

Acknowledgements

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Contents

Overview	1
Andhra Pradesh - Medak	11
Bihar - Nalanda	21
Bihar - Purnea	30
Himachal Pradesh - Kangra	37
Madhya Pradesh - Sagar	47
Maharashtra - Satara	57
Rajasthan - Jaipur	67
Rajasthan - Udaipur	76
West Bengal - Jalpaiguri	83
Annexures	92

PAISA District Studies

Towards a New Frontier for Governing Elementary Education Finances in India

1. Setting the context

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

For decades, the primary goal of the Indian government's elementary education policy has been to create a universal elementary education system by expanding schooling through inputs. Substantial finances have been provided to meet this goal. Between 2007-08 and 2009-10, India's elementary education budget increased from Rs. 68,710 to Rs. 97,255 crore in 2009-10.¹ To put this investment in perspective, in 2008-09, the government invested Rs. 6,314 per child (this is a low estimate as available data is yet to take into account budget hikes following the implementation of the RTE).

Most of this money has been used to build school-level inputs through a large education bureaucracy controlled and managed by the state and central government. To illustrate, PAISA analyzed the elementary education budgets of 7 states in the country for 2009-10 and 2010-11 to find that, on average, 78% of the education budget is invested in teachers and management costs. All critical teacher-related decision-making, for instance, hiring or salary payment, lies with the state administration.² Following teachers, the next largest investment is on the creation of school infrastructure - 14% of the budget. Funds for infrastructure development are often channeled to schools; however, key decisions related to sanctions and procurement are taken by the district. Importantly, while a school can demand infrastructure funds, it has no decision-making power as most major infrastructure-related expenditures are incurred based on directives

received from the district and state administration. Interventions aimed directly at children, such as the provision of free textbooks and uniforms and addressing the problem of out of school children, account for just 6% of the total investment.

Interwoven in this top-down system is an intent to involve parents in decision-making. In 2001, the Government of India (GOI) launched the Sarva Shiksha Abhiyan (SSA) now the programmatic vehicle for the delivery of the RTE with a mandate that expenditure decisions be taken based on plans made at the school level through Village Education Committees (VEC) or School Management Committees (SMC) as they are referred to under RTE. These plans are then, aggregated up at the district and state levels. Despite this bottom-up planning structure, however, SSA has done little to empower these committees. For one, teachers, as pointed out already, are not accountable to them. Second, committees have spending powers over very little money. In 2010-11, the committees had spending powers over just about 5% of SSA funds. Even these funds are expected to be spent based on norms set by GOI. So, if a school wants to spend more than the norm on, say, purchasing teacher material or if a school wants to invest more in improving children's reading capabilities by dipping in to its maintenance fund - it can't. In essence, SSA has promoted a bottom-up delivery system with no bottom-up control or decision-making power. The result is thus a de-facto centralized, top-down system.

To the extent that expansion of infrastructure has been the goal, this centralized investment model has been effective. Schools have been built, teachers have been hired and enrolment levels have reached near universal levels.³ To be sure, the pace of this expansion has been variable across the country. Yet, even as lagging states work to fill this gap, the improved education infrastructure has thrown up the next great challenge: that of ensuring that children actually learn. Evidence thus far suggests that education infrastructure is yet to translate into children acquiring basic abilities in reading and arithmetic. The Annual Status of Education Report (ASER), has been tracking learning outcomes since 2005 to find that learning levels have remained almost stagnant over the years; just about half the country's Standard 5 children can read a Standard 2 textbook and far fewer can do basic arithmetic.⁴ Arguably, therefore, while this hierarchical centralized education system has been successful in creating education inputs and putting in place a system

¹ Ministry of Human Resource Development (2011) 'Analysis of Budgeted Expenditure on Education 2007-08 to 2009-10', Statement No. 7, Plan and Non-Plan Budgeted Expenditure on Elementary Education (Revenue Account), www.education.nic.in/planbudget/ABE-2007-10.pdf

² Some states like Bihar and Madhya Pradesh experimented with decentralizing the hiring process to local governments. Local governments were empowered to only hire contract teachers. However, even here all critical decision related to salaries and regularization remain with the administration.

³ In 2009-10, the Government of India reported a net enrollment of 98.3%.

⁴ Annual Status of Education Report (ASER), 2010

for schooling. Now, as the focus shifts to learning, the question for India is this: can this top-down delivery system enable the transition from schooling to learning?

This shift towards learning requires that the system focus on the needs of individual schools and children; or, to draw on the argument made by GOI, it requires a system that recognizes ‘the need for the creation of capacity within the education system and the school for addressing the diversified learning needs of different groups of children who are now in the school system.’⁵

Can this capacity be built through a large centralized education bureaucracy? If not, what should this alternative model be? How do we align plans and financing systems? Can this be done through the traditional line-item budgeting system or does it require an alternative funding mechanism? Can the RTE-mandated School SMC be the catalyst for this shift? If so, how best to channelize investments so that planning and financing capacities of SMCs are strengthened?

In essence, the shift from schooling to learning provides us an opportunity to reassess the current structures for governing elementary education finance and delivery. Understanding the status quo is the first step toward such a re-think. How are education resources allocated? How do their flow through the system to reach their destination? Who controls decisions on how resources are allocated and spent? What are the outputs and outcomes of this expenditure?

Through a detailed analysis of GOI and State governments’ planning and budget documents, as well as a district-wide school level sample survey, these PAISA district studies are an attempt to offer a window into these questions. Through this analysis, these studies aim to initiate a conversation about the nature of elementary education financing and its links to learning.

2. Coverage and Methodology

The PAISA study covers 9 districts spread across 7 States in India. These districts are: Medak (Andhra Pradesh), Nalanda and Purnea (Bihar), Kangra (Himachal Pradesh), Sagar (Madhya Pradesh), Satara (Maharashtra), Jaipur and Udaipur (Rajasthan) and Jalpaiguri (West Bengal).

The focus of these PAISA studies was to track the flow of funds from their point of origin to their final point of expenditure i.e. the district or the school. This required analysis at three levels: GOI and State, District and School.

2.1 GOI and State Analysis

There are two main sources of information to calculate the total budget for elementary education at the state level: a) State Budgets, and b) the Approved Annual Plan and Budget (AWP&B) for SSA.

Within state budgets, the data for elementary education was manually collected and collated from the state budget documents. The state share for SSA and the funds

allocated towards the Mid-Day Meal scheme were excluded to avoid double-counting.

For SSA budgets, Information was sourced from the AWP&B and Project Approval Board (PAB) minutes available on the SSA Portal.⁶ Since the PAB minutes are revised frequently based on the supplementary plan, in order to obtain the most updated figures for a particular year, we used the PAB minutes for the next year. For instance, PAB 2011-12 has been used to obtain 2010-11 figures for approved allocations; the same is true for expenditures.

2.2 District Level

Similar to the state, the district budget for elementary education requires calculating both the budget under the state budget available through the state treasury, as well as that of SSA.

State budget treasury allocations to the district are harder to access as there are no district-level budget documents. PAISA devised two ways of calculating the district allocations for elementary education. First, funds from the state treasury flow to the bank accounts of designated officers at the district level (known as Drawing and Disbursing Officers (DDOs)). In Himachal Pradesh and Andhra Pradesh, where the treasury has been computerized and is publicly accessible, PAISA accessed data directly from the treasury accounts. This data is available for 2010-11 only. In states where the treasury account information is not publicly available, PAISA developed a second methodology. This methodology involved estimating the district budget on the basis of the proportion of schools, teachers and students in a given district. For instance, if Rs. 4,000 crore have been allocated for teacher salaries at the state level and the district has 5% of the total teachers, then the district estimation for teacher-related inputs will be 5% of 4000, i.e. Rs. 200. crore. State level administration expenditures were netted out to estimate the total funds at the district. These were then allocated proportionately to the districts using the teacher, school and enrolment ratios. The required data was obtained from the District Information Systems for Education (DISE) State and District Report Cards 2008-09 and 2009-10 Flash Statistics. These estimates are for 2009-10 only.

For SSA budget data, the primary data sources at the district level are the monthly physical and financial progress reports, and monthly expenditure statements. These documents provide information on activity-wise physical (outputs) as well as financial progress (expenditure) achieved on a monthly basis. These documents were collected from the District Offices of SSA by the PAISA team and used to calculate the allocations, total expenditures as well as the month-wise expenditures.

These documents were not available for Medak District, Andhra Pradesh, and hence PAB minutes have been used. These documents were not available for Jalpaiguri district as well.

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

⁶ SSA portal: <http://www.ssa.nic.in>

In addition, Right to Information Queries (RTIs) filed by the Accountability Initiative have provided figures for GOI and State releases.

2.3 School Level

The school-level analysis is based on a field survey conducted by Accountability Initiative. 142 to 148 schools were selected randomly from rural areas in each of the nine PAISA districts.⁷ The sampling frame was the list of schools given in DISE 2009-10.⁸ Schools without either primary (Std. 1-4/5) or upper primary sections (Std. 5/6-7/8) were excluded, as were private unaided schools. Schools were sampled from each block of a district on the basis of the share of schools in that block as a fraction of total schools in the district. The survey was conducted between May to August 2011.

The survey details are as follows:

Table 1: PAISA sample: A snapshot

State	District	Sample Size	Survey Time
Andhra Pradesh	Medak	146	July 2011
Bihar	Nalanda	143	June 2011
	Purnea	142	June 2011
Himachal Pradesh	Kangra	145	May 2011
Rajasthan	Jaipur	148	May 2011
	Udaipur	148	July 2011
Madhya Pradesh	Sagar	146	July 2011
Maharashtra	Satara	146	July 2011
West Bengal	Jalpaiguri	147	August 2011
Total		1311	

The survey questionnaire sought to collect information about student enrolment and attendance, teacher appointment and attendance, status of school infrastructure (such as toilets and classrooms) as on the date of survey. Information about teacher training and infrastructure activities carried out, as well as details about the grants received were collected for the two financial years, 2009-10 and 2010-11. The survey questionnaire was finalized after extensive pilot surveys in one block of each of the above nine districts conducted in December 2010.

A team of two surveyors visited each school in the sample list along with the copies of permission letters from the state and district authorities. Schools where required information was not received on the day of the survey were revisited. Grant information was collected from financial documents such as bank passbooks, cash books and utilization certificates. Only in the absence of any of these documents, was [financial] information based on recall. The primary respondents were the headmasters (or the acting head masters, known as *prabharis*).

3. An overview of PAISA Findings: Unpacking the black box of education finance

3.1 What is the total budgetary allocation for elementary education and how are these finances prioritized?

The first step to understanding elementary education financing is to unpack the composition of resources and identify how these are prioritized.

3.1.1 Budgetary allocations (2009-10 and 2010-11)

Budget allocations: State and District

Elementary education in India is primarily financed by state government revenues channeled through state education line departments.⁹ The bulk of GOI's contribution to elementary education is through the SSA. In addition, state governments draw on funds from the special component plan for Scheduled Castes and the Tribal Sub-Plan to finance elementary education related activities targeted at specific beneficiary groups. These activities are implemented by a range of departments, such as the Tribal Welfare and the Social Welfare and Justice Departments. On average in PAISA states, there are three to four departments in addition to the state line department that fund elementary education programmes. State budgetary expenditure also includes statutory transfers determined by the 13th Finance Commission which awarded Rs.24,000 crore to support implementation of RTE between 2010 – 2015. Table 2 details the budgets for elementary education for 2009-10 and 2010-11 in all the seven PAISA states.

Table 2 : Budgetary Allocation (Sarva Shiksha Abhiyan+ State Government) 2009-10 and 2010-11 in Rs. Crore

States	2009 -10	2010-11
Andhra Pradesh	5295	7042
Bihar	8941	11226
Himachal Pradesh	1486	1753
Madhya Pradesh	4629	7235
Maharashtra	9157	12585
Rajasthan	6756	7935
West Bengal	5327	7686

Source: State budget documents and PAB minutes. For Madhya Pradesh, the AWP&B was sourced from the state governments' SSA website to obtain the latest figures.

To put these allocations in a comparative perspective, PAISA also calculated the per-child investment in each of these states for 2009-10 (Table 3). Per-child investment in PAISA states ranges from Rs. 3,982 in West Bengal to Rs. 19,111 in Himachal Pradesh. This variation is indicative of a vast inter-state disparity in education investments. This raises important questions about the role of GOI funding in ensuring equity in financial distribution. With the increased emphasis on RTE, the big challenge going forward will be in equalizing the

⁷ Sample size was calculated under the assumption that a) 90% schools would receive the school grants, b) margin of error is 5% and confidence level is 95%, and c) non-response rate is 10%.

⁸ DISE 2009-10 is the latest available list of all schools. It includes government, government aided and private schools.

⁹ State governments contribute a substantive 74% to the total education budget (2009-10 estimates): Taken from Kapur, A (2011). 'Analysis of State Budgets: Elementary Education,' Accountability Initiative, Budget Briefs series, www.accountabilityindia.in

distribution of education investments in India. State variations in investment are also mirrored at the district level (see Table 4).

Table 3: Per-child Investment in PAISA states

State	Education Budget 2009-10 (Rs.Crore)	Per Child Investment (Rs.)
Andhra Pradesh	5295	8390
Bihar	8941	4705
Himachal Pradesh	1486	19111
Madhya Pradesh	4629	4423
Maharashtra	9157	12075
Rajasthan	6756	9192
West Bengal	5327	3982

Source: State budget documents and PAB minutes. For Madhya Pradesh, the AWP&B was sourced from the state governments' SSA website to obtain the latest figures. Enrolment numbers sourced from DISE, Flash Statistics 2009.

Table 4: District Budget Estimates and Per Child Costs (2009-10)

District	Education Budget (Rs.Cr.)	Per Child Investment (Rs.)
Medak	232	7588
Nalanda	265	5719
Purnea	284	4841
Kangra	302	19574
Sagar	138	3616
Satara	317	14766
Jaipur	421	8289
Udaipur	368	9426
Jalpaiguri	285	4935

Source: State treasury accounts, PAB minutes and Monthly Expenditure Statements. The figures for Medak, Nalanda, Purnea and Kangra are for FY 2010-11. The remaining districts pertain to FY 2009-10. Enrolment numbers obtained from DISE and are for 2009-10.

3.2 How are education finances prioritized?

Typically, governments allocate funds based on line-item prioritization. In this PAISA study, we approach the question of prioritization from a different perspective. Rather than unpacking the budget to determine allocations and assess prioritization across traditional line items, the PAISA study analyzed prioritization across 4 key activities central to the functioning of an education system. These are: children, schools, teachers and management. In addition, PAISA created a separate category for quality-related activities. The focus on quality-related activities is in recognition of the enormity of the learning problem in India. PAISA's effort in separating this category from other elementary education activities is to highlight the nature and extent to which quality-specific activities are prioritized in the education budget.

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

Children: All allocations where monies are expected to be invested directly on children are clubbed together in this

category. These are line items budgets for entitlements such as textbooks, uniforms and transport provisions along with mainstreaming out-of-school children, remedial teaching, residential schools and education for children with special needs. On average, for all 7 PAISA states, between 2009-2011 investments in children accounted for 6% of the total budget.

Teacher: This category pulls together all allocations where monies are invested directly on teachers. These are: teacher salaries, teacher training and teaching inputs such as teaching learning material, teaching learning equipment and the school development grant. Teachers receive the largest share of the education budget and between 2009 and 2011 investments in teachers accounted for 72% of the education budget across the 7 states.

Schools: This category comprises of all investments made toward the provision of infrastructure in schools. These are: civil works, school maintenance grant and, if available, funds for the building of libraries and provision of furniture. Investments in schools account for 14% of the education budget.

Management: This includes all allocations related to the administration of elementary education such as allocations for Block Resource Centers, Cluster Resource Centers, management, Management Information Systems (MIS) and research and evaluation line items. Between 2009-10 and 2010-11 management costs received an average of 5% of the budgetary allocation.

Quality: This includes all allocations for improving learning levels, specifically, the innovation and learning enhancement program (LEP). Quality receives 1% of the total investment.¹⁰

Inter-state patterns of investment reveal interesting variations (Table 5). Bihar stands out for investing just over half its budget (59%) on teachers, followed by Madhya Pradesh and West Bengal, which invested 64% and 67%, respectively. One reason for this low investment is a policy in all 3 states to substitute regular teachers for contract teachers. Contract teachers are hired at a substantially lower salary, thus enabling fiscal savings. In states like Bihar, these savings have given the state flexibility to prioritize other activities, such as the provision of children's entitlements. Importantly, in Bihar this investment prioritization has come alongside a state-wide contract teacher hiring drive which has resulted in a substantial drop in PTR ratios from 96:1 in 2005 to 58:1 in 2011 (2011, PAB minutes). Bihar thus presents an interesting model of lowering teacher costs and reallocating these funds to other state-specific priorities.

Bihar and West Bengal invest the largest proportion of their resources in programmes directed at children. As mentioned, an important component of the children budget goes towards activities aimed at mainstreaming out of school children. Both Bihar and West Bengal have the largest number of out of school children. Thus, this high investment appears to be aligned with the education needs of the states.

¹⁰ For details of quality-related activities see Annexure 1

3.3 Changes in SSA resource prioritization post the RTE

With the implementation of the RTE in April 2010, SSA budgets have increased significantly across all states. On average, the SSA budget for all PAISA states increased by 70% between 2009-10 and 2010-11. The largest increase was in funds to schools for the provision for children and infrastructure (89% and 85%) and funds for community mobilization and training (973%). These latter funds are captured in the miscellaneous component of the SSA budget. To give a flavour of the changes in education resource prioritizations within SSA, Table 6 highlights increases in the 7 PAISA States.

Analysis of the composition of state budgets post 2010-11, points to a significant increase in SSA funds as a proportion of the total budget. On average, in 2009-10, the state budget excluding the SSA component contributed to 69% of the elementary education budget; this dropped to 60% in 2010-11. Unsurprisingly, states like Bihar and West Bengal that have low fiscal capacity leverage far more of their funds through SSA than fiscally strong states like Maharashtra and Himachal Pradesh. Importantly, these latter states have also met the bulk of the RTE requirements and thus have less leverage over GOI funds. An interesting trend observable in 2010-11 is that Andhra Pradesh, which has a stronger resource base than the poorer states in the PAISA sample, has seen a significant increase in SSA's contribution to the education budget: up from 19% in 2009-10 to 30% in 2010-11. The primary implication of this increased contribution of SSA funds to the elementary education budget is that it runs

the risk of increasing de-facto centralization of elementary education financing. Since SSA is a centrally sponsored scheme, the scheme gives preference to activities prioritized by GOI. State governments now contribute a significant 35% of the total SSA budget, Thus a significant portion of state funds are also geared towards funding activities prioritized by GOI thereby limiting state discretion.

3.4 The SSA planning process

Under SSA, annual budgetary allocations are finalized through a process of negotiation between GOI and state governments. In March every year, state governments prepare a proposed AWP&B (which is meant to be an aggregation of district plans). This proposed plan and budget is then discussed with the Ministry of Human Resource Development (MHRD), GOI, and the final approved budget is an outcome of this negotiation. To understand the efficacy of this process, PAISA analyzed the differences between proposed budgets and those that were finally approved by GOI for 2009-10 and 2010-11. This analysis points to some mismatch between the state's own assessment of its needs and priorities, GOI's priorities and the final approved budget. This is particularly visible post-2010, when GOI prioritized the implementation of the RTE and states were expected to align their priorities to meet RTE requirements by 2013. The cases of Bihar and Rajasthan best illustrate this point. In 2010, Bihar increased its own state budget for activities related to children's entitlements by a significant 368%. Perhaps for this reason, the state, in its proposed SSA budget, budgeted a low amount for children entitlements.

Table 5: Inter-state distribution of education investments (2009-10 & 2010-11)

	Andhra Pradesh	Bihar	Himachal Pradesh	Madhya Pradesh	Maharashtra	Rajasthan	West Bengal
Teachers	72%	59%	79%	64%	86%	87%	67%
School	13%	25%	9%	21%	5%	6%	19%
Children	4%	10%	1%	8%	5%	1%	10%
Quality	2%	1%	1%	1%	1%	1%	1%
Management	9%	4%	9%	5%	4%	3%	4%
Misc	0%	0%	1%	0%	0%	1%	0%

Source: State budget documents and PAB minutes. For Madhya Pradesh, the AWP&B was sourced from the state governments' SSA website to obtain the latest figures.

Table 6: % Increase in SSA budget from 2009-10 to 2010-11

	Andhra Pradesh	Bihar	Himachal Pradesh	Maharashtra	Madhya Pradesh	Rajasthan	West Bengal
Teachers	97%	37%	48%	119%	52%	25%	134%
School	90%	58%	46%	52%	110%	130%	134%
Children	207%	101%	37%	84%	250%	62%	18%
Quality	16%	7%	12%	15%	12%	21%	89%
Management	84%	43%	87%	57%	41%	23%	48%
Misc	1581%	874%	643%	1176%	843%	305%	1307%
Total	105%	54%	50%	73%	87%	39%	100%

Source: PAB minutes 2010-11 and 2011-12. For Madhya Pradesh, the AWP&B was sourced from the state governments' SSA website to obtain the latest figures.

In the final negotiation however, GOI enhanced the entitlement budget by a whopping 210% of what was proposed. In Rajasthan, we see a similar trend where the approved 2010-11 SSA budget for infrastructure was 284% more than the state had proposed. This analysis points to a tension between state-identified priorities and RTE priorities. Ideally, this tension could be resolved if states were able to use their own resources to meet their priorities. However, as discussed earlier, state finances are increasingly tied to SSA funds. In such a scenario, state priorities also need to find place in the SSA negotiations. The challenge lies in balancing the tension between states and GOI priorities and creating greater flexibility at the state level.

4. How do funds flow to schools?

In this section, PAISA focuses on the flow of monies from their point of origin to the school. Owing to paucity of data, it is difficult to access information on fund flows related to the state treasury. Thus PAISA analysis on fund flows is focused specifically on fund flows within SSA. Key findings from PAISA analysis include:

Table 7: % of allocated funds released (GOI+state to state society)

	2009-10	2010-11
Andhra Pradesh	42%	64%
Bihar	49%	53%
Himachal Pradesh	84%	88%
Madhya Pradesh	81%	73%
Rajasthan	86%	83%
Maharashtra	68%	63%

4.1 Significant gap between funds allocated and funds released

As Table 7 highlights, no state in the PAISA sample received its entire share of funds in 2009-10 and 2010-11. The quantum of funds varies widely across states with Himachal Pradesh receiving the largest proportion of its allocation followed by Rajasthan. Inefficiencies in expenditure management are the primary reason for this gap. Funds released under SSA are contingent upon conditionalities such as the submission of utilization certificates, expenditure statements, and completion certificates (in the case of infrastructure), amongst others. Delays in submission of these documents results in delays or withholding of fund releases. Importantly, GOI releases are contingent upon state governments' releasing their share of the SSA allocation. In most states, we find that state governments have been slow to release funds and often the gap between the state government share and release amount is much larger than that in the GOI share allocated and released. Interestingly, this trend reversed in 2010-11 as state governments began to put in a greater share while the GOI share declines.

Gaps in fund receipt at the state-level had a knock-on effect on the quantum of money received at the district level (see Table 8). Between 2009-10 and 2010-11, only three PAISA Districts – Kangra in Himachal Pradesh, and Jaipur and Udaipur in Rajasthan – received close to 90% or more of their allocations; all other districts received half or less. One interesting point to note is the differences in release amounts within states. In Rajasthan, for instance, Udaipur received marginally less of its allocation than Jaipur. Purnea also performs better than Nalanda. These differences (as we see in the expenditure section below) are a consequence of expenditure performance at the district-level.

Analysis of district fund flows also reveals that for some line items, the state incurs expenditures on behalf of the district. Consequently, these funds, although allocated to the district, are never actually transferred to the district account. To explain, in Sagar district, Madhya Pradesh for instance, close to 60% of the total district expenditure is booked under an expenditure head called SPO (the state name for the SSA society). Analysis of this expenditure head reveals that the bulk of these funds are allocated to teacher salaries and civil works. The civil works head accounts for 50% of the district civil works budget. Civil works funds are directly released to the Panchayat accounts to incur expenditures, by-passing the district, while teacher salaries are directly deposited in teacher accounts. Arguably, this appropriation of district funds by the state suggests that the district has limited flexibility or decision-making power over key activities. This points to increased state control, which, as funds for teacher salaries and civil works increase with the RTE, is only going to increase.

Table 8: % of allocated funds released (state to district)

	2009-10	2010-11
Medak	47%	66%
Nalanda	43%	45%
Purnea	50%	51%
Kangra	90%	84%
Sagar	NA	83%
Satara	60%	72%
Jaipur	99%	92%
Udaipur	89%	88%
Jalpaiguri	66%	52%

Source: RTIs filed by PAISA team and collected from the District Project Offices of all the districts.

4.2 Bunching of fund transfers to the end of the financial year

While fund flows from GOI and the state are meant to be released to the state society in 2 installments across the first three quarters of the financial year. In practice however, the bulk of the money is released toward the end of the financial year.¹¹ There are state variations. As highlighted in Table 9, states like Andhra Pradesh, Bihar

¹¹ The financial year in India is broken up in to 4 quarters: Quarter 1 April-June; Quarter 2 July-September; Quarter 3 October-December; Quarter 4 January to March. The release is determined on the basis of the SSA financial manual.

Table 9: Fund transfers till Quarter 3 and Quarter 4 as a % of total allocation.

	Funds transferred till Q3				Funds transferred till Q4			
	2009-10		2010-11		2009-10		2010-11	
	GOI	State	GOI	State	GOI	State	GOI	State
Andhra Pradesh	19%	19%	38%	80%	55%	23%	55%	80%
Bihar	17%	47%	46%	36%	47%	52%	46%	65%
Madhya Pradesh	73%	38%	61%	58%	84%	77%	69%	82%
Rajasthan	83%	63%	66%	79%	94%	74%	71%	105%
Maharashtra	66%	0%	37%	57%	78%	54%	63%	63%
Himachal Pradesh	78%	37%	40%	42%	78%	96%	83%	96%

Source: RTIs filed by Accountability Initiative.

and Maharashtra received half or just under half of their finances for the year in the last quarter, between January and March. Fund flows improved significantly in 2010. It is important to note that this improvement comes against the backdrop of significant budgetary increases for SSA funds in 2010-11. However, we see a downward trend in the speed of releases in Himachal Pradesh, which received as much as 47% of its funds for 2010 in the fourth quarter compared with 21% the previous year.

Delays in fund receipt at the state level also result in delays at the district level. However, unlike at the state level, the speed of transfers was much slower in 2010-11, with some districts such as Kangra and Jaipur receiving as much as 39% and 27% of their funds in the fourth quarter, respectively. Given the significant increases in budgets, the result of this year-end bunching is an increased year-end cash surplus. In a scenario where SSA funds are only going to increase further over the next few years, this bunching up of funds and cash surplus will create serious expenditure management problem for state governments from now on.

4.3 Fund flows at the school level

Under SSA, there are three key grants that schools are expected to receive annually. These are: Teacher Learning Material (TLM), School Development Grant (SDG) and School Maintenance Grant (SMG). According to the SSA financial manual, schools can receive these grants after they submit utilization certificates for the previous year. These certificates are expected to be submitted to the district within one month of the close of the financial year; however, there is no specified time period for when these funds are expected to be transferred to schools. Through the district surveys, PAISA tracked the flow of funds to schools. Like the state and district picture, the PAISA survey, too, reveals gaps in allocations and receipts for all 3 grants.

- On average, across the 9 PAISA districts, in 2009-10, 81% schools received TLM grants, 73% received the SDG and 68% received the SMG. Receipt of TLM funds dipped somewhat in 2010-11 when 80% schools reported receipt. However receipt of SDG and SMG improved as 75% and 73% schools received their grants.

- Trends across 2009-10 and 2010-11 highlight that not every school receives the grants in both years. To illustrate, 27% schools received the TLM grant in only 1 of the 2 years under consideration. Similarly, 28% and 27% schools received the SDG and SMG grant in only 1 of the 2 years. Worryingly, 6% schools did not receive TLM in either year and a further 12% and 16% schools did not receive SDG and SMG, respectively. It is likely, that these gaps in receipt were on account of the fact the schools did not submit their utilization certificates within the specified time period.
- In terms of timing, on average schools received their grants by the end of quarter two (end September) in both 2009-10 and 2010-11. In most PAISA states, the school year starts in April/ June every year. The fact that the school grants only reaches at the end of September means that schools have no money for essential supplies and minor repairs till almost half way through the school year. How do schools cope with these delays? During the survey, PAISA discovered that in many instances, headmasters use left-over funds from previous years or funds received from community contributions on national holidays. In some instances, headmasters said that they use their own money to purchase essential supplies. Once funds arrive, the schools reimburse themselves and adjust the books to ensure that account books are in order. Such practices, while they enable schools to get by till the grants arrive create serious accountability problems that contribute to the accountability deficit at the school level.

5. Expenditures: Do schools spend their money?

5.1 Significant under-spending and bunching of expenditures at the district level:

As highlighted in Table 10, district spending ranges widely from 50% to 99%. Interestingly, despite a significant increase in allocation between 2009-10 and 2010-11, district expenditures have kept pace and in some cases actually improved from the previous years.¹²

¹² Expenditures include expenditures incurred through the SPO. They do not include expenditure incurred under the NPGEL and KGBV heads

Table 10: District level expenditures in %

District	% spent out of allocation 2009-10	% spent out of allocation 2010-11
Medak	84	78
Kangra	88	80
Satara	96	86
Sagar	69	82
Nalanda	53	50
Purnea	50	55
Jaipur	99	93
Udaipur	86	84
Jalpaigudi	NA	77

Source: Monthly expenditure statements obtained from the district

To assess the timing of expenditures, PAISA analyzed monthly expenditure statements for the nine PAISA districts.¹³ Perhaps, a consequence of delayed fund flows, this analysis points to a last minute rush to spend money as expenditures are bunched up toward the end of the financial year. In 2010-11, when budget allocations increased, this bunching up worsened even though fund flow timings to districts improved.

When analyzed from the perspective of budgetary components, we see a clear prioritization of expenditures for recurring costs. Teacher salaries and administration costs (salaries for the elementary education bureaucracy) are amongst the highest expenditure items in all districts and, by and large, these expenditures are incurred through the year. A large proportion of infrastructure funds are also spent. However, these expenditures tend to be bunched up toward the end of the financial year. Importantly, districts book releases to schools as expenditures. These expenditures are then adjusted once schools submit utilization certificates. Consequently, expenditures on infrastructure are merely indicative of releases of monies to schools. The last minute rush to release these funds is indicative of spending pressures faced at the district level as a consequence of which the district rushes to send money to schools toward the end of the financial year. In practice, schools are slow to undertake infrastructure activities. This is partly a consequence of the cumbersome procedures involved in spending infrastructure monies - works need to be sanctioned and approved from authorities outside the Department of Education, such as the state Public Works Department; issues such as land access need to be negotiated; and finally, competent authorities need to provide a certificate of approval. All this requires coordination between multiple administrative authorities and leads to delays in getting works started. In fact, when the PAISA survey mapped the pace of work at the school-level to increases in infrastructure funds at the district-level, it found that despite large amounts of money having been transferred to schools, schools were yet to start construction works in 2010-11.

From the school's point of view, these cumbersome procedures can be intimidating and, in fact, act as a disincentive for spending. One headmaster in Medak district, Andhra Pradesh told PAISA surveyors that headmasters lack a proper understanding of the procedures involved in spending infrastructure monies and thus prefer to whitewash walls rather than spend large amounts on big infrastructure construction. This sentiment was echoed by headmasters in Purnea, Bihar as well. Another problem in implementing infrastructure activities is that, although technically there is flexibility at the school-level to determine their infrastructure priorities, de-facto infrastructure activities are expected to be undertaken based on instructions provided from the district officials (who in turn are responding to state and GOI pressures). However, at the school-level, all expenditures require approval from the SMC. This creates a mismatch between SMC perceptions of school needs and what the school must do, owing to directives from the top. Thus, a lot of time has to be spent in negotiating with the SMC to arrive at a consensus on starting expenditures, resulting in delays in expenditures.

Infrastructure expenditures apart, a worrying trend in district expenditures is that expenditures on non-recurring activities, such as on trainings, children and quality-related activities, are slow; more often than not, these line-items report significant under-spending. We see the consequences of this under-spending in important ways at the school level. For instance, PAISA tracked the number of trainings received by teachers in all nine districts between 2009-10 and 2010-11. PAISA findings point out that, the number of trainings dipped from 33 days in year 1 to 28 in year 2, despite increases in training budget allocations. Moreover, in 2009-10 17% teachers reported not receiving any training at all through the year. This increased to 19% in 2010-11.

5.2 Delays in spending at the school level

Expenditures at the school-level are slow. At a minimum there is a 60 day time lag between the day a school receives a grant and the day its starts spending its money. There are variations across grant type: In 2009-10, there was a time lag of 66 days between grant receipt and the first day of expenditure for TLM grants; this reduced to 60 days the following year. For SDG and SMG, there was a 90 day and 96 day time lag, respectively, which improved to 73 and 80 days in 2010-11.

PAISA also measured utilization levels of school grants to find a dip in utilization between 2009-10 and 2010-11. In 2009-10, on average, 91% schools utilized all their grant monies. This proportion fell to 86% in 2010-11, however this dip could be on account of the fact that PAISA only captured expenditures till the date of the survey (between May and July 2011) and thus it does not capture expenditures that could have been incurred after the cut-off point.

¹³ These statements were not available in Medak and Jalpaigudi districts

What explains this slow spending? As mentioned earlier, schools have little discretion over expenditures incurred through school grants. This lack of discretion is perhaps one reason for low spending as schools await directions from higher authorities on what they can and cannot spend on. When money is spent, it is often spent on activities that are not considered important by the school. This is highlighted in the case of a school in Jaipur, where an official directive was issued requesting all schools to use the SDG (also known as School Facility Grant) to purchase furniture. The school in question has no requirement to purchase this furniture but was pressured by local officials to purchase furniture in response to this directive. A similar incident was reported in Purnea Bihar, where the district approved a request from some schools to use their development grant to purchase a storage cupboard. This was interpreted at the frontline as an order for all schools and regardless of need, schools were made to spend their grant buying the cupboard. These instances point to a systemic problem. The absence of discretion creates a complete disconnect between school articulated need and actual expenditures. Schools can thus legitimately claim that they have no responsibility over meeting school needs thereby significantly compromising accountability.

6. Concluding remarks

This PAISA study was motivated by the question of whether the current model for financing and decision-making in elementary education can enable India to make the shift from schooling to learning. As the GOI itself has argued, implementing the RTE requires “...[the] creation of capacity within the education system and the school for addressing the diversified learning needs of different groups of children who are now in the schooling system.....planning and implementation for universal access in the rights-based approach would require an understanding of community needs and circumstances as well as decentralized decision-making for meeting the diversified needs of children.”¹⁴ Will a business-as-usual approach facilitate such a shift?

Findings from the PAISA study point to the need for a serious reassessment of the current system. With the implementation of the RTE, funds to elementary education have seen a significant increase. However, this increase has been accompanied by an increased centralization of decision-making – the anti-thesis of a decentralized approach. This centralization is further exacerbated by the governance deficit in actual expenditure management. The PAISA survey points to serious delays and gaps in fund

flows across all levels of government. These delays have a knock-on effect on expenditures, resulting in the prioritization of recurring expenditures like salaries, at the expense of other key learning-related activities (like training and quality). These problems are compounded by the fact that little time and effort has been spent in developing the capacities of school and local officials to exercise discretion where necessary. Instead, an extremely process heavy delivery structure has been created, where utilization certificates and sanctions determine the speed and nature of expenditures rather than needs at the ground level.

The SMC is the bedrock of a decentralized planning and implementation structure. However, as PAISA analysis highlights, the current system of planning and financing is structured such that plans, decision-making powers and fund flows are aligned to facilitate *de-facto* centralization. The SMC have little money and almost no discretion over these funds. Expenditures, even on school grants, are based on directives from higher levels of government. Thus the current model simply cannot facilitate a decentralized planning and implementation structure.

In conclusion, PAISA points to the need for a radical system overhaul. One that moves away from the current system of tied line item budgets implemented through centralized directives to a system that focuses on children and schools, and enables the SMC to determine school needs. Greater transparency and efficient fund flow management is critical to ensuring that such a system works. This would require a strong management information system that tracks, in real time much like the PAISA survey, the flow of money through the system to ensure that bottlenecks are addressed and monies reach their destinations.

Will this lead to more learning for school children? To be sure that is an open question but, at the very least, such a system will serve to strengthen parent engagement and ownership with the school and encourage accountability to parents. This is a first critical step.

India is not alone in facing the challenge of moving from a schooling to a learning system – most countries around the world are struggling with similar dilemmas. However, consequent to the provision of SMCs, India has the framework for an alternative bottom-up system. If we were to re-haul the education model, we could well lead the way in showing the world how to build an education system that privileges local control, innovation and accountability for learning.

¹⁴ Ministry of Human Resource Development (2011), ‘Sarva Shiksha Abhiyan: Framework of Implementation’



PAISA District Studies (Rural)

2011
Provisional

Andhra Pradesh PAISA District Study



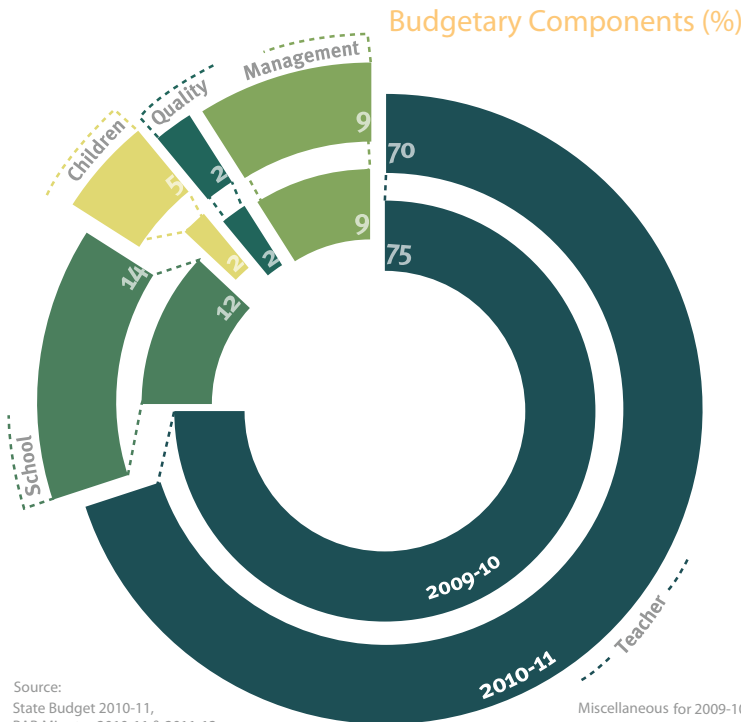
MEDAK

Rural

- ▶ How does Andhra Pradesh Prioritize its Education Resources? ◀
 - ▶ How does Medak Prioritize its Education Resources? ◀
 - ▶ When do SSA Funds Flow to Medak's Schools (2009/10)? ◀
 - ▶ When do SSA Funds Flow to Medak's Schools (2010/11)? ◀
 - ▶ When does Medak Spend its SSA Money (2009/10)? ◀
 - ▶ When does Medak Spend its SSA Money (2010/11)? ◀
- ▶ How do Andhra Pradesh's Schools Perform on RTE Infrastructure Indicators (State and District)? ◀
 - ▶ How are Medak's Schools Governed? ◀

How does Andhra Pradesh Prioritize its Education Resources? What are the Outputs and Outcomes?

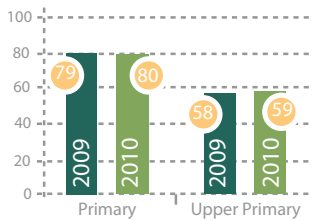
FIGURE 1.1



Source: State Budget 2010-11, PAB Minutes 2010-11 & 2011-12

FIGURE 1.2 Key Output Indicators

1.2.1 Net Enrolment Ratio (%)



Source: 1.2.1 & 1.2.2: State Elementary Education Report Cards 2008-09 & 2009-10

1.2.2 Other Indicators

	2009	2010
Pupil Teacher Ratio (elementary)	21	22
Student Classroom Ratio (elementary)	25	24
Drop-Out Rate (primary)	4.8	5.8

FIGURE 1.4 Child Enrolment and Attendance (%)

	Primary		Upper Primary	
	2009	2010	2009	2010
Enrolled Children Present (average)	76	72	77	73
Schools with Less than 50% Enrolled Children Present	05	09	03	09
Schools with 75% or more Enrolled Children Present	59	50	62	49

Source: ASER 2009, ASER 2010



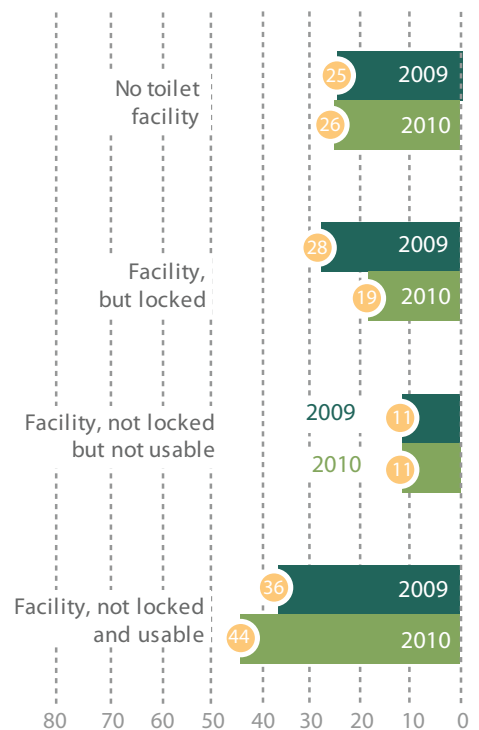
More on Andhra Pradesh's budget

Between 2009-10 and 2010-11, Andhra Pradesh's (AP) elementary education budget increased by 33%, from Rs. 5,295.2 crore to Rs. 7,042.1 crore.

In 2009-10 (latest available estimates), the state spent Rs. 8,390.4 per child. SSA accounted for 19.1% (Rs. 1,013.7 crore) of the total budget in 2009-10, increasing to 29.5% (Rs. 2,078.6 crore) in 2010-11. Allocations to teachers accounted for 74.6% in 2009-10 of the total elementary education budget excluding SSA, falling to 69.6% in 2010-11.

FIGURE 1.3

Toilet Facilities in Schools (%)



Source: ASER 2009, ASER 2010, PAISA 2010

FIGURE 1.5

Learning Levels (%)

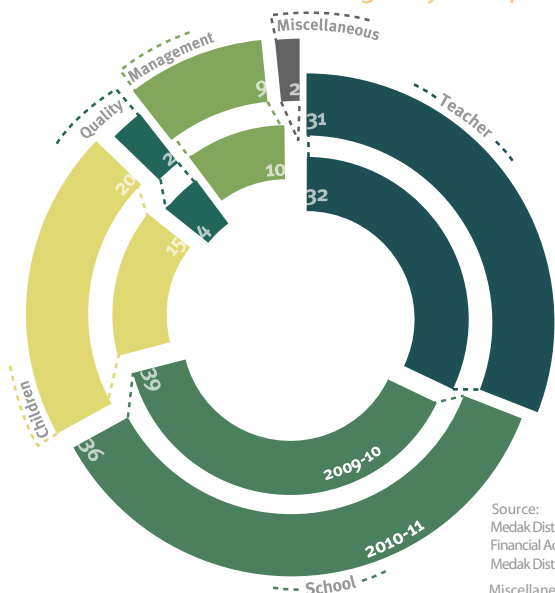
	2009	2010
Students in Std 3-5 who can read Std I text or more	66.2	69.8
Students in Std 3-5 who can do subtraction or more	63.8	63.7

Source: ASER 2009, ASER 2010

How does Medak Prioritize its Education Resources? What are the Outputs and Outcomes?

FIGURE 2.1

Budgetary Components, SSA (%)



Source: Medak District Physical & Financial Achievement 2009-10, Medak District AWP 2010-11
Miscellaneous for 2009-10 & 2010-11 is 0%

More on Medak's budget

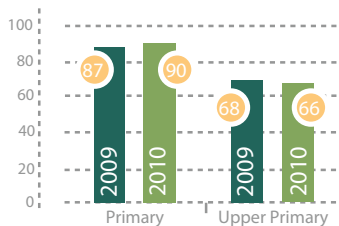
In 2010-11, Medak's total elementary education budget stood at Rs. 232.1 crore. Investment per child amounted to Rs. 7,587.90.

FIGURE 2.2

Key Output Indicators

2.2.1

Net Enrolment Ratio (%)



Source: 2.2.1 & 2.2.2: District Elementary Education Report Cards 2008-09 & 2009-10

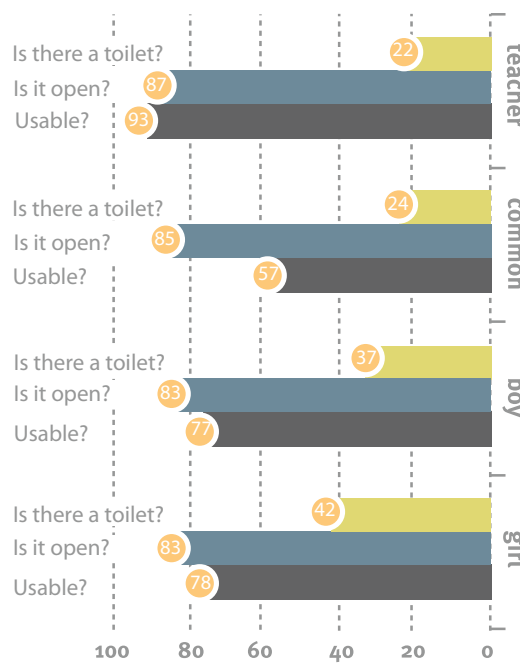
2.2.2

Other Indicators

	2009	2010
Pupil Teacher Ratio (elementary)	27	28
Student Classroom Ratio (elementary)	29	27
Drop-Out Rate (primary)	5.7	5.3

FIGURE 2.3

Toilet Facilities in Schools (%)



Source: PAISA Survey 2011

FIGURE 2.4

Days of Training Received

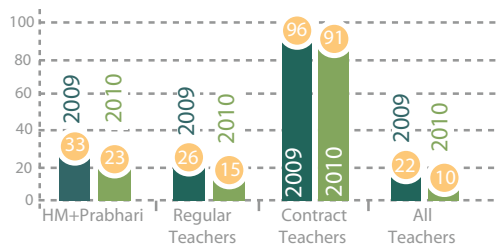
Types of Teachers	2009	2010
HM + Prabhari	8.4	8.5
Regular Teachers	30.0	28.2
Contract Teachers	5.0	3.5
Total	29.5	28.1

HM = Headmaster,

Source: PAISA Survey 2011

FIGURE 2.5

Teachers Who Did Not Receive Training (%)



HM = Headmaster,

Source: PAISA Survey 2011

FIGURE 2.6

Teacher Presence (%)

Teacher Type	% Present
HM	87
Prabhari	87
Regular Teachers	82
Contract Teachers	83
All	87

HM = Headmaster,

Source: PAISA Survey 2011

FIGURE 2.7

Children Enrolment and Attendance (%)

School	No. of Schools	Enrolment	Attendance Rate
Std. 1-5	97	75.3	76
Others	46	162.8	80
All	143	103.5	77

Source: PAISA Survey 2011

FIGURE 2.8

Learning Levels (%)

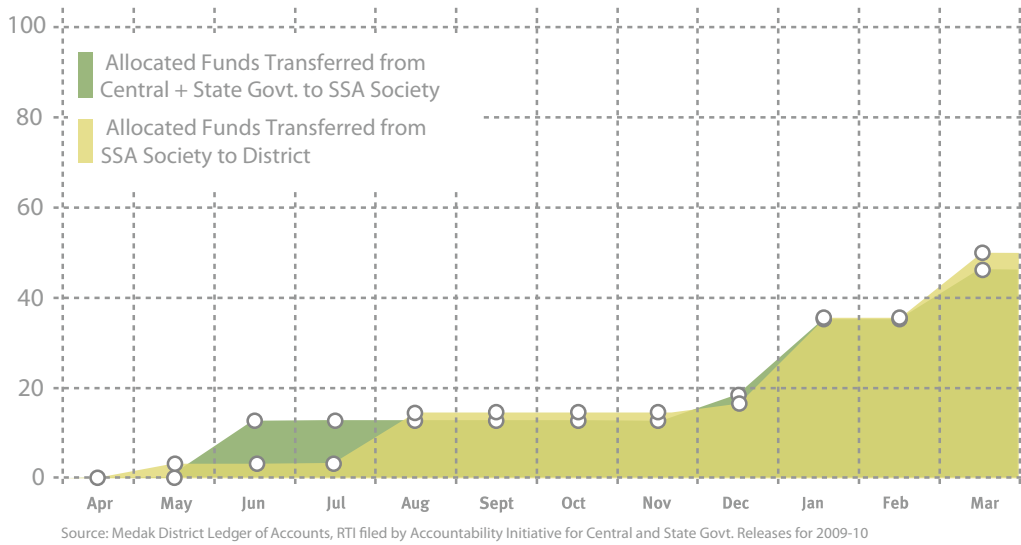
	2009	2010
Students in Std 3-5 who can read Std I text or more	52.7	47.8
Students in Std 3-5 who can do subtraction or more	52.9	48.0

Source: ASER 2009, ASER 2010

When do SSA Funds Flow to Medak's Schools (2009/10) ?

FIGURE 3.1

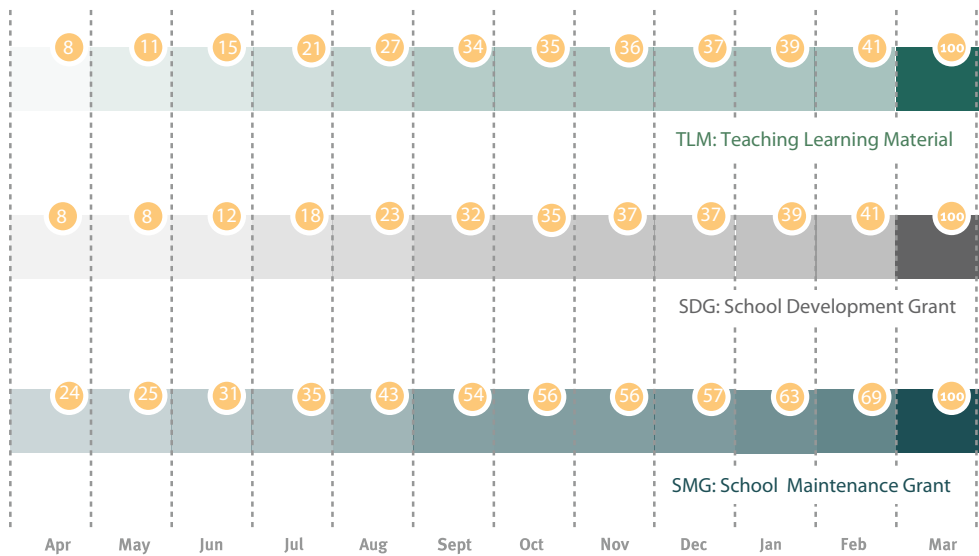
Monthly Fund Flows to SSA Society and Medak District (Cumulative %)



The SSA Society received 42% of its allocation. GOI released 55% of its share while the State Government released 23%. Medak received 47% of its allocation.

