCHOOLS SPEND THEIR MONEY ON?



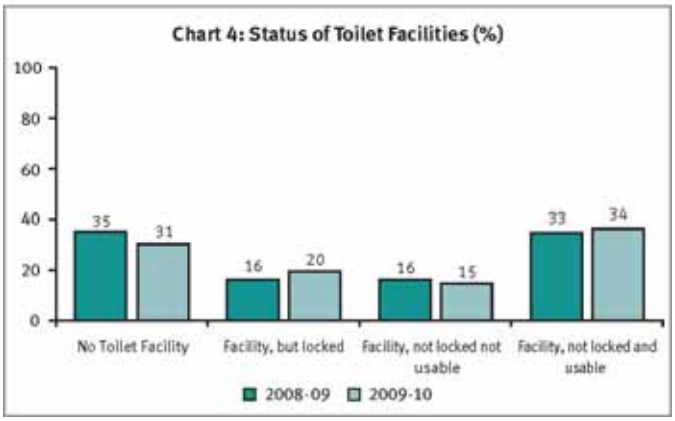


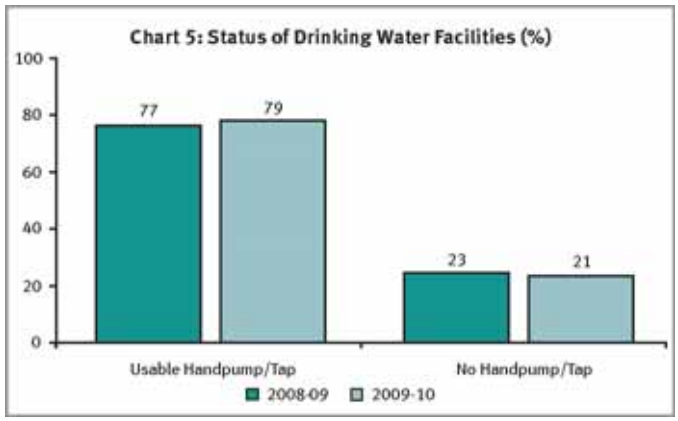
WHAT HAPPENS WITH MONIES SPENT?

What are the outputs and outcomes of financial investments in elementary education? In this section (below) we report on a) outputs - key facilities at the school level and enrolments in schools and b) outcomes - levels of learning in schools.

It is important to note that these numbers do not directly relate to school grants which are a small percentage of overall expenditures that are incurred in the state for elementary education. Rather, they are a reflection of overall state expenditures under SSA.

WHAT FACILITIES DO SCHOOLS HAVE?





HOW MANY CHILDREN ARE ENROLLED IN SCHOOLS?

Table 4: Enrolment in Govt. and Govt. Aided Schools		
Age Group	2008-09	2009-10
Age: 6 -14 All	87	88
Age: 7-16 All	85	86
Age: 7-10 All	88	88
Age: 7-10 Boys	87	88
Age: 7-10 Girls	88	88
Age: 11-14 All	87	88
Age: 11-14 Boys	87	87
Age: 11-14 Girls	88	89
Age: 15-16 All	75	77
Age: 15-16 Boys	74	78
Age: 15-16 Girls	77	76

WHAT OUTCOMES DO SCHOOLS HAVE?

Table 5a: Attendance in Govt. and Govt. Aided Schools				
	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Enrolled Children Present (Average)	77	70	77	73
% Schools With Less Than 50% Enrolled Children Present	5	12	8	9
% Schools With 75% Or More Enrolled Children Present	60	43	67	52

Table 5b: Learning Levels in Govt. and Govt. Aided Schools				
	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Students Who Can Read Std. II Text**	65	62	89	93
% Students Who Can Do Division**	52	39	76	78

** For primary children in std. V & for upper primary children in std. VIII

RIGHT TO EDUCATION INDICATORS AND COST IMPLICATIONS

RTE NORMS FOR INDIA'S SCHOOLS

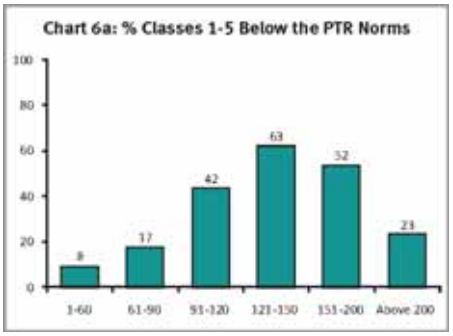
PTR Norms: Primary Schools
Enrolment 1-60 = 2 Teachers
Enrolment 61-90 = 3 Teachers
Enrolment 91-120 = 4 Teachers
Enrolment 121-200 = 5 Teachers
Enrolment above 150 = 5 + 1 Head Teacher
Above 200 = PTR (excl. Head Teacher) <= 40

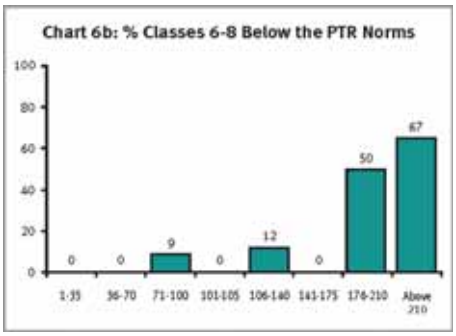
PTR Norms: Upper Primary Schools
1. At least 1 teacher for every 35 children
2. Full-time head teacher when enrolment > 100

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

Norms About Other School Facilities
1. Teacher learning equipment to be provided to each class as required
2. Library in each school providing newspapers, magazines and books on all subjects, including story books
3. Playmaterial, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUIRED NUMBER OF TEACHERS?





DO SCHOOLS HAVE THE REQUIRED INFRASTRUCTURE FACILITIES?

Table 6: % Schools With Infrastructure Facilities

Facility	Available	Not Available
Boundary Wall/Fencing	49	51
Drinking Water	90	10
HM Office / Store Room	79	21
Kitchen Shed	86	14
Library in Primary School	73	27
Library in UPS	73	27
Playground	45	55
Separate Toilet Facility Available	52	48

Table 7: Distribution of Schools as Per Facilities Available

# Facilities	% Available
0	0
1	2
2	7
3	11
4	26
5	29
6	19
7	5

How to Read This Table: This table has created an index of facilities available in a school as per core RTE-facility requirements. Accordingly, 5% schools in Chhattisgarh have all 7 infrastructure facilities, 19% have 6 of the 7 infrastructure facilities. 2% of schools only have 1 of the infrastructure facilities and there are no schools with zero facilities as required by RTE.

WHAT ARE THE COST IMPLICATIONS FOR ACHIEVING RTE COMPLIANCE IN ALL SCHOOLS?

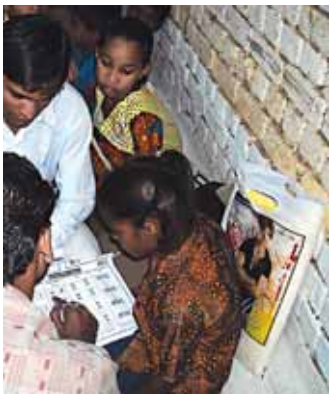
Table 8: Cost Implication for Shortfall in RTE

	Schools			Cost	
Facility	**% Shortfall**	**# Total**	**# Shortfall**	**Per unit (in ₹)**	**Total (in ₹ lakhs)**
Boundary Wall	51	31448	16183	60000	9710
Drinking Water	10	31448	3290	50000	1645
HM Office / Store Room	21	31448	6739	310000	20892
Kitchen Shed	14	31448	4340	60000	2604
Library in Primary School	27	30096	8207	3000	246
Library in UPS	27	1352	361	13000	47
Separate Boys' / Common Toilet	24	31448	7488	50000	3744
Separate Girls' Toilet	46	31448	14514	50000	7257
Teachers for Classes 1-5			9798	7500	14792
Teachers for Classes 6-8			948	9000	2048
Total					**62985**

How to Read This Table: This table provides a rough estimate of what it will cost the state to ensure RTE compliance in all its schools. The total amount of money required for this state is ₹62,985 lakhs. The estimate is based on a calculation of total shortfall in schools multiplied by the total unit cost required to meet the specific shortfall. For instance, 51% of Chhattisgarh's schools or 16,183 schools do not have a boundary wall. The unit cost (i.e. cost of building a boundary wall) is assumed to be ₹60,000. Thus the total money required to complete the boundary wall requirement for the state is: 16183*60000 = 9,710 Lakhs.

Data on unit costs has been sourced from the Project Approval Board Minutes and the Approved Annual Work Plan (AWP) for the Financial Year, 2010-11.

Data on # schools has been sourced from the District Information System for Education (DISE) 2009-10.



DO SCHOOLS IN GOA GET THEIR MONEY?

GOA - RURAL

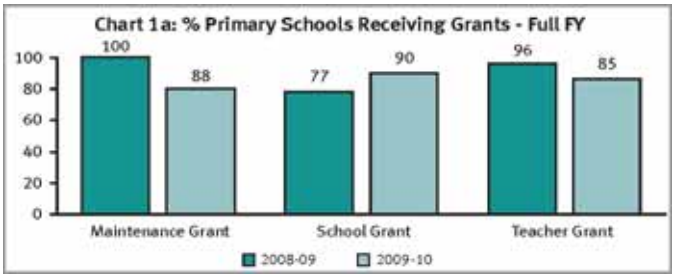
Table 1: SSA Allocation and Expenditure

	2008-09		2009-10	
	Allocation	Expenditure	Allocation	Expenditure
SSA (In Crore)	16.70	12.74	19.02	13.13
School Grants We Track (In Crore)	1.78	1.84	1.76	1.74
Per District Allocation (In Crore)	8.35	xxxxx	9.51	xxxxx
Per Child Expenditure (Rs)	xxxxx	2,111.65	xxxxx	2,176.93

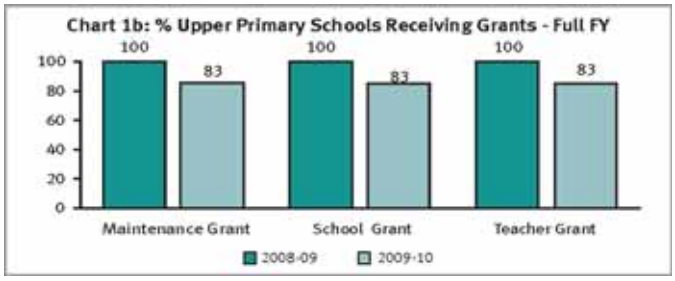
Annual School Grants under SSA

School Maintenance Grant (SMG)	₹5000 for upto 3 classrooms and ₹10,000 for more than 3 classrooms
School Grant (SG)	₹5,000 for primary schools and ₹7,000 for Upper Primary Schools (UPS)
Teacher Learning Material Grant (TLM)	₹500 per teacher

DO SCHOOLS GET THEIR MONEY?

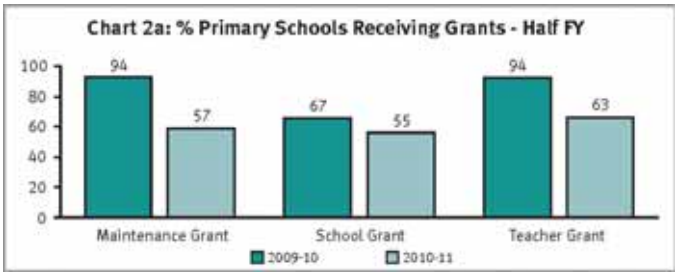


Note: # schools responding yes (2008-09): SMG - 50, SG - 33, TLM - 48
schools responding yes (2009-10): SMG - 30, SG - 27, TLM - 29

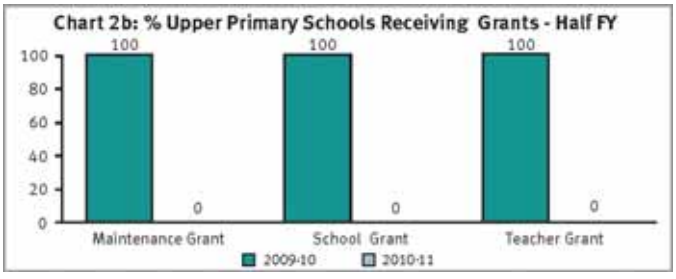


Note: # schools responding yes (2008-09): SMG - 2, SG - 2, TLM - 2
schools responding yes (2009-10): SMG - 5, SG - 5, TLM - 5

DOES MONEY REACH ON TIME?



Note: # schools responding yes (2009-10): SMG - 47, SG - 29, TLM - 46
schools responding yes (2010-11): SMG - 16, SG - 12, TLM - 17



Note: # schools responding yes (2009-10): SMG - 2, SG - 2, TLM - 2
schools responding yes (2010-11): SMG - 0, SG - 0, TLM - 0

DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

Table 2a: % Schools Reporting Receipt of Grants - Full FY

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
No Grant	0	0	0	0
Only One Grant	0	0	0	0
Only Two Grants	38	23	0	0
All Three Grants	62	77	100	100

Table 2b: % Schools Reporting Receipt of Grants - Half FY

	Primary		Upper Primary	
	2009-10	2010-11	2009-10	2010-11
No Grant	2	29	0	100
Only One Grant	0	4	0	0
Only Two Grants	45	17	0	0
All Three Grants	53	50	100	0

Sample Size

Schools 1-4/5 (Primary Schools): 2009-53, 2010-39
Schools 1-7/8 (Upper Primary Schools): 2009-2, 2010-11
Total: 2009-55, 2010-50

DO SCHOOLS SPEND THEIR MONEY?

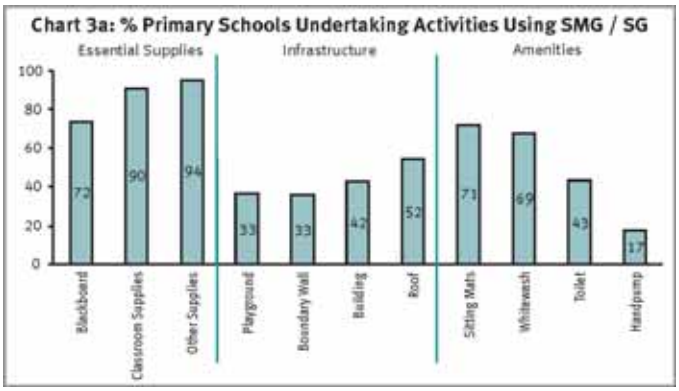
Table 3a: Primary Schools - Receiving and Spending Grants in Full FY

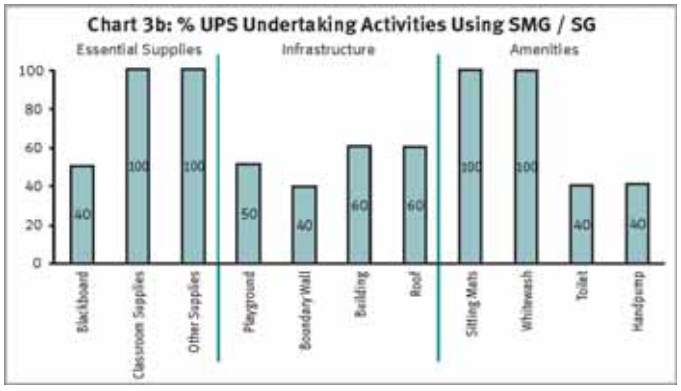
	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	48	24	100	89
School Grant	33	20	100	87
Teacher Grant	48	21	100	95

Table 3b: Upper Primary Schools-Receiving and Spending Grants in Full FY

	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	2	3	100	100
School Grant	2	3	100	100
Teacher Grant	2	3	100	100

WHAT DO SCHOOLS SPEND THEIR MONEY ON?



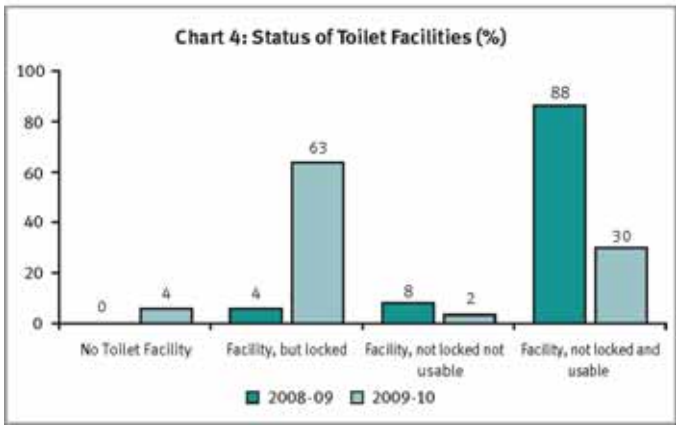


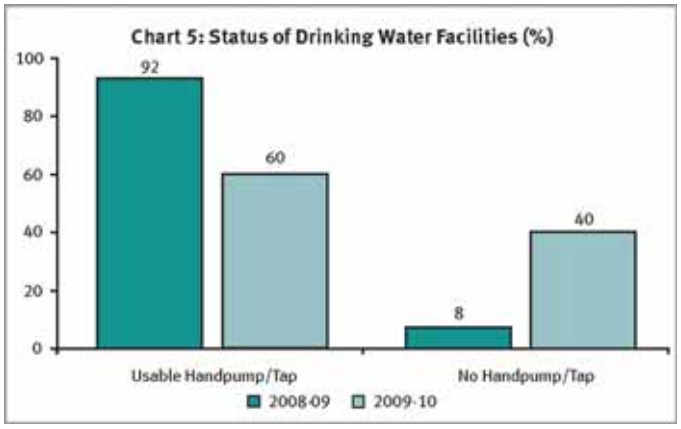
WHAT HAPPENS WITH MONIES SPENT?

What are the outputs and outcomes of financial investments in elementary education? In this section (below) we report on a) outputs - key facilities at the school level and enrolments in schools and b) outcomes - levels of learning in schools.

It is important to note that these numbers do not directly relate to school grants which are a small percentage of overall expenditures that are incurred in the state for elementary education. Rather, they are a reflection of overall state expenditures under SSA.

WHAT FACILITIES DO SCHOOLS HAVE?





HOW MANY CHILDREN ARE ENROLLED IN SCHOOLS?

Table 4: Enrolment in Govt. and Govt. Aided Schools

Age Group	2008-09	2009-10
Age: 6 -14 All	43	68
Age: 7-16 All	36	67
Age: 7-10 All	52	73
Age: 7-10 Boys	46	74
Age: 7-10 Girls	59	72
Age: 11-14 All	31	63
Age: 11-14 Boys	32	65
Age: 11-14 Girls	31	59
Age: 15-16 All	19	60
Age: 15-16 Boys	18	61
Age: 15-16 Girls	21	59

WHAT OUTCOMES DO SCHOOLS HAVE?

Table 5a: Attendance in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Enrolled Children Present (Average)	96	NA	92	NA
% Schools With Less Than 50% Enrolled Children Present	0	NA	0	NA
% Schools With 75% Or More Enrolled Children Present	100	NA	100	NA

Table 5b: Learning Levels in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Students Who Can Read Std. II Text**	84	72	95	83
% Students Who Can Do Division**	79	57	96	78

** For primary children in std. V & for upper primary children in std. VIII

RIGHT TO EDUCATION INDICATORS AND COST IMPLICATIONS

RTE NORMS FOR INDIA'S SCHOOLS

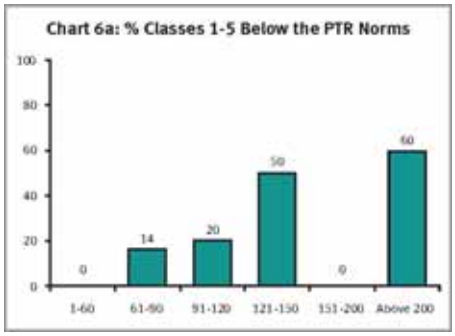
PTR Norms: Primary Schools
Enrolment 1-60 = 2 Teachers
Enrolment 61-90 = 3 Teachers
Enrolment 91-120 = 4 Teachers
Enrolment 121-200 = 5 Teachers
Enrolment above 150 = 5 + 1 Head Teacher
Above 200 = PTR (excl. Head Teacher) <= 40

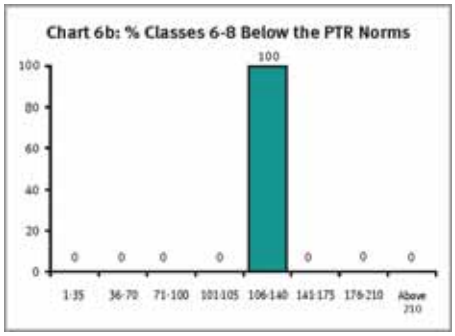
PTR Norms: Upper Primary Schools
1. At least 1 teacher for every 35 children
2. Full-time head teacher when enrolment > 100

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

Norms About Other School Facilities
1. Teacher learning equipment to be provided to each class as required
2. Library in each school providing newspapers, magazines and books on all subjects, including story books
3. Playmaterial, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUIRED NUMBER OF TEACHERS?





DO SCHOOLS HAVE THE REQUIRED INFRASTRUCTURE FACILITIES?

Table 6: % Schools With Infrastructure Facilities

Facility	Available	Not Available
Boundary Wall/Fencing	76	24
Drinking Water	68	32
HM Office / Store Room	29	71
Kitchen Shed	32	68
Library in Primary School	85	15
Library in UPS	82	18
Playground	86	14
Separate Toilet Facility Available	93	7

Table 7: Distribution of Schools as Per Facilities Available

# Facilities	% Available
0	0
1	0
2	2
3	10
4	44
5	28
6	16
7	0

How to Read This Table: This table has created an index of facilities available in a school as per core RTE facility requirments. Accordingly, no schools in Goa have all 7 infastructre facilities, 16% have 6 of the 7 infrastructure facilities. 2% of schools only have 2 of the infrastructure facilities and there are no schools with no facilities as required by RTE.

WHAT ARE THE COST IMPLICATIONS FOR ACHIEVING RTE COMPLIANCE IN ALL SCHOOLS?

Table 8: Cost Implication for Shortfall in RTE

	Schools			Cost	
Facility	% Shortfall	# Total	# Shortfall	Per unit (in ₹)	Total (in ₹ lakhs)
Boundary Wall	24	815	200	400000	800
Drinking Water	32	815	261	20000	52
HM Office / Store Room	71	815	582	265000	1543
Kitchen Shed	68	815	556	60000	333
Library in Primary School	15	781	120	3000	4
Library in UPS	18	34	6	13000	1
Separate Boys' / Common Toilet	0	815	-	30000	-
Separate Girls' Toilet	9	815	74	30000	22
Teachers for Classes 1-5			143	8125	199
Teachers for Classes 6-8			20	8125	20
Total					**2973**

How to Read This Table: This table provides a rough estimate of what it will cost the state to ensure RTE compliance in all its schools. The total amount of money required for this state is ₹2,973 lakhs. The estimate is based on a calculation of total shortfall in schools multiplied by the total unit cost required to meet the specific shortfall. For instance, 24% of Goa's schools or 200 schools do not have a boundary wall. The unit cost (i.e. cost of building a boundary wall) is assumed to be ₹4,00,000. Thus the total money required to complete the boundary wall requirement for the state is: 200*400000 = 800 Lakhs.

Data on unit costs has been sourced from the Project Approval Board Minutes and the Approved Annual Work Plan (AWP) for the Financial Year, 2010-11.

Data on # schools has been sourced from the District Information System for Education (DISE) 2009-10.

DO SCHOOLS IN GUJARAT GET THEIR MONEY?

GUJARAT - RURAL

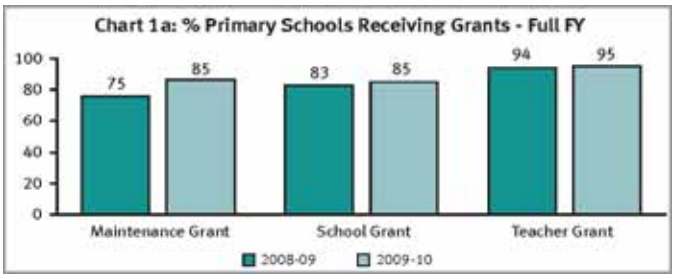
Table 1: SSA Allocation and Expenditure

	2008-09		2009-10	
	Allocation	Expenditure	Allocation	Expenditure
SSA (In Crore)	500.05	340.77	554.96	401.05
School Grants We Track (In Crore)	83.45	78.72	83.42	79.26
Per District Allocation (In Crore)	19.23	xxxxx	21.34	xxxxx
Per Child Expenditure (Rs)	xxxxx	567.29	xxxxx	667.64

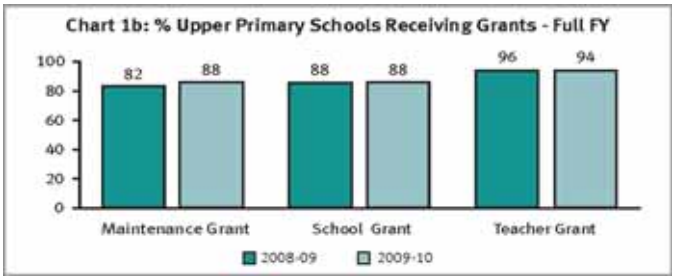
Annual School Grants under SSA

School Maintenance Grant (SMG)	₹5,000 for upto 3 classrooms and ₹10,000 for more than 3 classrooms
School Grant (SG)	₹5,000 for primary schools and ₹7,000 for upper primary schools (UPS)
Teacher Learning Material Grant (TLM)	₹500 per teacher

DO SCHOOLS GET THEIR MONEY?

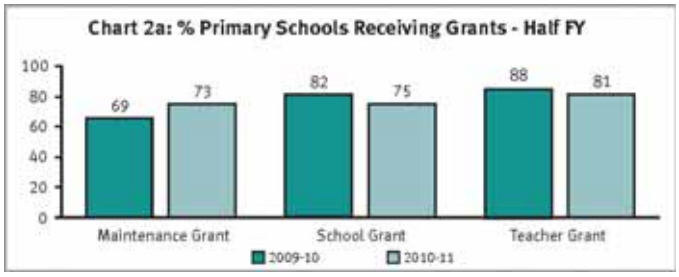


Note: # schools responding yes (2008-09): SMG - 60, SG - 69, TLM - 84
schools responding yes (2009-10): SMG - 50, SG - 51, TLM - 56

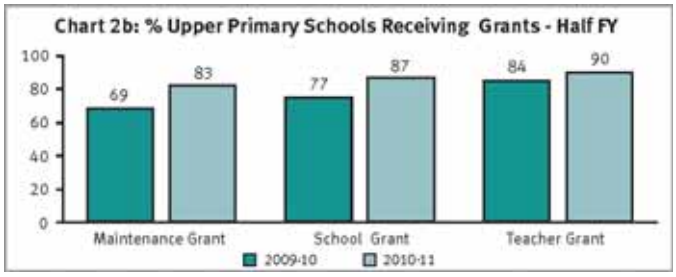


Note: # schools responding yes (2008-09): SMG - 389, SG - 419, TLM - 475
schools responding yes (2009-10): SMG - 335, SG - 337, TLM - 372

DOES MONEY REACH ON TIME?



Note: # schools responding yes (2009-10): SMG - 50, SG - 54, TLM - 64
schools responding yes (2010-11): SMG - 40, SG - 41, TLM - 43



Note: # schools responding yes (2009-10): SMG - 281, SG - 310, TLM - 345
schools responding yes (2010-11): SMG - 300, SG - 319, TLM - 334

DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

Table 2a: % Schools Reporting Receipt of Grants - Full FY

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
No Grant	5	0	3	2
Only One Grant	13	10	11	10
Only Two Grants	23	9	19	9
All Three Grants	58	81	67	79

Table 2b: % Schools Reporting Receipt of Grants - Half FY

	Primary		Upper Primary	
	2009-10	2010-11	2009-10	2010-11
No Grant	6	6	12	4
Only One Grant	17	10	15	8
Only Two Grants	32	14	20	11
All Three Grants	45	70	53	77

Sample Size

Schools 1-4/5 (Primary Schools): 2009-163, 2010-66
Schools 1-7/8 (Upper Primary Schools): 2009-591, 2010-557
Total: 2009-754, 2010-623

DO SCHOOLS SPEND THEIR MONEY?

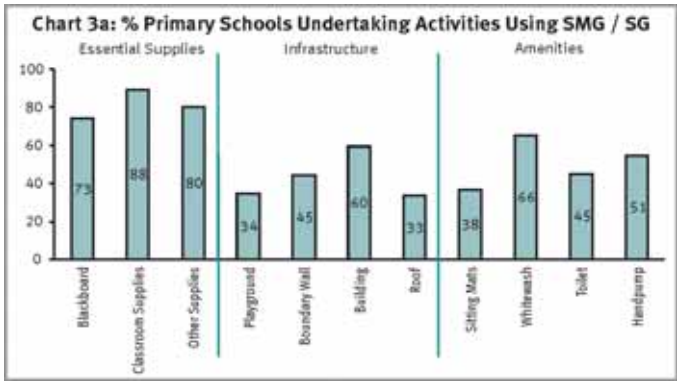
Table 3a: Primary Schools - Receiving and Spending Grants in Full FY

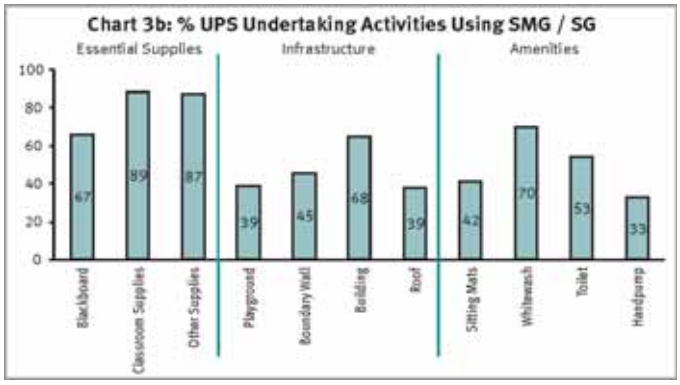
	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	46	37	82	79
School Grant	55	39	89	83
Teacher Grant	67	46	93	100

Table 3b: Upper Primary Schools-Receiving and Spending Grants in Full FY

	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	283	244	83	82
School Grant	348	261	91	88
Teacher Grant	401	312	95	95

WHAT DO SCHOOLS SPEND THEIR MONEY ON?



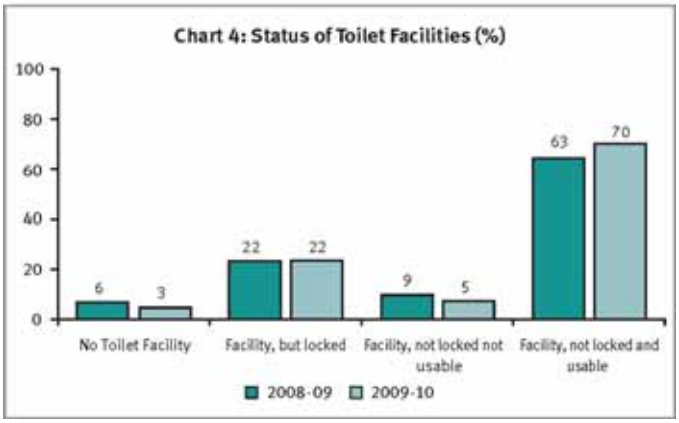


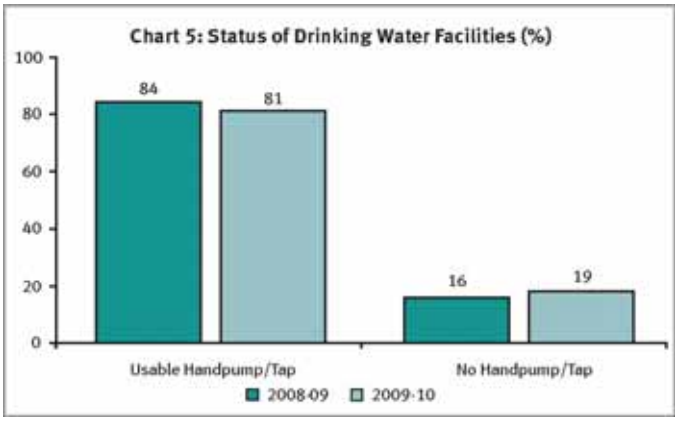
WHAT HAPPENS WITH MONIES SPENT?

What are the outputs and outcomes of financial investments in elementary education? In this section (below) we report on a) outputs - key facilities at the school level and enrolments in schools and b) outcomes - levels of learning in schools.

It is important to note that these numbers do not directly relate to school grants which are a small percentage of overall expenditures that are incurred in the state for elementary education. Rather, they are a reflection of overall state expenditures under SSA.

WHAT FACILITIES DO SCHOOLS HAVE?





HOW MANY CHILDREN ARE ENROLLED IN SCHOOLS?

Table 4: Enrolment in Govt. and Govt. Aided Schools

Age Group	2008-09	2009-10
Age: 6 -14 All	85	85
Age: 7-16 All	80	80
Age: 7-10 All	91	89
Age: 7-10 Boys	91	88
Age: 7-10 Girls	91	90
Age: 11-14 All	78	79
Age: 11-14 Boys	79	79
Age: 11-14 Girls	76	81
Age: 15-16 All	49	53
Age: 15-16 Boys	52	56
Age: 15-16 Girls	45	49

WHAT OUTCOMES DO SCHOOLS HAVE?

Table 5a: Attendance in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Enrolled Children Present (Average)	84	87	83	84
% Schools With Less Than 50% Enrolled Children Present	0	0	4	3
% Schools With 75% Or More Enrolled Children Present	78	85	77	81

Table 5b: Learning Levels in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Students Who Can Read Std. II Text**	44	46	77	79
% Students Who Can Do Division**	25	21	56	54

** For primary children in std. V & for upper primary children in std. VIII

RIGHT TO EDUCATION INDICATORS AND COST IMPLICATIONS

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 Head Teacher
- Above 200 = PTR (excl. Head Teacher) <= 40

PTR Norms: Upper Primary Schools

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

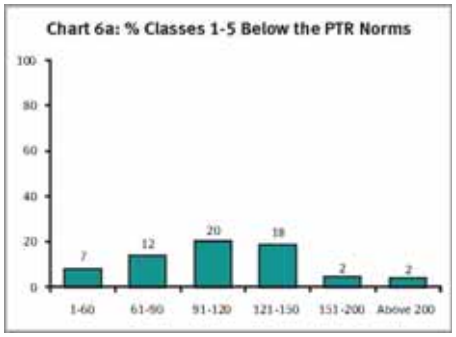
Infrastructure Related Norms

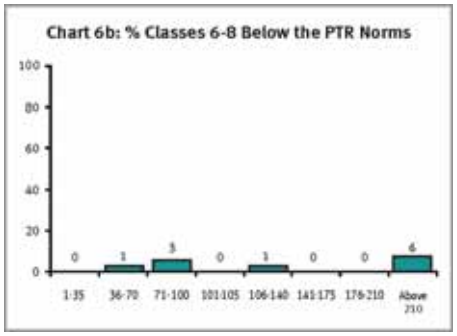
1. An office-cum-store-cum-Head Teacher's room
2. Barrier-free access
3. Separate toilet for boys & girls
4. Safe & adequate drinking water facility for all students
5. Kitchen where Mid-Day Meal is cooked in the school
6. Playground
7. Arrangement for securing school building by boundary wall or fencing

Norms About Other School Facilities

1. Teacher learning equipment to be provided to each class as required
2. Library in each school providing newspapers, magazines and books on all subjects, including story books
3. Playmaterial, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUIRED NUMBER OF TEACHERS?





DO SCHOOLS HAVE THE REQUIRED INFRASTRUCTURE FACILITIES?

Table 6: % Schools With Infrastructure Facilities

Facility	Available	Not Available
Boundary Wall/Fencing	85	15
Drinking Water	91	9
HM Office / Store Room	80	20
Kitchen Shed	88	12
Library in Primary School	77	23
Library in UPS	85	15
Playground	75	25
Separate Toilet Facility Available	86	14

Table 7: Distribution of Schools as Per Facilities Available

# Facilities	% Available
0	0
1	1
2	1
3	5
4	9
5	23
6	35
7	26

How to Read This Table: This table has created an index of facilities available in a school as per core RTE-facility requirements. Accordingly, 26% schools in Gujarat have all 7 infrastructure facilities, 35% have 6 of the 7 infrastructure facilities. 1% of schools only have 1 of the infrastructure facilities and there are no schools with zero facilities as required by RTE.

WHAT ARE THE COST IMPLICATIONS FOR ACHIEVING RTE COMPLIANCE IN ALL SCHOOLS?

Table 8: Cost Implication for Shortfall in RTE

	Schools			Cost	
Facility	**% Shortfall**	**# Total**	**# Shortfall**	**Per unit (in ₹)**	**Total (in ₹ lakhs)**
Boundary Wall	15	30257	4678	60000	2807
Drinking Water	9	30257	2755	38375	1057
HM Office / Store Room	20	30257	5982	265000	15852
Kitchen Shed	12	30257	3504	60000	2102
Library in Primary School	23	9505	2228	3000	67
Library in UPS	15	20752	3196	13000	415
Separate Boys' / Common Toilet	3	30257	926	75000	694
Separate Girls' Toilet	13	30257	3850	75000	2887
Teachers for Classes 1-5			2150	4500	1935
Teachers for Classes 6-8			358	4500	415
Total					**28232**

How to Read This Table: This table provides a rough estimate of what it will cost the state to ensure RTE compliance in all its schools. The total amount of money required for this state is ₹28,232 lakhs. The estimate is based on a calculation of total shortfall in schools multiplied by the total unit cost required to meet the specific shortfall. For instance, 15% of Gujarat's schools or 4,678 schools do not have a boundary wall. The unit cost (i.e. cost of building a boundary wall) is assumed to be ₹60,000. Thus the total money required to complete the boundary wall requirement for the state is: 4678*60000 = 2,807 Lakhs.

Data on unit costs has been sourced from the Project Approval Board Minutes and the Approved Annual Work Plan (AWP) for the Financial Year, 2010-11.

Data on # schools has been sourced from the District Information System for Education (DISE) 2009-10.

DO SCHOOLS IN HARYANA GET THEIR MONEY?

HARYANA - RURAL

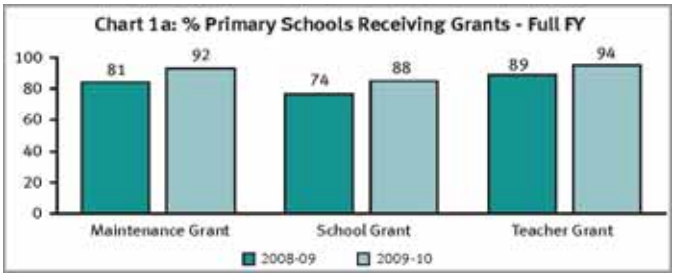
Table 1: SSA Allocation and Expenditure

	2008-09		2009-10	
	Allocation	Expenditure	Allocation	Expenditure
SSA (In Crore)	425.50	298.64	598.01	456.21
School Grants We Track (In Crore)	22.18	21.37	22.37	21.69
Per District Allocation (In Crore)	21.27	xxxxx	29.90	xxxxx
Per Child Expenditure (Rs)	xxxxx	1,283.14	xxxxx	1,960.14

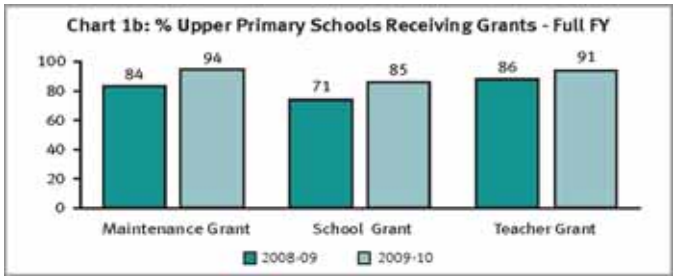
Annual School Grants under SSA

School Maintenance Grant (SMG)	₹5,000 for upto 3 classrooms and ₹10,000 for more than 3 classrooms
School Grant (SG)	₹5,000 for primary schools and ₹7,000 for upper primary schools (UPS)
Teacher Learning Material Grant (TLM)	₹500 per teacher

DO SCHOOLS GET THEIR MONEY?

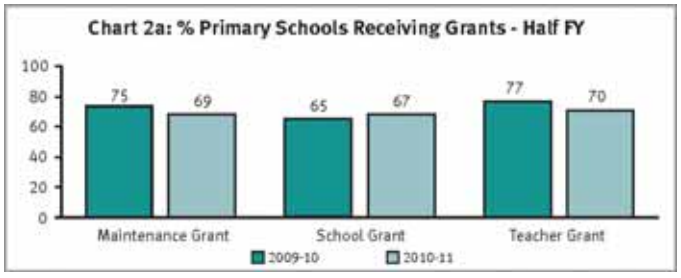


Note: # schools responding yes (2008-09): SMG - 241, SG - 213, TLM - 261
schools responding yes (2009-10): SMG - 252, SG - 222, TLM - 221

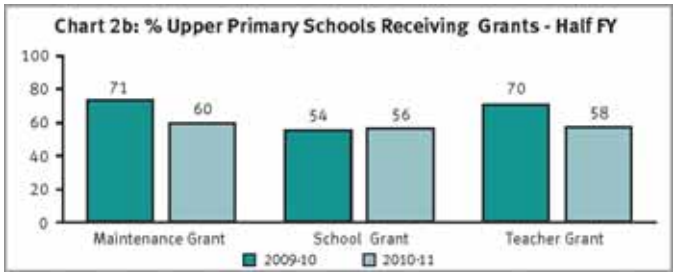


Note: # schools responding yes (2008-09): SMG - 124, SG - 91, TLM - 122
schools responding yes (2009-10): SMG - 171, SG - 139, TLM - 158

DOES MONEY REACH ON TIME?



Note: # schools responding yes (2009-10): SMG - 187, SG - 149, TLM - 189
schools responding yes (2010-11): SMG - 176, SG - 155, TLM - 166



Note: # schools responding yes (2009-10): SMG - 85, SG - 59, TLM - 78
schools responding yes (2010-11): SMG - 98, SG - 83, TLM - 91

DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

Table 2a: % Schools Reporting Receipt of Grants - Full FY

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
No Grant	3	3	8	3
Only One Grant	14	10	8	10
Only Two Grants	23	16	32	16
All Three Grants	60	71	52	71

Table 2b: % Schools Reporting Receipt of Grants - Half FY

	Primary		Upper Primary	
	2009-10	2010-11	2009-10	2010-11
No Grant	13	24	20	31
Only One Grant	14	8	18	12
Only Two Grants	26	12	26	11
All Three Grants	47	55	36	46

Sample Size

Schools 1-4/5 (Primary Schools): 2009-371, 2010-302
Schools 1-7/8 (Upper Primary Schools): 2009-167, 2010-226
Total: 2009-538, 2010-528

DO SCHOOLS SPEND THEIR MONEY?

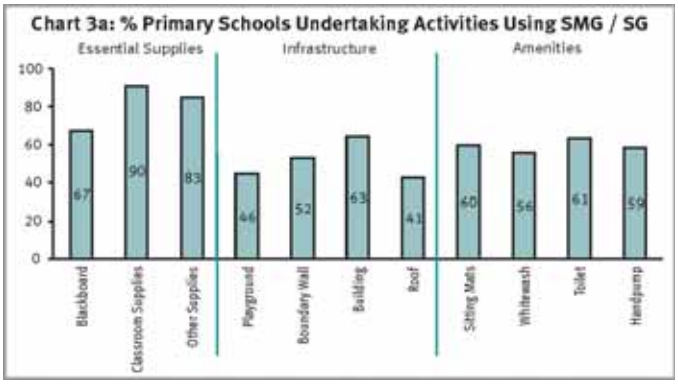
Table 3a: Primary Schools - Receiving and Spending Grants in Full FY

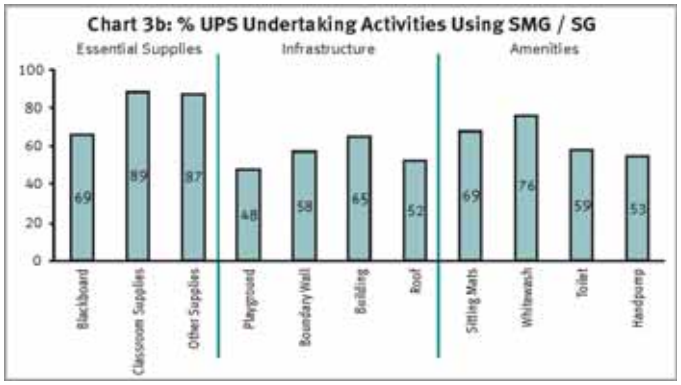
	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	195	222	98	95
School Grant	177	190	99	94
Teacher Grant	200	184	97	96

Table 3b: Upper Primary Schools-Receiving and Spending Grants in Full FY

	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	91	141	90	94
School Grant	68	109	93	92
Teacher Grant	95	121	95	92

WHAT DO SCHOOLS SPEND THEIR MONEY ON?



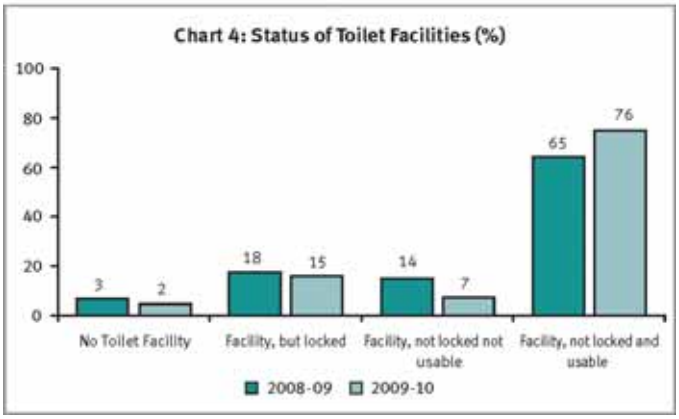


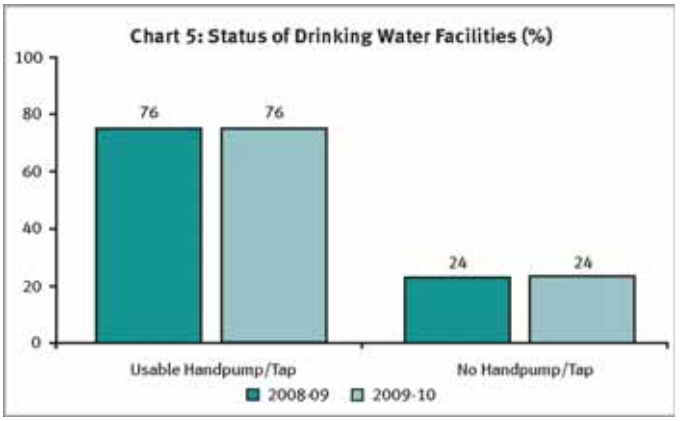
WHAT HAPPENS WITH MONIES SPENT?

What are the outputs and outcomes of financial investments in elementary education? In this section (below) we report on a) outputs - key facilities at the school level and enrolments in schools and b) outcomes - levels of learning in schools.

It is important to note that these numbers do not directly relate to school grants which are a small percentage of overall expenditures that are incurred in the state for elementary education. Rather, they are a reflection of overall state expenditures under SSA.

WHAT FACILITIES DO SCHOOLS HAVE?





HOW MANY CHILDREN ARE ENROLLED IN SCHOOLS?

Table 4: Enrolment in Govt. and Govt. Aided Schools

Age Group	2008-09	2009-10
Age: 6 -14 All	56	56
Age: 7-16 All	56	58
Age: 7-10 All	53	54
Age: 7-10 Boys	50	50
Age: 7-10 Girls	58	58
Age: 11-14 All	59	61
Age: 11-14 Boys	55	58
Age: 11-14 Girls	65	66
Age: 15-16 All	54	58
Age: 15-16 Boys	52	58
Age: 15-16 Girls	59	60

WHAT OUTCOMES DO SCHOOLS HAVE?