FIGURE 3.2

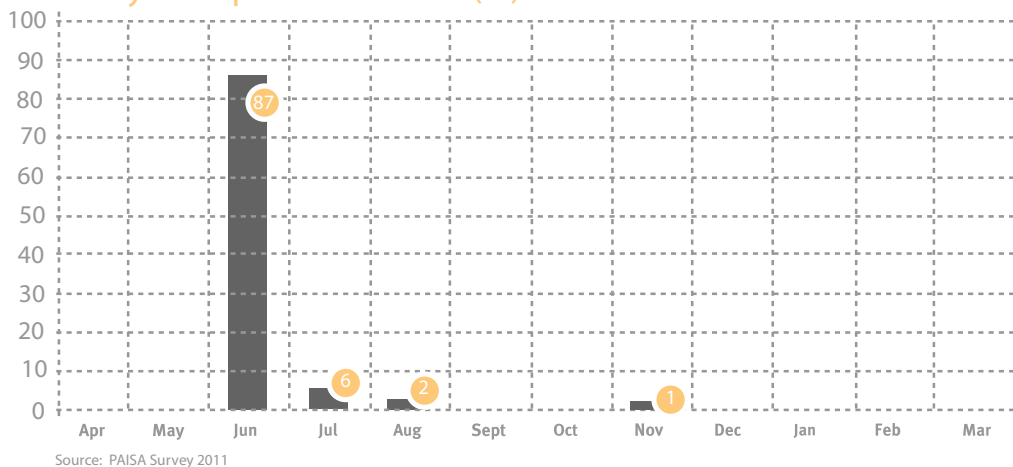
Schools that Reported Receipt of Grants (Cumulative %)



63.3% schools received the three SSA grants. 72% received TLM grant; 64% received SDG grant and 50% received the SMG grant.

FIGURE 3.3

Monthly Receipt of Textbooks (%)

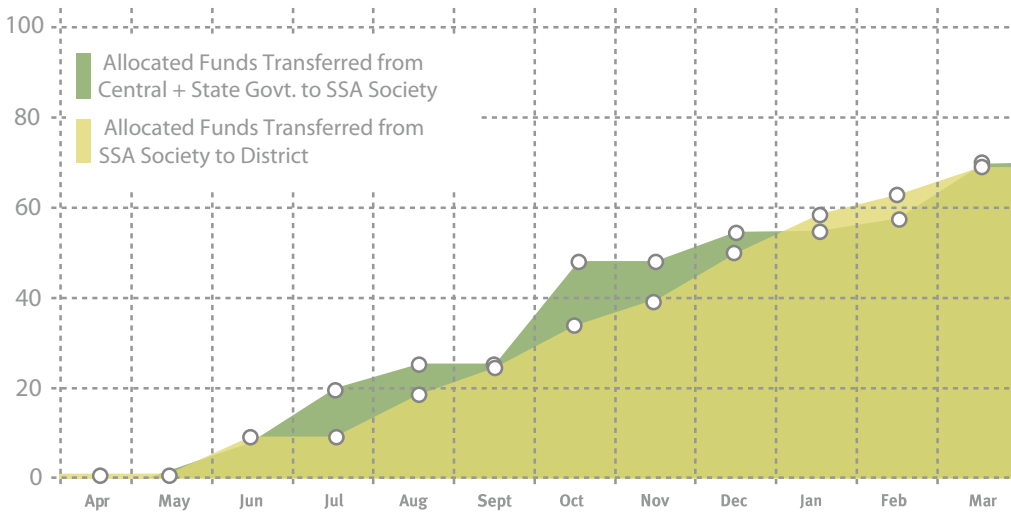


93% schools had received their textbook entitlement by July.

When do SSA Funds Flow to Medak's Schools (2010/11)?

FIGURE 4.1

Monthly Fund Flows to SSA Society and Medak District (Cumulative %)

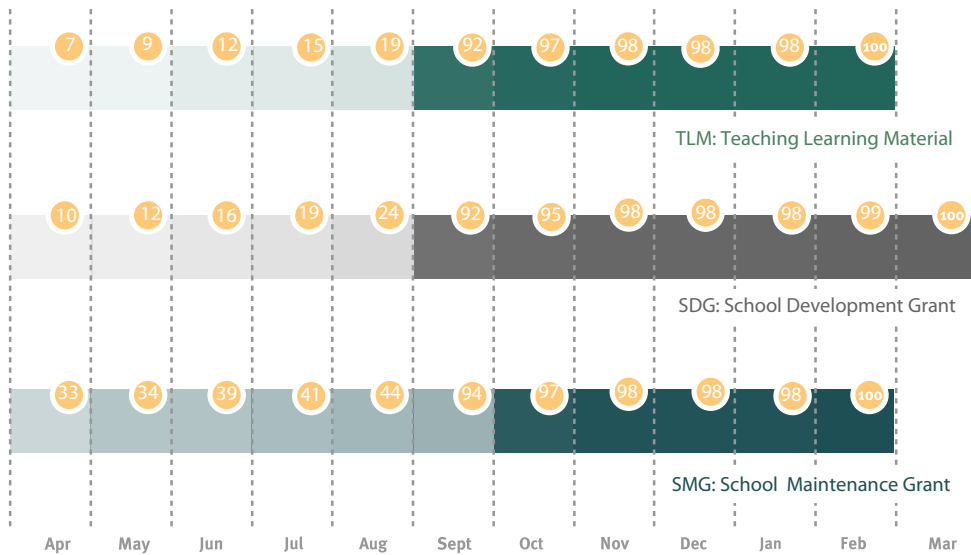


The society received 64% of its allocation. The State Government substantially increased its releases to 80% while GOI reduced its release to 55% of its total share. Medak received 66% of its total allocation.

Source: Medak district Ledger of Accounts, RTI filed by Accountability Initiative for Central and State Govt. Release for 2010-11

FIGURE 4.2

Schools that Reported Receipt of Grants (Cumulative %)

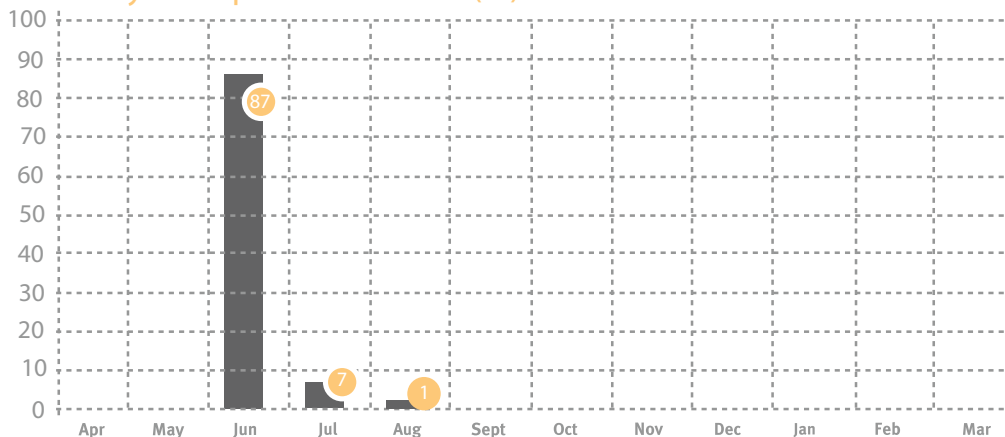


Fund flows to schools improved significantly. 86% schools received the three SSA grants. 84.6% received the TLM grant; 87.5% received the SDG grant and 86.3% received the SMG grant.

Source: PAISA Survey 2011

FIGURE 4.3

Monthly Receipt of Textbooks (%)



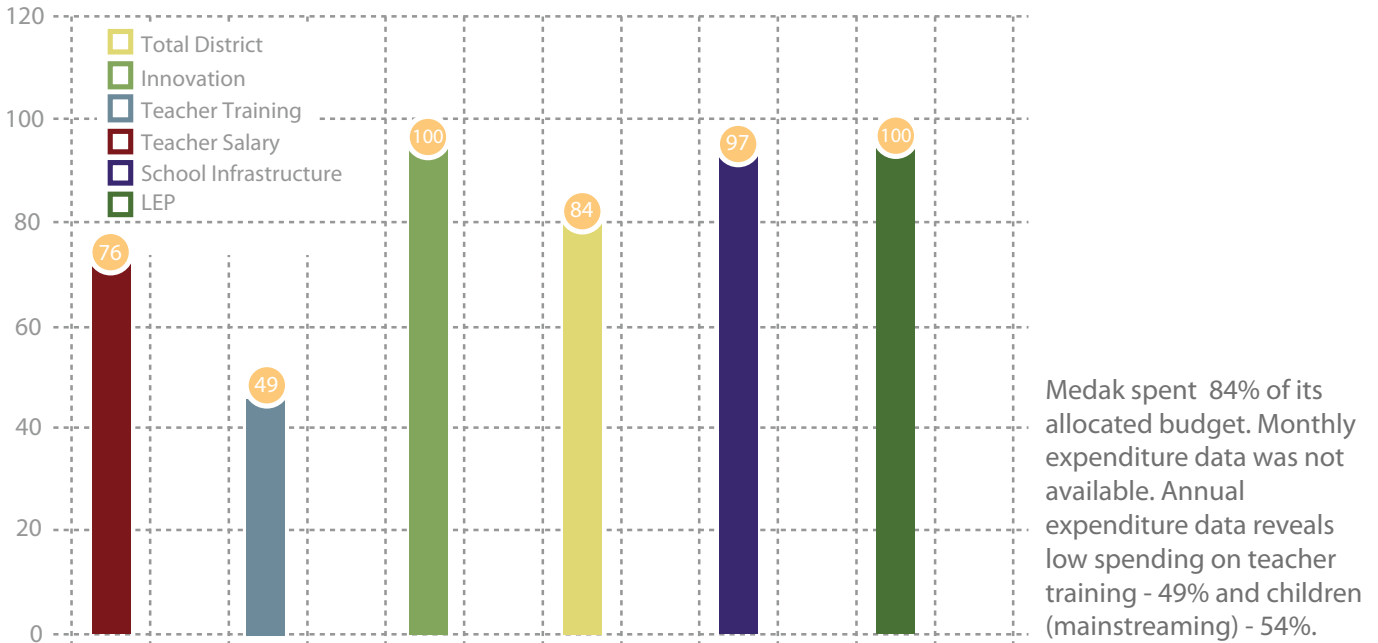
94% schools received their textbook entitlement by July.

Source: PAISA Survey 2011

When does Medak Spend its SSA Money (2009/10)?

FIGURE 5.1

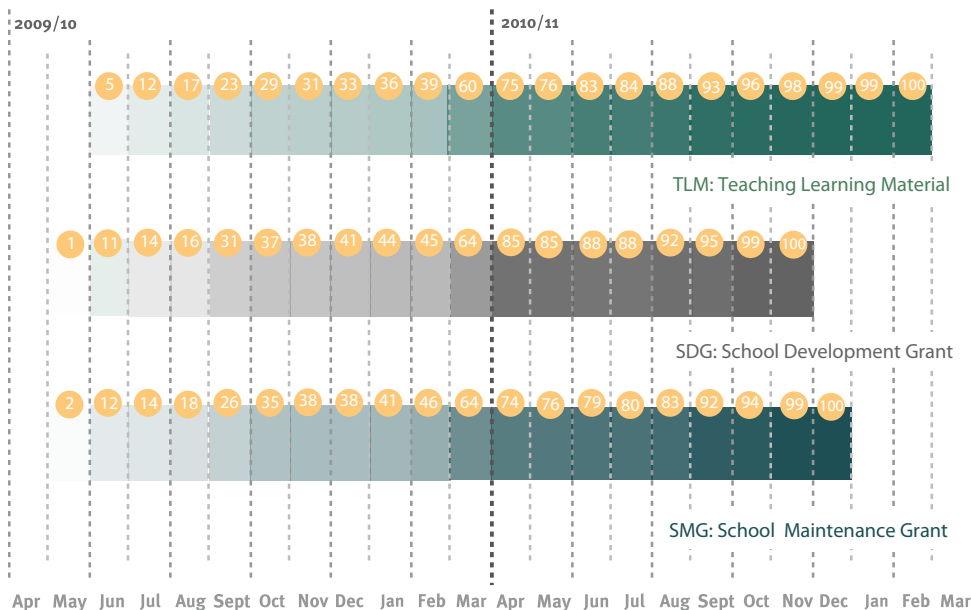
District Expenditure (Cumulative) (% Expenditure of Allocated Funds: District and Line Items)



Source: Medak District Physical and Financial Achievement 2009-10

FIGURE 5.2

Schools that Initiated Expenditure (Cumulative %)



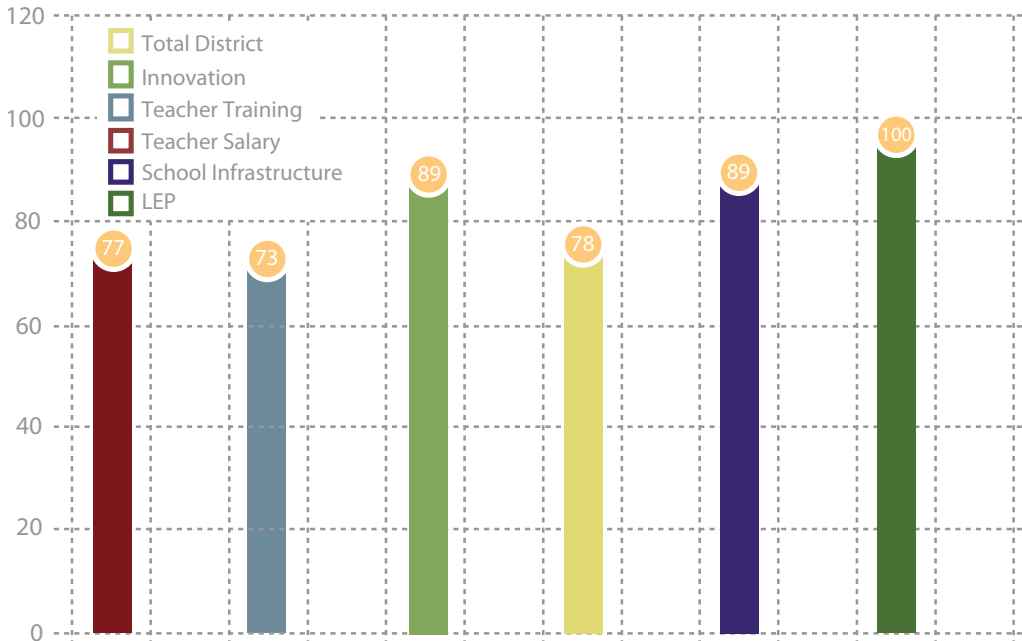
All schools that received the SSA grants had initiated expenditures. In total 99% of the grant amount was spent. There was a time lag of 51 days between the date of grant receipt and actual spending.

Source: PAISA Survey 2011

When does Medak Spend its SSA Money (2010/11)?

FIGURE 6.1

District Monthly Expenditure (Cumulative) (% Expenditure of Allocated Funds: District and Line Items)

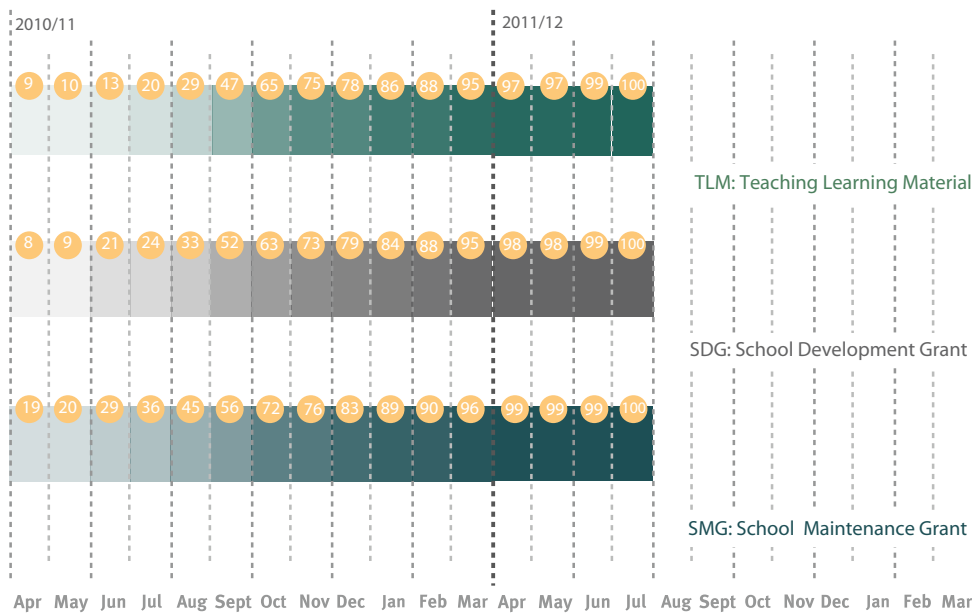


Between 2009-10 and 2010-11, Medak's budget increased by 109%. Medak spent 78% of this allocation.

Source: Medak District AWP 2010-11

FIGURE 6.2

Schools that Initiated Expenditure (Cumulative %)



TLM: Teaching Learning Material

SDG: School Development Grant

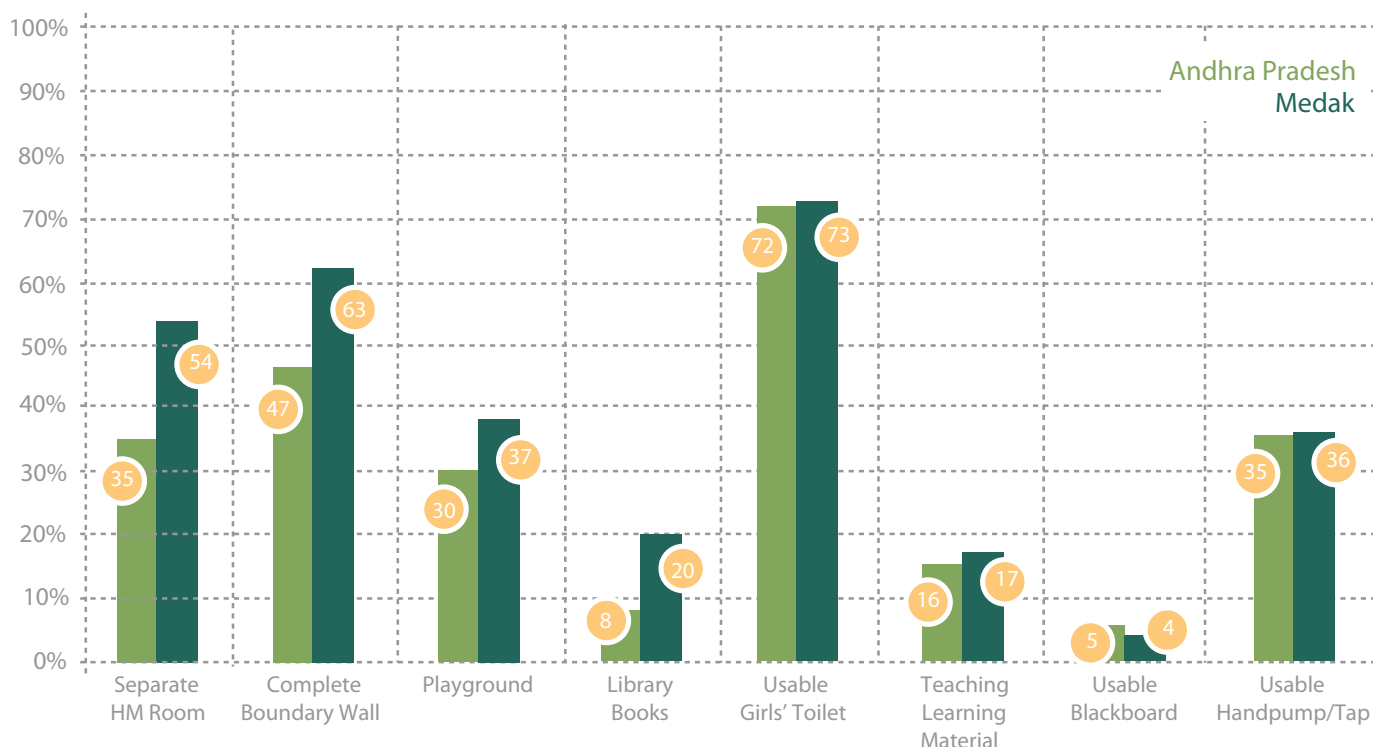
SMG: School Maintenance Grant

97.7% of schools that received the SSA grants had initiated expenditures. In total 96% of the grant amount was spent. There was a time lag of 26 days between the date of grant receipt and actual spending.

Source: PAISA Survey 2011

How do Andhra Pradesh and Medak Schools Perform on RTE indicators?

FIGURE 7.1
Infrastructure Indicators (% schools reporting shortfall)



Source: ASER 2010, PAISA Survey 2011

FIGURE 7.2
Other Indicators: Medak

RTE Indicator	Shortfall (% Schools)
Schools (1-5) with HM (enrol.>150)	14.3
Schools (6-8) with HM (enrol.>100)	NA
1 classroom per teacher (excl. HM)	24.8
1 classroom per teacher (incl. HM)	36.9

Source: PAISA Survey 2011

To what extent is Medak meeting the RTE Act's infrastructure requirements?

To meet the RTE shortfall, Medak's infrastructure budget increased by 109.7%. The bulk of this increase was for construction of new classrooms – 138.1% and drinking water facilities - 110%. However, the pace of construction activity in schools is slow. 4.9% schools started classroom construction work in 2010-11. 8.4% started drinking water construction. This was significantly lower than 2009-10 when 18.9% schools had started construction work for drinking water facilities. Given the scale of the gap, much more activity needs to be undertaken if the district is to meet the RTE gap by 2013.

How are Medak's Schools Governed?

How are schools governed in Medak?
 How often do they interact with government officials?
 Who do they consider their chief problem solvers?
 How much does the school engage with the community and the Panchayat?

How effectively have RTE's transparency requirements been implemented?

To answer these questions and gain insights into school governance, PAISA asked a range of governance questions at school level.

FIGURE 8.1
 Meetings with Administration (%)

Frequency of Meetings	SMC	CRC	BRC
Fortnightly	NA	13.4	7.1
Monthly	95.1	78.9	85.8
Once in 2-3 Months	3.5	4.9	3.6
Once in 6 Months	1.4	0.7	2.1

Source: PAISA Survey 2011

FIGURE 8.2

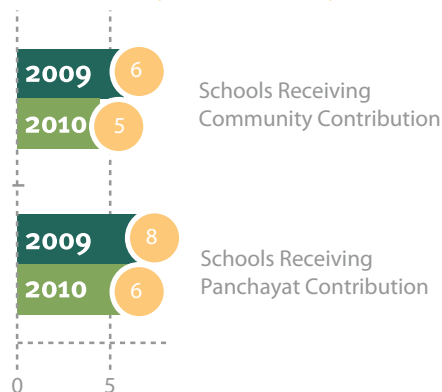
Primary Problem Solving Office (%)

	Minor Repairs	Teacher Absenteeism	Late Grants
SMC	21.8	3.6	1.4
Cluster	3.5	0.0	0.0
Mandal	46.5	89.3	92.3
District	2.1	6.4	3.5
Panchayat	23.9	0.7	2.8

Source: PAISA Survey 2011

FIGURE 8.3

Community and Panchayat Contribution (%)



Source: PAISA Survey 2011

FIGURE 8.4

Forms of Community and Panchayat Contribution

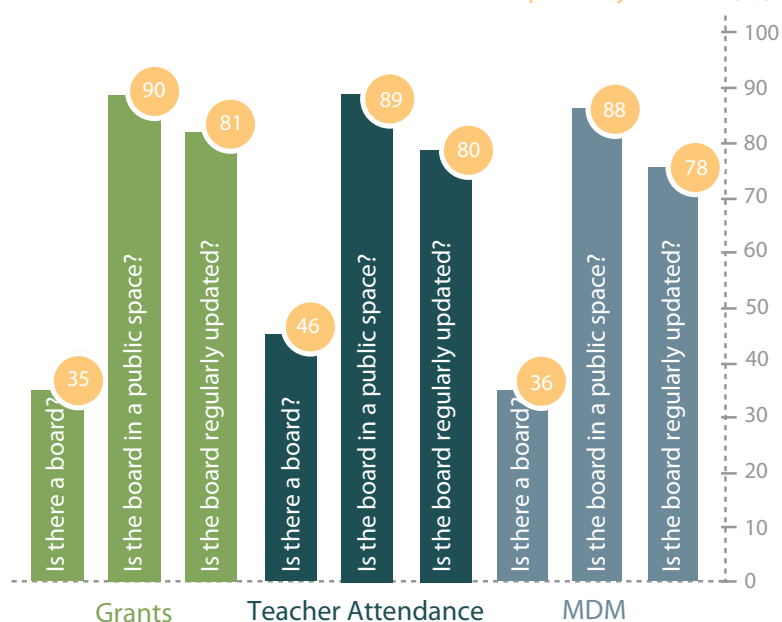
(No. of Schools)

Forms of Community Contribution		Forms of Panchayat Contribution		
2009	2010	2009	2010	
4	2	5	2	Cash
3	2	7	6	Kind
1	1	0	0	Labour
1	1	1	1	Monitoring
2	1	0	0	Other

Source: PAISA Survey 2011

FIGURE 8.5

Status of Transparency Boards (%)



Source: PAISA Survey 2011

Bihar PAISA District Studies



NALANDA & PURNEA

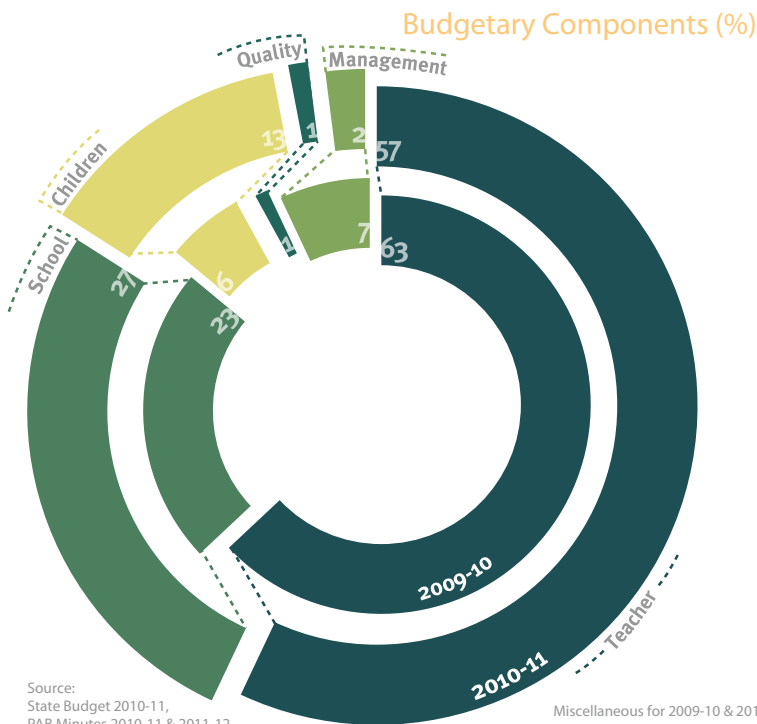
Rural

- ▶ How does Bihar Prioritize its Education Resources? ◀
 - ▶ How do Nalanda & Purnea Prioritize its Education Resources? ◀
- ▶ When do SSA Funds Flow to Nalanda's & Purnea's Schools (2009/10)? ◀
- ▶ When do SSA Funds Flow to Nalanda's & Purnea's Schools (2010/11)? ◀
 - ▶ When do Nalanda & Purnea Spend their SSA Money (2009/10)? ◀
 - ▶ When do Nalanda & Purnea Spend their SSA Money (2010/11)? ◀
- ▶ How do Bihar's Schools Perform on RTE Infrastructure Indicators (State and District)? ◀
 - ▶ How are Nalanda's & Purnea's Schools Governed? ◀



How does Bihar Prioritize its Education Resources? What are the Outputs and Outcomes?

FIGURE 1.1



Source: State Budget 2010-11, PAB Minutes 2010-11 & 2011-12

More on Bihar's budget

Bihar's elementary education budget increased by 25.6% between 2009-10 and 2010-11, from Rs. 8,940.5 crore to Rs. 11,225.6 crore. In 2009-10 (latest available estimates), the state spent Rs. 4,705.4 per child. SSA contributed about half of the total budget: 46.2% in 2009-10 and 56.3% in 2010-11.

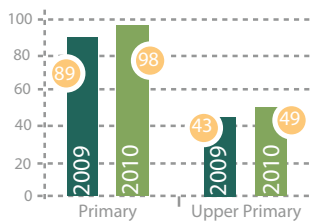
Two features of Bihar's budget stand out when compared to other PAISA states. First, the state invests a significant proportion of its budget in activities related to children - 10.1% over two years. Second, the state invests a relatively smaller proportion of its budget on teachers - 62.8% in 2009-10 and 56.6% in 2010-11.

FIGURE 1.2

Key Output Indicators

1.2.1

Net Enrolment Ratio (%)



Source 1.2.1 & 1.2.2: State Elementary Education Report Card 2008-09 & 2009-10, PAB Minutes

1.2.2

Other Indicators

	2009	2010
Pupil Teacher Ratio (elementary)	55	57
Student Classroom Ratio (elementary)	96	89
Drop-Out Rate (primary)	12	13.4

FIGURE 1.4

Child Enrolment and Attendance (%)

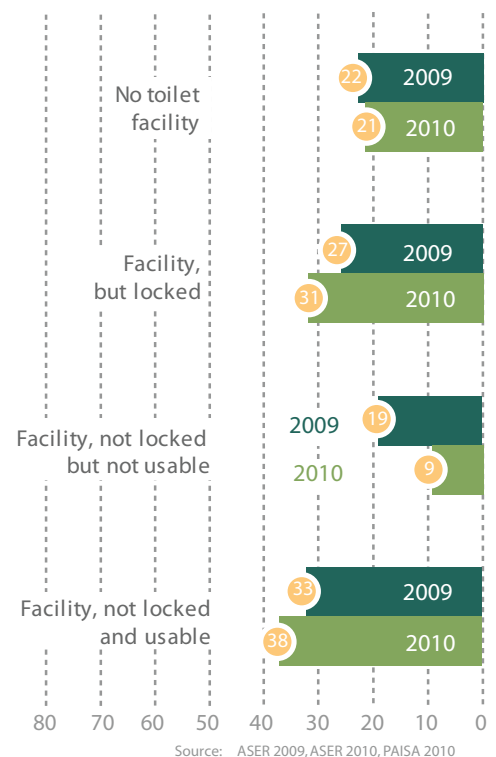
	Primary		Upper Primary	
	2009	2010	2009	2010
Enrolled Children Present (average)	57	56	58	56
Schools with Less than 50% Enrolled Children Present	35	34	29	34
Schools with 75% or more Enrolled Children Present	16	14	16	15

Source: ASER 2009, ASER 2010



FIGURE 1.3

Toilet Facilities in Schools (%)



Source: ASER 2009, ASER 2010, PAISA 2010

FIGURE 1.5

Learning Levels (%)

	2009	2010
Students in Std 3-5 who can read Std I text or more	62.1	63.8
Students in Std 3-5 who can do subtraction or more	63.7	63.1

Source: ASER 2009, ASER 2010

How does Nalanda Prioritize its Education Resources? What are the Outputs and Outcomes?

FIGURE 2.1

Budgetary Components, SSA (%)

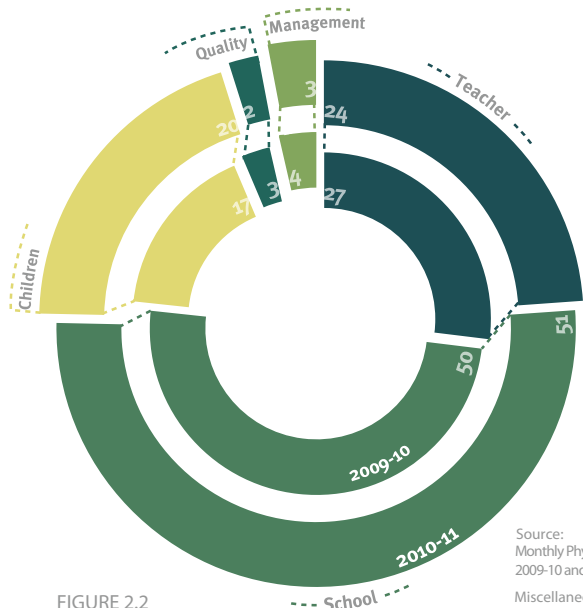
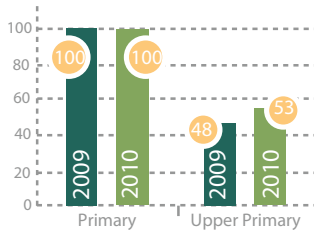


FIGURE 2.2

Key Output Indicators

2.2.1

Net Enrolment Ratio (%)



Source: 2.2.1 & 2.2.2: District Elementary Education Report Cards 2008-09 & 2009-10

FIGURE 2.4

Days of Training Received

Types of Teachers	2009	2010
HM + Prabhari	15.8	12.9
Regular Teachers	25.6	20.1
Contract Teachers	24.1	19.4
Total	38.7	32.5

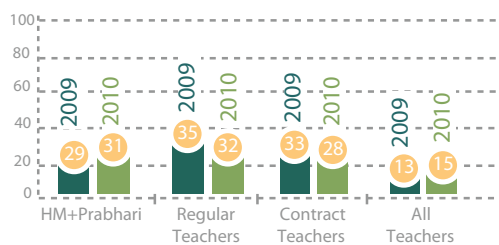
HM = Headmaster,
Source: PAISA Survey 2011

2.2.2
Other Indicators

	2009	2010
Pupil Teacher Ratio (elementary)	52	62
Student Classroom Ratio (elementary)	51	56
Drop-Out Rate (primary)	8.6	11.2

FIGURE 2.5

Teachers Who Did Not Receive Training (%)



HM = Headmaster,
Source: PAISA Survey 2011

FIGURE 2.7

Children Enrolment and Attendance (%)

School	No. of Schools	Enrolment	Attendance Rate
Std. 1-5	89	150.4	50
Others	53	435.2	50
All	142	256.7	50

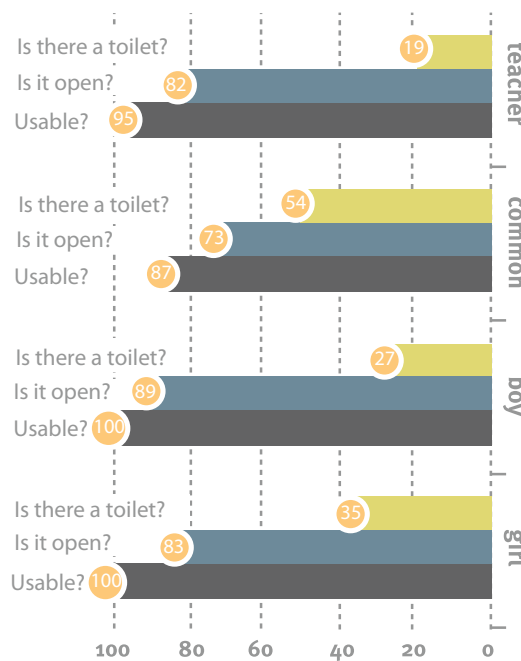
Source: PAISA Survey 2011

More on Nalanda's budget

In 2010-11, Nalanda's total elementary education budget stood at Rs. 264.7 crore. Investment per child amounted to Rs. 5,719.

FIGURE 2.3

Toilet Facilities in Schools (%)



Source: PAISA Survey 2011

FIGURE 2.6

Teacher Presence (%)

Teacher Type	% Present
HM	79
Prabhari	74
Regular Teachers	77
Contract Teachers	77
All	78

HM = Headmaster,
Source: PAISA Survey 2011

FIGURE 2.8

Learning Levels (%)

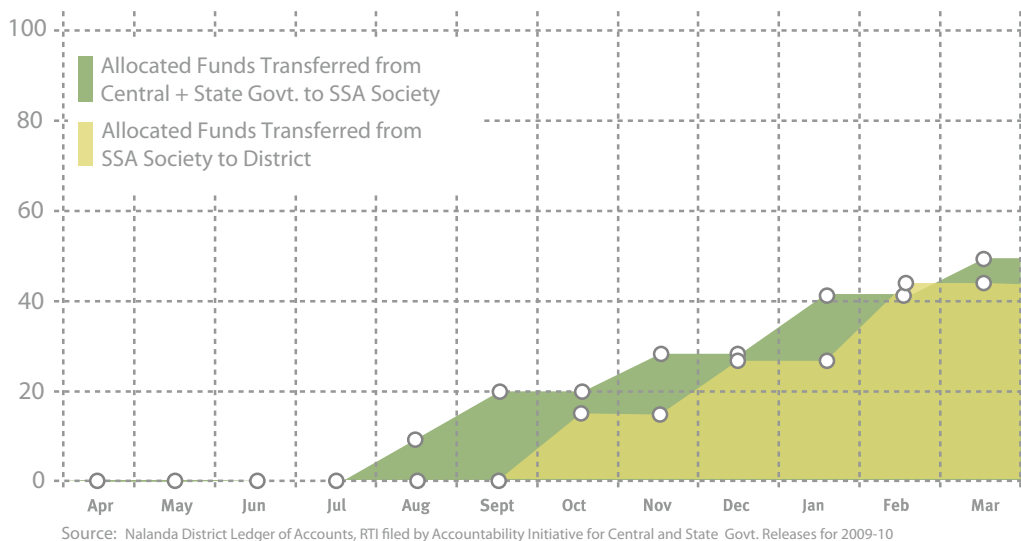
	2009 (%)	2010 (%)
Students in Std 3-5 who can read Std I text or more	71.9	63.3
Students in Std 3-5 who can do subtraction or more	73.2	67.1

Source: ASER 2009, ASER 2010

When do SSA Funds Flow to Nalanda's Schools (2009/10) ?

FIGURE 3.1

Monthly Fund Flows to SSA Society and Nalanda District (Cumulative %)

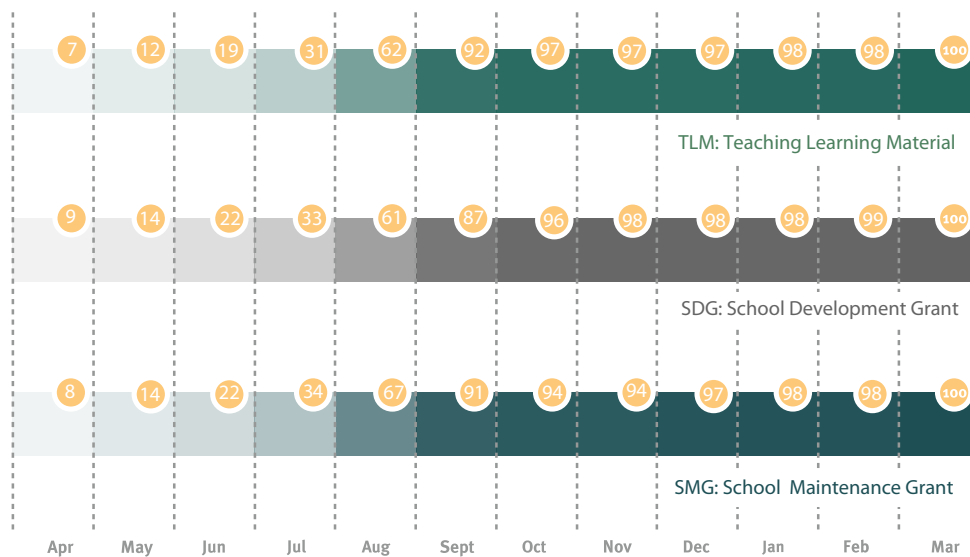


The SSA Society received 49% of its allocation. The State Government released 65% of its share. This was significantly higher than GOI's release amount which stood at 46% of its share. Nalanda received 43% of its allocation.

Source: Nalanda District Ledger of Accounts, RTI filed by Accountability Initiative for Central and State Govt. Releases for 2009-10

FIGURE 3.2

Schools that Reported Receipt of Grants (Cumulative %)

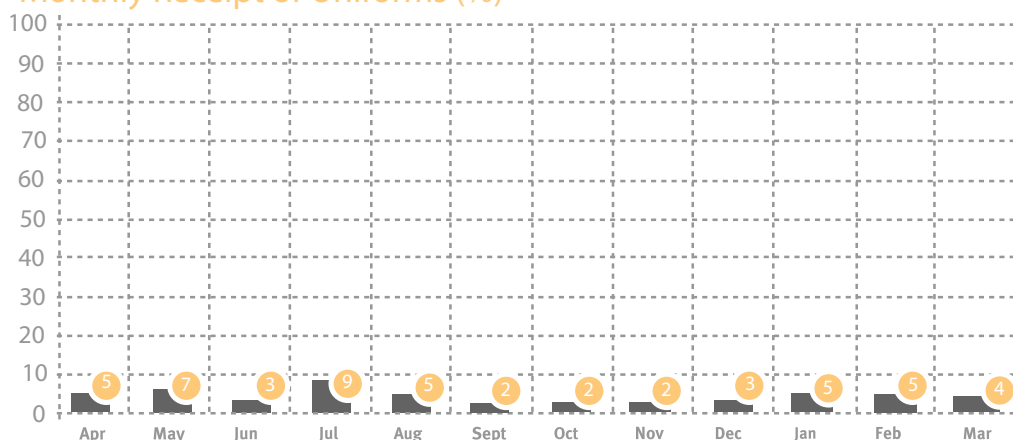


77.4% schools received the three SSA grants. 82.1% received TLM grant; 76.4% received SDG grant and 73.2% received the SMG grant.

Source: PAISA Survey 2011

FIGURE 3.3

Monthly Receipt of Uniforms (%)



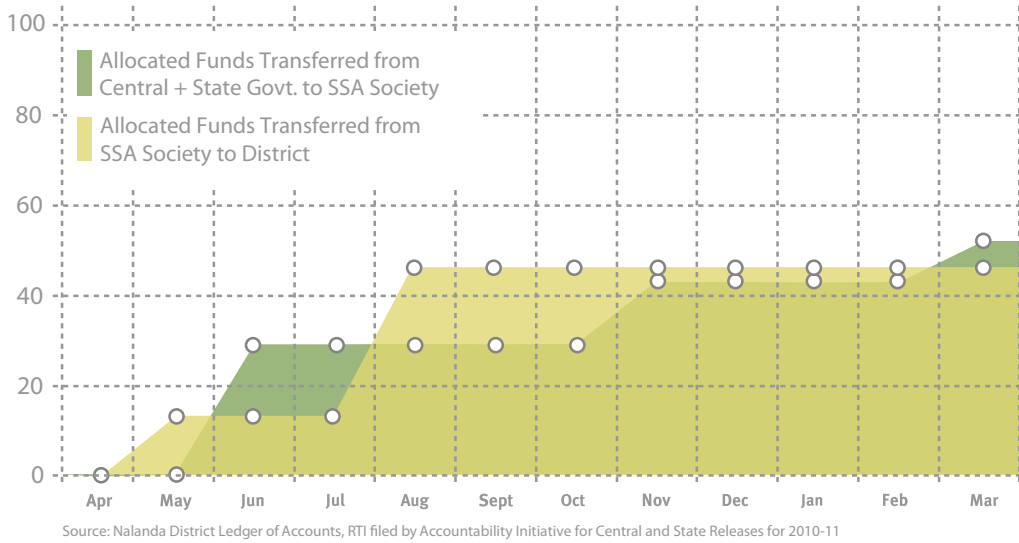
Children receive various annual entitlements such as uniforms and textbooks. Almost half the schools received uniforms for 2009-10 in 2010-11. Textbook distribution was equally sporadic. As many as 18.9% schools received their textbooks for 2009-10 in 2010-11.

Source: PAISA Survey 2011

When do SSA Funds Flow to Nalanda's Schools (2010/11)?

FIGURE 4.1

Monthly Fund Flows to SSA Society and Nalanda District (Cumulative %)

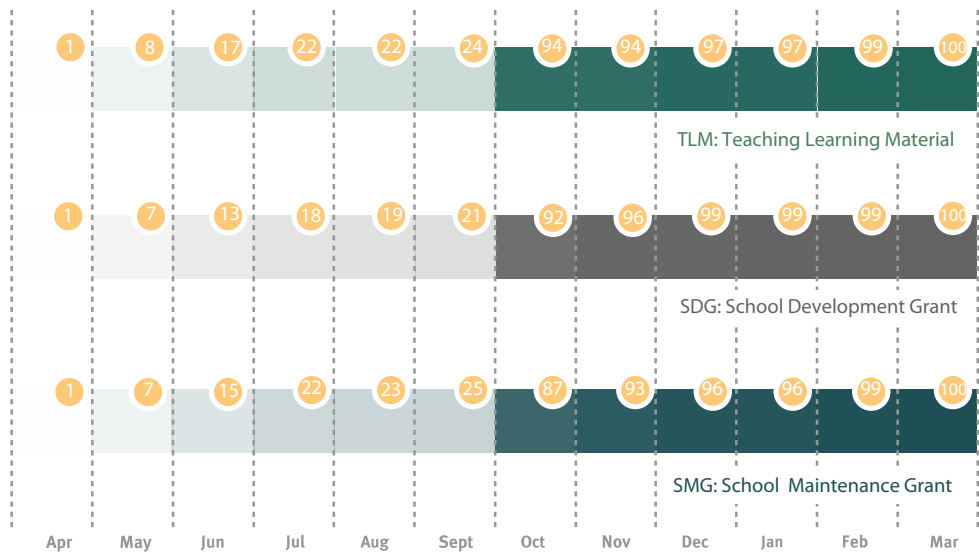


The society received 53% of its allocation. As in the previous year, the State Government released a higher proportion of its share to the society than GOI (65% and 46%, respectively). Nalanda received 45% of its total allocation.

Source: Nalanda District Ledger of Accounts, RTI filed by Accountability Initiative for Central and State Releases for 2010-11

FIGURE 4.2

Schools that Reported Receipt of Grants (Cumulative %)

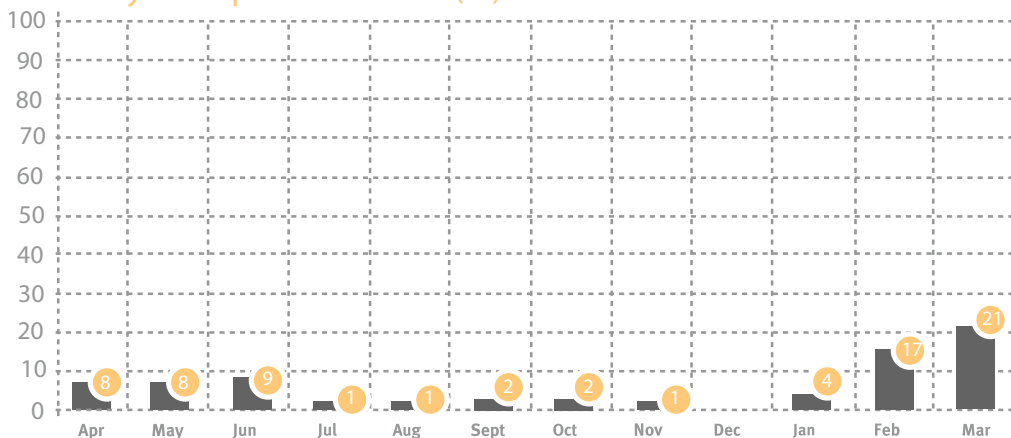


Fund flows improved in 2010-11. 84.5% schools received the three SSA grants. 89.4% received the TLM grant; 82.9% received the SDG grant and 80.5% received the SMG grant.

Source: PAISA Survey 2011

FIGURE 4.3

Monthly Receipt of Uniforms (%)



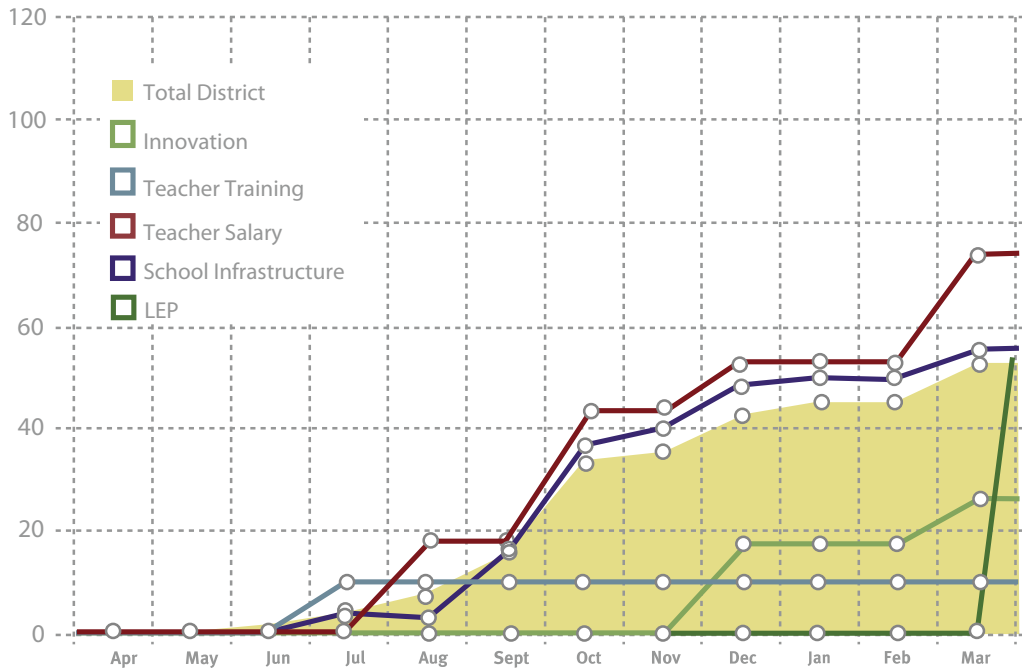
The flow of entitlement related grants remained sporadic. 23.5% schools reported receiving uniforms for 2010-11 in 2011-12. 16.5% schools received their textbook entitlement for 2010-11 in 2011-12.

Source: PAISA Survey 2011

When does Nalanda Spend its SSA Money (2009/10)?

FIGURE 5.1

District Monthly Expenditure (Cumulative) (% Expenditure of Allocated Funds: District and Line Items)



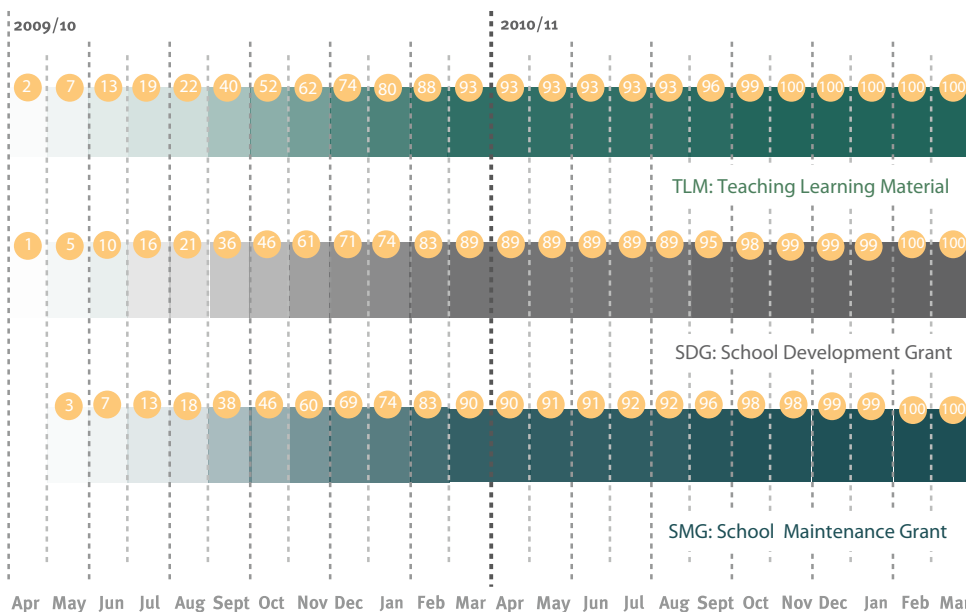
Nalanda spent 53% of its SSA budget.

Expenditures on children (mainstreaming and entitlements), training and quality (innovation) were low - 31%, 0%, 12% and 26% of allocated funds, respectively.

Source: Monthly Physical and Financial Report 2009-10

FIGURE 5.2

Schools that Initiated Expenditure (Cumulative %)



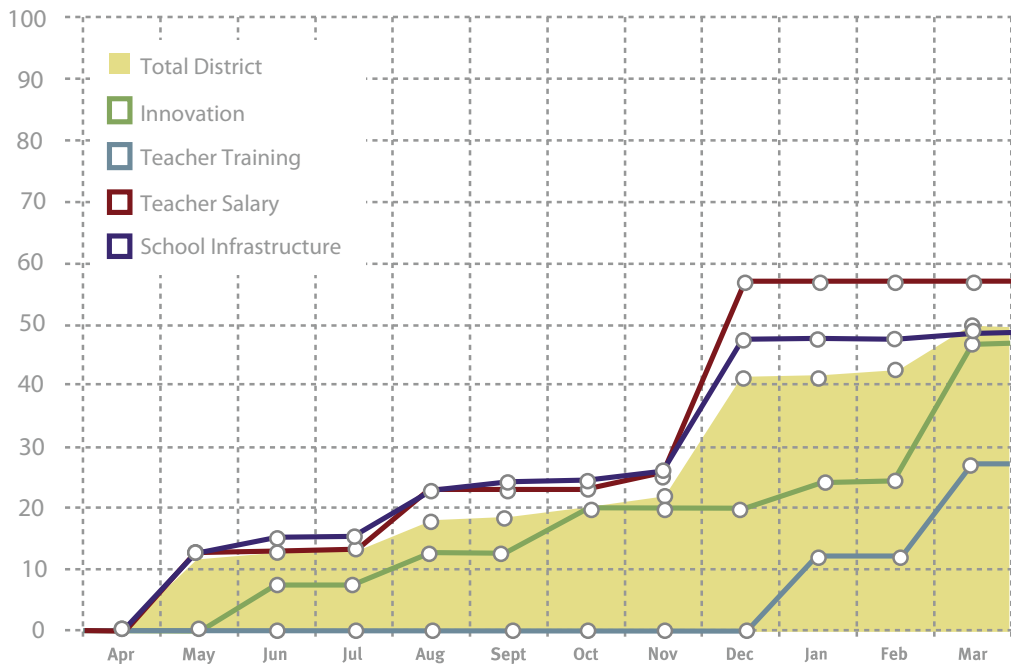
98.6% of schools that received the SSA grants had initiated expenditures. In total 97% of the grant amount was spent. There was a time lag of 66 days between the date of grant receipt and actual spending.

Source: PAISA Survey 2011

When does Nalanda Spend its SSA Money (2010/11)?

FIGURE 6.1

District Monthly Expenditure (Cumulative) (% Expenditure of Allocated Funds: District and Line Items)



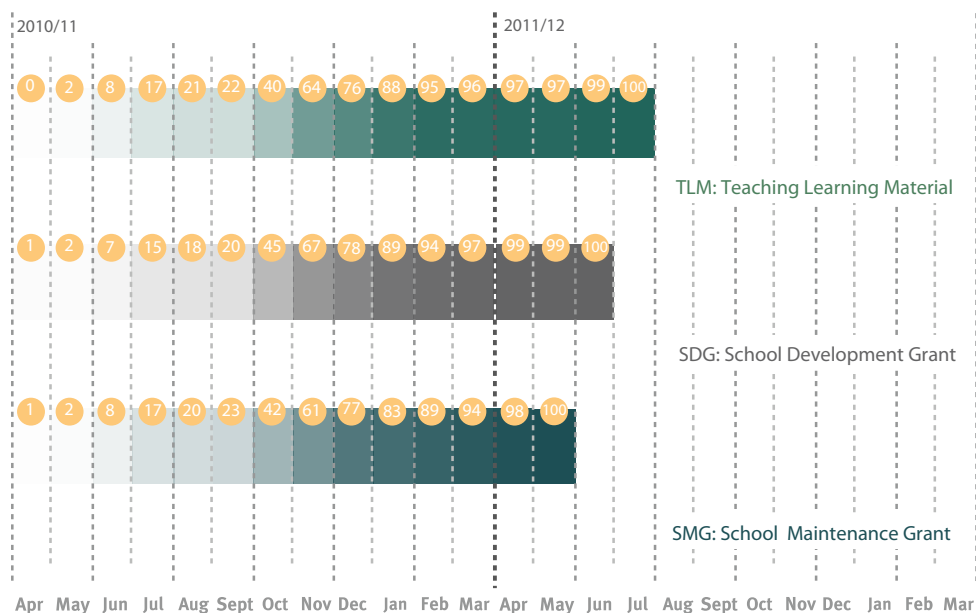
Source: Monthly Physical and Financial Report 2010-11

Between 2009-10 and 2010-11, Nalanda's budget increased by 39%. Nalanda spent 50% of this allocation.

Expenditures in some key areas did not keep pace with the overall increase in allocations. For instance, allocation to teacher salaries increased by 39%. However, the district only spent 58% of this money. In contrast, expenditures on entitlements for children rose from 0% to 54%. However, all this money was spent in March 2011.

FIGURE 6.2

Schools that Initiated Expenditure (Cumulative %)



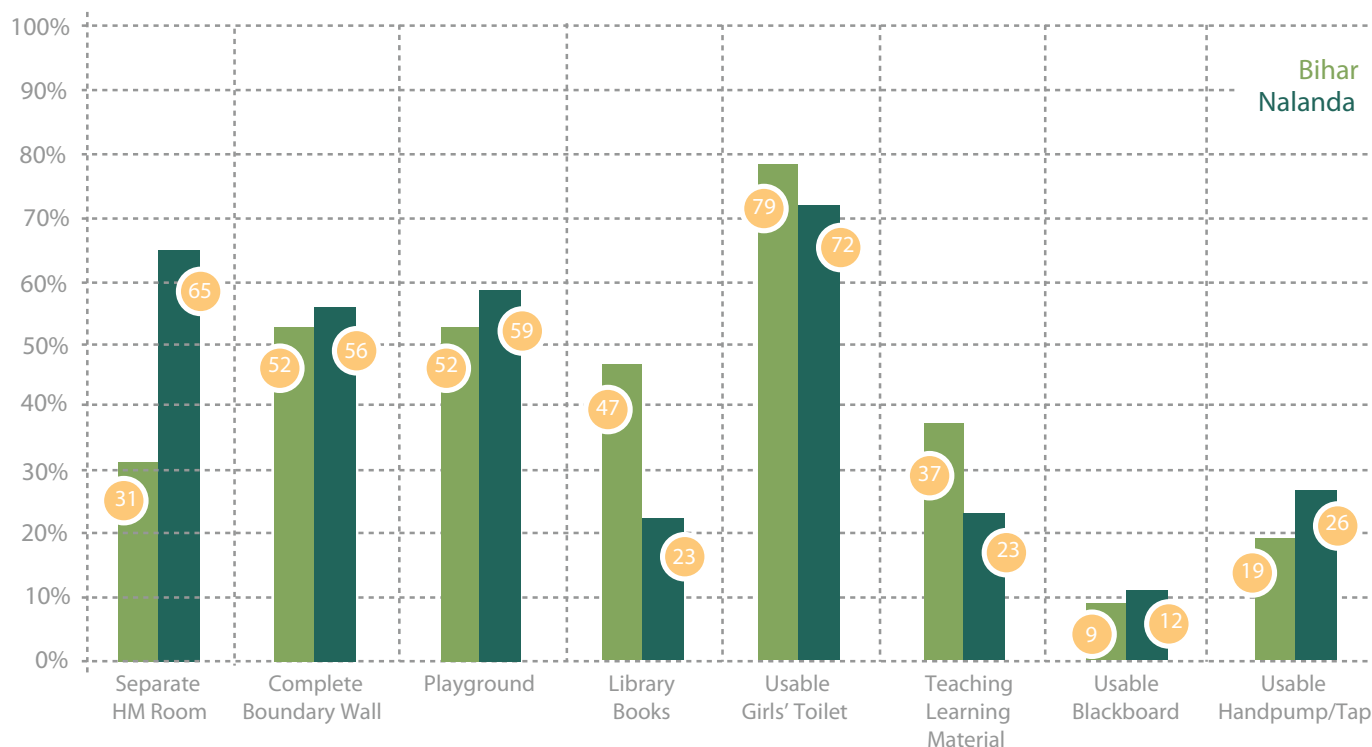
Source: PAISA Survey 2011

90.7% of schools that received the SSA grants had initiated expenditures. In total 89% of the grant amount was spent. There was a time lag of 32 days between the date of grant receipt and actual spending.

How do Bihar and Nalanda Schools Perform on RTE Indicators?

FIGURE 7.1

Infrastructure Indicators (% schools reporting shortfall)



Source: ASER 2010, PAISA Survey 2011

FIGURE 7.2

Other Indicators: Nalanda

RTE Indicator	Shortfall (% Schools)
Schools (1-5) with HM (enrol.>150)	84.6
Schools (6-8) with HM (enrol.>100)	NA
1 classroom per teacher (excl. HM)	40.1
1 classroom per teacher (incl. HM)	44.4

Source: PAISA Survey 2011

To what extent is Nalanda meeting the RTE Act's infrastructure requirements?

To meet the RTE shortfall, Nalanda's infrastructure budget increased by 75.8% between 2009-10 and 2010-11. The PAISA survey points to some increase in construction activity over the 2 years in Nalanda's schools. For instance, the number of schools that started building classrooms increased from 14.9% in 2009-10 to 26.1% in 2010-11. 9% schools started boundary wall construction work in 2010-11 even though no new funds were allocated for the year. This suggests that some schools were clearing a backlog from previous years. Given the scale of the gap, much more activity needs to be undertaken if the district is to meet the RTE gap by 2013.

How are Nalanda's Schools Governed?

How are schools governed in Nalanda?
 How often do they interact with government officials?
 Who do they consider their chief problem solvers?
 How much does the school engage with the community and the Panchayat?

How effectively have RTE's transparency requirements been implemented?

To answer these questions and gain insights into school governance, PAISA asked a range of governance questions at school level.

FIGURE 8.1

Meetings with Administration (%)

Frequency of Meetings	SMC	CRC	BRC
Fortnightly	NA	8.0	21.3
Monthly	77.2	89.8	74.3
Once in 2-3 Months	8.1	0.0	2.9
Once in 6 Months	2.2	0.0	0.0

Source: PAISA Survey 2011

FIGURE 8.2

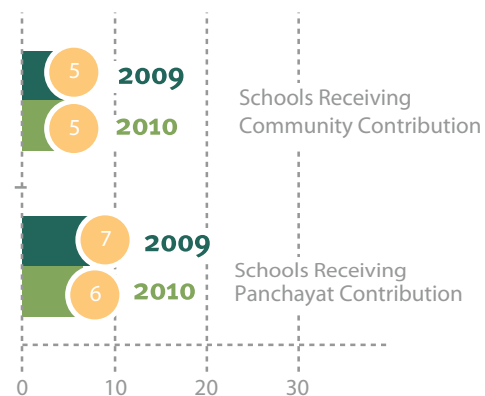
Primary Problem Solving Office (%)

	Minor Repairs	Teacher Absenteeism	Late Grants
SMC	12.7	10.6	5.6
Cluster	4.2	6.3	2.8
Block	69.0	69.0	80.3
District	6.3	2.1	4.9
Panchayat	1.4	3.5	0.7

Source: PAISA Survey 2011

FIGURE 8.3

Community and Panchayat Contribution (%)



Source: PAISA Survey 2011

FIGURE 8.4

Forms of Community and Panchayat Contribution

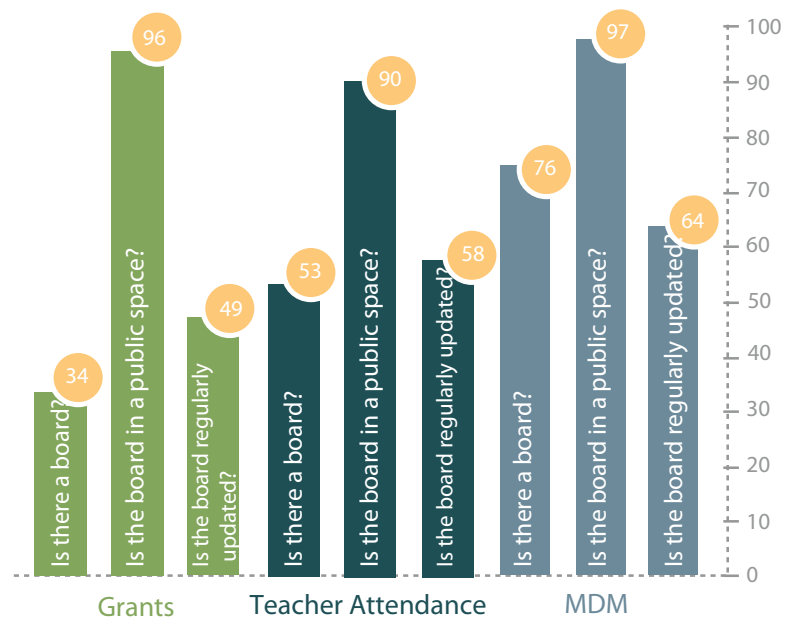
(No. of Schools)

Forms of Community Contribution		Forms of Panchayat Contribution		
2009	2010	2009	2010	
1	0	4	3	Cash
0	1	1	3	Kind
1	1	2	2	Labour
3	3	2	3	Monitoring
1	1	0	0	Other

Source: PAISA Survey 2011

FIGURE 8.5

Status of Transparency Boards (%)

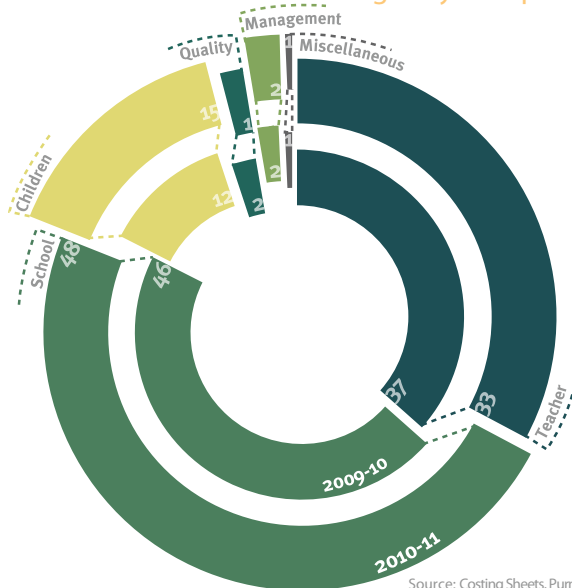


Source: PAISA Survey 2011

How does Purnea Prioritize its Education Resources? What are the Outputs and Outcomes?

FIGURE 2.1

Budgetary Components, SSA (%)



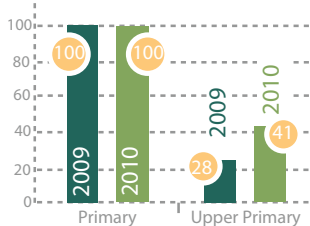
Source: Costing Sheets, Purnea District 2009-10 & 2010-11

FIGURE 2.2

Key Output Indicators

2.2.1

Net Enrolment Ratio (%)



2.2.2

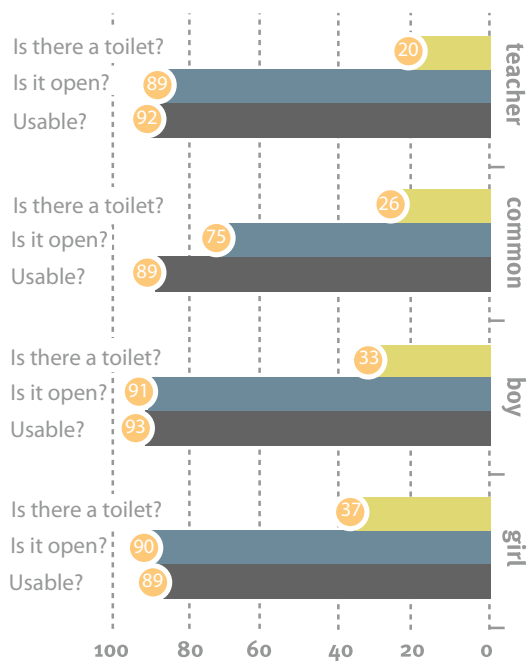
Other Indicators

	2009	2010
Pupil Teacher Ratio (elementary)	65	66
Student Classroom Ratio (elementary)	124	107
Drop-Out Rate (primary)	14.3	22.7

Source 2.2.1 & 2.2.2: District Elementary Education Report Cards 2008-09 & 2009-10

FIGURE 2.3

Toilet Facilities in Schools (%)



Source: PAISA Survey 2011

FIGURE 2.4

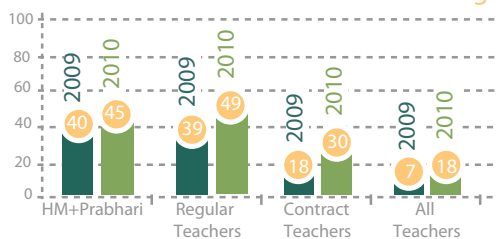
Days of Training Received

Types of Teachers	2009	2010
HM + Prabhari	15.5	12.4
Regular Teachers	27.1	30.3
Contract Teachers	46.2	28.8
Total	55.9	39.9

HM = Headmaster,
Source: PAISA Survey 2011

FIGURE 2.5

Teachers Who Did Not Receive Training (%)



HM = Headmaster,
Source: PAISA Survey 2011

FIGURE 2.6

Teacher Presence (%)

Teacher Type	% Present
HM	92
Prabhari	93
Regular Teachers	72
Contract Teachers	75
All	80

HM = Headmaster,
Source: PAISA Survey 2011

FIGURE 2.7

Children Enrolment and Attendance (%)

School	No. of Schools	Enrolment	Attendance Rate
Std. 1-5	79	235.7	50
Others	63	512.9	54
All	142	358.7	50

Source: PAISA Survey 2011

FIGURE 2.8

Learning Levels (%)

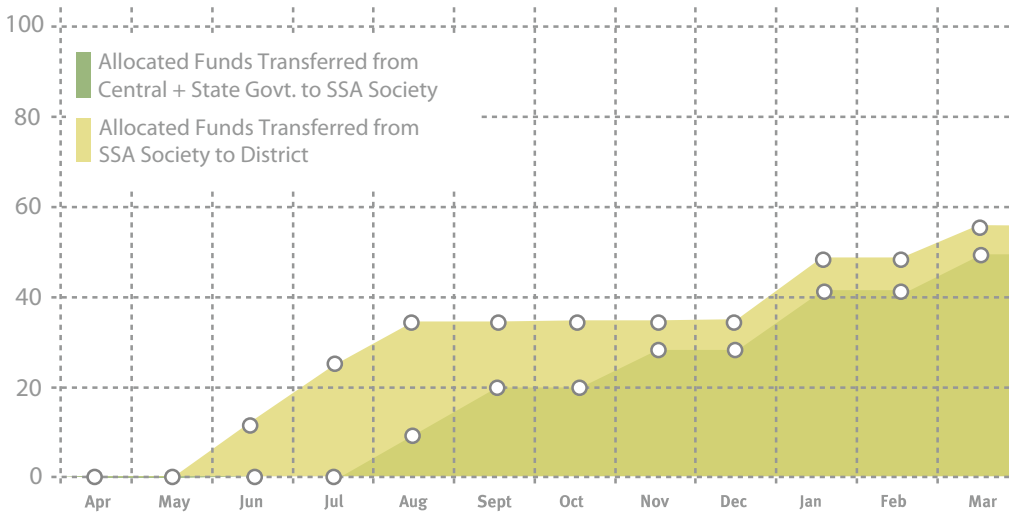
	2009 (%)	2010 (%)
Students in Std 3-5 who can read Std I text or more	59.9	78.0
Students in Std 3-5 who can do subtraction or more	60.7	77.0

Source: ASER 2009, ASER 2010

When do SSA Funds Flow to Purnea's Schools (2009/10) ?

FIGURE 3.1

Monthly Fund Flows to SSA Society and Purnea District (Cumulative %)

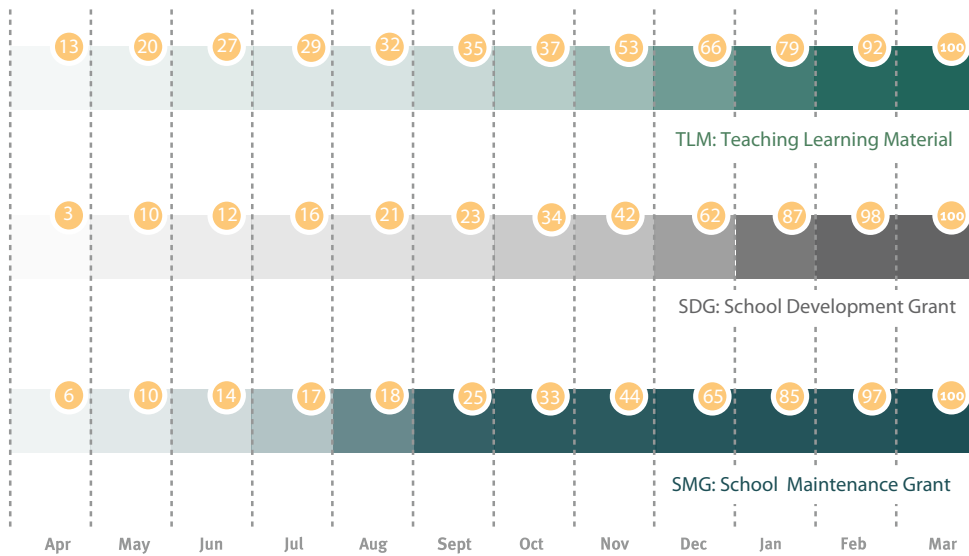


The SSA Society received 49% of its allocation. The State Government released 52% of its share. This was significantly higher than GOI's release amount, which stood at 47% of its share. Purnea received 50% of its allocation.

Source: Information taken from SLO office for SLO to district releases, RTI filed by Accountability Initiative for Central and State Govt. Releases for 2009-10

FIGURE 3.2

Schools that Reported Receipt of Grants (Cumulative %)

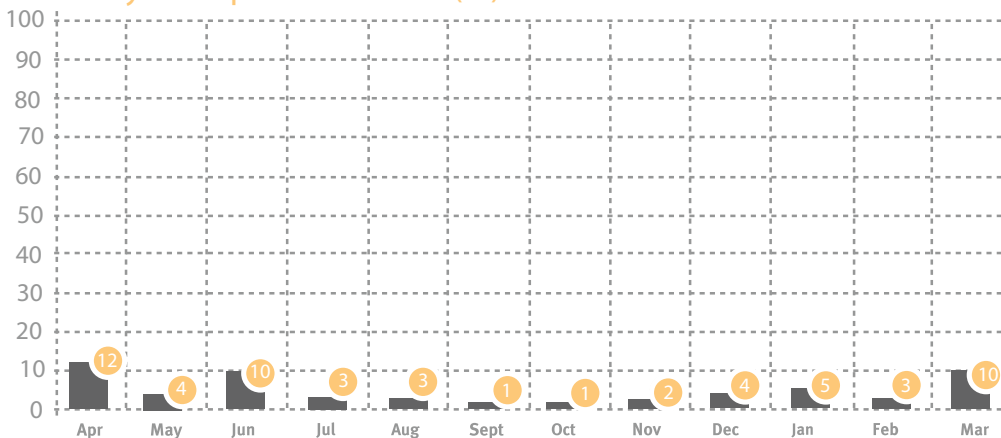


64.2% schools received the three SSA grants. 70.3% received TLM grant; 65.9% received SDG grant and 53.7% received the SMG grant.

Source: PAISA Survey 2011

FIGURE 3.3

Monthly Receipt of Uniforms (%)



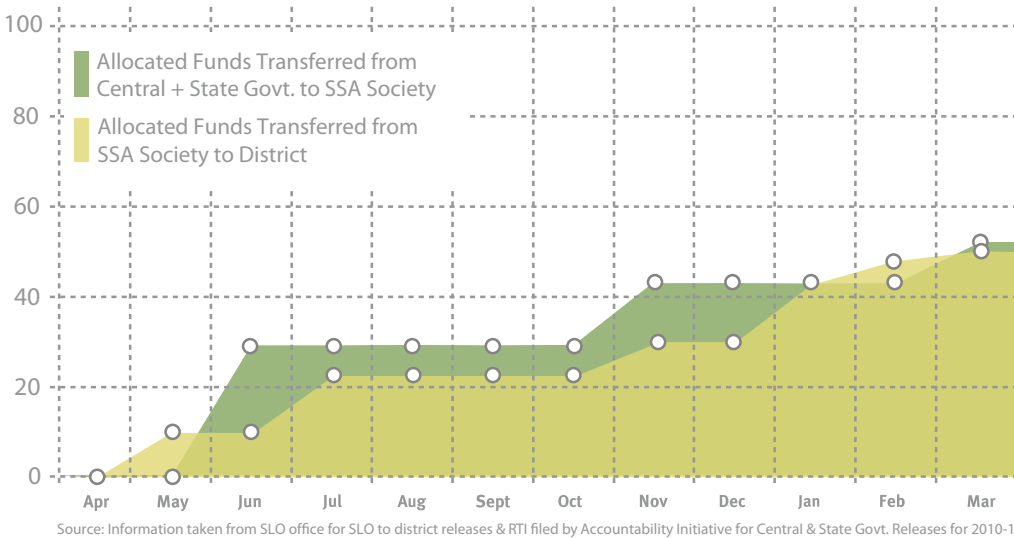
Source: PAISA Survey 2011

Children receive various annual entitlements such as uniforms and textbooks. 44% schools received uniforms for 2009-10 in 2010-11. Textbook distribution was equally sporadic. As many as 28.6% schools received their textbooks for 2009-10 in 2010-11.

When do SSA Funds Flow to Purnea's Schools (2010/11)?

FIGURE 4.1

Monthly Fund Flows to SSA Society and Purnea District (Cumulative %)

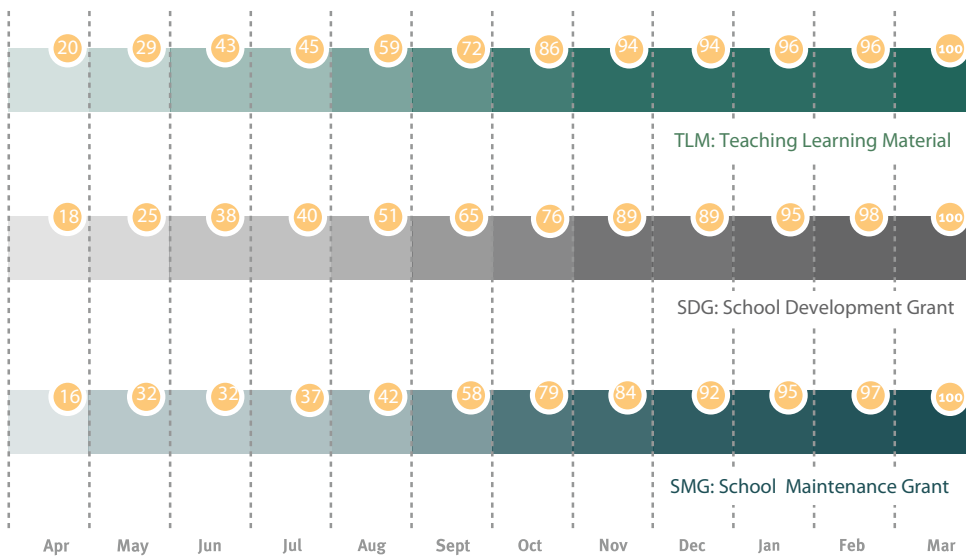


The society received 53% of its allocation. As in the previous year, the State Government released a higher proportion of its share to the society than GOI (65% and 46%, respectively). Purnea received 51% of its total allocation.

Source: Information taken from SLO office for SLO to district releases & RTI filed by Accountability Initiative for Central & State Govt. Releases for 2010-11

FIGURE 4.2

Schools that Reported Receipt of Grants (Cumulative %)

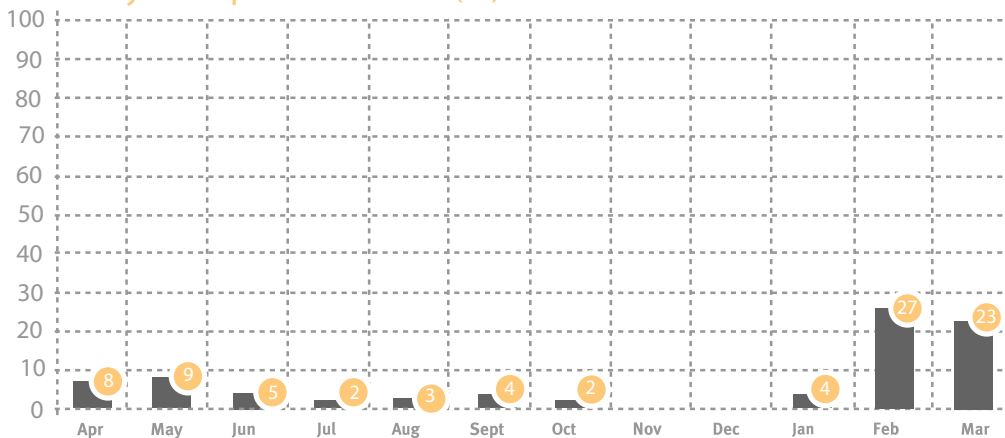


41.8% schools received the three SSA grants. 50.7% received the TLM grant; 40.2% received the SDG grant and 27.7% received the SMG grant.

Source: PAISA Survey 2011

FIGURE 4.3

Monthly Receipt of Uniforms (%)



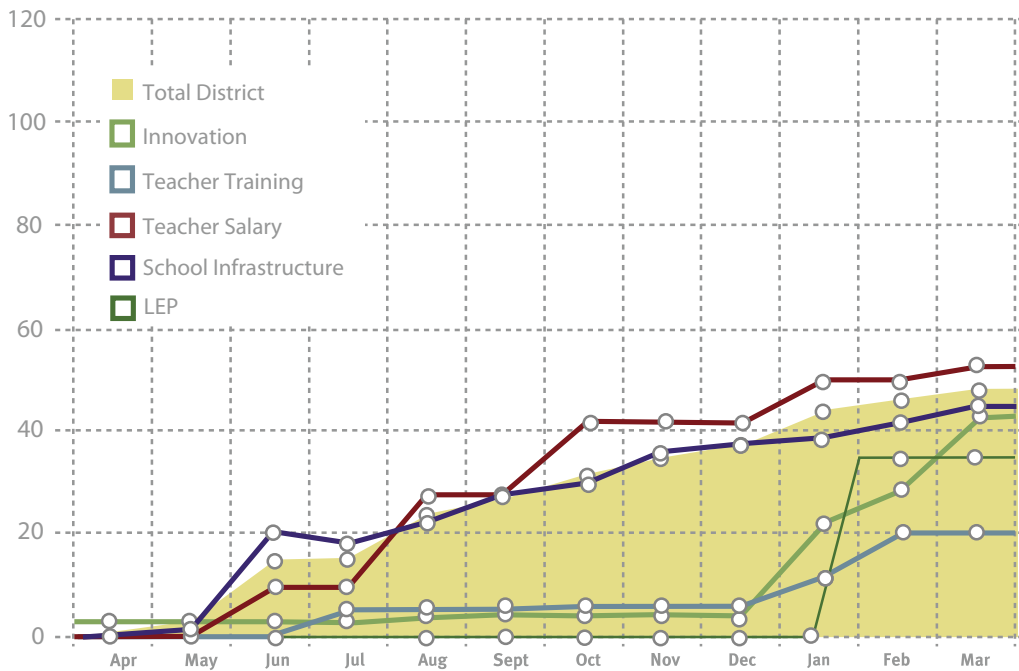
The flow of entitlement related grants remained sporadic. 14.9% schools reported receiving uniforms for 2010-11 in 2011-12. 26.1% schools received their textbook entitlement for 2010-11 in 2011-12.

Source: PAISA Survey 2011

When does Purnea Spend its SSA Money (2009/10)?

FIGURE 5.1

District Monthly Expenditure (Cumulative) (% Expenditure of Allocated Funds: District and Line Items)



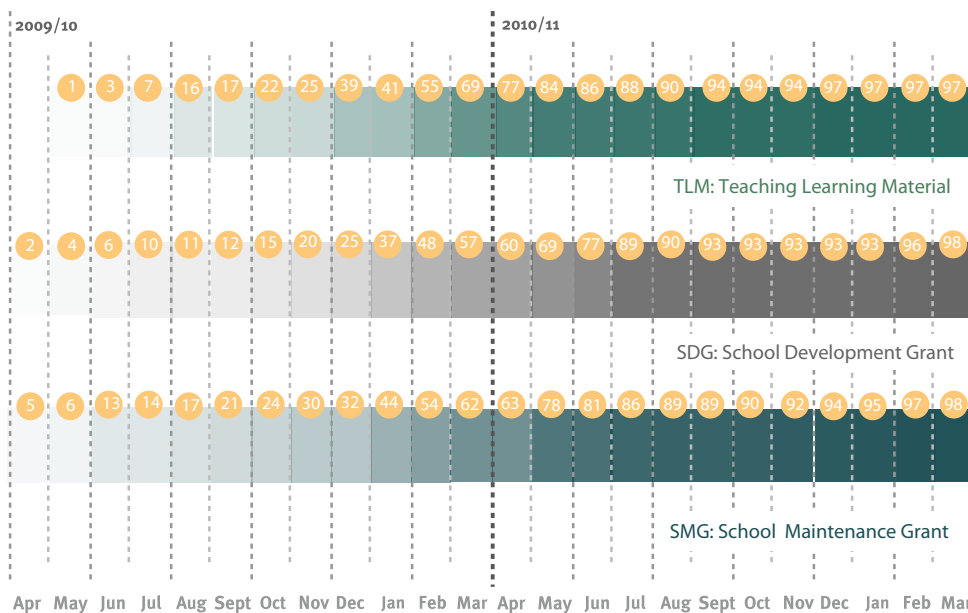
Purnea spent 50% of its SSA budget.

Expenditures on children (entitlements), training and quality (LEP), were low -1%, 20% and 35% of allocated funds, respectively.

Source: Statement of Physical & Financial Progress under SSA & NPEGL 2009-10

FIGURE 5.2

Schools that Initiated Expenditure (Cumulative %)



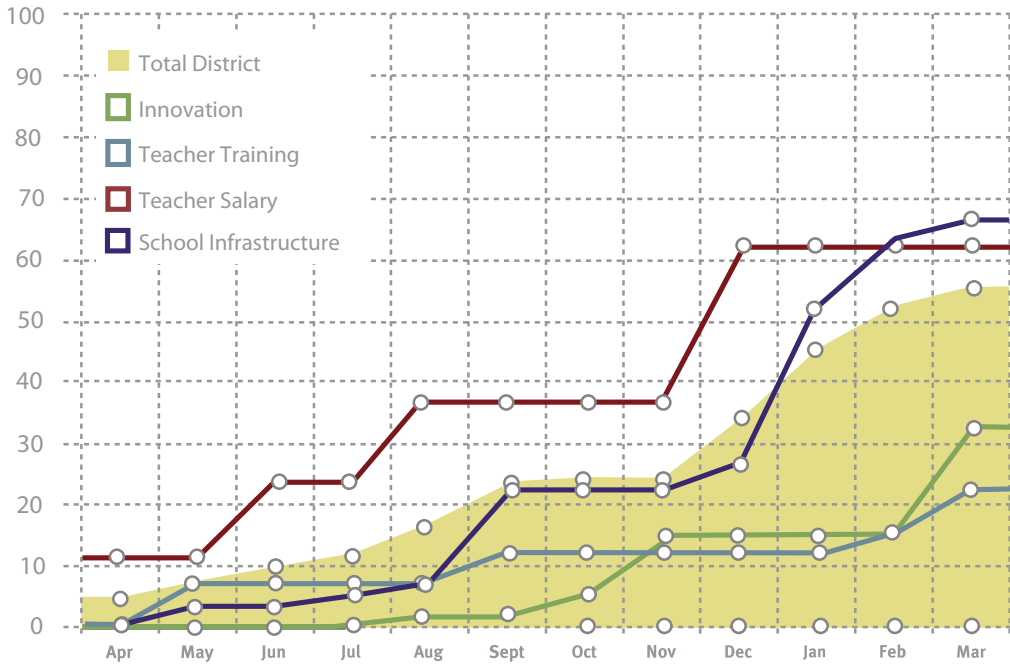
90.4% of schools that received the SSA grants had initiated expenditures. In total 87.3% of the grant amount was spent. There was a time lag of 77 days between the date of grant receipt and actual spending.

Source: PAISA Survey 2011

When does Purnea Spend its SSA Money (2010/11)?

FIGURE 6.1

District Monthly Expenditure (Cumulative) (% Expenditure of Allocated Funds: District and Line Items)



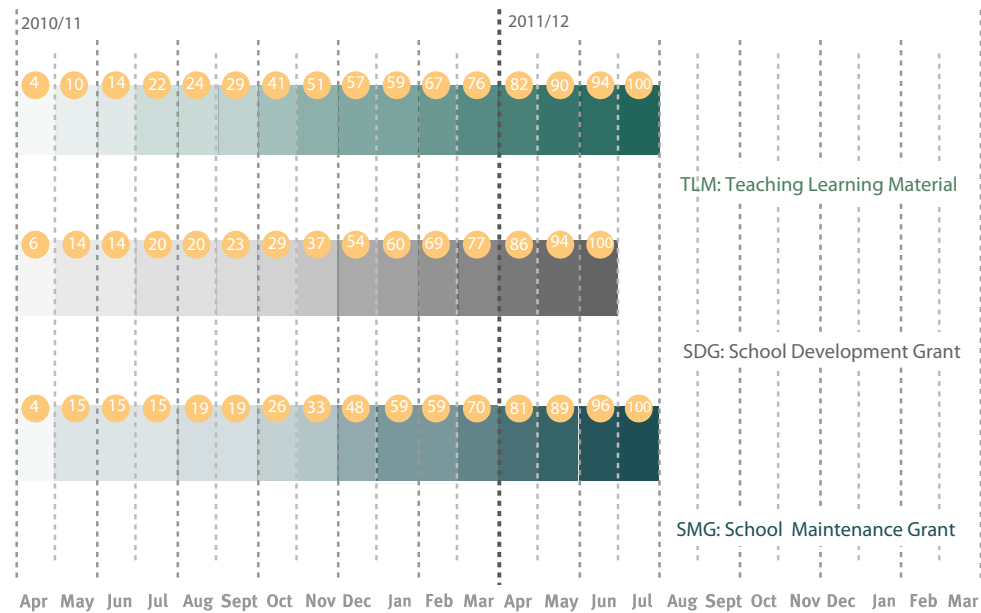
Source: Statement of Physical & Financial Progress under SSA & NPEGEL 2010-11

Between 2009-10 and 2010-11, Purnea's budget increased by 36%. Purnea spent 55% of this allocation.

Expenditures in some key areas did not keep pace with the overall increase in allocation. For instance, 23% of teacher training and 43% of children mainstreaming funds were spent. However, none of the children entitlement funds were spent.

FIGURE 6.2

Schools that Initiated Expenditure (Cumulative %)



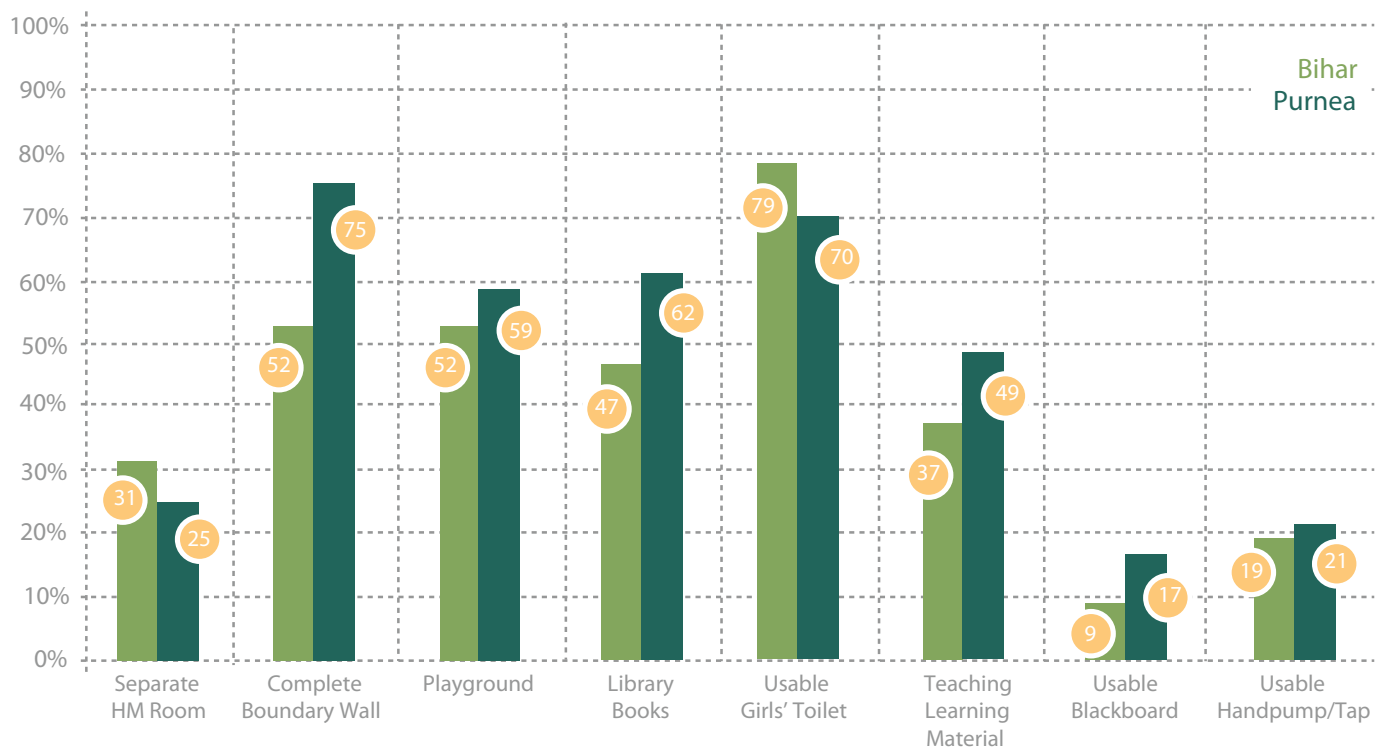
Source: PAISA Survey 2011

71.7% of schools that received the SSA grants had initiated expenditures. In total 67% of the grant amount was spent. There was a time lag of 82 days between the date of grant receipt and actual spending.

How do Bihar and Purnea Schools Perform on RTE Indicators?

FIGURE 7.1

Infrastructure Indicators (% schools reporting shortfall)



Source: ASER 2010, PAISA Survey 2011

FIGURE 7.2

Other Indicators: Purnea

RTE Indicator	Shortfall (% Schools)
Schools (1-5) with HM (enrol.>150)	83.6
Schools (6-8) with HM (enrol.>100)	NA
1 classroom per teacher (excl. HM)	47.7
1 classroom per teacher (incl. HM)	50.0

Source: PAISA Survey 2011

To what extent is Purnea's meeting the RTE Act's infrastructure requirements?

To meet the RTE shortfall, Purnea's infrastructure budget increased by 64.1% between 2009-10 and 2010-11. However, construction activity has not kept pace with the budgetary increase. For instance, the number of schools in the PAISA survey that started building new classrooms dropped from 10.2% in 2009-10 to 5.9% in 2010-11. Toilet construction increased from 14.5% in 2009-10 to 24.6% in 2010-11. Boundary wall construction too increased from 8.1% to 16.4% in the same period. Despite this marginal increase in activity, given the scale of the infrastructure gap, Purnea is unlikely to meet the RTE gap by 2013.

How are Purnea's Schools Governed?

How are schools governed in Purnea?
 How often do they interact with government officials?
 Who do they consider their chief problem solvers?
 How much does the school engage with the community and the Panchayat?

How effectively have RTE's transparency requirements been implemented?
 To answer these questions and gain insights into school governance, PAISA asked a range of governance questions at school level.

FIGURE 8.1
 Meetings with Administration (%)

Frequency of Meetings	SMC	CRC	BRC
Fortnightly	NA	9.2	6.4
Monthly	56.5	87.9	86.5
Once in 2-3 Months	11.6	0.0	5.0
Once in 6 Months	0.0	0.7	0.0

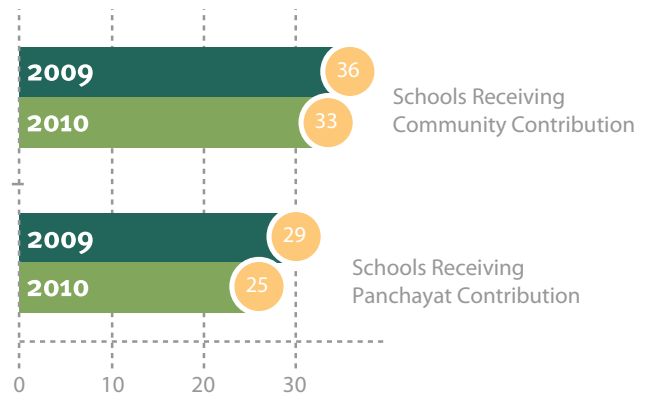
Source: PAISAC Survey 2011

FIGURE 8.2
 Primary Problem Solving Office (%)

	Minor Repairs	Teacher Absenteeism	Late Grants
SMC	16.1	10.1	3.6
Cluster	10.2	15.2	11.5
Block	62.0	68.1	75.5
District	2.9	1.5	5.8
Panchayat	6.6	3.6	2.2

Source: PAISA Survey 2011

FIGURE 8.3
 Community and Panchayat Contribution (%)



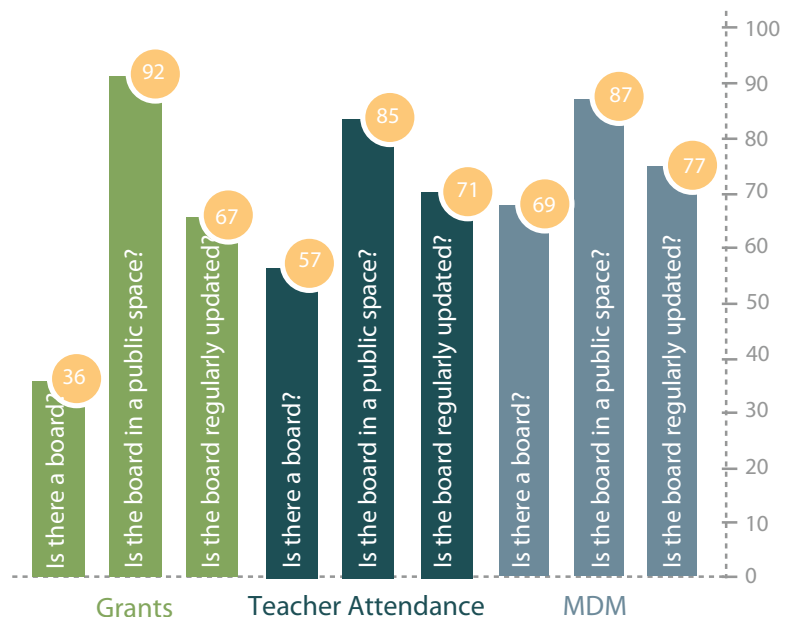
Source: PAISA Survey 2011

FIGURE 8.4
 Forms of Community and Panchayat Contribution
 (No. of Schools)

Forms of Community Contribution		Forms of Panchayat Contribution		
2009	2010	2009	2010	
3	2	1	2	Cash
9	3	11	5	Kind
4	5	1	0	Labour
34	34	27	27	Monitoring
5	4	1	1	Other

Source: PAISA Survey 2011

FIGURE 8.5
 Status of Transparency Boards (%)



Source: PAISA Survey 2011

Himachal Pradesh PAISA District Study



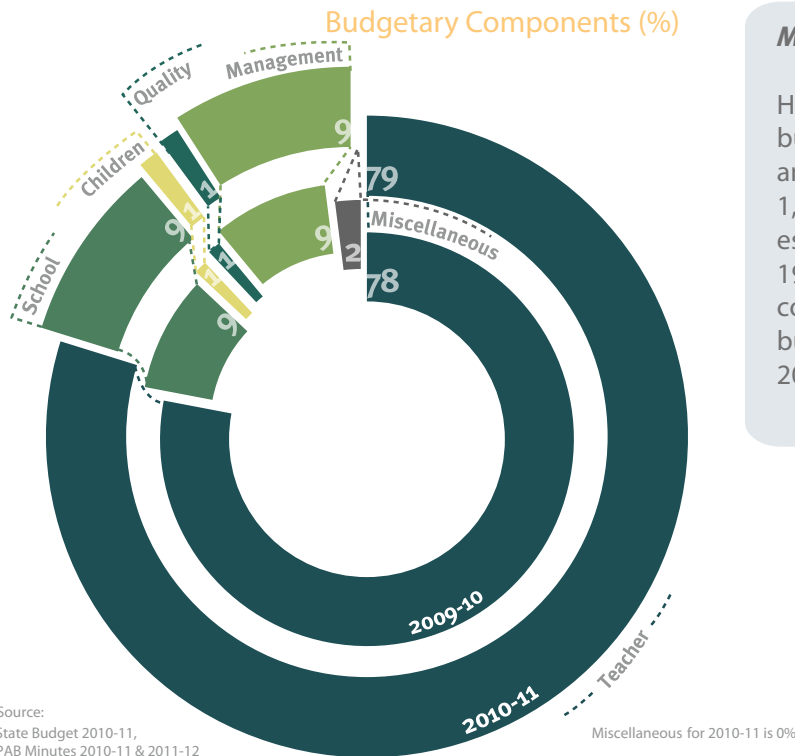
KANGRA

Rural

- ▶ How does Himachal Pradesh Prioritize its Education Resources? ◀
 - ▶ How does Kangra Prioritize its Education Resources? ◀
 - ▶ When do SSA Funds Flow to Kangra's Schools (2009/10)? ◀
 - ▶ When do SSA Funds Flow to Kangra's Schools (2010/11)? ◀
 - ▶ When does Kangra Spend its SSA Money (2009/10)? ◀
 - ▶ When does Kangra Spend its SSA Money (2010/11)? ◀
- ▶ How do Himachal Pradesh's Schools Perform on RTE Infrastructure Indicators (State and District)? ◀
 - ▶ How are Kangra's Schools Governed? ◀

How does Himachal Pradesh prioritize its education resources? What are the Outputs and Outcomes?