Table 5a: Attendance in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Enrolled Children Present (Average)	84	83	85	82
% Schools With Less Than 50% Enrolled Children Present	1	0	1	1
% Schools With 75% Or More Enrolled Children Present	81	80	87	78

Table 5b: Learning Levels in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Students Who Can Read Std. II Text**	66	68	86	88
% Students Who Can Do Division**	55	58	82	83

** For primary children in std. V & for upper primary children in std. VIII

RIGHT TO EDUCATION INDICATORS AND COST IMPLICATIONS

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 Head Teacher
- Above 200 = PTR (excl. Head Teacher) <= 40

PTR Norms: Upper Primary Schools

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

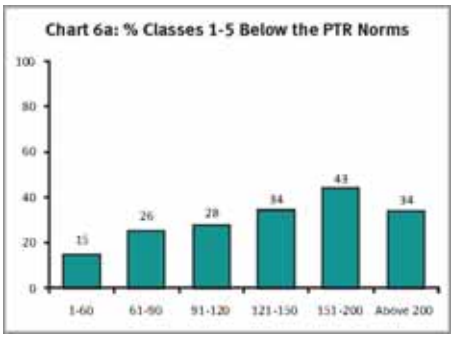
Infrastructure Related Norms

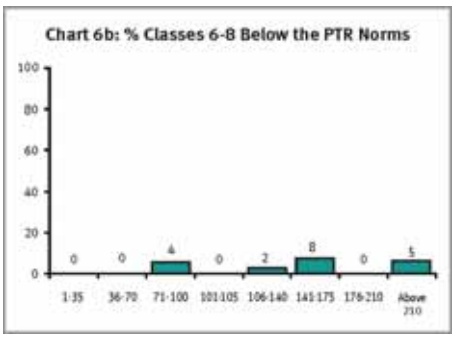
1. An office-cum-store-cum-Head Teacher's room
2. Barrier-free access
3. Separate toilet for boys & girls
4. Safe & adequate drinking water facility for all students
5. Kitchen where Mid-Day Meal is cooked in the school
6. Playground
7. Arrangement for securing school building by boundary wall or fencing

Norms About Other School Facilities

1. Teacher learning equipment to be provided to each class as required
2. Library in each school providing newspapers, magazines and books on all subjects, including story books
3. Playmaterial, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUIRED NUMBER OF TEACHERS?





DO SCHOOLS HAVE THE REQUIRED INFRASTRUCTURE FACILITIES?

Table 6: % Schools With Infrastructure Facilities

Facility	Available	Not Available
Boundary Wall/Fencing	82	18
Drinking Water	90	10
HM Office / Store Room	86	14
Kitchen Shed	51	49
Library in Primary School	67	33
Library in UPS	62	38
Playground	80	20
Separate Toilet Facility Available	90	10

Table 7: Distribution of Schools as Per Facilities Available

# Facilities	% Available
0	0
1	2
2	3
3	5
4	16
5	25
6	31
7	18

How to Read This Table: This table has created an index of facilities available in a school as per core RTE-facility requirements. Accordingly, 18% schools in Haryana have all 7 infrastructure facilities, 31% have 6 of the 7 infrastructure facilities. 2% of schools only have 1 of the infrastructure facilities and there are no schools with zero facilities as required by RTE.

WHAT ARE THE COST IMPLICATIONS FOR ACHIEVING RTE COMPLIANCE IN ALL SCHOOLS?

Table 8: Cost Implication for Shortfall in RTE

	Schools			Cost	
Facility	% Shortfall	# Total	# Shortfall	Per unit (in ₹)	Total (in ₹ lakhs)
Boundary Wall	18	8953	1574	40000	630
Drinking Water	10	8953	931	38375	357
HM Office / Store Room	14	8953	1261	206000	2599
Kitchen Shed	49	8953	4389	60000	2633
Library in Primary School	33	8543	2828	3000	85
Library in UPS	38	410	157	13000	20
Separate Boys' / Common Toilet	2	8953	219	39200	86
Separate Girls' Toilet	10	8953	892	39200	349
Teachers for Classes 1-5			2871	22000	13547
Teachers for Classes 6-8			108	23500	557
Total					**20863**

How to Read This Table: This table provides a rough estimate of what it will cost the state to ensure RTE compliance in all its schools. The total amount of money required for this state is ₹20,863 lakhs. The estimate is based on a calculation of total shortfall in schools multiplied by the total unit cost required to meet the specific shortfall. For instance, 18% of Haryana's schools or 1,574 schools do not have a boundary wall. The unit cost (i.e. cost of building a boundary wall) is assumed to be ₹40,000. Thus the total money required to complete the boundary wall requirement for the state is: 1574*40000 = 630 Lakhs.

Data on unit costs has been sourced from the Project Approval Board Minutes and the Approved Annual Work Plan (AWP) for the Financial Year, 2010-11.

Data on # schools has been sourced from the District Information System for Education (DISE) 2009-10.

DO SCHOOLS IN HIMACHAL PRADESH GET THEIR MONEY?

HIMACHAL PRADESH - RURAL

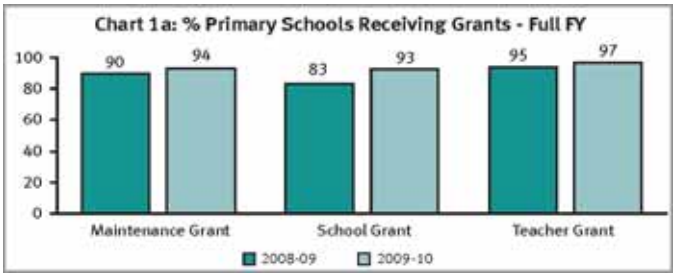
Table 1: SSA Allocation and Expenditure

	2008-09		2009-10	
	Allocation	Expenditure	Allocation	Expenditure
SSA (In Crore)	143.85	122.85	166.41	83.19
School Grants We Track (In Crore)	21.56	20.85	21.64	20.92
Per District Allocation (In Crore)	11.99	xxxxx	13.87	xxxxx
Per Child Expenditure (Rs)	xxxxx	1,504.68	xxxxx	1,018.97

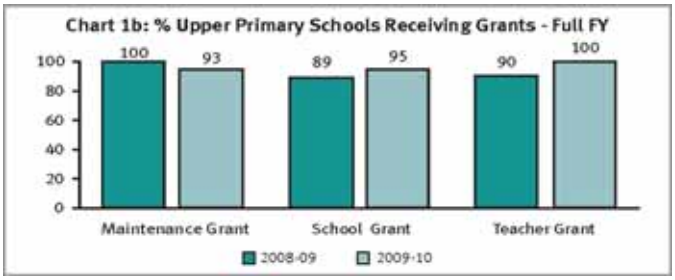
Annual School Grants under SSA

School Maintenance Grant (SMG)	₹5,000 for upto 3 classrooms and ₹10,000 for more than 3 classrooms
School Grant (SG)	₹5,000 for primary schools and ₹7,000 for upper primary schools (UPS)
Teacher Learning Material Grant (TLM)	₹500 per teacher

DO SCHOOLS GET THEIR MONEY?

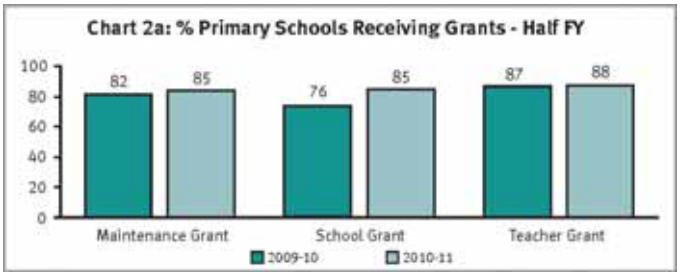


Note: # schools responding yes (2008-09): SMG - 267, SG - 237, TLM - 286
schools responding yes (2009-10): SMG - 177, SG - 167, TLM - 168

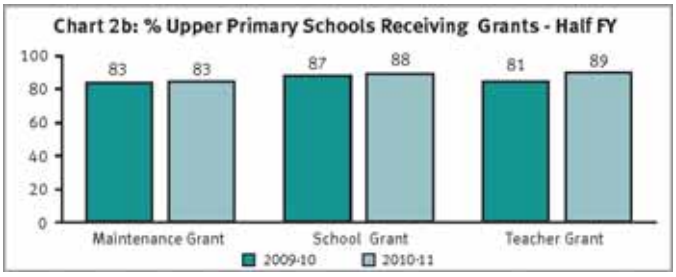


Note: # schools responding yes (2008-09): SMG - 20, SG - 16, TLM - 19
schools responding yes (2009-10): SMG - 53, SG - 53, TLM - 57

DOES MONEY REACH ON TIME?



Note: # schools responding yes (2009-10): SMG - 202, SG - 173, TLM - 211
schools responding yes (2010-11): SMG - 154, SG - 147, TLM - 151



Note: # schools responding yes (2009-10): SMG - 10, SG - 13, TLM - 13
schools responding yes (2010-11): SMG - 45, SG - 46, TLM - 50

DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

Table 2a: % Schools Reporting Receipt of Grants - Full FY

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
No Grant	2	1	0	0
Only One Grant	7	4	5	5
Only Two Grants	20	11	29	18
All Three Grants	71	85	67	77

Table 2b: % Schools Reporting Receipt of Grants - Half FY

	Primary		Upper Primary	
	2009-10	2010-11	2009-10	2010-11
No Grant	8	9	12	9
Only One Grant	14	5	24	4
Only Two Grants	23	7	6	14
All Three Grants	55	80	59	73

Sample Size

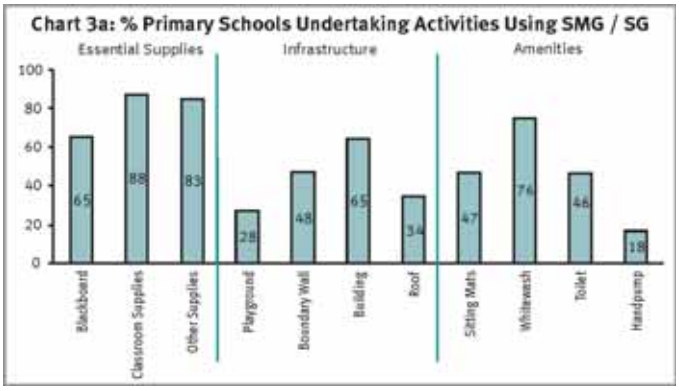
# Schools 1-4/5 (Primary Schools):	2009-320, 2010-195
# Schools 1-7/8 (Upper Primary Schools):	2009-22, 2010-66
Total:	**2009-342, 2010-261**

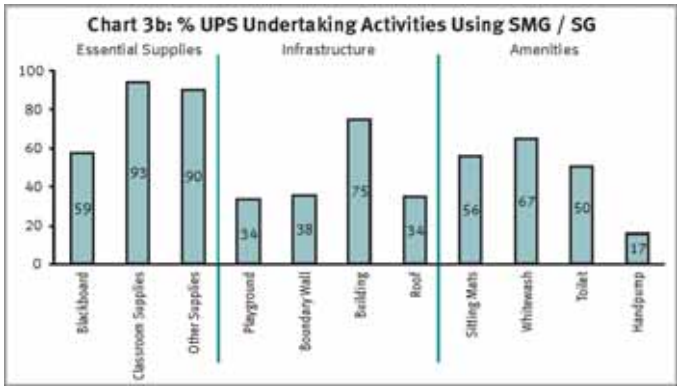
DO SCHOOLS SPEND THEIR MONEY?

Table 3a: Primary Schools - Receiving and Spending Grants in Full FY				
	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	208	152	94	90
School Grant	183	138	97	89
Teacher Grant	219	144	96	95

Table 3b: Upper Primary Schools-Receiving and Spending Grants in Full FY				
	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	16	44	94	86
School Grant	15	44	100	88
Teacher Grant	15	49	94	89

WHAT DO SCHOOLS SPEND THEIR MONEY ON?



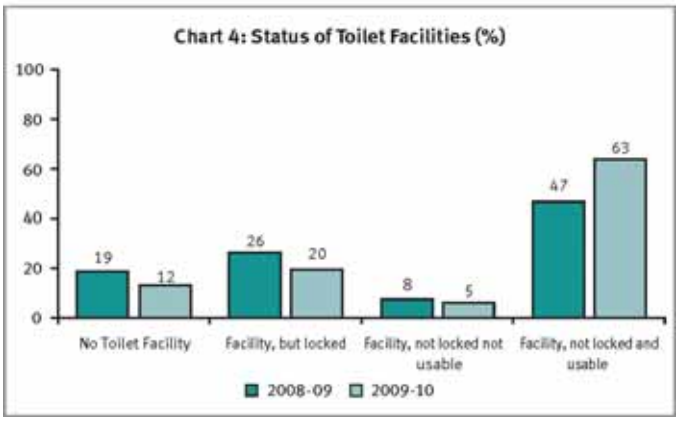


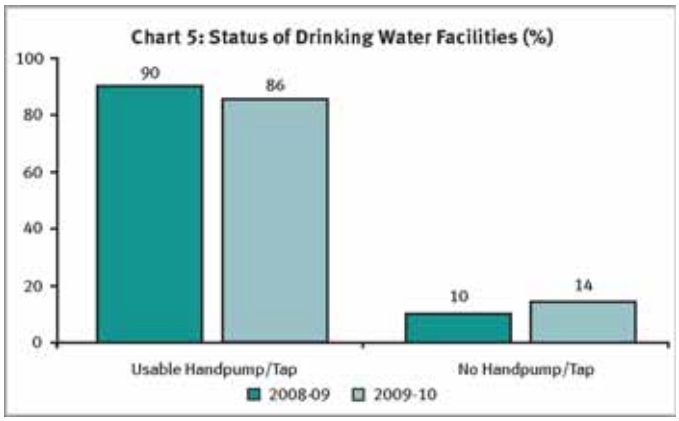
WHAT HAPPENS WITH MONIES SPENT?

What are the outputs and outcomes of financial investments in elementary education? In this section (below) we report on a) outputs - key facilities at the school level and enrolments in schools and b) outcomes - levels of learning in schools.

It is important to note that these numbers do not directly relate to school grants which are a small percentage of overall expenditures that are incurred in the state for elementary education. Rather, they are a reflection of overall state expenditures under SSA.

WHAT FACILITIES DO SCHOOLS HAVE?





HOW MANY CHILDREN ARE ENROLLED IN SCHOOLS?

Table 4: Enrolment in Govt. and Govt. Aided Schools		
Age Group	2008-09	2009-10
Age: 6 -14 All	77	74
Age: 7-16 All	79	77
Age: 7-10 All	76	71
Age: 7-10 Boys	74	68
Age: 7-10 Girls	80	75
Age: 11-14 All	80	81
Age: 11-14 Boys	77	77
Age: 11-14 Girls	84	84
Age: 15-16 All	83	82
Age: 15-16 Boys	84	78
Age: 15-16 Girls	82	86

WHAT OUTCOMES DO SCHOOLS HAVE?

Table 5a: Attendance in Govt. and Govt. Aided Schools				
	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Enrolled Children Present (Average)	90	90	90	89
% Schools With Less Than 50% Enrolled Children Present	1	2	0	2
% Schools With 75% Or More Enrolled Children Present	92	93	91	94

Table 5b: Learning Levels in Govt. and Govt. Aided Schools				
	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Students Who Can Read Std. II Text**	73	77	93	93
% Students Who Can Do Division**	64	63	90	86

** For primary children in std. V & for upper primary children in std. VIII

RIGHT TO EDUCATION INDICATORS AND COST IMPLICATIONS

RTE NORMS FOR INDIA'S SCHOOLS

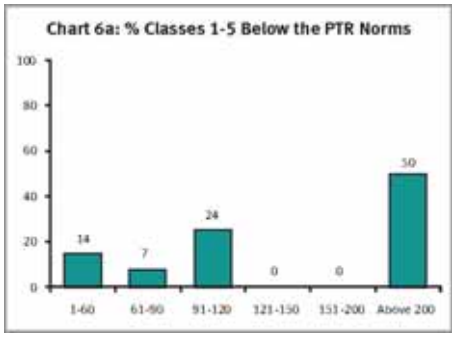
PTR Norms: Primary Schools
Enrolment 1-60 = 2 Teachers
Enrolment 61-90 = 3 Teachers
Enrolment 91-120 = 4 Teachers
Enrolment 121-200 = 5 Teachers
Enrolment above 150 = 5 + 1 Head Teacher
Above 200 = PTR (excl. Head Teacher) <= 40

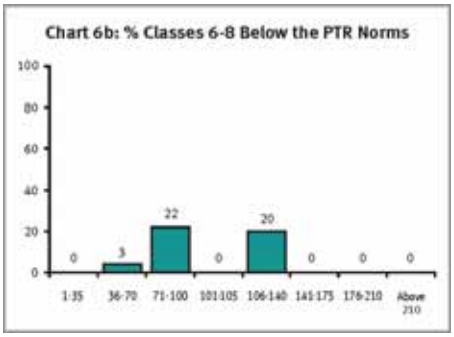
PTR Norms: Upper Primary Schools
1. At least 1 teacher for every 35 children
2. Full-time head teacher when enrolment > 100

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

Norms About Other School Facilities
1. Teacher learning equipment to be provided to each class as required
2. Library in each school providing newspapers, magazines and books on all subjects, including story books
3. Playmaterial, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUIRED NUMBER OF TEACHERS?





DO SCHOOLS HAVE THE REQUIRED INFRASTRUCTURE FACILITIES?

Table 6: % Schools With Infrastructure Facilities

Facility	Available	Not Available
Boundary Wall/Fencing	37	63
Drinking Water	93	7
HM Office / Store Room	75	25
Kitchen Shed	82	18
Library in Primary School	82	18
Library in UPS	75	25
Playground	76	24
Separate Toilet Facility Available	68	32

Table 7: Distribution of Schools as Per Facilities Available

# Facilities	% Available
0	1
1	2
2	4
3	10
4	17
5	26
6	24
7	15

How to Read This Table: This table has created an index of facilities available in a school as per core RTE-facility requirements. Accordingly, 15% schools in Himachal Pradesh have all 7 infrastructure facilities, 24% have 6 of the 7 infrastructure facilities. 2% of schools only have 1 of the infrastructure facilities and there are 1% schools with no facilities as required by RTE.

WHAT ARE THE COST IMPLICATIONS FOR ACHIEVING RTE COMPLIANCE IN ALL SCHOOLS?

Table 8: Cost Implication for Shortfall in RTE

	Schools			Cost	
Facility	% Shortfall	# Total	# Shortfall	Per unit (in ₹)	Total (in ₹ lakhs)
Boundary Wall	63	10479	6570	60000	3942
Drinking Water	7	10479	715	20000	143
HM Office / Store Room	25	10479	2568	265000	6806
Kitchen Shed	18	10479	1890	60000	1134
Library in Primary School	18	10479	1865	3000	56
Library in UPS	25	-	-	13000	-
Separate Boys' / Common Toilet	11	10479	1121	75000	841
Separate Girls' Toilet	31	10479	3255	75000	2441
Teachers for Classes 1-5			1326	4000	764
Teachers for Classes 6-8			177	15000	478
Total					**16606**

How to Read This Table: This table provides a rough estimate of what it will cost the state to ensure RTE compliance in all its schools. The total amount of money required for this state is ₹16,606 lakhs. The estimate is based on a calculation of total shortfall in schools multiplied by the total unit cost required to meet the specific shortfall. For instance, 63% of Himachal Pradesh's schools or 6,570 schools do not have a boundary wall. The unit cost (i.e. cost of building a boundary wall) assumed to be ₹60,000. Thus the total money required to complete the boundary wall requirement for the state is: 6570*60000 = 3,942 Lakhs.

Data on unit costs has been sourced from the Project Approval Board Minutes and the Approved Annual Work Plan (AWP) for the Financial Year, 2010-11.

Data on # schools has been sourced from the District Information System for Education (DISE) 2009-10.

DO SCHOOLS IN JHARKHAND GET THEIR MONEY?

JHARKHAND - RURAL

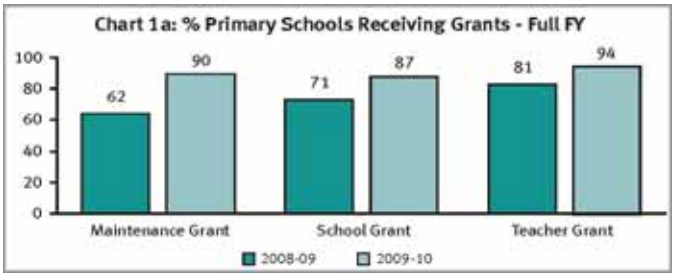
Table 1: SSA Allocation and Expenditure

	2008-09		2009-10	
	Allocation	Expenditure	Allocation	Expenditure
SSA (In Crore)	1,672.82	1,225.84	1,564.95	1,199.47
School Grants We Track (In Crore)	54.45	48.46	59.21	58.51
Per District Allocation (In Crore)	76.04	xxxxx	71.13	xxxxx
Per Child Expenditure (Rs)	xxxxx	2,042.21	xxxxx	1,998.28

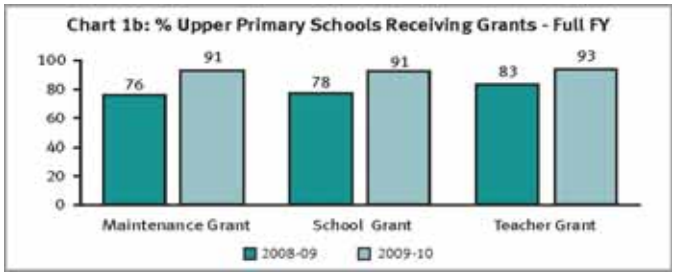
Annual School Grants under SSA

School Maintenance Grant (SMG)	₹5,000 for upto 3 classrooms and ₹10,000 for more than 3 classrooms
School Grant (SG)	₹5,000 for primary schools and ₹7,000 for upper primary schools (UPS)
Teacher Learning Material Grant (TLM)	₹500 per teacher

DO SCHOOLS GET THEIR MONEY?

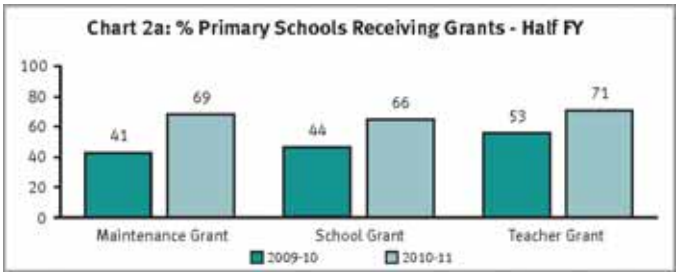


Note: # schools responding yes (2008-09): SMG - 90, SG - 108, TLM - 127
schools responding yes (2009-10): SMG - 127, SG - 117, TLM - 119

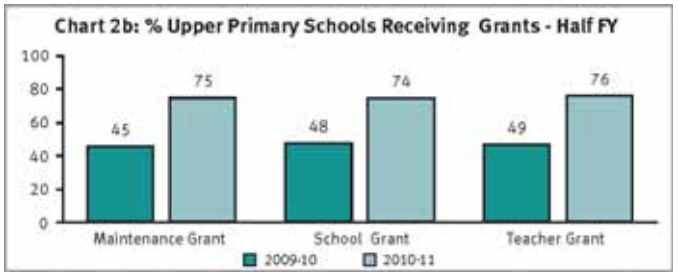


Note: # schools responding yes (2008-09): SMG - 206, SG - 209, TLM - 229
schools responding yes (2009-10): SMG - 235, SG - 236, TLM - 255

DOES MONEY REACH ON TIME?



Note: # schools responding yes (2009-10): SMG - 45, SG - 47, TLM - 57
schools responding yes (2010-11): SMG - 92, SG - 80, TLM - 80



Note: # schools responding yes (2009-10): SMG - 84, SG - 88, TLM - 91
schools responding yes (2010-11): SMG - 176, SG - 171, TLM - 185

DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

Table 2a: % Schools Reporting Receipt of Grants - Full FY

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
No Grant	12	3	5	1
Only One Grant	16	8	13	12
Only Two Grants	23	24	13	11
All Three Grants	49	65	69	77

Table 2b: % Schools Reporting Receipt of Grants - Half FY

	Primary		Upper Primary	
	2009-10	2010-11	2009-10	2010-11
No Grant	40	23	41	16
Only One Grant	11	12	10	11
Only Two Grants	18	12	9	13
All Three Grants	31	52	40	61

Sample Size

Schools 1-4/5 (Primary Schools): 2009-247, 2010-188
Schools 1-7/8 (Upper Primary Schools): 2009-334, 2010-359
Total: 2009-581, 2010-547

DO SCHOOLS SPEND THEIR MONEY?

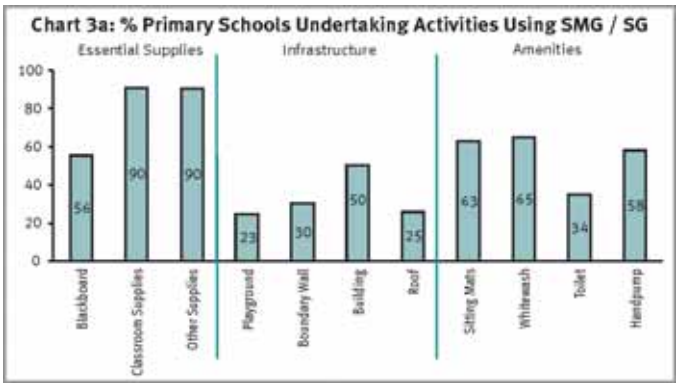
Table 3a: Primary Schools - Receiving and Spending Grants in Full FY

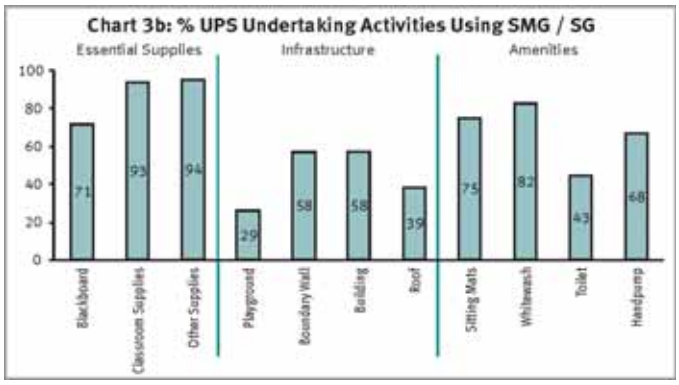
	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	65	90	88	81
School Grant	72	88	89	85
Teacher Grant	84	95	90	93

Table 3b: Upper Primary Schools-Receiving and Spending Grants in Full FY

	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	164	165	93	81
School Grant	163	178	90	86
Teacher Grant	172	200	90	89

WHAT DO SCHOOLS SPEND THEIR MONEY ON?



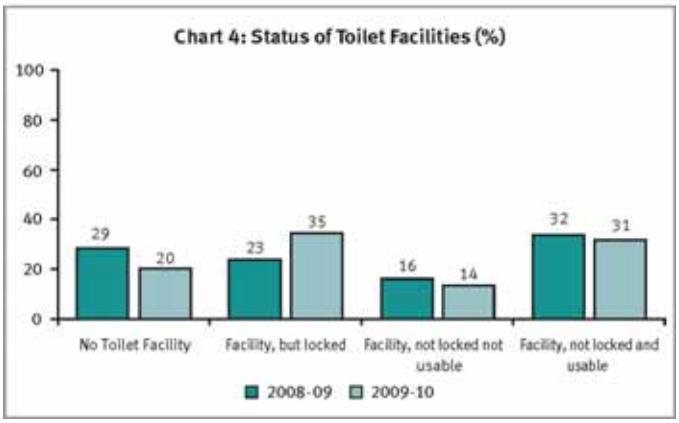


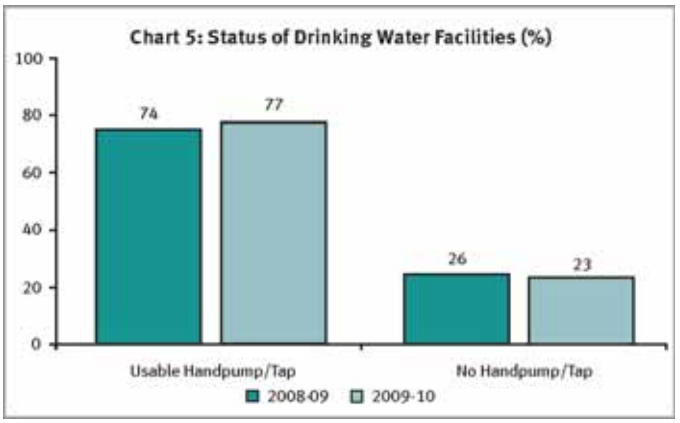
WHAT HAPPENS WITH MONIES SPENT?

What are the outputs and outcomes of financial investments in elementary education? In this section (below) we report on a) outputs - key facilities at the school level and enrolments in schools and b) outcomes - levels of learning in schools.

It is important to note that these numbers do not directly relate to school grants which are a small percentage of overall expenditures that are incurred in the state for elementary education. Rather, they are a reflection of overall state expenditures under SSA.

WHAT FACILITIES DO SCHOOLS HAVE?





HOW MANY CHILDREN ARE ENROLLED IN SCHOOLS?

Table 4: Enrolment in Govt. and Govt. Aided Schools

Age Group	2008-09	2009-10
Age: 6 -14 All	83	85
Age: 7-16 All	81	83
Age: 7-10 All	85	87
Age: 7-10 Boys	85	87
Age: 7-10 Girls	85	87
Age: 11-14 All	81	84
Age: 11-14 Boys	80	83
Age: 11-14 Girls	81	84
Age: 15-16 All	64	70
Age: 15-16 Boys	63	70
Age: 15-16 Girls	65	69

WHAT OUTCOMES DO SCHOOLS HAVE?

Table 5a: Attendance in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Enrolled Children Present (Average)	63	62	64	59
% Schools With Less Than 50% Enrolled Children Present	18	22	18	28
% Schools With 75% Or More Enrolled Children Present	29	27	26	19

Table 5b: Learning Levels in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Students Who Can Read Std. II Text**	48	50	83	85
% Students Who Can Do Division**	32	41	72	79

** For primary children in std. V & for upper primary children in std. VIII

RIGHT TO EDUCATION INDICATORS AND COST IMPLICATIONS

RTE NORMS FOR INDIA'S SCHOOLS

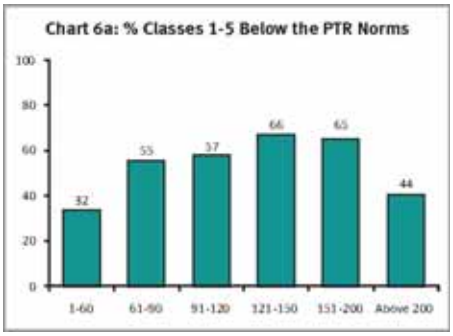
PTR Norms: Primary Schools
Enrolment 1-60 = 2 Teachers
Enrolment 61-90 = 3 Teachers
Enrolment 91-120 = 4 Teachers
Enrolment 121-200 = 5 Teachers
Enrolment above 150 = 5 + 1 Head Teacher
Above 200 = PTR (excl. Head Teacher) <= 40

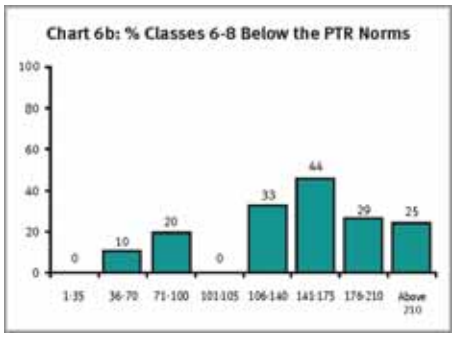
PTR Norms: Upper Primary Schools
1. At least 1 teacher for every 35 children
2. Full-time head teacher when enrolment > 100

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

Norms About Other School Facilities
1. Teacher learning equipment to be provided to each class as required
2. Library in each school providing newspapers, magazines and books on all subjects, including story books
3. Playmaterial, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUIRED NUMBER OF TEACHERS?





DO SCHOOLS HAVE THE REQUIRED INFRASTRUCTURE FACILITIES?

Table 6: % Schools With Infrastructure Facilities

Facility	Available	Not Available
Boundary Wall/Fencing	27	73
Drinking Water	83	17
HM Office / Store Room	84	16
Kitchen Shed	73	27
Library in Primary School	50	50
Library in UPS	67	33
Playground	39	61
Separate Toilet Facility Available	72	28

Table 7: Distribution of Schools as Per Facilities Available

# Facilities	% Available
0	0
1	6
2	10
3	16
4	23
5	24
6	17
7	4

How to Read This Table: This table has created an index of facilities available in a school as per core RTE-facility requirements. Accordingly, 4% schools in Jharkhand have all 7 infrastructure facilities, 17% have 6 of the 7 infrastructure facilities. 6% of schools only have 1 of the infrastructure facilities and there are no schools with zero facilities as required by RTE.

WHAT ARE THE COST IMPLICATIONS FOR ACHIEVING RTE COMPLIANCE IN ALL SCHOOLS?

Table 8: Cost Implication for Shortfall in RTE

	Schools			Cost	
Facility	% Shortfall	# Total	# Shortfall	Per unit (in ₹)	Total (in ₹ lakhs)
Boundary Wall	73	36962	27049	60000	16229
Drinking Water	17	36962	6235	60000	3741
HM Office / Store Room	16	36962	5877	265000	15574
Kitchen Shed	27	36962	9850	60000	5910
Library in Primary School	50	24605	12234	3000	367
Library in UPS	33	12357	4022	13000	523
Separate Boys' / Common Toilet	14	36962	5226	35000	1829
Separate Girls' Toilet	30	36962	10977	35000	3842
Teachers for Classes 1-5			18596	2250	11116
Teachers for Classes 6-8			4515	2250	2541
Total					**61673**

How to Read This Table: This table provides a rough estimate of what it will cost the state to ensure RTE compliance in all its schools. The total amount of money required for this state is ₹61,673 lakhs. The estimate is based on a calculation of total shortfall in schools multiplied by the total unit cost required to meet the specific shortfall. For instance, 73% of Jharkhand's schools or 27,049 schools do not have a boundary wall. The unit cost (i.e. cost of building a boundary wall) is assumed to be ₹60,000. Thus the total money required to complete the boundary wall requirement for the state is: 27049*60000 = 16,229 Lakhs.

Data on unit costs has been sourced from the Project Approval Board Minutes and the Approved Annual Work Plan (AWP) for the Financial Year, 2010-11.

Data on # schools has been sourced from the District Information System for Education (DISE) 2009-10.

DO SCHOOLS IN KARNATAKA GET THEIR MONEY?

KARNATAKA - RURAL

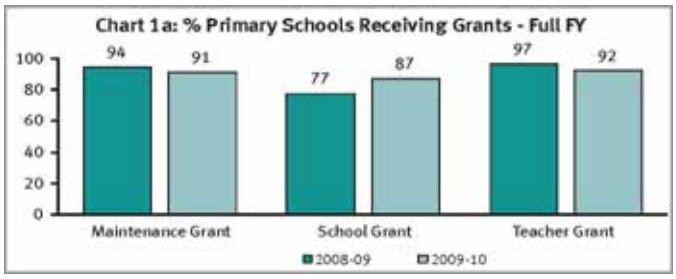
Table 1: SSA Allocation and Expenditure

	2008-09		2009-10	
	Allocation	Expenditure	Allocation	Expenditure
SSA (In Crore)	960.14	887.29	960.01	752.62
School Grants We Track (In Crore)	100.30	97.06	98.82	96.19
Per District Allocation (In Crore)	35.56	xxxxx	35.56	xxxxx
Per Child Expenditure (Rs)	XXXXX	1,723.47	XXXXX	1,461.89

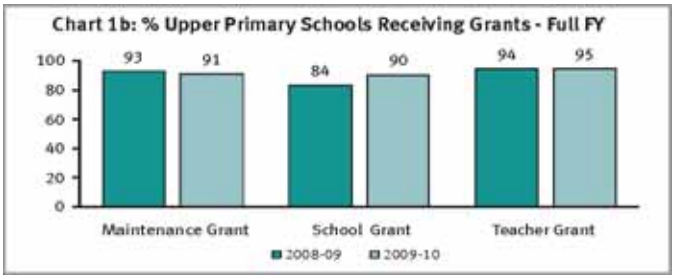
Annual School Grants under SSA

School Maintenance Grant (SMG)	₹5,000 for upto 3 classrooms and ₹10,000 for more than 3 classrooms
School Grant (SG)	₹5,000 for primary schools and ₹7,000 for upper primary schools (UPS)
Teacher Learning Material Grant (TLM)	₹500 per teacher

DO SCHOOLS GET THEIR MONEY?

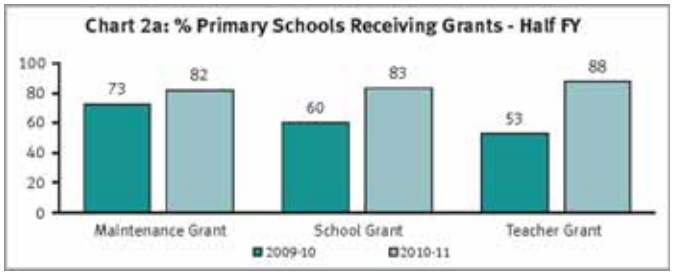


Note: # schools responding yes (2008-09): SMG - 115, SG- 89, TLM - 117
schools responding yes (2009-10): SMG - 93, SG-85, TLM - 94

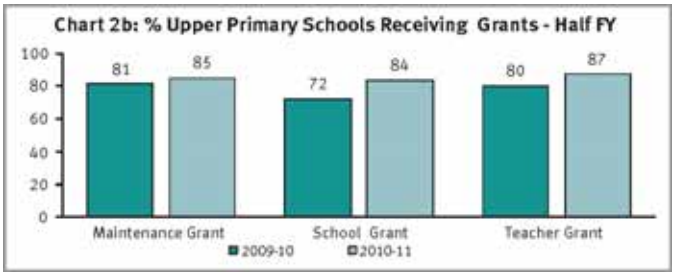


Note: # schools responding yes (2008-09): SMG - 557, SG- 486, TLM-564
schools responding yes (2009-10): SMG -517, SG:-503, TLM - 532

DOES MONEY REACH ON TIME?



Note: # schools responding yes (2009-10): SMG - 74, SG- 60, TLM-52
schools responding yes (2010-11): SMG - 80, SG-74, TLM - 84



Note: # schools responding yes (2009-10): SMG - 409, SG- 348, TLM-393
schools responding yes (2010-11): SMG -472, SG-459, TLM - 482

DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

Table 2a: % Schools Reporting Receipt of Grants - Full FY

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
No Grant	2	1	2	0
Only One Grant	6	6	5	5
Only Two Grants	23	13	16	6
All Three Grants	70	80	78	88

Table 2b: % Schools Reporting Receipt of Grants - Half FY

	Primary		Upper Primary	
	2009-10	2010-11	2009-10	2010-11
No Grant	23	7	9	4
Only One Grant	16	6	12	4
Only Two Grants	29	15	21	8
All Three Grants	32	72	58	84

Sample Size

Schools 1-4/5 (Primary Schools): 2009-150, 2010-113
Schools 1-7/8 (Upper Primary Schools): 2009-627, 2010-656
Total: 2009-777, 2010-769

DO SCHOOLS SPEND THEIR MONEY?

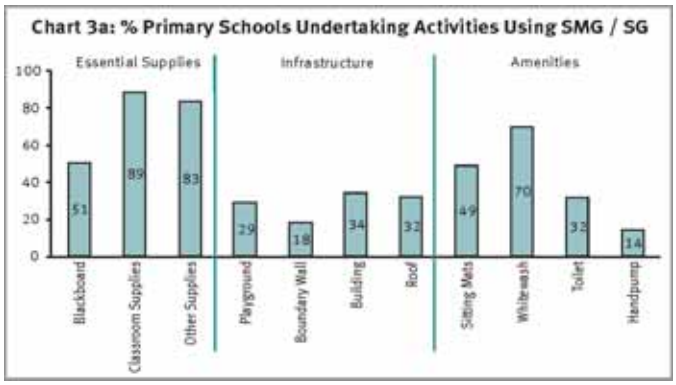
Table 3a: Primary Schools - Receiving and Spending Grants in Full FY

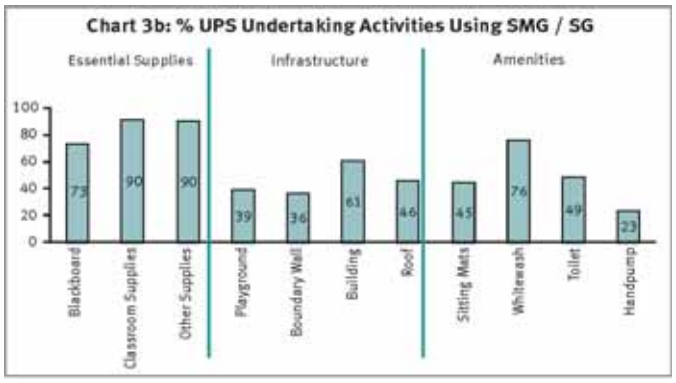
	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	95	81	86	88
School Grant	68	73	84	88
Teacher Grant	95	84	93	90

Table 3b: Upper Primary Schools-Receiving and Spending Grants in Full FY

	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	488	455	94	92
School Grant	410	437	93	91
Teacher Grant	490	474	96	96

WHAT DO SCHOOLS SPEND THEIR MONEY ON?



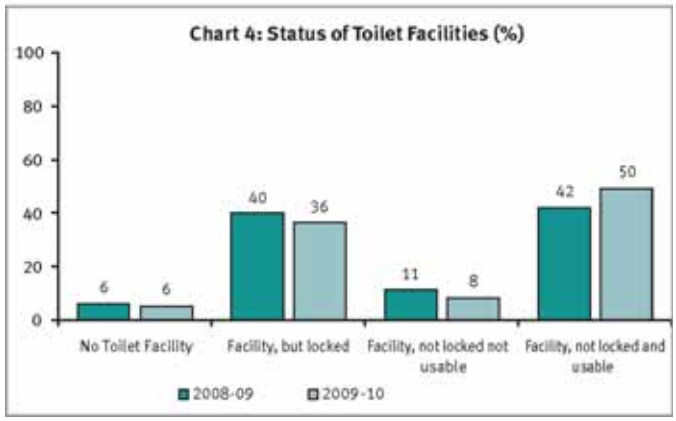


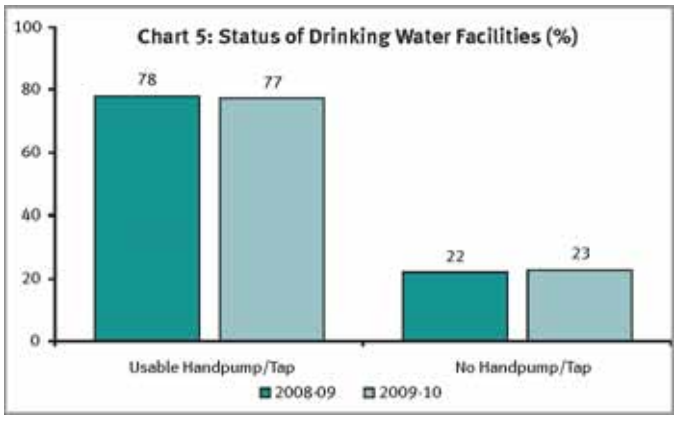
WHAT HAPPENS WITH MONIES SPENT?

What are the outputs and outcomes of financial investments in elementary education? In this section (below) we report on a) outputs - key facilities at the school level and enrolments in schools and b) outcomes - levels of learning in schools.

It is important to note that these numbers do not directly relate to school grants which are a small percentage of overall expenditures that are incurred in the state for elementary education. Rather, they are a reflection of overall state expenditures under SSA.

WHAT FACILITIES DO SCHOOLS HAVE?





HOW MANY CHILDREN ARE ENROLLED IN SCHOOLS?

Table 4: Enrolment in Govt. and Govt. Aided Schools

Age Group	2008-09	2009-10
Age: 6 -14 All	79	77
Age: 7-16 All	77	74
Age: 7-10 All	81	78
Age: 7-10 Boys	80	76
Age: 7-10 Girls	82	81
Age: 11-14 All	79	76
Age: 11-14 Boys	79	74
Age: 11-14 Girls	79	77
Age: 15-16 All	64	61
Age: 15-16 Boys	63	59
Age: 15-16 Girls	64	63

WHAT OUTCOMES DO SCHOOLS HAVE?

Table 5a: Attendance in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Enrolled Children Present (Average)	88	82	80	71
% Schools With Less Than 50% Enrolled Children Present	2	6	8	19
% Schools With 75% Or More Enrolled Children Present	84	67	70	52

Table 5b: Learning Levels in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Students Who Can Read Std. II Text**	47	45	74	73
% Students Who Can Do Division**	22	20	49	46

** For primary children in std. V & for upper primary children in std. VIII

RIGHT TO EDUCATION INDICATORS AND COST IMPLICATIONS

RTE NORMS FOR INDIA'S SCHOOLS

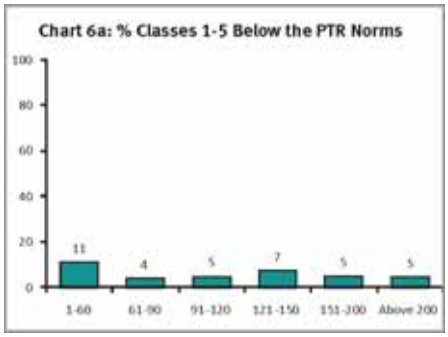
PTR Norms: Primary Schools
Enrolment 1-60 = 2 Teachers
Enrolment 61-90 = 3 Teachers
Enrolment 91-120 = 4 Teachers
Enrolment 121-200 = 5 Teachers
Enrolment above 150 = 5 + 1 Head Teacher
Above 200 = PTR (excl. Head Teacher) <= 40

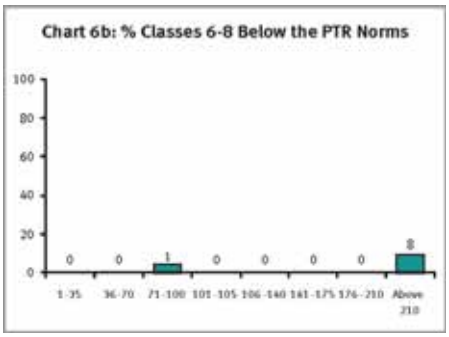
PTR Norms: Upper Primary Schools
1. At least 1 teacher for every 35 children
2. Full-time head teacher when enrolment > 100

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

Norms About Other School Facilities
1. Teacher learning equipment to be provided to each class as required
2. Library in each school providing newspapers, magazines and books on all subjects, including story books
3. Playmaterial, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUIRED NUMBER OF TEACHERS?





DO SCHOOLS HAVE THE REQUIRED INFRASTRUCTURE FACILITIES?

Table 6: % Schools With Infrastructure Facilities

Facility	Available	Not Available
Boundary Wall/Fencing	59	41
Drinking Water	87	13
HM Office / Store Room	72	28
Kitchen Shed	93	7
Library in Primary School	79	21
Library in UPS	95	5
Playground	66	34
Separate Toilet Facility Available	80	20

Table 7: Distribution of Schools as Per Facilities Available

# Facilities	% Available
0	0
1	1
2	2
3	7
4	14
5	25
6	32
7	19

How to Read This Table: This table has created an index of facilities available in a school as per core RTE-facility requirements. Accordingly, 19% schools in Karnataka have all 7 infrastructure facilities, 32% have 6 of the 7 infrastructure facilities. 1% of schools only have 1 of the infrastructure facilities and there are no schools with zero facilities as required by RTE.

WHAT ARE THE COST IMPLICATIONS FOR ACHIEVING RTE COMPLIANCE IN ALL SCHOOLS?

Table 8: Cost Implication for Shortfall in RTE

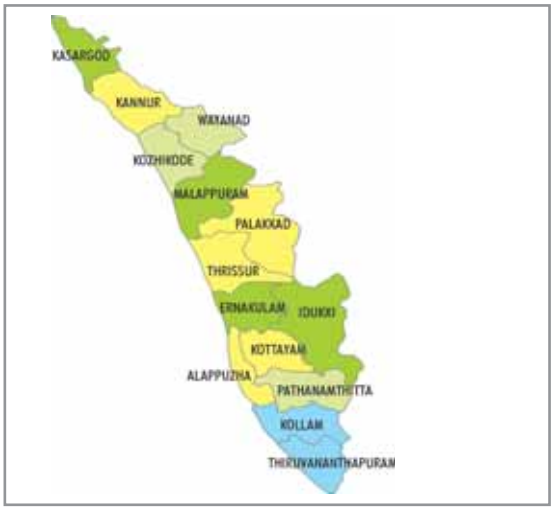
	Schools			Cost	
Facility	**% Shortfall**	**# Total**	**# Shortfall**	**Per unit (in ₹)**	**Total (in ₹ lakhs)**
Boundary Wall	41	40887	16768	50000	8384
Drinking Water	13	40887	5324	38375	2043
HM Office / Store Room	28	40887	11526	370000	42646
Kitchen Shed	7	40887	2928	60000	1757
Library in Primary School	21	21796	4671	3000	140
Library in UPS	5	19091	1000	13000	130
Separate Boys' / Common Toilet	7	40887	2678	25000	670
Separate Girls' Toilet	18	40887	7439	39600	2946
Teachers for Classes 1-5			2651	14900	6353
Teachers for Classes 6-8			169	14900	807
Total					**65875**

How to Read This Table: This table provides a rough estimate of what it will cost the state to ensure RTE compliance in all its schools. The total amount of money required for this state is ₹65,875 lakhs. The estimate is based on a calculation of total shortfall in schools multiplied by the total unit cost required to meet the specific shortfall. For instance, 41% of Karnataka's schools or 16,768 schools do not have a boundary wall. The unit cost (i.e. cost of building a boundary wall) is assumed to be ₹50,000. Thus the total money required to complete the boundary wall requirement for the state is: 16768*50000 = 8,384 Lakhs.