FIGURE 1.1



More on Himachal Pradesh's budget

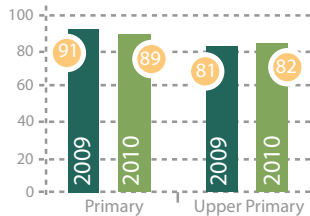
Himachal Pradesh's (HP) elementary education budget increased by 18% between 2009-10 and 2010-11, from Rs. 1,485.8 crore to Rs. 1,752.7 crore. In 2009-10 (latest available estimates), the state allocation per child was Rs. 19,110.6, which is amongst the highest in the country. SSA contributed 13% of the total budget - 11.3% in 2009-10 and 14.4% in 2010-11.

Source: State Budget 2010-11, PAB Minutes 2010-11 & 2011-12

FIGURE 1.2

Key Output Indicators

1.2.1 Net Enrolment Ratio (%)



Source 1.2.1 & 1.2.2: State Elementary Education Report Cards 2008-09 & 2009-10

1.2.2 Other Indicators

	2009	2010
Pupil Teacher Ratio (elementary)	17	16
Student Classroom Ratio (elementary)	15	15
Drop-Out Rate (primary)	2	2.8

FIGURE 1.4

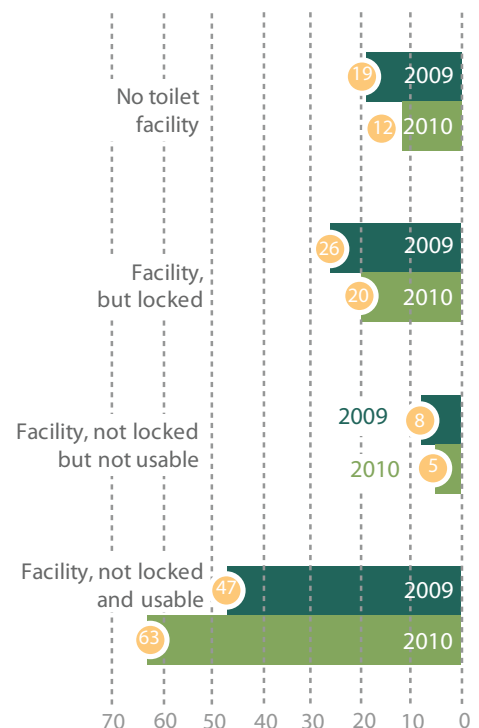
Child Enrolment and Attendance (%)

	Primary		Upper Primary	
	2009	2010	2009	2010
Enrolled Children Present (average)	90	90	90	89
Schools with Less than 50% Enrolled Children Present	01	02	0	02
Schools with 75% or more Enrolled Children Present	92	93	91	94

Source: ASER 2009, ASER 2010



FIGURE 1.3
Toilet Facilities in School (%)



Source: ASER 2009, ASER 2010, PAISA 2010

FIGURE 1.5

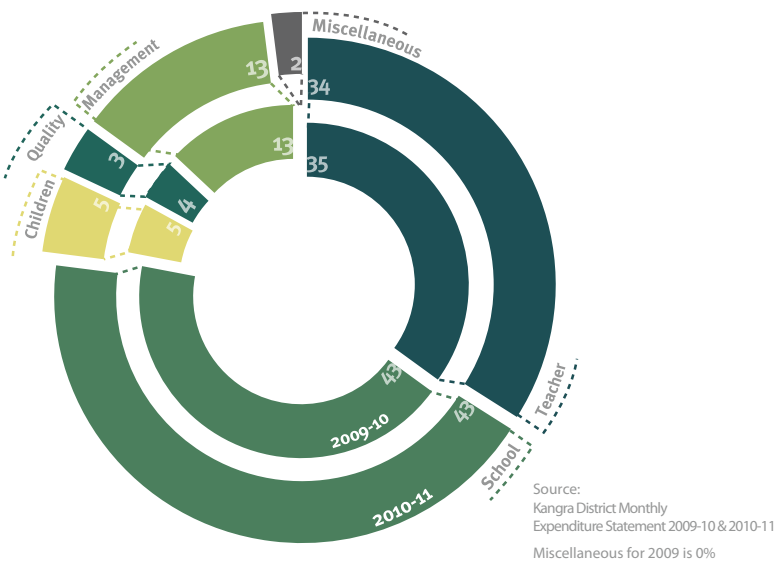
Learning Levels (%)

	2009	2010
Students in Std 3-5 who can read Std I text or more	81.6	82.4
Students in Std 3-5 who can do subtraction or more	77.5	81.8

Source: ASER 2009, ASER 2010

How does Kangra Prioritize its Education Resources? What are the Outputs and Outcomes?

FIGURE 2.1
Budgetary Components, SSA (%)

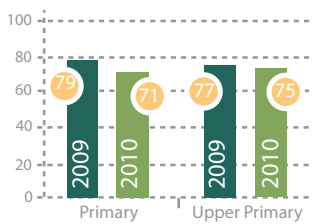


More on Kangra's budget

In 2010-11, Kangra's total elementary education budget stood at Rs. 302.2 crore. Investment per child amounted to Rs. 19,573.9.

FIGURE 2.2
Key Output Indicators

2.2.1 Net Enrolment Ratio (%)



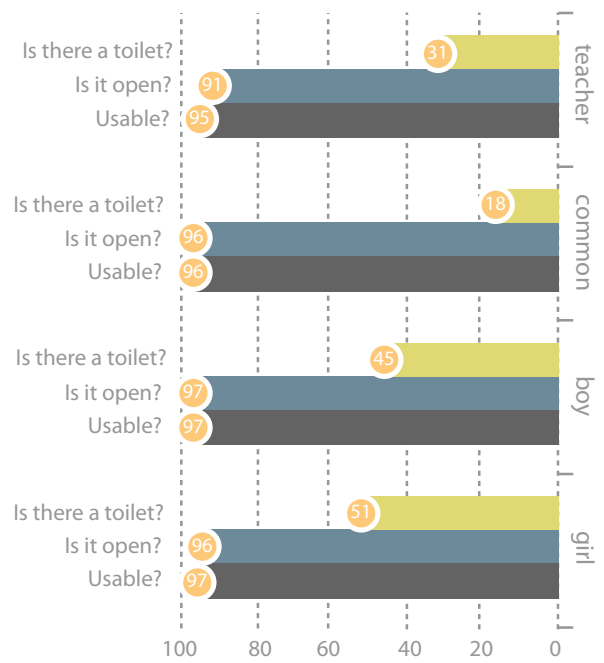
2.2.2 Other Indicators

	2009	2010
Pupil Teacher Ratio (elementary)	16	15
Student Classroom Ratio (elementary)	15	14
Drop-Out Rate (primary)	4.4	6.4

Source: 2.2.1 & 2.2.2: District Elementary Education Report Cards 2008-09 & 2009-10

FIGURE 2.3

Toilet Facilities in Schools (%)



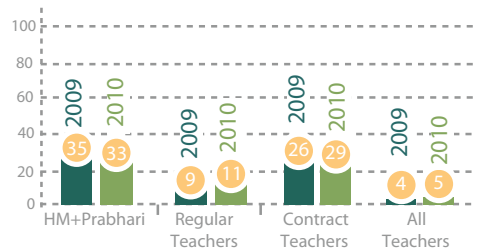
Source: PAISA Survey 2011

FIGURE 2.4
Days of Training Received

Types of Teachers	2009	2010
HM + Prabhari	13.0	12.4
Regular Teachers	29.1	30.4
Contract Teachers	14.1	14.6
Total	34.9	35.5

HM = Headmaster,
Source: PAISA Survey 2011

FIGURE 2.5
Teachers Who Did Not Receive Training (%)



HM = Headmaster,
Source: PAISA Survey 2011

FIGURE 2.6

Teacher Presence (%)

Teacher Type	% Present
HM	82
Prabhari	82
Regular Teachers	81
Contract Teachers	91
All	82

HM = Headmaster,
Source: PAISA Survey 2011

FIGURE 2.7
Children Enrolment and Attendance (%)

School	No. of Schools	Enrolment	Attendance Rate
Std. 1-5	99	33.8	30
Std. 6-8	19	50.0	44
All	141	45.0	39

Source: PAISA Survey 2011

FIGURE 2.8

Learning Levels (%)

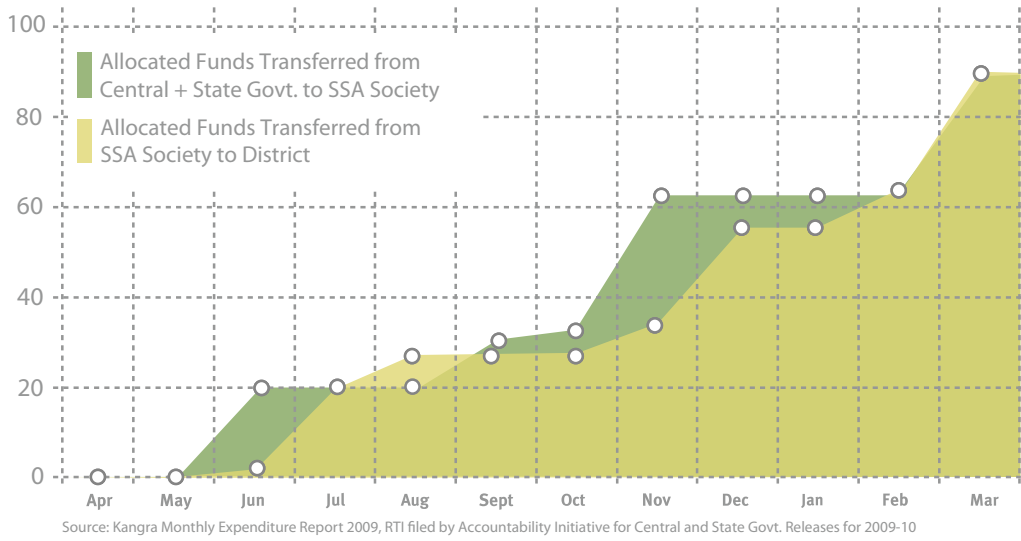
	2009	2010
Students in Std 3-5 who can read Std I text or more	79.8	84.6
Students in Std 3-5 who can do subtraction or more	79.1	81.0

Source: ASER 2009, ASER 2010

When do SSA Funds Flow to Kangra's Schools (2009/10) ?

FIGURE 3.1

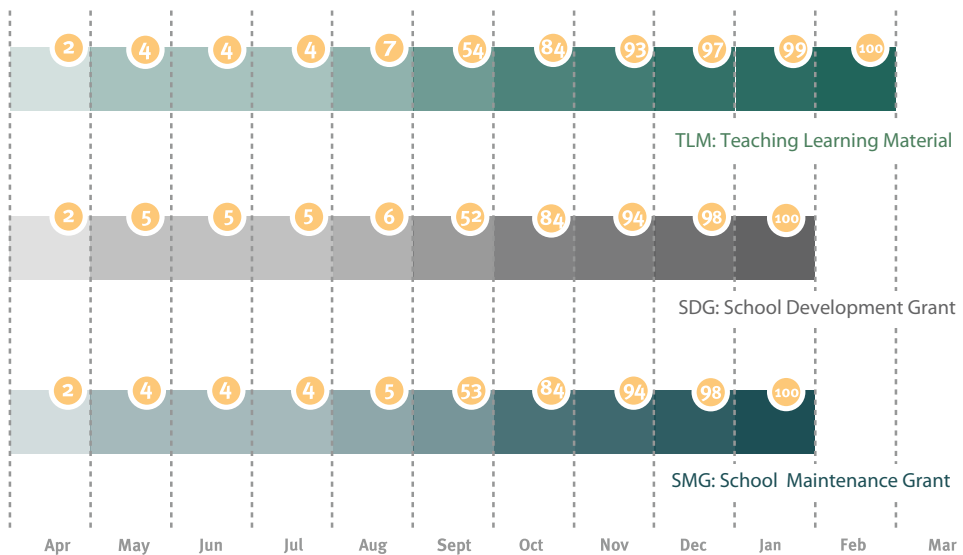
Monthly Fund Flows to SSA Society and Kangra District (Cumulative %)



The SSA Society received 84% of its allocation. GOI released 78% of its total share and the State Government released 96% of its share. Kangra received 90% of its allocation.

FIGURE 3.2

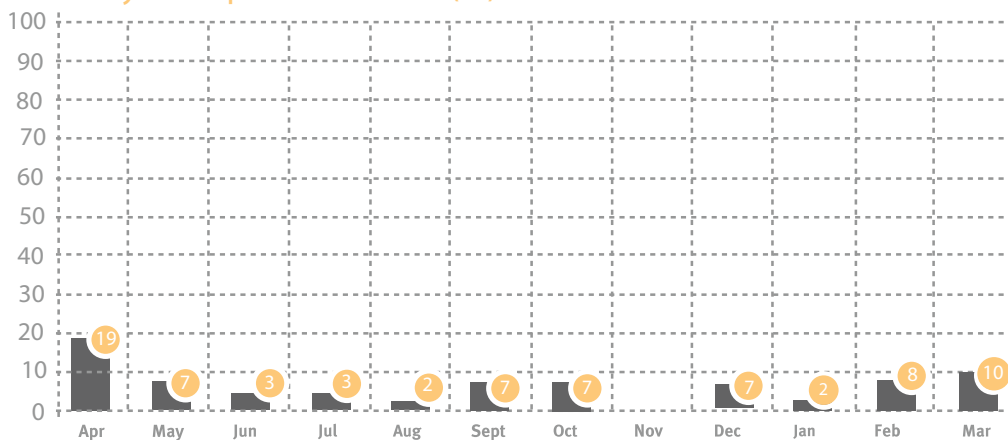
Schools that Reported Receipt of Grants (Cumulative %)



94% schools received the three SSA grants. 95.7% received TLM grant; 91.4% received SDG grant and 95% received the SMG grant.

FIGURE 3.3

Monthly Receipt of Uniforms (%)

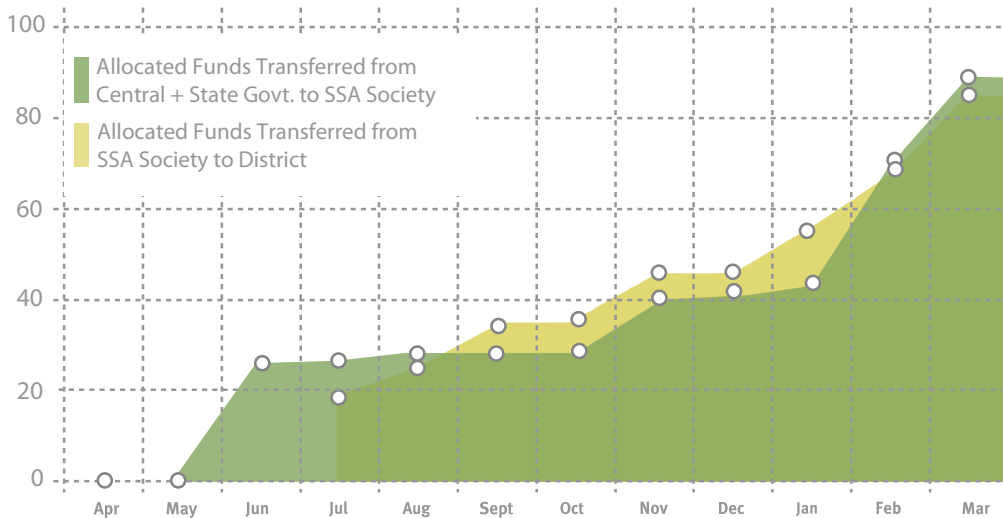


Children receive various annual entitlements such as uniforms, textbooks and scholarships. 25% schools received uniforms for 2009-10 in 2010-11. 96% schools received their textbook entitlement in April. 37% schools received their scholarship entitlement by November.

When do SSA Funds Flow to Kangra's Schools (2010/11)?

FIGURE 4.1

Monthly Fund Flows to SSA Society and Kangra District (Cumulative %)

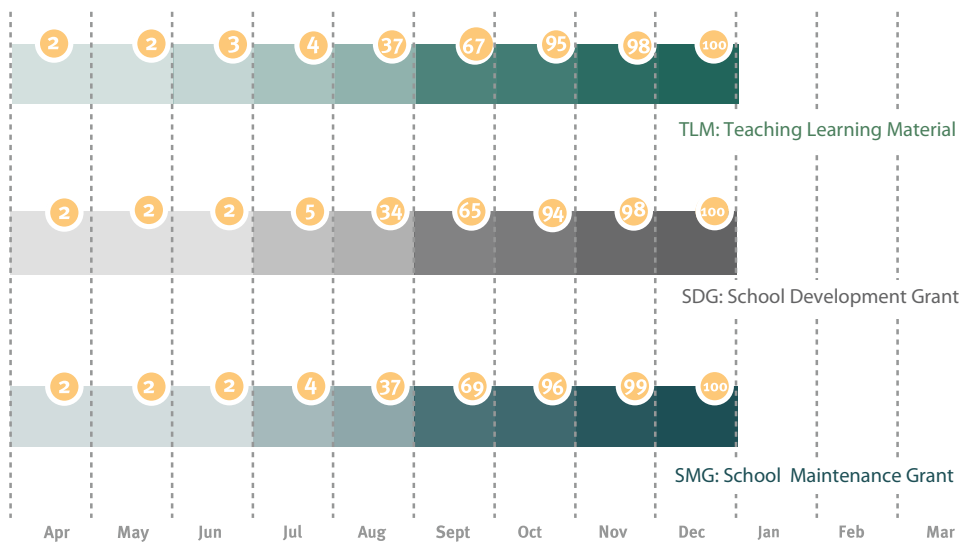


Source: Kangra Monthly Expenditure Report 2010, RTI filed by Accountability Initiative for Central and State Govt. Release for 2010-11

Overall, fund flows to the SSA society improved in 2010-11 and the society received 88% of its total allocation. GOI increased its release to 83% of its total share and the State Government released 96% of its share. Kangra received a significantly lower 84% of its allocation.

FIGURE 4.2

Schools that Reported Receipt of Grants (Cumulative %)

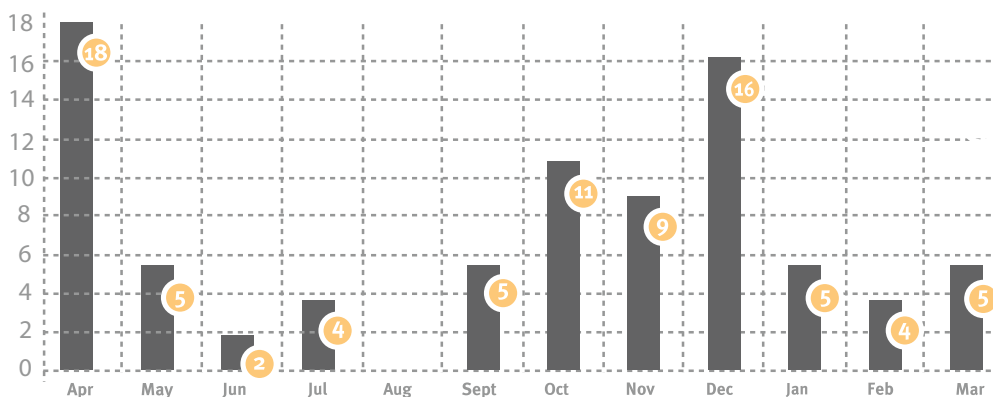


Source: PAISA Survey 2011

Fund flows to schools improved in 2010-11. 95% schools reported receiving the three grants by October 2010 compared with 85% in 2009-10.

FIGURE 4.3

Monthly Receipt of Uniforms (%)



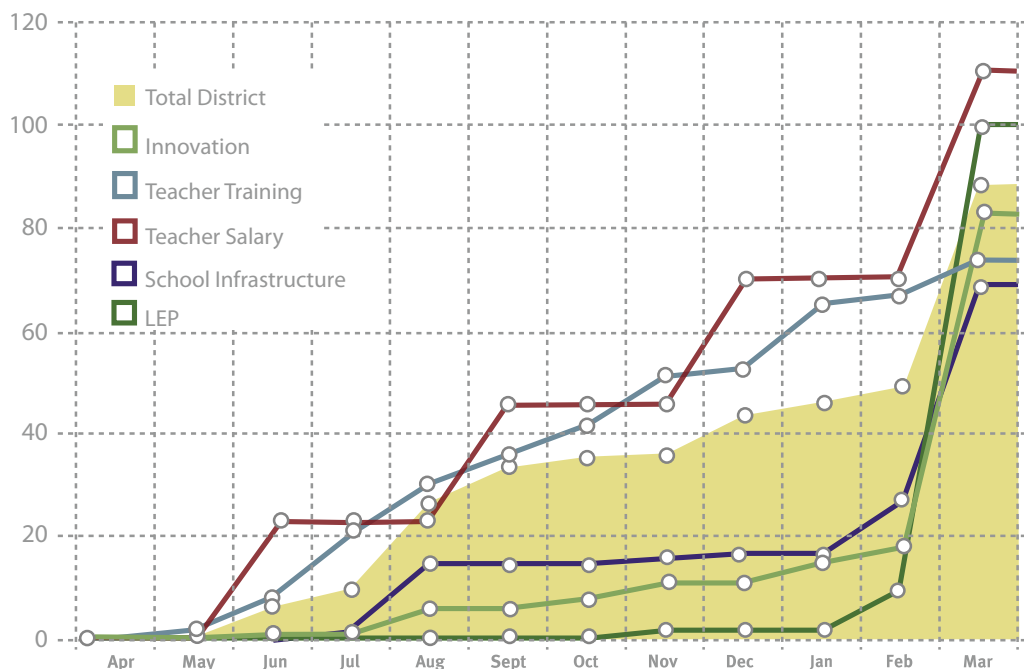
Source: PAISA Survey 2011

The flow of entitlement-related grants remained sporadic. 16.1% schools reported receiving uniforms for 2010-11 in 2011-12. 94.4% schools received their textbook entitlement in April. Fund flows for scholarship schemes improved and 58.8% schools received their scholarships by November.

When does Kangra Spend its SSA Money (2009/10)?

FIGURE 5.1

District Monthly Expenditure (Cumulative) (% Expenditure of Allocated Funds: District and Line Items)



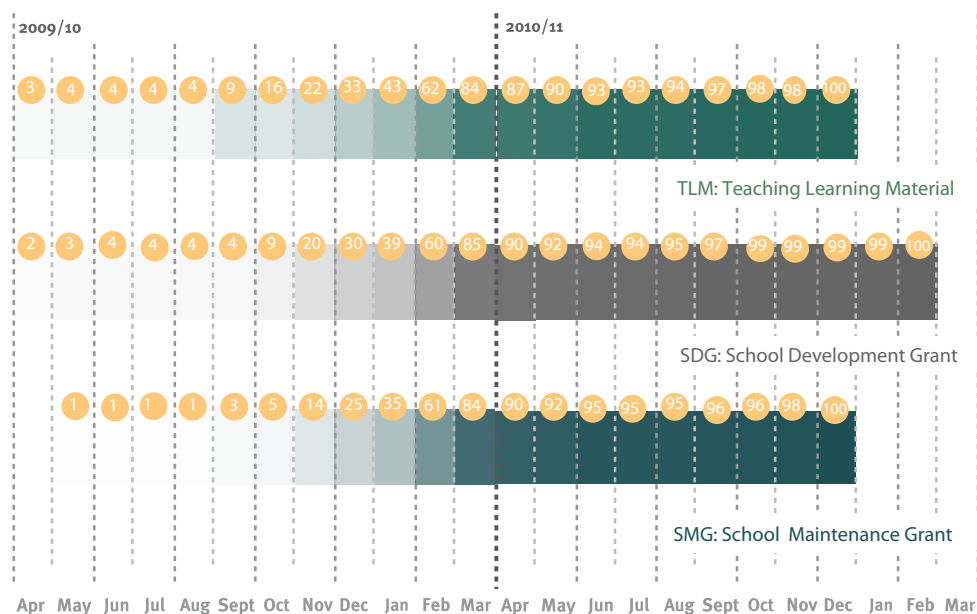
Kangra spent 88% of its SSA budget.

Expenditures on children were given low priority. No spending was incurred until March 2010 when 82% of allocated funds were spent. Expenditures on infrastructure funds were also delayed. 25% funds were spent by February. A further 44% funds were spent in March 2010.

Source: Kangra district Monthly Expenditure Statement 2009-10

FIGURE 5.2

Schools that Initiated Expenditure (Cumulative %)



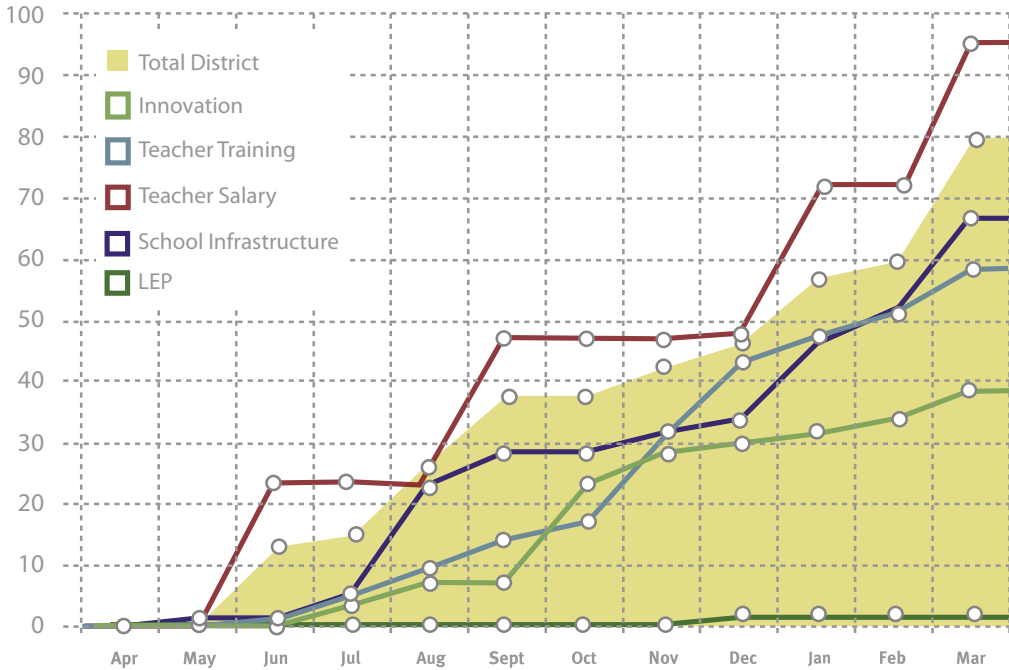
83.8% of schools that received the SSA grants had initiated expenditures. In total 77.7% of the grant amount was spent. There was a time lag of 129 days between the date of grant receipt and actual spending.

Source: PAISA Survey 2011

When does Kangra Spend its SSA Money (2010-11)?

FIGURE 6.1

District Monthly Expenditure (Cumulative) (% Expenditure of Allocated Funds: District and Line Items)



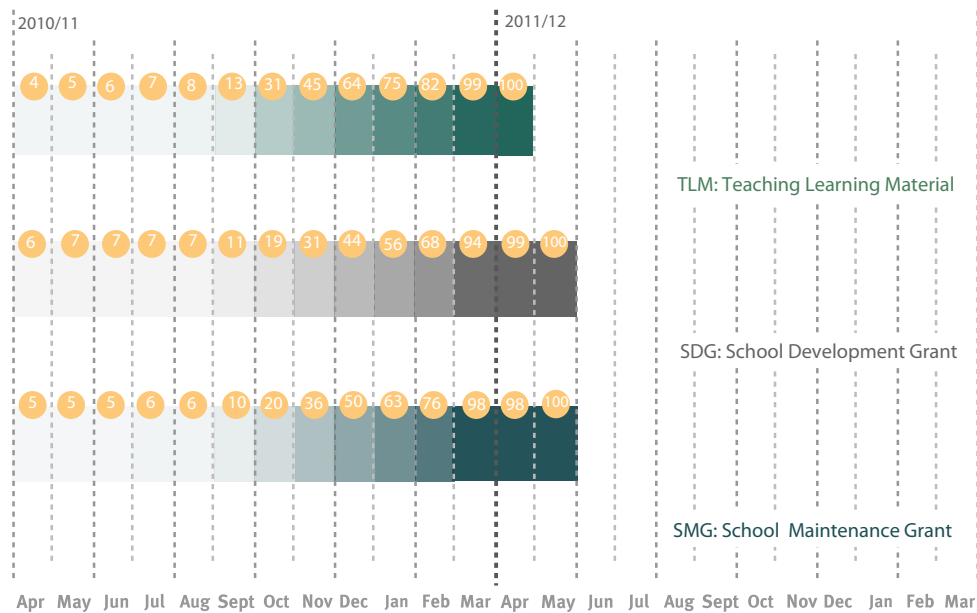
Source: Kangra District Monthly Expenditure Statement 2010-11

Between 2009-10 and 2010-11, Kangra's budget increased by 48%. In 2010-11 Kangra spent 80% of its budget.

Expenditures on teacher training and quality (innovation and LEP) were low: 59%, 38% and 1% of allocated funds, respectively.

FIGURE 6.2

Schools that Initiated Expenditure (Cumulative %)



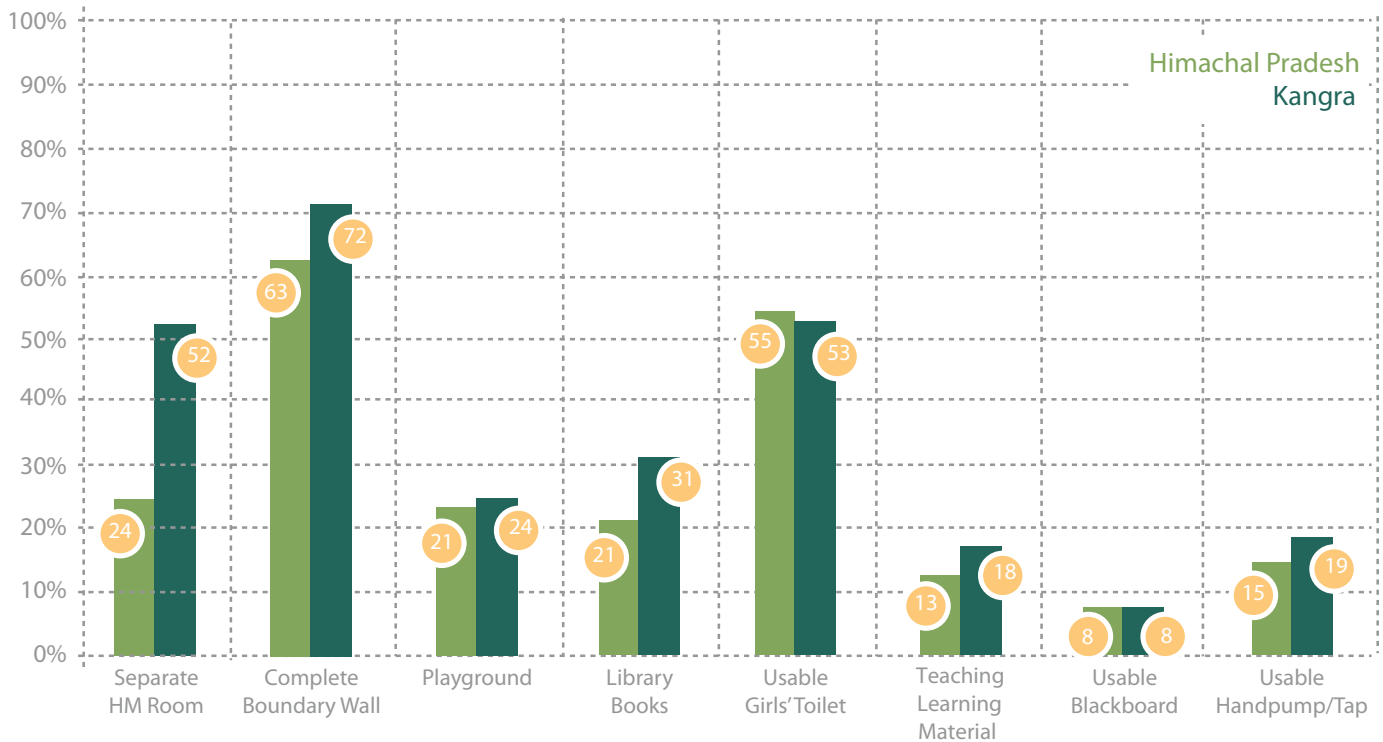
Source: PAISA Survey 2011

81.6% of schools that received the SSA grants had initiated expenditures. In total 71% of the grant amount was spent. There was a time lag of 109 days between the date of grant receipt and actual spending.

How do Himachal Pradesh and Kangra Schools Perform on RTE indicators?

FIGURE 7.1

Infrastructure Indicators (% schools reporting shortfall)



Source: ASER 2010, PAISA Survey 2011

FIGURE 7.2

Other Indicators: Kangra

RTE Indicator	Shortfall (% Schools)
Schools (1-5) with HM (enrol.>150)	NA
Schools (6-8) with HM (enrol.>100)	NA
1 classroom per teacher (excl. HM)	21.3
1 classroom per teacher (incl. HM)	25.5

Source: PAISA Survey 2011

To what extent is Kangra meeting its RTE infrastructure needs?

To meet the RTE shortfall, Kangra's infrastructure budget increased by 52.3% between 2009-10 and 2010-11. The bulk of this increase was for construction of separate girls' toilets which increased by 263.6%. Funds for additional classrooms increased by 137.7% and funds for boundary walls and major repairs increased by 248.2% and 527% respectively. PAISA survey results indicate that the pace of construction work in schools is slow. In 2010-11, 5.9% schools started building classrooms, 24.6% schools started toilet construction activities and 16.4% schools started boundary wall construction. Given the scale of the gap, much more activity needs to be undertaken if the district is to meet the RTE gap by 2013.

How are Kangra's Schools Governed?

How are schools governed in Kangra?
 How often do they interact with key government officials?
 Who do they consider their chief problem solvers?
 How much does the school engage with the community and the Panchayat?
 How effectively have RTE's transparency provisions been implemented?

To answer these questions and gain insights into governance at the school, PAISA asked a range of governance questions at the school level.

FIGURE 8.1

Meetings with Administration (%)

Frequency of Meetings	SMC	CRC	BRC
Fortnightly	NA	22.1	7.1
Monthly	80.9	49.3	30.5
Once in 2-3 Months	16.3	12.9	37.6
Once in 6 Months	2.8	2.1	1.4

Source: PAISA Survey 2011

FIGURE 8.2

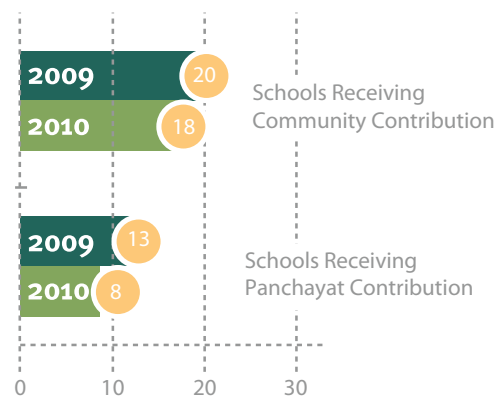
Primary Problem Solving Office (%)

	Minor Repairs	Teacher Absenteeism	Late Grants
SMC	74.3	22.3	22.3
Cluster	12.9	51.8	32.4
Block	8.6	17.3	37.4
District	2.9	7.9	5.8

Source: PAISA Survey 2011

FIGURE 8.3

Community and Panchayat Contribution (%)



Source: PAISA Survey 2011

FIGURE 8.4

Forms of Community and Panchayat Contribution

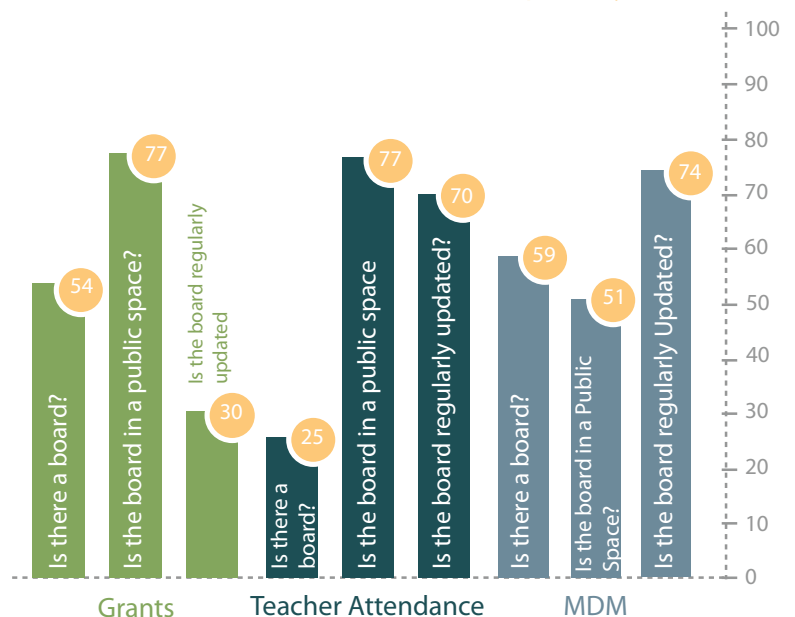
(No. of Schools)

Forms of Community Contribution		Forms of Panchayat Contribution		
2009	2010	2009	2010	
9	6	2	0	Cash
13	8	4	1	Kind
2	3	10	7	Labour
9	11	8	3	Monitoring
2	4	0	1	Other

Source: PAISA Survey 2011

FIGURE 8.5

Status of Transparency Boards (%)



Source: PAISA Survey 2011

Madhya Pradesh PAISA District Study



SAGAR

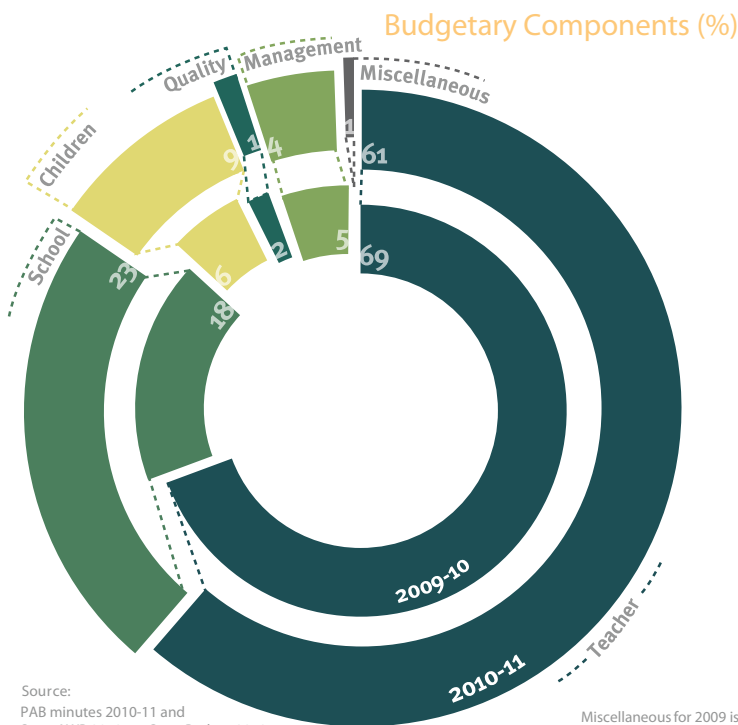
Rural

- ▶ How does Madhya Pradesh Prioritize its Education Resources? ◀
 - ▶ How does Sagar Prioritize its Education Resources? ◀
 - ▶ When do SSA Funds Flow to Sagar's Schools (2009/10)? ◀
 - ▶ When do SSA Funds Flow to Sagar's Schools (2010/11)? ◀
 - ▶ When does Sagar Spend its SSA Money (2009/10)? ◀
 - ▶ When does Sagar Spend its SSA Money (2010/11)? ◀
- ▶ How do Madhya Pradesh's Schools Perform on RTE Infrastructure Indicators (State and District)? ◀
 - ▶ How are Sagar's Schools Governed? ◀



How does Madhya Pradesh Prioritize its Education Resources? What are the Outputs and Outcomes?

FIGURE 1.1



Source: PAB minutes 2010-11 and State AWP 2010-11, State Budget 2010-11

More on Madhya Pradesh's budget

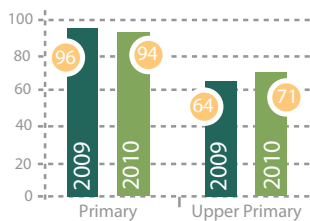
Madhya Pradesh's (MP) elementary education budget increased by a significant 56.3% between 2009-10 and 2010-11, from Rs. 4,629.2 crore to Rs. 7,235.1 crore. This is amongst the highest budgetary increases in PAISA states. In 2009-10 (latest available estimates), the state allocation per child was Rs. 4,423.

The SSA budget for MP increased by 87.1% between 2009-10 and 2010-11. Correspondingly, SSA's contribution to the elementary education budget increased from 44.6% to 53.4%, illustrating an increased role of SSA funds in the overall state budget.

FIGURE 1.2

Key Output Indicators

1.2.1 Net Enrolment Ratio (%)



1.2.2 Other Indicators

	2009	2010
Pupil Teacher Ratio (elementary)	36	35
Student Classroom Ratio (elementary)	31	30
Drop-Out Rate (primary)	6.5	8.2

Source 1.2.1 & 1.2.2: State Elementary Education Report Card 2008-09 & 2009-10, PAB minutes

FIGURE 1.4

Child Enrolment and Attendance (%)

	Primary 2009 (%)
Enrolled Children Present (average)	67.9
Schools with Less than 50% Enrolled Children Present	12.1
Schools with 75% or more Enrolled Children Present	35.5

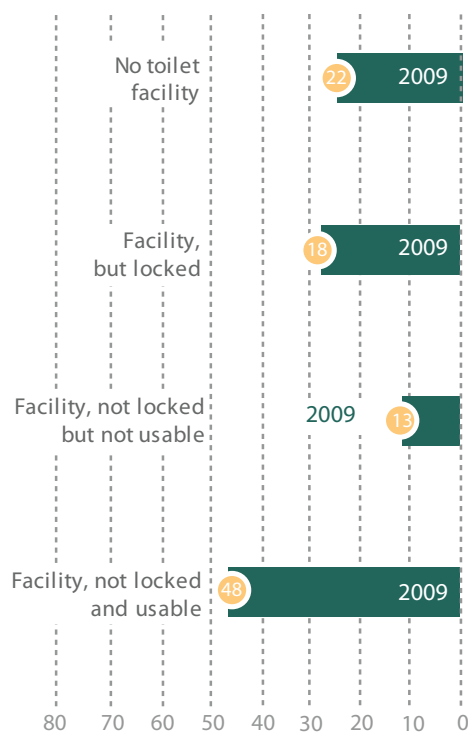
Source: ASER 2009

ASER 2010 data for MP not available



FIGURE 1.3

Toilet Facilities in Schools (%)



Source: ASER 2009

ASER 2010 data for MP not available

FIGURE 1.5

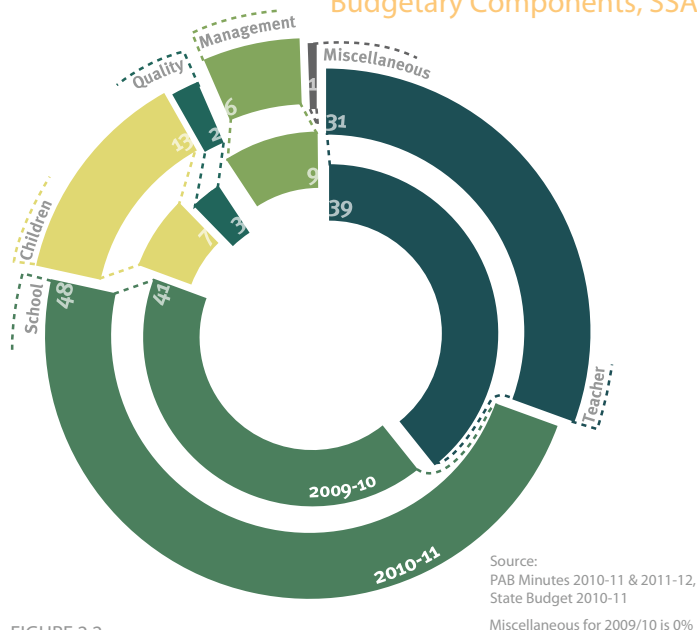
Learning Levels (%)

	2009 (%)	2010 (%)
Students in Std 3-5 who can read Std I text or more	87.5	NA
Students in Std 3-5 who can do subtraction or more	81.9	NA

Source: ASER 2009
ASER 2010 data for MP not available

How does Sagar Prioritize its Education Resources? What are the Outputs and Outcomes?

FIGURE 2.1
Budgetary Components, SSA (%)

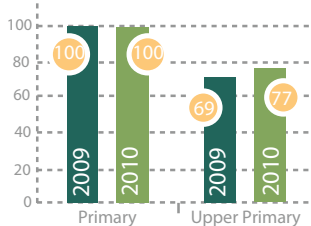


More on Sagar's budget

In 2009-10, Sagar's total elementary education budget stood at Rs. 138.2 crore. Investment per child amounted to Rs. 3,615.6.

FIGURE 2.2
Key Output Indicators

2.2.1 Net Enrolment Ratio (%)



2.2.2 Other Indicators

	2009	2010
Pupil Teacher Ratio (elementary)	45	44
Student Classroom Ratio (elementary)	38	36
Drop-Out Rate (primary)	3.4	7.1

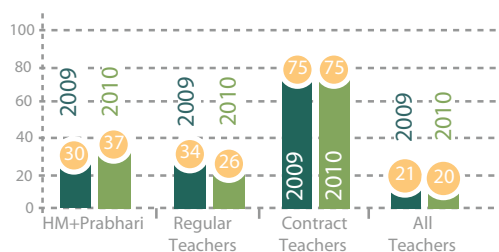
Source: 2.2.1 & 2.2.2: District Elementary Education Report Cards 2008-09 & 2009-10

FIGURE 2.4
Days of Training Received

Types of Teachers	2009	2010
HM	11.8	8.1
Regular Teachers	19.9	14.1
Contract Teachers	10.0	8.0
Total	24.9	17.2

HM = Headmaster,
Source: PAISA Survey 2011

FIGURE 2.5
Teachers Who Did Not Receive Training (%)



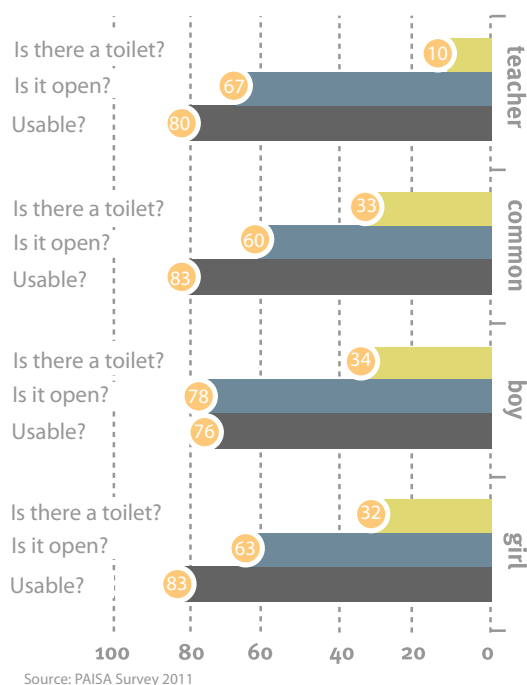
HM = Headmaster,
Source: PAISA Survey 2011

FIGURE 2.7
Children Enrolment & Attendance (%)

School	No. of Schools	Enrolment	Attendance Rate
Std. 1-5	105	107.4	70
Others	39	140	66
All	144	116.2	70

Source: PAISA Survey 2011

FIGURE 2.3
Toilet Facilities in Schools (%)



Source: PAISA Survey 2011

FIGURE 2.6
Teacher Presence (%)

Teacher Type	% Present
HM	69
Prabhari	88
Regular Teachers	83
Contract Teachers	NA
All	81

HM = Headmaster,
Source: PAISA Survey 2011

FIGURE 2.8
Learning Levels (%)

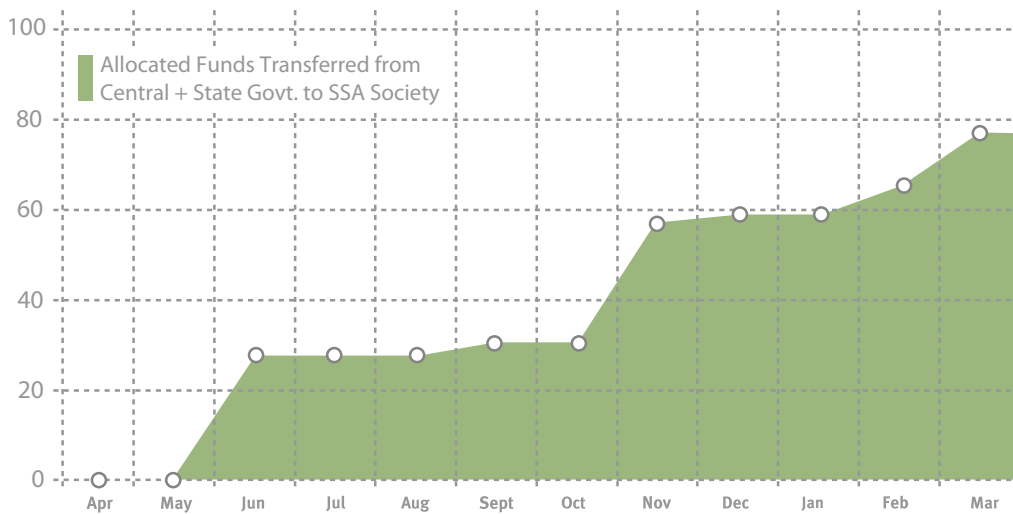
	2009 (%)	2010 (%)
Students in Std 3-5 who can read Std I text or more	78.4	NA
Students in Std 3-5 who can do subtraction or more	73.4	NA

Source: ASER 2009, ASER 2010

When do SSA Funds Flow to Sagar's Schools (2009/10) ?

FIGURE 3.1

Monthly Fund Flows to SSA Society (Cumulative %)

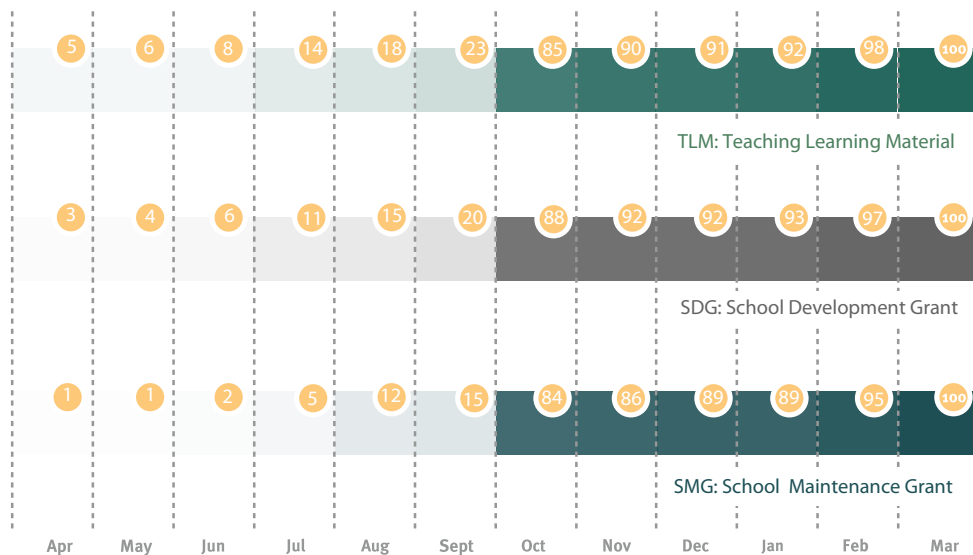


Source: RTI filed by Accountability Initiative for Central and State Govt. Releases 2009-10

The SSA Society received 84% of its allocation. GOI released 87% of its share while the State Government released 77%. Data on funds released to the district was not available.

FIGURE 3.2

Schools that Reported Receipt of Grants (Cumulative %)

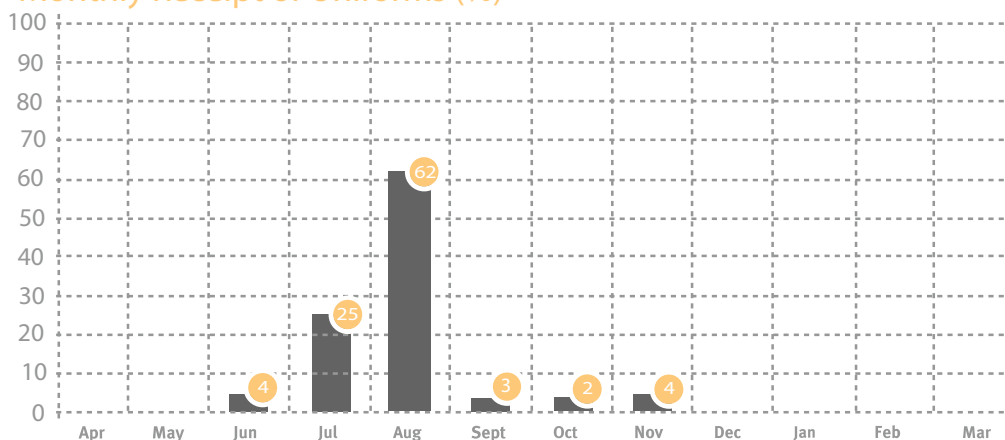


Source: PAISA Survey 2011

83.3% schools received the three SSA grants. 86.9% received TLM grant; 78.8% received SDG grant and 83.9% received the SMG grant.

FIGURE 3.3

Monthly Receipt of Uniforms (%)



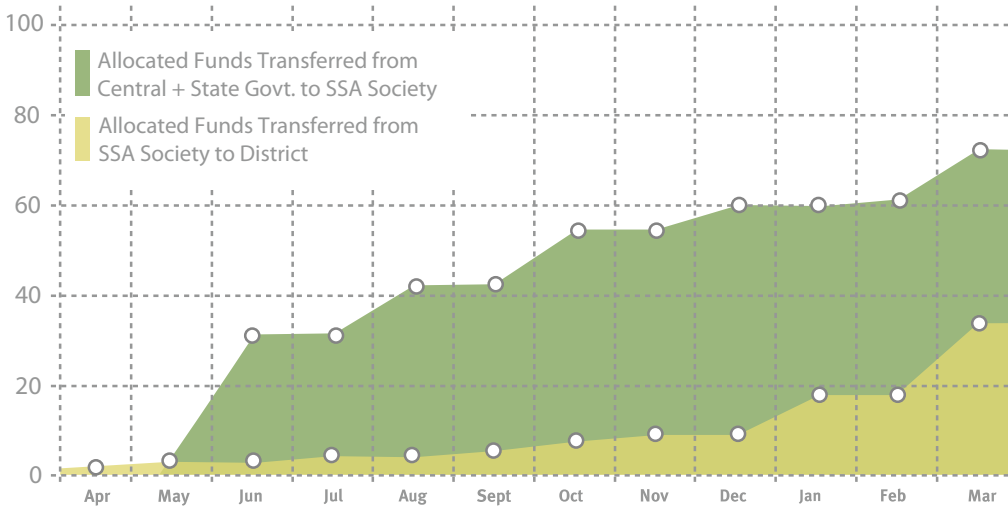
Source: PAISA Survey 2011

Children receive various annual entitlements such as uniforms, textbooks, scholarships and cycles. 94.1% schools received their uniform entitlement by September. 60.4% schools received their textbook entitlement in April. 50% and 86.4% schools received their scholarship and cycle entitlements by September, respectively.

When do SSA Funds Flow to Sagar's Schools (2010/11)?

FIGURE 4.1

Monthly Fund flows to SSA Society and Sagar District (Cumulative %)

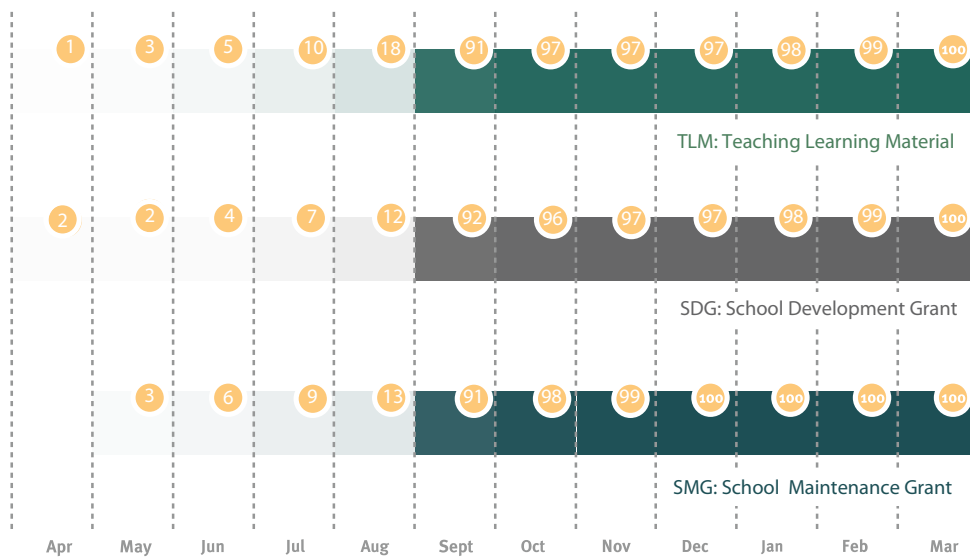


Source: Sagar District Monthly Expenditure Report March 2011, RTI filed by Accountability Initiative for Central and State Govt. Release for 2010-11

The society received 73% of its allocation. Unlike the previous year, the State Government released a higher proportion of its share to the society. GOI released 69% of its share. Sagar received 83% of its total allocation.

FIGURE 4.2

Schools that Reported Receipt of Grants (Cumulative %)

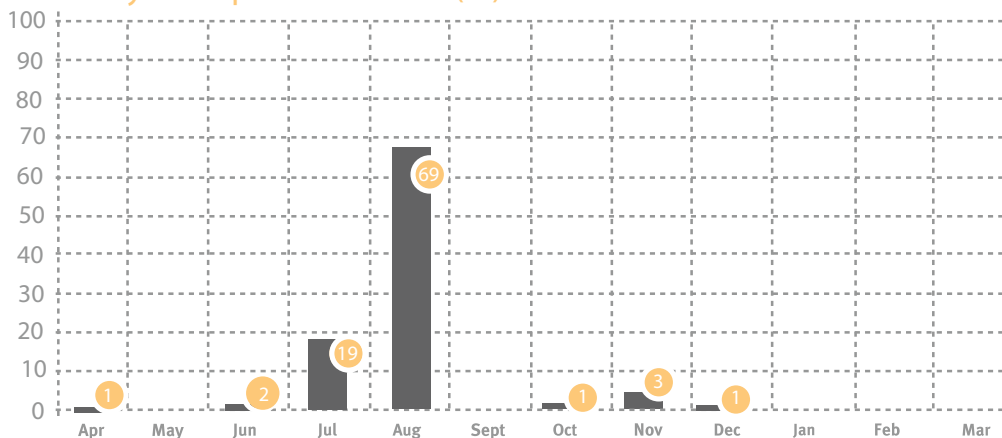


Source: PAISA Survey 2011

Fund flows improved marginally in 2010-11. 84.3% schools received the three SSA grants. 83.9% received the TLM grant; 81% received the SDG grant and 87.6% received the SMG grant.

FIGURE 4.3

Monthly Receipt of Uniforms (%)



Source: PAISA Survey 2011

90.7% and 98.6% schools received their uniform and textbook entitlement by September respectively; while 75.0% and 68.8% schools received their cycle and scholarship entitlements respectively.

When does Sagar Spend its SSA Money (2009/10)?

FIGURE 5.1

District Monthly Expenditure (Cumulative) (% Expenditure of Allocated Funds: District and Line Items)

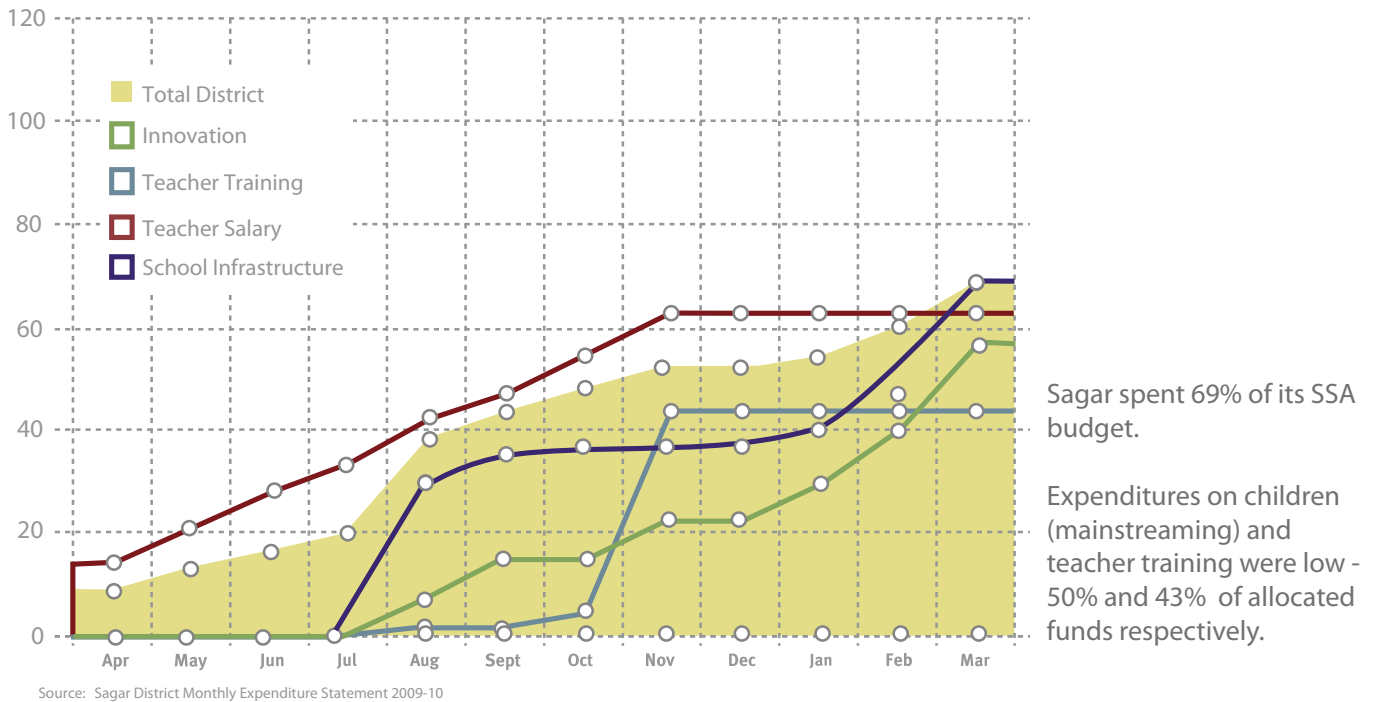
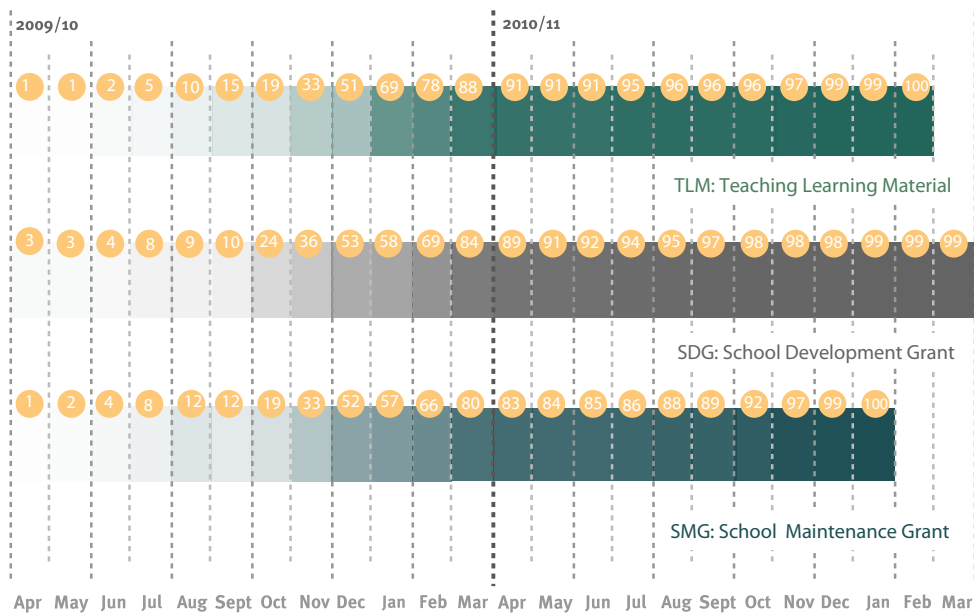


FIGURE 5.2

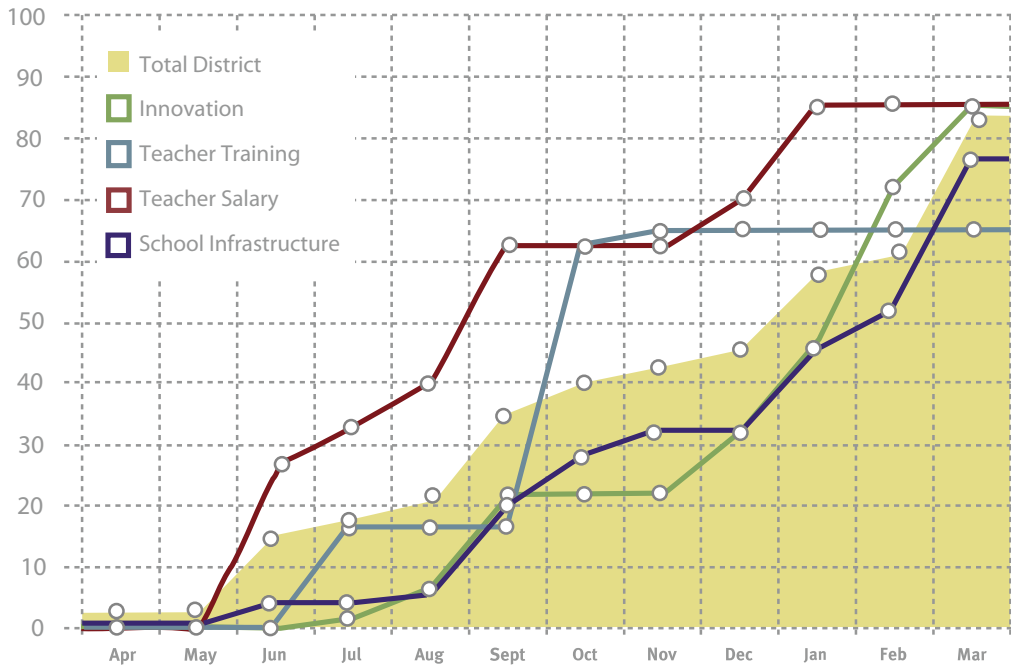
Schools that Initiated Expenditure (Cumulative %)



When does Sagar Spend its SSA Money (2010-11)?

FIGURE 6.1

District Monthly Expenditure (Cumulative) (% Expenditure of Allocated Funds: District and Line Items)



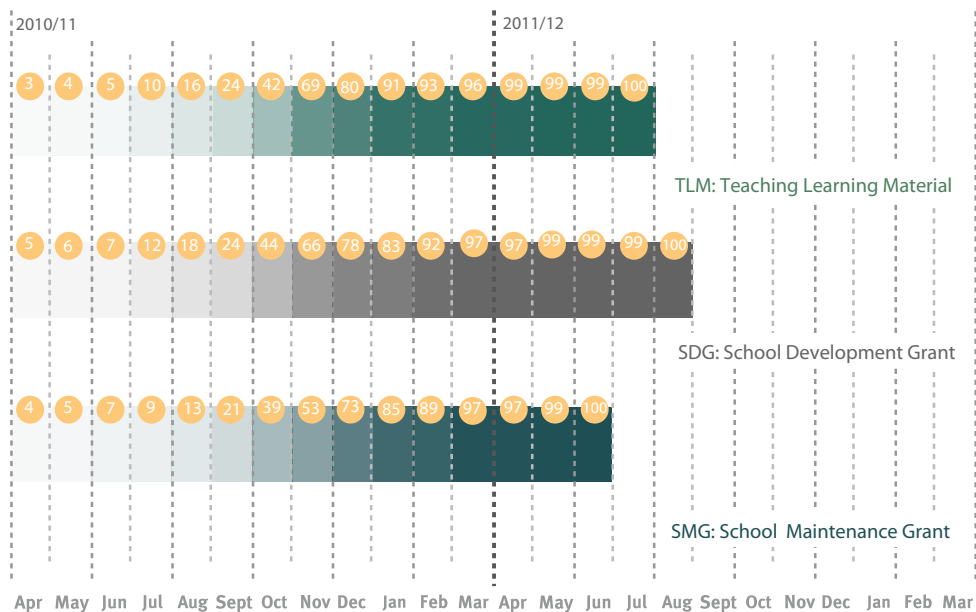
Source: Sagar District Monthly Expenditure Statement 2010-11

Between 2009-10 and 2010-11, Sagar's budget increased by 116%. Sagar spent 82% of this budget.

The expenditure pattern contrasts with 2009-10. Expenditures on infrastructure improved. The district spent 32% of its funds by December. Importantly, in 2010-11, Sagar prioritized expenditures on training, quality and children related activities. For instance, in 2009-10, the district spent only 57% of its funds for innovation. This improved to 71% in 2010.

FIGURE 6.2

Schools that Initiated Expenditure (Cumulative %)



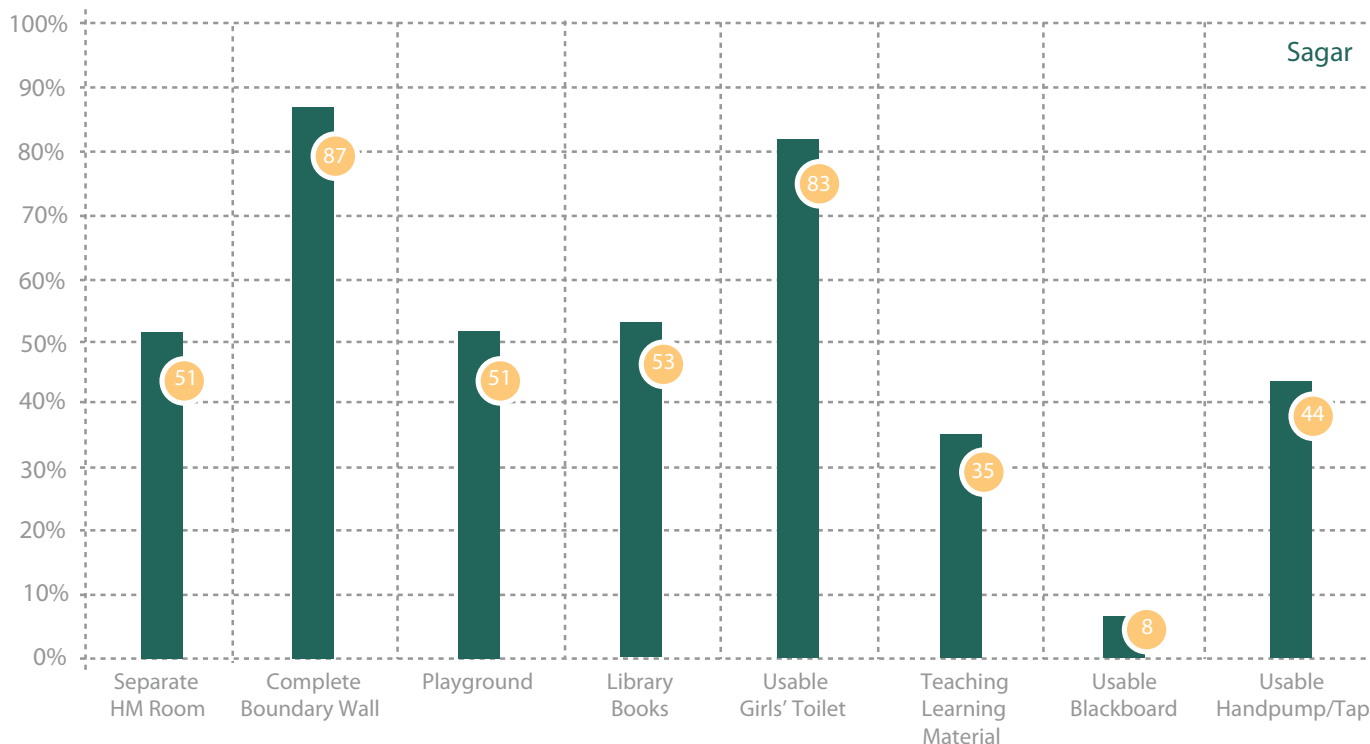
Source: PAISA Survey 2011

93.6% of schools that received the SSA grants had initiated expenditures. In total 84% of the grant amount was spent. There was a time lag of 58 days between the date of grant receipt and actual spending.

How do Sagar Schools Perform on RTE Indicators?

FIGURE 7.1

Infrastructure Indicators (% schools reporting shortfall)



Source: PAISA Survey 2011

FIGURE 7.2

Other Indicators

RTE Indicator	Shortfall (% Schools)
Schools (1-5) with HM (enrol.>150)	39.1
Schools (6-8) with HM (enrol.>100)	54.2
1 classroom per teacher (excl. HM)	15.1
1 classroom per teacher (incl. HM)	19.9

Source: PAISA Survey 2011

To what extent is Sagar meeting the RTE Act's infrastructure requirements?

To meet the RTE shortfall, Sagar's infrastructure budget increased by 162.9% between 2009-10 and 2010-11. The bulk of this increase was for the construction of additional classrooms: 126.8%. However, work at the school level has not kept pace with this increase. Only 15.3% schools started constructing new classrooms in 2010-11. Interestingly, the budget for girls' toilet construction actually dipped from Rs. 3.8 crore in 2009-10 to Rs. 2.5 crore in 2010-11. Correspondingly, there was a drop in schools initiating toilet construction work from 12.5% in 2009-10 to 5.6% in 2010-11. This slow pace of work when juxtaposed against high expenditures for infrastructure at the district suggests that fund transfers to schools have been booked as expenditures even though schools are yet to begin work. Given the scale of the gap, much more activity needs to be undertaken if the district is to meet the RTE gap by 2013.

How are Sagar's Schools Governed?

How are schools governed in Sagar?
 How often do they interact with government officials?
 Who do they consider their chief problem solvers?
 How much does the school engage with the community and the Panchayat?

How effectively have RTE's transparency requirements been implemented?
 To answer these questions and gain insights into school governance, PAISA asked a range of governance questions at school level.

FIGURE 8.1

Meetings with Administration (%)

Frequency of Meetings	SMC	CRC	BRC
Fortnightly	NA	10.6	3.6
Monthly	85.6	58.9	21.3
Once in 2-3 Months	11.6	12.8	29.8
Once in 6 Months	1.4	8.5	14.2

Source: PAISA Survey 2011

FIGURE 8.2

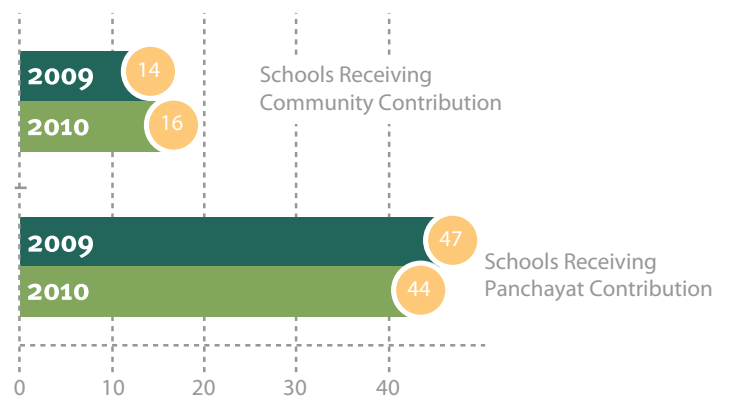
Primary Problem Solving Office (%)

	Minor Repairs	Teacher Absenteeism	Late Grants
SMC	55.2	17.6	10.4
Cluster	16.1	65.5	32.6
Block	24.5	10.6	52.1
District	1.4	0.0	1.4
Panchayat	0.7	0.0	0.0

Source: PAISA Survey 2011

FIGURE 8.3

Community and Panchayat Contribution (%)



Source: PAISA Survey 2011

FIGURE 8.4

Forms of Community and Panchayat Contribution

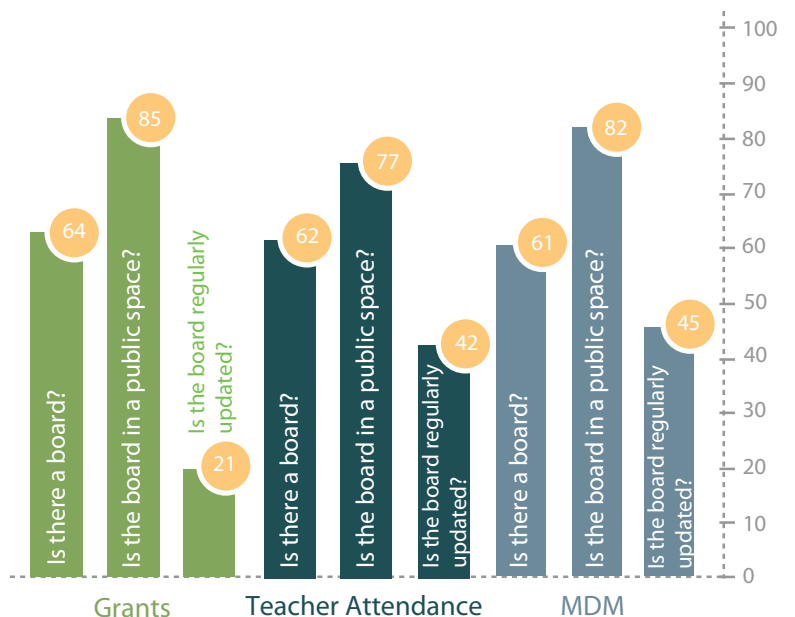
(No. of Schools)

Forms of Community Contribution		Forms of Panchayat Contribution		
2009	2010	2009	2010	
0	0	1	1	Cash
5	5	56	54	Kind
3	4	1	0	Labour
17	18	23	21	Monitoring
0	0	0	0	Other

Source: PAISA Survey 2011

FIGURE 8.5

Status of Transparency Boards (%)



Source: PAISA Survey 2011

Maharashtra PAISA District Study



SATARA

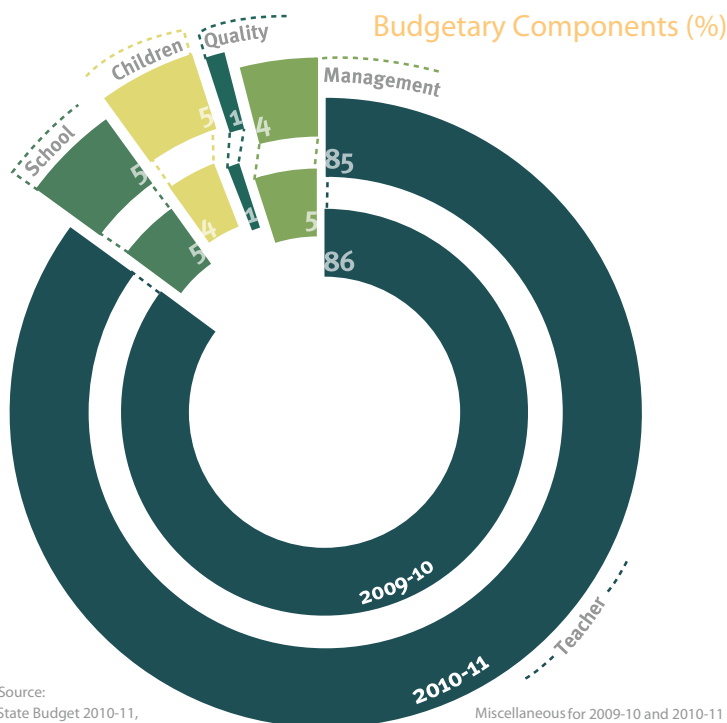
Rural

- ▶ How does Maharashtra Prioritize its Education Resources? ◀
 - ▶ How does Satara Prioritize its Education Resources? ◀
 - ▶ When do SSA Funds Flow to Satara's Schools (2009/10)? ◀
 - ▶ When do SSA Funds Flow to Satara's Schools (2010/11)? ◀
 - ▶ When does Satara Spend its SSA Money (2009/10)? ◀
 - ▶ When does Satara Spend its SSA Money (2010/11)? ◀
- ▶ How do Maharashtra's Schools Perform on RTE Infrastructure Indicators (State and District)? ◀
 - ▶ How are Satara's Schools Governed? ◀



How does Maharashtra Prioritize its Education Resources? What are the Outputs and Outcomes?

FIGURE 1.1



Source: State Budget 2010-11, PAB Minutes 2010-11 & 2011-12

Miscellaneous for 2009-10 and 2010-11 is 0%

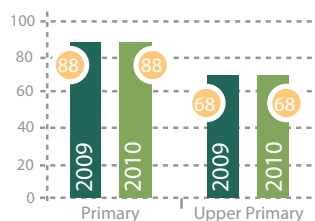
More on Maharashtra's budget

Maharashtra's elementary education budget increased by 37.4% between 2009-10 and 2010-11, from Rs. 9,157.1 crore to Rs. 12,585 crore. In 2009-10 (latest available estimates), the state allocation per child was Rs.12,075.

SSA contributed 14.9% of the total budget - 13% in 2009-10 and 16.3% in 2010-11. For the period under consideration, 97.1% of the state's total elementary education budget excluding SSA was allocated to teacher salaries.

FIGURE 1.2 Key Output Indicators

1.2.1 Net Enrolment Ratio (%)



Source 1.2.1 & 1.2.2: State Elementary Education Report Cards 2008-09 & 2009-10

1.2.2 Other Indicators

	2009	2010
Pupil Teacher Ratio (elementary)	27	30
Student Classroom Ratio (elementary)	31	31
Drop-Out Rate (primary)	3.1	3.3

FIGURE 1.4 Child Enrolment and Attendance (%)

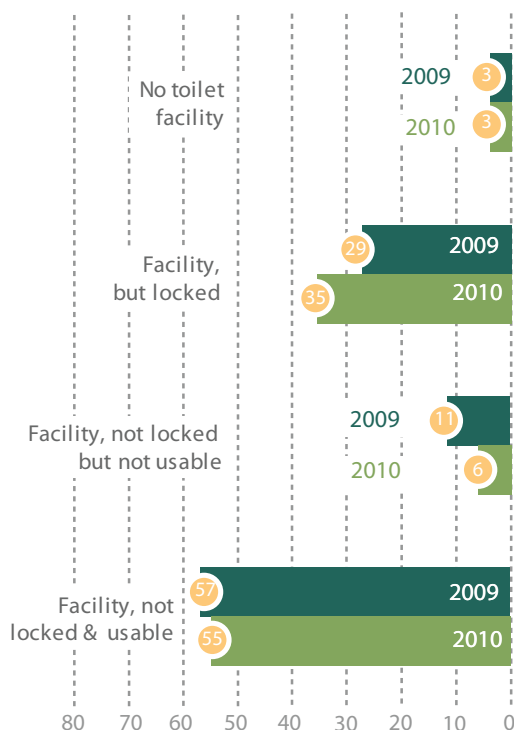
	Primary		Upper Primary	
	2009	2010	2009	2010
Enrolled Children Present (average)	91	92	91	92
Schools with Less than 50% Enrolled Children Present	0	01	01	0
Schools with 75% or more Enrolled Children Present	94	94	94	97

Source: ASER 2009, ASER 2010



FIGURE 1.3

Toilet Facilities in Schools (%)



Source: ASER 2009, ASER 2010, PAISA 2010

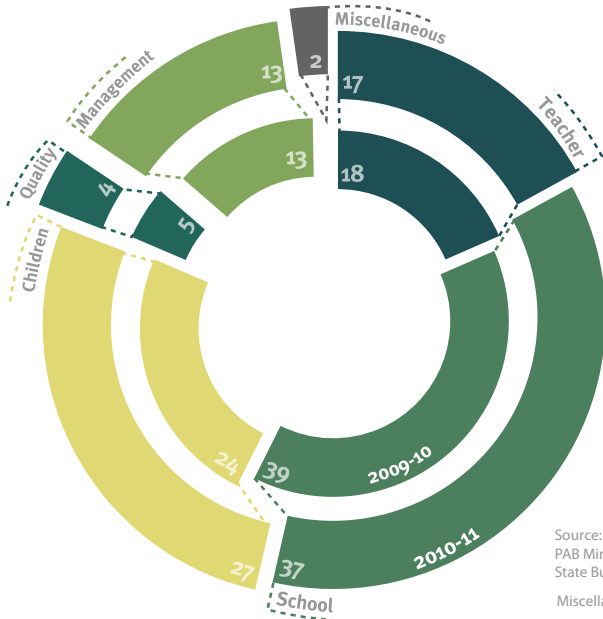
FIGURE 1.5 Learning Levels (%)

	2009	2010
Students in Std 3-5 who can read Std I text or more	86.8	85.5
Students in Std 3-5 who can do subtraction or more	73.7	67.6

Source: ASER 2009, ASER 2010

How does Satara Prioritize its Education Resources? What are the Outputs and Outcomes?

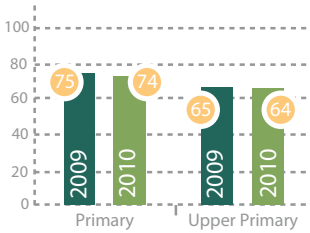
FIGURE 2.1
Budgetary Components, SSA (%)



More on Satara's budget
In 2009-10, Satara's total elementary education budget stood at Rs. 317.3 crore. Investment per child amounted to Rs.14,765.6.

FIGURE 2.2
Key Output Indicators

2.2.1
Net Enrolment Ratio (%)

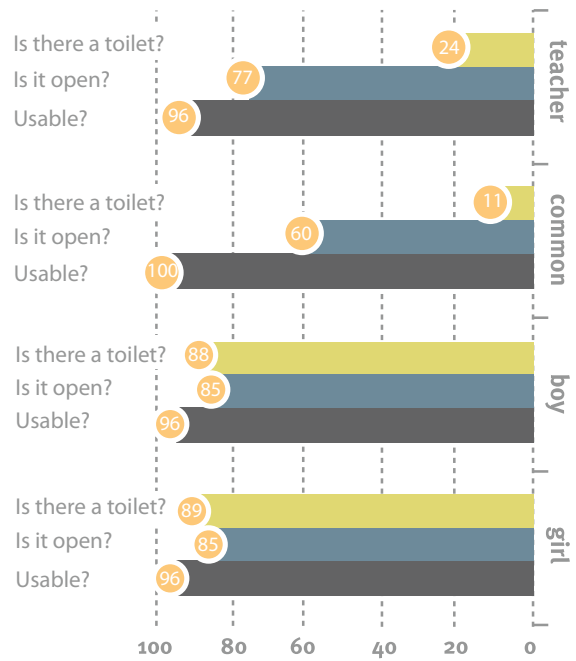


2.2.2
Other Indicators

	2009	2010
Pupil Teacher Ratio (elementary)	21	20
Student Classroom Ratio (elementary)	21	21
Drop-Out Rate (primary)	1.8	2.3

FIGURE 2.3

Toilet Facilities in Schools (%)



Source 2.2.1 & 2.2.2 : District Elementary Education Report Cards 2008-09 & 2009-10

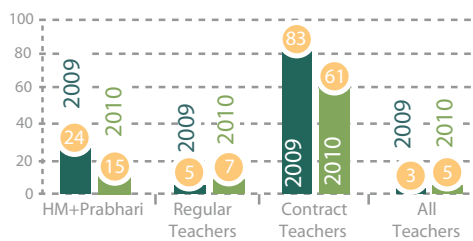
Source: PAISA Survey 2011

FIGURE 2.4
Days of Training Received

Types of Teachers	2009	2010
HM + Prabhari	15.7	13.4
Regular Teachers	36.1	33.0
Contract Teachers	21.7	13.8
Total	45.3	41.7

HM = Headmaster,
Source: PAISA Survey 2011

FIGURE 2.5
Teachers Who Did Not Receive Training (%)



HM = Headmaster,
Source: PAISA Survey 2011

FIGURE 2.6

Teacher Presence (%)

Teacher Type	% Present
HM	84
Prabhari	91
Regular Teachers	91
Contract Teachers	93
All	90

HM = Headmaster,
Source: PAISA Survey 2011

FIGURE 2.7
Children Enrolment & Attendance (%)

School	No. of Schools	Enrolment	Attendance Rate
Std. 1-5	74	44	95
Others	58	149.9	92
All	132	90.5	93

Source: PAISA Survey 2011

FIGURE 2.8

Learning Levels (%)

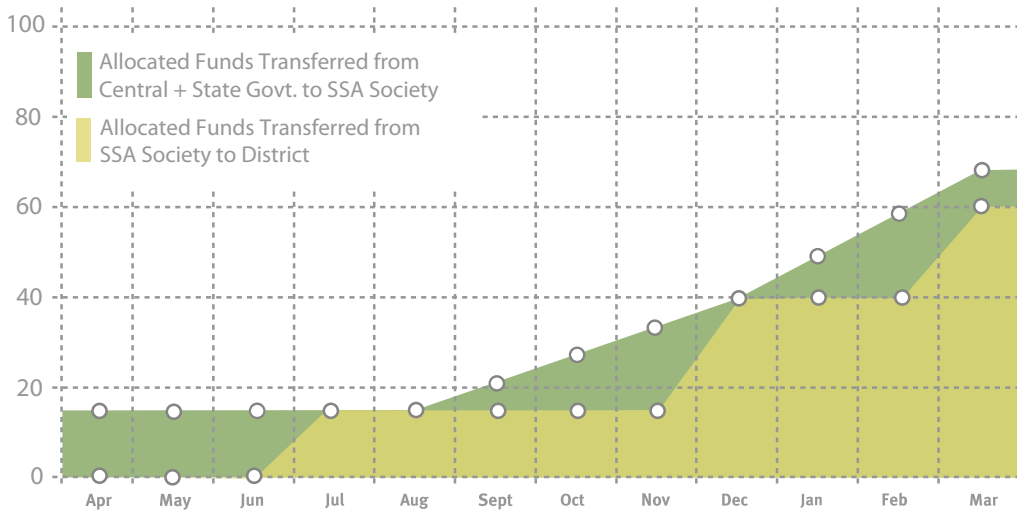
	2009 (%)	2010 (%)
Students in Std 3-5 who can read Std I text or more	95.8	90.5
Students in Std 3-5 who can do subtraction or more	86.0	77.6

Source: ASER 2009, ASER 2010

When do SSA Funds Flow to Satara's Schools (2009/10) ?

FIGURE 3.1

Monthly Fund Flows to SSA Society and Satara District (Cumulative %)

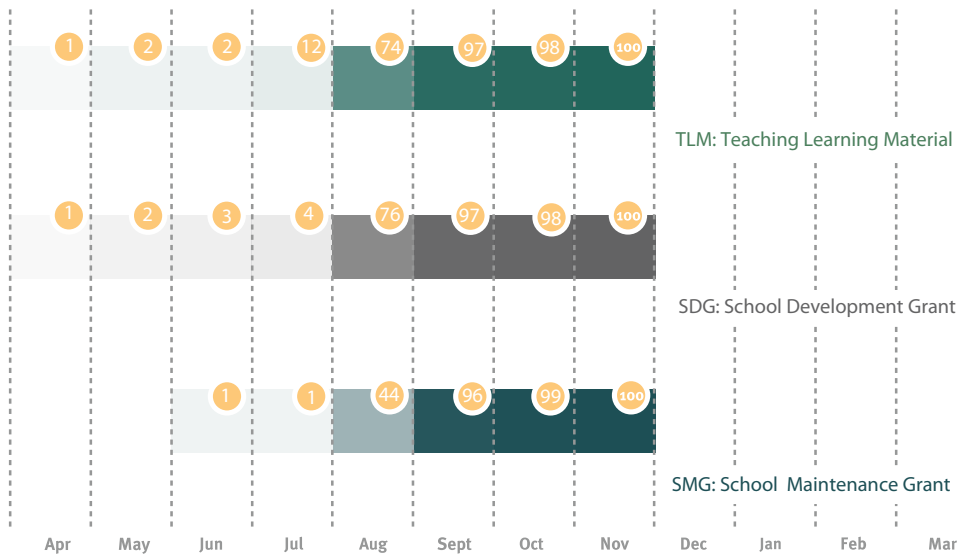


The SSA Society received 68% of its allocation. GOI released 78% of its share while the State Government released 54%. Satara received 60% of its allocation.

Source: Information taken from SLO office for SLO to district releases, RTI filed by Accountability Initiative for Central and State Govt. Releases for 2009-10

FIGURE 3.2

Schools that Reported Receipt of Grants (Cumulative %)

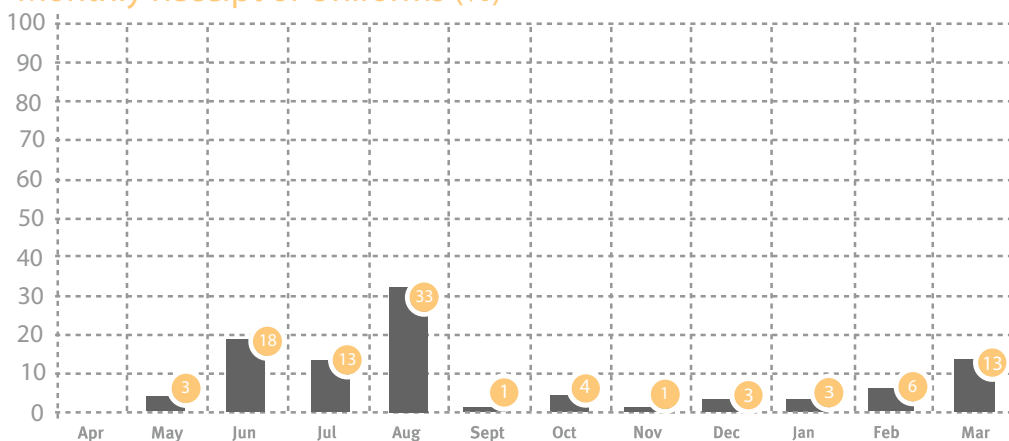


87.8% schools received the three SSA grants. 94.6% received TLM grant; 89.2% received SDG grant and 77.6% received the SMG grant.

Source: PAISA Survey 2011

FIGURE 3.3

Monthly Receipt of Uniforms (%)



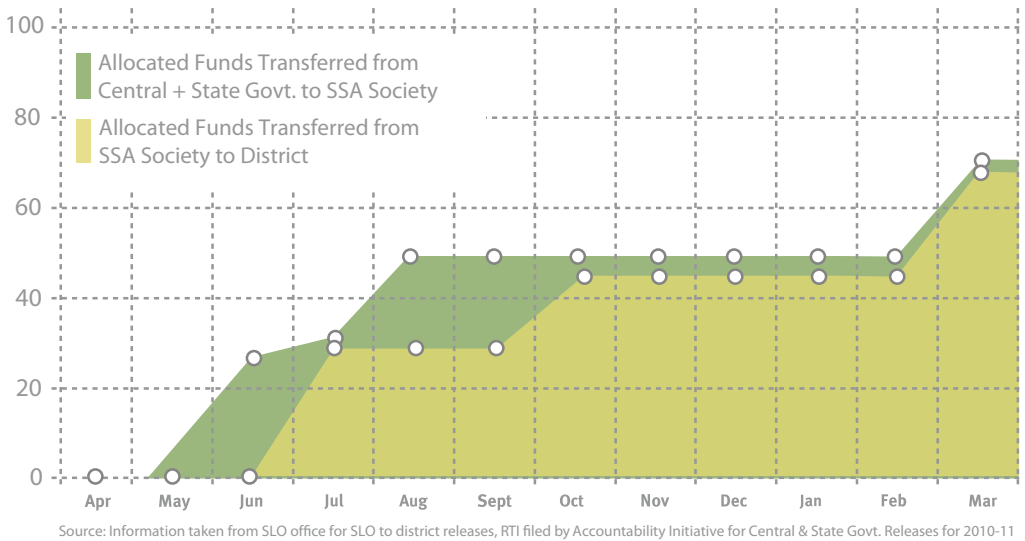
Children receive various annual entitlements such as uniforms and textbooks. 67.6% schools received their uniform entitlement by September. 90.8% schools received their textbook entitlement in June.

Source: PAISA Survey 2011

When do SSA Funds Flow to Satara's Schools (2010/11)?

FIGURE 4.1

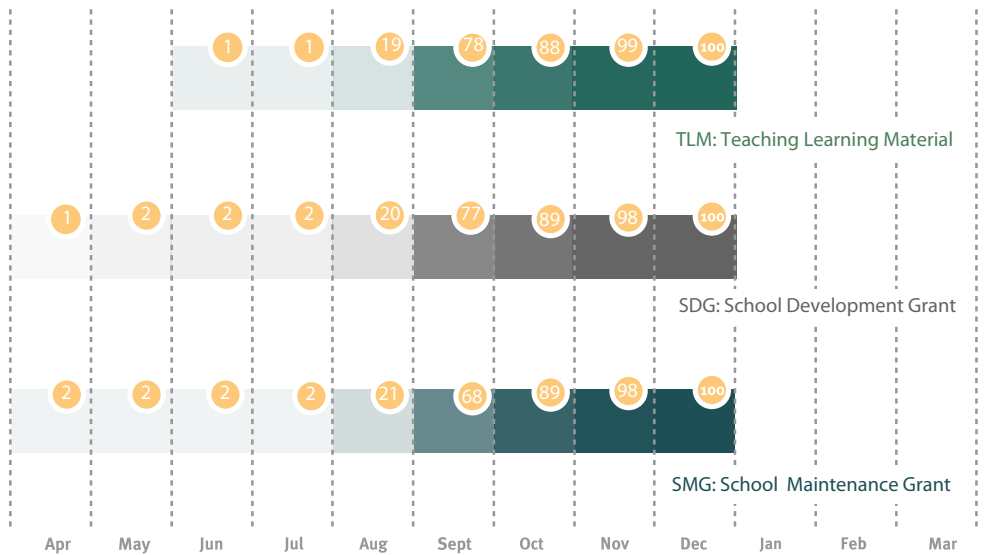
Monthly Fund flows to SSA Society and Satara District (Cumulative %)



The society received 63% of its allocation. Both the State Government and GOI released 63% of their share. Satara received 72% of its total allocation.