Data on unit costs has been sourced from the Project Approval Board Minutes and the Approved Annual Work Plan (AWP) for the Financial Year, 2010-11.

Data on # schools has been sourced from the District Information System for Education (DISE) 2009-10.

DO SCHOOLS IN KERALA GET THEIR MONEY?



KERALA - RURAL

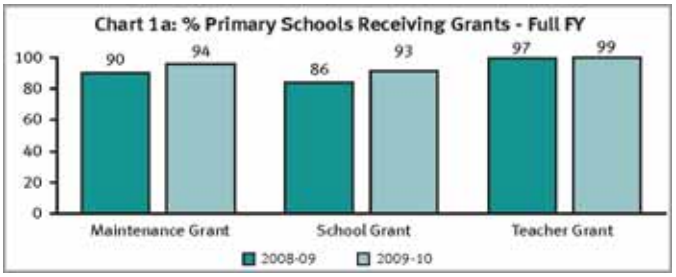
Table 1: SSA Allocation and Expenditure

	2008-09		2009-10	
	Allocation	Expenditure	Allocation	Expenditure
SSA (In Crore)	188.61	176.96	212.65	192.33
School Grants We Track (In Crore)	18.88	18.43	18.55	18.31
Per District Allocation (In Crore)	13.47	xxxxx	15.19	xxxxx
Per Child Expenditure (Rs)	xxxxx	1,499.02	xxxxx	1,629.23

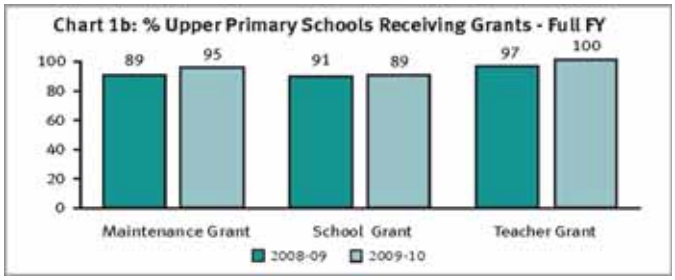
Annual School Grants under SSA

School Maintenance Grant (SMG)	₹5,000 for upto 3 classrooms and ₹10,000 for more than 3 classrooms
School Grant (SG)	₹5,000 for primary schools and ₹7,000 for upper primary schools (UPS)
Teacher Learning Material Grant (TLM)	₹500 per teacher

DO SCHOOLS GET THEIR MONEY?

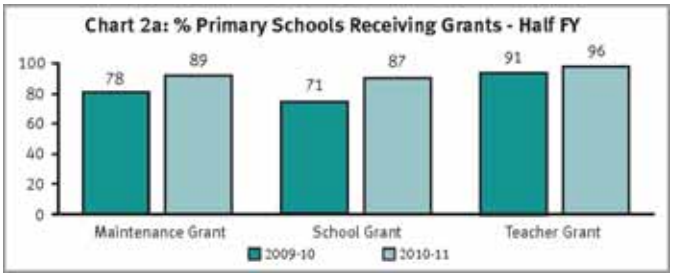


Note: # schools responding yes (2008-09): SMG - 159, SG - 148, TLM - 179
schools responding yes (2009-10): SMG - 144, SG - 122, TLM - 151

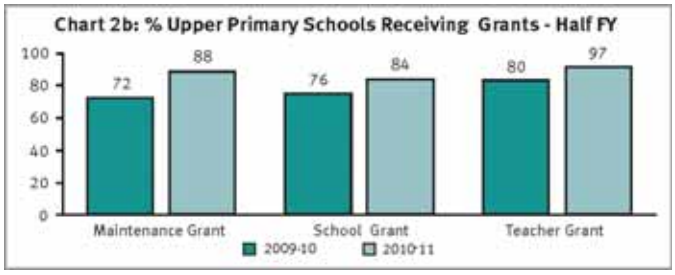


Note: #schools responding yes (2008-09): SMG - 63, SG - 61, TLM - 74
schools responding yes (2009-10): SMG - 62, SG - 57, TLM - 69

DOES MONEY REACH ON TIME?



Note: # schools responding yes (2009-10): SMG - 90, SG - 82, TLM - 108
schools responding yes (2010-11): SMG - 127, SG - 111, TLM - 137



Note: # schools responding yes (2009-10): SMG - 33, SG - 31, TLM - 39
schools responding yes (2010-11): SMG - 53, SG - 51, TLM - 60

DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

Table 2a: % Schools Reporting Receipt of Grants - Full FY

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
No Grant	1	1	0	1
Only One Grant	7	6	9	15
Only Two Grants	26	26	25	24
All Three Grants	66	68	66	59

Table 2b: % Schools Reporting Receipt of Grants - Half FY

	Primary		Upper Primary	
	2009-10	2010-11	2009-10	2010-11
No Grant	5	3	10	4
Only One Grant	20	7	16	13
Only Two Grants	28	23	37	31
All Three Grants	46	67	37	52

Sample Size

Schools 1-4/5 (Primary Schools): 2009-235, 2010-176
Schools 1-7/8 (Upper Primary Schools): 2009-82, 2010-99
Total: 2009-317, 2010-275

DO SCHOOLS SPEND THEIR MONEY?

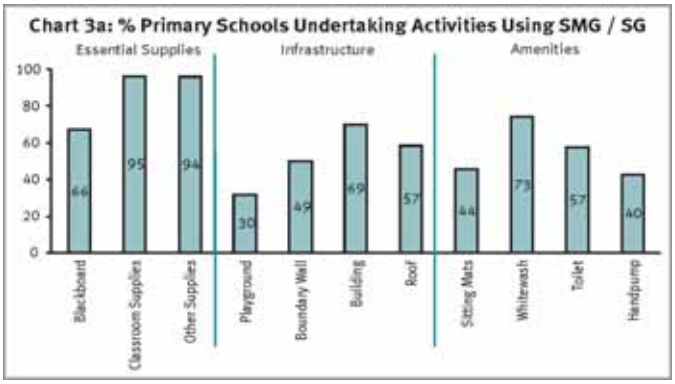
Table 3a: Primary Schools - Receiving and Spending Grants in Full FY

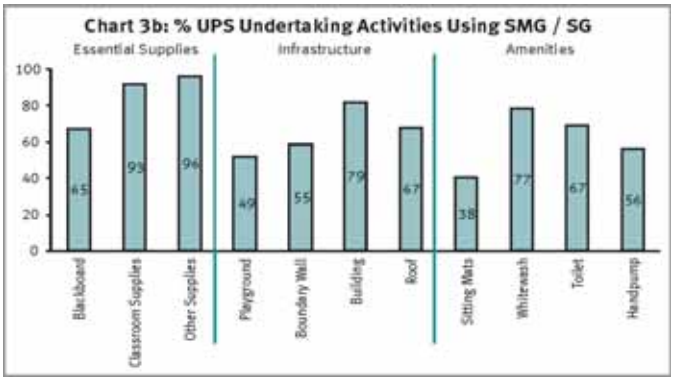
	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	120	123	97	95
School Grant	120	98	98	95
Teacher Grant	145	122	97	98

Table 3b: Upper Primary Schools-Receiving and Spending Grants in Full FY

	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	50	53	98	98
School Grant	47	45	94	98
Teacher Grant	56	57	98	100

WHAT DO SCHOOLS SPEND THEIR MONEY ON?



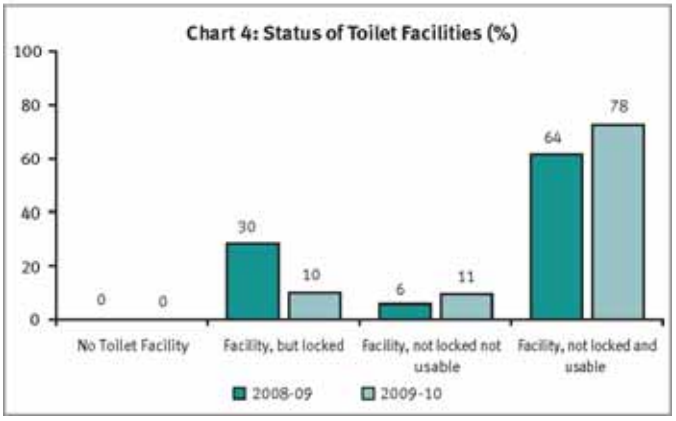


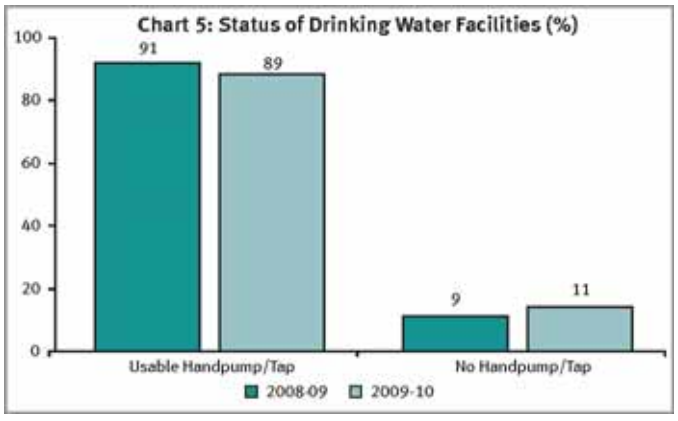
WHAT HAPPENS WITH MONIES SPENT?

What are the outputs and outcomes of financial investments in elementary education? In this section (below) we report on a) outputs - key facilities at the school level and enrolments in schools and b) outcomes - levels of learning in schools.

It is important to note that these numbers do not directly relate to school grants which are a small percentage of overall expenditures that are incurred in the state for elementary education. Rather, they are a reflection of overall state expenditures under SSA.

WHAT FACILITIES DO SCHOOLS HAVE?





HOW MANY CHILDREN ARE ENROLLED IN SCHOOLS?

Table 4: Enrolment in Govt. and Govt. Aided Schools

Age Group	2008-09	2009-10
Age: 6 -14 All	47	45
Age: 7-16 All	48	46
Age: 7-10 All	47	43
Age: 7-10 Boys	48	44
Age: 7-10 Girls	46	41
Age: 11-14 All	48	49
Age: 11-14 Boys	47	50
Age: 11-14 Girls	49	47
Age: 15-16 All	52	48
Age: 15-16 Boys	50	48
Age: 15-16 Girls	53	49

WHAT OUTCOMES DO SCHOOLS HAVE?

Table 5a: Attendance in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Enrolled Children Present (Average)	92	93	92	91
% Schools With Less Than 50% Enrolled Children Present	1	0	1	1
% Schools With 75% or More Enrolled Children Present	97	98	96	95

Table 5b: Learning Levels in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Students Who Can Read Std. II Text**	71	76	86	89
% Students Who Can Do Division**	45	49	76	80

** For primary children in std. V & for upper primary children in std. VIII

RIGHT TO EDUCATION INDICATORS AND COST IMPLICATIONS

RTE NORMS FOR INDIA'S SCHOOLS

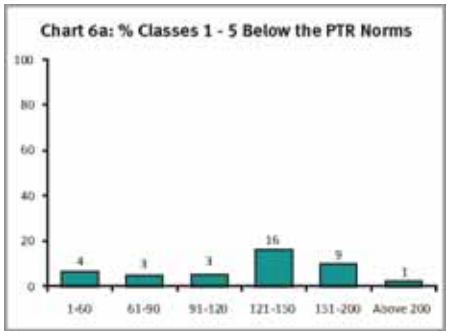
PTR Norms: Primary Schools
Enrolment 1-60 = 2 Teachers
Enrolment 61-90 = 3 Teachers
Enrolment 91-120 = 4 Teachers
Enrolment 121-200 = 5 Teachers
Enrolment above 150 = 5 + 1 Head Teacher
Above 200 = PTR (excl. Head Teacher) <= 40

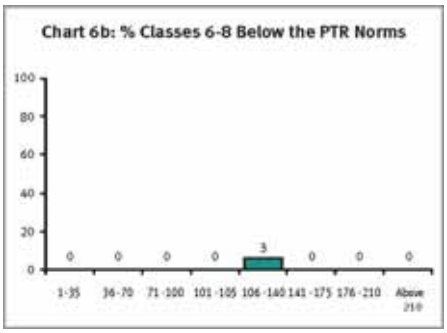
PTR Norms: Upper Primary Schools
1. At least 1 teacher for every 35 children
2. Full-time head teacher when enrolment > 100

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

Norms About Other School Facilities
1. Teacher learning equipment to be provided to each class as required
2. Library in each school providing newspapers, magazines and books on all subjects, including story books
3. Playmaterial, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUIRED NUMBER OF TEACHERS?





DO SCHOOLS HAVE THE REQUIRED INFRASTRUCTURE FACILITIES?

Table 6: % Schools With Infrastructure Facilities

Facility	Available	Not Available
Boundary Wall/Fencing	82	18
Drinking Water	91	9
HM Office / Store Room	88	12
Kitchen Shed	98	2
Library in Primary School	80	20
Library in UPS	89	11
Playground	77	23
Separate Toilet Facility Available	94	6

Table 7: Distribution of Schools as Per Facilities Available

# Facilities	% Available
0	0
1	1
2	0
3	3
4	10
5	18
6	31
7	37

How to Read This Table: This table has created an index of facilities available in a school as per core RTE-facility requirements. Accordingly, 37% schools in Kerala have all 7 infrastructure facilities, 31% have 6 of the 7 infrastructure facilities. 1% of schools only have 1 of the infrastructure facilities and there are no schools with zero facilities as required by RTE.

WHAT ARE THE COST IMPLICATIONS FOR ACHIEVING RTE COMPLIANCE IN ALL SCHOOLS?

Table 8: Cost Implication for Shortfall in RTE

	Schools			Cost	
Facility	% Shortfall	# Total	# Shortfall	Per unit (in ₹)	Total (in ₹ lakhs)
Boundary Wall	18	3346	599	50000	299
Drinking Water	9	3346	290	20000	58
HM Office / Store Room	12	3346	393	310000	1218
Kitchen Shed	2	3346	63	60000	38
Library in Primary School	20	2482	496	3000	15
Library in UPS	11	864	99	13000	13
Separate Boys' / Common Toilet	2	3346	52	30000	15
Separate Girls' Toilet	5	3346	172	40000	69
Teachers for Classes 1-5			147	17500	420
Teachers for Classes 6-8			13	17500	28
Total					**2173**

How to Read This Table: This table provides a rough estimate of what it will cost the state to ensure RTE compliance in all its schools. The total amount of money required for this state is ₹2,173 lakhs. The estimate is based on a calculation of total shortfall in schools multiplied by the total unit cost required to meet the specific shortfall. For instance, 18% of Kerala's schools or 599 schools do not have a boundary wall. The unit cost (i.e. cost of building a boundary wall) is assumed to be ₹50,000. Thus the total money required to complete the boundary wall requirement for the state is: 599*50000 = 299 Lakhs.

Data on unit costs has been sourced from the Project Approval Board Minutes and the Approved Annual Work Plan (AWP) for the Financial Year, 2010-11.

Data on # schools has been sourced from the District Information System for Education (DISE) 2009-10.

DO SCHOOLS IN MAHARASHTRA GET THEIR MONEY?

MAHARASHTRA - RURAL

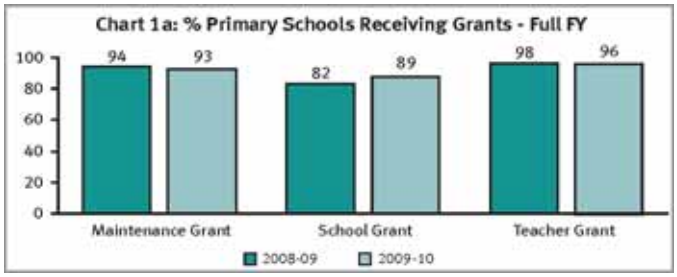
Table 1: SSA Allocation and Expenditure

	2008-09		2009-10	
	Allocation	Expenditure	Allocation	Expenditure
SSA (In Crore)	1,092.35	982.85	1,193.87	1,078.84
School Grants We Track (In Crore)	135.57	135.57	141.38	141.39
Per District Allocation (In Crore)	31.21	xxxxx	34.11	xxxxx
Per Child Expenditure (Rs)	xxxxx	1,276.94	xxxxx	1,401.64

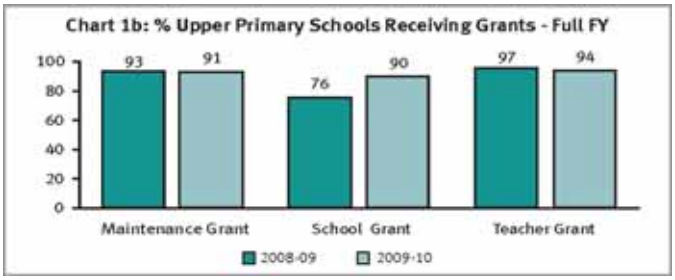
Annual School Grants under SSA

School Maintenance Grant (SMG)	₹5,000 for upto 3 classrooms and ₹10,000 for more than 3 classrooms
School Grant (SG)	₹5,000 for primary schools and ₹7,000 for upper primary schools (UPS)
Teacher Learning Material Grant (TLM)	₹500 per teacher

DO SCHOOLS GET THEIR MONEY?

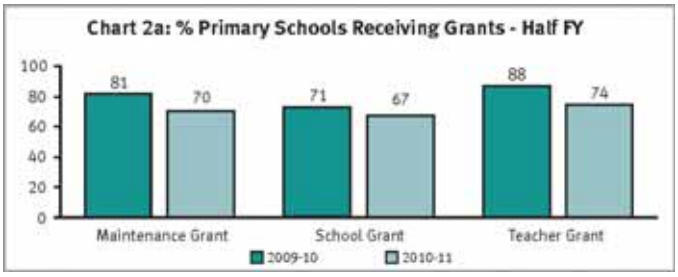


Note: # schools responding yes (2008-09): SMG - 425, SG - 325, TLM - 457
schools responding yes (2009-10): SMG - 390, SG - 361, TLM - 400

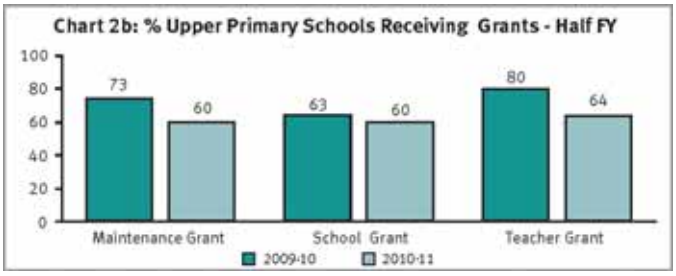


Note: # schools responding yes (2008-09): SMG - 390, SG - 292, TLM - 413
schools responding yes (2009-10): SMG - 321, SG - 308, TLM - 333

DOES MONEY REACH ON TIME?



Note: # schools responding yes (2009-10): SMG - 298, SG - 238, TLM - 339
schools responding yes (2010-11): SMG - 280, SG - 263, TLM - 296



Note: # schools responding yes (2009-10): SMG - 272, SG - 206, TLM - 289
schools responding yes (2010-11): SMG - 199, SG - 195, TLM - 214

DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

Table 2a: % Schools Reporting Receipt of Grants - Full FY

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
No Grant	0	1	1	1
Only One Grant	7	3	6	7
Only Two Grants	26	11	25	6
All Three Grants	66	85	68	86

Table 2b: % Schools Reporting Receipt of Grants - Half FY

	Primary		Upper Primary	
	2009-10	2010-11	2009-10	2010-11
No Grant	9	22	13	28
Only One Grant	12	4	15	9
Only Two Grants	23	11	25	10
All Three Grants	55	62	47	53

Sample Size

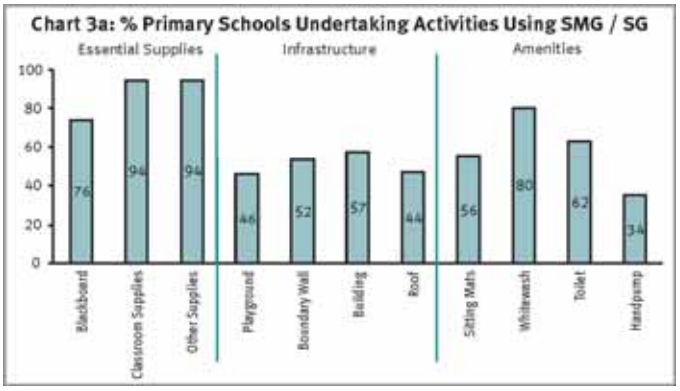
Schools 1-4/5 (Primary Schools): 2009-521, 2010-435
Schools 1-7/8 (Upper Primary Schools): 2009-452, 2010-467
Total: 2009-973, 2010-902

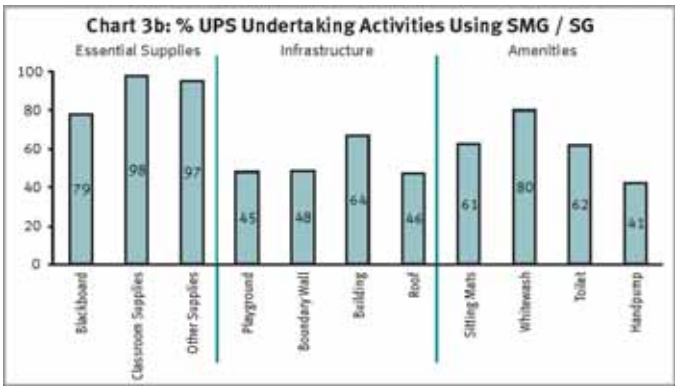
DO SCHOOLS SPEND THEIR MONEY?

Table 3a: Primary Schools - Receiving and Spending Grants in Full FY				
	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	353	324	91	89
School Grant	282	293	95	90
Teacher Grant	392	342	96	95

Table 3b: Upper Primary Schools-Receiving and Spending Grants in Full FY				
	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	338	252	95	89
School Grant	261	239	96	88
Teacher Grant	365	270	96	95

WHAT DO SCHOOLS SPEND THEIR MONEY ON?



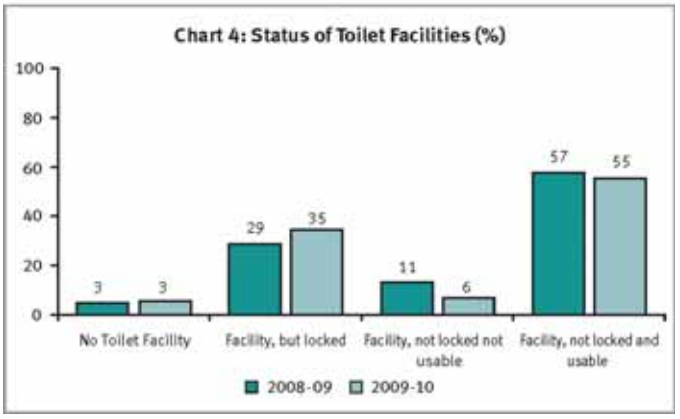


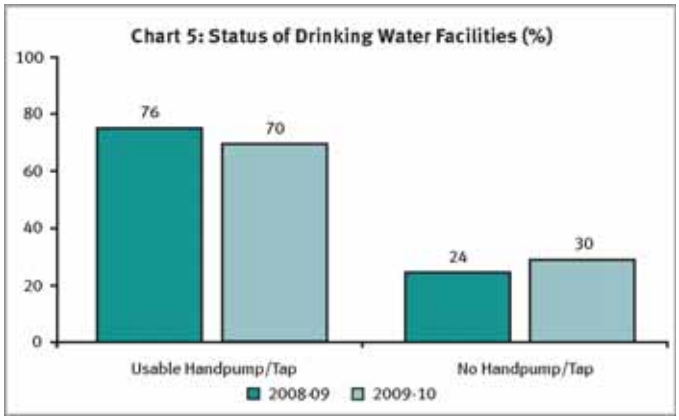
WHAT HAPPENS WITH MONIES SPENT?

What are the outputs and outcomes of financial investments in elementary education? In this section (below) we report on a) outputs - key facilities at the school level and enrolments in schools and b) outcomes - levels of learning in schools.

It is important to note that these numbers do not directly relate to school grants which are a small percentage of overall expenditures that are incurred in the state for elementary education. Rather, they are a reflection of overall state expenditures under SSA.

WHAT FACILITIES DO SCHOOLS HAVE?





HOW MANY CHILDREN ARE ENROLLED IN SCHOOLS?

Table 4: Enrolment in Govt. and Govt. Aided Schools		
Age Group	2008-09	2009-10
Age: 6 -14 All	71	72
Age: 7-16 All	61	63
Age: 7-10 All	90	89
Age: 7-10 Boys	89	88
Age: 7-10 Girls	90	89
Age: 11-14 All	48	52
Age: 11-14 Boys	49	52
Age: 11-14 Girls	49	53
Age: 15-16 All	21	22
Age: 15-16 Boys	21	21
Age: 15-16 Girls	20	22

WHAT OUTCOMES DO SCHOOLS HAVE?

Table 5a: Attendance in Govt. and Govt. Aided Schools				
	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Enrolled Children Present (Average)	91	92	91	92
% Schools With Less Than 50% Enrolled Children Present	0	1	1	0
% Schools With 75% Or More Enrolled Children Present	94	94	94	97

Table 5b: Learning Levels in Govt. and Govt. Aided Schools				
	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Students Who Can Read Std. II Text**	74	73	92	92
% Students Who Can Do Division**	51	41	80	74

** For primary children in std. V & for upper primary children in std. VIII

RIGHT TO EDUCATION INDICATORS AND COST IMPLICATIONS

RTE NORMS FOR INDIA'S SCHOOLS

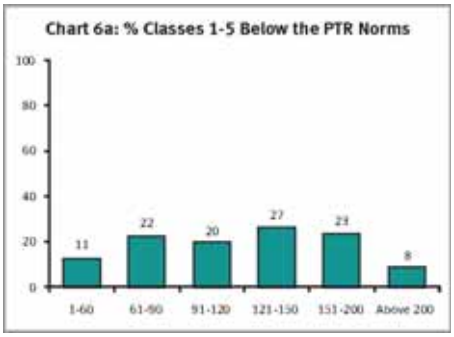
PTR Norms: Primary Schools
Enrolment 1-60 = 2 Teachers
Enrolment 61-90 = 3 Teachers
Enrolment 91-120 = 4 Teachers
Enrolment 121-200 = 5 Teachers
Enrolment above 150 = 5 + 1 Head Teacher
Above 200 = PTR (excl. Head Teacher) <= 40

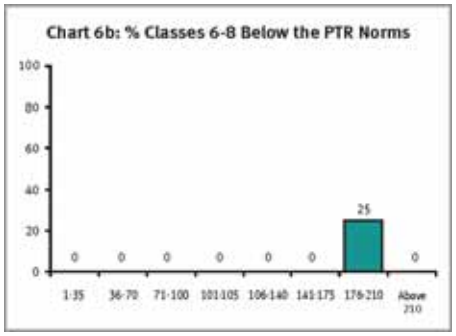
PTR Norms: Upper Primary Schools
1. At least 1 teacher for every 35 children
2. Full-time head teacher when enrolment > 100

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

Norms About Other School Facilities
1. Teacher learning equipment to be provided to each class as required
2. Library in each school providing newspapers, magazines and books on all subjects, including story books
3. Playmaterial, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUIRED NUMBER OF TEACHERS?





DO SCHOOLS HAVE THE REQUIRED INFRASTRUCTURE FACILITIES?

Table 6: % Schools With Infrastructure Facilities

Facility	Available	Not Available
Boundary Wall/Fencing	58	42
Drinking Water	84	16
HM Office / Store Room	34	66
Kitchen Shed	78	22
Library in Primary School	83	17
Library in UPS	89	11
Playground	85	15
Separate Toilet Facility Available	86	14

Table 7: Distribution of Schools as Per Facilities Available

# Facilities	% Available
0	0
1	1
2	4
3	9
4	19
5	29
6	30
7	8

How to Read This Table: This table has created an index of facilities available in a school as per core RTE-facility requirements. Accordingly, 8% schools in Maharashtra have all 7 infrastructure facilities, 30% have 6 of the 7 infrastructure facilities. 1% of schools only have 1 of the infrastructure facilities and there are no schools with zero facilities as required by RTE.

WHAT ARE THE COST IMPLICATIONS FOR ACHIEVING RTE COMPLIANCE IN ALL SCHOOLS?

Table 8: Cost Implication for Shortfall in RTE

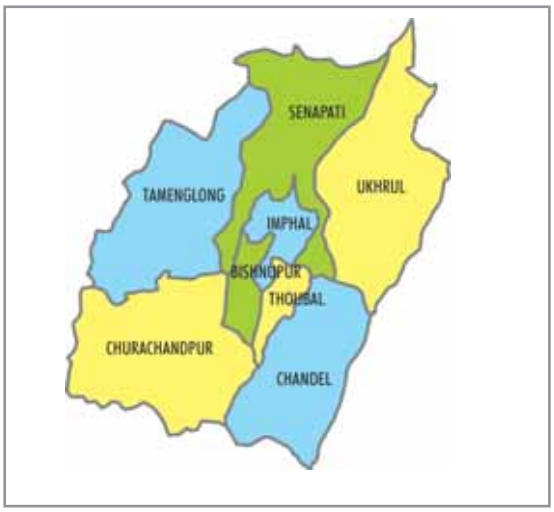
	Schools			Cost	
Facility	% Shortfall	# Total	# Shortfall	Per unit (in ₹)	Total (in ₹ lakhs)
Boundary Wall	42	59381	25160	300000	75479
Drinking Water	16	59381	9648	38375	3702
HM Office / Store Room	66	59381	39055	265000	103495
Kitchen Shed	22	59381	12915	60000	7749
Library in Primary School	17	39981	6693	3000	201
Library in UPS	11	19400	2198	13000	286
Separate Boys' / Common Toilet	3	59381	1882	39600	745
Separate Girls' Toilet	14	59381	8124	39600	3217
Teachers for Classes 1-5			10138	3500	5748
Teachers for Classes 6-8			145	7000	122
Total					200745

How to Read This Table: This table provides a rough estimate of what it will cost the state to ensure RTE compliance in all its schools. The total amount of money required for this state is ₹2,00,475 lakhs. The estimate is based on a calculation of total shortfall in schools multiplied by the total unit cost required to meet the specific shortfall. For instance, 42% of Maharashtra's schools or 25,160 schools do not have a boundary wall. The unit cost (i.e. cost of building a boundary wall) is assumed to be ₹3,00,000. Thus the total money required to complete the boundary wall requirement for the state is: 25160*300000 = 75,479 Lakhs.

Data on unit costs has been sourced from the Project Approval Board Minutes and the Approved Annual Work Plan (AWP) for the Financial Year, 2010-11.

Data on # schools has been sourced from the District Information System for Education (DISE) 2009-10.

DO SCHOOLS IN MANIPUR GET THEIR MONEY?



MANIPUR - RURAL

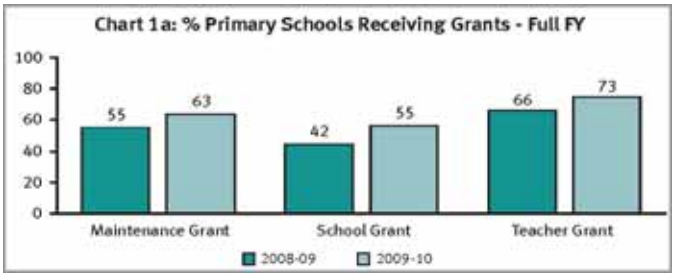
Table 1: SSA Allocation and Expenditure

	2008-09		2009-10	
	Allocation	Expenditure	Allocation	Expenditure
SSA (In Crore)	39.30	7.82	52.86	10.45
School Grants We Track (In Crore)	4.51	-	4.35	2.78
Per District Allocation (In Crore)	4.37	xxxxx	5.87	xxxxx
Per Child Expenditure (Rs)	xxxxx	417.34	xxxxx	557.49

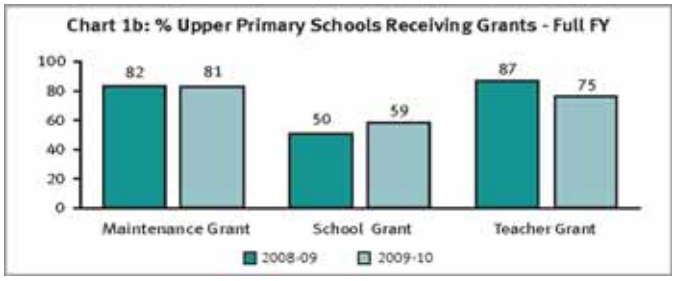
Annual School Grants under SSA

School Maintenance Grant (SMG)	₹5,000 for upto 3 classrooms and ₹10,000 for more than 3 classrooms
School Grant (SG)	₹5,000 for primary schools and ₹7,000 for upper primary schools (UPS)
Teacher Learning Material Grant (TLM)	₹500 per teacher

DO SCHOOLS GET THEIR MONEY?

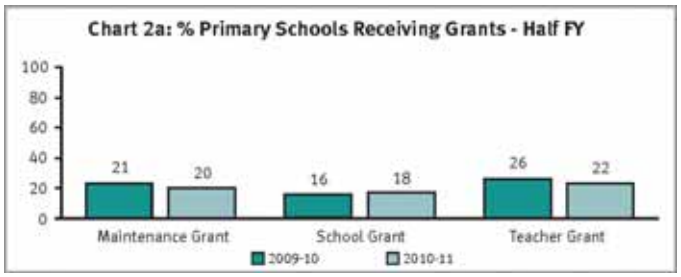


Note: # schools responding yes (2008-09): SMG - 58, SG - 41, TLM - 71
schools responding yes (2009-10): SMG - 54, SG - 47, TLM - 63

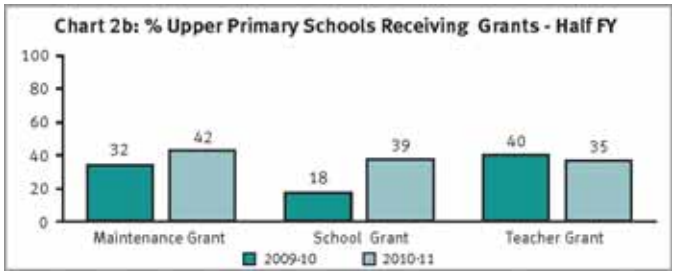


Note: # schools responding yes (2008-09): SMG - 31, SG - 16, TLM - 33
schools responding yes (2009-10): SMG - 17, SG - 13, TLM - 15

DOES MONEY REACH ON TIME?



Note: # schools responding yes (2009-10): SMG - 18, SG - 13, TLM - 21
schools responding yes (2010-11): SMG - 16, SG - 14, TLM - 17



Note: # schools responding yes (2009-10): SMG - 9, SG - 5, TLM - 12
schools responding yes (2010-11): SMG - 8, SG - 7, TLM - 6

DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

Table 2a: % Schools Reporting Receipt of Grants - Full FY

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
No Grant	25	8	8	0
Only One Grant	24	17	11	6
Only Two Grants	27	10	45	24
All Three Grants	24	65	37	71

Table 2b: % Schools Reporting Receipt of Grants - Half FY

	Primary		Upper Primary	
	2009-10	2010-11	2009-10	2010-11
No Grant	64	72	58	38
Only One Grant	9	3	15	8
Only Two Grants	16	5	18	8
All Three Grants	12	20	9	46

Sample Size

Schools 1-4/5 (Primary Schools): 2009-183, 2010-97
Schools 1-7/8 (Upper Primary Schools): 2009-42, 2010-28
Total: 2009-225, 2010-125

DO SCHOOLS SPEND THEIR MONEY?

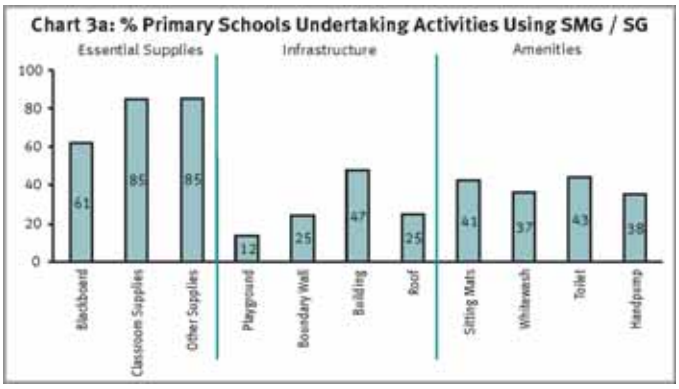
Table 3a: Primary Schools - Receiving and Spending Grants in Full FY

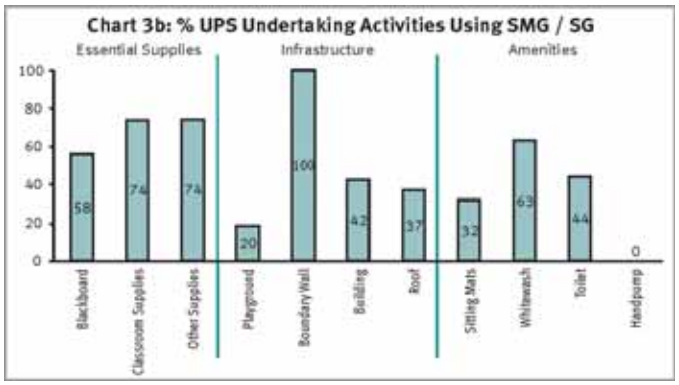
	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	33	41	83	85
School Grant	21	25	75	61
Teacher Grant	33	51	77	96

Table 3b: Upper Primary Schools-Receiving and Spending Grants in Full FY

	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	10	16	50	94
School Grant	5	10	45	83
Teacher Grant	20	14	87	100

WHAT DO SCHOOLS SPEND THEIR MONEY ON?



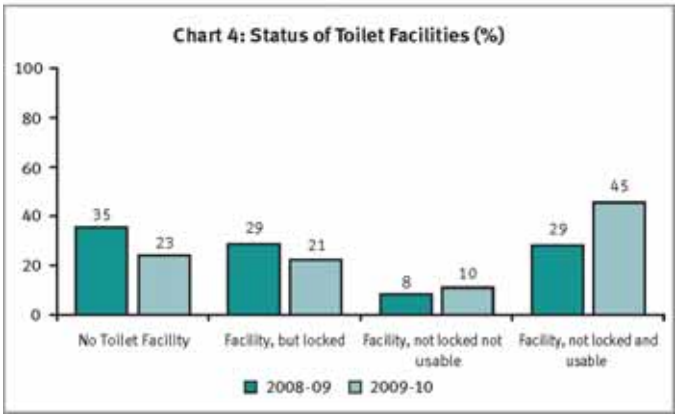


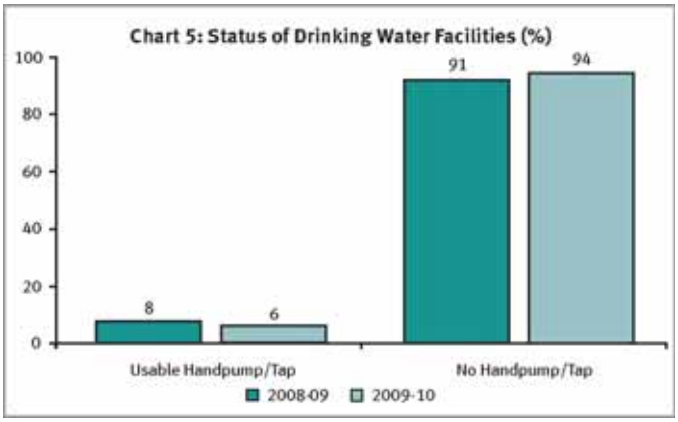
WHAT HAPPENS WITH MONIES SPENT?

What are the outputs and outcomes of financial investments in elementary education? In this section (below) we report on a) outputs - key facilities at the school level and enrolments in schools and b) outcomes - levels of learning in schools.

It is important to note that these numbers do not directly relate to school grants which are a small percentage of overall expenditures that are incurred in the state for elementary education. Rather, they are a reflection of overall state expenditures under SSA.

WHAT FACILITIES DO SCHOOLS HAVE?





HOW MANY CHILDREN ARE ENROLLED IN SCHOOLS?

Table 4: Enrolment in Govt. and Govt. Aided Schools

Age Group	2008-09	2009-10
Age: 6 -14 All	27	32
Age: 7-16 All	27	32
Age: 7-10 All	27	35
Age: 7-10 Boys	29	35
Age: 7-10 Girls	25	35
Age: 11-14 All	28	30
Age: 11-14 Boys	27	28
Age: 11-14 Girls	29	32
Age: 15-16 All	24	27
Age: 15-16 Boys	24	27
Age: 15-16 Girls	25	26

WHAT OUTCOMES DO SCHOOLS HAVE?

Table 5a: Attendance in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Enrolled Children Present (Average)	74	66	80	71
% Schools With Less Than 50% Enrolled Children Present	14	17	8	11
% Schools With 75% Or More Enrolled Children Present	64	39	77	44

Table 5b: Learning Levels in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Students Who Can Read Std. II Text**	54	65	90	90
% Students Who Can Do Division**	51	42	90	82

** For primary children in std. V & for upper primary children in std. VIII

RIGHT TO EDUCATION INDICATORS AND COST IMPLICATIONS

RTE NORMS FOR INDIA'S SCHOOLS

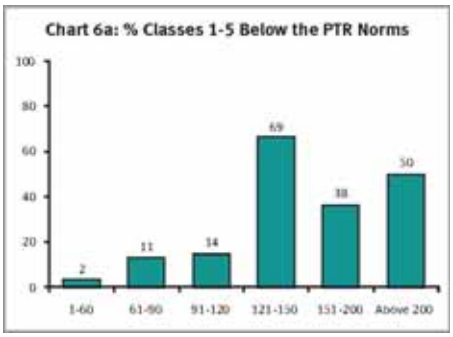
PTR Norms: Primary Schools
Enrolment 1-60 = 2 Teachers
Enrolment 61-90 = 3 Teachers
Enrolment 91-120 = 4 Teachers
Enrolment 121-200 = 5 Teachers
Enrolment above 150 = 5 + 1 Head Teacher
Above 200 = PTR (excl. Head Teacher) <= 40

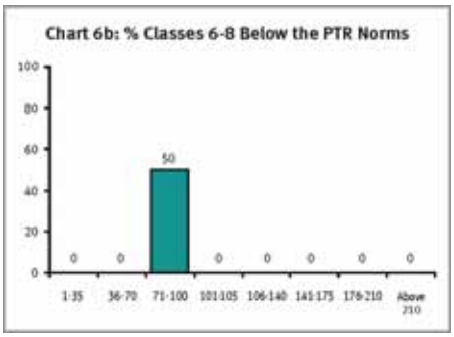
PTR Norms: Upper Primary Schools
1. At least 1 teacher for every 35 children
2. Full-time head teacher when enrolment > 100

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

Norms About Other School Facilities
1. Teacher learning equipment to be provided to each class as required
2. Library in each school providing newspapers, magazines and books on all subjects, including story books
3. Playmaterial, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUIRED NUMBER OF TEACHERS?





DO SCHOOLS HAVE THE REQUIRED INFRASTRUCTURE FACILITIES?

Table 6: % Schools With Infrastructure Facilities

Facility	Available	Not Available
Boundary Wall/Fencing	11	89
Drinking Water	46	54
HM Office / Store Room	68	32
Kitchen Shed	59	41
Library in Primary School	5	95
Library in UPS	22	78
Playground	72	28
Separate Toilet Facility Available	22	78

Table 7: Distribution of Schools as Per Facilities Available

# Facilities	% Available
0	9
1	19
2	19
3	25
4	18
5	7
6	3
7	1

How to Read This Table: This table has created an index of facilities available in a school as per core RTE-facility requirements. Accordingly, 1% schools in Manipur have all 7 infrastructure facilities, 3% have 6 of the 7 infrastructure facilities. 19% of schools only have 1 of the infrastructure facilities and there are 9% schools with no facilities as required by RTE.

WHAT ARE THE COST IMPLICATIONS FOR ACHIEVING RTE COMPLIANCE IN ALL SCHOOLS?

Table 8: Cost Implication for Shortfall in RTE

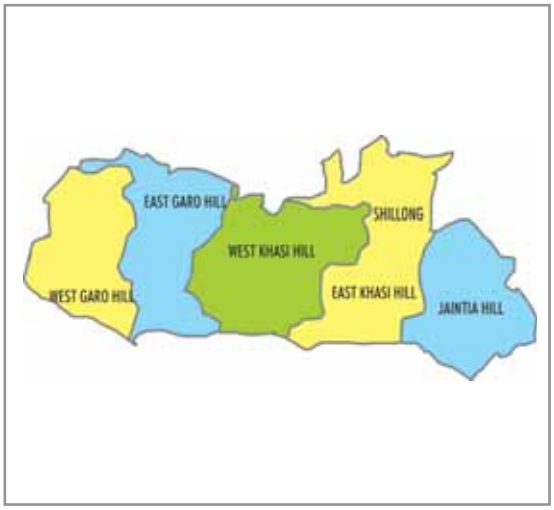
	Schools			Cost	
Facility	% Shortfall	# Total	# Shortfall	Per unit (in ₹)	Total (in ₹ lakhs)
Boundary Wall	89	1947	1731	50000	865
Drinking Water	54	1947	1060	15000	159
HM Office / Store Room	32	1947	622	234250	1456
Kitchen Shed	41	1947	794	60000	476
Library in Primary School	95	1707	1614	3000	48
Library in UPS	78	240	187	13000	24
Separate Boys' / Common Toilet	19	1947	376	20000	75
Separate Girls' Toilet	79	1947	1528	30000	459
Teachers for Classes 1-5			342	13500	913
Teachers for Classes 6-8			17	13500	28
Total					**4504**

How to Read This Table: This table provides a rough estimate of what it will cost the state to ensure RTE compliance in all its schools. The total amount of money required for this state is ₹4,504 lakhs. The estimate is based on a calculation of total shortfall in schools multiplied by the total unit cost required to meet the specific shortfall. For instance, 89% of Manipur's schools or 1,731 schools do not have a boundary wall. The unit cost (i.e. cost of building a boundary wall) is assumed to be ₹50,000. Thus the total money required to complete the boundary wall requirement for the state is: 1731*50000 = 865 Lakhs.

Data on unit costs has been sourced from the Project Approval Board Minutes and the Approved Annual Work Plan (AWP) for the Financial Year, 2010-11.

Data on # schools has been sourced from the District Information System for Education (DISE) 2009-10.

DO SCHOOLS IN MEGHALAYA GET THEIR MONEY?



MEGHALAYA - RURAL

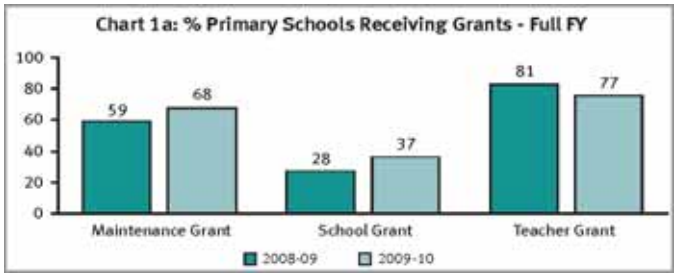
Table 1: SSA Allocation and Expenditure

	2008-09		2009-10	
	Allocation	Expenditure	Allocation	Expenditure
SSA (In Crore)	166.13	108.77	198.16	120.75
School Grants We Track (In Crore)	8.50	7.78	11.28	9.90
Per District Allocation (In Crore)	23.73	xxxxx	28.31	xxxxx
Per Child Expenditure (Rs)	xxxxx	6,157.76	xxxxx	6,836.15

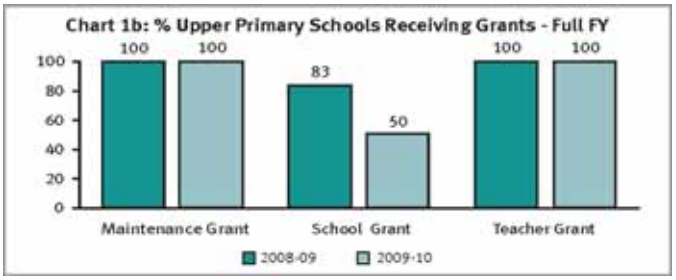
Annual School Grants under SSA

School Maintenance Grant (SMG)	₹5,000 for upto 3 classrooms and ₹10,000 for more than 3 classrooms
School Grant (SG)	₹5,000 for primary schools and ₹7,000 for upper primary schools (UPS)
Teacher Learning Material Grant (TLM)	₹500 per teacher

DO SCHOOLS GET THEIR MONEY?

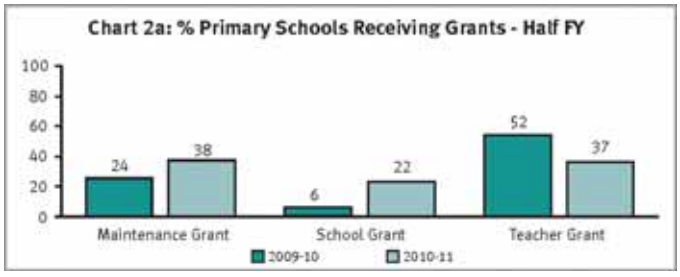


Note: # schools responding yes (2008-09): SMG - 64, SG - 28, TLM - 86
schools responding yes (2009-10): SMG - 63, SG - 33, TLM - 71

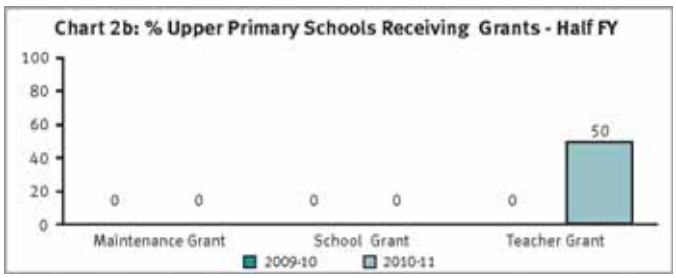


Note: # schools responding yes (2008-09): SMG - 7, SG - 5, TLM - 7
schools responding yes (2009-10): SMG - 3, SG - 1, TLM - 4

DOES MONEY REACH ON TIME?



Note: # schools responding yes (2009-10): SMG - 20, SG - 5, TLM - 44
schools responding yes (2010-11): SMG - 35, SG - 19, TLM - 34



Note: # schools responding yes (2009-10): SMG - 0, SG - 0, TLM - 0
schools responding yes (2010-11): SMG - 0, SG - 0, TLM - 1

DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

Table 2a: % Schools Reporting Receipt of Grants - Full FY

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
No Grant	7	11	0	0
Only One Grant	33	23	0	60
Only Two Grants	41	43	29	20
All Three Grants	19	24	71	20

Table 2b: % Schools Reporting Receipt of Grants - Half FY

	Primary		Upper Primary	
	2009-10	2010-11	2009-10	2010-11
No Grant	38	48	100	75
Only One Grant	41	18	0	25
Only Two Grants	19	23	0	0
All Three Grants	2	11	0	0

Sample Size

Schools 1-4/5 (Primary Schools): 2009-152, 2010-101
Schools 1-7/8 (Upper Primary Schools): 2009-7, 2010-9
Total: 2009-159, 2010-110

DO SCHOOLS SPEND THEIR MONEY?

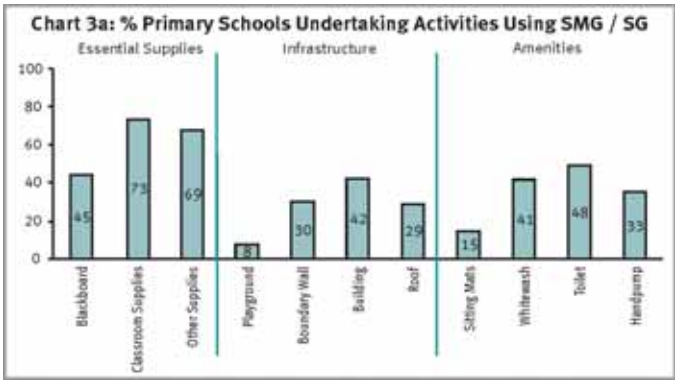
Table 3a: Primary Schools - Receiving and Spending Grants in Full FY

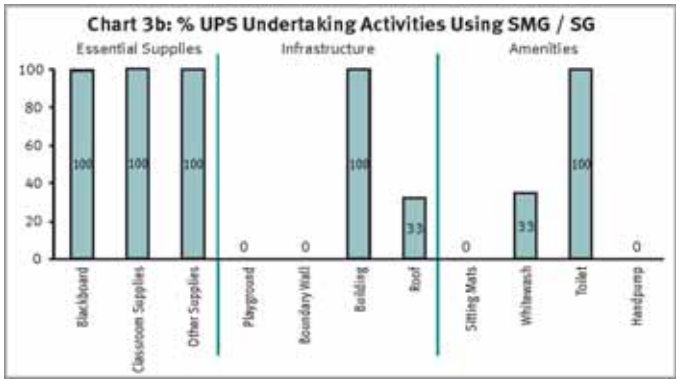
	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	42	52	91	87
School Grant	18	21	86	78
Teacher Grant	58	49	95	96

Table 3b: Upper Primary Schools-Receiving and Spending Grants in Full FY

	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	4	0	100	0
School Grant	3	0	100	0
Teacher Grant	4	4	100	100

WHAT DO SCHOOLS SPEND THEIR MONEY ON?



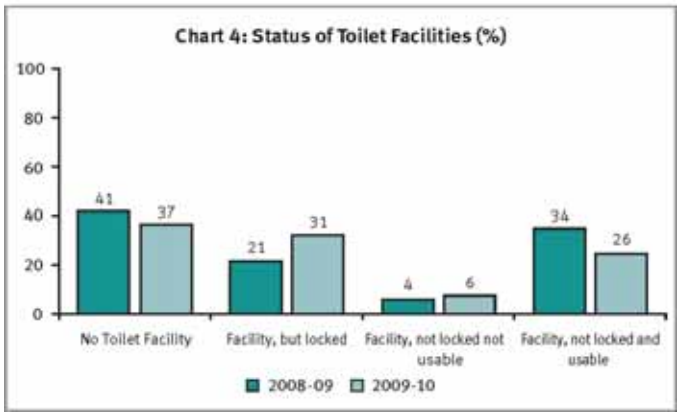


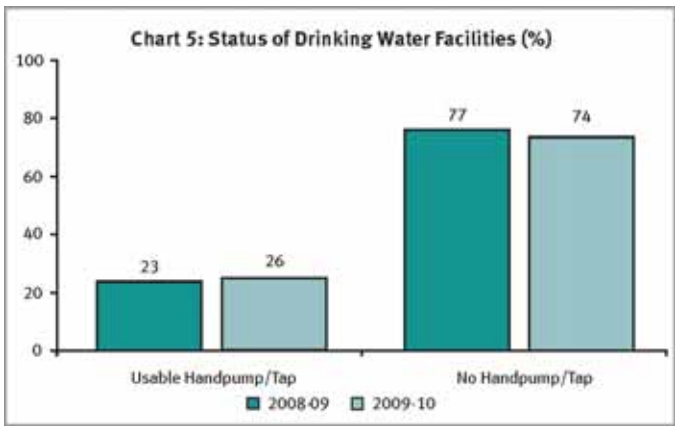
WHAT HAPPENS WITH MONIES SPENT?

What are the outputs and outcomes of financial investments in elementary education? In this section (below) we report on a) outputs - key facilities at the school level and enrolments in schools and b) outcomes - levels of learning in schools.

It is important to note that these numbers do not directly relate to school grants which are a small percentage of overall expenditures that are incurred in the state for elementary education. Rather, they are a reflection of overall state expenditures under SSA.

WHAT FACILITIES DO SCHOOLS HAVE?





HOW MANY CHILDREN ARE ENROLLED IN SCHOOLS?

Table 4: Enrolment in Govt. and Govt. Aided Schools

Age Group	2008-09	2009-10
Age: 6 -14 All	65	45
Age: 7-16 All	63	42
Age: 7-10 All	70	46
Age: 7-10 Boys	69	48
Age: 7-10 Girls	70	45
Age: 11-14 All	59	42
Age: 11-14 Boys	61	43
Age: 11-14 Girls	59	41
Age: 15-16 All	54	34
Age: 15-16 Boys	54	35
Age: 15-16 Girls	53	34

WHAT OUTCOMES DO SCHOOLS HAVE?

Table 5a: Attendance in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Enrolled Children Present (Average)	77	75	83	84
% Schools With Less Than 50% Enrolled Children Present	7	6	0	0
% Schools With 75% Or More Enrolled Children Present	63	60	89	89

Table 5b: Learning Levels in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Students Who Can Read Std. II Text**	52	65	85	93
% Students Who Can Do Division**	33	39	55	81

** For primary children in std. V & for upper primary children in std. VIII

RIGHT TO EDUCATION INDICATORS AND COST IMPLICATIONS

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 Head Teacher
- Above 200 = PTR (excl. Head Teacher) <= 40

PTR Norms: Upper Primary Schools

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

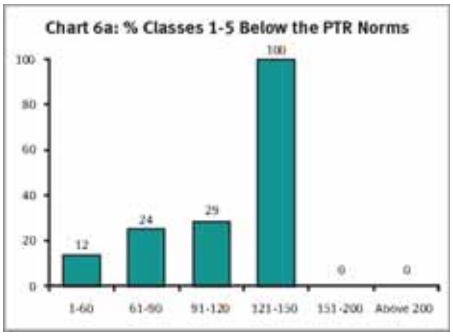
Infrastructure Related Norms

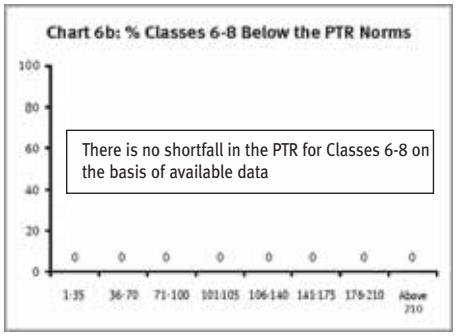
1. An office-cum-store-cum-Head Teacher's room
2. Barrier-free access
3. Separate toilet for boys & girls
4. Safe & adequate drinking water facility for all students
5. Kitchen where Mid-Day Meal is cooked in the school
6. Playground
7. Arrangement for securing school building by boundary wall or fencing

Norms About Other School Facilities

1. Teacher learning equipment to be provided to each class as required
2. Library in each school providing newspapers, magazines and books on all subjects, including story books
3. Playmaterial, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUIRED NUMBER OF TEACHERS?





DO SCHOOLS HAVE THE REQUIRED INFRASTRUCTURE FACILITIES?

Table 6: % Schools With Infrastructure Facilities

Facility	Available	Not Available
Boundary Wall/Fencing	14	86
Drinking Water	42	58
HM Office / Store Room	34	66
Kitchen Shed	59	41
Library in Primary School	22	78
Library in UPS	22	78
Playground	45	55
Separate Toilet Facility Available	35	65

Table 7: Distribution of Schools as Per Facilities Available

# Facilities	% Available
0	15
1	17
2	25
3	15
4	17
5	7
6	2
7	1

How to Read This Table: This table has created an index of facilities available in a school as per core RTE-facility requirements. Accordingly, 1% schools in Meghalaya have all 7 infrastructure facilities, 2% have 6 of the 7 infrastructure facilities. 17% of schools only have 1 of the infrastructure facilities and there are 15% schools with no facilities as required by RTE.

WHAT ARE THE COST IMPLICATIONS FOR ACHIEVING RTE COMPLIANCE IN ALL SCHOOLS?

Table 8: Cost Implication for Shortfall in RTE

	Schools			Cost	
Facility	% Shortfall	# Total	# Shortfall	Per unit (in ₹)	Total (in ₹ lakhs)
Boundary Wall	86	3148	2715	57500	1561
Drinking Water	58	3148	1826	15000	274
HM Office / Store Room	66	3148	2089	234250	4894
Kitchen Shed	41	3148	1277	60000	766
Library in Primary School	78	3127	2439	3000	73
Library in UPS	78	21	16	13000	2
Separate Boys' / Common Toilet	31	3148	976	30000	293
Separate Girls' Toilet	65	3148	2039	30000	612
Teachers for Classes 1-5			494	6000	489
Teachers for Classes 6-8			0	6000	0
Total					**8963**

How to Read This Table: This table provides a rough estimate of what it will cost the state to ensure RTE compliance in all its schools. The total amount of money required for this state is ₹8,963 lakhs. The estimate is based on a calculation of total shortfall in schools multiplied by the total unit cost required to meet the specific shortfall. For instance, 86% of Meghalaya's schools or 2,715 schools do not have a boundary wall. The unit cost (i.e. cost of building a boundary wall) is assumed to be ₹57,500. Thus the total money required to complete the boundary wall requirement for the state is: 2715*57500 = 1,561 Lakhs.

Data on unit costs has been sourced from the Project Approval Board Minutes and the Approved Annual Work Plan (AWP) for the Financial Year, 2010-11.

Data on # schools has been sourced from the District Information System for Education (DISE) 2009-10.

DO SCHOOLS IN MIZORAM GET THEIR MONEY?

MIZORAM - RURAL

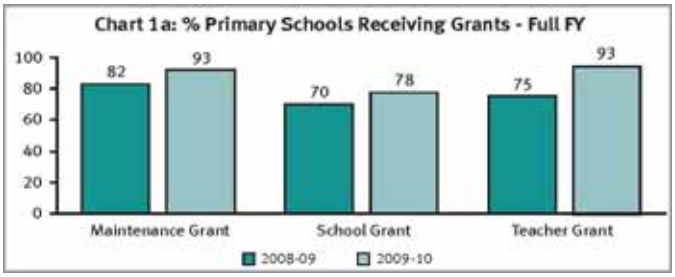
Table 1: SSA Allocation and Expenditure

	2008-09		2009-10	
	Allocation	Expenditure	Allocation	Expenditure
SSA (In Crore)	67.39	52.44	84.90	82.54
School Grants We Track (In Crore)	3.96	3.96	3.66	3.66
Per District Allocation (In Crore)	8.42	xxxxx	10.61	xxxxx
Per Child Expenditure (Rs)	xxxxx	3,122.94	xxxxx	4,915.61

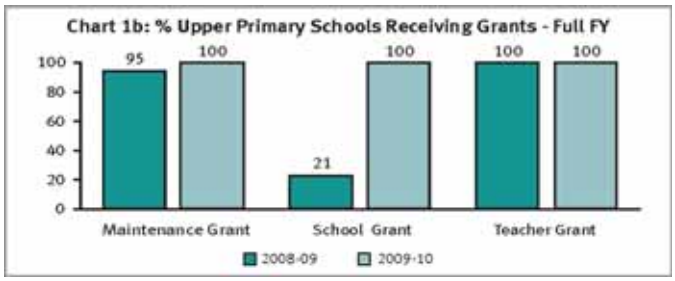
Annual School Grants under SSA

School Maintenance Grant (SMG)	₹5,000 for upto 3 classrooms and ₹10,000 for more than 3 classrooms
School Grant (SG)	₹5,000 for primary schools and ₹7,000 for upper primary schools (UPS)
Teacher Learning Material Grant (TLM)	₹500 per teacher

DO SCHOOLS GET THEIR MONEY?

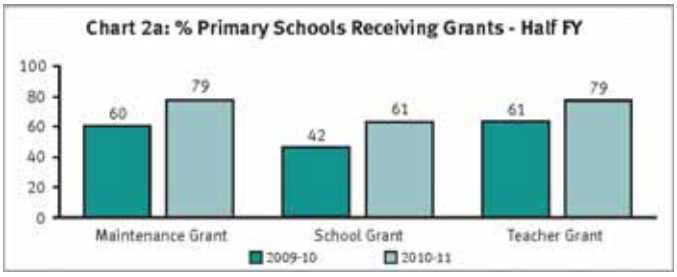


Note: # schools responding yes (2008-09): SMG - 104, SG - 80, TLM - 94
schools responding yes (2009-10): SMG - 142, SG - 109, TLM - 141

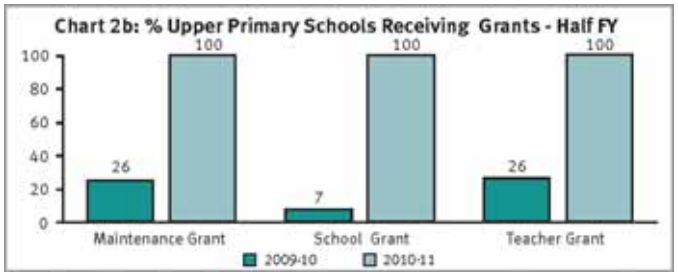


Note: # schools responding yes (2008-09): SMG - 19, SG - 3, TLM - 19
schools responding yes (2009-10): SMG - 6, SG - 6, TLM - 6

DOES MONEY REACH ON TIME?



Note: # schools responding yes (2009-10): SMG - 64, SG - 42, TLM - 63
schools responding yes (2010-11): SMG - 118, SG - 89, TLM - 118



Note: # schools responding yes (2009-10): SMG - 5, SG - 1, TLM - 5
schools responding yes (2010-11): SMG - 6, SG - 6, TLM - 6

DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

Table 2a: % Schools Reporting Receipt of Grants - Full FY

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
No Grant	6	3	5	0
Only One Grant	16	2	0	0
Only Two Grants	39	27	80	0
All Three Grants	39	69	15	100

Table 2b: % Schools Reporting Receipt of Grants - Half FY

	Primary		Upper Primary	
	2009-10	2010-11	2009-10	2010-11
No Grant	28	18	72	0
Only One Grant	12	4	0	0
Only Two Grants	31	18	22	0
All Three Grants	30	61	6	100

Sample Size

Schools 1-4/5 (Primary Schools): 2009-157, 2010-166
Schools 1-7/8 (Upper Primary Schools): 2009-21, 2010-8
Total: 2009-178, 2010-174

DO SCHOOLS SPEND THEIR MONEY?

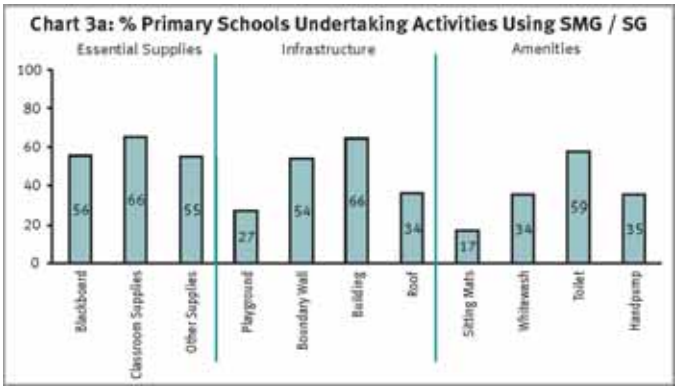
Table 3a: Primary Schools - Receiving and Spending Grants in Full FY

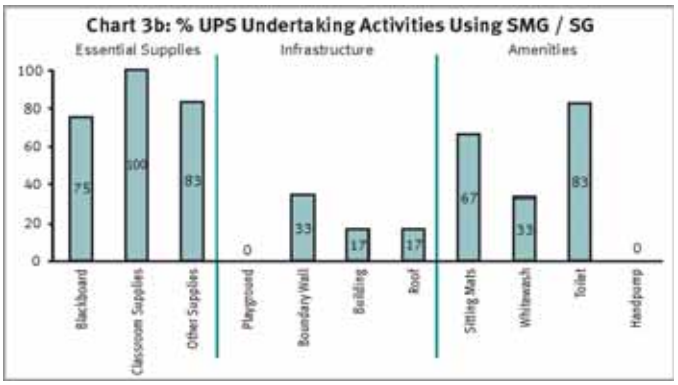
	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	83	127	86	98
School Grant	59	96	84	99
Teacher Grant	75	118	90	99

Table 3b: Upper Primary Schools-Receiving and Spending Grants in Full FY

	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	14	2	93	100
School Grant	3	3	100	100
Teacher Grant	14	2	93	100

WHAT DO SCHOOLS SPEND THEIR MONEY ON?



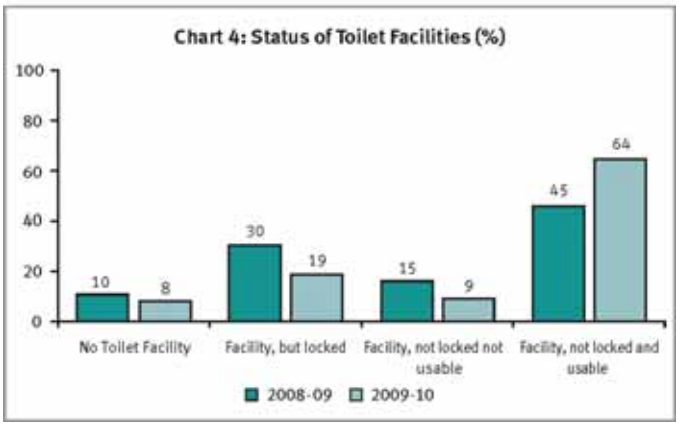


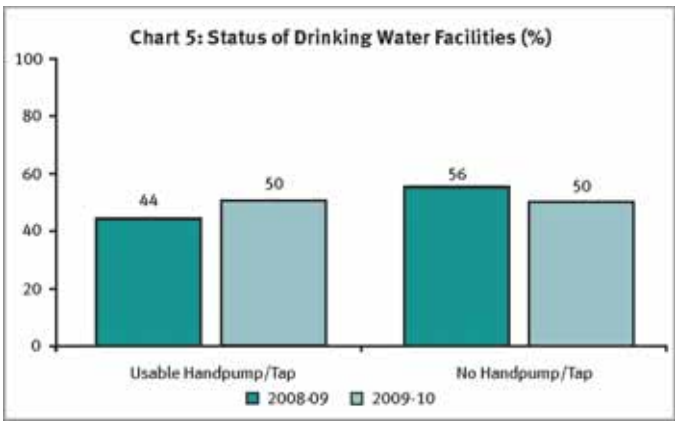
WHAT HAPPENS WITH MONIES SPENT?

What are the outputs and outcomes of financial investments in elementary education? In this section (below) we report on a) outputs - key facilities at the school level and enrolments in schools and b) outcomes - levels of learning in schools.

It is important to note that these numbers do not directly relate to school grants which are a small percentage of overall expenditures that are incurred in the state for elementary education. Rather, they are a reflection of overall state expenditures under SSA.

WHAT FACILITIES DO SCHOOLS HAVE?





HOW MANY CHILDREN ARE ENROLLED IN SCHOOLS?

Table 4: Enrolment in Govt. and Govt. Aided Schools

Age Group	2008-09	2009-10
Age: 6 -14 All	81	85
Age: 7-16 All	80	81
Age: 7-10 All	81	90
Age: 7-10 Boys	82	90
Age: 7-10 Girls	80	89
Age: 11-14 All	81	76
Age: 11-14 Boys	80	77
Age: 11-14 Girls	83	75
Age: 15-16 All	75	62
Age: 15-16 Boys	77	61
Age: 15-16 Girls	75	64

WHAT OUTCOMES DO SCHOOLS HAVE?

Table 5a: Attendance in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Enrolled Children Present (Average)	86	87	86	73
% Schools With Less Than 50% Enrolled Children Present	1	2	0	0
% Schools With 75% Or More Enrolled Children Present	82	88	94	50

Table 5b: Learning Levels in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Students Who Can Read Std. II Text**	59	72	93	91
% Students Who Can Do Division**	60	62	91	85

** For primary children in std. V & for upper primary children in std. VIII

RIGHT TO EDUCATION INDICATORS AND COST IMPLICATIONS

RTE NORMS FOR INDIA'S SCHOOLS

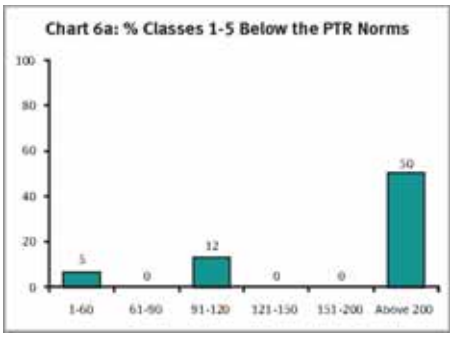
PTR Norms: Primary Schools
Enrolment 1-60 = 2 Teachers
Enrolment 61-90 = 3 Teachers
Enrolment 91-120 = 4 Teachers
Enrolment 121-200 = 5 Teachers
Enrolment above 150 = 5 + 1 Head Teacher
Above 200 = PTR (excl. Head Teacher) <= 40

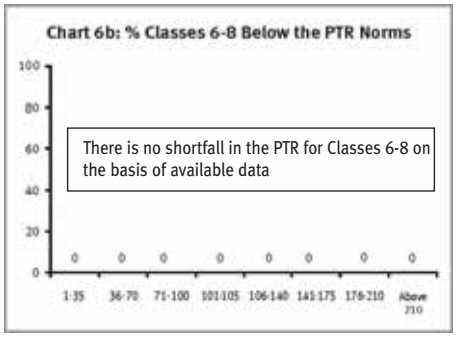
PTR Norms: Upper Primary Schools
1. At least 1 teacher for every 35 children
2. Full-time head teacher when enrolment > 100

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

Norms About Other School Facilities
1. Teacher learning equipment to be provided to each class as required
2. Library in each school providing newspapers, magazines and books on all subjects, including story books
3. Playmaterial, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUIRED NUMBER OF TEACHERS?





DO SCHOOLS HAVE THE REQUIRED INFRASTRUCTURE FACILITIES?

Table 6: % Schools With Infrastructure Facilities

Facility	Available	Not Available
Boundary Wall/Fencing	35	65
Drinking Water	74	26
HM Office / Store Room	80	20
Kitchen Shed	96	4
Library in Primary School	7	93
Library in UPS	0	100
Playground	41	59
Separate Toilet Facility Available	58	42

Table 7: Distribution of Schools as Per Facilities Available

# Facilities	% Available
0	1
1	5
2	8
3	19
4	43
5	16
6	8
7	0

How to Read This Table: This table has created an index of facilities available in a school as per core RTE-facility requirements. Accordingly, no schools in Mizoram have all 7 infrastructure facilities, 8% have 6 of the 7 infrastructure facilities. 5% of schools only have 1 of the infrastructure facilities and there are 1% schools with no facilities as required by RTE.

WHAT ARE THE COST IMPLICATIONS FOR ACHIEVING RTE COMPLIANCE IN ALL SCHOOLS?

Table 8: Cost Implication for Shortfall in RTE

	Schools			Cost	
Facility	% Shortfall	# Total	# Shortfall	Per unit (in ₹)	Total (in ₹ lakhs)
Boundary Wall	65	1091	704	65000	458
Drinking Water	26	1091	281	20000	56
HM Office / Store Room	20	1091	217	300000	651
Kitchen Shed	4	1091	38	60000	23
Library in Primary School	93	1031	962	3000	29
Library in UPS	0	60	0	13000	0
Separate Boys' / Common Toilet	7	1091	78	25000	19
Separate Girls' Toilet	43	1091	473	25000	118
Teachers for Classes 1-5			42	10000	75
Teachers for Classes 6-8			0	11000	0
Total					**1429**

How to Read This Table: This table provides a rough estimate of what it will cost the state to ensure RTE compliance in all its schools. The total amount of money required for this state is ₹1,429 lakhs. The estimate is based on a calculation of total shortfall in schools multiplied by the total unit cost required to meet the specific shortfall. For instance, 65% of Mizoram's schools or 704 schools do not have a boundary wall. The unit cost (i.e. cost of building a boundary wall) is assumed to be ₹65,000. Thus the total money required to complete the boundary wall requirement for the state is: 704*65000 = 458 Lakhs.

Data on unit costs has been sourced from the Project Approval Board Minutes and the Approved Annual Work Plan (AWP) for the Financial Year, 2010-11.

Data on # schools has been sourced from the District Information System for Education (DISE) 2009-10.

DO SCHOOLS IN NAGALAND GET THEIR MONEY?

NAGALAND - RURAL

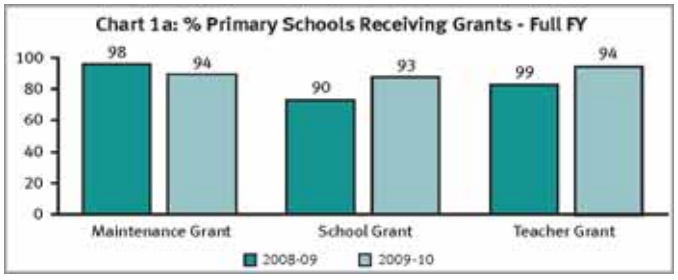
Table 1: SSA Allocation and Expenditure

	2008-09		2009-10	
	Allocation	Expenditure	Allocation	Expenditure
SSA (In Crore)	57.18	32.03	62.37	54.40
School Grants We Track (In Crore)	3.12	3.12	3.16	3.16
Per District Allocation (In Crore)	7.15	xxxxx	7.80	xxxxx
Per Child Expenditure (Rs)	xxxxx	1,770.83	xxxxx	3,006.94

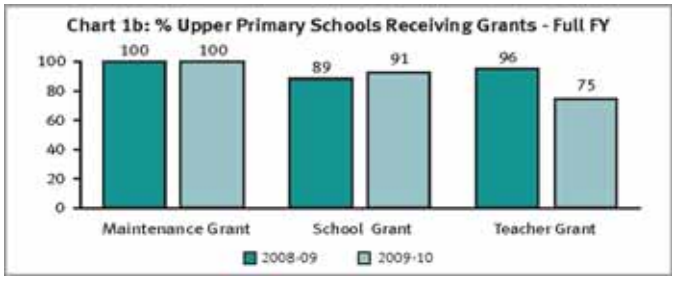
Annual School Grants under SSA

School Maintenance Grant (SMG)	₹5,000 for upto 3 classrooms and ₹10,000 for more than 3 classrooms
School Grant (SG)	₹5,000 for primary schools and ₹7,000 for upper primary schools (UPS)
Teacher Learning Material Grant (TLM)	₹500 per teacher

DO SCHOOLS GET THEIR MONEY?

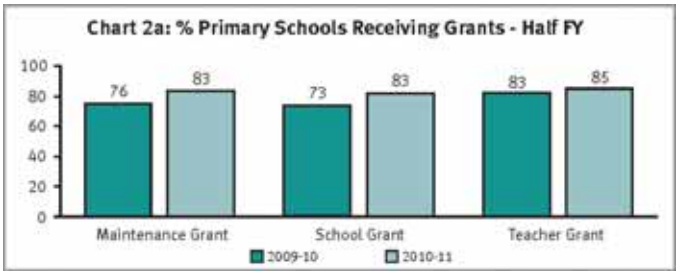


Note: # schools responding yes (2008-09): SMG - 192, SG - 171, TLM - 194
schools responding yes (2009-10): SMG - 181, SG - 175, TLM - 178

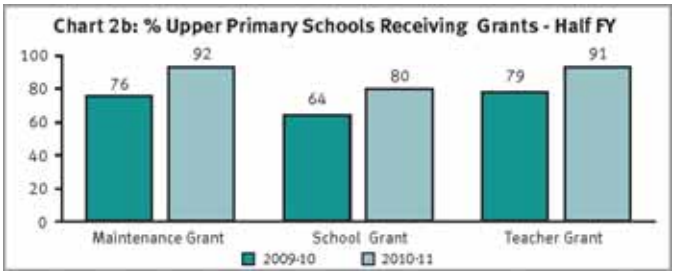


Note: # schools responding yes (2008-09): SMG - 29, SG - 25, TLM - 26
schools responding yes (2009-10): SMG - 12, SG - 10, TLM - 9

DOES MONEY REACH ON TIME?



Note: # schools responding yes (2009-10): SMG - 145, SG - 133, TLM - 152
schools responding yes (2010-11): SMG - 153, SG - 152, TLM - 155



Note: # schools responding yes (2009-10): SMG - 19, SG - 14, TLM - 19
schools responding yes (2010-11): SMG - 11, SG - 8, TLM - 10

DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

Table 2a: % Schools Reporting Receipt of Grants - Full FY

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
No Grant	1	1	0	8
Only One Grant	2	1	3	0
Only Two Grants	12	8	17	38
All Three Grants	86	91	79	54

Table 2b: % Schools Reporting Receipt of Grants - Half FY

	Primary		Upper Primary	
	2009-10	2010-11	2009-10	2010-11
No Grant	15	8	15	8
Only One Grant	9	2	19	0
Only Two Grants	9	5	15	33
All Three Grants	66	86	50	58

Sample Size

Schools 1-4/5 (Primary Schools): 2009-228, 2010-202
Schools 1-7/8 (Upper Primary Schools): 2009-29, 2010-21
Total: 2009-257, 2010-223

DO SCHOOLS SPEND THEIR MONEY?

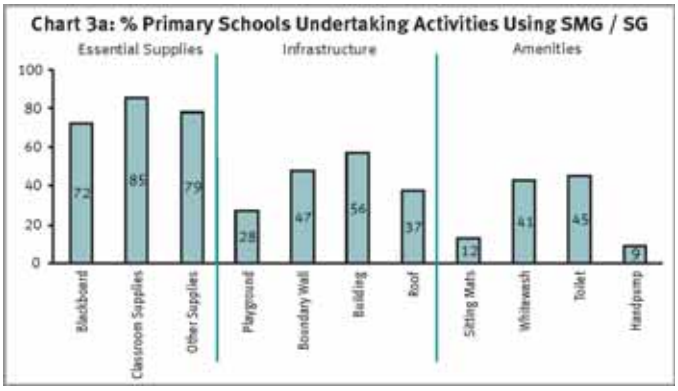
Table 3a: Primary Schools - Receiving and Spending Grants in Full FY

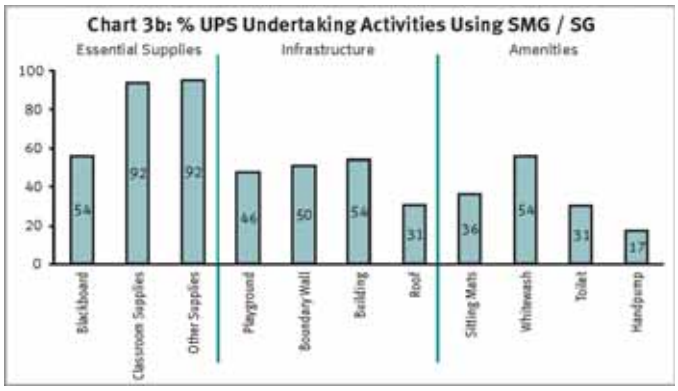
	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	179	155	98	90
School Grant	159	158	99	96
Teacher Grant	182	157	100	99

Table 3b: Upper Primary Schools-Receiving and Spending Grants in Full FY

	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	26	12	100	100
School Grant	21	9	100	100
Teacher Grant	24	9	100	100

WHAT DO SCHOOLS SPEND THEIR MONEY ON?



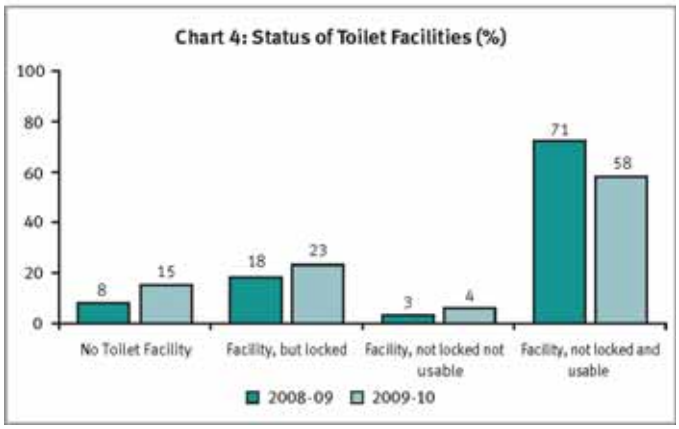


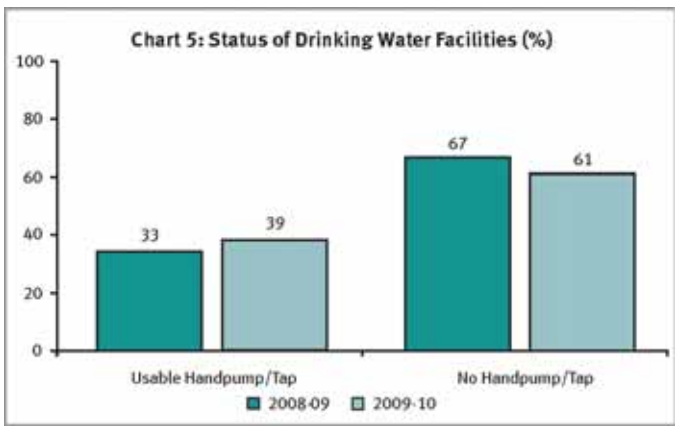
WHAT HAPPENS WITH MONIES SPENT?

What are the outputs and outcomes of financial investments in elementary education? In this section (below) we report on a) outputs - key facilities at the school level and enrolments in schools and b) outcomes - levels of learning in schools.

It is important to note that these numbers do not directly relate to school grants which are a small percentage of overall expenditures that are incurred in the state for elementary education. Rather, they are a reflection of overall state expenditures under SSA.

WHAT FACILITIES DO SCHOOLS HAVE?





HOW MANY CHILDREN ARE ENROLLED IN SCHOOLS?

Table 4: Enrolment in Govt. and Govt. Aided Schools

Age Group	2008-09	2009-10
Age: 6 -14 All	62	62
Age: 7-16 All	61	61
Age: 7-10 All	67	63
Age: 7-10 Boys	67	64
Age: 7-10 Girls	67	62
Age: 11-14 All	58	61
Age: 11-14 Boys	56	61
Age: 11-14 Girls	60	61
Age: 15-16 All	50	52
Age: 15-16 Boys	48	55
Age: 15-16 Girls	53	48

WHAT OUTCOMES DO SCHOOLS HAVE?

Table 5a: Attendance in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Enrolled Children Present (Average)	84	82	87	83
% Schools With Less Than 50% Enrolled Children Present	2	3	0	0
% Schools With 75% Or More Enrolled Children Present	80	74	85	68

Table 5b: Learning Levels in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Students Who Can Read Std. II Text**	61	54	90	92
% Students Who Can Do Division**	62	36	90	82

** For primary children in std. V & for upper primary children in std. VIII

RIGHT TO EDUCATION INDICATORS AND COST IMPLICATIONS

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 Head Teacher
- Above 200 = PTR (excl. Head Teacher) <= 40

PTR Norms: Upper Primary Schools

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

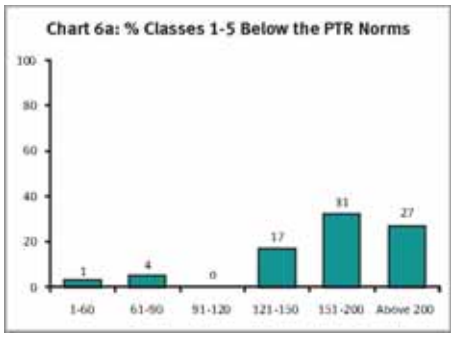
Infrastructure Related Norms

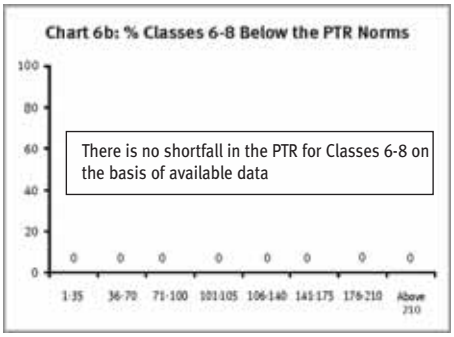
1. An office-cum-store-cum-Head Teacher's room
2. Barrier-free access
3. Separate toilet for boys & girls
4. Safe & adequate drinking water facility for all students
5. Kitchen where Mid-Day Meal is cooked in the school
6. Playground
7. Arrangement for securing school building by boundary wall or fencing

Norms About Other School Facilities

1. Teacher learning equipment to be provided to each class as required
2. Library in each school providing newspapers, magazines and books on all subjects, including story books
3. Playmaterial, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUIRED NUMBER OF TEACHERS?





DO SCHOOLS HAVE THE REQUIRED INFRASTRUCTURE FACILITIES?

Table 6: % Schools With Infrastructure Facilities

Facility	Available	Not Available
Boundary Wall/Fencing	43	57
Drinking Water	70	30
HM Office / Store Room	84	16
Kitchen Shed	82	18
Library in Primary School	13	87
Library in UPS	15	85
Playground	64	36
Separate Toilet Facility Available	52	48

Table 7: Distribution of Schools as Per Facilities Available

# Facilities	% Available
0	1
1	3
2	9
3	23
4	32
5	23
6	8
7	1

How to Read This Table: This table has created an index of facilities available in a school as per core RTE-facility requirements. Accordingly, 1% schools in Nagaland have all 7 infrastructure facilities, 8% have 6 of the 7 infrastructure facilities. 3% of schools only have 1 of the infrastructure facilities and there are 1% schools with no facilities as required by RTE.

WHAT ARE THE COST IMPLICATIONS FOR ACHIEVING RTE COMPLIANCE IN ALL SCHOOLS?

Table 8: Cost Implication for Shortfall in RTE

	Schools			Cost	
Facility	% Shortfall	# Total	# Shortfall	Per unit (in ₹)	Total (in ₹ lakhs)
Boundary Wall	57	1442	817	40000	327
Drinking Water	30	1442	432	15000	65
HM Office / Store Room	16	1442	237	234250	555
Kitchen Shed	18	1442	260	60000	156
Library in Primary School	87	1418	1232	3000	37
Library in UPS	85	24	20	13000	3
Separate Boys' / Common Toilet	12	1442	171	20000	34
Separate Girls' Toilet	48	1442	689	20000	138
Teachers for Classes 1-5			84	14000	222
Teachers for Classes 6-8			0	17300	0
Total					1537

How to Read This Table: This table provides a rough estimate of what it will cost the state to ensure RTE compliance in all its schools. The total amount of money required for this state is ₹1,537 lakhs. The estimate is based on a calculation of total shortfall in schools multiplied by the total unit cost required to meet the specific shortfall. For instance, 57% of Nagaland's schools or 817 schools do not have a boundary wall. The unit cost (i.e. cost of building a boundary wall) is assumed to be ₹40,000. Thus the total money required to complete the boundary wall requirement for the state is: 817*40000 = 327 Lakhs.

Data on unit costs has been sourced from the Project Approval Board Minutes and the Approved Annual Work Plan (AWP) for the Financial Year, 2010-11.

Data on # schools has been sourced from the District Information System for Education (DISE) 2009-10.

DO SCHOOLS IN ORISSA GET THEIR MONEY?

ORISSA - RURAL

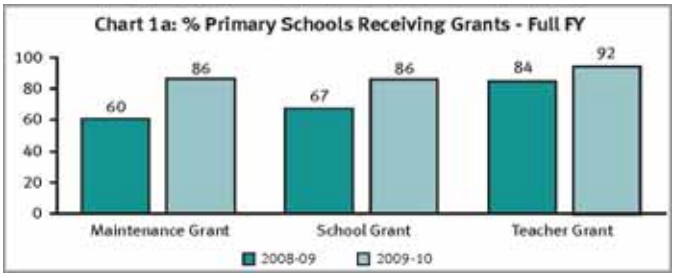
Table 1: SSA Allocation and Expenditure

	2008-09		2009-10	
	Allocation	Expenditure	Allocation	Expenditure
SSA (In Crore)	1,050.41	845.25	1,387.49	1,120.12
School Grants We Track (In Crore)	78.91	69.03	97.21	90.35
Per District Allocation (In Crore)	35.01	xxxxx	46.25	xxxxx
Per Child Expenditure (Rs)	xxxxx	1,427.10	xxxxx	1,891.17

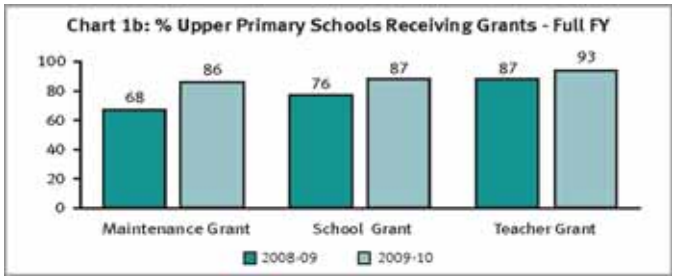
Annual School Grants under SSA

School Maintenance Grant (SMG)	₹5,000 for upto 3 classrooms and ₹10,000 for more than 3 classrooms
School Grant (SG)	₹5,000 for primary schools and ₹7,000 for upper primary schools (UPS)
Teacher Learning Material Grant (TLM)	₹500 per teacher

DO SCHOOLS GET THEIR MONEY?

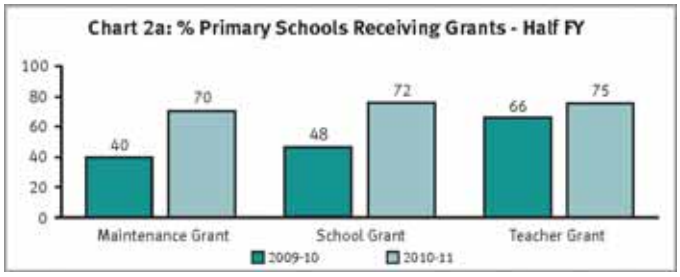


Note: # schools responding yes (2008-09): SMG - 199, SG - 219, TLM - 280
schools responding yes (2009-10): SMG - 290, SG - 265, TLM - 296

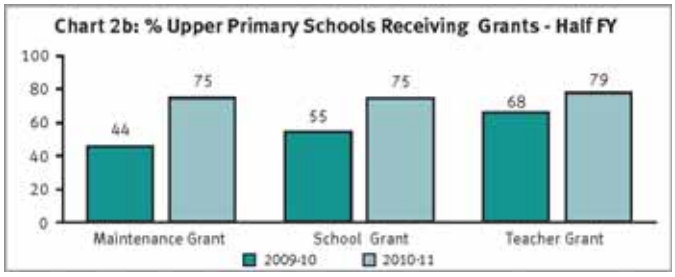


Note: # schools responding yes (2008-09): SMG - 181, SG - 193, TLM - 227
schools responding yes (2009-10): SMG - 200, SG - 203, TLM - 216

DOES MONEY REACH ON TIME?



Note: # schools responding yes (2009-10): SMG - 113, SG - 132, TLM - 175
schools responding yes (2010-11): SMG - 225, SG - 202, TLM - 220



Note: # schools responding yes (2009-10): SMG - 99, SG - 121, TLM - 150
schools responding yes (2010-11): SMG - 155, SG - 159, TLM - 167

DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

Table 2a: % Schools Reporting Receipt of Grants - Full FY

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
No Grant	8	3	3	2
Only One Grant	23	9	21	13
Only Two Grants	24	13	28	16
All Three Grants	45	75	48	70

Table 2b: % Schools Reporting Receipt of Grants - Half FY

	Primary		Upper Primary	
	2009-10	2010-11	2009-10	2010-11
No Grant	22	17	24	11
Only One Grant	27	11	24	11
Only Two Grants	25	8	22	15
All Three Grants	25	64	31	63

Sample Size

Schools 1-4/5 (Primary Schools): 2009-453, 2010-383
Schools 1-7/8 (Upper Primary Schools): 2009-349, 2010-358
Total: 2009-802, 2010-741

DO SCHOOLS SPEND THEIR MONEY?

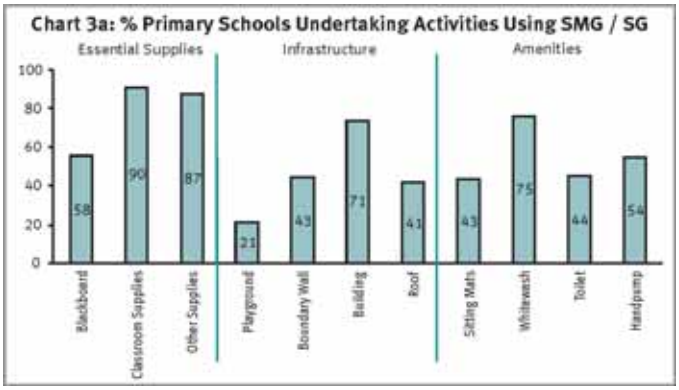
Table 3a: Primary Schools - Receiving and Spending Grants in Full FY

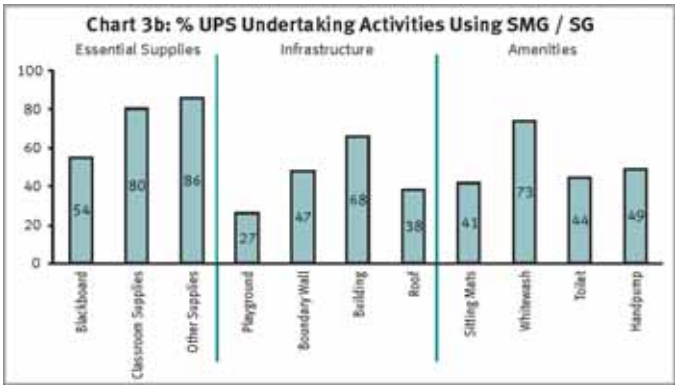
	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	130	222	81	84
School Grant	143	203	82	90
Teacher Grant	172	223	86	90

Table 3b: Upper Primary Schools-Receiving and Spending Grants in Full FY

	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	119	145	84	83
School Grant	125	141	82	83
Teacher Grant	153	161	84	87

WHAT DO SCHOOLS SPEND THEIR MONEY ON?