FIGURE 4.2

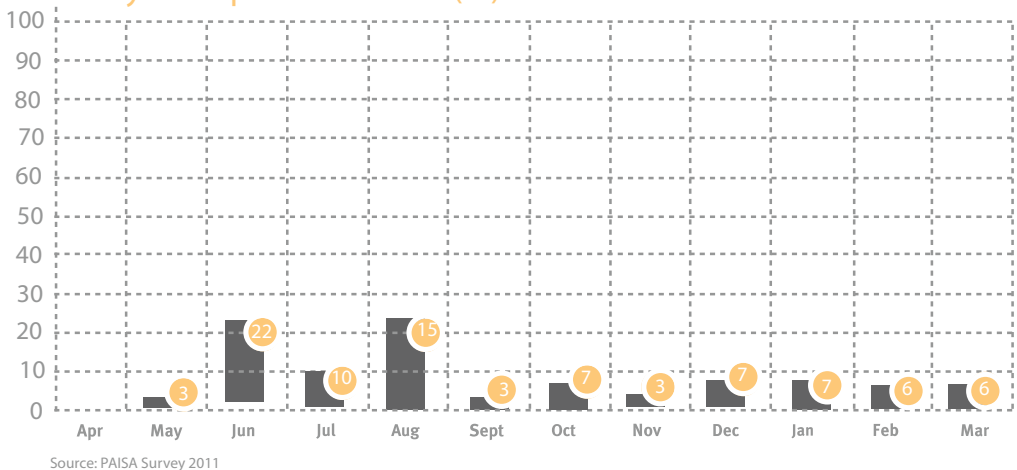
Schools that Reported Receipt of Grants (Cumulative %)



Fund flows improved marginally in 2010-11. 92.7% schools received the three SSA grants. 99.23% received the TLM grant; 95.4% received the SDG grant and 81.5% received the SMG grant.

FIGURE 4.3

Monthly Receipt of Uniforms (%)

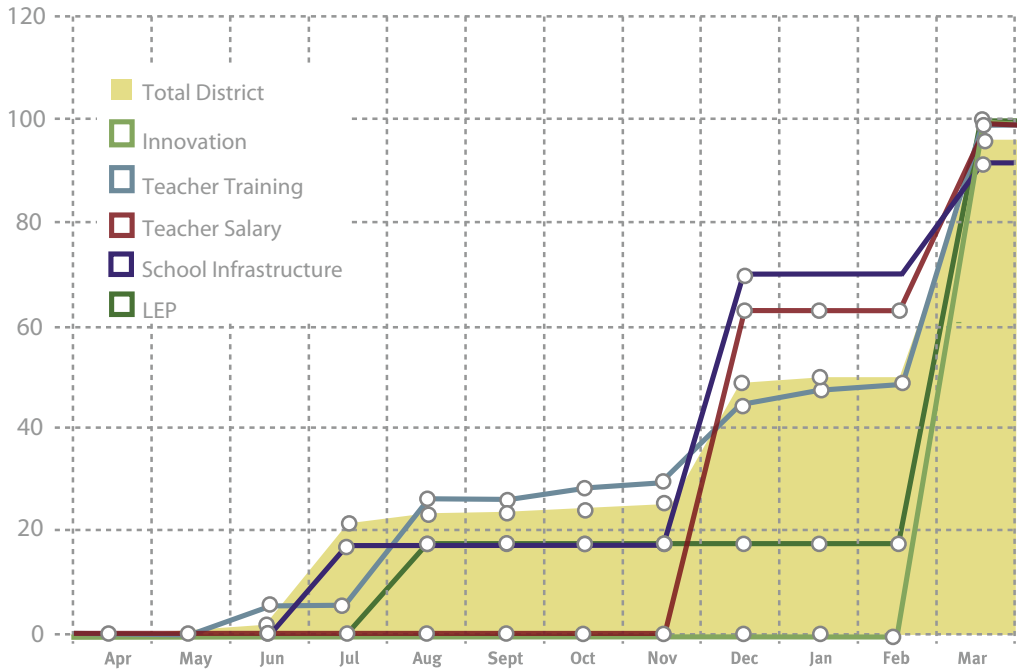


53% schools reported receiving uniforms by September. 98.5% schools received their textbook entitlement by June.

When does Satara Spend its SSA Money (2009/10)?

FIGURE 5.1

District Monthly Expenditure (Cumulative) (% Expenditure of Allocated Funds: District and Line Items)

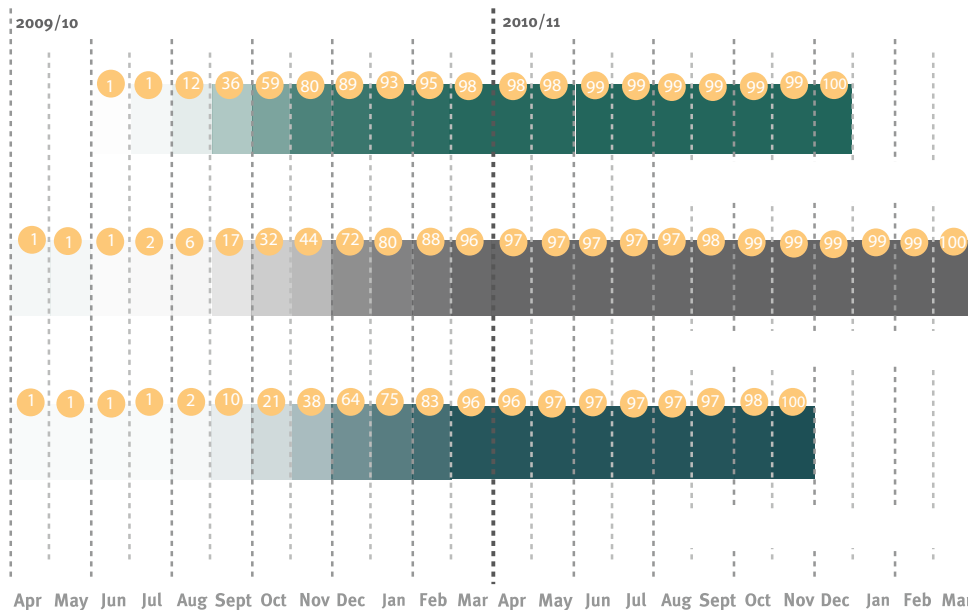


Satara spent 96% of its SSA budget. 37% of expenditure was incurred in quarter 4. Expenditures on children were given low priority. 4% funds were spent by February. This increased to 97% by March 2010. No expenditures were incurred on innovation until March 2010 when 100% of allocated funds were spent.

Source: Activity-wise Expenditure Statement (SSA) at the end of March 2010

FIGURE 5.2

Schools that Initiated Expenditure (Cumulative %)



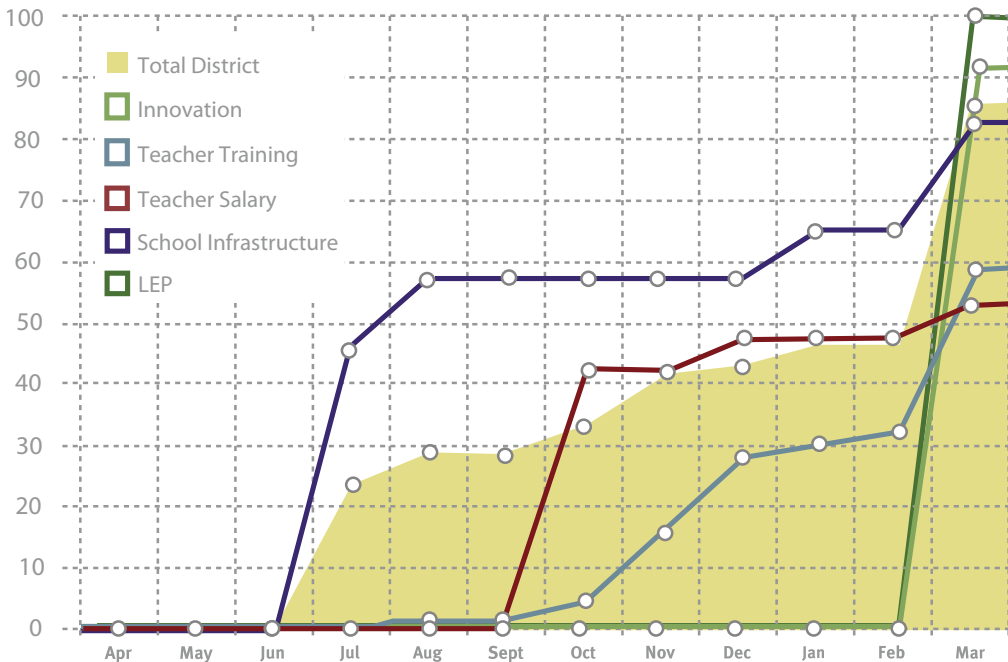
98.8% of schools that received the SSA grants had initiated expenditures. In total 97.3% of the grant amount was spent. There was a time lag of 84 days between the date of grant receipt and actual spending.

Source: PAISA Survey 2011

When does Satara Spend its SSA Money (2010-11)?

FIGURE 6.1

District Monthly Expenditure (Cumulative) (% Expenditure of Allocated Funds: District and Line Items)



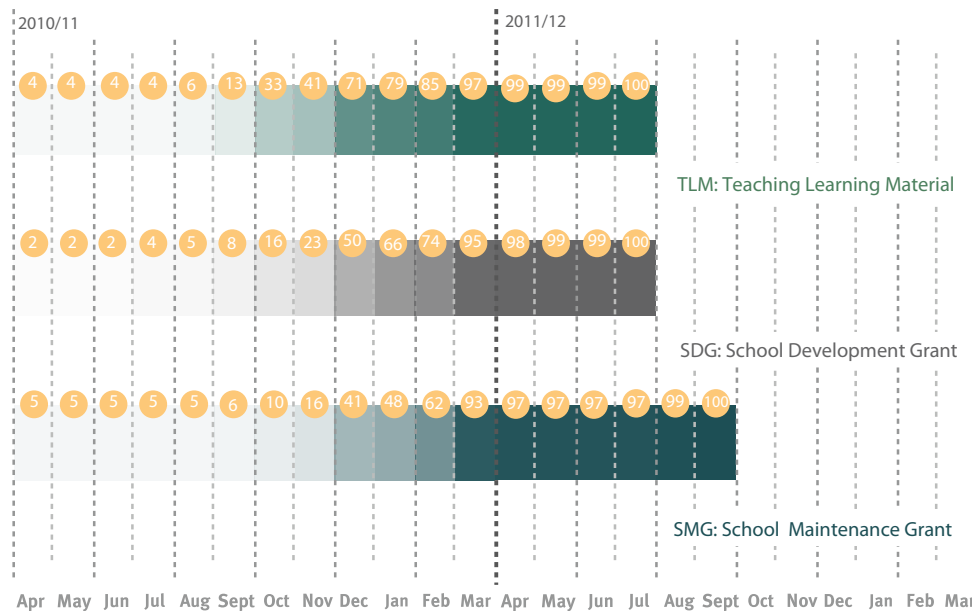
Source: Activity-wise Expenditure Statement (SSA) at the end of March 2011

Between 2009-10 and 2010-11, Satara's budget increased by 61%. Satara spent 86% of its budget.

The allocation for teacher salary and training increased by 49%. However, expenditures were low at 52% and 59% of allocated funds, respectively.

FIGURE 6.2

Schools that Initiated Expenditure (Cumulative %)



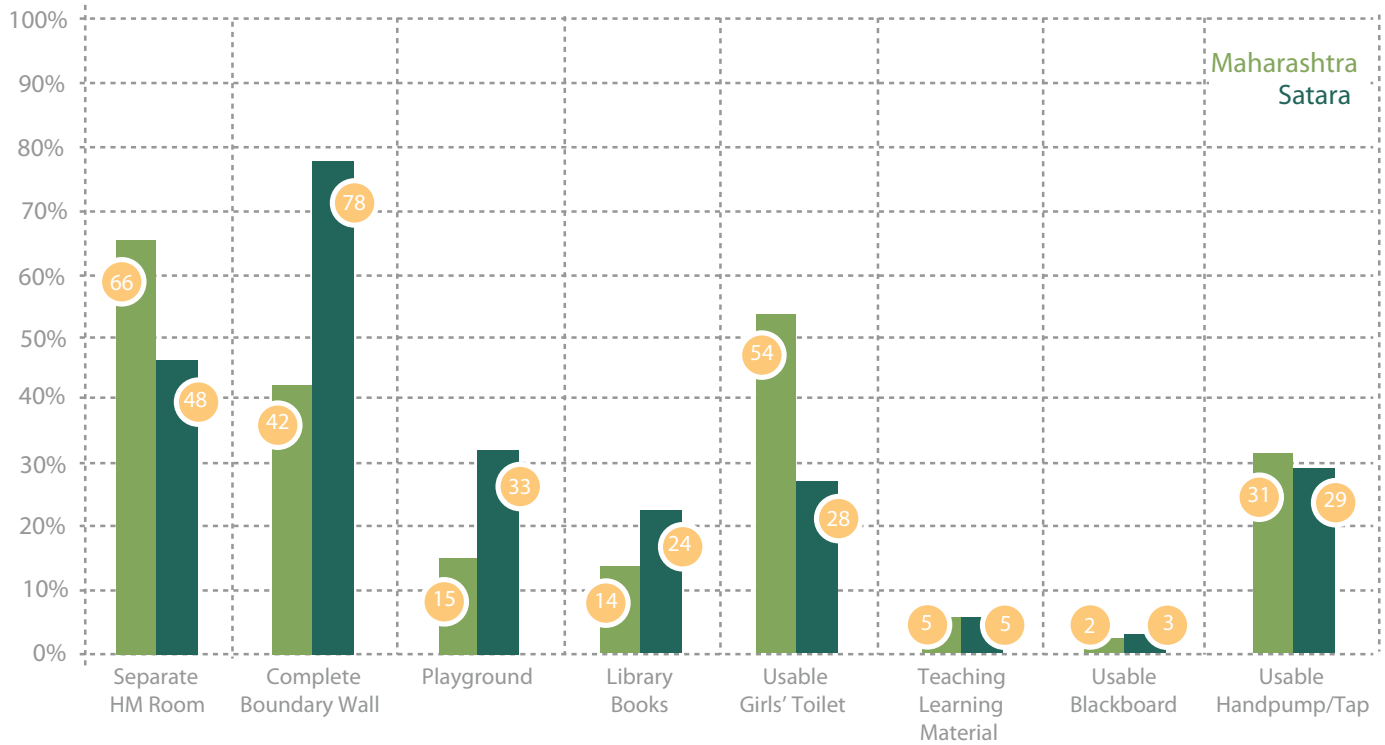
Source: PAISA Survey 2011

95% of schools that received the SSA grants had initiated expenditures. In total 88% of the grant amount was spent. There was a time lag of 99 days between the date of grant receipt and actual spending.

How do Maharashtra and Satara Schools Perform on RTE Indicators?

FIGURE 7.1

Infrastructure Indicators (% schools reporting shortfall)



Source: ASER 2010, PAISA Survey 2011

FIGURE 7.2

Other Indicators: Satara

RTE Indicator	Shortfall (% Schools)
Schools (1-5) with HM (enrol.>150)	NA
Schools (6-8) with HM (enrol.>100)	NA
1 classroom per teacher (excl. HM)	15.9
1 classroom per teacher (incl. HM)	25.0

Source: PAISA Survey 2011

To what extent is Satara meeting the RTE Act's infrastructure requirements?

To meet the RTE shortfall, Satara's infrastructure budget increased by 61.6% between 2009-10 and 2010-11. The bulk of this increase was for construction of boundary walls: allocations increased from Rs. 0.88 lakhs to Rs. 210.9 lakhs. Allocations for toilet construction also increased from Rs. 3.5 lakhs to Rs. 17.7 lakhs. However the pace of construction in schools has been slow. Only 6.8% schools started boundary wall construction and 15.2% schools started toilet construction work in 2010-11. Given the scale of the gap, much more activity needs to be undertaken if the district is to meet the RTE gap by 2013.

How are Satara's Schools Governed?

How are schools governed in Satara?
 How often do they interact with government officials?
 Who do they consider their chief problem solvers?
 How much does the school engage with the community and the Panchayat?
 How effectively have RTE's transparency requirements been implemented?

To answer these questions and gain insights into school governance, PAISA asked a range of governance questions at school level.

FIGURE 8.1

Meetings with Administration (%)

Frequency of Meetings	SMC	CRC	BRC
Fortnightly	NA	19.2	1.5
Monthly	47.7	43.9	24.2
Once in 2-3 Months	49.2	20.8	66.7
Once in 6 Months	2.3	NA	NA

Source: PAISA Survey 2011

FIGURE 8.2

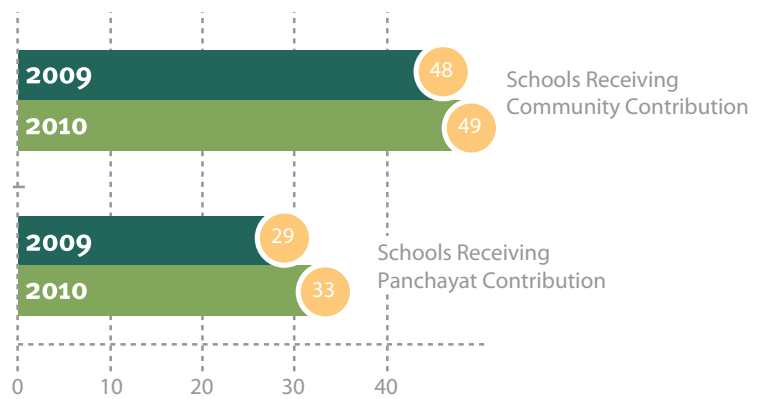
Primary Problem Solving Office (%)

	Minor Repairs	Teacher Absenteeism	Late Grants
SMC	70.4	31.7	12.7
Cluster	15.2	60.2	63.5
Block	1.6	5.7	19.1
District	0.0	0.8	2.4
Panchayat	12	0.8	0.8

Source: PAISA Survey 2011

FIGURE 8.3

Community and Panchayat Contribution (%)



Source: PAISA Survey 2011

FIGURE 8.4

Forms of Community and Panchayat Contribution

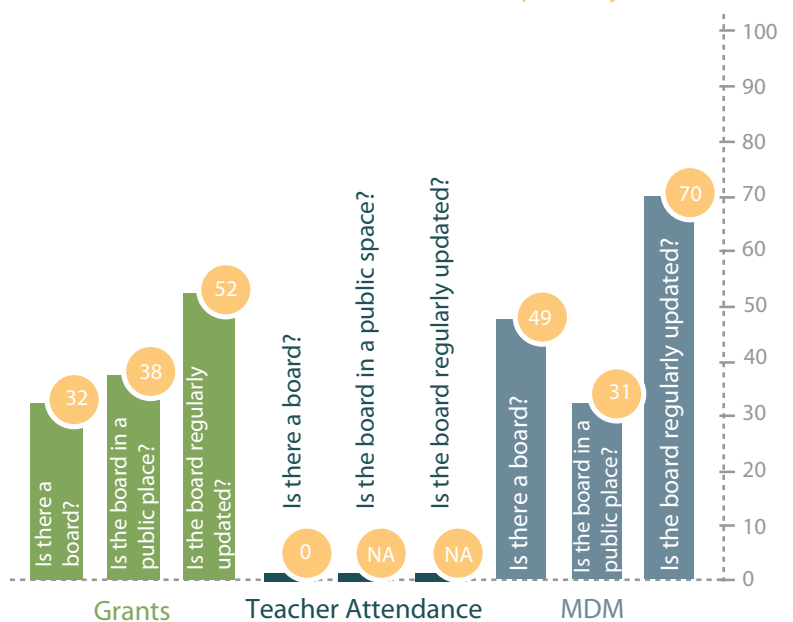
(No. of Schools)

Forms of Community Contribution		Forms of Panchayat Contribution		
2009	2010	2009	2010	
17	18	10	6	Cash
43	38	21	27	Kind
7	14	7	9	Labour
0	0	2	3	Monitoring
0	1	2	5	Other

Source: PAISA Survey 2011

FIGURE 8.5

Status of Transparency Boards (%)



Source: PAISA Survey 2011

Rajasthan PAISA District Studies



JAIPUR & UDAIPUR

Rural

- ▶ How does Rajasthan Prioritize its Education Resources? ◀
- ▶ How do Jaipur & Udaipur Prioritize its Education Resources? ◀
- ▶ When do SSA Funds Flow to Jaipur's & Udaipur's Schools (2009/10)? ◀
- ▶ When do SSA Funds Flow to Jaipur's & Udaipur's Schools (2010/11)? ◀
 - ▶ When do Jaipur & Udaipur Spend their SSA Money (2009/10)? ◀
 - ▶ When do Jaipur & Udaipur Spend their SSA Money (2010/11)? ◀
- ▶ How do Rajasthan's Schools Perform on RTE Infrastructure Indicators (State and District)? ◀
 - ▶ How are Jaipur's & Udaipur's Schools Governed? ◀



How does Rajasthan Prioritize its Education Resources? What are the Outputs and Outcomes?

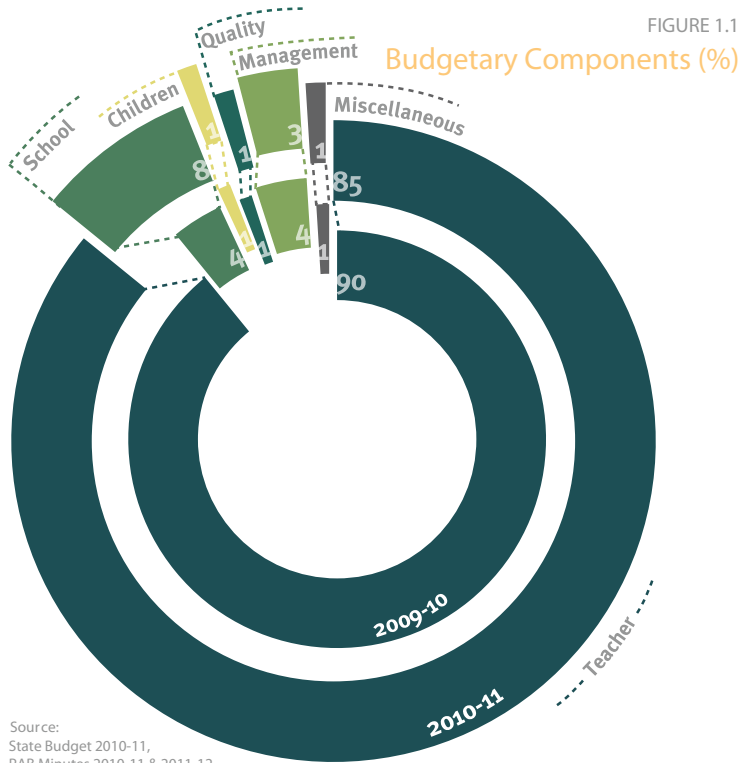


FIGURE 1.1

More on Rajasthan's budget

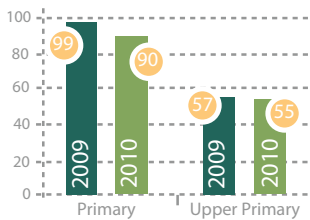
Between 2009-10 and 2010-11, Rajasthan's elementary education budget increased by 17.5%, from Rs. 6,755.8 crore to Rs. 7,935.4 crore. In 2009-10 (latest available estimates), the state allocation per child was Rs. 9,191.8.

Between 2009-10 and 2010-11, SSA contributed to an average of 35.3% of the total budget. 96.6% of the total elementary education budget excluding SSA was allocated to teachers.

Source: State Budget 2010-11, PAB Minutes 2010-11 & 2011-12

FIGURE 1.2 Key Output Indicators

1.2.1 Net Enrolment Ratio (%)



1.2.2 Other Indicators

	2009	2010
Pupil Teacher Ratio (elementary)	27	27
Student Classroom Ratio (elementary)	25	24
Drop-Out Rate (primary)	11.4	10.5

Source 1.2.1 & 1.2.2 : State Elementary Education Report Card 2008-09 & 2009-10, PAB minutes

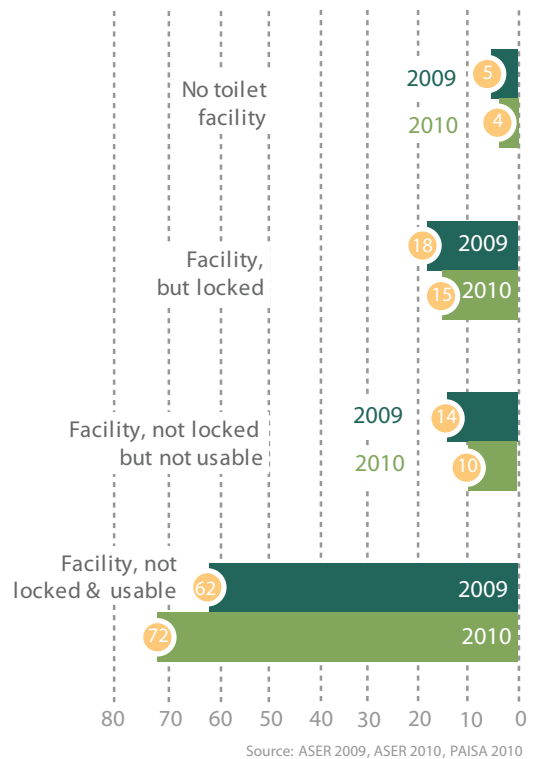
FIGURE 1.4 Child Enrolment and Attendance (%)

	Primary		Upper Primary	
	2009	2010	2009	2010
Enrolled Children Present (average)	72	71	74	74
Schools with Less than 50% Enrolled Children Present	10	09	07	06
Schools with 75% or more Enrolled Children Present	48	46	57	50

Source : ASER 2009, ASER 2010



FIGURE 1.3 Toilet Facilities in Schools (%)



Source: ASER 2009, ASER 2010, PAISA 2010

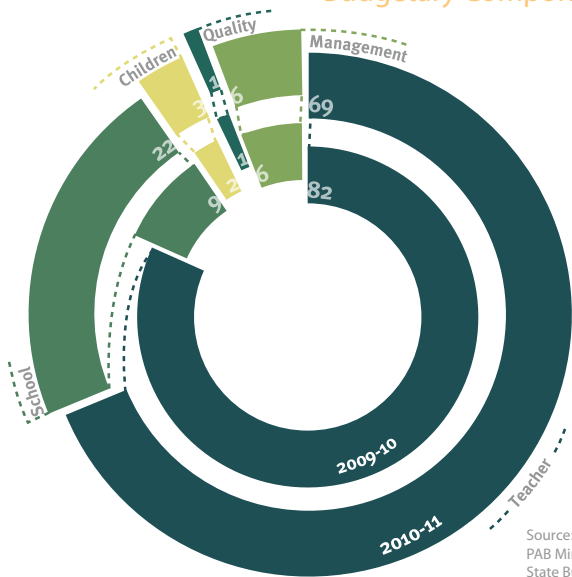
FIGURE 1.5 Learning Levels (%)

	2009	2010
Students in Std 3-5 who can read Std I text or more	55.9	57.4
Students in Std 3-5 who can do subtraction or more	47.5	49.5

Source: ASER 2009, ASER 2010

How does Jaipur Prioritize its Education Resources? What are the Outputs and Outcomes?

FIGURE 2.1
Budgetary Components, SSA (%)



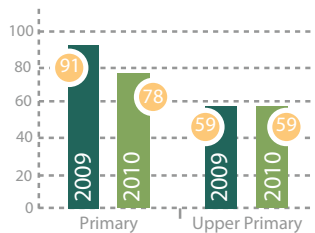
Source:
PAB Minutes 2010-11 & 2011-12,
State Budget 2010-11
Miscellaneous for 2009-10 & 2010-11 is 0%

More on Jaipur's budget

In 2009-10, Jaipur's total elementary education budget was Rs. 421.1 crore. Investment per child was Rs. 8,289.2.

FIGURE 2.2
Key Output Indicators

2.2.1 Net Enrolment Ratio



Source: 2.2.1 & 2.2.2 : District Elementary Education Report Cards 2008-09 & 2009-10

2.2.2 Other Indicators

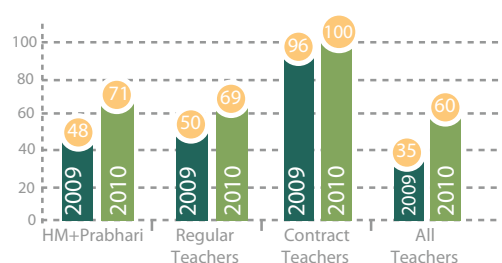
	2009	2010
Pupil Teacher Ratio (elementary)	28	27
Student Classroom Ratio (elementary)	26	23
Drop-Out Rate (primary)	4.4	5.4

FIGURE 2.4
Days of Training Received

Types of Teachers	2009	2010
HM + Prabhari	7.2	4.7
Regular Teachers	17.3	9.9
Contract Teachers	7.0	0.0
Total Teachers	17.3	10.0

HM = Headmaster,
Source: PAISA Survey 2011

FIGURE 2.5
Teachers Who Did Not Receive Training (%)



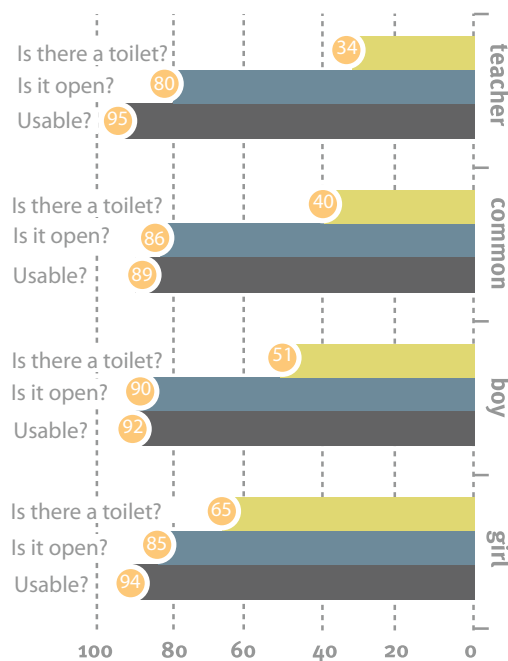
HM = Headmaster,
Source: PAISA Survey 2011

FIGURE 2.7
Children Enrolment & Attendance (%)

School	No. of Schools	Enrolment	Attendance Rate
Std. 1-5	67	51.4	40
Others	75	107.7	29
All	140	80.9	30

Source: PAISA Survey 2011

FIGURE 2.3
Toilet Facilities in Schools (%)



Source: PAISA Survey 2011

FIGURE 2.6
Teacher Presence (%)

Teacher Type	% Present
HM	81
Prabhari	74
Regular Teachers	66
Contract Teachers	75
All	71

HM = Headmaster,
Source: PAISA Survey 2011

FIGURE 2.8
Learning Levels (%)

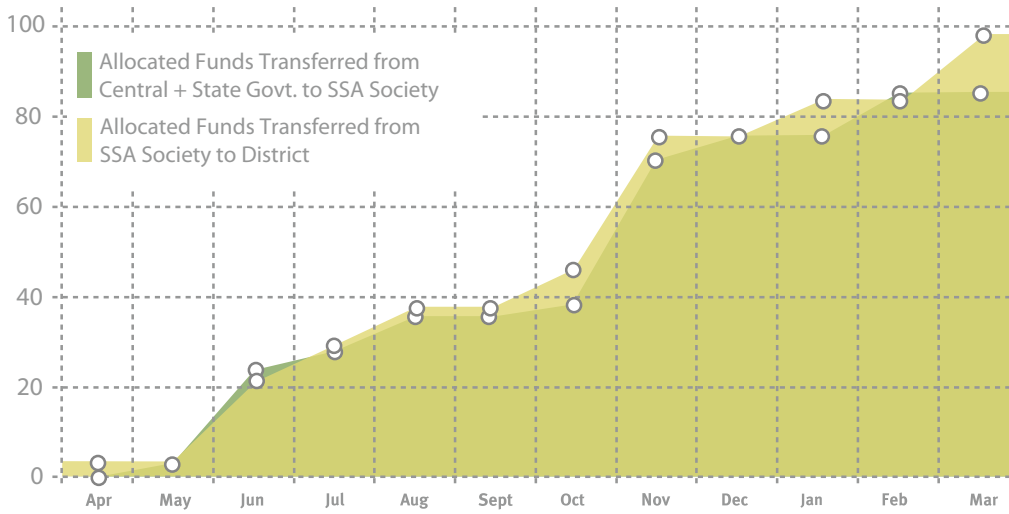
	2009	2010
Students in Std 3-5 who can read Std I text or more	65.6	62.4
Students in Std 3-5 who can do subtraction or more	52.5	46.8

Source: ASER 2009, ASER 2010

When do SSA Funds Flow to Jaipur's Schools (2009/10) ?

FIGURE 3.1

Monthly Fund Flows to SSA Society and Jaipur District (Cumulative %)

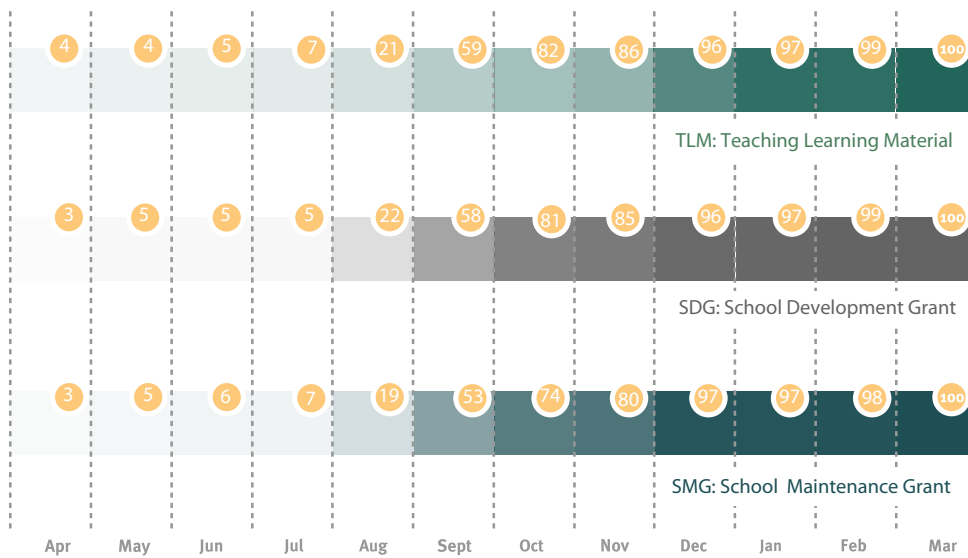


The SSA Society received 86% of its allocation. GOI released 94% of its share while the State Government released 74%. Jaipur received 99% of its allocation.

Source: Monthly Expenditure Statement 2009-10, RTI filed by Accountability Initiative for Central and State Govt. Releases for 2009-10

FIGURE 3.2

Schools that Reported Receipt of Grants (Cumulative %)

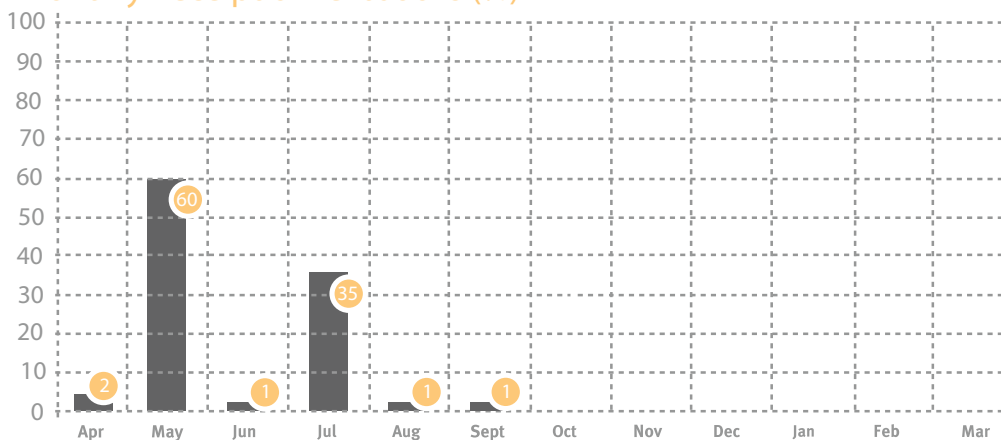


78.8% schools received the three SSA grants. 84.4% received TLM grant; 81.5% received SDG grant and 69.6% received the SMG grant.

Source: PAISA Survey 2011

FIGURE 3.3

Monthly Receipt of Textbooks (%)



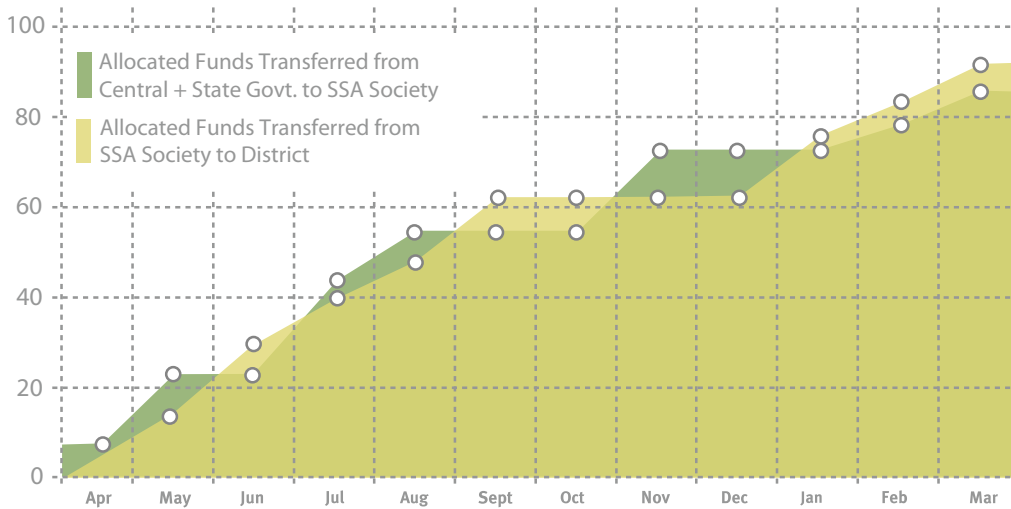
98% schools had received their textbook entitlement by July.

Source: PAISA Survey 2011

When do SSA Funds Flow to Jaipur's Schools (2010/11)?

FIGURE 4.1

Monthly Fund Flows to SSA Society and Jaipur District (Cumulative %)

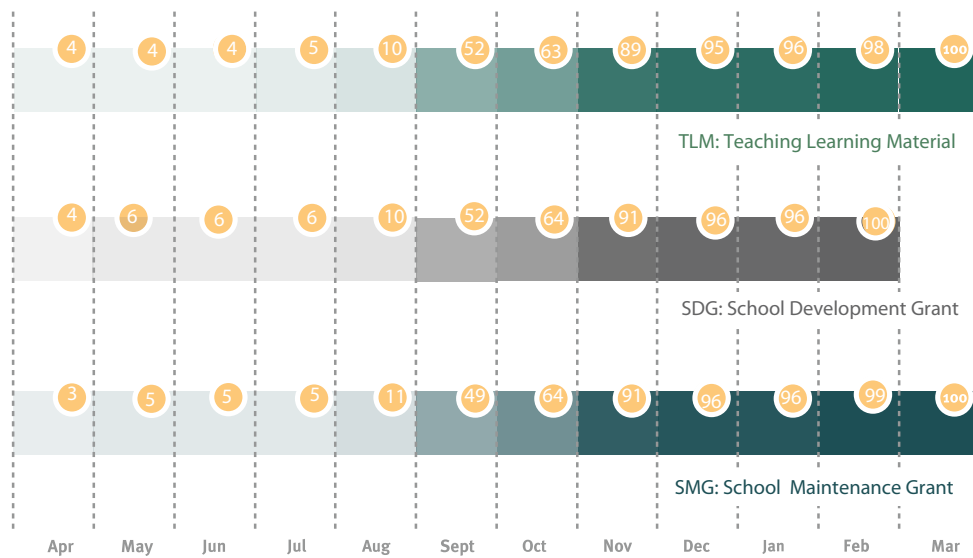


Source: Monthly Expenditure Statement 2010-11, RTI filed by Accountability Initiative for Central and State Govt. Releases for 2010-11

The society received 83% of its allocation. The State Government substantially increased its releases to 105%, while GOI reduced its release to 71% of its total share. Jaipur received 92% of its total allocations.

FIGURE 4.2

Schools that Reported Receipt of Grants (Cumulative %)

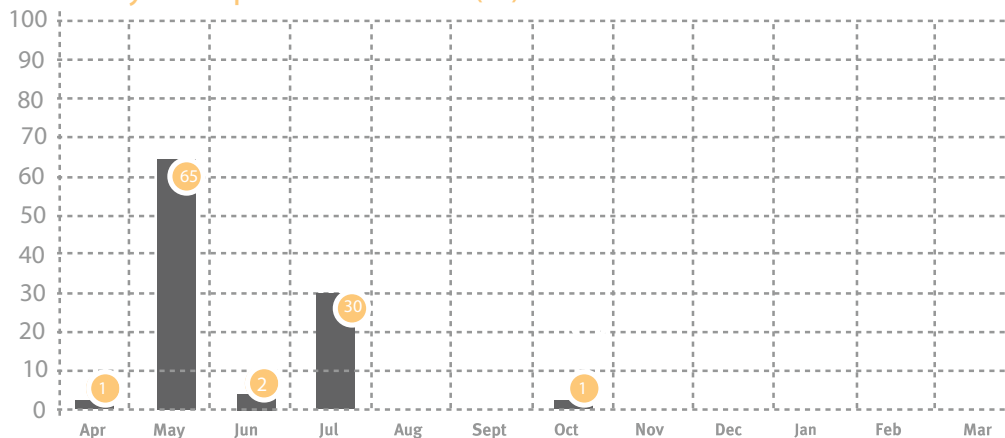


Source: PAISA Survey 2011

As in the previous year, 78.5% schools received the three SSA grants in 2010-11. 82.2% received the TLM grant; 77% received the SDG grant and 75.6% received the SMG grant.

FIGURE 4.3

Monthly Receipt of Textbooks (%)



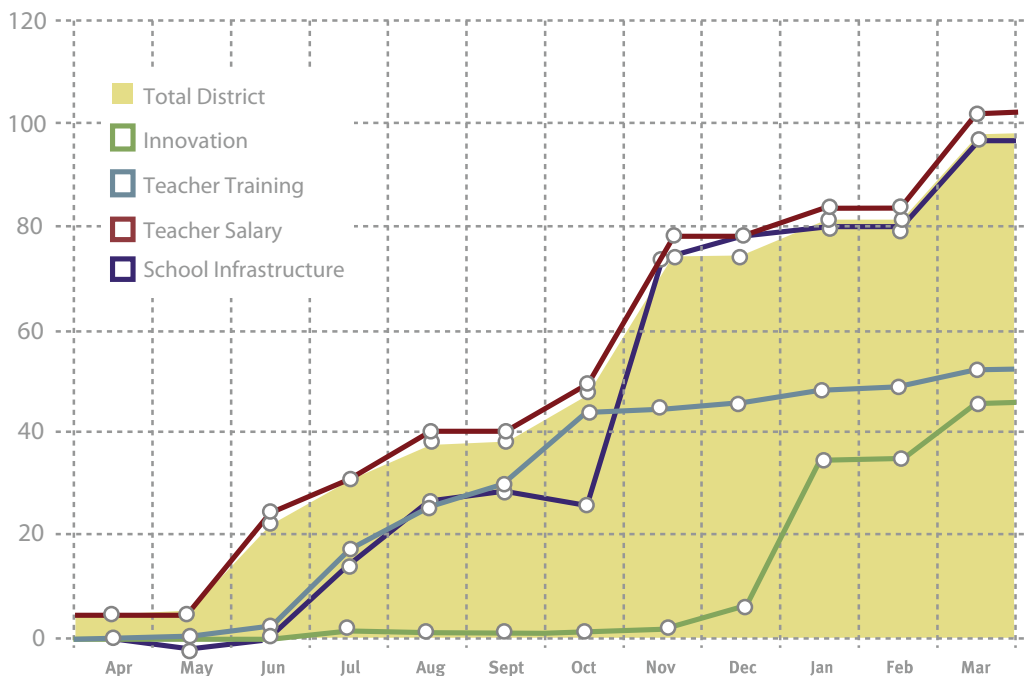
Source: PAISA Survey 2011

98% schools had received their textbook entitlement by July.

When does Jaipur Spend its SSA Money (2009/10)?

FIGURE 5.1

District Monthly Expenditure (Cumulative) (% Expenditure of Allocated Funds: District and Line Items)



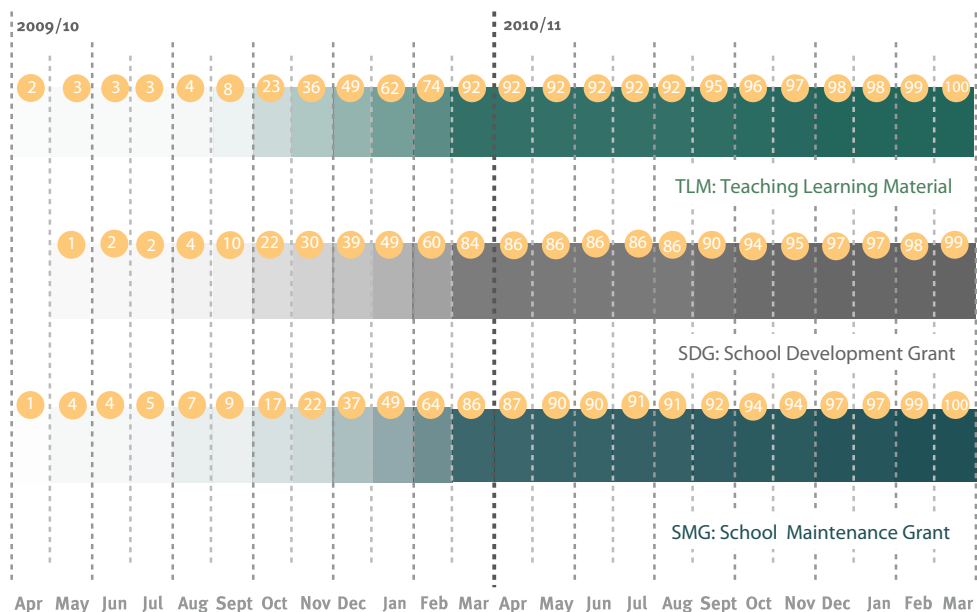
Jaipur spent 99% of its SSA budget. A large proportion of this expenditure was incurred in quarter 4.

Expenditures on children (mainstreaming) and quality (innovation) were low - 47% and 46% of allocated funds respectively.

Source: Monthly Expenditure Statement 2009-10

FIGURE 5.2

Schools that Initiated Expenditure (Cumulative %)



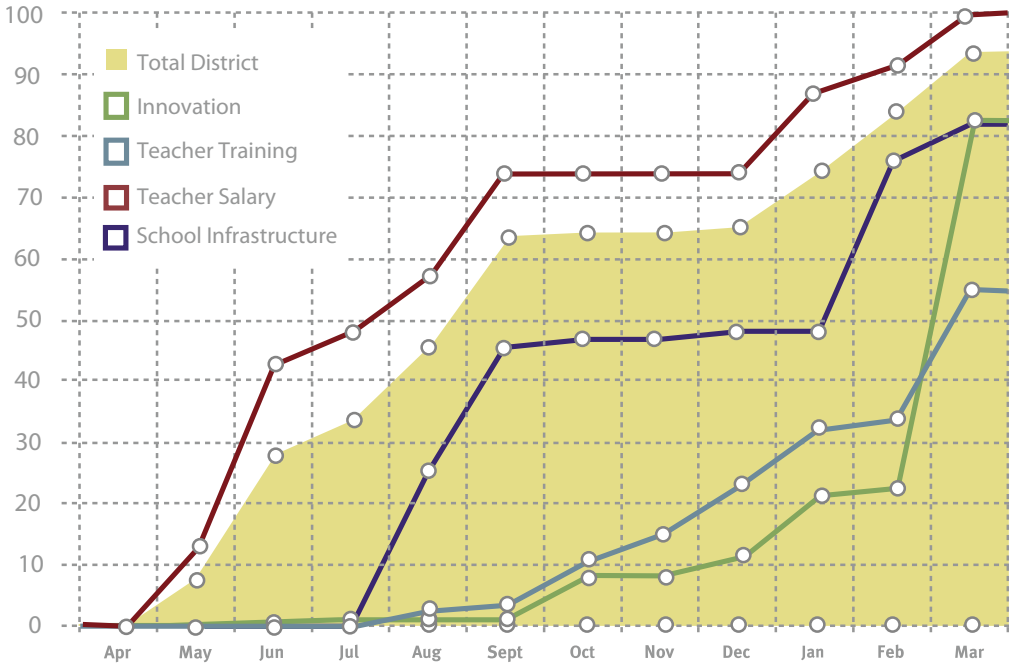
95.2% of schools that received the SSA grants had initiated expenditures. In total 93.3% of the grant amount was spent. There was a time lag of 95 days between the date of grant receipt and actual spending.

Source: PAISA Survey 2011

When does Jaipur Spend its SSA Money (2010/11)?

FIGURE 6.1

District Monthly Expenditure (Cumulative) (% Expenditure of Allocated Funds: District and Line Items)



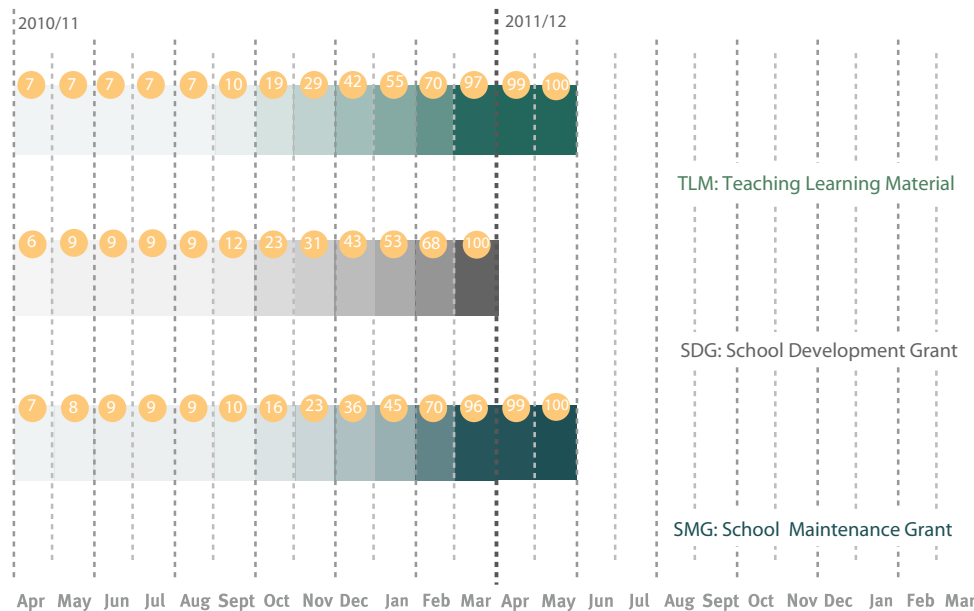
Source: Monthly Expenditure Statement 2010-11

Between 2009-10 & 2010-11, Jaipur's budget increased by 52%. Jaipur spent 93% of its budget.