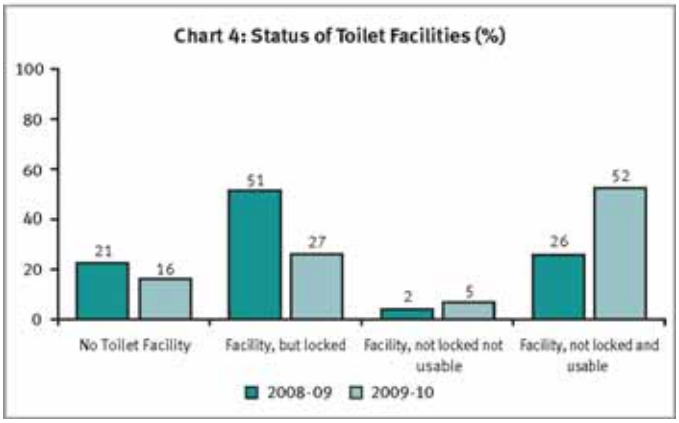


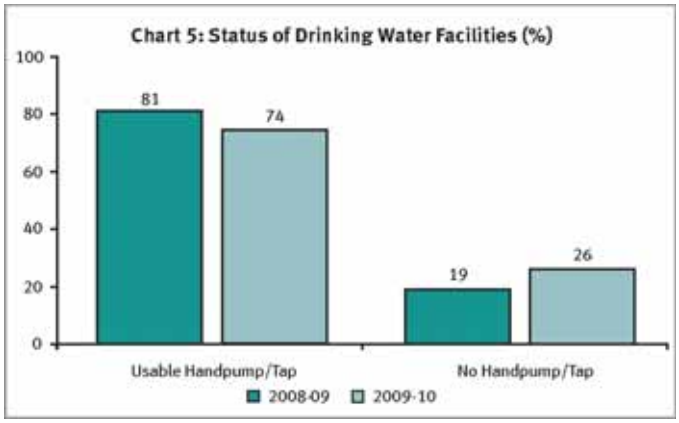
WHAT HAPPENS WITH MONIES SPENT?

What are the outputs and outcomes of financial investments in elementary education? In this section (below) we report on a) outputs - key facilities at the school level and enrolments in schools and b) outcomes - levels of learning in schools.

It is important to note that these numbers do not directly relate to school grants which are a small percentage of overall expenditures that are incurred in the state for elementary education. Rather, they are a reflection of overall state expenditures under SSA.

WHAT FACILITIES DO SCHOOLS HAVE?





HOW MANY CHILDREN ARE ENROLLED IN SCHOOLS?

Table 4: Enrolment in Govt. and Govt. Aided Schools

Age Group	2008-09	2009-10
Age: 6 -14 All	89	90
Age: 7-16 All	86	86
Age: 7-10 All	91	92
Age: 7-10 Boys	91	92
Age: 7-10 Girls	91	92
Age: 11-14 All	87	88
Age: 11-14 Boys	88	88
Age: 11-14 Girls	85	88
Age: 15-16 All	69	66
Age: 15-16 Boys	70	66
Age: 15-16 Girls	67	66

WHAT OUTCOMES DO SCHOOLS HAVE?

Table 5a: Attendance in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Enrolled Children Present (Average)	74	72	73	72
% Schools With Less Than 50% Enrolled Children Present	8	12	9	10
% Schools With 75% Or More Enrolled Children Present	55	52	51	51

Table 5b: Learning Levels in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Students Who Can Read Std. II Text**	56	46	80	78
% Students Who Can Do Division**	44	32	72	64

** For primary children in std. V & for upper primary children in std. VIII

RIGHT TO EDUCATION INDICATORS AND COST IMPLICATIONS

RTE NORMS FOR INDIA'S SCHOOLS

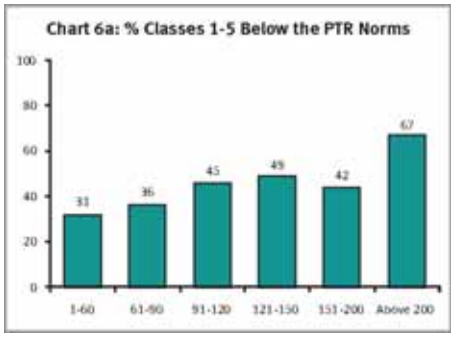
PTR Norms: Primary Schools
Enrolment 1-60 = 2 Teachers
Enrolment 61-90 = 3 Teachers
Enrolment 91-120 = 4 Teachers
Enrolment 121-200 = 5 Teachers
Enrolment above 150 = 5 + 1 Head Teacher
Above 200 = PTR (excl. Head Teacher) <= 40

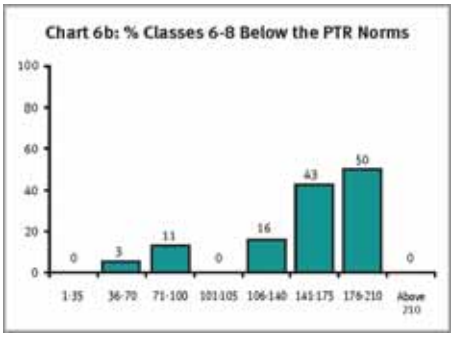
PTR Norms: Upper Primary Schools
1. At least 1 teacher for every 35 children
2. Full-time head teacher when enrolment > 100

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

Norms About Other School Facilities
1. Teacher learning equipment to be provided to each class as required
2. Library in each school providing newspapers, magazines and books on all subjects, including story books
3. Playmaterial, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUIRED NUMBER OF TEACHERS?





DO SCHOOLS HAVE THE REQUIRED INFRASTRUCTURE FACILITIES?

Table 6: % Schools With Infrastructure Facilities

Facility	Available	Not Available
Boundary Wall/Fencing	41	59
Drinking Water	80	20
HM Office / Store Room	75	25
Kitchen Shed	74	26
Library in Primary School	61	39
Library in UPS	70	30
Playground	45	55
Separate Toilet Facility Available	71	29

Table 7: Distribution of Schools as Per Facilities Available

# Facilities	% Available
0	1
1	6
2	12
3	19
4	24
5	24
6	12
7	2

How to Read This Table: This table has created an index of facilities available in a school as per core RTE-facility requirements. Accordingly, 2% schools in Orissa have all 7 infrastructure facilities, 12% have 6 of the 7 infrastructure facilities. 6% of schools only have 1 of the infrastructure facilities and there are 1% schools with no facilities as required by RTE.

WHAT ARE THE COST IMPLICATIONS FOR ACHIEVING RTE COMPLIANCE IN ALL SCHOOLS?

Table 8: Cost Implication for Shortfall in RTE

	Schools			Cost	
Facility	% Shortfall	# Total	# Shortfall	Per unit (in ₹)	Total (in ₹ lakhs)
Boundary Wall	59	46347	27475	60000	16485
Drinking Water	20	46347	9444	60000	5666
HM Office / Store Room	25	46347	11772	265000	31196
Kitchen Shed	26	46347	11893	60000	7136
Library in Primary School	39	32004	12610	3000	378
Library in UPS	30	14343	4261	13000	554
Separate Boys' / Common Toilet	11	46347	5098	70000	3569
Separate Girls' Toilet	30	46347	14035	70000	9824
Teachers for Classes 1-5			18539	3900	14286
Teachers for Classes 6-8			1598	3900	1272
Total					90365

How to Read This Table: This table provides a rough estimate of what it will cost the state to ensure RTE compliance in all its schools. The total amount of money required for this state is ₹90,365 lakhs. The estimate is based on a calculation of total shortfall in schools multiplied by the total unit cost required to meet the specific shortfall. For instance, 59% of Orissa's schools or 27,475 schools do not have a boundary wall. The unit cost (i.e. cost of building a boundary wall) is assumed to be ₹60,000. Thus the total money required to complete the boundary wall requirement for the state is: 27475*60000 = 16,485 Lakhs.

Data on unit costs has been sourced from the Project Approval Board Minutes and the Approved Annual Work Plan (AWP) for the Financial Year, 2010-11.

Data on # schools has been sourced from the District Information System for Education (DISE) 2009-10.

DO SCHOOLS IN PUNJAB GET THEIR MONEY?

PUNJAB - RURAL

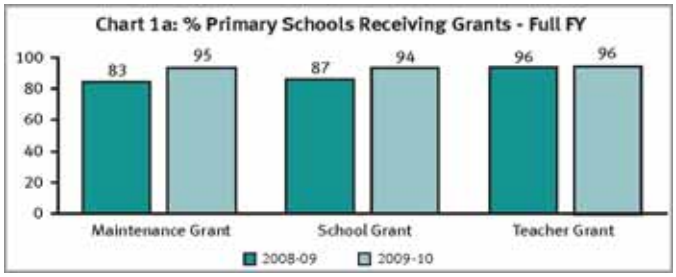
Table 1: SSA Allocation and Expenditure

	2008-09		2009-10	
	Allocation	Expenditure	Allocation	Expenditure
SSA (In Crore)	265.10	261.02	369.12	329.61
School Grants We Track (In Crore)	27.26	26.98	28.96	28.93
Per District Allocation (In Crore)	13.26	xxxxx	18.46	xxxxx
Per Child Expenditure (Rs)	xxxxx	1,219.13	xxxxx	1,539.50

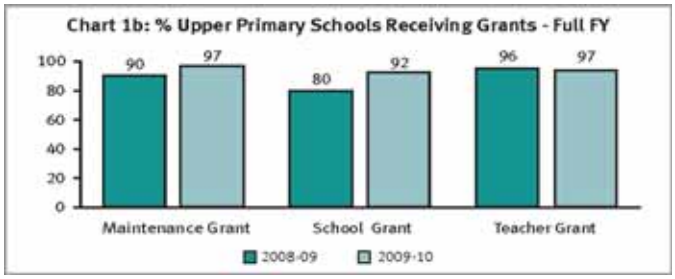
Annual School Grants under SSA

School Maintenance Grant (SMG)	₹5,000 for upto 3 classrooms and ₹10,000 for more than 3 classrooms
School Grant (SG)	₹5,000 for primary schools and ₹7,000 for upper primary schools (UPS)
Teacher Learning Material Grant (TLM)	₹500 per teacher

DO SCHOOLS GET THEIR MONEY?

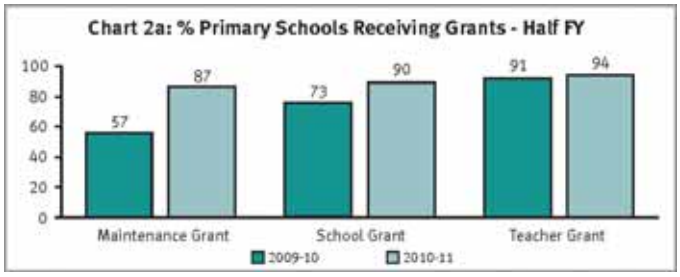


Note: # schools responding yes (2008-09): SMG - 322, SG - 321, TLM - 403
schools responding yes (2009-10): SMG - 344, SG - 311, TLM - 328

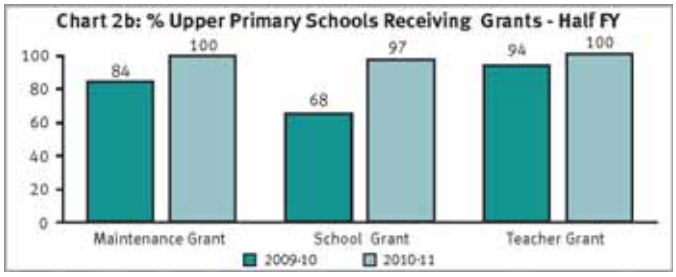


Note: # schools responding yes (2008-09): SMG - 36, SG - 32, TLM - 44
schools responding yes (2009-10): SMG - 38, SG - 34, TLM - 36

DOES MONEY REACH ON TIME?



Note: # schools responding yes (2009-10): SMG - 146, SG - 203, TLM - 299
schools responding yes (2010-11): SMG - 294, SG - 287, TLM - 308



Note: # schools responding yes (2009-10): SMG - 26, SG - 21, TLM - 32
schools responding yes (2010-11): SMG - 37, SG - 36, TLM - 34

DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

Table 2a: % Schools Reporting Receipt of Grants - Full FY

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
No Grant	1	0	0	0
Only One Grant	12	7	17	8
Only Two Grants	30	13	33	15
All Three Grants	56	80	50	78

Table 2b: % Schools Reporting Receipt of Grants - Half FY

	Primary		Upper Primary	
	2009-10	2010-11	2009-10	2010-11
No Grant	7	3	3	0
Only One Grant	23	10	22	5
Only Two Grants	50	17	35	23
All Three Grants	19	70	41	73

Sample Size

Schools 1-4/5 (Primary Schools): 2009-474, 2010-391
Schools 1-7/8 (Upper Primary Schools): 2009-51, 2010-58
Total: 2009-525, 2010-449

DO SCHOOLS SPEND THEIR MONEY?

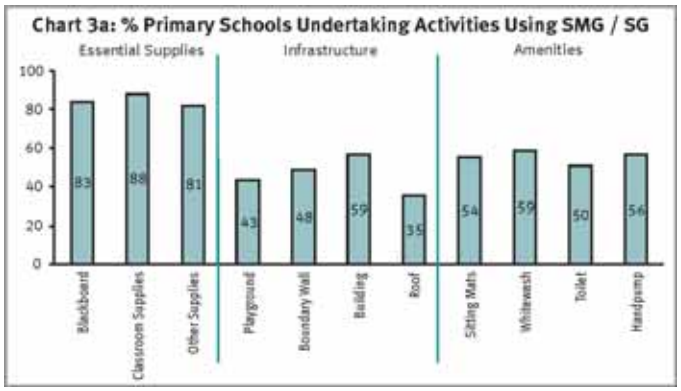
Table 3a: Primary Schools - Receiving and Spending Grants in Full FY

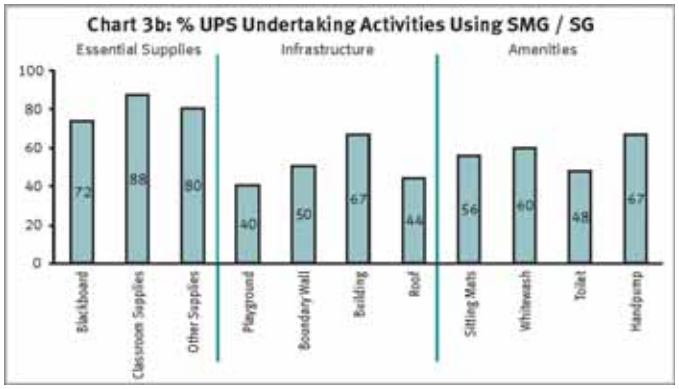
	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	282	236	97	93
School Grant	276	195	96	95
Teacher Grant	322	230	90	97

Table 3b: Upper Primary Schools-Receiving and Spending Grants in Full FY

	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	28	16	90	80
School Grant	24	16	92	84
Teacher Grant	35	21	97	100

WHAT DO SCHOOLS SPEND THEIR MONEY ON?



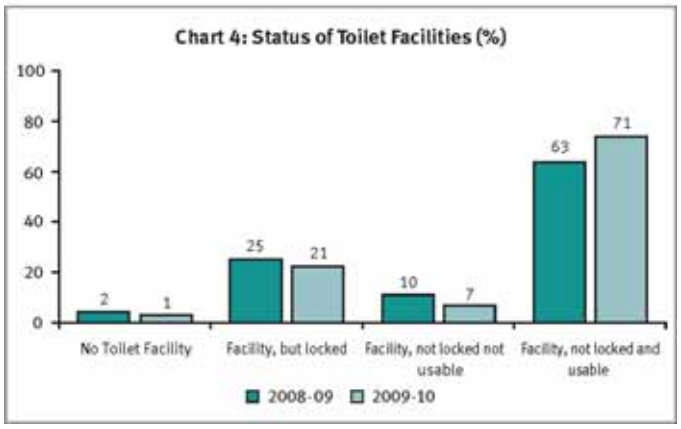


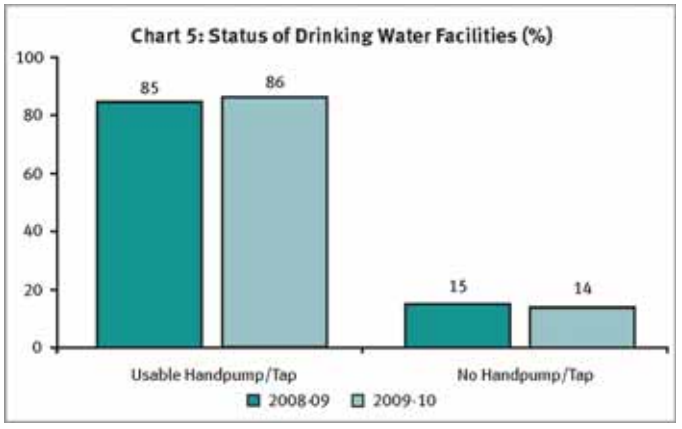
WHAT HAPPENS WITH MONIES SPENT?

What are the outputs and outcomes of financial investments in elementary education? In this section (below) we report on a) outputs - key facilities at the school level and enrolments in schools and b) outcomes - levels of learning in schools.

It is important to note that these numbers do not directly relate to school grants which are a small percentage of overall expenditures that are incurred in the state for elementary education. Rather, they are a reflection of overall state expenditures under SSA.

WHAT FACILITIES DO SCHOOLS HAVE?





HOW MANY CHILDREN ARE ENROLLED IN SCHOOLS?

Table 4: Enrolment in Govt. and Govt. Aided Schools

Age Group	2008-09	2009-10
Age: 6 -14 All	61	60
Age: 7-16 All	61	62
Age: 7-10 All	60	60
Age: 7-10 Boys	56	58
Age: 7-10 Girls	61	62
Age: 11-14 All	64	64
Age: 11-14 Boys	60	61
Age: 11-14 Girls	67	67
Age: 15-16 All	59	63
Age: 15-16 Boys	59	63
Age: 15-16 Girls	61	62

WHAT OUTCOMES DO SCHOOLS HAVE?

Table 5a: Attendance in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Enrolled Children Present (Average)	84	83	86	84
% Schools With Less Than 50% Enrolled Children Present	2	0	0	0
% Schools With 75% Or More Enrolled Children Present	83	78	87	88

Table 5b: Learning Levels in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Students Who Can Read Std. II Text**	64	70	87	88
% Students Who Can Do Division**	49	70	74	82

** For primary children in std. V & for upper primary children in std. VIII

RIGHT TO EDUCATION INDICATORS AND COST IMPLICATIONS

RTE NORMS FOR INDIA'S SCHOOLS

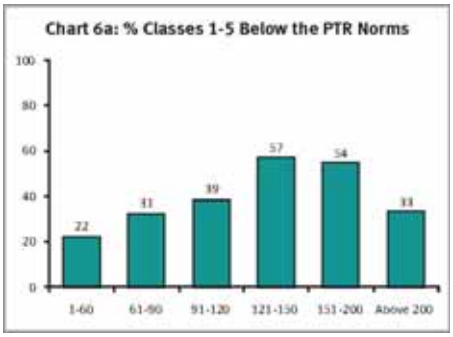
PTR Norms: Primary Schools
Enrolment 1-60 = 2 Teachers
Enrolment 61-90 = 3 Teachers
Enrolment 91-120 = 4 Teachers
Enrolment 121-200 = 5 Teachers
Enrolment above 150 = 5 + 1 Head Teacher
Above 200 = PTR (excl. Head Teacher) <= 40

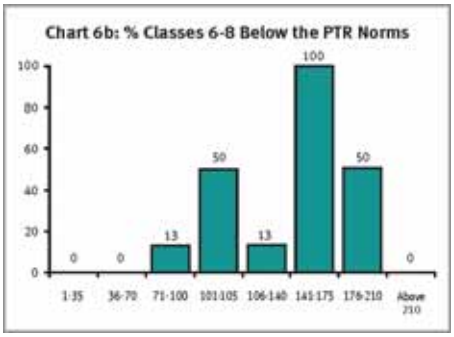
PTR Norms: Upper Primary Schools
1. At least 1 teacher for every 35 children
2. Full-time head teacher when enrolment > 100

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

Norms About Other School Facilities
1. Teacher learning equipment to be provided to each class as required
2. Library in each school providing newspapers, magazines and books on all subjects, including story books
3. Playmaterial, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUIRED NUMBER OF TEACHERS?





DO SCHOOLS HAVE THE REQUIRED INFRASTRUCTURE FACILITIES?

Table 6: % Schools With Infrastructure Facilities

Facility	Available	Not Available
Boundary Wall/Fencing	83	17
Drinking Water	92	8
HM Office / Store Room	79	21
Kitchen Shed	95	5
Library in Primary School	97	3
Library in UPS	86	14
Playground	69	31
Separate Toilet Facility Available	91	9

Table 7: Distribution of Schools as Per Facilities Available

# Facilities	% Available
0	0
1	1
2	0
3	2
4	7
5	23
6	37
7	29

How to Read This Table: This table has created an index of facilities available in a school as per core RTE-facility requirements. Accordingly, 29% schools in Punjab have all 7 infrastructure facilities, 37% have 6 of the 7 infrastructure facilities. 1% of schools only have 1 of the infrastructure facilities and there are no schools with zero facilities as required by RTE.

WHAT ARE THE COST IMPLICATIONS FOR ACHIEVING RTE COMPLIANCE IN ALL SCHOOLS?

Table 8: Cost Implication for Shortfall in RTE

	Schools			Cost	
Facility	% Shortfall	# Total	# Shortfall	Per unit (in ₹)	Total (in ₹ lakhs)
Boundary Wall	17	12263	2109	60000	1266
Drinking Water	8	12263	926	45000	416
HM Office / Store Room	21	12263	2590	240000	6216
Kitchen Shed	5	12263	666	60000	400
Library in Primary School	3	12263	318	3000	10
Library in UPS	14	0	0	13000	0
Separate Boys' / Common Toilet	3	12263	318	60000	191
Separate Girls' Toilet	7	12263	896	60000	537
Teachers for Classes 1-5			4429	14500	11272
Teachers for Classes 6-8			151	17000	430
Total					**20737**

How to Read This Table: This table provides a rough estimate of what it will cost the state to ensure RTE compliance in all its schools. The total amount of money required for this state is ₹20,737 lakhs. The estimate is based on a calculation of total shortfall in schools multiplied by the total unit cost required to meet the specific shortfall. For instance, 17% of Punjab's schools or 2,109 schools do not have a boundary wall. The unit cost (i.e. cost of building a boundary wall) is assumed to be ₹60,000. Thus the total money required to complete the boundary wall requirement for the state is: 2109*60000 = 1,266 Lakhs.

Data on unit costs has been sourced from the Project Approval Board Minutes and the Approved Annual Work Plan (AWP) for the Financial Year, 2010-11.

Data on # schools has been sourced from the District Information System for Education (DISE) 2009-10.

DO SCHOOLS IN RAJASTHAN GET THEIR MONEY?

RAJASTHAN - RURAL

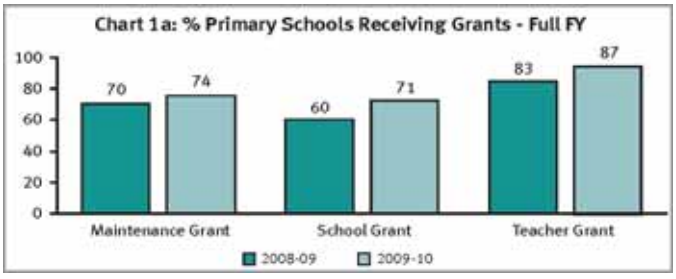
Table 1: SSA Allocation and Expenditure

	2008-09		2009-10	
	Allocation	Expenditure	Allocation	Expenditure
SSA (In Crore)	1,799.80	1,628.87	2,000.50	1,844.41
School Grants We Track (In Crore)	111.56	96.68	120.06	102.53
Per District Allocation (In Crore)	54.54	xxxxx	60.62	xxxxx
Per Child Expenditure (Rs)	xxxxx	2,073.63	xxxxx	2,348.03

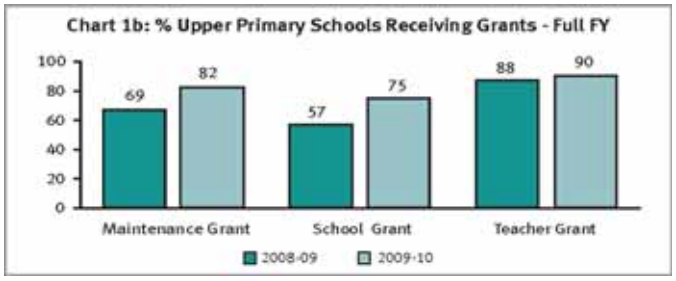
Annual School Grants under SSA

School Maintenance Grant (SMG)	₹5,000 for upto 3 classrooms and ₹10,000 for more than 3 classrooms
School Grant (SG)	₹5,000 for primary schools and ₹7,000 for upper primary schools (UPS)
Teacher Learning Material Grant (TLM)	₹500 per teacher

DO SCHOOLS GET THEIR MONEY?

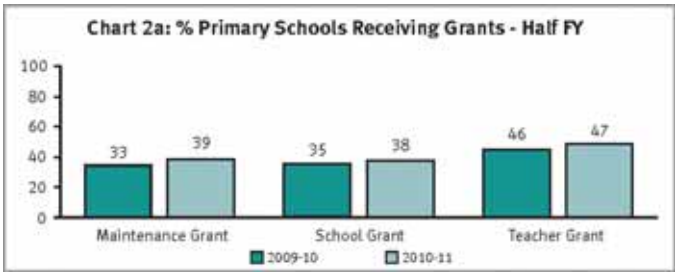


Note: # schools responding yes (2008-09): SMG - 176, SG - 144, TLM - 211
schools responding yes (2009-10): SMG - 201, SG - 180, TLM - 223

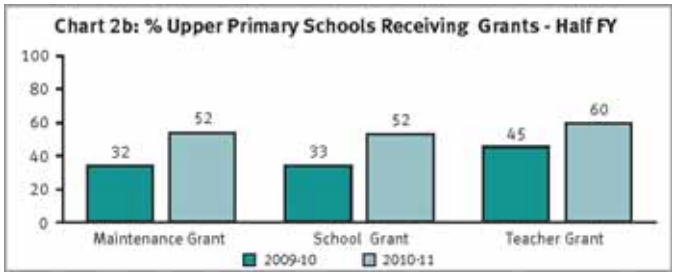


Note: # schools responding yes (2008-09): SMG - 363, SG - 276, TLM - 470
schools responding yes (2009-10): SMG - 439, SG - 377, TLM - 495

DOES MONEY REACH ON TIME?



Note: # schools responding yes (2009-10): SMG - 66, SG - 70, TLM - 94
schools responding yes (2010-11): SMG - 99, SG - 87, TLM - 113



Note: # schools responding yes (2009-10): SMG - 135, SG - 133, TLM - 187
schools responding yes (2010-11): SMG - 264, SG - 252, TLM - 303

DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

Table 2a: % Schools Reporting Receipt of Grants - Full FY

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
No Grant	9	6	6	5
Only One Grant	15	8	18	11
Only Two Grants	34	34	41	28
All Three Grants	42	52	35	56

Table 2b: % Schools Reporting Receipt of Grants - Half FY

	Primary		Upper Primary	
	2009-10	2010-11	2009-10	2010-11
No Grant	43	41	44	28
Only One Grant	23	13	23	14
Only Two Grants	20	23	22	25
All Three Grants	14	23	11	33

Sample Size

Schools 1-4/5 (Primary Schools): 2009-320, 2010-290
Schools 1-7/8 (Upper Primary Schools): 2009-601, 2010-606
Total: 2009-921, 2010-896

DO SCHOOLS SPEND THEIR MONEY?

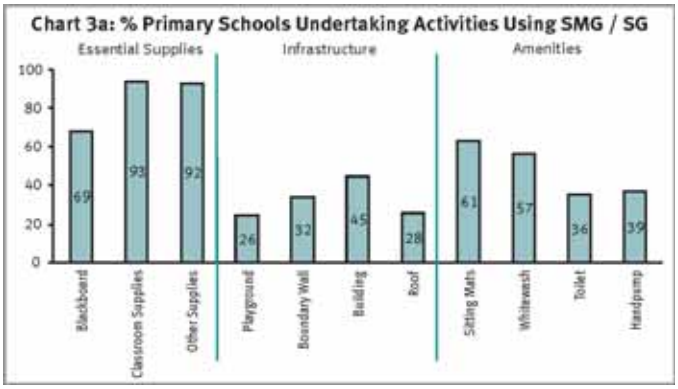
Table 3a: Primary Schools - Receiving and Spending Grants in Full FY

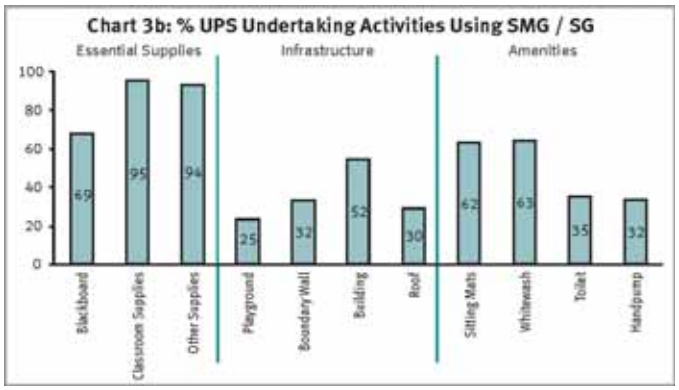
	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	135	164	89	85
School Grant	111	143	91	89
Teacher Grant	159	187	94	92

Table 3b: Upper Primary Schools-Receiving and Spending Grants in Full FY

	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	279	349	89	87
School Grant	215	298	91	85
Teacher Grant	355	410	92	89

WHAT DO SCHOOLS SPEND THEIR MONEY ON?



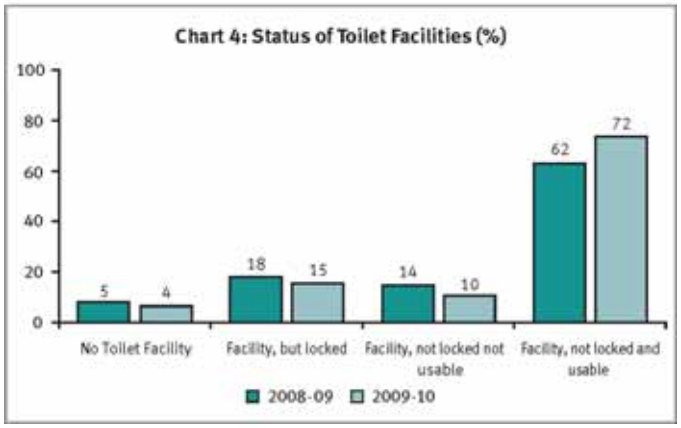


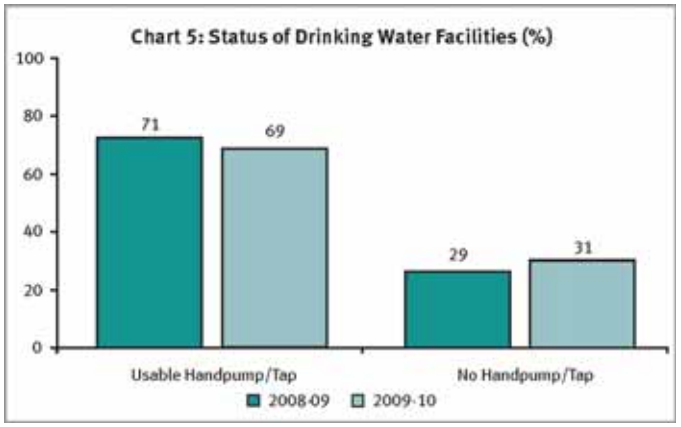
WHAT HAPPENS WITH MONIES SPENT?

What are the outputs and outcomes of financial investments in elementary education? In this section (below) we report on a) outputs - key facilities at the school level and enrolments in schools and b) outcomes - levels of learning in schools.

It is important to note that these numbers do not directly relate to school grants which are a small percentage of overall expenditures that are incurred in the state for elementary education. Rather, they are a reflection of overall state expenditures under SSA.

WHAT FACILITIES DO SCHOOLS HAVE?





HOW MANY CHILDREN ARE ENROLLED IN SCHOOLS?

Table 4: Enrolment in Govt. and Govt. Aided Schools

Age Group	2008-09	2009-10
Age: 6 -14 All	63	60
Age: 7-16 All	61	60
Age: 7-10 All	63	60
Age: 7-10 Boys	61	58
Age: 7-10 Girls	65	63
Age: 11-14 All	63	62
Age: 11-14 Boys	63	61
Age: 11-14 Girls	62	63
Age: 15-16 All	55	55
Age: 15-16 Boys	57	56
Age: 15-16 Girls	54	53

WHAT OUTCOMES DO SCHOOLS HAVE?

Table 5a: Attendance in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Enrolled Children Present (Average)	72	71	74	74
% Schools With Less Than 50% Enrolled Children Present	10	9	7	6
% Schools With 75% Or More Enrolled Children Present	48	46	57	50

Table 5b: Learning Levels in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Students Who Can Read Std. II Text**	45	51	87	88
% Students Who Can Do Division**	32	33	76	73

** For primary children in std. V & for upper primary children in std. VIII

RIGHT TO EDUCATION INDICATORS AND COST IMPLICATIONS

RTE NORMS FOR INDIA'S SCHOOLS

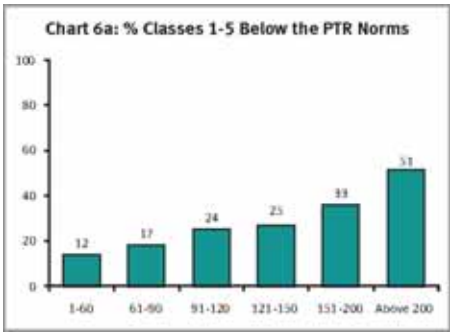
PTR Norms: Primary Schools
Enrolment 1-60 = 2 Teachers
Enrolment 61-90 = 3 Teachers
Enrolment 91-120 = 4 Teachers
Enrolment 121-200 = 5 Teachers
Enrolment above 150 = 5 + 1 Head Teacher
Above 200 = PTR (excl. Head Teacher) <= 40

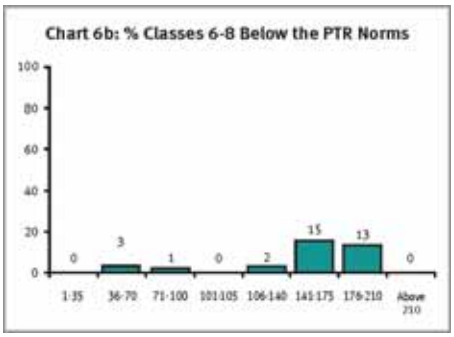
PTR Norms: Upper Primary Schools
1. At least 1 teacher for every 35 children
2. Full-time head teacher when enrolment > 100

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

Norms About Other School Facilities
1. Teacher learning equipment to be provided to each class as required
2. Library in each school providing newspapers, magazines and books on all subjects, including story books
3. Playmaterial, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUIRED NUMBER OF TEACHERS?





DO SCHOOLS HAVE THE REQUIRED INFRASTRUCTURE FACILITIES?

Table 6: % Schools With Infrastructure Facilities

Facility	Available	Not Available
Boundary Wall/Fencing	70	30
Drinking Water	83	17
HM Office / Store Room	91	9
Kitchen Shed	84	16
Library in Primary School	48	52
Library in UPS	71	29
Playground	52	48
Separate Toilet Facility Available	79	21

Table 7: Distribution of Schools as Per Facilities Available

# Facilities	% Available
0	0
1	1
2	3
3	9
4	18
5	27
6	26
7	16

How to Read This Table: This table has created an index of facilities available in a school as per core RTE-facility requirements. Accordingly, 16% schools in Rajasthan have all 7 infrastructure facilities, 26% have 6 of the 7 infrastructure facilities. 1% of schools only have 1 of the infrastructure facilities and there are no schools with zero facilities as required by RTE.

WHAT ARE THE COST IMPLICATIONS FOR ACHIEVING RTE COMPLIANCE IN ALL SCHOOLS?

Table 8: Cost Implication for Shortfall in RTE

	Schools			Cost	
Facility	% Shortfall	# Total	# Shortfall	Per unit (in ₹)	Total (in ₹ lakhs)
Boundary Wall	30	62320	18659	250000	46647
Drinking Water	17	62320	10624	38375	4077
HM Office / Store Room	9	62320	5515	155000	8549
Kitchen Shed	16	62320	10083	60000	6050
Library in Primary School	52	39611	20503	3000	615
Library in UPS	29	22709	6590	13000	857
Separate Boys' / Common Toilet	5	62320	2836	39600	1123
Separate Girls' Toilet	20	62320	12205	39600	4833
Teachers for Classes 1-5			13832	4500	11861
Teachers for Classes 6-8			912	7500	1094
Total					**85705**

How to Read This Table: This table provides a rough estimate of what it will cost the state to ensure RTE compliance in all its schools. The total amount of money required for this state is ₹85,705 lakhs. The estimate is based on a calculation of total shortfall in schools multiplied by the total unit cost required to meet the specific shortfall. For instance, 30% of Rajasthan's schools or 18,659 schools do not have a boundary wall. The unit cost (i.e. cost of building a boundary wall) is assumed to be ₹2,50,000. Thus the total money required to complete the boundary wall requirement for the state is: 18659*250,000 = 46,647 Lakhs.

Data on unit costs has been sourced from the Project Approval Board Minutes and the Approved Annual Work Plan (AWP) for the Financial Year, 2010-11.

Data on # schools has been sourced from the District Information System for Education (DISE) 2009-10.

DO SCHOOLS IN SIKKIM GET THEIR MONEY?

SIKKIM - RURAL

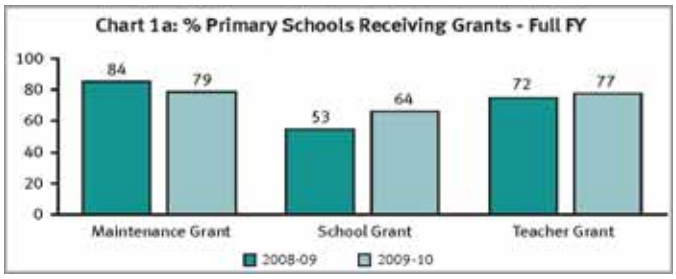
Table 1: SSA Allocation and Expenditure

	2008-09		2009-10	
	Allocation	Expenditure	Allocation	Expenditure
SSA (In Crore)	24.00	18.90	24.56	20.41
School Grants We Track (In Crore)	1.67	1.52	2.04	1.95
Per District Allocation (In Crore)	6.00	xxxxx	6.14	xxxxx
Per Child Expenditure (Rs)	xxxxx	1,914.08	xxxxx	2,066.59

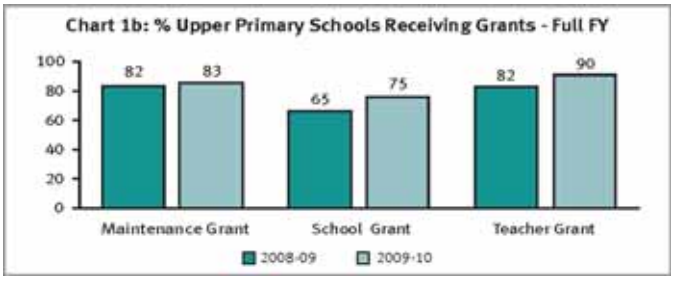
Annual School Grants under SSA

School Maintenance Grant (SMG)	₹5,000 for upto 3 classrooms and ₹10,000 for more than 3 classrooms
School Grant (SG)	₹5,000 for primary schools and ₹7,000 for upper primary schools (UPS)
Teacher Learning Material Grant (TLM)	₹500 per teacher

DO SCHOOLS GET THEIR MONEY?

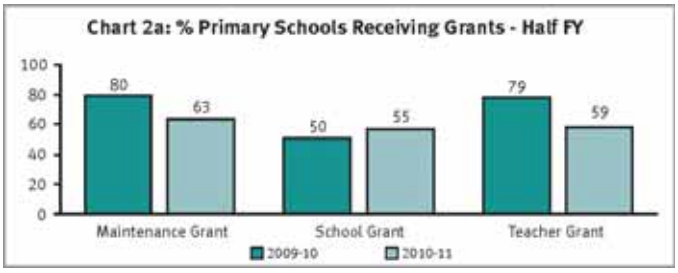


Note: # schools responding yes (2008-09): SMG - 16, SG - 9, TLM - 13
schools responding yes (2009-10): SMG - 19, SG - 14, TLM - 17

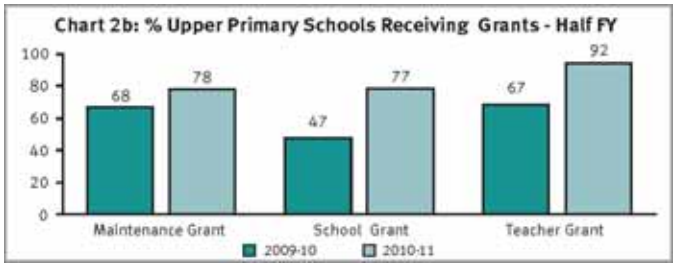


Note: # schools responding yes (2008-09): SMG - 37, SG - 26, TLM - 36
schools responding yes (2009-10): SMG - 20, SG - 18, TLM - 18

DOES MONEY REACH ON TIME?



Note: # schools responding yes (2009-10): SMG - 12, SG - 6, TLM - 11
schools responding yes (2010-11): SMG - 15, SG - 12, TLM - 13



Note: # schools responding yes (2009-10): SMG - 26, SG - 18, TLM - 26
schools responding yes (2010-11): SMG - 18, SG - 20, TLM - 22

DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

Table 2a: % Schools Reporting Receipt of Grants - Full FY

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
No Grant	11	5	7	4
Only One Grant	17	14	22	31
Only Two Grants	22	19	22	12
All Three Grants	50	62	50	54

Table 2b: % Schools Reporting Receipt of Grants - Half FY

	Primary		Upper Primary	
	2009-10	2010-11	2009-10	2010-11
No Grant	13	32	16	7
Only One Grant	31	9	22	25
Only Two Grants	19	5	19	14
All Three Grants	38	55	43	54

Sample Size

Schools 1-4/5 (Primary Schools): 2009-29, 2010-28
Schools 1-7/8 (Upper Primary Schools): 2009-56, 2010-41
Total: 2009-85, 2010-69

DO SCHOOLS SPEND THEIR MONEY?

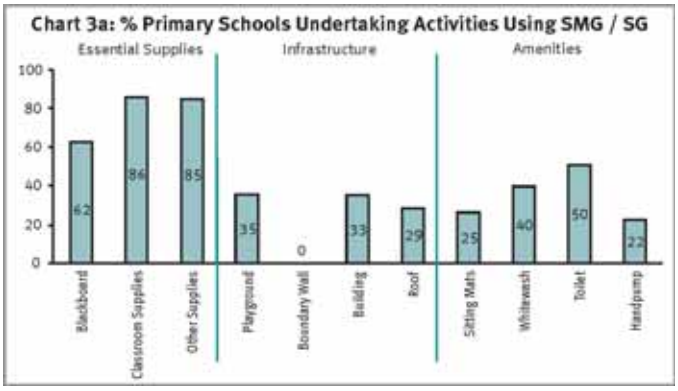
Table 3a: Primary Schools - Receiving and Spending Grants in Full FY

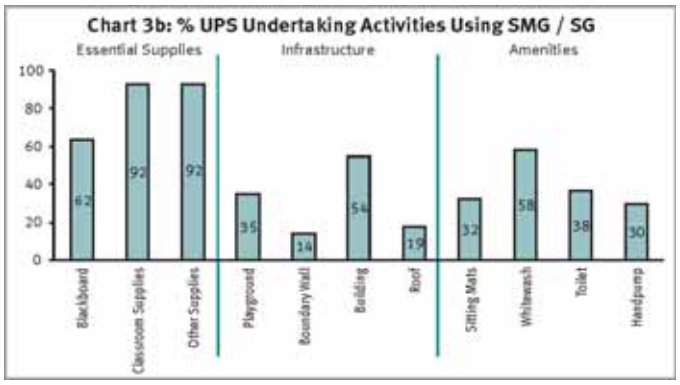
	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	11	14	92	78
School Grant	6	12	100	92
Teacher Grant	9	13	100	100

Table 3b: Upper Primary Schools-Receiving and Spending Grants in Full FY

	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	24	14	92	78
School Grant	19	15	95	100
Teacher Grant	24	14	96	88

WHAT DO SCHOOLS SPEND THEIR MONEY ON?



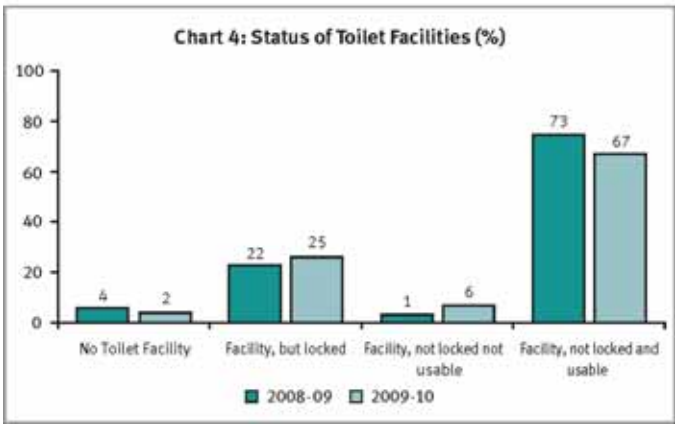


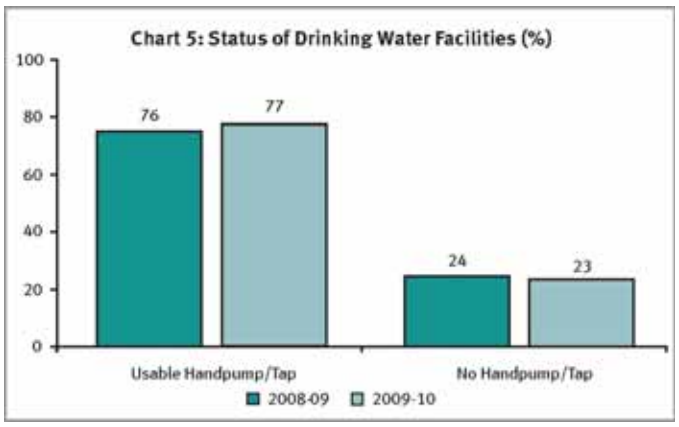
WHAT HAPPENS WITH MONIES SPENT?

What are the outputs and outcomes of financial investments in elementary education? In this section (below) we report on a) outputs - key facilities at the school level and enrolments in schools and b) outcomes - levels of learning in schools.

It is important to note that these numbers do not directly relate to school grants which are a small percentage of overall expenditures that are incurred in the state for elementary education. Rather, they are a reflection of overall state expenditures under SSA.

WHAT FACILITIES DO SCHOOLS HAVE?





HOW MANY CHILDREN ARE ENROLLED IN SCHOOLS?

Table 4: Enrolment in Govt. and Govt. Aided Schools

Age Group	2008-09	2009-10
Age: 6 -14 All	69	76
Age: 7-16 All	73	80
Age: 7-10 All	64	75
Age: 7-10 Boys	60	72
Age: 7-10 Girls	69	77
Age: 11-14 All	78	83
Age: 11-14 Boys	74	81
Age: 11-14 Girls	81	85
Age: 15-16 All	79	83
Age: 15-16 Boys	74	80
Age: 15-16 Girls	82	86

WHAT OUTCOMES DO SCHOOLS HAVE?

Table 5a: Attendance in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Enrolled Children Present (Average)	86	84	88	83
% Schools With Less Than 50% Enrolled Children Present	0	4	0	5
% Schools With 75% Or More Enrolled Children Present	86	86	95	88

Table 5b: Learning Levels in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Students Who Can Read Std. II Text**	55	49	87	92
% Students Who Can Do Division**	49	42	83	87

** For primary children in std. V & for upper primary children in std. VIII

RIGHT TO EDUCATION INDICATORS AND COST IMPLICATIONS

RTE NORMS FOR INDIA'S SCHOOLS

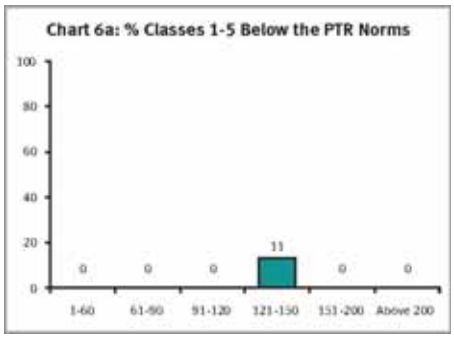
PTR Norms: Primary Schools
Enrolment 1-60 = 2 Teachers
Enrolment 61-90 = 3 Teachers
Enrolment 91-120 = 4 Teachers
Enrolment 121-200 = 5 Teachers
Enrolment above 150 = 5 + 1 Head Teacher
Above 200 = PTR (excl. Head Teacher) <= 40

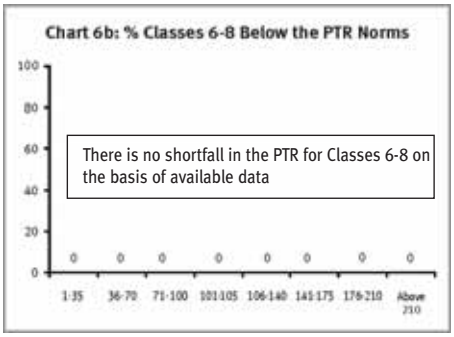
PTR Norms: Upper Primary Schools
1. At least 1 teacher for every 35 children
2. Full-time head teacher when enrolment > 100

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

Norms About Other School Facilities
1. Teacher learning equipment to be provided to each class as required
2. Library in each school providing newspapers, magazines and books on all subjects, including story books
3. Playmaterial, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUIRED NUMBER OF TEACHERS?





DO SCHOOLS HAVE THE REQUIRED INFRASTRUCTURE FACILITIES?

Table 6: % Schools With Infrastructure Facilities

Facility	Available	Not Available
Boundary Wall/Fencing	14	86
Drinking Water	80	20
HM Office / Store Room	93	7
Kitchen Shed	96	4
Library in Primary School	22	78
Library in UPS	59	41
Playground	80	20
Separate Toilet Facility Available	83	17

Table 7: Distribution of Schools as Per Facilities Available

# Facilities	% Available
0	0
1	0
2	3
3	7
4	28
5	36
6	20
7	6

How to Read This Table: This table has created an index of facilities available in a school as per core RTE-facility requirements. Accordingly, 6% schools in Sikkim have all 7 infrastructure facilities, 20% have 6 of the 7 infrastructure facilities. There are no schools with zero facilities as required by RTE.

WHAT ARE THE COST IMPLICATIONS FOR ACHIEVING RTE COMPLIANCE IN ALL SCHOOLS?

Table 8: Cost Implication for Shortfall in RTE

	Schools			Cost	
Facility	% Shortfall	# Total	# Shortfall	Per unit (in ₹)	Total (in ₹ lakhs)
Boundary Wall	86	657	562	50000	281
Drinking Water	20	657	133	15000	20
HM Office / Store Room	7	657	48	150000	72
Kitchen Shed	4	657	29	60000	17
Library in Primary School	78	519	404	3000	12
Library in UPS	41	138	57	13000	7
Separate Boys' / Common Toilet	1	657	10	20000	2
Separate Girls' Toilet	17	657	113	20000	23
Teachers for Classes 1-5			10	24700	120
Teachers for Classes 6-8			0	27200	0
Total					554

How to Read This Table: This table provides a rough estimate of what it will cost the state to ensure RTE compliance in all its schools. The total amount of money required for this state is ₹554 lakhs. The estimate is based on a calculation of total shortfall in schools multiplied by the total unit cost required to meet the specific shortfall. For instance, 86% of Sikkim's schools or 562 schools do not have a boundary wall. The unit cost (i.e. cost of building a boundary wall) is assumed to be ₹50,000. Thus the total money required to complete the boundary wall requirement for the state is: 562*50000 = 281 Lakhs.

Data on unit costs has been sourced from the Project Approval Board Minutes and the Approved Annual Work Plan (AWP) for the Financial Year, 2010-11.

Data on # schools has been sourced from the District Information System for Education (DISE) 2009-10.

DO SCHOOLS IN TAMILNADU GET THEIR MONEY?

TAMILNADU - RURAL

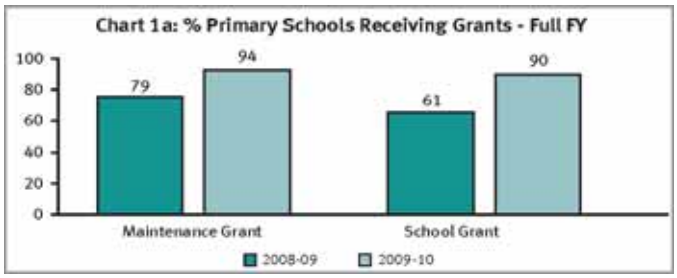
Table 1: SSA Allocation and Expenditure

	2008-09		2009-10	
	Allocation	Expenditure	Allocation	Expenditure
SSA (In Crore)	902.71	844.57	862.31	782.69
School Grants We Track (In Crore)	66.59	65.21	66.35	65.83
Per District Allocation (In Crore)	29.12	xxxxx	27.82	xxxxx
Per Child Expenditure (Rs)	xxxxx	1,831.68	xxxxx	1,697.48

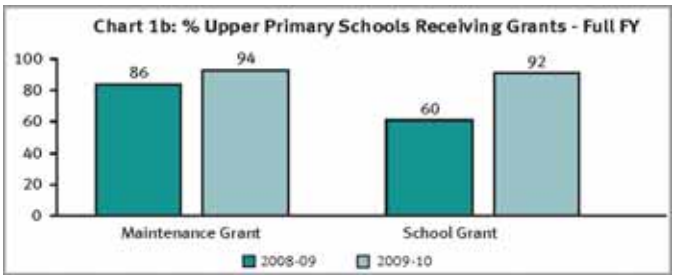
Annual School Grants under SSA

School Maintenance Grant (SMG)	₹5,000 for upto 3 classrooms and ₹10,000 for more than 3 classrooms
School Grant (SG)	₹5,000 for primary schools and ₹7,000 for upper primary schools (UPS)
Teacher Learning Material Grant (TLM)	The state does not give TLM seperately. TLM funds are used to provide activity based learning materials to schools.

DO SCHOOLS GET THEIR MONEY?

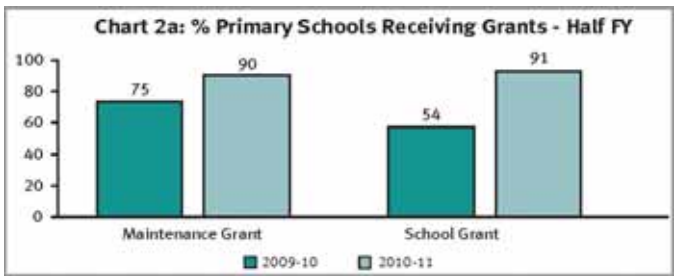


Note: # schools responding yes (2008-09): SMG - 271, SG - 189
schools responding yes (2009-10): SMG - 325, SG - 273

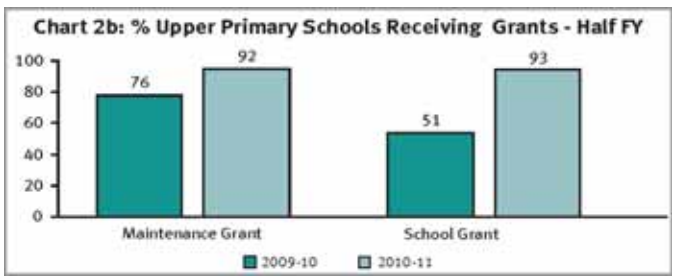


Note: # schools responding yes (2008-09): SMG - 171, SG - 108
schools responding yes (2009-10): SMG - 189, SG - 178

DOES MONEY REACH ON TIME?



Note: # schools responding yes (2009-10): SMG - 219, SG - 143
schools responding yes (2010-11): SMG - 313, SG - 271



Note: # schools responding yes (2009-10): SMG - 124, SG - 72
schools responding yes (2010-11): SMG - 189, SG - 179

DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

Table 2a: % Schools Reporting Receipt of Grants - Full FY

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
No Grant	12	1	10	1
Only One Grant	39	26	37	13
Only Two Grants	49	73	53	87
All Three Grants	NA			

Table 2b: % Schools Reporting Receipt of Grants - Half FY

	Primary		Upper Primary	
	2009-10	2010-11	2009-10	2010-11
No Grant	15	3	20	2
Only One Grant	42	24	40	14
Only Two Grants	43	73	40	84
All Three Grants	NA			

Sample Size

Schools 1-4/5 (Primary Schools): 2009-514, 2010-395
Schools 1-7/8 (Upper Primary Schools): 2009-261, 2010-267
Total: 2009-775, 2010-662

DO SCHOOLS SPEND THEIR MONEY?

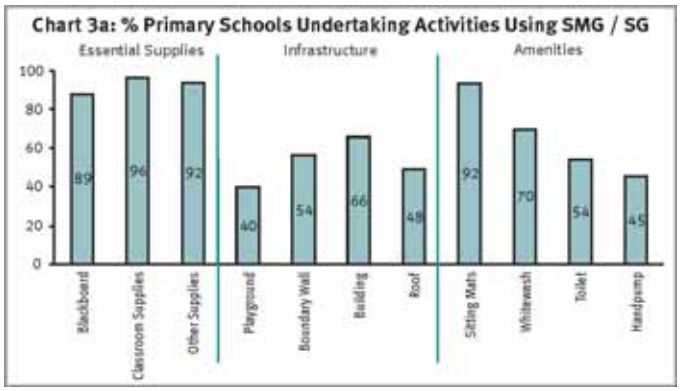
Table 3a: Primary Schools - Receiving and Spending Grants in Full FY

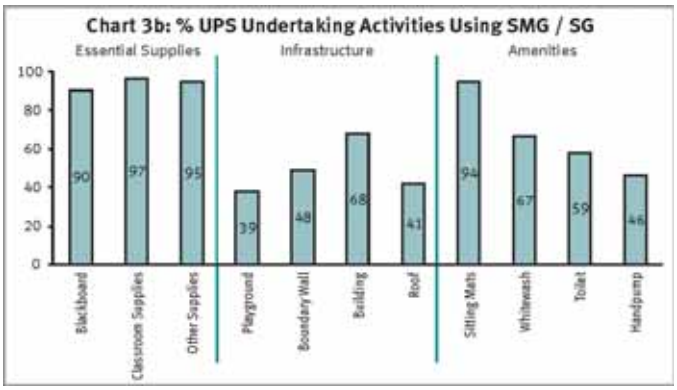
	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	231	272	97	95
School Grant	164	225	97	98
Teacher Grant	NA			

Table 3b: Upper Primary Schools-Receiving and Spending Grants in Full FY

	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	136	163	97	94
School Grant	89	150	98	94
Teacher Grant	NA			

WHAT DO SCHOOLS SPEND THEIR MONEY ON?



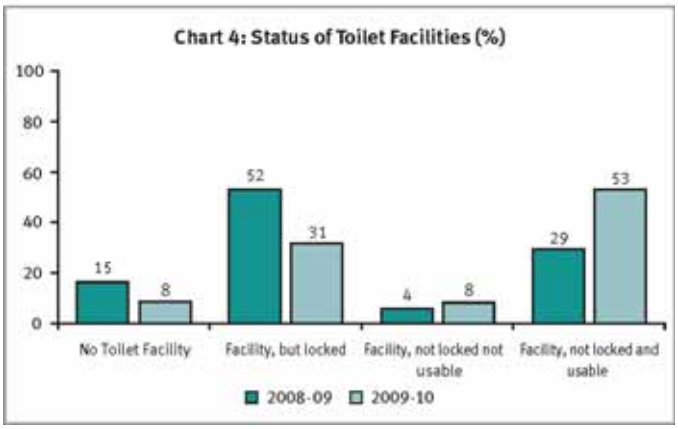


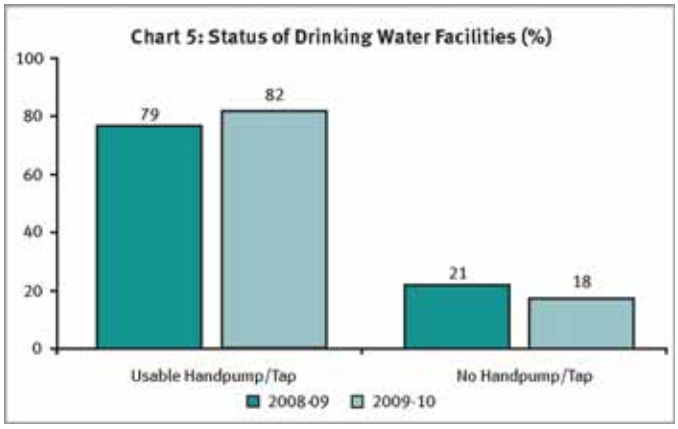
WHAT HAPPENS WITH MONIES SPENT?

What are the outputs and outcomes of financial investments in elementary education? In this section (below) we report on a) outputs - key facilities at the school level and enrolments in schools and b) outcomes - levels of learning in schools.

It is important to note that these numbers do not directly relate to school grants which are a small percentage of overall expenditures that are incurred in the state for elementary education. Rather, they are a reflection of overall state expenditures under SSA.

WHAT FACILITIES DO SCHOOLS HAVE?





HOW MANY CHILDREN ARE ENROLLED IN SCHOOLS?

Table 4: Enrolment in Govt. and Govt. Aided Schools

Age Group	2008-09	2009-10
Age: 6 -14 All	79	74
Age: 7-16 All	79	74
Age: 7-10 All	78	73
Age: 7-10 Boys	75	72
Age: 7-10 Girls	81	74
Age: 11-14 All	82	77
Age: 11-14 Boys	81	76
Age: 11-14 Girls	84	77
Age: 15-16 All	74	73
Age: 15-16 Boys	73	73
Age: 15-16 Girls	75	73

WHAT OUTCOMES DO SCHOOLS HAVE?

Table 5a: Attendance in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Enrolled Children Present (Average)	92	90	90	91
% Schools With Less Than 50% Enrolled Children Present	0	1	0	0
% Schools With 75% Or More Enrolled Children Present	95	94	93	98

Table 5b: Learning Levels in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Students Who Can Read Std. II Text**	35	31	69	70
% Students Who Can Do Division**	14	15	42	48

** For primary children in std. V & for upper primary children in std. VIII

RIGHT TO EDUCATION INDICATORS AND COST IMPLICATIONS

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 Head Teacher
- Above 200 = PTR (excl. Head Teacher) <= 40

PTR Norms: Upper Primary Schools

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

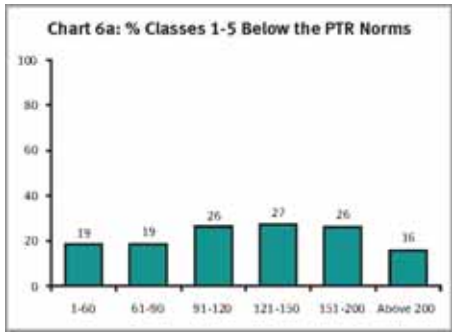
Infrastructure Related Norms

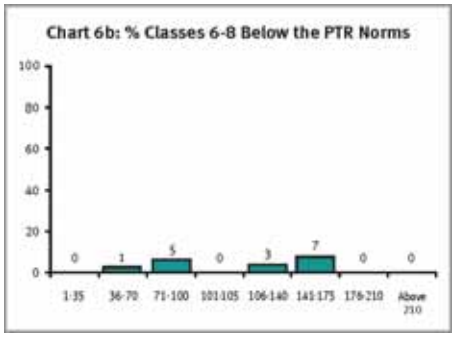
1. An office-cum-store-cum-Head Teacher's room
2. Barrier-free access
3. Separate toilet for boys & girls
4. Safe & adequate drinking water facility for all students
5. Kitchen where Mid-Day Meal is cooked in the school
6. Playground
7. Arrangement for securing school building by boundary wall or fencing

Norms About Other School Facilities

1. Teacher learning equipment to be provided to each class as required
2. Library in each school providing newspapers, magazines and books on all subjects, including story books
3. Playmaterial, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUIRED NUMBER OF TEACHERS?





DO SCHOOLS HAVE THE REQUIRED INFRASTRUCTURE FACILITIES?

Table 6: % Schools With Infrastructure Facilities

Facility	Available	Not Available
Boundary Wall/Fencing	61	39
Drinking Water	91	9
HM Office / Store Room	55	45
Kitchen Shed	97	3
Library in Primary School	79	21
Library in UPS	79	21
Playground	69	31
Separate Toilet Facility Available	76	24

Table 7: Distribution of Schools as Per Facilities Available

# Facilities	% Available
0	1
1	0
2	4
3	8
4	21
5	28
6	24
7	14

How to Read This Table: This table has created an index of facilities available in a school as per core RTE-facility requirements. Accordingly, 14% schools in Tamil Nadu have all 7 infrastructure facilities, 24% have 6 of the 7 infrastructure facilities. No schools have only 1 of the infrastructure facilities and there are 1% schools with no facilities as required by RTE.

WHAT ARE THE COST IMPLICATIONS FOR ACHIEVING RTE COMPLIANCE IN ALL SCHOOLS?

Table 8: Cost Implication for Shortfall in RTE

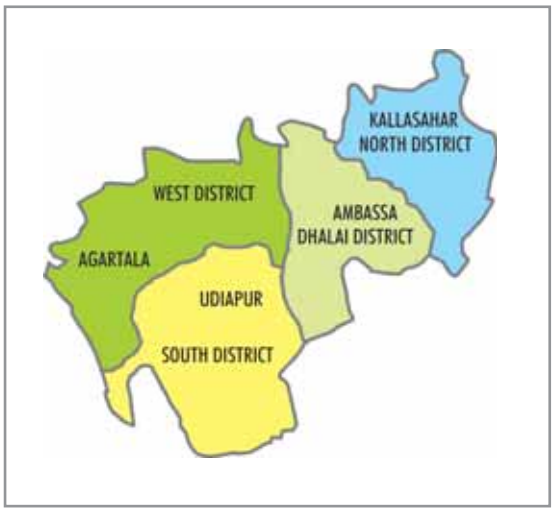
	Schools			Cost	
Facility	% Shortfall	# Total	# Shortfall	Per unit (in ₹)	Total (in ₹ lakhs)
Boundary Wall	39	27784	10872	60000	6523
Drinking Water	9	27784	2494	25000	623
HM Office / Store Room	45	27784	12511	310000	38785
Kitchen Shed	3	27784	911	120000	1094
Library in Primary School	21	20535	4300	3000	129
Library in UPS	21	7249	1517	13000	197
Separate Boys' / Common Toilet	9	27784	2489	70000	1743
Separate Girls' Toilet	21	27784	5788	70000	4052
Teachers for Classes 1-5			5980	11250	10371
Teachers for Classes 6-8			322	17500	869
Total					64386

How to Read This Table: This table provides a rough estimate of what it will cost the state to ensure RTE compliance in all its schools. The total amount of money required for this state is ₹64,386 lakhs. The estimate is based on a calculation of total shortfall in schools multiplied by the total unit cost required to meet the specific shortfall. For instance, 39% of Tamil Nadu's schools or 10,872 schools do not have a boundary wall. The unit cost (i.e. cost of building a boundary wall) is assumed to be ₹60,000. Thus the total money required to complete the boundary wall requirement for the state is: 10872*60000 = 6,523 Lakhs.

Data on unit costs has been sourced from the Project Approval Board Minutes and the Approved Annual Work Plan (AWP) for the Financial Year, 2010-11.

Data on # schools has been sourced from the District Information System for Education (DISE) 2009-10.

DO SCHOOLS IN TRIPURA GET THEIR MONEY?



TRIPURA - RURAL

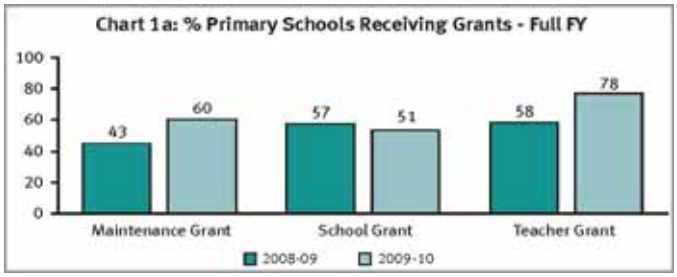
Table 1: SSA Allocation and Expenditure

	2008-09		2009-10	
	Allocation	Expenditure	Allocation	Expenditure
SSA (In Crore)	74.69	69.38	111.73	89.93
School Grants We Track (In Crore)	8.86	8.86	8.69	8.69
Per District Allocation (In Crore)	18.67	xxxxx	27.93	xxxxx
Per Child Expenditure (Rs)	xxxxx	1,112.52	xxxxx	1,441.98

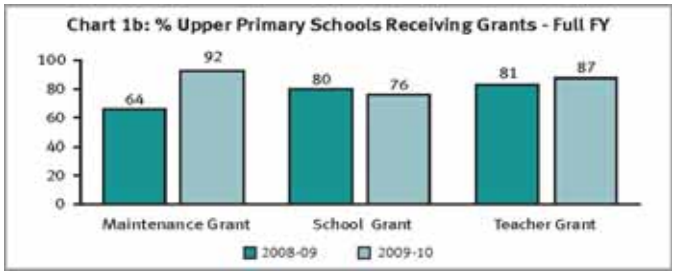
Annual School Grants under SSA

School Maintenance Grant (SMG)	₹5,000 for upto 3 classrooms and ₹10,000 for more than 3 classrooms
School Grant (SG)	₹5,000 for primary schools and ₹7,000 for upper primary schools (UPS)
Teacher Learning Material Grant (TLM)	₹500 per teacher

DO SCHOOLS GET THEIR MONEY?

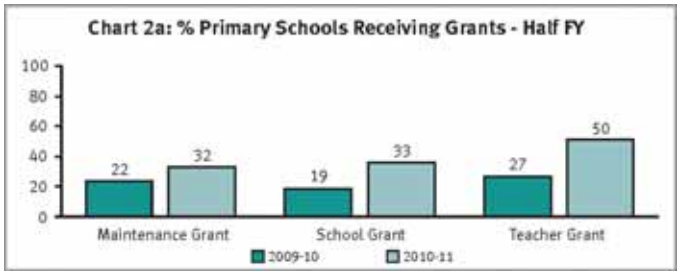


Note: # schools responding yes (2008-09): SMG - 19, SG - 27, TLM - 28
schools responding yes (2009-10): SMG - 21, SG - 18, TLM - 28

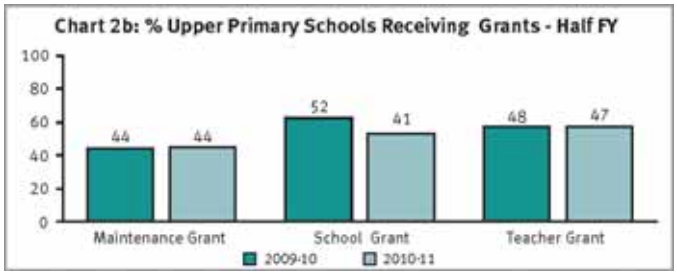


Note: # schools responding yes (2008-09): SMG - 25, SG - 28, TLM - 29
schools responding yes (2009-10): SMG - 34, SG - 25, TLM - 33

DOES MONEY REACH ON TIME?



Note: # schools responding yes (2009-10): SMG - 7, SG - 6, TLM - 9
schools responding yes (2010-11): SMG - 12, SG - 12, TLM - 19



Note: # schools responding yes (2009-10): SMG - 12, SG - 12, TLM - 10
schools responding yes (2010-11): SMG - 16, SG - 13, TLM - 17

DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

Table 2a: % Schools Reporting Receipt of Grants - Full FY

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
No Grant	24	20	3	3
Only One Grant	22	11	28	15
Only Two Grants	24	26	33	33
All Three Grants	30	43	38	50

Table 2b: % Schools Reporting Receipt of Grants - Half FY

	Primary		Upper Primary	
	2009-10	2010-11	2009-10	2010-11
No Grant	54	44	32	47
Only One Grant	18	12	32	8
Only Two Grants	25	18	18	14
All Three Grants	4	26	18	31

Sample Size

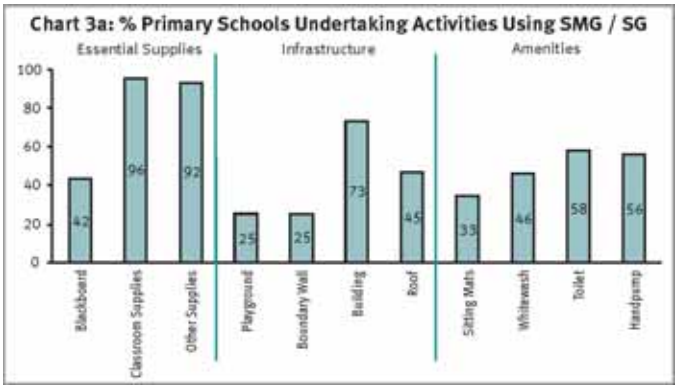
Schools 1-4/5 (Primary Schools): 2009-63, 2010-44
Schools 1-7/8 (Upper Primary Schools): 2009-51, 2010-54
Total: 2009-114, 2010-98

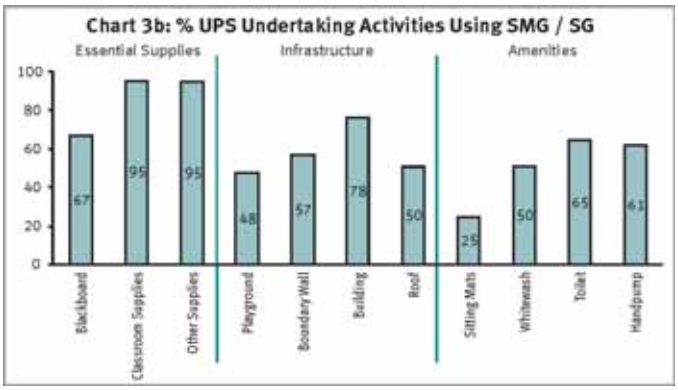
DO SCHOOLS SPEND THEIR MONEY?

Table 3a: Primary Schools - Receiving and Spending Grants in Full FY				
	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	11	17	79	81
School Grant	13	13	76	76
Teacher Grant	17	21	85	84

Table 3b: Upper Primary Schools-Receiving and Spending Grants in Full FY				
	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	14	22	82	79
School Grant	16	17	76	89
Teacher Grant	14	20	78	87

WHAT DO SCHOOLS SPEND THEIR MONEY ON?



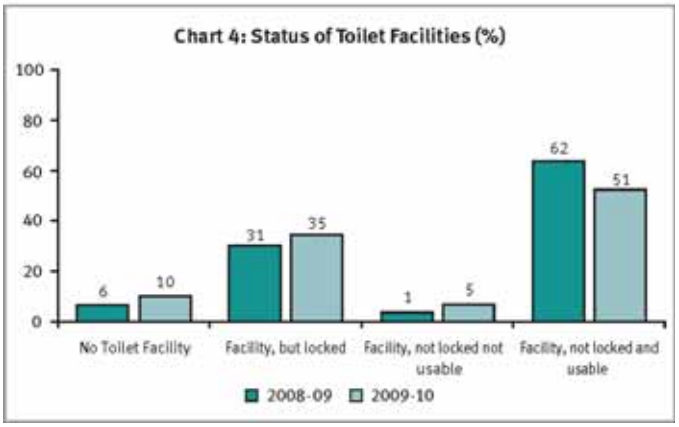


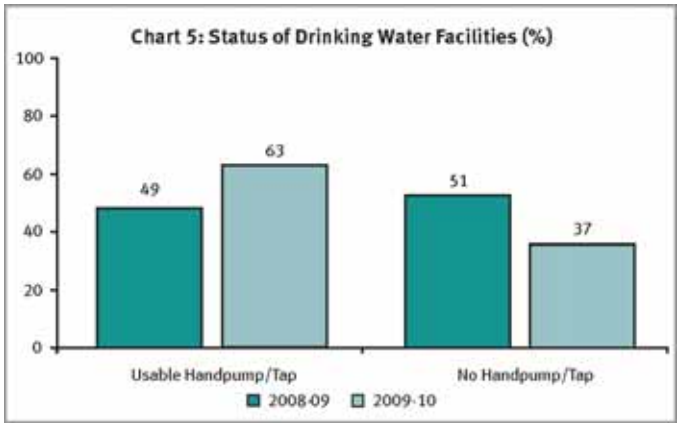
WHAT HAPPENS WITH MONIES SPENT?

What are the outputs and outcomes of financial investments in elementary education? In this section (below) we report on a) outputs - key facilities at the school level and enrolments in schools and b) outcomes - levels of learning in schools.

It is important to note that these numbers do not directly relate to school grants which are a small percentage of overall expenditures that are incurred in the state for elementary education. Rather, they are a reflection of overall state expenditures under SSA.

WHAT FACILITIES DO SCHOOLS HAVE?





HOW MANY CHILDREN ARE ENROLLED IN SCHOOLS?

Table 4: Enrolment in Govt. and Govt. Aided Schools		
Age Group	2008-09	2009-10
Age: 6 -14 All	94	95
Age: 7-16 All	93	94
Age: 7-10 All	93	96
Age: 7-10 Boys	94	96
Age: 7-10 Girls	93	95
Age: 11-14 All	94	96
Age: 11-14 Boys	95	96
Age: 11-14 Girls	94	96
Age: 15-16 All	90	88
Age: 15-16 Boys	90	86
Age: 15-16 Girls	91	90

WHAT OUTCOMES DO SCHOOLS HAVE?

Table 5a: Attendance in Govt. and Govt. Aided Schools				
	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Enrolled Children Present (Average)	75	68	74	62
% Schools With Less Than 50% Enrolled Children Present	7	17	8	26
% Schools With 75% Or More Enrolled Children Present	52	37	48	24

Table 5b: Learning Levels in Govt. and Govt. Aided Schools				
	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Students Who Can Read Std. II Text**	27	41	53	76
% Students Who Can Do Division**	24	36	60	66

** For primary children in std. V & for upper primary children in std. VIII

RIGHT TO EDUCATION INDICATORS AND COST IMPLICATIONS

RTE NORMS FOR INDIA'S SCHOOLS

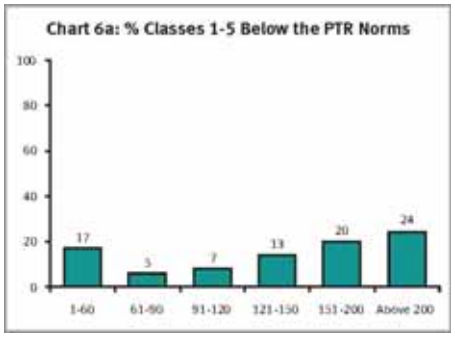
PTR Norms: Primary Schools
Enrolment 1-60 = 2 Teachers
Enrolment 61-90 = 3 Teachers
Enrolment 91-120 = 4 Teachers
Enrolment 121-200 = 5 Teachers
Enrolment above 150 = 5 + 1 Head Teacher
Above 200 = PTR (excl. Head Teacher) <= 40

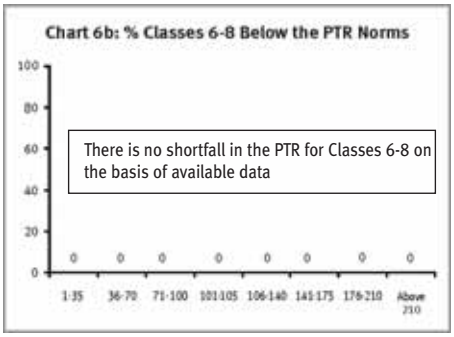
PTR Norms: Upper Primary Schools
1. At least 1 teacher for every 35 children
2. Full-time head teacher when enrolment > 100

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

Norms About Other School Facilities
1. Teacher learning equipment to be provided to each class as required
2. Library in each school providing newspapers, magazines and books on all subjects, including story books
3. Playmaterial, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUIRED NUMBER OF TEACHERS?





DO SCHOOLS HAVE THE REQUIRED INFRASTRUCTURE FACILITIES?

Table 6: % Schools With Infrastructure Facilities

Facility	Available	Not Available
Boundary Wall/Fencing	19	81
Drinking Water	65	35
HM Office / Store Room	89	11
Kitchen Shed	88	12
Library in Primary School	30	70
Library in UPS	40	60
Playground	90	10
Separate Toilet Facility Available	55	45

Table 7: Distribution of Schools as Per Facilities Available

# Facilities	% Available
0	1
1	3
2	11
3	21
4	28
5	24
6	10
7	1

How to Read This Table: This table has created an index of facilities available in a school as per core RTE-facility requirements. Accordingly, 1% schools in Tripura have all 7 infrastructure facilities, 10% have 6 of the 7 infrastructure facilities. 3% of schools only have 1 of the infrastructure facilities and there are 1% schools with no facilities as required by RTE.

WHAT ARE THE COST IMPLICATIONS FOR ACHIEVING RTE COMPLIANCE IN ALL SCHOOLS?

Table 8: Cost Implication for Shortfall in RTE

	Schools			Cost	
Facility	**% Shortfall**	**# Total**	**# Shortfall**	**Per unit (in ₹)**	**Total (in ₹ lakhs)**
Boundary Wall	81	3328	2697	754000	20338
Drinking Water	35	3328	1165	15000	175
HM Office / Store Room	11	3328	373	216000	807
Kitchen Shed	12	3328	385	60000	231
Library in Primary School	70	2255	1589	3000	48
Library in UPS	60	1073	640	13000	83
Separate Boys' / Common Toilet	1	3328	39	157000	61
Separate Girls' Toilet	48	3328	1614	60000	968
Teachers for Classes 1-5			429	6500	614
Teachers for Classes 6-8			0	8000	0
Total					**23324**

How to Read This Table: This table provides a rough estimate of what it will cost the state to ensure RTE compliance in all its schools. The total amount of money required for this state is ₹23,324 lakhs. The estimate is based on a calculation of total shortfall in schools multiplied by the total unit cost required to meet the specific shortfall. For instance, 81% of Tripura's schools or 2697 schools do not have a boundary wall. The unit cost (i.e. cost of building a boundary wall) is assumed to be ₹7,54,000. Thus the total money required to complete the boundary wall requirement for the state is: 2697*754000 = 20,388 Lakhs.

Data on unit costs has been sourced from the Project Approval Board Minutes and the Approved Annual Work Plan (AWP) for the Financial Year, 2010-11.

Data on # schools has been sourced from the District Information System for Education (DISE) 2009-10.

DO SCHOOLS IN UTTARAKHAND GET THEIR MONEY?

UTTARAKHAND - RURAL

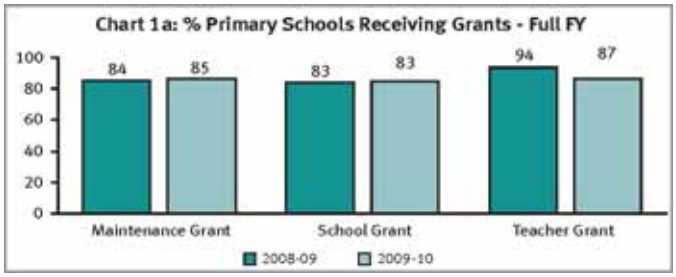
Table 1: SSA Allocation and Expenditure

	2008-09		2009-10	
	Allocation	Expenditure	Allocation	Expenditure
SSA (In Crore)	272.96	221.05	330.57	269.44
School Grants We Track (In Crore)	23.62	22.42	24.68	22.28
Per District Allocation (In Crore)	21.00	xxxxx	25.43	xxxxx
Per Child Expenditure (Rs)	xxxxx	2,077.10	xxxxx	2,531.77

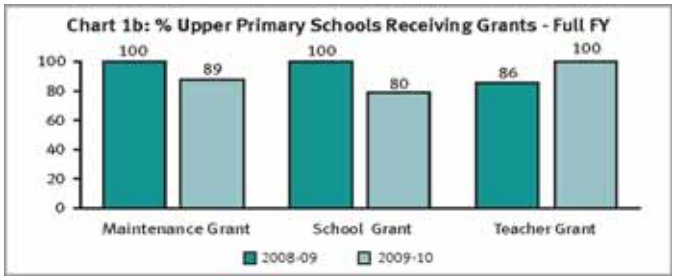
Annual School Grants under SSA

School Maintenance Grant (SMG)	₹5,000 for upto 3 classrooms and ₹10,000 for more than 3 classrooms
School Grant (SG)	₹5,000 for primary schools and ₹7,000 for upper primary schools (UPS)
Teacher Learning Material Grant (TLM)	₹500 per teacher

DO SCHOOLS GET THEIR MONEY?

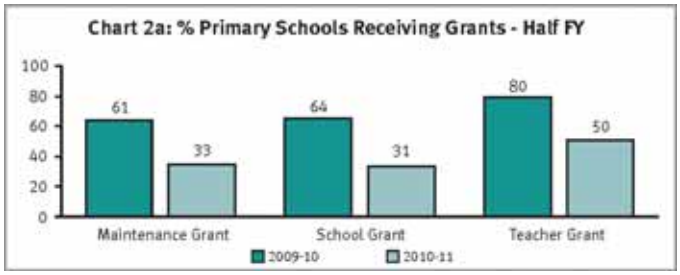


Note: # schools responding yes (2008-09): SMG - 255, SG - 248, TLM - 297
schools responding yes (2009-10): SMG - 260, SG - 232, TLM - 246

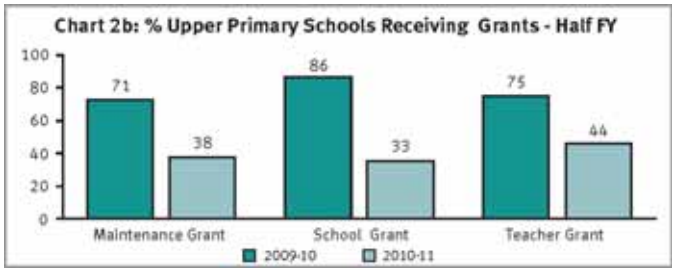


Note: # schools responding yes (2008-09): SMG - 6, SG - 6, TLM - 6
schools responding yes (2009-10): SMG - 8, SG - 8, TLM - 10

DOES MONEY REACH ON TIME?



Note: # schools responding yes (2009-10): SMG - 145, SG - 154, TLM - 202
schools responding yes (2010-11): SMG - 92, SG - 84, TLM - 135



Note: # schools responding yes (2009-10): SMG - 5, SG - 6, TLM - 6
schools responding yes (2010-11): SMG - 3, SG - 3, TLM - 4

DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

Table 2a: % Schools Reporting Receipt of Grants - Full FY

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
No Grant	1	5	0	0
Only One Grant	12	7	0	20
Only Two Grants	30	16	43	0
All Three Grants	57	72	57	80

Table 2b: % Schools Reporting Receipt of Grants - Half FY

	Primary		Upper Primary	
	2009-10	2010-11	2009-10	2010-11
No Grant	10	41	13	44
Only One Grant	25	25	13	22
Only Two Grants	31	8	25	11
All Three Grants	34	26	50	22

Sample Size

Schools 1-4/5 (Primary Schools): 2009-354, 2010-321
Schools 1-7/8 (Upper Primary Schools): 2009-10, 2010-16
Total: 2009-364, 2010-337

DO SCHOOLS SPEND THEIR MONEY?

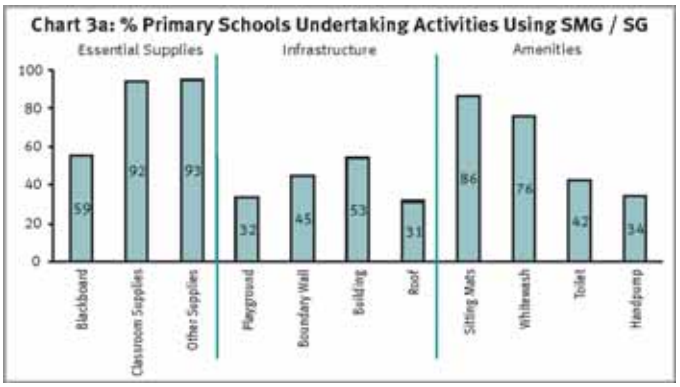
Table 3a: Primary Schools - Receiving and Spending Grants in Full FY

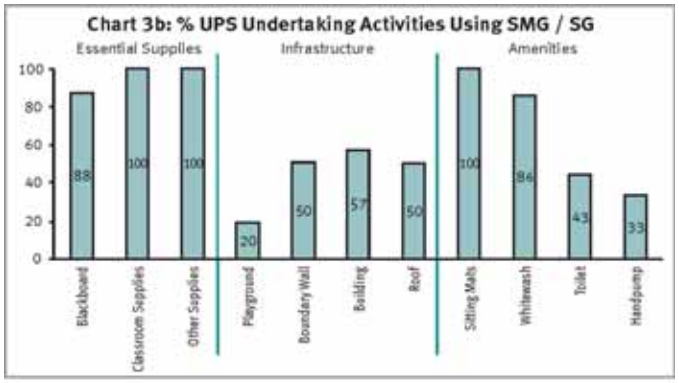
	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	185	232	91	95
School Grant	183	205	92	96
Teacher Grant	232	205	97	97

Table 3b: Upper Primary Schools-Receiving and Spending Grants in Full FY

	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	5	7	83	88
School Grant	5	6	100	86
Teacher Grant	3	6	75	75

WHAT DO SCHOOLS SPEND THEIR MONEY ON?



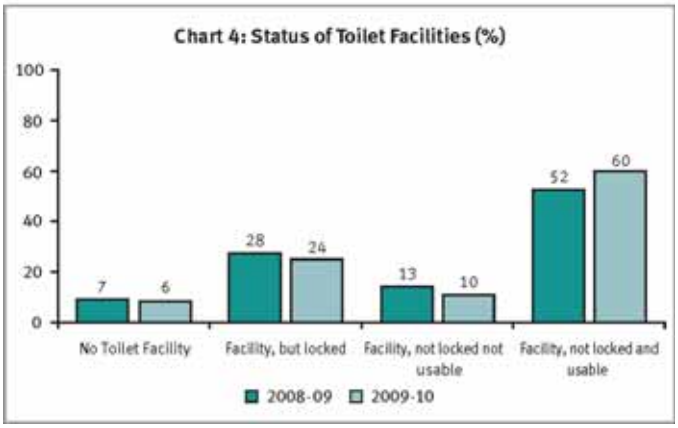


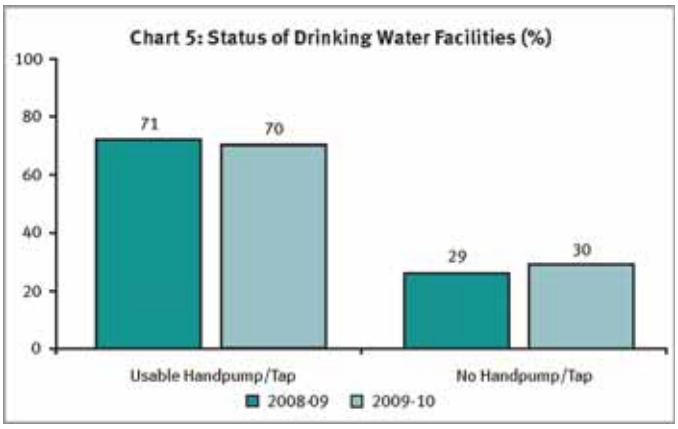
WHAT HAPPENS WITH MONIES SPENT?

What are the outputs and outcomes of financial investments in elementary education? In this section (below) we report on a) outputs - key facilities at the school level and enrolments in schools and b) outcomes - levels of learning in schools.

It is important to note that these numbers do not directly relate to school grants which are a small percentage of overall expenditures that are incurred in the state for elementary education. Rather, they are a reflection of overall state expenditures under SSA.

WHAT FACILITIES DO SCHOOLS HAVE?





HOW MANY CHILDREN ARE ENROLLED IN SCHOOLS?

Table 4: Enrolment in Govt. and Govt. Aided Schools

Age Group	2008-09	2009-10
Age: 6 -14 All	72	68
Age: 7-16 All	74	69
Age: 7-10 All	70	65
Age: 7-10 Boys	68	62
Age: 7-10 Girls	73	69
Age: 11-14 All	76	72
Age: 11-14 Boys	75	70
Age: 11-14 Girls	77	75
Age: 15-16 All	75	73
Age: 15-16 Boys	76	72
Age: 15-16 Girls	73	74

WHAT OUTCOMES DO SCHOOLS HAVE?

Table 5a: Attendance in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Enrolled Children Present (Average)	84	90	75	94
% Schools With Less Than 50% Enrolled Children Present	1	2	14	0
% Schools With 75% Or More Enrolled Children Present	79	89	57	100

Table 5b: Learning Levels in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Students Who Can Read Std. II Text**	68	66	91	91
% Students Who Can Do Division**	46	52	77	84

** For primary children in std. V & for upper primary children in std. VIII

RIGHT TO EDUCATION INDICATORS AND COST IMPLICATIONS

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 Head Teacher
- Above 200 = PTR (excl. Head Teacher) <= 40

PTR Norms: Upper Primary Schools

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

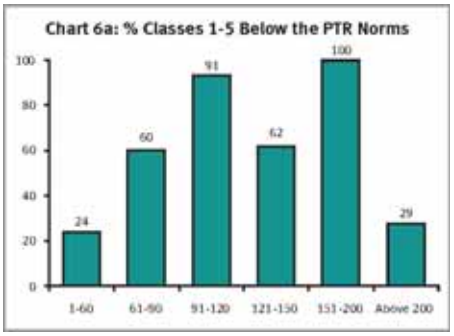
Infrastructure Related Norms

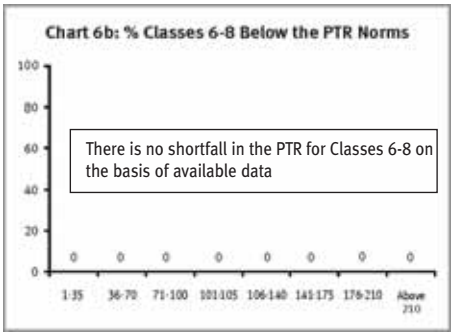
1. An office-cum-store-cum-Head Teacher's room
2. Barrier-free access
3. Separate toilet for boys & girls
4. Safe & adequate drinking water facility for all students
5. Kitchen where Mid-Day Meal is cooked in the school
6. Playground
7. Arrangement for securing school building by boundary wall or fencing

Norms About Other School Facilities

1. Teacher learning equipment to be provided to each class as required
2. Library in each school providing newspapers, magazines and books on all subjects, including story books
3. Playmaterial, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUIRED NUMBER OF TEACHERS?





DO SCHOOLS HAVE THE REQUIRED INFRASTRUCTURE FACILITIES?

Table 6: % Schools With Infrastructure Facilities

Facility	Available	Not Available
Boundary Wall/Fencing	67	33
Drinking Water	84	16
HM Office / Store Room	88	12
Kitchen Shed	96	4
Library in Primary School	47	53
Library in UPS	56	44
Playground	67	33
Separate Toilet Facility Available	53	47

Table 7: Distribution of Schools as Per Facilities Available

# Facilities	% Available
0	1
1	1
2	4
3	9
4	20
5	32
6	24
7	9

How to Read This Table: This table has created an index of facilities available in a school as per core RTE-facility requirements. Accordingly, 9% schools in Uttarakhand have all 7 infrastructure facilities, 24% have 6 of the 7 infrastructure facilities. 1% of schools only have 1 of the infrastructure facilities and there are 1% schools with no facilities as required by RTE.

WHAT ARE THE COST IMPLICATIONS FOR ACHIEVING RTE COMPLIANCE IN ALL SCHOOLS?

Table 8: Cost Implication for Shortfall in RTE

	Schools			Cost	
Facility	% Shortfall	# Total	# Shortfall	Per unit (in ₹)	Total (in ₹ lakhs)
Boundary Wall	33	12267	4051	60000	2430
Drinking Water	16	12267	1969	15000	295
HM Office / Store Room	12	12267	1482	265000	3927
Kitchen Shed	4	12267	450	60000	270
Library in Primary School	53	12257	6468	3000	194
Library in UPS	44	10	4	13000	1
Separate Boys' / Common Toilet	4	12267	531	20000	106
Separate Girls' Toilet	48	12267	5848	20000	1170
Teachers for Classes 1-5			4318	6000	4213
Teachers for Classes 6-8			0	29000	0
Total					**12606**

How to Read This Table: This table provides a rough estimate of what it will cost the state to ensure RTE compliance in all its schools. The total amount of money required for this state is ₹12,606 lakhs. The estimate is based on a calculation of total shortfall in schools multiplied by the total unit cost required to meet the specific shortfall. For instance, 33% of Uttaranchal's schools or 4051 schools do not have a boundary wall. The unit cost (i.e. cost of building a boundary wall) is assumed to be ₹60,000. Thus the total money required to complete the boundary wall requirement for the state is: 4051*60000 = 2,430 Lakhs.