Expenditures on children (mainstreaming) and quality (innovation) increased to 57% and 83% of allocated funds, respectively. Expenditure on teacher training was low at 55% of allocated funds.

FIGURE 6.2

Schools that Initiated Expenditure (Cumulative %)

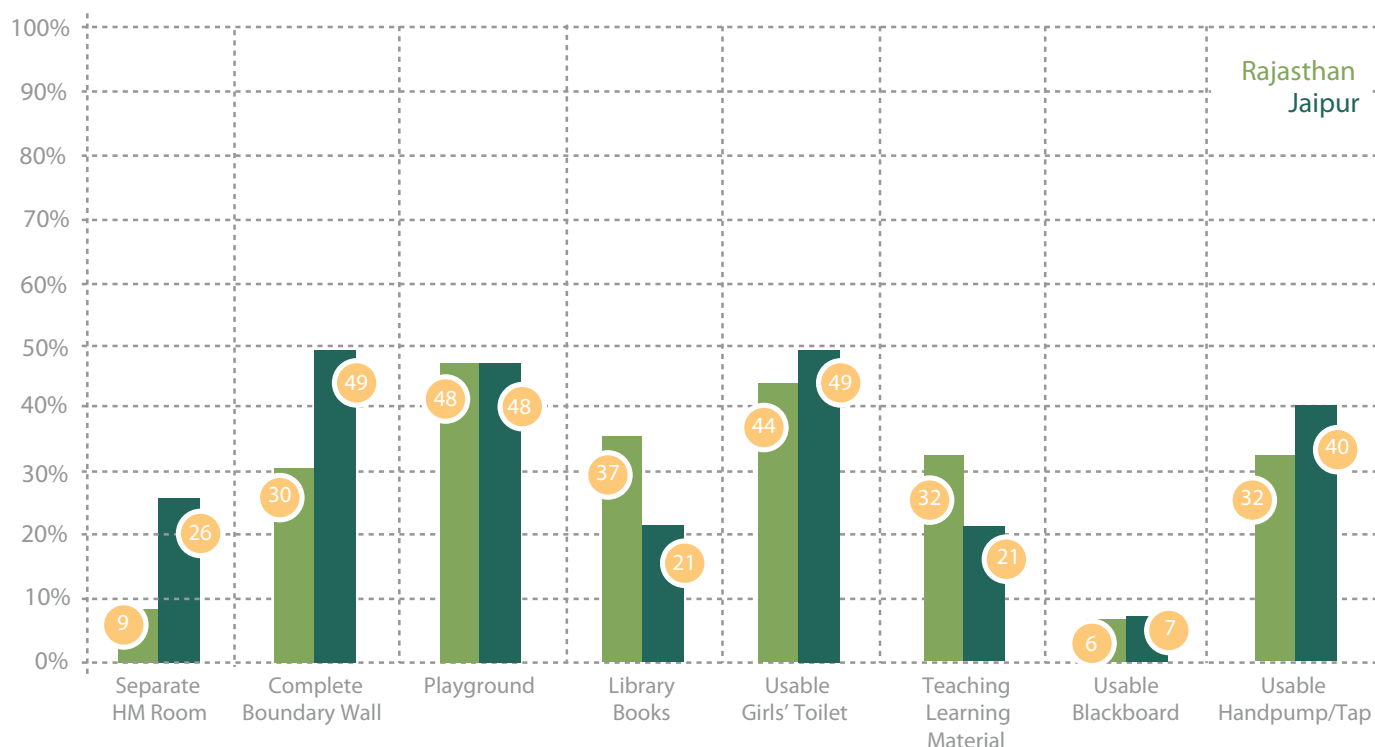


Source: PAISA Survey 2011

91.4% of schools that received the SSA grants had initiated expenditures. In total 87% of the grant amount was spent. There was a time lag of 91 days between the date of grant receipt and actual spending.

How do Rajasthan and Jaipur Schools Perform on RTE Indicators?

FIGURE 7.1
Infrastructure Indicators (% schools reporting shortfall)



Source: ASER 2010, PAISA Survey 2011

FIGURE 7.2
Other Indicators: Jaipur

RTE Indicator	Shortfall (% Schools)
Schools (1-5) with HM (enrol.>150)	0.0
Schools (6-8) with HM (enrol.>100)	NA
1 classroom per teacher (excl. HM)	17.5
1 classroom per teacher (incl. HM)	31.5

Source: PAISA Survey 2011

To what extent is Jaipur meeting the RTE Act's infrastructure requirements?

To meet the RTE shortfall, Jaipur's infrastructure budget increased by 360.4% between 2009-10 and 2010-11. The bulk of this increase was for construction of classrooms: 487.5%. PAISA survey results indicate that the pace of work for classroom building is slow. In 2009-10, 13.4% schools started building classrooms. This increased to 21.5% in 2010-11. In 2009-10, Jaipur invested 21.9% of its school infrastructure budget in boundary walls. No new allocations were made in 2010-11. Commensurate with the budget, according to the PAISA Survey, 14.8% schools in the PAISA sample started boundary wall work in 2009-10. Interestingly, 7.9% schools reported starting the same work in 2010-11 even though no spill-overs had been reported from previous years nor had a new budget been allocated. This suggests that funds from previous years had been parked in school bank accounts and schools were clearing a backlog from previous years in 2010-11.

How are Jaipur's Schools Governed?

How are schools governed in Jaipur?
 How often do they interact with government officials?
 Who do they consider their chief problem solvers?
 How much does the school engage with the community and the Panchayat?
 How effectively have RTE's transparency requirements been implemented?

To answer these questions and gain insights into school governance, PAISA asked a range of governance questions at the school level.

FIGURE 8.1

Links with Administration (%)

Frequency of Meetings	SMC	CRC	BRC
Fortnightly	NA	10.6	4.3
Monthly	71.6	48.9	28.4
Once in 2-3 Months	22.7	14.2	17.7
Once in 6 Months	4.3	NA	NA

Source: PAISA Survey 2011

FIGURE 8.2

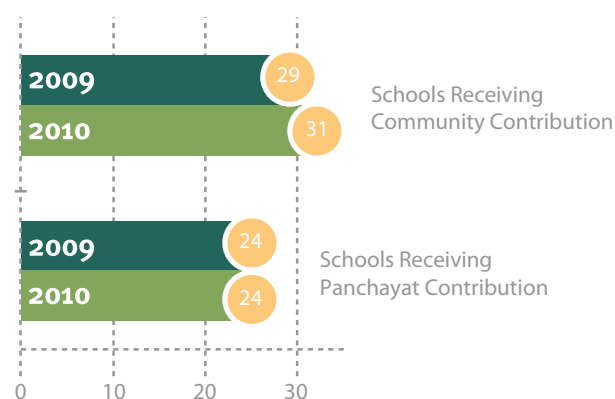
Primary Problem Solving Office (%)

	Minor Repairs	Teacher Absenteeism	Late Grants
SMC	41.0	10.1	8.8
Cluster	13.0	15.2	13.9
Block	30.2	64.5	62.8
District	1.4	7.3	6.6
Panchayat	10.1	0.7	5.1

Source: PAISA Survey 2011

FIGURE 8.3

Community and Panchayat Contribution (%)



Source: PAISA Survey 2011

FIGURE 8.4

Forms of Community and Panchayat Contribution

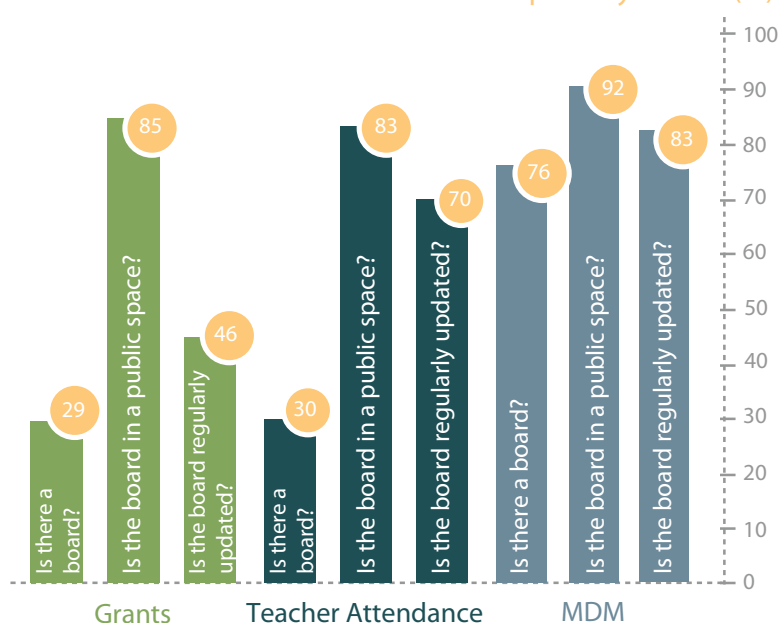
(No. of Schools)

Forms of Community Contribution		Forms of Panchayat Contribution		
2009	2010	2009	2010	
11	12	9	6	Cash
16	22	14	15	Kind
2	3	2	1	Labour
16	15	10	6	Monitoring
3	4	5	6	Other

Source: PAISA Survey 2011

FIGURE 8.5

Status of Transparency Boards (%)

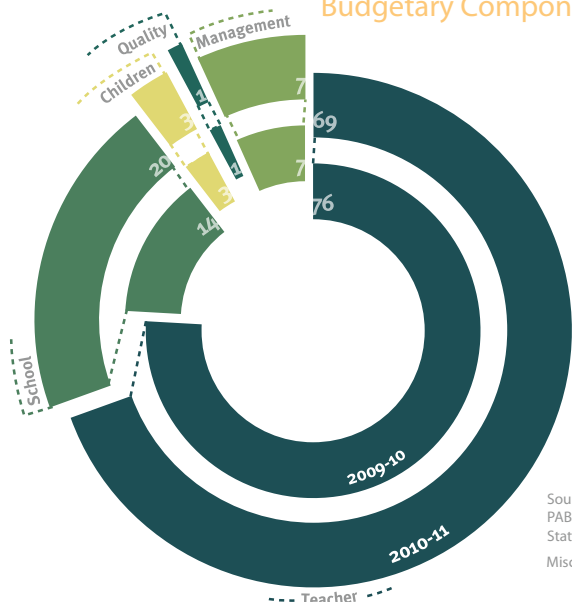


Source: PAISA Survey 2011

How does Udaipur Prioritize its Education Resources? What are the Outputs and Outcomes?

FIGURE 2.1

Budgetary Components, SSA (%)



Source: PAB Minutes 2010-11 & 2011-12, State Budget 2010-11
Miscellaneous for 2009-10 & 2010-11 is 0%

More on Udaipur's budget

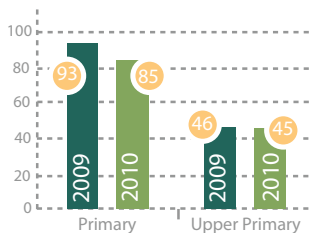
In 2009-10, Udaipur's total elementary education budget stood at Rs. 367.7 crore. Investment per child amounted to Rs. 9,425.7.

FIGURE 2.2

Key Output Indicators

2.2.1

Net Enrolment Ratio (%)



2.2.2

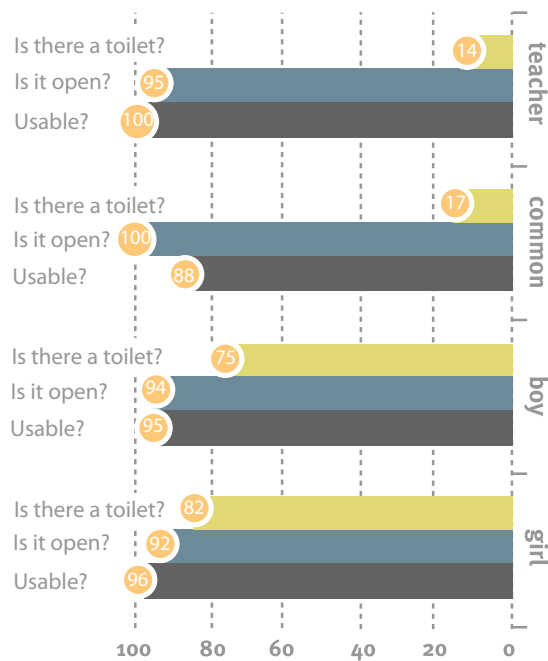
Other Indicators

Indicator	2009	2010
Pupil Teacher Ratio (elementary)	26	25
Student Classroom Ratio (elementary)	24	23
Drop-Out Rate (primary)	19.6	14.0

Source: 2.2.1 & 2.2.2: District Elementary Education Report Cards 2008-09 & 2009-10

FIGURE 2.3

Toilet Facilities in schools (%)



Source: PAISA Survey 2011

FIGURE 2.4

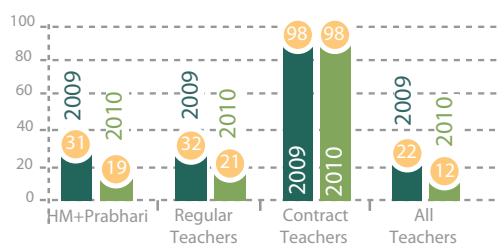
Days of Training Received

Types of Teachers	2009	2010
HM + Prabhari	7.2	6.8
Regular Teachers	15.4	14.0
Contract Teachers	6.0	6.0
Total	15.6	14.8

HM = Headmaster,
Source: PAISA Survey 2011

FIGURE 2.5

Teachers Who Did Not Receive Training (%)



HM = Headmaster,
Source: PAISA Survey 2011

FIGURE 2.6

Teacher Presence (%)

Teacher Type	% Present
HM	92
Prabhari	77
Regular Teachers	91
Contract Teachers	88
All	92

HM = Headmaster,
Source: PAISA Survey 2011

FIGURE 2.7

Children Enrolment & Attendance (%)

School	No. of Schools	Enrolment	Attendance Rate
Std. 1-5	91	64.9	80
Others	52	148.9	84
All	143	95.5	80

Source: PAISA Survey 2011

FIGURE 2.8

Learning Levels (%)

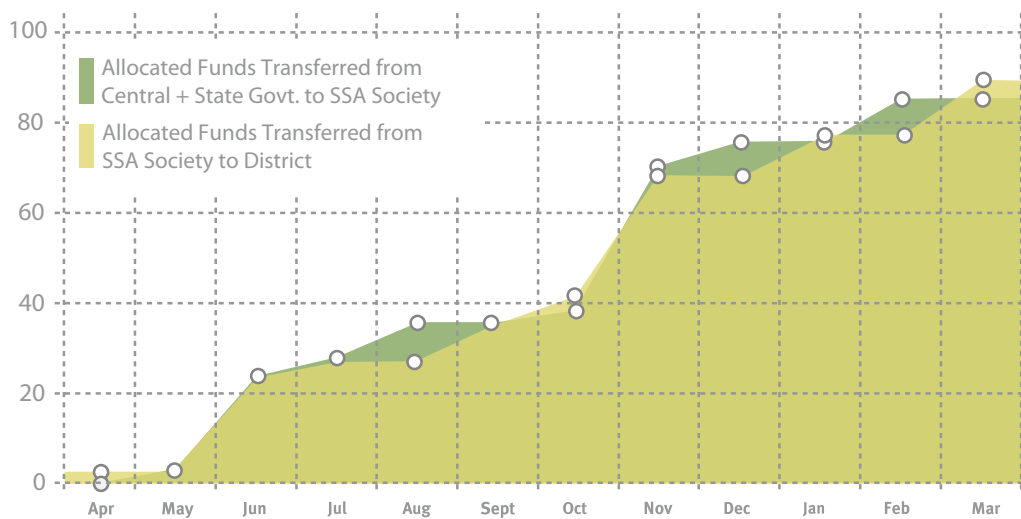
	2009	2010
Students in Std 3-5 who can read Std I text or more	35.4	50.7
Students in Std 3-5 who can do subtraction or more	30.2	38.7

Source: ASER 2009, ASER 2010

When do SSA Funds Flow to Udaipur's Schools (2009/10) ?

FIGURE 3.1

Monthly Fund Flows to SSA Society and Udaipur District (Cumulative %)

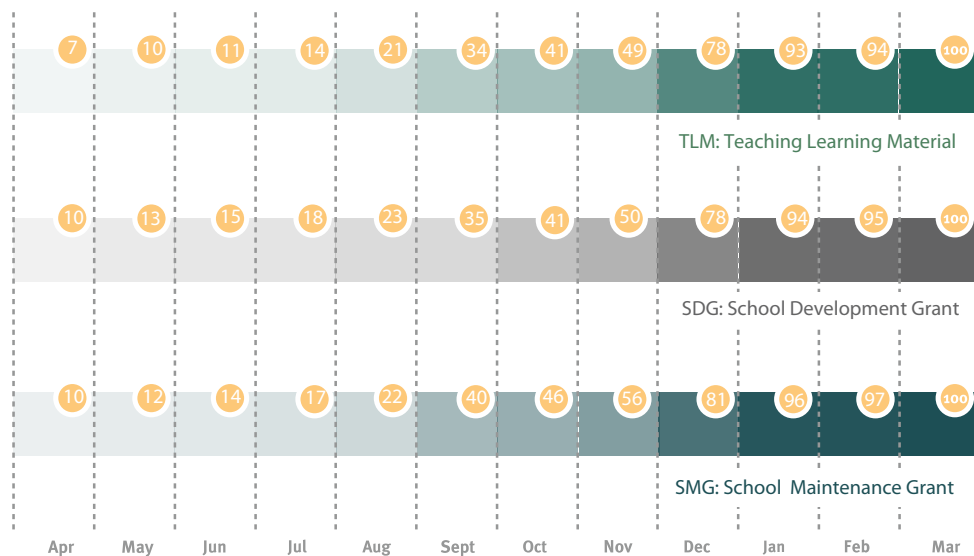


The SSA Society received 86% of its allocation. GOI released 94% of its share while the State Government released 74% of its share. Udaipur received 89% of its allocation.

Source: Monthly Expenditure Statement 2009-10, RTI filed by Accountability Initiative for Central and State Govt. Releases for 2009-10

FIGURE 3.2

Schools that Reported Receipt of Grants (Cumulative %)

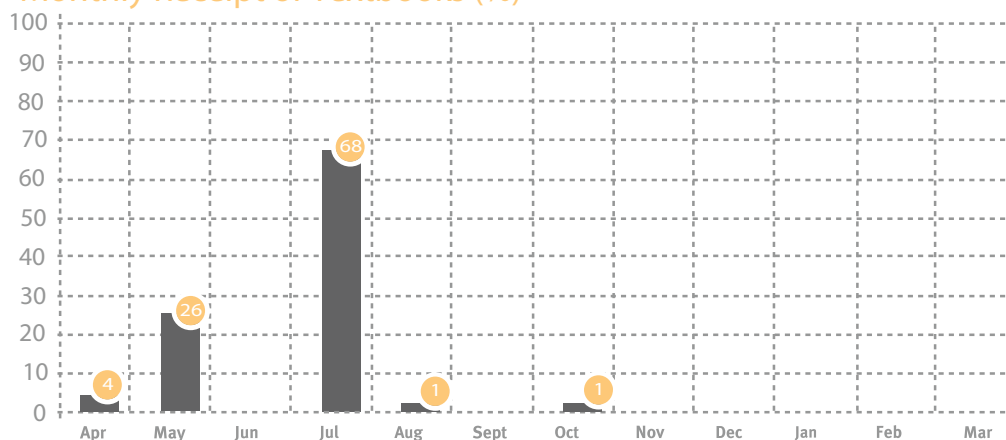


80% schools received the three SSA grants. 83.5% received TLM grant; 81.3% received SDG grant and 74.8% received the SMG grant.

Source: PAISA Survey 2011

FIGURE 3.3

Monthly Receipt of Textbooks (%)



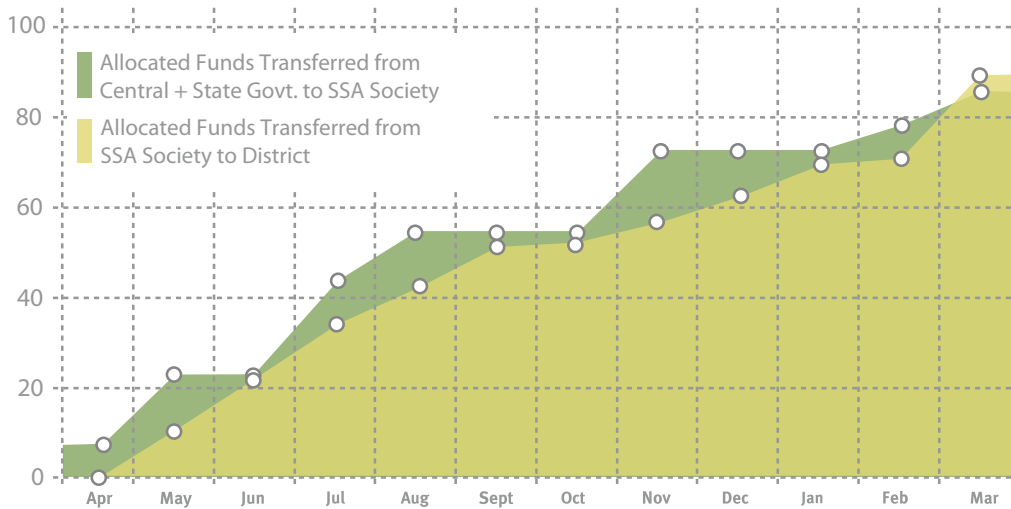
98% schools had received their textbook entitlement by July.

Source: PAISA Survey 2011

When do SSA Funds Flow to Udaipur's Schools (2010/11)?

FIGURE 4.1

Monthly Fund Flows to SSA Society and Udaipur District (Cumulative %)

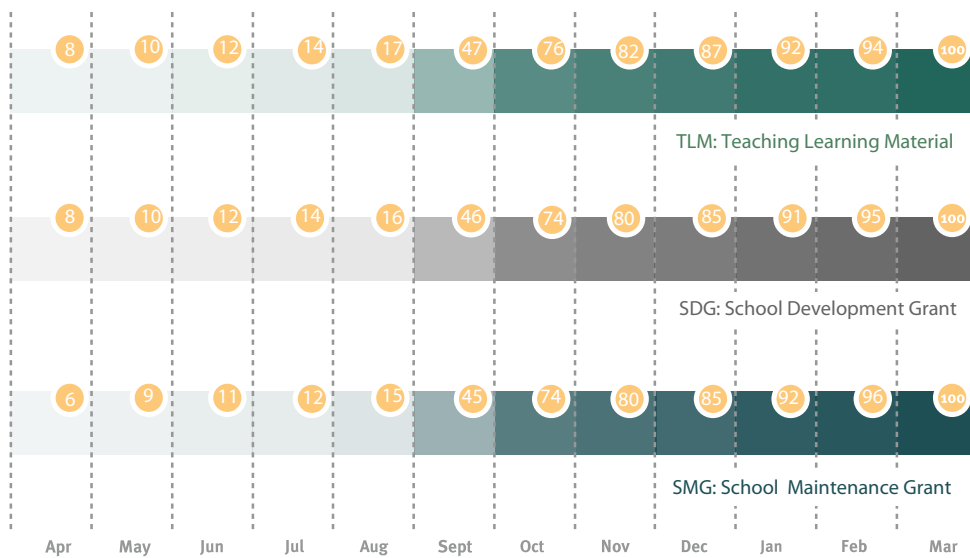


Source: Monthly Expenditure Statement 2010-11, RTI filed by Accountability Initiative for Central and State Govt. Releases for 2010-11

The society received 83% of its allocation. The State Government substantially increased its releases to 105% while GOI reduced its release to 71% of its total share. Udaipur received 88% of its total allocations.

FIGURE 4.2

Schools that Reported Receipt of Grants (Cumulative %)

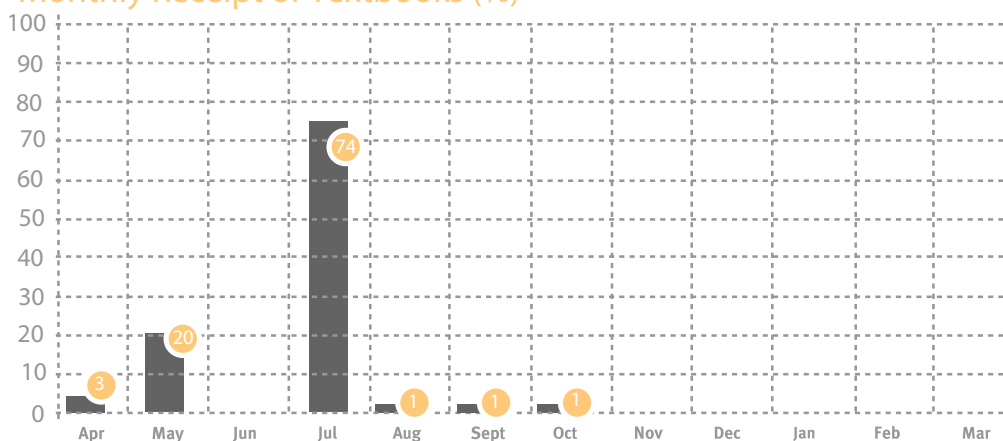


Source: PAISA Survey 2011

As in the previous year, 80.1% schools received the three SSA grants in 2010-11. 80.6% received the TLM grant; 79.1% received the SDG grant and 80.6% received the SMG grant.

FIGURE 4.3

Monthly Receipt of Textbooks (%)



Source: PAISA Survey 2011

97% schools had received their textbook entitlement by July

When does Udaipur Spend its SSA Money (2009/10)?

FIGURE 5.1

District Monthly Expenditure (Cumulative) (% Expenditure of Allocated Funds: District and Line Items)

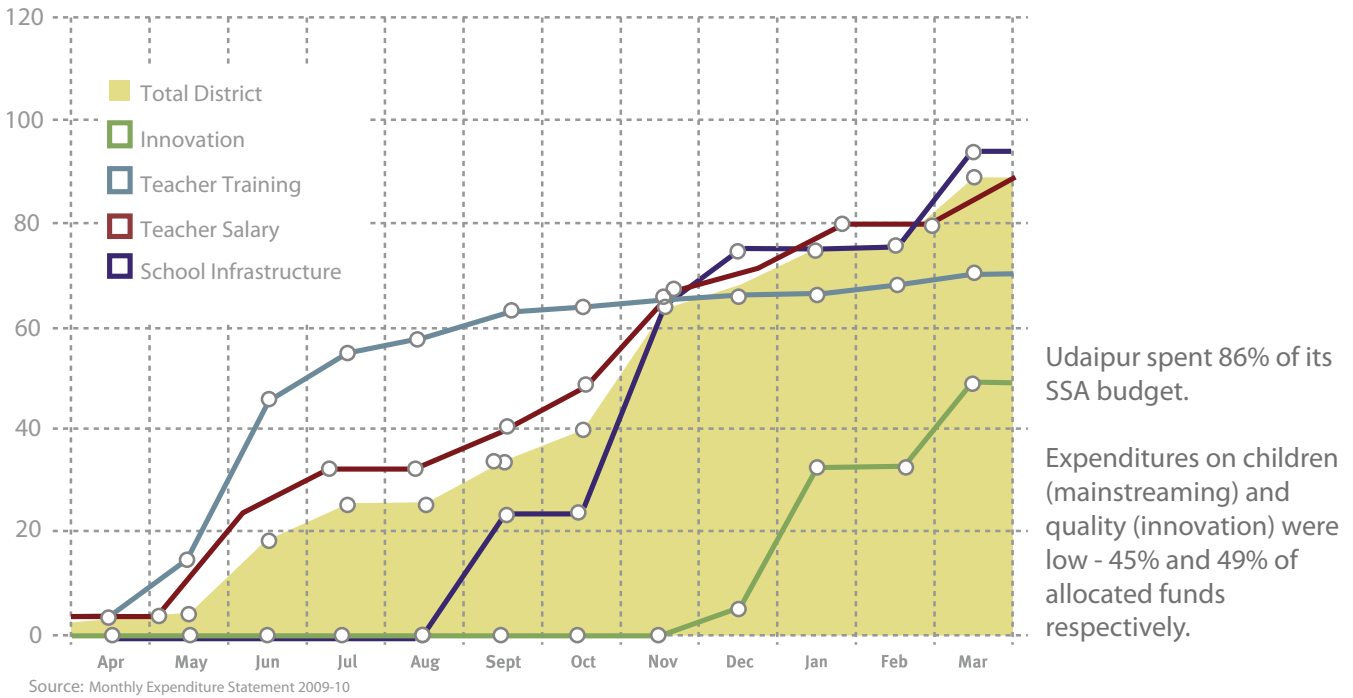
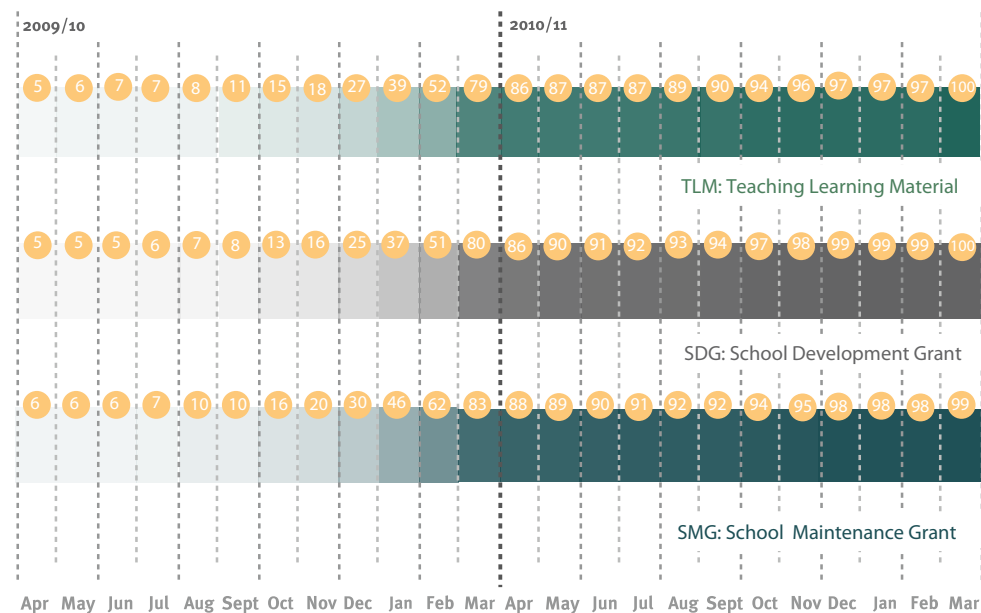


FIGURE 5.2

Schools that Initiated Expenditure (Cumulative %)



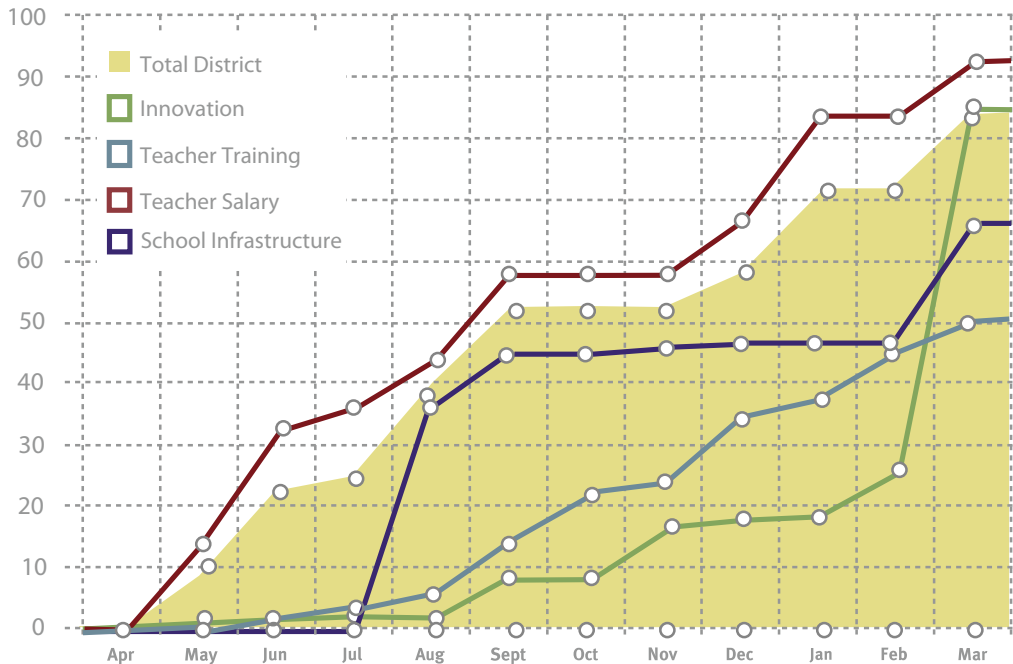
Source: PAISA Survey 2011

96.1% of schools that received the SSA grants had initiated expenditures. In total 94.3% of the grant amount was spent. There was a time lag of 83 days between the date of grant receipt and actual spending.

When does Udaipur Spend its SSA Money (2010/11)?

FIGURE 6.1

District Monthly Expenditure (Cumulative) (% Expenditure of Allocated Funds: District and Line Items)



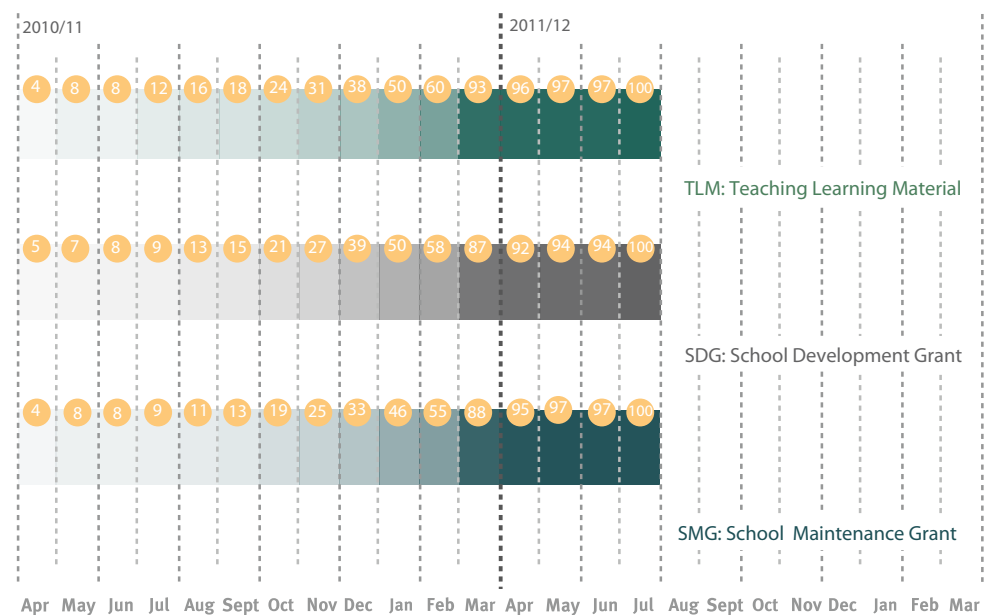
Source: Monthly Expenditure Statement 2010-11

Between 2009-10 and 2010-11, Udaipur's budget increased by 16%. Udaipur spent 84% of its budget.

Expenditures on children (mainstreaming and entitlements) teacher training were and low: 54%, 23%, 50% of allocated funds, respectively.

FIGURE 6.2

Schools that Initiated Expenditure (Cumulative %)



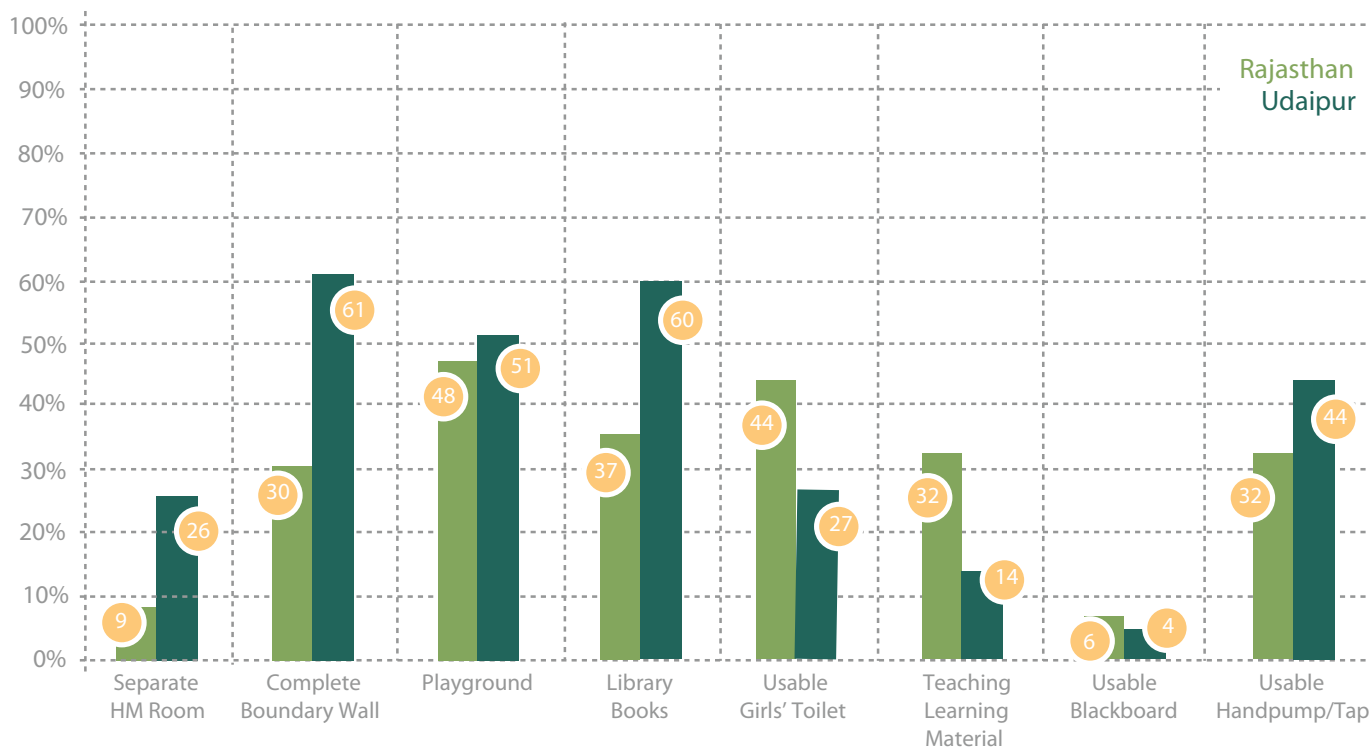
Source: PAISA Survey 2011

91.9% of schools that received the SSA grants had initiated expenditures. In total 88.7% of the grant amount was spent. There was a time lag of 84 days between the date of grant receipt and actual spending.

How do Rajasthan and Udaipur Schools Perform on RTE Indicators?

FIGURE 7.1

Infrastructure Indicators (% schools reporting shortfall)



Source: ASER 2010, PAISA Survey 2011

FIGURE 7.2

Other Indicators: Udaipur

RTE Indicator	Shortfall (% Schools)
Schools (1-5) with HM (enrol.>150)	25.0
Schools (6-8) with HM (enrol.>100)	NA
1 classroom per teacher (excl. HM)	13.7
1 classroom per teacher (incl. HM)	18.0

Source: PAISA Survey 2011

To what extent is Udaipur meeting the RTE Act's infrastructure requirements?

To meet the RTE shortfall, Udaipur's infrastructure budget increased by 77.2%. The bulk of this increase was for construction of boundary walls: 563.6% and classrooms: 165.2%. However the pace of construction in schools has been slow. Only 4.4% schools started boundary wall construction and 5% schools started classroom construction work in 2010-11. 17% schools started toilet construction in 2010-11 although no new funds had been allocated. This suggests that schools were clearing up a construction backlog from previous years.

How are Udaipur's Schools Governed?

How are schools governed in Udaipur?
 How often do they interact with government officials?
 Who do they consider their chief problem solvers?
 How much does the school engage with the community and the Panchayat?
 How effectively have RTE's transparency requirements been implemented?

To answer these questions and gain insights into school governance, PAISA asked a range of governance questions at school level.

FIGURE 8.1

Meetings with Administration (%)

Frequency of Meetings	SMC	CRC	BRC
Fortnightly	NA	7.1	2.8
Monthly	46.9	24.1	24.7
Once in 2-3 Months	46.9	39	33.8
Once in 6 Months	4.9	13.5	19.0

Source: PAISA Survey 2011

FIGURE 8.2

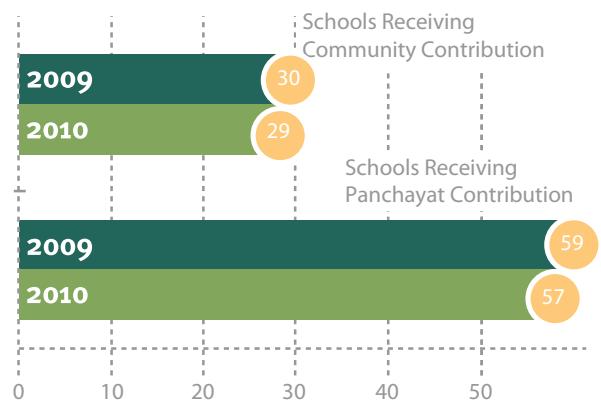
Primary Problem Solving Office (%)

	Minor Repairs	Teacher Absenteeism	Late Grants
SMC	39.4	17.3	11.5
Cluster	15.5	10.0	9.4
Block	36.6	63.3	74.1
District	0.7	4.3	2.9
Panchayat	6.3	4.3	2.2

Source: PAISA Survey 2011

FIGURE 8.3

Community and Panchayat Contribution (%)



Source: PAISA Survey 2011

FIGURE 8.4

Forms of Community and Panchayat Contribution

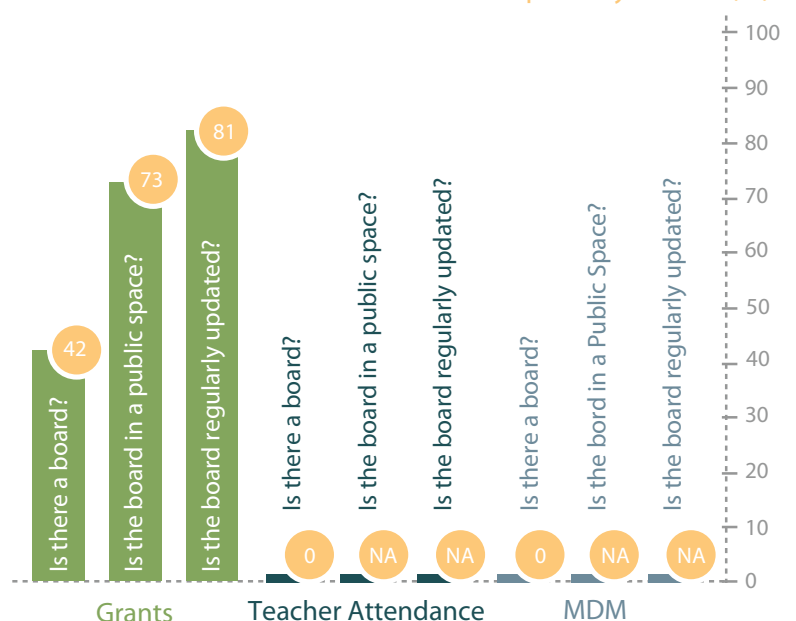
(No. of Schools)

Forms of Contribution	Forms of Community Contribution		Forms of Panchayat Contribution	
	2009	2010	2009	2010
Cash	14	13	4	4
Kind	21	21	71	71
Labour	2	0	4	2
Monitoring	3	4	1	2
Other	2	3	10	7

Source: PAISA Survey 2011

FIGURE 8.5

Status of Transparency Boards (%)



Source: PAISA Survey 2011

West Bengal PAISA District Study



JALPAIGURI

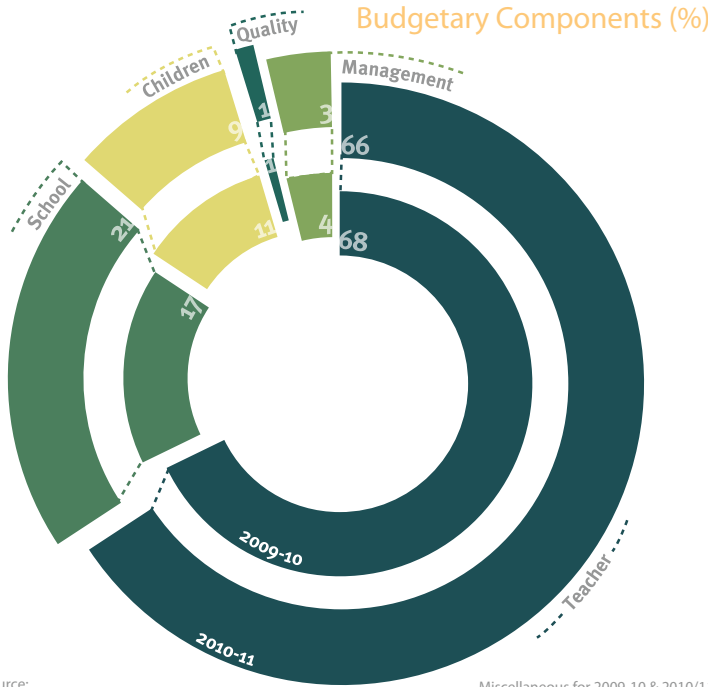
Rural

- ▶ How does West Bengal Prioritize its Education Resources? ◀
 - ▶ How does Jalpaiguri Prioritize its Education Resources? ◀
- ▶ When do SSA Funds Flow to Jalpaiguri's Schools (2009/10)? ◀
- ▶ When do SSA Funds Flow to Jalpaiguri's Schools (2010/11)? ◀
 - ▶ When does Jalpaiguri Spend its SSA Money (2009/10)? ◀
 - ▶ When does Jalpaiguri Spend its SSA Money (2010/11)? ◀
- ▶ How do West Bengal's Schools Perform on RTE Infrastructure Indicators (State and District)? ◀
 - ▶ How are Jalpaiguri's Schools Governed? ◀



How does West Bengal Prioritize its Education Resources? What are the Outputs and Outcomes?

FIGURE 1.1



More on West Bengal's budget

Between 2009-10 and 2010-11, West Bengal's elementary education budget increased by 44.3%, from Rs. 5,327.4 crore to Rs. 7,686.4 crore. In 2009-10 (latest available estimates), the state allocation per child was Rs.3,982.

SSA's contribution to the total budget increased from 40.6% in 2009-10 to 56.3% in 2010-11. Allocations to teachers accounted for 89.4% of the total elementary education budget excluding SSA in 2009-10, increasing to 96% in 2010-11.

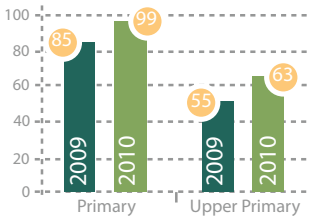
Source: State Budget 2010-11, PAB Minutes 2010-11 & 2011-12

Miscellaneous for 2009-10 & 2010/11 is 0%

FIGURE 1.2

Key Output Indicators

1.2.1 Net Enrolment Ratio (%)



Source 1.2.1 & 1.2.2 : State Elementary Education Report Card 2008-09 & 2009-10, PAB Minutes

1.2.2 Other Indicators

	2009	2010
Pupil Teacher Ratio (elementary)	47	39
Student Classroom Ratio (elementary)	47	42
Drop-Out Rate (primary)	8	9

FIGURE 1.4

Child Enrolment and Attendance (%)

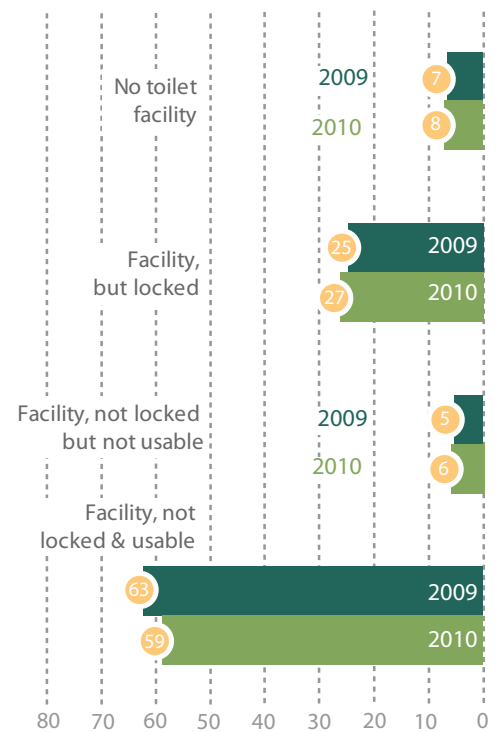
	Primary		Upper Primary	
	2009	2010	2009	2010
Enrolled Children Present (average)	74	74	77	74
Schools with Less than 50% Enrolled Children Present	11	13	09	13
Schools with 75% or more Enrolled Children Present	55	55	62	56

Source: ASER 2009, ASER 2010



FIGURE 1.3

Toilet Facilities in Schools (%)



Source: ASER 2009, ASER 2010, PAISA 2010

FIGURE 1.5

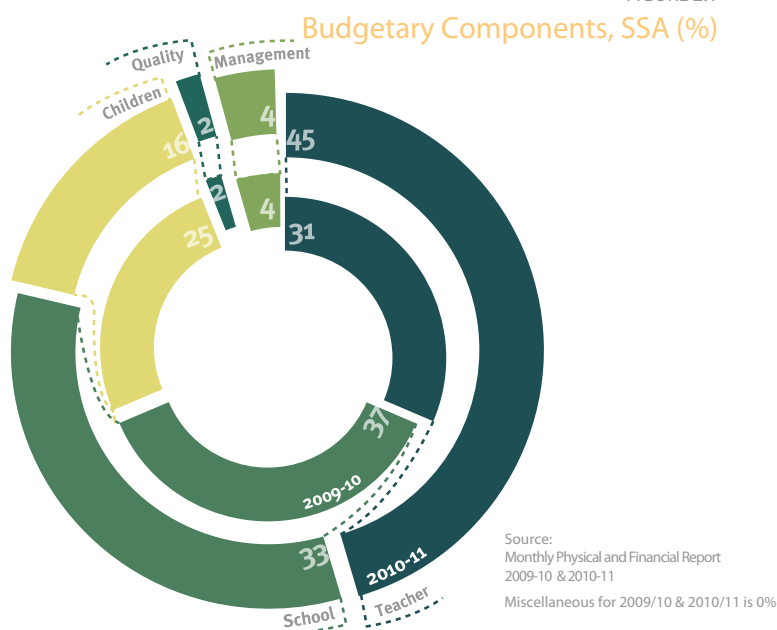
Learning Levels (%)

	2009	2010
Students in Std 3-5 who can read Std I text or more	67.6	68.5
Students in Std 3-5 who can do subtraction or more	60.0	60.4

Source: ASER 2009, ASER 2010

How does Jalpaiguri Prioritize its Education Resources? What are the Outputs and Outcomes?