Data on unit costs has been sourced from the Project Approval Board Minutes and the Approved Annual Work Plan (AWP) for the Financial Year, 2010-11.

Data on # schools has been sourced from the District Information System for Education (DISE) 2009-10.

DO SCHOOLS IN UTTAR PRADESH GET THEIR MONEY?

UTTAR PRADESH - RURAL

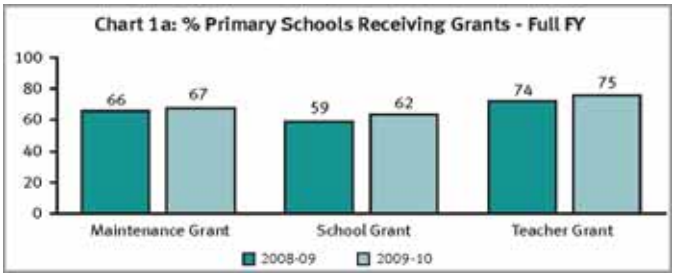
Table 1: SSA Allocation and Expenditure

	2008-09		2009-10	
	Allocation	Expenditure	Allocation	Expenditure
SSA (In Crore)	3,749.32	3,314.78	4,526.48	3,350.49
School Grants We Track (In Crore)	205.74	185.73	216.83	197.58
Per District Allocation (In Crore)	52.81	xxxxx	63.75	xxxxx
Per Child Expenditure (Rs)	xxxxx	1,542.64	xxxxx	1,559.26

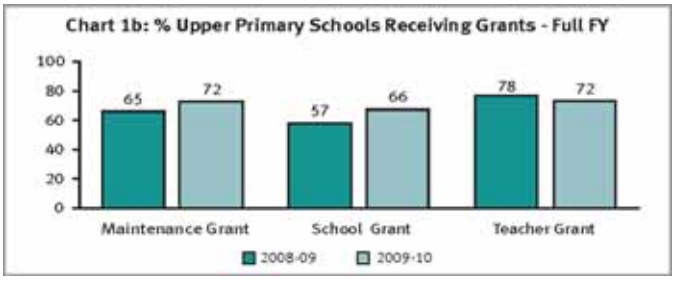
Annual School Grants under SSA

School Maintenance Grant (SMG)	₹5,000 for upto 3 classrooms and ₹10,000 for more than 3 classrooms
School Grant (SG)	₹5,000 for primary schools and ₹7,000 for upper primary schools (UPS)
Teacher Learning Material Grant (TLM)	₹500 per teacher

DO SCHOOLS GET THEIR MONEY?

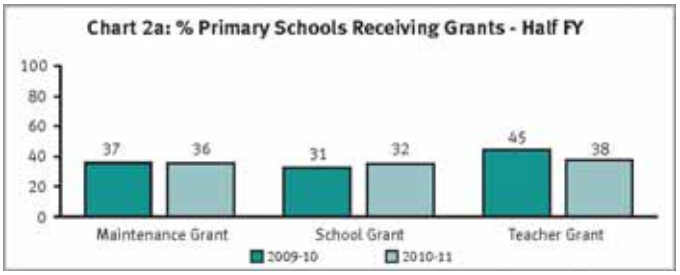


Note: # schools responding yes (2008-09): SMG - 1136, SG - 994, TLM - 1271
schools responding yes (2009-10): SMG - 1069, SG - 962, TLM - 1139

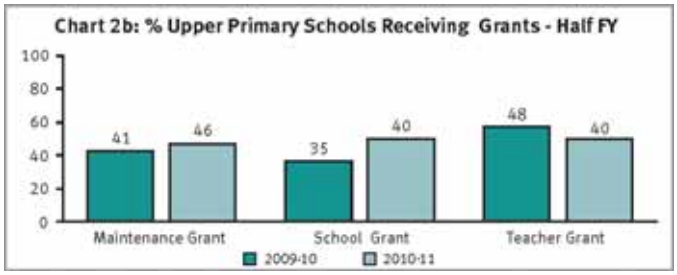


Note: # schools responding yes (2008-09): SMG - 55, SG - 47, TLM - 67
schools responding yes (2009-10): SMG - 154, SG - 137, TLM - 154

DOES MONEY REACH ON TIME?



Note: # schools responding yes (2009-10): SMG - 561, SG - 471, TLM - 676
schools responding yes (2010-11): SMG - 559, SG - 490, TLM - 569



Note: # schools responding yes (2009-10): SMG - 27, SG - 24, TLM - 32
schools responding yes (2010-11): SMG - 91, SG - 79, TLM - 81

DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

Table 2a: % Schools Reporting Receipt of Grants - Full FY

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
No Grant	5	5	3	6
Only One Grant	17	15	18	11
Only Two Grants	25	16	40	19
All Three Grants	52	65	40	63

Table 2b: % Schools Reporting Receipt of Grants - Half FY

	Primary		Upper Primary	
	2009-10	2010-11	2009-10	2010-11
No Grant	34	38	32	32
Only One Grant	25	19	25	21
Only Two Grants	19	13	26	15
All Three Grants	23	31	17	32

Sample Size

Schools 1-4/5 (Primary Schools): 2009-1914, 2010-1633
Schools 1-7/8 (Upper Primary Schools): 2009-96, 2010-263
Total: 2009-2010, 2010-1896

DO SCHOOLS SPEND THEIR MONEY?

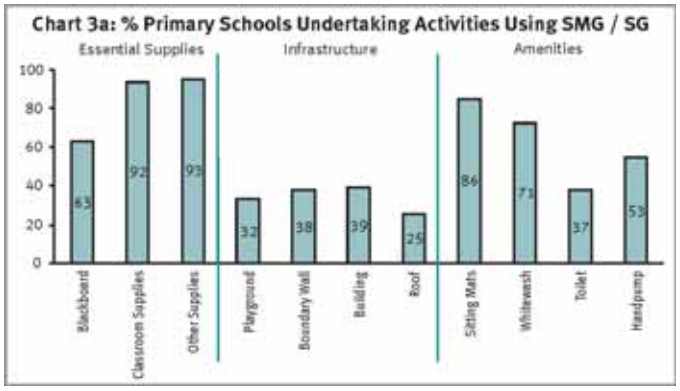
Table 3a: Primary Schools - Receiving and Spending Grants in Full FY

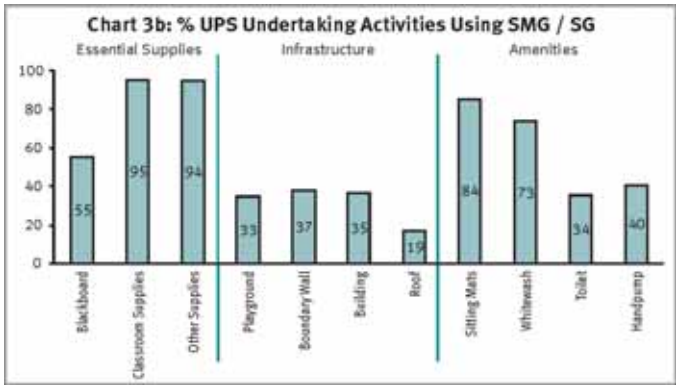
	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	940	919	91	89
School Grant	808	819	92	89
Teacher Grant	1,015	998	91	93

Table 3b: Upper Primary Schools-Receiving and Spending Grants in Full FY

	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	40	132	83	90
School Grant	30	117	79	89
Teacher Grant	42	139	76	97

WHAT DO SCHOOLS SPEND THEIR MONEY ON?



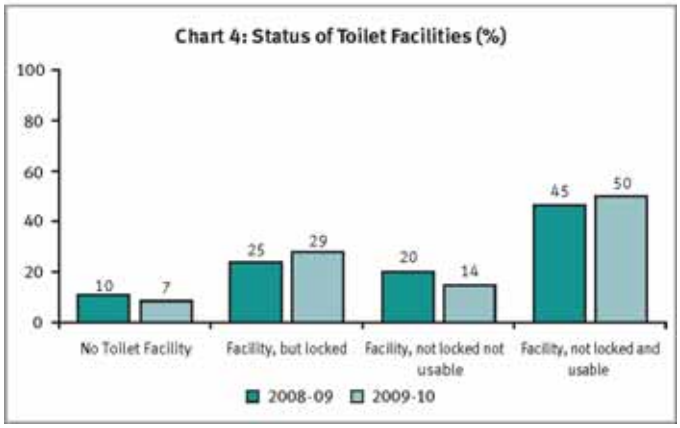


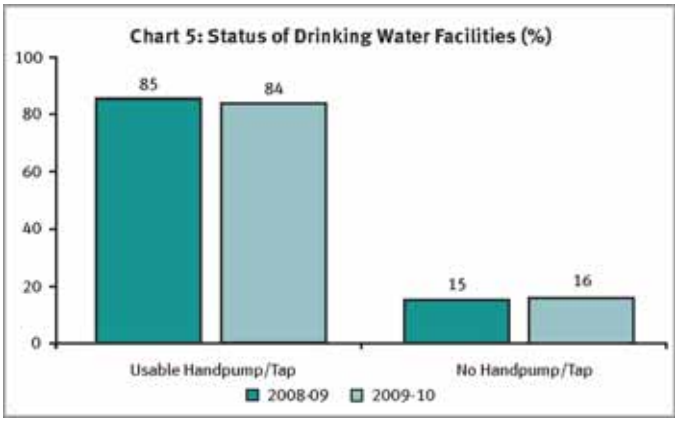
WHAT HAPPENS WITH MONIES SPENT?

What are the outputs and outcomes of financial investments in elementary education? In this section (below) we report on a) outputs - key facilities at the school level and enrolments in schools and b) outcomes - levels of learning in schools.

It is important to note that these numbers do not directly relate to school grants which are a small percentage of overall expenditures that are incurred in the state for elementary education. Rather, they are a reflection of overall state expenditures under SSA.

WHAT FACILITIES DO SCHOOLS HAVE?





HOW MANY CHILDREN ARE ENROLLED IN SCHOOLS?

Table 4: Enrolment in Govt. and Govt. Aided Schools

Age Group	2008-09	2009-10
Age: 6 -14 All	57	54
Age: 7-16 All	54	50
Age: 7-10 All	62	58
Age: 7-10 Boys	58	55
Age: 7-10 Girls	65	61
Age: 11-14 All	51	47
Age: 11-14 Boys	49	45
Age: 11-14 Girls	53	50
Age: 15-16 All	38	34
Age: 15-16 Boys	38	35
Age: 15-16 Girls	38	33

WHAT OUTCOMES DO SCHOOLS HAVE?

Table 5a: Attendance in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Enrolled Children Present (Average)	60	58	62	58
% Schools With Less Than 50% Enrolled Children Present	27	31	20	27
% Schools With 75% Or More Enrolled Children Present	20	17	20	12

Table 5b: Learning Levels in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Students Who Can Read Std. II Text**	38	44	75	78
% Students Who Can Do Division**	21	25	53	56

** For primary children in std. V & for upper primary children in std. VIII

RIGHT TO EDUCATION INDICATORS AND COST IMPLICATIONS

RTE NORMS FOR INDIA'S SCHOOLS

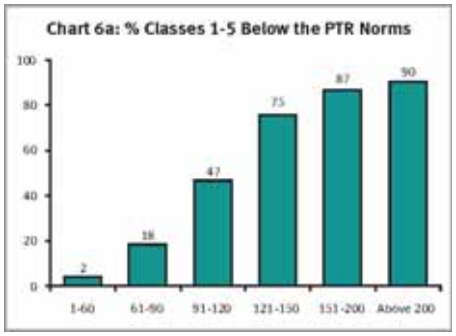
PTR Norms: Primary Schools
Enrolment 1-60 = 2 Teachers
Enrolment 61-90 = 3 Teachers
Enrolment 91-120 = 4 Teachers
Enrolment 121-200 = 5 Teachers
Enrolment above 150 = 5 + 1 Head Teacher
Above 200 = PTR (excl. Head Teacher) <= 40

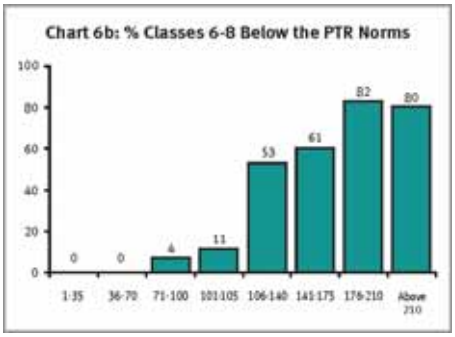
PTR Norms: Upper Primary Schools
1. At least 1 teacher for every 35 children
2. Full-time head teacher when enrolment > 100

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

Norms About Other School Facilities
1. Teacher learning equipment to be provided to each class as required
2. Library in each school providing newspapers, magazines and books on all subjects, including story books
3. Playmaterial, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUIRED NUMBER OF TEACHERS?





DO SCHOOLS HAVE THE REQUIRED INFRASTRUCTURE FACILITIES?

Table 6: % Schools With Infrastructure Facilities

Facility	Available	Not Available
Boundary Wall/Fencing	44	56
Drinking Water	86	14
HM Office / Store Room	89	11
Kitchen Shed	89	11
Library in Primary School	48	52
Library in UPS	54	46
Playground	61	39
Separate Toilet Facility Available	75	25

Table 7: Distribution of Schools as Per Facilities Available

# Facilities	% Available
0	0
1	1
2	3
3	11
4	23
5	29
6	24
7	9

How to Read This Table: This table has created an index of facilities available in a school as per core RTE-facility requirements. Accordingly, 9% schools in Uttar Pradesh have all 7 infrastructure facilities, 24% have 6 of the 7 infrastructure facilities. 1% of schools only have 1 of the infrastructure facilities and there are no schools with zero facilities as required by RTE.

WHAT ARE THE COST IMPLICATIONS FOR ACHIEVING RTE COMPLIANCE IN ALL SCHOOLS?

Table 8: Cost Implication for Shortfall in RTE

	Schools			Cost	
Facility	**% Shortfall**	**# Total**	**# Shortfall**	**Per unit (in ₹)**	**Total (in ₹ lakhs)**
Boundary Wall	56	100277	55744	60000	33446
Drinking Water	14	100277	13645	37250	5083
HM Office / Store Room	11	100277	11452	265000	30347
Kitchen Shed	11	100277	10690	60000	6414
Library in Primary School	52	99729	52078	3000	1562
Library in UPS	46	548	252	13000	33
Separate Boys' / Common Toilet	6	100277	6287	24000	1509
Separate Girls' Toilet	25	100277	24986	39600	9894
Teachers for Classes 1-5			67012	3500	64049
Teachers for Classes 6-8			4005	4000	4434
Total					**156771**

How to Read This Table: This table provides a rough estimate of what it will cost the state to ensure RTE compliance in all its schools. The total amount of money required for this state is ₹1,56,771 lakhs. The estimate is based on a calculation of total shortfall in schools multiplied by the total unit cost required to meet the specific shortfall. For instance, 56% of Uttar Pradesh's schools or 55,744 schools do not have a boundary wall. The unit cost (i.e. cost of building a boundary wall) is assumed to be ₹60,000. Thus the total money required to complete the boundary wall requirement for the state is: 55744*60000 = 33,446 Lakhs.

Data on unit costs has been sourced from the Project Approval Board Minutes and the Approved Annual Work Plan (AWP) for the Financial Year, 2010-11.

Data on # schools has been sourced from the District Information System for Education (DISE) 2009-10.

DO SCHOOLS IN WEST BENGAL GET THEIR MONEY?

WEST BENGAL - RURAL

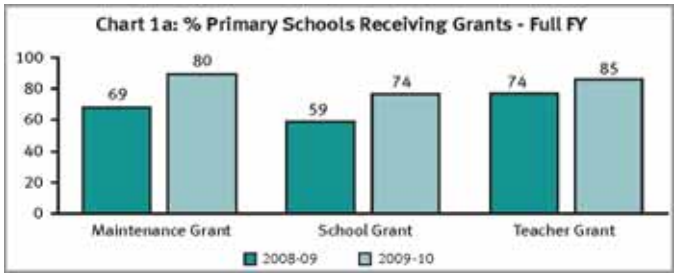
Table 1: SSA Allocation and Expenditure

	2008-09		2009-10	
	Allocation	Expenditure	Allocation	Expenditure
SSA (In Crore)	1,737.79	1,243.84	2,152.84	1,624.97
School Grants We Track (In Crore)	88.81	84.37	76.18	89.08
Per District Allocation (In Crore)	91.46	xxxxx	113.31	xxxxx
Per Child Expenditure (Rs)	xxxxx	1,098.32	xxxxx	1,434.86

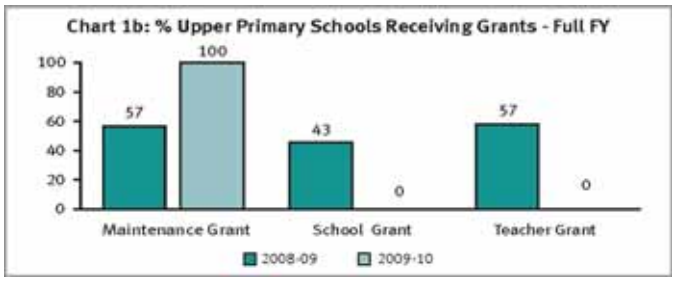
Annual School Grants under SSA

School Maintenance Grant (SMG)	₹5,000 for upto 3 classrooms and ₹ 10,000 for more than 3 classrooms
School Grant (SG)	₹5,000 for primary schools and ₹7,000 for upper primary schools (UPS)
Teacher Learning Material Grant (TLM)	₹500 per teacher

DO SCHOOLS GET THEIR MONEY?

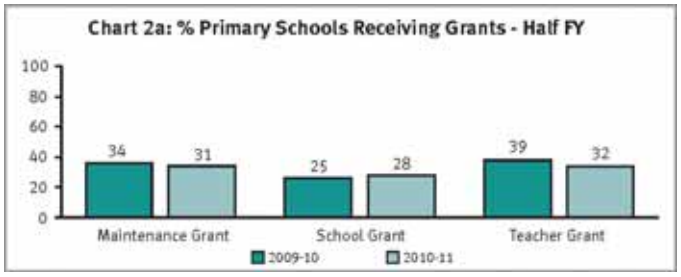


Note: # schools responding yes (2008-09): SMG - 268, SG - 217, TLM - 282
schools responding yes (2009-10): SMG - 302, SG - 267, TLM - 319

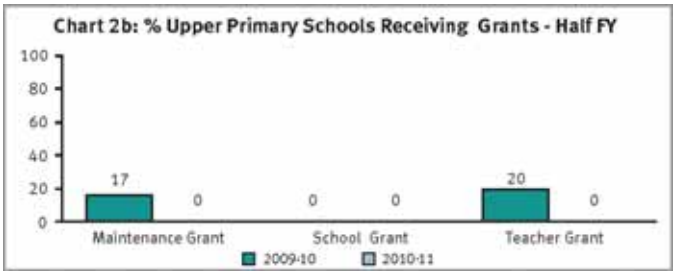


Note: # schools responding yes (2008-09): SMG - 4, SG - 3, TLM - 4
schools responding yes (2009-10): SMG - 1, SG - 0, TLM - 0

DOES MONEY REACH ON TIME?



Note: # schools responding yes (2009-10): SMG - 108, SG - 81, TLM - 122
schools responding yes (2010-11): SMG - 108, SG - 90, TLM - 104



Note: # schools responding yes (2009-10): SMG - 1, SG - 0, TLM - 1
schools responding yes (2010-11): SMG - 0, SG - 0, TLM - 0

DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

Table 2a: % Schools Reporting Receipt of Grants - Full FY

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
No Grant	14	6	0	0
Only One Grant	15	9	57	100
Only Two Grants	26	16	29	0
All Three Grants	44	69	14	0

Table 2b: % Schools Reporting Receipt of Grants - Half FY

	Primary		Upper Primary	
	2009-10	2010-11	2009-10	2010-11
No Grant	52	60	83	100
Only One Grant	16	10	0	0
Only Two Grants	15	5	17	0
All Three Grants	17	25	0	0

Sample Size

Schools 1-4/5 (Primary Schools): 2009-472, 2010-406
Schools 1-7/8 (Upper Primary Schools): 2009-9, 2010-2
Total: 2009-481, 2010-408

DO SCHOOLS SPEND THEIR MONEY?

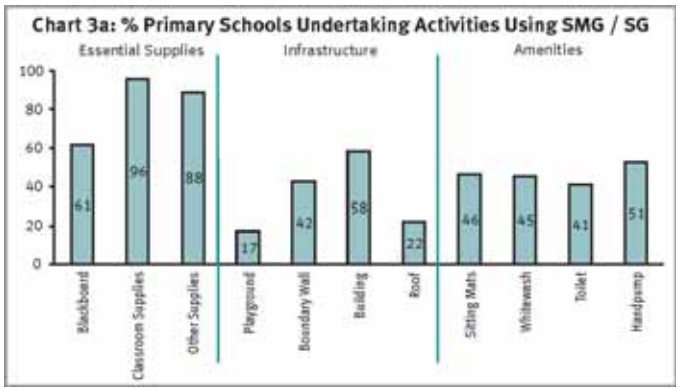
Table 3a: Primary Schools - Receiving and Spending Grants in Full FY

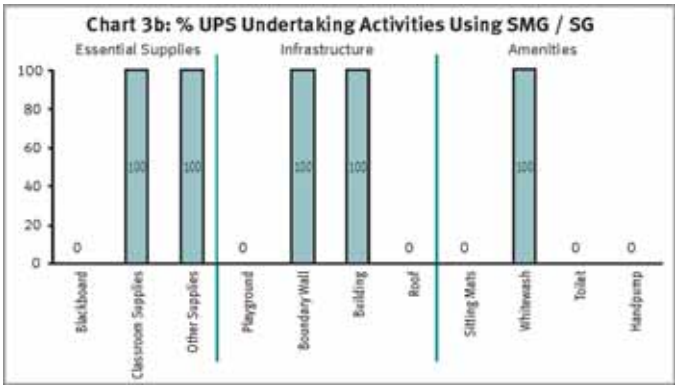
	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	168	205	79	72
School Grant	140	175	79	73
Teacher Grant	178	231	82	81

Table 3b: Upper Primary Schools-Receiving and Spending Grants in Full FY

	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	3	1	100	100
School Grant	1	0	50	0
Teacher Grant	2	0	50	0

WHAT DO SCHOOLS SPEND THEIR MONEY ON?



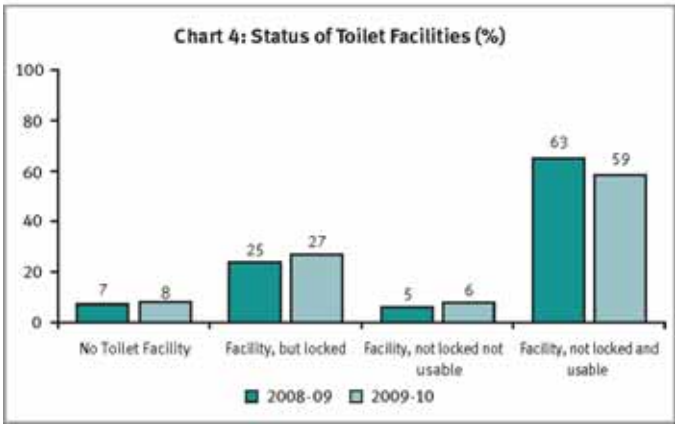


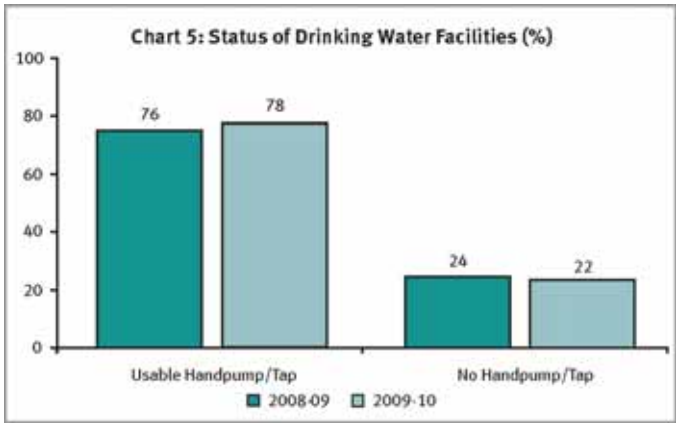
WHAT HAPPENS WITH MONIES SPENT?

What are the outputs and outcomes of financial investments in elementary education? In this section (below) we report on a) outputs - key facilities at the school level and enrolments in schools and b) outcomes - levels of learning in schools.

It is important to note that these numbers do not directly relate to school grants which are a small percentage of overall expenditures that are incurred in the state for elementary education. Rather, they are a reflection of overall state expenditures under SSA.

WHAT FACILITIES DO SCHOOLS HAVE?





HOW MANY CHILDREN ARE ENROLLED IN SCHOOLS?

Table 4: Enrolment in Govt. and Govt. Aided Schools

Age Group	2008-09	2009-10
Age: 6 -14 All	73	71
Age: 7-16 All	70	69
Age: 7-10 All	76	73
Age: 7-10 Boys	74	72
Age: 7-10 Girls	77	75
Age: 11-14 All	70	69
Age: 11-14 Boys	69	67
Age: 11-14 Girls	71	70
Age: 15-16 All	57	56
Age: 15-16 Boys	57	56
Age: 15-16 Girls	57	56

WHAT OUTCOMES DO SCHOOLS HAVE?

Table 5a: Attendance in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Enrolled Children Present (Average)	74	74	77	74
% Schools With Less Than 50% Enrolled Children Present	11	13	9	13
% Schools With 75% Or More Enrolled Children Present	55	55	62	56

Table 5b: Learning Levels in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Students Who Can Read Std. II Text**	53	53	75	83
% Students Who Can Do Division**	38	36	69	67

** For primary children in std. V & for upper primary children in std. VIII

RIGHT TO EDUCATION INDICATORS AND COST IMPLICATIONS

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 Head Teacher
- Above 200 = PTR (excl. Head Teacher) <= 40

PTR Norms: Upper Primary Schools

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

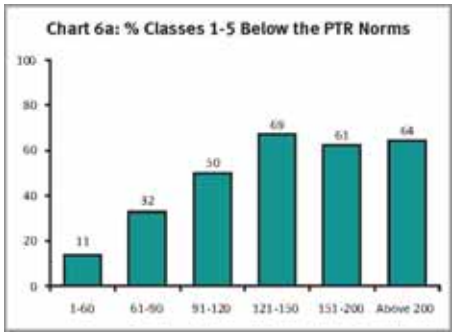
Infrastructure Related Norms

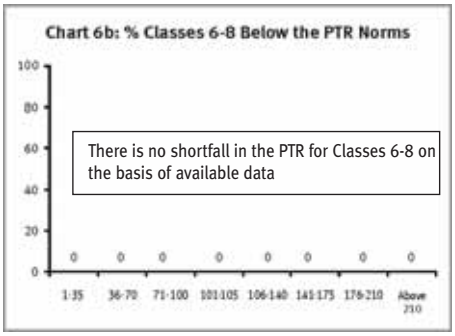
1. An office-cum-store-cum-Head Teacher's room
2. Barrier-free access
3. Separate toilet for boys & girls
4. Safe & adequate drinking water facility for all students
5. Kitchen where Mid-Day Meal is cooked in the school
6. Playground
7. Arrangement for securing school building by boundary wall or fencing

Norms About Other School Facilities

1. Teacher learning equipment to be provided to each class as required
2. Library in each school providing newspapers, magazines and books on all subjects, including story books
3. Playmaterial, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUIRED NUMBER OF TEACHERS?





DO SCHOOLS HAVE THE REQUIRED INFRASTRUCTURE FACILITIES?

Table 6: % Schools With Infrastructure Facilities

Facility	Available	Not Available
Boundary Wall/Fencing	34	66
Drinking Water	83	17
HM Office / Store Room	79	21
Kitchen Shed	86	14
Library in Primary School	49	51
Library in UPS	100	0
Playground	42	58
Separate Toilet Facility Available	56	44

Table 7: Distribution of Schools as Per Facilities Available

# Facilities	% Available
0	1
1	3
2	9
3	22
4	30
5	20
6	12
7	3

How to Read This Table: This table has created an index of facilities available in a school as per core RTE-facility requirements. Accordingly, 3% schools in West Bengal have all 7 infrastructure facilities, 12% have 6 of the 7 infrastructure facilities. 3% of schools only have 1 of the infrastructure facilities and there are 1% schools with no facilities as required by RTE.

WHAT ARE THE COST IMPLICATIONS FOR ACHIEVING RTE COMPLIANCE IN ALL SCHOOLS?

Table 8: Cost Implication for Shortfall in RTE

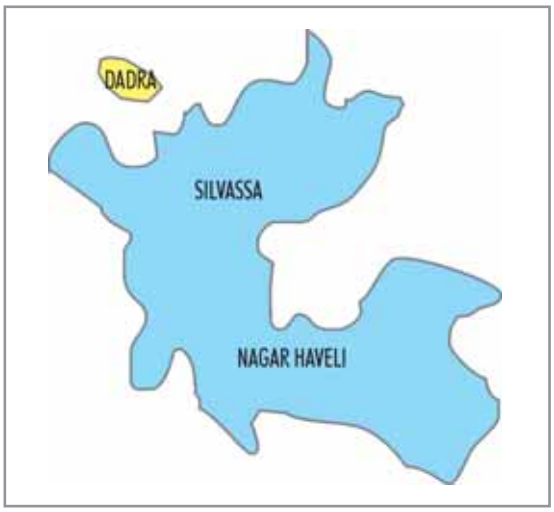
	Schools			Cost	
Facility	% Shortfall	# Total	# Shortfall	Per unit (in ₹)	Total (in ₹ lakhs)
Boundary Wall	66	59336	39108	60000	23465
Drinking Water	17	59336	10147	39500	4008
HM Office / Store Room	21	59336	12294	265000	32580
Kitchen Shed	14	59336	8325	60000	4995
Library in Primary School	51	59322	30106	3000	903
Library in UPS	0	14	0	13000	0
Separate Boys' / Common Toilet	6	59336	3358	32500	1091
Separate Girls' Toilet	44	59336	26392	32500	8578
Teachers for Classes 1-5			29349	5200	29063
Teachers for Classes 6-8			0	7150	0
Total					**104684**

How to Read This Table: This table provides a rough estimate of what it will cost the state to ensure RTE compliance in all its schools. The total amount of money required for this state is ₹1,04,684 lakhs. The estimate is based on a calculation of total shortfall in schools multiplied by the total unit cost required to meet the specific shortfall. For instance, 66% of West Bengal's schools or 39,108 schools do not have a boundary wall. The unit cost (i.e. cost of building a boundary wall) is assumed to be ₹60,000. Thus the total money required to complete the boundary wall requirement for the state is: 39108*60000 = 23,465 Lakhs.

Data on unit costs has been sourced from the Project Approval Board Minutes and the Approved Annual Work Plan (AWP) for the Financial Year, 2010-11.

Data on # schools has been sourced from the District Information System for Education (DISE) 2009-10.

DO SCHOOLS IN DADRA & NAGAR HAVELI GET THEIR MONEY?



DADRA & NAGAR HAVELI - RURAL

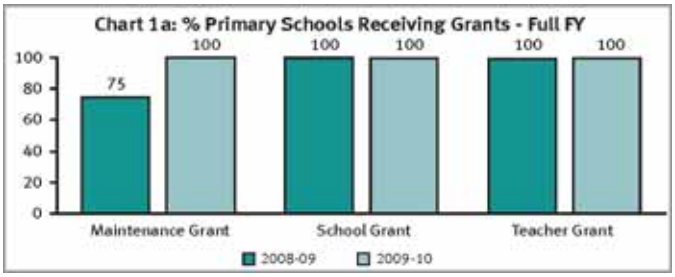
Table 1: SSA Allocation and Expenditure

	2008-09		2009-10	
	Allocation	Expenditure	Allocation	Expenditure
SSA (In Crore)	11.04	6.23	11.67	6.31
School Grants We Track (In Crore)	0.44	0.44	0.46	0.46
Per District Allocation (In Crore)	11.04	xxxxx	11.67	xxxxx
Per Child Expenditure (Rs)	xxxxx	1,417.43	xxxxx	1,436.44

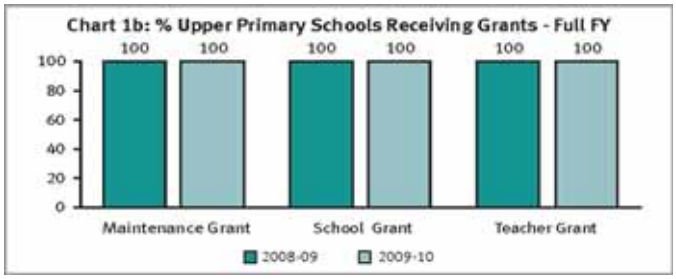
Annual School Grants under SSA

School Maintenance Grant (SMG)	₹5,000 for upto 3 classrooms and ₹10,000 for more than 3 classrooms
School Grant (SG)	₹5,000 for primary schools and ₹7,000 for upper primary schools (UPS)
Teacher Learning Material Grant (TLM)	₹500 per teacher

DO SCHOOLS GET THEIR MONEY?

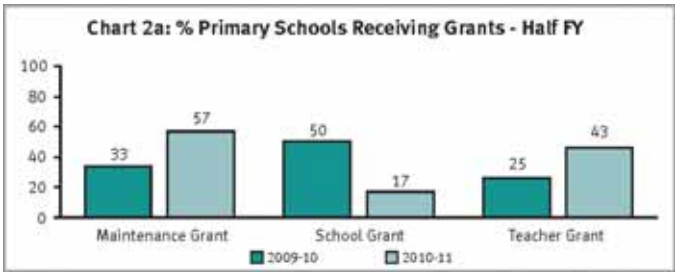


Note: # schools responding yes (2008-09): SMG - 3, SG - 5, TLM - 5
schools responding yes (2009-10): SMG - 7, SG - 7, TLM - 7

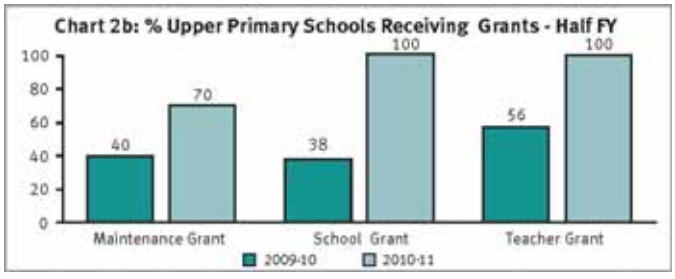


Note: # schools responding yes (2008-09): SMG - 16, SG - 15, TLM - 16
schools responding yes (2009-10): SMG - 12, SG - 10, TLM - 10

DOES MONEY REACH ON TIME?



Note: # schools responding yes (2009-10): SMG - 1, SG - 2, TLM - 1
schools responding yes (2010-11): SMG - 4, SG - 1, TLM - 3



Note: # schools responding yes (2009-10): SMG - 4, SG - 3, TLM - 5
schools responding yes (2010-11): SMG - 7, SG - 8, TLM - 9

DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

Table 2a: % Schools Reporting Receipt of Grants - Full FY

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
No Grant	0	0	0	0
Only One Grant	17	0	0	17
Only Two Grants	50	0	6	0
All Three Grants	33	100	94	83

Table 2b: % Schools Reporting Receipt of Grants - Half FY

	Primary		Upper Primary	
	2009-10	2010-11	2009-10	2010-11
No Grant	50	43	45	0
Only One Grant	25	14	18	10
Only Two Grants	0	29	18	40
All Three Grants	25	14	18	50

Sample Size

Schools 1-4/5 (Primary Schools): 2009-7, 2010-7
Schools 1-7/8 (Upper Primary Schools): 2009-16, 2010-19
Total: 2009-23, 2010-26

DO SCHOOLS SPEND THEIR MONEY?

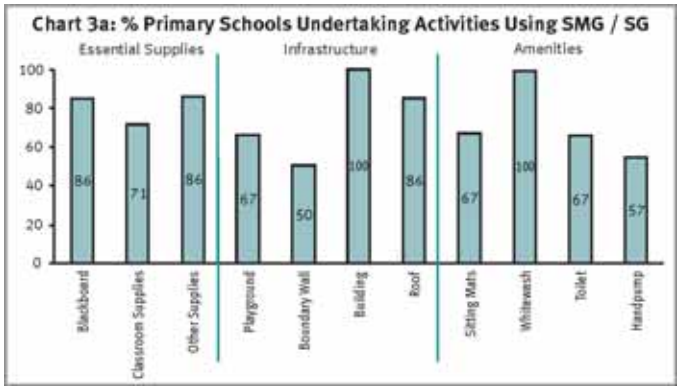
Table 3a: Primary Schools - Receiving and Spending Grants in Full FY

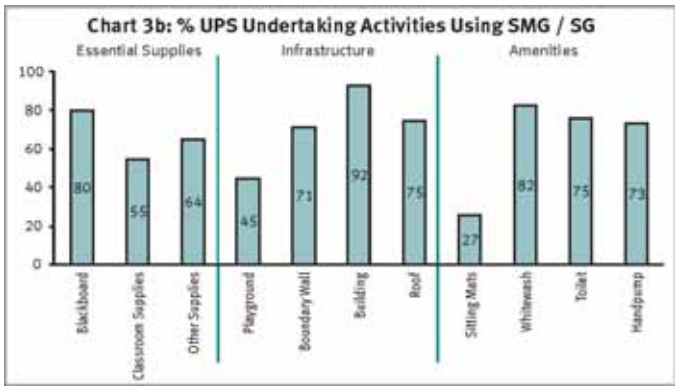
	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	2	6	100	100
School Grant	4	6	100	100
Teacher Grant	4	5	100	100

Table 3b: Upper Primary Schools-Receiving and Spending Grants in Full FY

	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	9	9	64	90
School Grant	9	8	69	100
Teacher Grant	11	7	85	100

WHAT DO SCHOOLS SPEND THEIR MONEY ON?



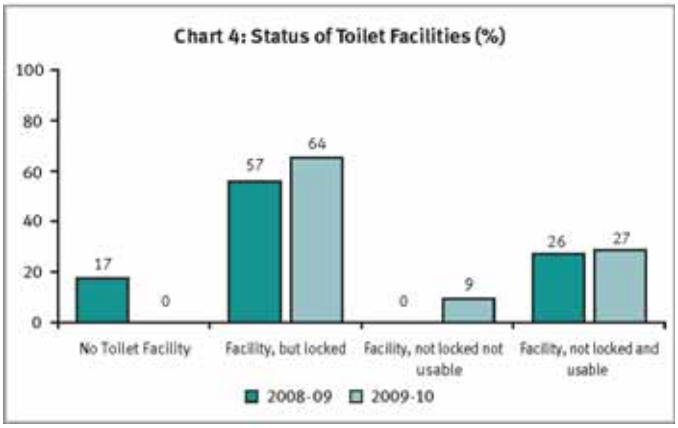


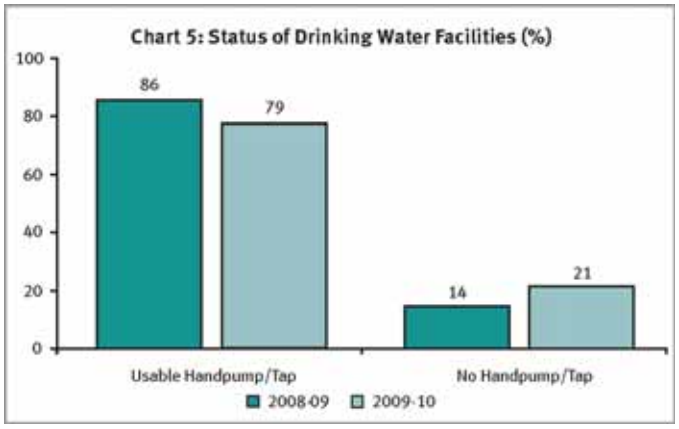
WHAT HAPPENS WITH MONIES SPENT?

What are the outputs and outcomes of financial investments in elementary education? In this section (below) we report on a) outputs - key facilities at the school level and enrolments in schools and b) outcomes - levels of learning in schools.

It is important to note that these numbers do not directly relate to school grants which are a small percentage of overall expenditures that are incurred in the union territory for elementary education. Rather, they are a reflection of overall union territory expenditures under SSA.

WHAT FACILITIES DO SCHOOLS HAVE?





HOW MANY CHILDREN ARE ENROLLED IN SCHOOLS?

Table 4: Enrolment in Govt. and Govt. Aided Schools

Age Group	2008-09	2009-10
Age: 6 -14 All	94	91
Age: 7-16 All	92	91
Age: 7-10 All	95	88
Age: 7-10 Boys	94	87
Age: 7-10 Girls	97	89
Age: 11-14 All	92	93
Age: 11-14 Boys	92	93
Age: 11-14 Girls	91	93
Age: 15-16 All	84	91
Age: 15-16 Boys	88	90
Age: 15-16 Girls	78	91

WHAT OUTCOMES DO SCHOOLS HAVE?

Table 5a: Attendance in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Enrolled Children Present (Average)	NA	NA	NA	NA
% Schools With Less Than 50% Enrolled Children Present	NA	NA	NA	NA
% Schools With 75% Or More Enrolled Children Present	NA	NA	NA	NA

Table 5b: Learning Levels in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Students Who Can Read Std. II Text**	47	65	91	84
% Students Who Can Do Division**	37	58	92	74

** For primary children in std. V & for upper primary children in std. VIII

RIGHT TO EDUCATION INDICATORS AND COST IMPLICATIONS

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 Head Teacher
- Above 200 = PTR (excl. Head Teacher) <= 40

PTR Norms: Upper Primary Schools

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

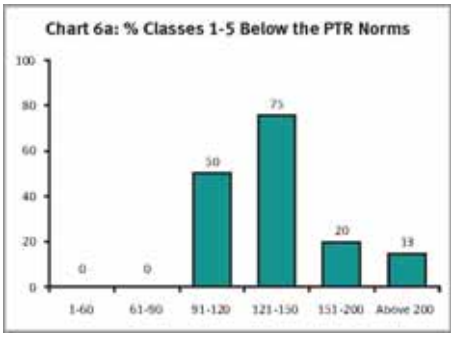
Infrastructure Related Norms

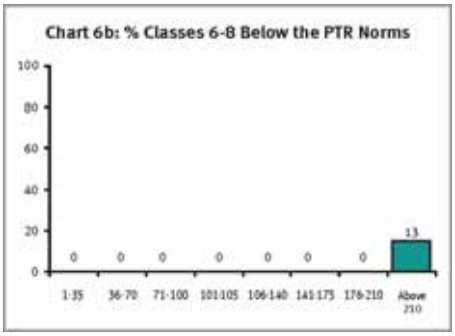
1. An office-cum-store-cum-Head Teacher's room
2. Barrier-free access
3. Separate toilet for boys & girls
4. Safe & adequate drinking water facility for all students
5. Kitchen where Mid-Day Meal is cooked in the school
6. Playground
7. Arrangement for securing school building by boundary wall or fencing

Norms About Other School Facilities

1. Teacher learning equipment to be provided to each class as required
2. Library in each school providing newspapers, magazines and books on all subjects, including story books
3. Playmaterial, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUIRED NUMBER OF TEACHERS?





DO SCHOOLS HAVE THE REQUIRED INFRASTRUCTURE FACILITIES?

Table 6: % Schools With Infrastructure Facilities

Facility	Available	Not Available
Boundary Wall/Fencing	64	36
Drinking Water	79	21
HM Office / Store Room	32	68
Kitchen Shed	100	0
Library in Primary School	50	50
Library in UPS	84	16
Playground	88	12
Separate Toilet Facility Available	87	13

Table 7: Distribution of Schools as Per Facilities Available

# Facilities	% Available
0	0
1	0
2	0
3	4
4	27
5	38
6	23
7	8

How to Read This Table: This table has created an index of facilities available in a school as per core RTE-facility requirements. Accordingly, 8% schools in Dadra & Nagar Haveli have all 7 infrastructure facilities, 23% have 6 of the 7 infrastructure facilities. There are no schools with zero facilities as required by RTE.

WHAT ARE THE COST IMPLICATIONS FOR ACHIEVING RTE COMPLIANCE IN ALL SCHOOLS?

Table 8: Cost Implication for Shortfall in RTE

	Schools			Cost	
Facility	% Shortfall	# Total	# Shortfall	Per unit (in ₹)	Total (in ₹ lakhs)
Boundary Wall	36	254	91	60000	55
Drinking Water	21	254	53	20000	11
HM Office / Store Room	68	254	173	125000	216
Kitchen Shed	0	254	-	125000	-
Library in Primary School	50	159	80	3000	2
Library in UPS	16	95	15	13000	2
Separate Boys' / Common Toilet	0	254	-	75000	-
Separate Girls' Toilet	13	254	33	60000	20
Teachers for Classes 1-5			69	7500	83
Teachers for Classes 6-8			12	7500	10
Total					399

How to Read This Table: This table provides a rough estimate of what it will cost the union territory to ensure RTE compliance in all its schools. The total amount of money required for this union territory is ₹399 lakhs. The estimate is based on a calculation of total shortfall in schools multiplied by the total unit cost required to meet the specific shortfall. For instance, 36% of Dadra & Nagar Haveli's schools or 91 schools do not have a boundary wall. The unit cost (i.e. cost of building a boundary wall) is assumed to be ₹60,000. Thus the total money required to complete the boundary wall requirement for the union territory is: 91*60000 = 55 Lakhs.

Data on unit costs has been sourced from the Project Approval Board Minutes and the Approved Annual Work Plan (AWP) for the Financial Year, 2010-11.

Data on # schools has been sourced from the District Information System for Education (DISE) 2009-10.

DO SCHOOLS IN DAMAN & DIU GET THEIR MONEY?

DAMAN & DIU - RURAL

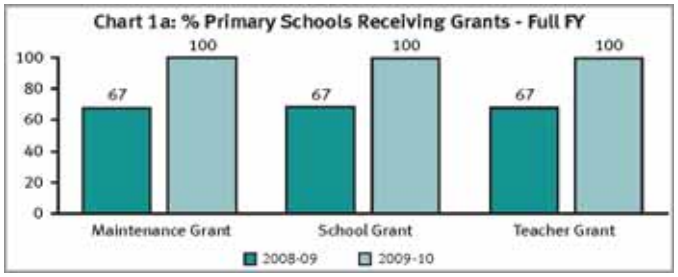
Table 1: SSA Allocation and Expenditure

	2008-09		2009-10	
	Allocation	Expenditure	Allocation	Expenditure
SSA (In Crore)	2.93	1.86	4.69	3.24
School Grants We Track (In Crore)	0.13	0.12	0.13	0.13
Per District Allocation (In Crore)	1.46	xxxxx	2.34	xxxxx
Per Child Expenditure (Rs)	xxxxx	1,043.68	xxxxx	1,821.24

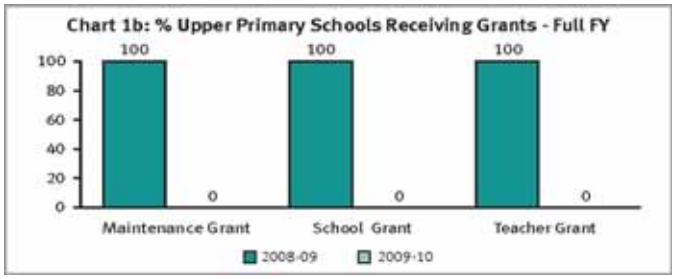
Annual School Grants under SSA

School Maintenance Grant (SMG)	₹5,000 for upto 3 classrooms and ₹10,000 for more than 3 classrooms
School Grant (SG)	₹5,000 for primary schools and ₹7,000 for upper primary schools (UPS)
Teacher Learning Material Grant (TLM)	₹500 per teacher

DO SCHOOLS GET THEIR MONEY?

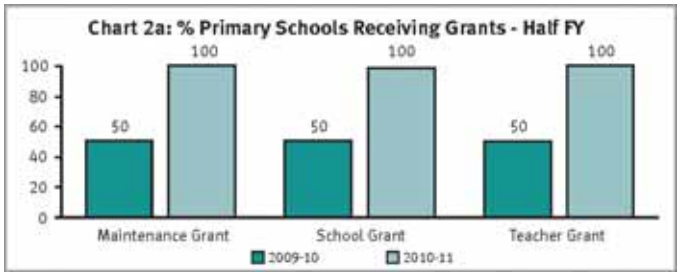


Note: # schools responding yes (2008-09): SMG - 2, SG - 2, TLM - 2
schools responding yes (2009-10): SMG - 3, SG - 3, TLM - 3

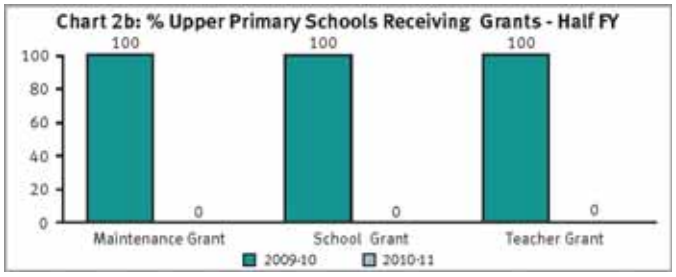


Note: # schools responding yes (2008-09): SMG - 4, SG - 2, TLM - 4
schools responding yes (2009-10): SMG - 0, SG - 0, TLM - 0

DOES MONEY REACH ON TIME?



Note: # schools responding yes (2009-10): SMG - 1, SG - 1, TLM - 1
schools responding yes (2010-11): SMG - 3, SG - 3, TLM - 3



Note: # schools responding yes (2009-10): SMG - 3, SG - 2, TLM - 4
schools responding yes (2010-11): SMG - 0, SG - 0, TLM - 0

DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

Table 2a: % Schools Reporting Receipt of Grants - Full FY

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
No Grant	33	50	0	0
Only One Grant	0	0	40	25
Only Two Grants	0	0	20	25
All Three Grants	67	50	40	50

Table 2b: % Schools Reporting Receipt of Grants - Half FY

	Primary		Upper Primary	
	2009-10	2010-11	2009-10	2010-11
No Grant	0	0	0	0
Only One Grant	0	0	0	0
Only Two Grants	0	0	0	0
All Three Grants	100	100	0	0

Sample Size

Schools 1-4/5 (Primary Schools): 2009-6, 2010-5
Schools 1-7/8 (Upper Primary Schools): 2009-5, 2010-4
Total: 2009-11, 2010-9

DO SCHOOLS SPEND THEIR MONEY?

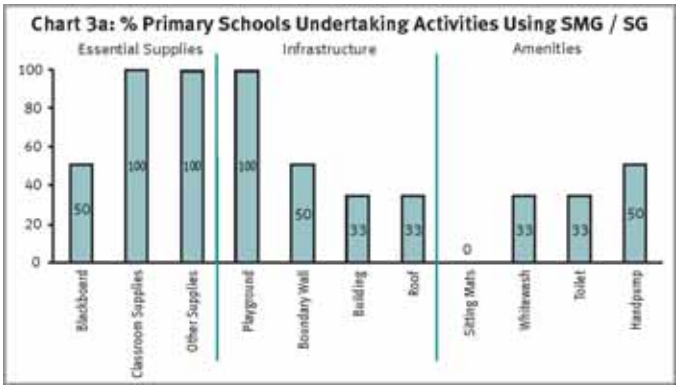
Table 3a: Primary Schools - Receiving and Spending Grants in Full FY

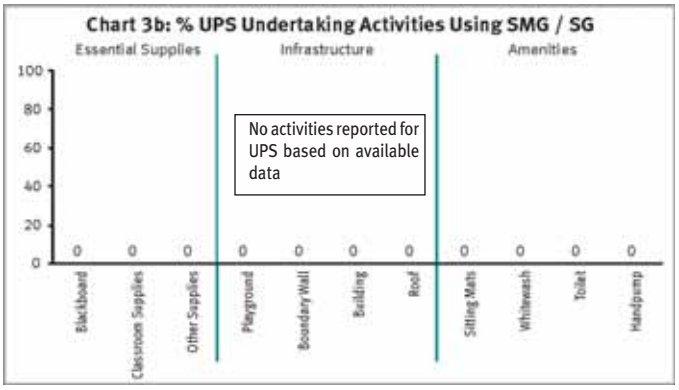
	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	1	1	100	33
School Grant	0	2	0	67
Teacher Grant	1	3	100	100

Table 3b: Upper Primary Schools-Receiving and Spending Grants in Full FY

	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	3	0	100	0
School Grant	2	0	100	0
Teacher Grant	3	0	100	0

WHAT DO SCHOOLS SPEND THEIR MONEY ON?



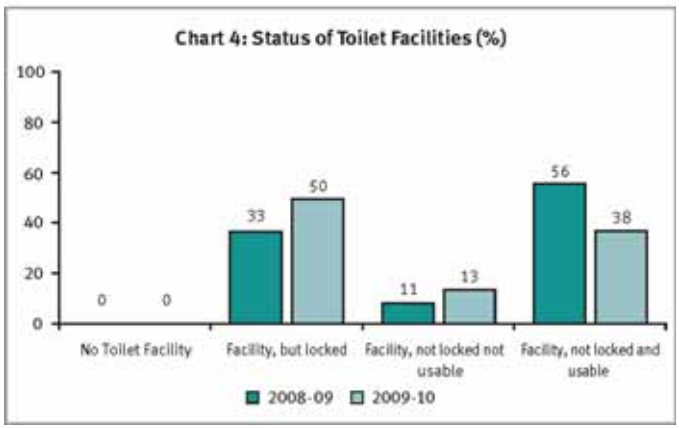


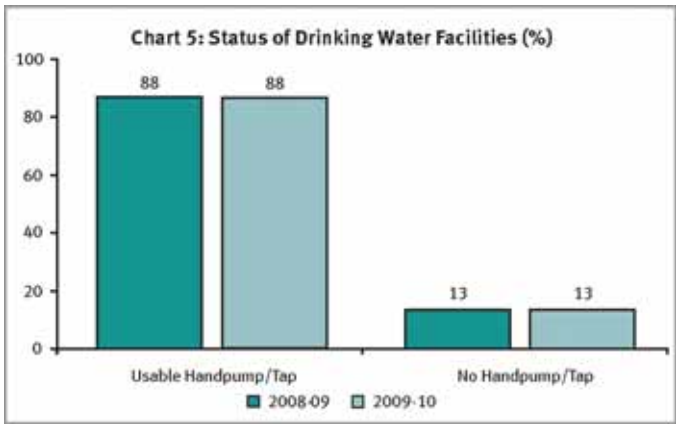
WHAT HAPPENS WITH MONIES SPENT?

What are the outputs and outcomes of financial investments in elementary education? In this section (below) we report on a) outputs - key facilities at the school level and enrolments in schools and b) outcomes - levels of learning in schools.

It is important to note that these numbers do not directly relate to school grants which are a small percentage of overall expenditures that are incurred in the union territory for elementary education. Rather, they are a reflection of overall union territory expenditures under SSA.

WHAT FACILITIES DO SCHOOLS HAVE?





HOW MANY CHILDREN ARE ENROLLED IN SCHOOLS?

Table 4: Enrolment in Govt. and Govt. Aided Schools

Age Group	2008-09	2009-10
Age: 6 -14 All	64	69
Age: 7-16 All	68	68
Age: 7-10 All	59	66
Age: 7-10 Boys	53	62
Age: 7-10 Girls	66	70
Age: 11-14 All	71	72
Age: 11-14 Boys	64	64
Age: 11-14 Girls	79	81
Age: 15-16 All	81	65
Age: 15-16 Boys	77	65
Age: 15-16 Girls	86	65

WHAT OUTCOMES DO SCHOOLS HAVE?

Table 5a: Attendance in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Enrolled Children Present (Average)	NA	NA	NA	NA
% Schools With Less Than 50% Enrolled Children Present	NA	NA	NA	NA
% Schools With 75% Or More Enrolled Children Present	NA	NA	NA	NA

Table 5b: Learning Levels in Govt. and Govt. Aided Schools

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Students Who Can Read Std. II Text**	56	36	71	70
% Students Who Can Do Division**	44	14	56	45

** For primary children in std. V & for upper primary children in std. VIII

RIGHT TO EDUCATION INDICATORS AND COST IMPLICATIONS

RTE NORMS FOR INDIA'S SCHOOLS

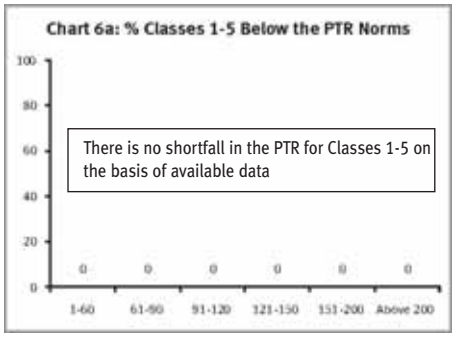
PTR Norms: Primary Schools
Enrolment 1-60 = 2 Teachers
Enrolment 61-90 = 3 Teachers
Enrolment 91-120 = 4 Teachers
Enrolment 121-200 = 5 Teachers
Enrolment above 150 = 5 + 1 Head Teacher
Above 200 = PTR (excl. Head Teacher) <= 40

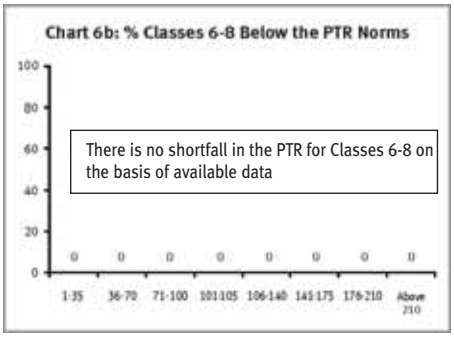
PTR Norms: Upper Primary Schools
1. At least 1 teacher for every 35 children
2. Full-time head teacher when enrolment > 100

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

Norms About Other School Facilities
1. Teacher learning equipment to be provided to each class as required
2. Library in each school providing newspapers, magazines and books on all subjects, including story books
3. Playmaterial, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUIRED NUMBER OF TEACHERS?





DO SCHOOLS HAVE THE REQUIRED INFRASTRUCTURE FACILITIES?

Table 6: % Schools With Infrastructure Facilities

Facility	Available	Not Available
Boundary Wall/Fencing	88	13
Drinking Water	88	13
HM Office / Store Room	88	13
Kitchen Shed	100	0
Library in Primary School	75	25
Library in UPS	100	0
Playground	75	25
Separate Toilet Facility Available	100	0

Table 7: Distribution of Schools as Per Facilities Available

# Facilities	% Available
0	0
1	11
2	0
3	0
4	22
5	0
6	11
7	56

How to Read This Table: This table has created an index of facilities available in a school as per core RTE facility requirements. Accordingly, 56% schools in Daman & Diu have all 7 infrastructure facilities, 11% have 6 of the 7 infrastructure facilities. There are 11% schools with only one facility and no schools with no facilities as required by RTE.

WHAT ARE THE COST IMPLICATIONS FOR ACHIEVING RTE COMPLIANCE IN ALL SCHOOLS?

Table 8: Cost Implication for Shortfall in RTE

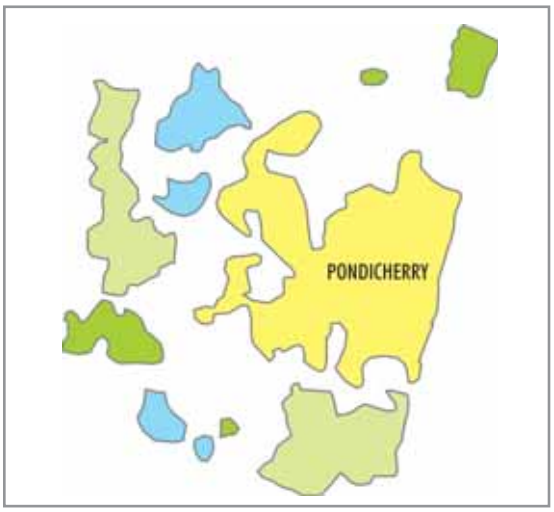
	Schools			Cost	
Facility	% Shortfall	# Total	# Shortfall	Per unit (in ₹)	Total (in ₹ lakhs)
Boundary Wall	13	36	5	60000	3
Drinking Water	13	36	5	38375	2
HM Office / Store Room	13	36	5	265000	12
Kitchen Shed	0	36	-	60000	-
Library in Primary School	25	31	8	3000	0
Library in UPS	0	5	-	13000	-
Separate Boys' / Common Toilet	0	36	-	75000	-
Separate Girls' Toilet	0	36	-	75000	-
Teachers for Classes 1-5			-	9000	-
Teachers for Classes 6-8			-	9000	-
Total					**17**

How to Read This Table: This table provides a rough estimate of what it will cost the union territory to ensure RTE compliance in all its schools. The total amount of money required for this union territory is ₹17 lakhs. The estimate is based on a calculation of total shortfall in schools multiplied by the total unit cost required to meet the specific shortfall. For instance, 13% of Daman & Diu's schools or 5 schools do not have a boundary wall. The unit cost (i.e. cost of building a boundary wall) is assumed to be ₹60,000. Thus the total money required to complete the boundary wall requirement for the union territory is: 5*60000 = 3 Lakhs.

Data on unit costs has been sourced from the Project Approval Board Minutes and the Approved Annual Work Plan (AWP) for the Financial Year, 2010-11.

Data on # schools has been sourced from the District Information System for Education (DISE) 2009-10.

DO SCHOOLS IN PUDUCHERRY GET THEIR MONEY?



PUDUCHERRY - RURAL

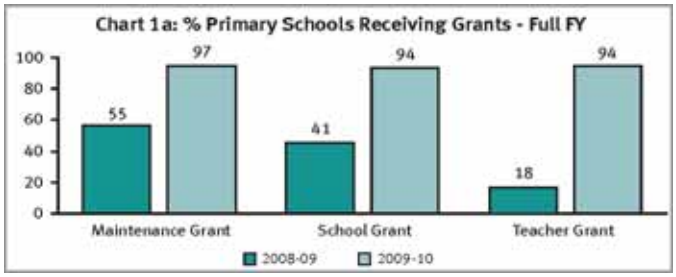
Table 1: SSA Allocation and Expenditure

	2008-09		2009-10	
	Allocation	Expenditure	Allocation	Expenditure
SSA (In Crore)	13.14	11.42	12.46	11.25
School Grants We Track (In Crore)	0.95	0.95	0.92	0.92
Per District Allocation (In Crore)	3.28	xxxxx	3.12	xxxxx
Per Child Expenditure (Rs)	xxxxx	1,386.10	xxxxx	1,365.26

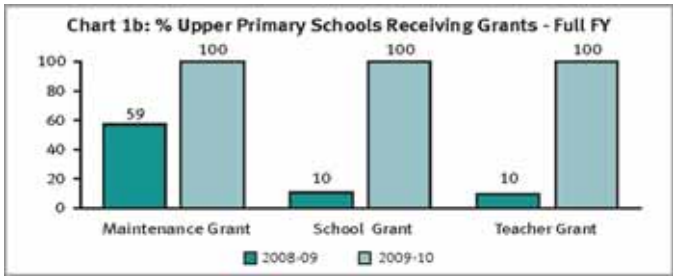
Annual School Grants under SSA

School Maintenance Grant (SMG)	₹5,000 for upto 3 classrooms and ₹10,000 for more than 3 classrooms
School Grant (SG)	₹5,000 for primary schools and ₹7,000 for upper primary schools (UPS)
Teacher Learning Material Grant (TLM)	₹500 per teacher

DO SCHOOLS GET THEIR MONEY?

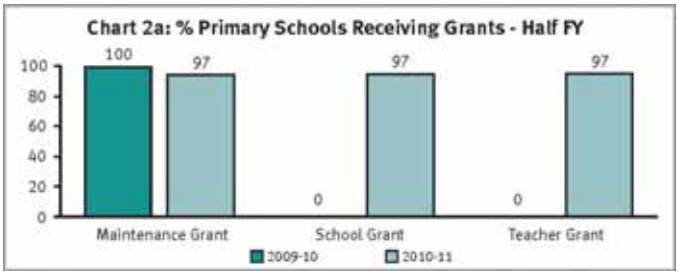


Note: # schools responding yes (2008-09): SMG - 12, SG - 7, TLM - 3
schools responding yes (2009-10): SMG - 30, SG - 29, TLM - 29

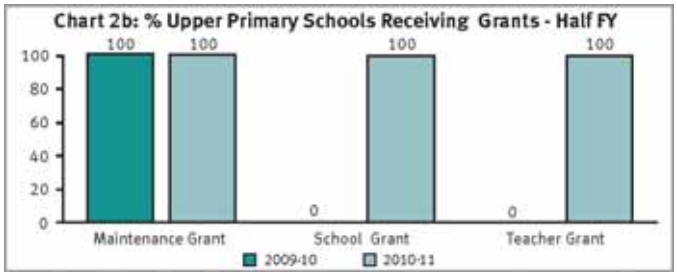


Note: # schools responding yes (2008-09): SMG - 10, SG - 1, TLM - 1
schools responding yes (2009-10): SMG - 8, SG - 8, TLM - 9

DOES MONEY REACH ON TIME?



Note: # schools responding yes (2009-10): SMG - 4, SG - 0, TLM - 0
schools responding yes (2010-11): SMG - 30, SG - 30, TLM - 30



Note: # schools responding yes (2009-10): SMG - 4, SG - 0, TLM - 0
schools responding yes (2010-11): SMG - 6, SG - 6, TLM - 6

DO SCHOOLS GET ALL THEIR MONEY (# GRANTS)?

Table 2a: % Schools Reporting Receipt of Grants - Full FY

	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
No Grant	19	0	9	0
Only One Grant	31	3	73	11
Only Two Grants	44	0	18	0
All Three Grants	6	97	0	89

Table 2b: % Schools Reporting Receipt of Grants - Half FY

	Primary		Upper Primary	
	2009-10	2010-11	2009-10	2010-11
No Grant	0	0	0	0
Only One Grant	100	0	100	0
Only Two Grants	0	0	0	0
All Three Grants	0	100	0	100

Sample Size

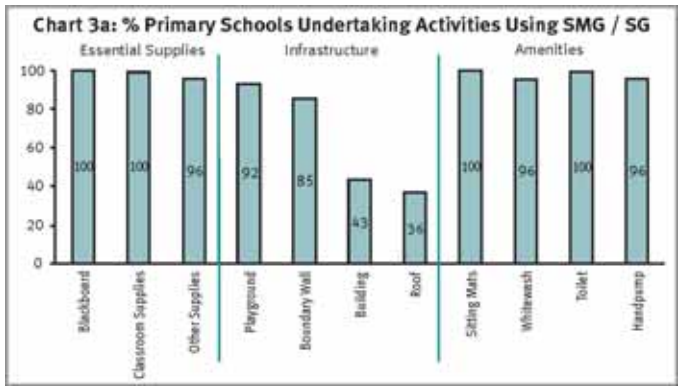
Schools 1-4/5 (Primary Schools): 2009-24, 2010-31
Schools 1-7/8 (Upper Primary Schools): 2009-19, 2010-10
Total: 2009-43, 2010-41

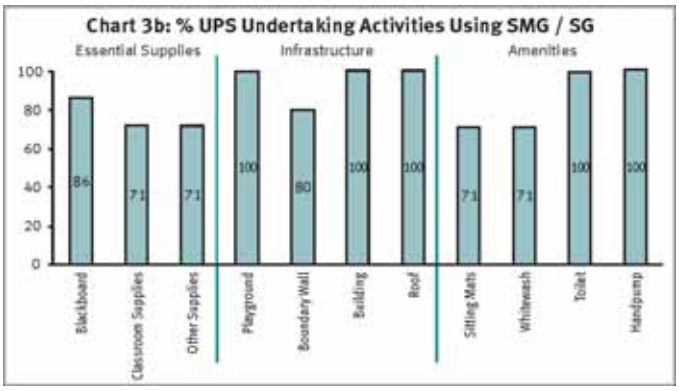
DO SCHOOLS SPEND THEIR MONEY?

Table 3a: Primary Schools - Receiving and Spending Grants in Full FY				
	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	6	27	75	96
School Grant	3	26	60	100
Teacher Grant	0	28	0	100

Table 3b: Upper Primary Schools-Receiving and Spending Grants in Full FY				
	# Schools		% Schools	
	2008-09	2009-10	2008-09	2009-10
Maintenance Grant	4	7	100	100
School Grant	0	7	0	100
Teacher Grant	0	8	0	100

WHAT DO SCHOOLS SPEND THEIR MONEY ON?



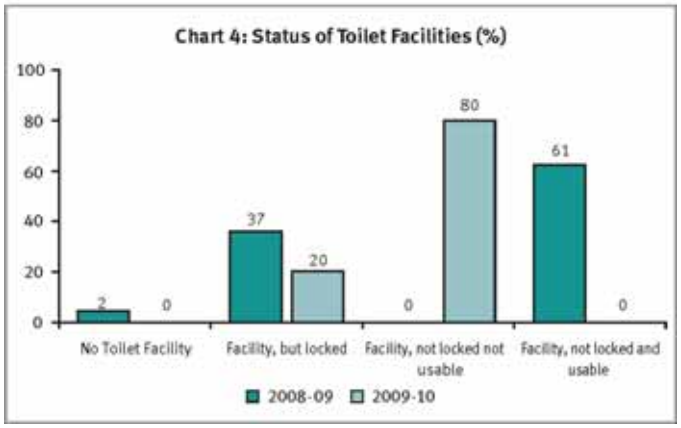


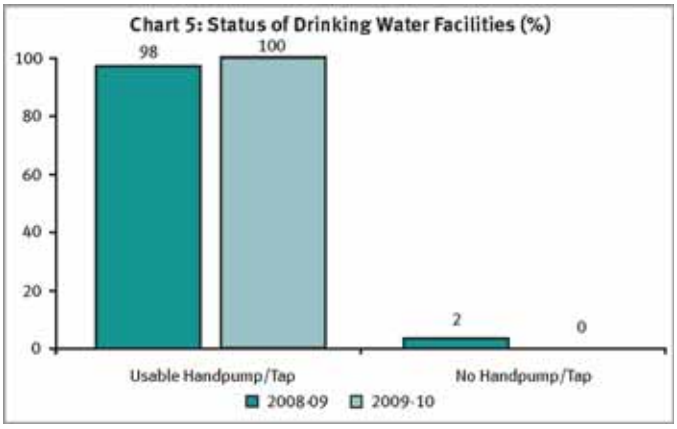
WHAT HAPPENS WITH MONIES SPENT?

What are the outputs and outcomes of financial investments in elementary education? In this section (below) we report on a) outputs - key facilities at the school level and enrolments in schools and b) outcomes - levels of learning in schools.

It is important to note that these numbers do not directly relate to school grants which are a small percentage of overall expenditures that are incurred in the union territory for elementary education. Rather, they are a reflection of overall union territory expenditures under SSA.

WHAT FACILITIES DO SCHOOLS HAVE?





HOW MANY CHILDREN ARE ENROLLED IN SCHOOLS?

Table 4: Enrolment in Govt. and Govt. Aided Schools		
Age Group	2008-09	2009-10
Age: 6 -14 All	78	69
Age: 7-16 All	81	74
Age: 7-10 All	76	61
Age: 7-10 Boys	79	56
Age: 7-10 Girls	72	66
Age: 11-14 All	83	79
Age: 11-14 Boys	81	80
Age: 11-14 Girls	86	78
Age: 15-16 All	85	83
Age: 15-16 Boys	85	80
Age: 15-16 Girls	85	86

WHAT OUTCOMES DO SCHOOLS HAVE?

Table 5a: Attendance in Govt. and Govt. Aided Schools				
	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Enrolled Children Present (Average)	NA	NA	NA	NA
% Schools With Less Than 50% Enrolled Children Present	NA	NA	NA	NA
% Schools With 75% Or More Enrolled Children Present	NA	NA	NA	NA

Table 5b: Learning Levels in Govt. and Govt. Aided Schools				
	Primary		Upper Primary	
	2008-09	2009-10	2008-09	2009-10
% Students Who Can Read Std. II Text**	36	59	87	93
% Students Who Can Do Division**	34	32	85	84

** For primary children in std. V & for upper primary children in std. VIII

RIGHT TO EDUCATION INDICATORS AND COST IMPLICATIONS

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 Head Teacher
- Above 200 = PTR (excl. Head Teacher) <= 40

PTR Norms: Upper Primary Schools

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

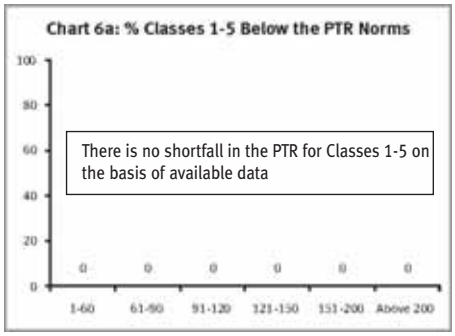
Infrastructure Related Norms

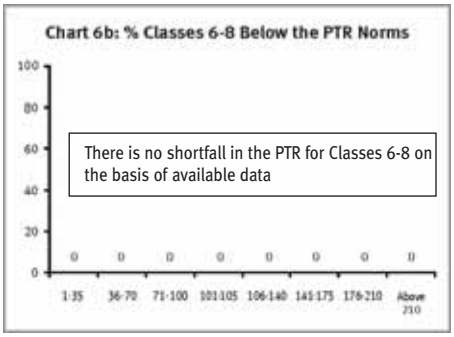
1. An office-cum-store-cum-Head Teacher's room
2. Barrier-free access
3. Separate toilet for boys & girls
4. Safe & adequate drinking water facility for all students
5. Kitchen where Mid-Day Meal is cooked in the school
6. Playground
7. Arrangement for securing school building by boundary wall or fencing

Norms About Other School Facilities

1. Teacher learning equipment to be provided to each class as required
2. Library in each school providing newspapers, magazines and books on all subjects, including story books
3. Playmaterial, games and sports equipment to be provided to each class as required.

DO SCHOOLS HAVE THE REQUIRED NUMBER OF TEACHERS?





DO SCHOOLS HAVE THE REQUIRED INFRASTRUCTURE FACILITIES?

Table 6: % Schools With Infrastructure Facilities

Facility	Available	Not Available
Boundary Wall/Fencing	85	15
Drinking Water	100	0
HM Office / Store Room	100	0
Kitchen Shed	76	24
Library in Primary School	97	3
Library in UPS	100	0
Playground	95	5
Separate Toilet Facility Available	88	13

Table 7: Distribution of Schools as Per Facilities Available

# Facilities	% Available
0	0
1	0
2	0
3	0
4	5
5	17
6	17
7	61

How to Read This Table: This table has created an index of facilities available in a school as per core RTE facility requirements. Accordingly, 61% schools in Puducherry have all 7 infrastructure facilities, 17% have 6 of the 7 infrastructure facilities. There are no schools with no facilities as required by RTE.

WHAT ARE THE COST IMPLICATIONS FOR ACHIEVING RTE COMPLIANCE IN ALL SCHOOLS?

Table 8: Cost Implication for Shortfall in RTE

	Schools			Cost	
Facility	% Shortfall	# Total	# Shortfall	Per unit (in ₹)	Total (in ₹ lakhs)
Boundary Wall	15	187	27	60000	16
Drinking Water	0	187	-	25000	-
HM Office / Store Room	0	187	-	400000	-
Kitchen Shed	24	187	46	60000	27
Library in Primary School	3	149	5	3000	
Library in UPS	0	38	-	13000	-
Separate Boys' / Common Toilet	0	187	-		-
Separate Girls' Toilet	13	187	23	89595	21
Teachers for Classes 1-5			-	6000	-
Teachers for Classes 6-8			-	6000	-
Total					64

How to Read This Table: This table provides a rough estimate of what it will cost the union territory to ensure RTE compliance in all its schools. The total amount of money required for this union territory is ₹64 lakhs. The estimate is based on a calculation of total shortfall in schools multiplied by the total unit cost required to meet the specific shortfall. For instance, 15% of Puducherry's schools or 27 schools do not have a boundary wall. The unit cost (i.e. cost of building a boundary wall) is assumed to be ₹60,000. Thus the total money required to complete the boundary wall requirement for the union territory is: 27*60000 = 16 Lakhs.

Data on unit costs has been sourced from the Project Approval Board Minutes and the Approved Annual Work Plan (AWP) for the Financial Year, 2010-11.

Data on # schools has been sourced from the District Information System for Education (DISE) 2009-10.

APPENDIX 1: DERIVING UNIT COSTS

This appendix explains the derivation of unit costs, which have been used in calculating the fiscal implications of the Right to Education (RTE) Act. The unit costs are directly available from the Annexure VII of the Annual Work Plan and Budget (State Consolidated Sheet) in the Minutes of the Project Approval Board (PAB) Meetings, 2010-11, accessed via the link 'http://ssa.nic.in/planning/pab-minutes/copy3_of_list-of-website-addresses-statewise'

But in many instances, unit costs are not available for certain infrastructure items and for some of the states. The procedure followed in such cases is explained below.

Drinking Water: The unit cost of drinking water relates to the cost of provision of drinking water through hand pump or tap, and not static sources of water such as pitchers, tumblers etc.

Unit costs are available for Manipur (Rs. 15,000) and Mizoram (Rs. 20,000). We take the lower of the two, Rs. 15,000 as the unit costs for the rest of the North-Eastern states. In case of Uttar Pradesh, the unit costs are given separately for the plains and the hilly region. We take a simple average of the two, which is equal to Rs. 37,250. The unit costs are available for Andhra Pradesh, Chhattisgarh, Madhya Pradesh, Punjab, West Bengal, Uttar Pradesh, Tamil Nadu, Himachal Pradesh, Kerala and Uttarakhand, and we use these unit costs. For the remaining states for which we don't have unit costs, we use the median unit cost derived from the unit costs of the above-mentioned states, which equals Rs. 38,375.

Headmaster's Room / Office-cum-Store: Among the North-Eastern states, the unit costs are available for Mizoram, Arunachal Pradesh, Tripura and Sikkim. For the rest of the North-Eastern states, we derive the median unit cost (Rs. 2,34,250). Further, the unit costs are available for Chhattisgarh, Haryana, Karnataka, Himachal Pradesh, Kerala, Rajasthan and Punjab. For the rest of the states, we derive the median unit costs based on the unit costs of these states. The median unit cost turns out to be Rs. 2,65,000.

Kitchen Shed: Kitchen sheds were initially funded under the SSA budget, but are now being booked under MDM. So the state-wise unit costs were obtained from the costing sheet for approved AWP 2009-10. The costing sheets of almost all the states indicate a unit cost of Rs.60000 for building a kitchen shed. Hence we use Rs. 60,000 as the unit costs for the kitchen shed for the states where the unit costs are not available. The exceptions are Andhra Pradesh and Assam (Rs. 75,000 each), Haryana (Rs. 1,25,000) and Tamil Nadu (Rs. 100,000).

Separate Girls Toilet: Except Meghalaya, the unit costs are available for all the North-Eastern states. We use the median of the unit costs of the other North-Eastern states as a proxy for the unit cost for Meghalaya, which comes to Rs. 30,000.

The unit costs are given separately for toilet/ urinal and separate girls' toilet. The latter are always greater than or equal to the former. For Gujarat, the unit cost for toilet/ urinal is available (Rs. 75,000) while the unit cost for girls' toilet is not. Hence we use the former as a proxy. Further, we also take Rs. 75,000 as the unit cost for Daman & Diu and Dadra Nagar Haveli. The unit cost for Pondicherry is taken to be the same as Tamil Nadu.

Among the non-North Eastern states, the unit costs are not available for Karnataka, Maharashtra, Uttar Pradesh and Rajasthan. We use the median unit cost based on the unit costs of the rest of the non-North Eastern states. It works out to be Rs. 39,600.

Teacher Salaries: Calculating unit cost for teacher salaries is complicated for several reasons. First, there are several categories within the teaching cadre in every state which can broadly be divided into 'regular teachers' and 'para teachers'. Even within the 'para teacher' category, several states have appointed para teachers under different pay scales depending on their qualifications, the level of local government appointing the teachers and whether they are teaching in primary or upper primary schools.

Our strategy in calculating unit cost of teacher is based on the following logic: we have estimated the minimum cost of hiring new teachers for one year in order to fill the teacher gap to comply with the RTE norms of the pupil teacher ratio (PTR). Since the SSA would be the vehicle for financing the RTE, the unit cost would be reflected in the salary of new teachers that has been approved as part of the AWP costing. These could be either para or regular teachers depending on the teacher cadre organization in the state.

(a) For para teachers, we have taken the salary of new teachers booked under SSA AWP costing for 2010-11. If there were more than one category of para teacher, the lower salary was considered for the calculations.

(b) There are several states such as Madhya Pradesh which do not have any 'para teacher' category, but have regularized the earlier para teachers into new pay scales. For these states, the lowest salary of teachers in primary and upper primary schools has been used for the calculation of cost of RTE compliance.

(c) In other states such as Gujarat, teachers are first appointed on a contract basis and regularized after 3 to 5 years depending on performance, and draw the regular salary. For these states as well, our calculations are based on initial salary of new teachers.

(d) In those states where new teachers are directly appointed in the regular scale without a probation

period at a lower scale, we have taken the unit costs from the AWP costing sheets where available, otherwise we have asked states individually on their minimum teacher salary and calculated unit costs accordingly.

Boundary Wall: The unit costs are given in two separate ways – either in per metre terms or as a lumpsum amount. For example, the unit cost is Rs. 2500/metre in Chhattisgarh and Rs. 11,050/ metre in Uttar Pradesh. The unit cost is Rs. 2,50,000 for Rajasthan, while for Haryana it is Rs. 40,000. The RTE norms allow fencing as well hence the cost is likely to be lower in the latter. For example, the unit cost is Rs. 40,000 in Karnataka and Rs. 7,54,000 in Tripura. This indicates a wide variation in the unit costs.

The unit costs are available for all the North-Eastern states except Assam and Meghalaya. Hence we derive the median unit cost from the available unit costs, which comes out to be Rs. 57,500. We use it for Assam and Meghalaya.

For the rest of the states for which the information is not available, we use Rs. 60,000 as the unit cost.

Library in Primary and Upper Primary Schools: A primary School receives Rs. 3,000, a school with classes 6-8 receives Rs. 10,000, while a school with classes 1-8 receive Rs. 13,000 as the library grant from the SSA. Hence we have taken these amounts as the unit costs.

Table: State and Item wise Unit Costs (Rs.)

	Toilet/ Urinal	Separate Girls Toilet	Drinking Water Facility	Boundary Wall	HM Room	Kitchen Shed	Teacher Pay		Library		
							1 to 5	6 to 8	1 to 5	6 to 8	1 to 8
STATES											
Andhra Pradesh	35000	35000	65000	60000	265000	75000	1800	2250	3000	10000	13000
Arunachal Pradesh	30000	50000	15000	500000	252500	60000	10800	12750	3000	10000	13000
Assam	45000	45000	15000	57500	234250	75000	12500	12500	3000	10000	13000
Bihar	60000	60000	38375	60000	265000	60000	6000	25000	3000	10000	13000
Chhatisgarh	50000	50000	50000	60000	310000	60000	7500	9000	3000	10000	13000
Goa	30000	30000	20000	400000	265000	60000	8125	8125	3000	10000	13000
Gujarat	75000	75000	38375	60000	265000	60000	4500	4500	3000	10000	13000
Haryana	39200	39200	38375	40000	206000	60000	22000	23500	3000	10000	13000
Himachal Pradesh	75000	75000	20000	60000	265000	60000	4000	15000	3000	10000	13000
Jharkhand	35000	35000	60000	60000	265000	60000	2250	2250	3000	10000	13000
Karnataka	25000	39600	38375	50000	370000	60000	14900	14900	3000	10000	13000
Kerala	30000	40000	20000	50000	310000	60000	17500	17500	3000	10000	13000
Maharashtra	39600	39600	38375	300000	265000	60000	3500	7000	3000	10000	13000
Manipur	20000	30000	15000	50000	234250	60000	13500	13500	3000	10000	13000
Meghalaya	30000	30000	15000	57500	234250	60000	6000	6000	3000	10000	13000
Mizoram	25000	25000	20000	65000	300000	60000	10000	11000	3000	10000	13000
Nagaland	20000	20000	15000	40000	234250	60000	14000	17300	3000	10000	13000
Orissa	70000	70000	60000	60000	265000	60000	3900	3900	3000	10000	13000
Punjab	60000	60000	45000	60000	240000	60000	14500	17500	3000	10000	13000
Rajasthan	39600	39600	38375	250000	155000	60000	4500	7500	3000	10000	13000
Sikkim	20000	20000	15000	50000	150000	60000	24700	27200	3000	10000	13000
Tamil Nadu	70000	70000	25000	60000	310000	120000	11250	17500	3000	10000	13000
Tripura	157000	60000	15000	754000	216000	60000	6500	8000	3000	10000	13000
Uttarkhand	20000	20000	15000	60000	265000	60000	6000	29000	3000	10000	13000
Uttar Pradesh	24000	39600	37250	60000	265000	60000	3500	4000	3000	10000	13000
West Bengal	32500	32500	39500	60000	265000	60000	5200	7150	3000	10000	13000
UNION TERRITORIES											
Daman & Diu	75000	75000	38375	60000	265000	60000	9000	9000	3000	10000	13000
Dadra & Nagar Haveli	75000	60000	20000	60000	125000	125000	7500	7500	3000	10000	13000
Pondicherry	89595	89595	25000	60000	400000	60000	6000	6000	3000	10000	13000

APPENDIX 2: RTE COST CALCULATIONS

	Number of Out of School Children	Number of Teachers	Number of Schools	Teacher Cost (Rs. Crore)	Classroom Cost (Rs. Crore)	Other Infrastructure Cost (Rs. Crore)	Total Cost (Rs. Crore)
STATES							
Bihar	4,422,846	139,144	21,777	1,754.5	4,290.9	1,196.6	7,242.0
UP	5,485,061	167,241	50,004	654.1	2,930.8	2,479.2	6,064.0
Andhra	1,117,126	32,615	26,430	75.5	1,210.9	1,440.7	2,727.0
Rajasthan	1,713,849	51,894	26,535	335.5	786.3	1,566.0	2,687.7
WB	1,732,930	51,069	13,219	361.9	1,221.7	658.4	2,241.9
Gujrat	1,000,726	29,205	10,569	146.7	1,241.2	617.7	2,005.5
Orissa	951,038	28,204	14,543	120.4	929.9	863.0	1,913.3
Maharastra	886,362	26,264	8,855	135.6	744.4	667.0	1,547.0
Karnataka	610,969	18,019	9,285	297.2	615.0	549.4	1,461.6
MP	1,190,250	35,871	10,521	267.0	777.9	NA	1,044.9
Jharkhand	759,452	23,596	6,419	54.0	559.8	336.5	950.3
Chhattisgarh	434,780	12,924	4,574	117.1	362.5	269.0	748.6
Assam	400,978	11,983	6,131	162.8	249.6	294.4	706.8
Punjab	335,495	9,890	4,386	176.6	255.6	234.5	666.7
Haryana	303,588	9,227	2,576	217.0	239.1	111.3	567.4
TN	150,655	4,358	1,729	81.6	121.4	114.9	317.9
Uttranchal	118,361	3,590	1,828	70.3	35.1	81.9	187.2
Tripura	62,447	1,874	786	14.5	35.9	99.8	150.2
Arunachal	28,834	915	464	10.1	18.8	42.3	71.3
Meghalaya	28,775	862	658	5.6	15.9	28.7	50.2
HP	20,197	580	309	7.0	14.5	17.4	38.8
Kerala	24,121	778	93	13.1	19.3	4.8	37.2
Manipur	19,404	579	311	8.2	NA	12.9	21.1
Nagaland	4,850	142	77	2.3	5.2	3.0	10.5
Sikkim	3,272	96	51	2.7	1.7	1.7	6.1
Goa	5,578	186	93	1.4	NA	4.5	5.9
Jammu	82,143	2,527	566	5.3	NA	-	5.3
Mizoram	2,629	78	35	0.9	2.2	1.8	4.8
UNION TERRITORY							
Dadra	4,558	139	22	NA	NA	1.3	1.3
Daman	632	19	15	NA	NA	0.9	0.9
Pondicheri	2,395	71	3	NA	NA	0.2	0.2
Chandigarh	2,307	65	37	NA	NA	NA	-
Delhi	8,054	243	122	NA	NA	NA	-
Andaman	1,398	41	22	NA	NA	NA	-
Total	**21,916,059**	**664,288**	**211,776**	**5,099**	**16,685**	**11,700**	**33,484**

Number of teachers calculated using PTR 30 for standard I-V

Sample was not available for shaded cells, Enrolment of 30 for Primary and 40 for Upper primary has been appplied to calculate number of schools.

APPENDIX 3: DETAILED PAISA TOOL

Respondent: headmaster ○ Regular teacher ○ Contract teacher ○

Start time of Survey:

Date:

SCHOOL OBSERVATION SHEET-PAISA 2010

Type of school: Std 1-7/8 ○ Std 1-4/5 ○ Other ○_____ Year of establishment _____

I.	Teacher Information	No. Appointed	No. present	No. on deputation
1.1	Head teacher (HM)			
1.2	Regular teacher (excluding HM)			
1.3	Contract teachers			
1.4	Any other teacher			
1.5	When was the HM appointed as a HM in this school? (MM/YYYY)			

II. Enrolment Information

Standard	Children Total Enrolment **Take from register**	Children total attendance **today by headcount**
Std 1		
Std 2		
Std 3		
Std 4		
Std 5		
Std 6		
Std 7		
Std 8		

*Note: if multiple sections, please add **total enrolment** and **total attendance***

I.I Teacher Training Information

How many teachers have received training			
	Type of training	**Number of Days**	
		2009-10	**2010-11**
H1			

III. Infrastructure Questions					
	When were the following activities undertaken?	**April 1, 2009-March 31,2010**		**April,1 2010 till date of survey**	
		Start	**Finish**	**Start**	**Finish**
3.1	Whitewash	Yes○ No○	Yes○ No○	Yes○ No ○	Yes○ No○
3.2	Boundary Wall/Fencing	Yes○ No○	Yes○ No○	Yes○ No ○	Yes○ No○
3.3	Construction of New Classroom	Yes○ No○	Yes○ No○	Yes○ No ○	Yes○ No○
3.4	Major Repairs. Eg repair roof, boundary wall etc.	Yes○ No○	Yes○ No○	Yes○ No ○	Yes○ No○
3.5	Construction of a **new** toilet	Yes○ No○	Yes○ No○	Yes○ No ○	Yes○ No○
3.6	Construction of **new** drinking water facility	Yes○ No○	Yes○ No○	Yes○ No ○	Yes○ No○
3.7	Where did the funds for <u>the new</u> toilet (*mentioned in **3.5***) come from?	SSA ○ TSC ○ Panchayat ○ Other○ *Specify*_____ Don't know○		SSA ○ Panchayat ○ TSC ○ Other○ *Specify*_____ Don't know ○	
3.8	Where did the funds for <u>the new</u> drinking water facility (*mentioned in **3.6***) come from?				
3.9	Has the community contributed towards the school? ***(if no , go to question 3.11)***	Yes ○ No ○		Yes○ No ○	
3.10	If yes how?	Cash ○ Kind ○ Labour ○ Other○ *Specify*_____		Cash ○ Kind ○ Labour ○ Other○ *Specify*_____	
3.11	Has the Panchayat contributed towards the school?? ***(if no , go to question 3.13)***	Yes ○ No ○		Yes○ No ○	
3.12	If yes, how?	Cash ○ Kind ○ Labour ○ Other ○ *Specify*_____		Cash ○ Kind ○ Labour ○ Other○ *Specify*_____	
3.13	Textbooks are meant for which students?				
3.14	When did the textbooks arrive in the school? (MM/YYYY)				
3.15	Did every student that was meant to receive it get the textbook?	Yes ○ No ○		Yes ○ No ○	
3.16	Uniforms are meant for which students?				
3.17	When did the students receive the uniform (MM/YYYY)				
3.18	Did the uniforms come as per the norms?	Yes ○ No ○		Yes ○ No ○	

IV. Links with the administration

4.1	How often is a formal SMC/VSS/VEC/PTA meeting held?	Monthly ⬭ Once in 2-3 months ⬭ Once in 6 months ⬭ Once a year ⬭ Doesn't meet ⬭ Others ⬭ *Specify* _____
4.2	How often are there meetings with the CRC's regarding school matters?	Weekly ⬭ Fortnightly ⬭ Monthly ⬭ Once in 2-3 months ⬭ Others ⬭ *Specify* _____
4.3	How often are there meetings with the BRC's regarding school matters?	Fortnightly Monthly Once in 2-3 months ⬭ Others ⬭ *Specify* _____
4.4	Whom do you approach for school infrastructure issues/problems?	
4.5	Whom do you approach for teacher issues/problems?	
4.6	Whom do you approach for fund related problems?	

V. Bank Account Related

5.1	Name of the Bank where school account is	
5.2	Distance to bank branch (write in km)	
5.3	How often do you visit the bank	Weekly ⬭ Monthly ⬭ Quarterly ⬭ Once in 6 months ⬭ Once a year ⬭
5.4	Who are the account holders? (*please write the designation not the name)*	

SECTION BELOW FOR COMMENTS

VI. FOR FINANCIAL YEAR 2009-10 (APRIL 2009-MARCH 2010)

S.No	Grant	Date Received (dd/mm/yyyy)	Amount Received (Rupees)	Date Spent (dd/mm/yyyy)	Amount Spent (Rupees)
PLEASE NOTE: IF amount spent comes in bulk, please get grant-wise information					

Types of Grants (only if it comes to school a/c)

Teacher Grant (TLM) ☐
School Development Grant (SDG) ☐
School Maintenance Grant (SMG) ☐
New Classroom ☐
Major Repairs ☐
Boundary wall ☐
Library ☐
Library books
Furniture ☐
Room for HM ☐
Kitchen shed ☐
Drinking water ☐
Girls Toilet ☐
Toilet ☐
Uniform ☐
Textbook ☐
Transport ☐
SC Scholarships ☐
ST Scholarships ☐
Girls Scholarships ☐
Economically weaker section Scholarships ☐
Ramps ☐
TLE ☐
NPEGEL ☐

FOR FINANCIAL YEAR 2010-11 (APRIL 2010-till date)					
S.No	Grant	Date Received 11.1.2010	Amount Received (Rupees)	Date Spent	Amount Spent (Rupees)

Types of Grants (only if it comes to school a/c)

Teacher Grant (TLM) ☐
School Development Grant (SDG) ☐
School Maintenance Grant (SMG) ☐
Major Repairs ☐
New Classroom ☐
Uniform ☐
Textbook ☐
Transport ☐
Toilet ☐
Girls Toilet ☐
Drinking water ☐
Library ☐
Library books ☐
SC Scholarships ☐
ST Scholarships ☐
Girls Scholarships ☐
Economically weaker section Scholarships ☐
Kitchen shed ☐
Ramps ☐
TLE ☐
NPEGEL ☐

VII. ACCESS TO FINANCIAL INFORMATION		
7.1	Opening Balance as on 1st April 2010	
7.2	Date of the last transaction (write in dd/mm/yyyy)	
7.3	How did you fill the grant information?	Only passbook ○ Only cashbook ○ Both ○ Neither ○
7.4	Was the passbook lying in the school?	Yes ○ No ○
7.5	Did the Head Master let you see the passbook?	Yes ○ No ○

Types of Grants (cont'd)

VIII.	Facilities in the school (by observation)		
8.1	Is there an anganwadi in the school?	Yes ○	No ○
8.2	Is there a separate room for the anganwadi in the school?	Yes ○	No ○
8.3	Is there a separate Headmaster room in the school?	Yes ○	No ○
8.4	Total number of classrooms in the school (excluding HM and anganwadi room)		
8.5	Total number of rooms being used for teaching today		
8.6	Did you see a boundary wall or fencing?	Yes ○	No ○
8.7	Was it complete?	Yes ○	No ○
8.8	Did you see a playground?	Yes ○	No ○
8.9	Did you see display board with grant information? (*if no, go to 8.11*)	Yes ○	No ○
8.10	Where was it placed?		
8.11	Did you see a display board with teacher attendance information?	Yes ○	No ○
8.12	Did you see any library books in the school? (*newspaper, magazines, books on all subjects other than textbooks including story books*)	Yes ○	No ○
8.13	Is there a separate room for the library?	Yes ○	No ○
8.14	Did you see a hand pump or tap? (*if no, go to question 8.16*)	Yes ○	No ○
8.15	If there is a hand pump/tap, could you use it to drink water?	Yes ○	No ○
8.16	If there is no hand pump/tap or if it's not usable, was drinking water available in the school?	Yes ○	No ○
8.17	Apart from textbooks did you see any other learning material (e.g. books, charts, globe etc.)	Yes ○	No ○
8.18	Did you see usable blackboards in every classroom?	Yes ○	No ○
8.19	Did you see all the students sitting inside a classroom	Yes ○	No ○
8.20	Are there children from different std sitting in the any same classroom	Yes ○	No ○

IX Toilet (please colour the correct box)

Is there a toilet	Was it locked?		If not locked, was it usable?	
	Yes	No	Yes	No
Girls Toilet	○	○	○	○
Boys Toilet	○	○	○	○
Common Toilet	○	○	○	○
Teacher Toilet	○	○	○	○

COMMENTS

End time of Survey

HM Contact Number (mobile):

PAISA

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