FIGURE 2.1



More on Jalpaiguri's budget

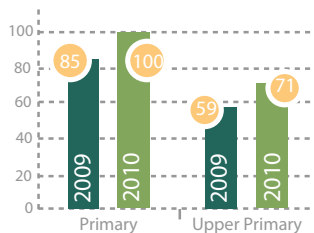
In 2009-10, Jalpaiguri's total elementary education budget stood at Rs. 284.6 crore. Investment per child amounted to Rs. 4,935.3.

FIGURE 2.2

Key Output Indicators

2.2.1

Net Enrolment Ratio (%)



Source 2.2.1 & 2.2.2: District Elementary Education Report Cards 2008-09 & 2009-10

2.2.2

Other Indicators

	2009	2010
Pupil Teacher Ratio (elementary)	48	33
Student Classroom Ratio (elementary)	45	41
Drop-Out Rate (primary)	9.6	4.0

FIGURE 2.3

Toilet Facilities in Schools (%)

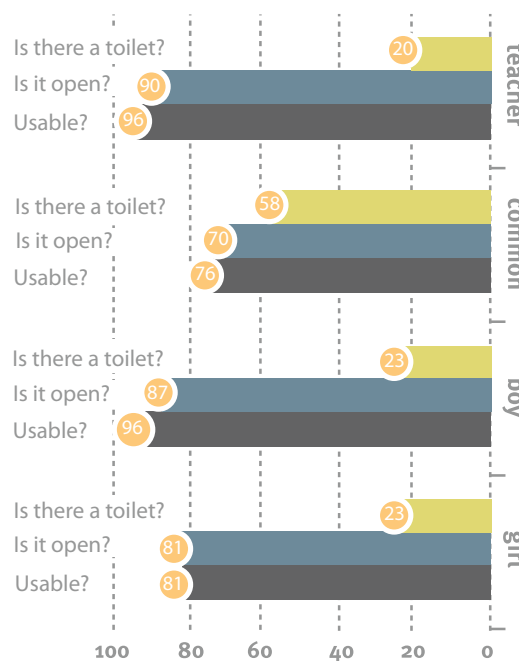


FIGURE 2.4

Days of Training Received

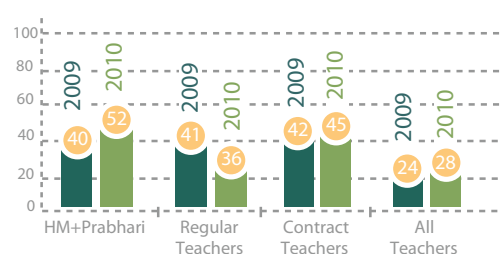
Types of Teachers	2009	2010
HM + Prabhari	6.3	7.4
Regular Teachers	17.4	19.5
Contract Teachers	17.1	15.8
Total	21.7	23.3

HM = Headmaster,

Source: PAISA Survey 2011

FIGURE 2.5

Teachers Who Did Not Receive Training (%)



HM = Headmaster,

Source: PAISA Survey 2011

FIGURE 2.6

Teacher Presence (%)

Teacher Type	% Present
HM	82
Prabhari	86
Regular Teachers	82
Contract Teachers	89
All	85

HM = Headmaster,

Source: PAISA Survey 2011

FIGURE 2.7

Children Enrolment and Attendance (%)

School	No. of Schools	Enrolment	Attendance Rate
Std. 1-5	131	124.0	48
Others	14	641.4	39
All	145	174.0	47

Source: PAISA Survey 2011

FIGURE 2.8

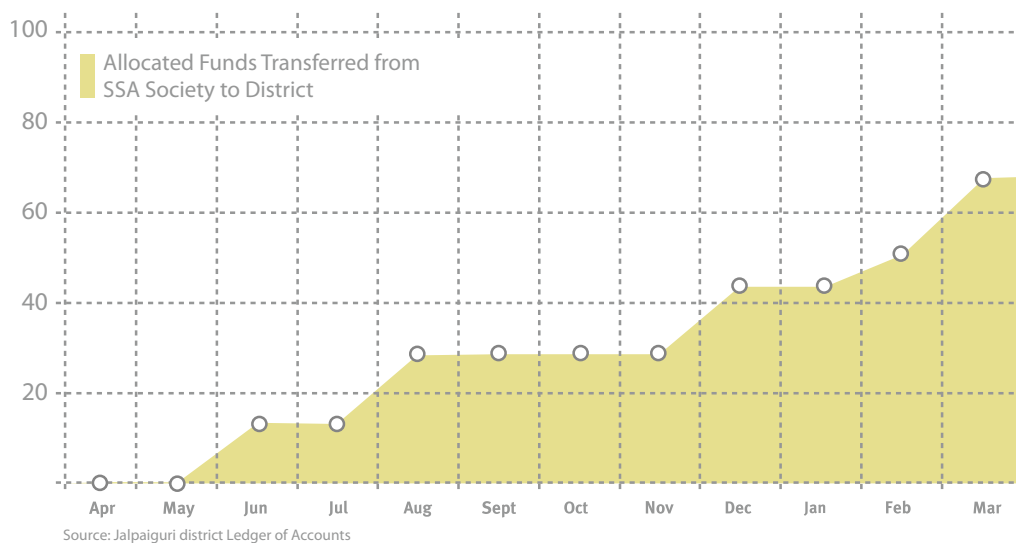
Learning Levels (%)

	2009 (%)	2010 (%)
Students in Std 3-5 who can read Std I text or more	72.5	48.5
Students in Std 3-5 who can do subtraction or more	62.1	30.7

Source: ASER 2009, ASER 2010

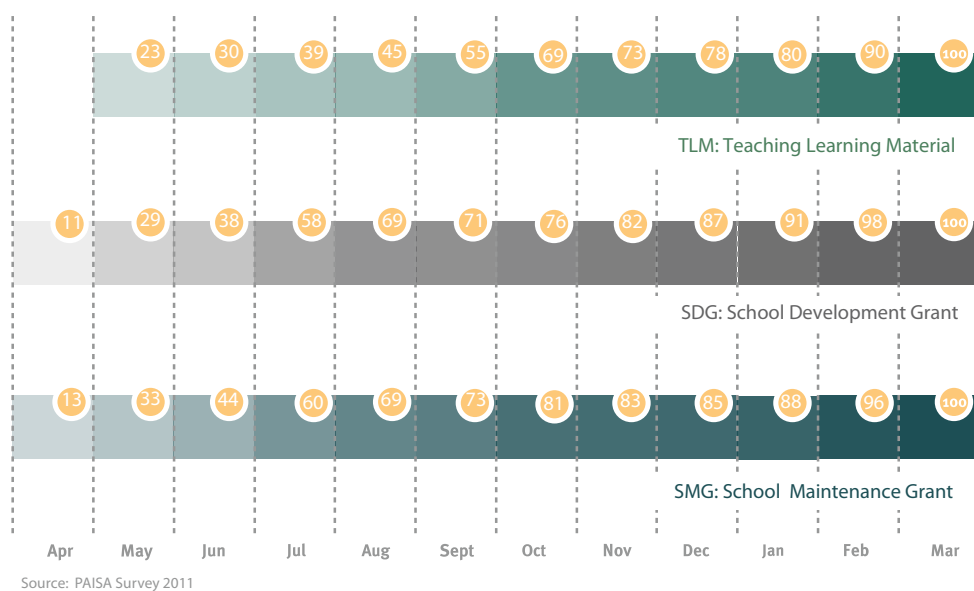
When do SSA Funds Flow to Jalpaiguri's Schools (2009/10)?

FIGURE 3.1
Monthly Fund Flows to Jalpaiguri District (Cumulative %)



Jalpaiguri received 66% of its budget.

FIGURE 3.2
Schools that Reported Receipt of Grants (Cumulative %)

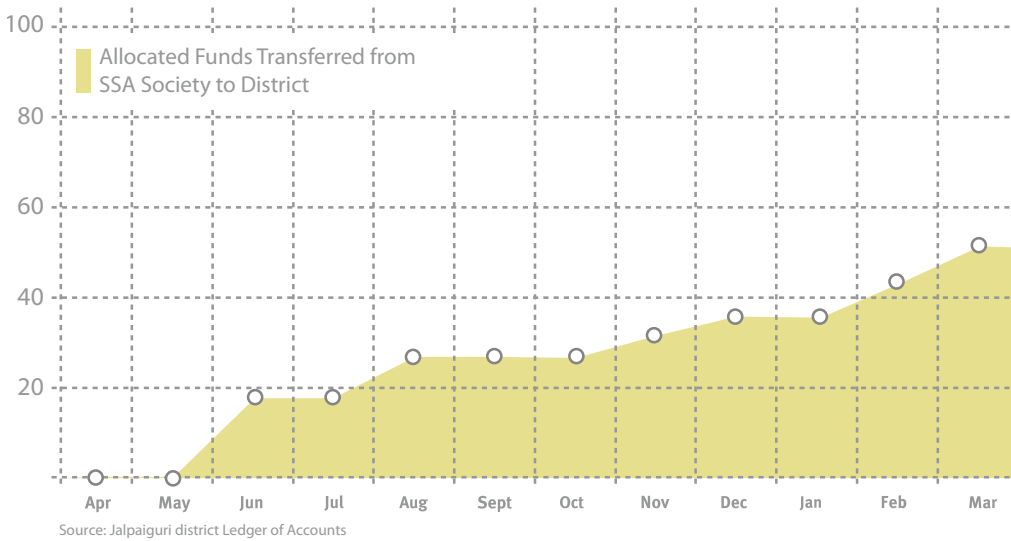


46.7% schools received the three SSA grants. 61.8% received TLM grant; 31.3% received SDG grant and 33.3% received the SMG grant.

When do SSA Funds Flow to Jalpaiguri's Schools (2010/11)?

FIGURE 4.1

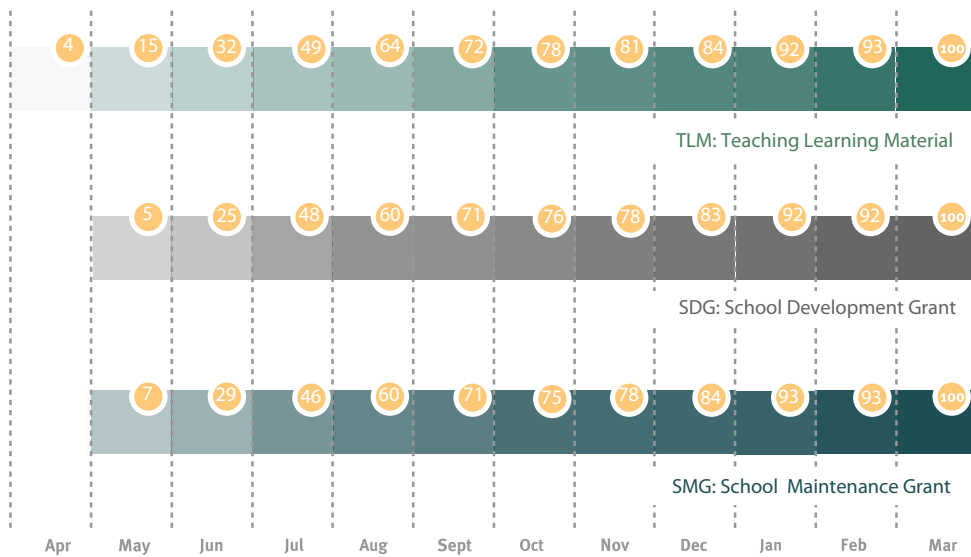
Monthly Fund Flows to Jalpaiguri District (Cumulative %)



Jalpaiguri received 52% of its total allocations.

FIGURE 4.2

Schools that Reported Receipt of Grants (Cumulative %)

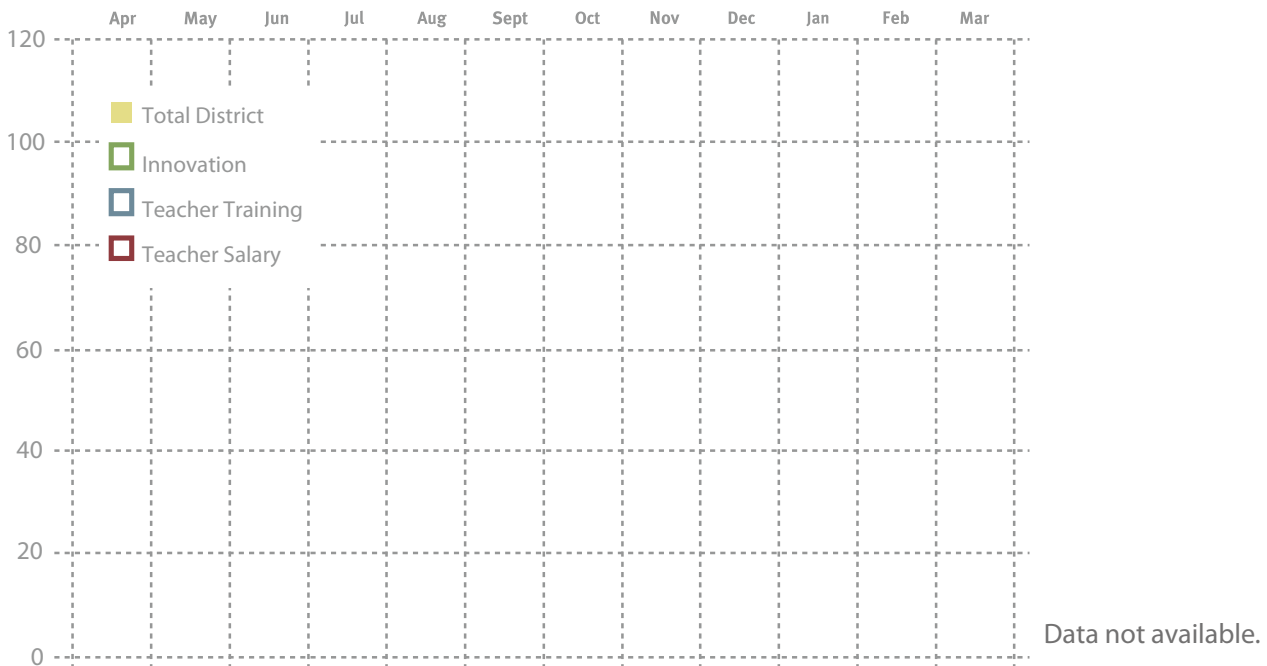


Fund flows improved marginally in 2010-11. 47.7% schools received the three SSA grants. 51.4% received the TLM grant; 43.8% received the SDG grant and 47.2% received the SMG grant.

When does Jalpaiguri Spend its SSA Money (2009/10)?

FIGURE 5.1

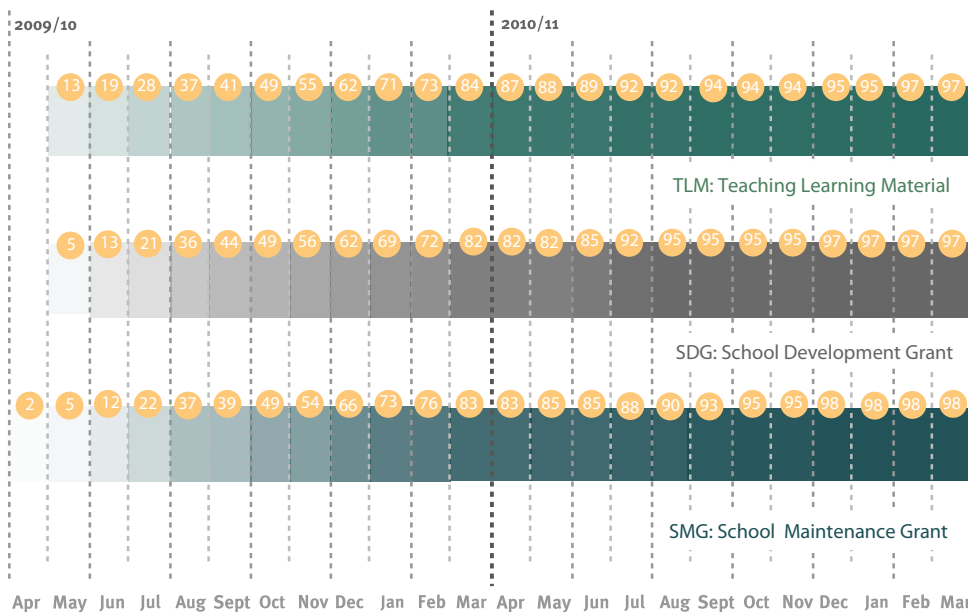
District Monthly Expenditure (Cumulative) (% Expenditure of Allocated Funds: District and Line Items)



Source:

FIGURE 5.2

Schools that Initiated Expenditure (Cumulative %)



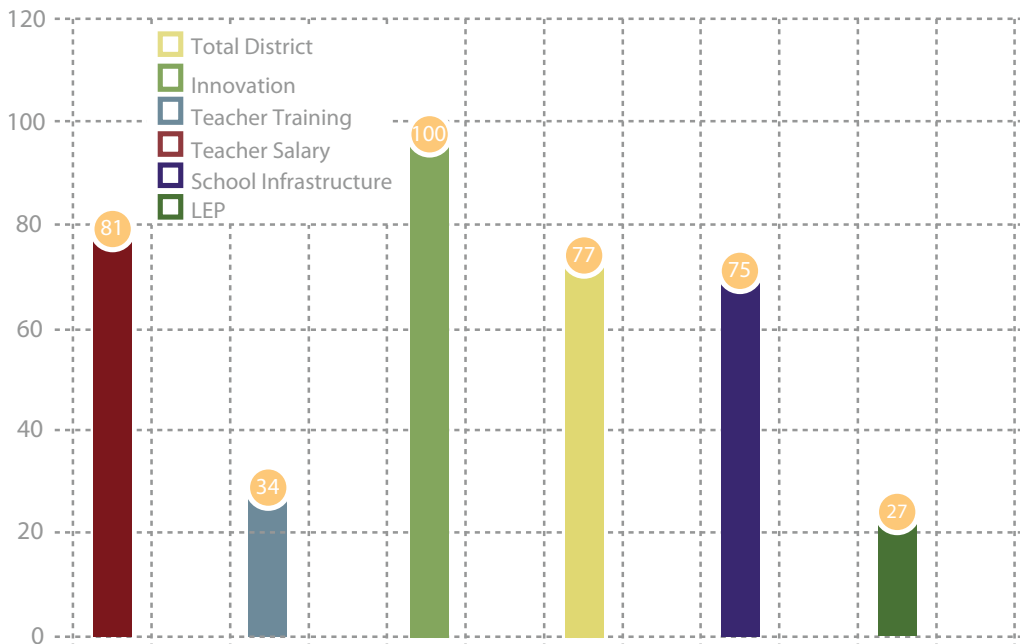
96.1% of schools that received the SSA grants had initiated expenditures. In total 92% of the grant amount was spent. There was a time lag of 46 days between the date of grant receipt and actual spending.

Source: PAISA Survey 2011

When does Jalpaiguri Spend its SSA Money (2010/11)?

FIGURE 6.1

District Monthly Expenditure (Cumulative) (% Expenditure of Allocated Funds: District and Line Items)

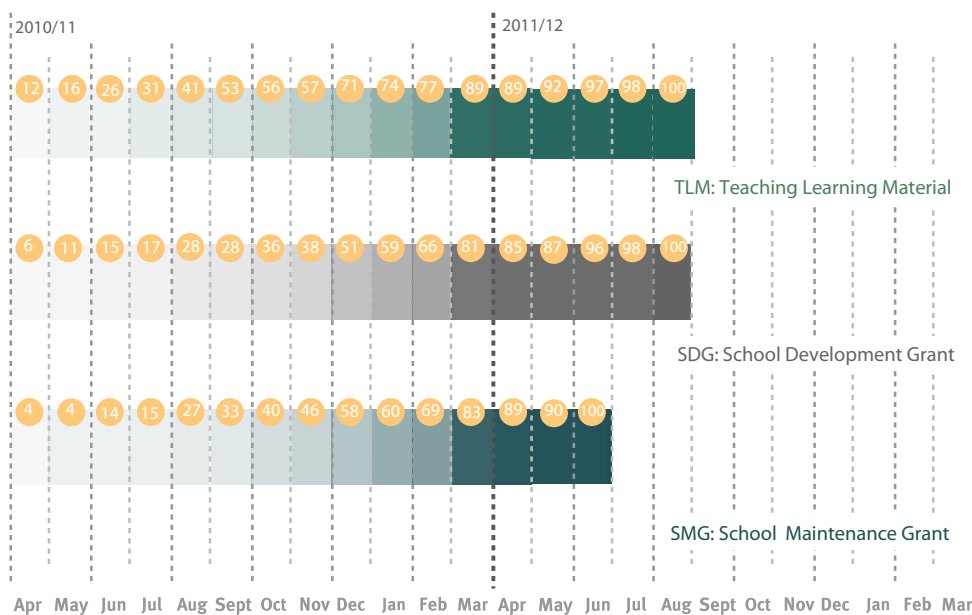


Jalpaiguri spent 77% of its budget.

Source: PAISA Survey 2011

FIGURE 6.2

Schools that Initiated Expenditure (Cumulative %)



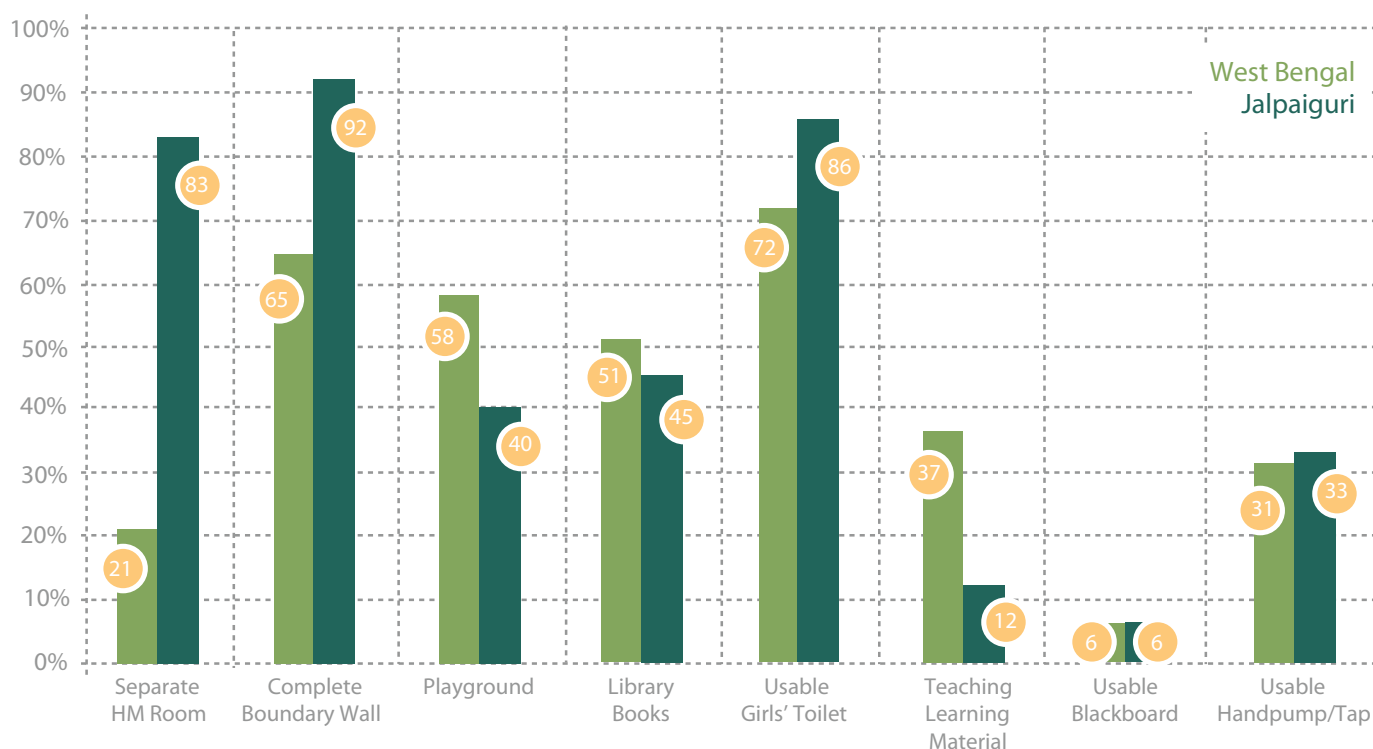
91.7% of schools that received the SSA grants had initiated expenditures. In total 86.7% of the grant amount was spent. There was a time lag of 58 days between the date of grant receipt and actual spending.

Source: PAISA Survey 2011

How do West Bengal and Jalpaiguri Schools Perform on RTE indicators?

FIGURE 7.1

Infrastructure Indicators (% schools reporting shortfall)



Source: ASER 2010, PAISA Survey 2011

FIGURE 7.2

Other Indicators: Jalpaiguri

RTE Indicator	Shortfall (% Schools)
Schools (1-5) with HM (enrol.>150)	42.4
Schools (6-8) with HM (enrol.>100)	NA
1 classroom per teacher (excl. HM)	59.9
1 classroom per teacher (incl. HM)	65.3

Source: PAISA Survey 2011

To what extent is Jalpaiguri meeting the RTE Act's infrastructure requirements?

To meet the RTE shortfall, Jalpaiguri's infrastructure budget increased by 45.8% between 2009-10 and 2010-11. The PAISA survey points to a marginal increase in construction activity over the 2 years in Jalpaiguri's schools. 21.9% schools started toilet construction activity in 2010-11. The number of schools that started classroom construction dropped from 33.5% in 2009-10 to 23.8% in 2010-11. Construction for drinking water facilities also dropped from 14.5% in 2009-10 to 11% in 2010-11. Given the scale of the gap, much more activity needs to be undertaken if the district is to meet the RTE gap by 2013.

How are Jalpaiguri's Schools Governed?

How are schools governed in Jalpaiguri?
 How often do they interact with government officials?
 Who do they consider their chief problem solvers?
 How much does the school engage with the community and the Panchayat?
 How effectively have RTE's transparency requirements been implemented?

To answer these questions and gain insights into school governance, PAISA asked a range of governance questions at school level.

FIGURE 8.1
 Meetings with Administration (%)

Frequency of Meetings	SMC	CRC	BRC
Fortnightly	NA	1.4	1.4
Monthly	30.6	7.7	23.4
Once in 2-3 Months	54.9	27.1	11.4
Once in 6 Months	13.2	11.8	15.6

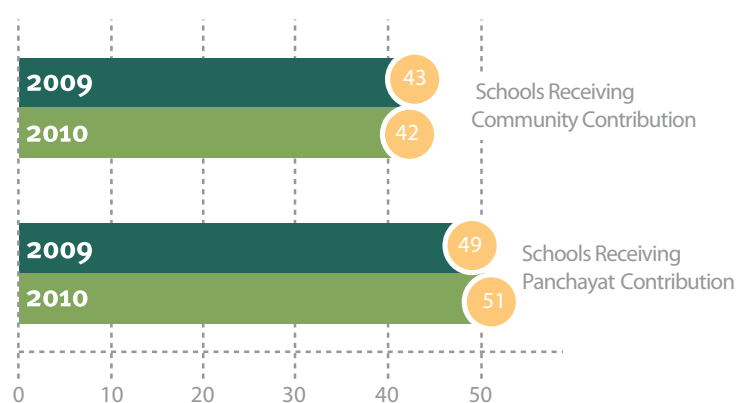
Source: PAISA Survey 2011

FIGURE 8.2
 Primary Problem Solving Office (%)

	Minor Repairs	Teacher Absenteeism	Late Grants
SMC	45.5	42.3	18.3
Cluster	4.9	8.8	0.0
Block	5.6	7.3	26.8
District	0.0	0.0	3.5
Panchayat	8.4	5.1	2.8
Circle	0.0	21.2	27.5

Source: PAISA Survey 2011

FIGURE 8.3
 Community and Panchayat Contribution (%)



Source: PAISA Survey 2011

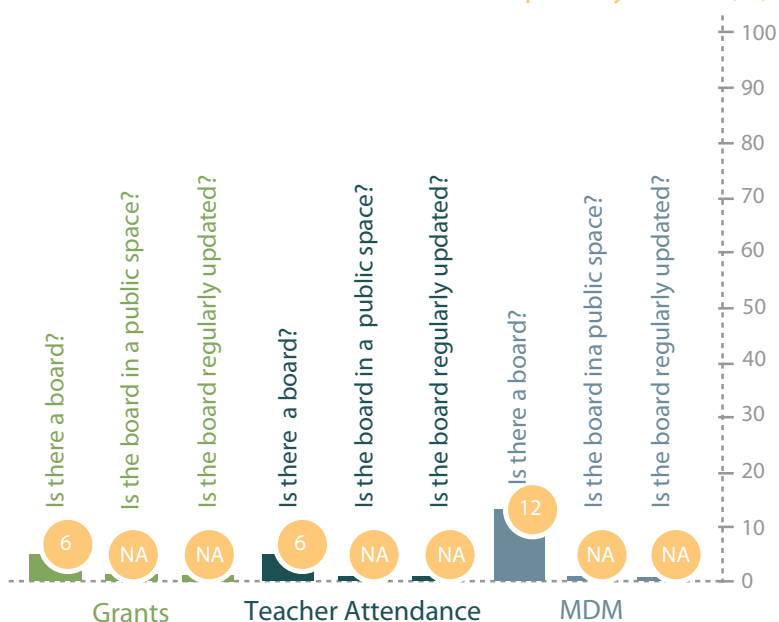
FIGURE 8.4
 Forms of Community and Panchayat Contribution

(No. of Schools)

Forms of Community Contribution		Forms of Panchayat Contribution		
2009	2010	2009	2010	
3	1	2	1	Cash
4	5	8	11	Kind
15	12	7	8	Labour
48	53	59	60	Monitoring
2	0	3	4	Other

Source: PAISA Survey 2011

FIGURE 8.5
 Status of Transparency Boards (%)



Source: PAISA Survey 2011

Annexure 1

Activities Under Innovation and Learning Enhancement in PAISA States

ANDHRA PRADESH:

LEP:

- Children Learning Acceleration Programme for sustainability (CLAPs), a programme for achieving basic competencies in reading, writing, arithmetic & EVS continues.
- Self Learning Interactive Material (SLIM) Cards supplied to 66289 schools to address the problem of Multi grade teaching in I and II classes and to implement Activity Based Learning.
- Radio Lessons broadcast through All India Radio from 11.15 A.M to 12.00 Noon under “Vindam Nerchukundam Programme”.
- “Room to Read” programme extended to another two districts viz., Nalgonda and Guntur during this academic year. (2011-2012)
- Life Skills education called ‘Balika Chetana’ is being implemented in partnership with UNICEF covering around 7.00 Lakh girls

Innovative Activities:

- ECCE, SC/ST, Urban Deprived Children, Minority Children, Girls Education, CAL

BIHAR:

LEP:

- “Sankalp” a joint effort by Bihar Shiksha Pariyojna Parishad, UNICEF, Pratham and M.V. Foundation addresses issues of out of school children, increase in attendance and learning achievement, especially for class – I & II and to development of community ownership.
- Bodhi Vriksha – Read Promotion Programme Class III - V in all districts.
- A special strategy has been designed to ensure coverage, attendance and learning of Mahadalit children: “Utthaan Kendra”. Mathematics Improvement Programme for primary level, Science and Maths Improvement Programme at Upper Primary Level

Innovative Activities:

- CAL, ECE, SC/ST, Girls Education, Urban Deprived Children, Minority Children

HIMACHAL PRADESH:

LEP:

- Media: Akkar Bakkar, a monthly magazine for children is being brought out in colour prints on a regular basis.
- Gender and Special Focus: Shakti initiative is aimed at constitution of groups at school and village level, preparation of resource material, training and capacity building of members. The programme is being implemented in convergence with departments of Health, Social Justice and Women Empowerment and rural development department.
- Home Based Programme(HBP) first train the students with severe disabilities in various life skills and then try to bring them into the mainstream of education

Innovative Activities:

- ECCE, Intervention for SC/ST Children, CAL, Girls Education

MADHYA PRADESH:

LEP:

- For improvement of the competency of children in primary classes, Dakshata Samvardhan Programme is being implemented. For all Primary Schools (except class 2 of ABL schools)
- Activity Based Learning in 1920 Schools and Sampoorna Shikshit Gram Yojana were adopted for enhancement of learning level of children.
- Establishment of reading cell in primary schools for early grade learners in envisaged.
- Library Establishment with the help of Raja Ram Mohan Roy Foundation.
- Aas Pas Ki Kho, a program which emphasizes learning from environment .
- A new scheme called Parspar has been initiated for urban Out of School Children.

Innovative Activities:

- ECCE, SC/ST, Others (Urban/Minority), CAL, Girls Education

MAHARASHTRA:

LEP:

- Special training in Maths and Science is imparted to teachers with the help of Homi Bhabha Institute and State Institute of Science.
- Maths Kit, English Kit

Innovative Activities:

- ECCE, SC/ST, Urban Deprived Children, Minority Children, Girls Education, CAL

RAJASTHAN:

LEP:

- Activity based learning (LEHAR – Learning Enhancement activities in Rajasthan) for class 1 & 2, being implemented in approx. 6000 schools. Expected learning outcome as follows:
 - i. Children confidence in learning process,
 - ii. Self and active learning,
 - iii. Logical thinking process in the children,
 - iv. Decision making capacity,
 - v. Joyful learning.

- Aao Padhe Hum Campaign : Expected learning outcome – Language skills.
- QAP : Test conducted by external evaluators to identify learning gaps.
- Interactive radio instruction program for spoken English in 30 districts.

Innovative Activities:

- ECCE, Girls education, SC/ST Education, Urban Deprived Children, Minority Children, CAL at upper primary level

WEST BENGAL:

LEP:

Primary Level:

- Worksheets for reading development and activity sheet on English.
- Hands on training of Teachers, Onsite support, Reading Development

Upper Primary Level:

- Emphasis on Activity based teaching learning through model building and TLM on science & math.

Innovative Activities:

- ECCE, Girls education, SC/ST Education, Minority Children, CAL

Annexure 2

RTE Infrastructure Shortfall, Student & Teacher Appointment and Attendance, Pupil-Teacher Ratio (District-wise)

	Andhra Pradesh		Bihar		Himachal Pradesh		Madhya Pradesh		Maharashtra		Rajasthan		West Bengal	
	Medak	Nalanda	Purnea	Kangra	Sagar	Satara	Jaipur	Udaipur	Jaipur	Udaipur	Jaipur	Udaipur	Jaipur	Jaipalguri
RTE Infrastructure shortfall														
Separate HM room	54.2	65.0	25.0	51.8	51.1	47.7	25.7	26.4	25.7	26.4	26.4	82.5		
Complete Boundary Wall	62.9	56.1	75.2	71.6	86.9	78.0	49.3	60.6	49.3	60.6	60.6	91.8		
Playground	37.1	59.0	58.6	24.1	51.4	33.3	47.5	51.4	47.5	51.4	51.4	40.1		
Libray books	19.7	22.5	62.4	31.2	52.8	23.5	21.1	60.0	21.1	60.0	60.0	44.5		
Usable Girls toilet	73.2	72.3	69.8	53.2	83.3	28.0	48.6	27.0	48.6	27.0	27.0	85.5		
TLM	17.0	23.2	48.9	18.1	34.5	5.3	20.9	13.5	20.9	13.5	13.5	11.6		
Usable blackboard	3.5	11.9	16.5	7.9	7.6	3.0	7.1	4.3	7.1	4.3	4.3	6.1		
Usable hand pump/tap	36.4	26.0	21.3	19.2	43.5	28.8	40.4	43.7	40.4	43.7	43.7	33.3		
Schools (1-5) with HM (enrolment>150)	14.3	84.6	83.6	NA	39.1	NA	NA	NA	NA	NA	NA	42.4		
Schools (6-8) with HM (enrolment>100)	NA	NA	NA	NA	54.2	NA	NA	NA	NA	NA	NA	NA		
1 classroom per teacher (excluding HM)	24.8	40.1	47.7	21.3	15.1	15.9	17.5	13.7	17.5	13.7	13.7	59.9		
1 classroom per teacher (including HM)	36.9	44.4	50.0	25.5	19.9	25.0	31.5	18.0	31.5	18.0	18.0	65.3		
Student and Teacher enrolment and attendance														
Student enrolment	103.5	256.7	358.7	45.0	116.2	90.5	80.9	95.5	80.9	95.5	95.5	174.0		
Student attendance (%)	77.2	50.0	50.0	90.0	77.9	80.0	30.0	80.0	30.0	80.0	80.0	81.5		
Teacher appointment	4.5	4.3	5.5	3.6	3.0	4.8	4.3	3.3	4.3	3.3	3.3	5.5		
Teacher attendance (%)	90.0	77.5	80.0	80.0	80.0	90.0	70.0	90.0	70.0	90.0	90.0	85.0		
PTR														
De jure (schools 1-5, 1-8, 6-8)	28.4	65.2	76.1	13.5	39.3	17.7	20.9	33.4	20.9	33.4	33.4	30.3		
Effective/Actual (schools 1-5, 1-8, 6-8)	25.9	44.7	53.4	15.6	34.6	19.0	10.9	29.8	10.9	29.8	29.8	17.1		
Students per classroom (schools 1-5, 1-8, 6-8)	25.6	70.1	74.1	11.4	36.6	16.6	19.7	26.5	19.7	26.5	26.5	51.3		
Students of different classes sitting in the same classroom	72.3	74.6	71.1	50.4	62.0	72.4	51.9	64.3	51.9	64.3	64.3	66.4		

Status of Toilets, Transparency Indicators, Primary Problem-solving Office, Links with the Administration (District-wise)

	Andhra Pradesh		Bihar		Himachal Pradesh		Madhya Pradesh		Maharashtra		Rajasthan		West Bengal	
	Medak	Nalanda	Purnea	Kangra	Sagar	Satara	Jaipur	Udaipur	Jaipaliguri					
Transparency Indicators														
Grants	35.0	33.6	36.4	53.6	63.5	31.8	28.9	41.6	5.6					
Is there a board?	89.6	95.7	92.2	77.3	84.8	38.1	85.4	72.9	NA					
Is it in a public place?	81.3	48.9	66.7	30.4	20.7	52.4	46.3	81.4	NA					
Is it updated?	46.2	52.9	57.1	25.4	62.1	0.0	29.6	NA	5.5					
Teacher attendance	88.9	90.4	84.8	76.5	76.7	NA	83.3	NA	NA					
Is there a board?	79.7	58.3	70.9	69.7	42.2	NA	70.0	NA	NA					
Is it in a public place?	35.7	76.4	68.6	58.6	60.7	48.5	76.1	NA	11.6					
Is it updated?	87.5	97.1	87.2	50.6	81.6	31.3	91.7	NA	NA					
MDM	77.6	63.8	76.6	73.6	45.4	70.3	83.2	NA	NA					
Toilets														
% schools without any toilet														
Is there a toilet??	42.0	35.0	37.4	50.7	31.9	88.6	65.0	82.4	22.6					
Is it open?	83.0	83.0	90.4	95.7	63.0	84.6	84.6	92.3	81.3					
Is it usable?	77.6	100.0	89.4	97.0	82.8	96.0	93.5	96.3	80.8					
Is there a toilet??	37.1	27.3	33.1	45.3	34.0	87.9	51.1	74.5	22.6					
Is it open?	83.0	89.2	91.1	96.7	77.6	84.5	90.0	94.3	87.1					
Is it usable?	77.3	100.0	92.7	96.6	76.3	95.9	92.1	94.9	96.3					
Is there a toilet??	23.8	53.6	25.9	17.6	33.3	11.4	39.6	17.0	57.9					
Is it open?	84.9	73.3	75.0	95.7	60.4	60.0	85.5	100.0	70.2					
Is it usable?	57.1	87.0	88.9	95.5	82.8	100.0	89.4	87.5	75.9					
Is there a toilet??	21.8	19.4	20.1	30.7	10.4	23.5	34.1	14.2	20.0					
Is it open?	87.1	81.5	88.9	90.5	66.7	77.4	80.4	95.0	89.7					
Is it usable?	92.6	95.2	91.7	94.7	80.0	95.8	94.6	100.0	96.2					
Primary Problem solving office														
Minor repairs	Mandal	Block	Block	SMC	SMC	SMC	SMC	SMC	SMC/VEC					
Primary Problem solving office	46.5	69.0	62.0	74.3	55.2	70.4	41.0	39.4	45.5					
% schools approaching this office	Mandal	Block	Block	Cluster	Cluster	Cluster	Block	Block	SMC/VEC					
Primary Problem solving office	89.3	69.0	68.1	51.8	65.5	60.2	64.5	63.3	42.3					
% schools approaching this office	Mandal	Block	Block	Block	Block	Cluster	Block	Block	Circle					
Primary Problem solving office	92.3	80.3	75.5	37.4	52.1	63.5	62.8	74.1	27.5					
% schools approaching this office														
Links with administration														
% schools meeting SMC monthly	95.1	77.2	56.5	80.9	85.6	47.7	71.6	46.9	30.6					
% schools meeting CRC monthly	78.9	89.8	87.9	49.3	58.9	43.9	48.9	24.1	NA					
% schools meeting BRC monthly	85.8	74.3	86.5	30.5	21.3	24.2	28.4	24.7	NA					

Community & Panchayat Contribution, Timing of Grant Receipt and Expenditure, Teacher Training (District-wise)

Community and Panchayat Contribution	Andhra Pradesh		Bihar		Himachal Pradesh		Madhya Pradesh		Maharashtra		Rajasthan		West Bengal					
	Medak		Nalanda		Purnea		Kangra		Sagar		Satara		Jaipur		Udaipur		Jaipalguri	
	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11
% schools receiving community contribution	6.3	4.9	4.5	35.5	33.3	19.9	18.4	14.4	15.8	47.7	49.2	31.2	29.6	28.9	42.8	42.1		
% schools receiving Panchayat contribution	7.0	6.3	6.7	29.1	25.0	12.8	7.8	47.3	43.8	28.8	33.3	24.1	24.3	59.2	57.0	49.3	51.3	
% schools reporting receipt of	TLM	72.1	84.6	82.1	89.4	70.3	97.1	86.9	83.9	94.6	99.2	84.4	82.2	83.5	80.6	61.8	51.4	
	SDG	64.0	87.5	76.4	82.9	65.9	91.4	78.8	81.0	89.2	95.4	81.5	77.0	81.3	79.1	31.3	43.8	
	SMG	50.0	86.0	73.2	80.5	53.7	27.7	83.9	87.6	77.6	81.5	69.6	75.6	74.8	80.6	33.3	47.2	
Grant Receipt timing (quarterly)	Andhra Pradesh		Bihar		Himachal Pradesh		Madhya Pradesh		Maharashtra		Rajasthan		West Bengal					
	Medak		Nalanda		Purnea		Kangra		Sagar		Satara		Jaipur		Udaipur		Jaipalguri	
	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11
TLM	Q1	15.3	12.2	19.2	16.7	26.8	43.5	3.7	2.9	7.6	5.2	1.6	0.8	5.3	11.2	11.6	30.3	32.4
	Q2	18.4	80.0	72.7	7.4	8.3	29.0	50.0	64.0	15.1	86.1	95.1	76.7	53.5	48.7	22.4	35.7	24.7
	Q3	3.1	6.1	5.1	73.2	30.9	21.7	43.3	33.1	68.1	6.1	3.3	22.5	36.8	42.3	44.0	39.3	22.5
	Q4	63.3	1.7	3.0	2.8	34.0	5.8	3.0	0.0	9.2	2.6	0.0	0.0	4.4	5.4	22.4	13.4	22.5
% schools reporting receipt of grant in	Q1	11.5	15.9	21.5	13.0	12.1	38.2	4.7	2.3	5.6	3.6	2.6	2.4	4.6	5.8	15.0	11.8	37.8
	Q2	20.7	79.6	65.6	8.0	11.0	27.3	47.7	62.5	14.8	88.3	94.0	75.0	53.6	46.2	19.5	33.6	33.3
	Q3	4.6	5.9	10.8	78.0	38.5	23.6	45.3	35.2	71.3	5.4	3.5	22.6	38.2	44.2	43.4	39.1	15.6
	Q4	63.2	2.5	2.2	1.0	38.5	10.9	2.3	0.0	8.3	2.7	0.0	0.0	3.6	3.9	22.1	15.5	13.3
SMG	Q1	30.9	38.5	21.6	15.5	13.9	31.6	3.8	2.2	1.7	5.8	1.0	1.9	6.4	4.9	13.5	10.7	43.8
	Q2	23.5	55.6	69.3	9.3	11.1	26.3	48.9	67.2	13.0	85.0	95.1	66.0	46.8	44.1	26.9	33.9	29.2
	Q3	2.9	4.3	5.7	71.1	40.3	34.2	45.1	30.6	73.9	9.2	4.0	32.1	43.6	47.1	40.4	40.2	12.5
	Q4	42.7	1.7	3.4	4.1	34.7	7.9	2.3	0.0	11.3	0.0	0.0	0.0	3.1	3.9	19.2	15.2	14.5
Grant Expenditure timing (quarterly)	Andhra Pradesh		Bihar		Himachal Pradesh		Madhya Pradesh		Maharashtra		Rajasthan		West Bengal					
	Medak		Nalanda		Purnea		Kangra		Sagar		Satara		Jaipur		Udaipur		Jaipalguri	
	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11
TLM	Q1	5.2	4.8	13.3	8.3	3.4	12.3	3.5	2.9	0.9	2.9	0.0	0.0	2.8	3.1	5.4	6.0	18.8
	Q2	17.5	33.3	26.5	13.6	13.6	14.3	4.3	7.6	13.5	19.4	36.1	8.9	5.5	3.1	3.6	10.0	22.4
	Q3	10.3	31.4	34.7	54.2	21.6	28.6	24.1	50.5	35.1	55.3	53.3	58.1	40.4	31.6	16.2	20.0	21.2
	Q4	26.8	17.1	18.4	19.8	30.7	18.4	54.7	35.2	37.8	16.5	9.0	25.8	43.1	55.1	52.3	55.0	21.2
% schools reporting expenditure of grant in	Q1	10.5	14.7	9.8	6.7	3.6	11.4	2.0	2.0	4.0	4.1	0.0	0.0	1.9	3.2	2.8	4.0	12.8
	Q2	20.9	31.2	26.1	13.5	6.0	8.6	0.0	3.9	6.0	16.3	16.5	6.2	7.7	3.2	2.8	7.0	30.8
	Q3	9.3	26.6	34.8	57.3	13.1	31.4	26.5	33.3	43.0	54.1	54.8	42.5	28.8	30.9	17.0	24.0	18.0
	Q4	23.3	16.5	18.5	19.1	32.1	22.9	54.9	50.0	31.0	19.4	23.5	44.3	45.2	57.5	55.7	48.0	20.5
SMG	Q1	12.1	17.3	6.7	8.4	9.5	14.8	0.9	0.9	3.9	3.8	0.0	0.0	3.5	3.3	3.1	5.0	12.2
	Q2	13.6	27.3	31.5	14.5	7.9	3.7	1.8	5.6	7.8	14.3	9.1	1.1	5.8	1.1	4.1	5.0	26.8
	Q3	12.1	26.4	30.3	54.2	11.1	29.6	21.8	40.2	40.2	52.4	53.5	34.8	27.9	26.1	19.6	19.8	25.0
	Q4	25.8	12.7	21.4	16.9	13.2	22.2	59.1	47.7	28.4	23.8	32.3	52.8	48.8	59.8	52.6	55.5	17.1
Teacher training	Andhra Pradesh		Bihar		Himachal Pradesh		Madhya Pradesh		Maharashtra		Rajasthan		West Bengal					
	Medak		Nalanda		Purnea		Kangra		Sagar		Satara		Jaipur		Udaipur		Jaipalguri	
	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11
Days of training per school	29.5	28.1	38.7	32.5	55.9	39.9	34.9	35.5	17.2	24.9	17.2	45.3	41.7	17.3	10.0	15.6	14.8	21.8
% schools where no teacher reported receiving training	22.4	9.0	13.4	14.8	7.0	18.3	4.0	5.0	19.9	21.2	19.9	3.0	4.6	35.0	60.1	22.4	11.9	23.8

Annexure 3

PAISA Tool

Surveyor Name	Contact Information

District	Panchayat
Block	School

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 Maintenance Grant
For Minor repairs & Maintenance
Such as: Boundary wall or playgrounds aid whitewashing etc.

- Rs.500-Rs.7500 per school per year for schools with upto 3 classrooms;
- Rs.7500- Rs.1,00,000 per year for schools with more than 3 classrooms.

School Development Grant
For School & office equipment
Such as: Blackboards, sitting mats, chalks, duster, registers etc.

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

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

TLM Grant
For Teaching learning aids
Such as: Charts, posters, maps, models, books etc.

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

ACCOUNTABILITY INITIATIVE
research and innovation for governance accountability



SURVEY TOOL



ACCOUNTABILITY INITIATIVE
research and innovation for governance accountability



NATIONAL INSTITUTE OF PUBLIC FINANCE AND POLICY





Respondent: Headmaster Regular teacher Contract teacher

Date: ___/___/2011

SCHOOL OBSERVATION SHEET-PAISA 2010

Start time of Survey: _____

Type of school: Std 1-4/5 Std 1-7/8 Std 6-8 Other

Year of establishment: _____

Section 1 - Teacher Information

	No. Appointed	No. present	No. on deputation
1.1 Head teacher (HM)			
1.2 Prabhari (Acting HM)			
1.3 Regular teacher (excluding HM)			
1.4 Contract teachers			
1.5 Any other teacher			
1.6 Total			
1.7	When was the HM appointed as an HM in this school? ___/___/___ (write in MM/YYYY format) Not Applicable <input type="radio"/>		

Section 1.1

How many teachers have received training in FY 2009-10? _____

How many teachers have received training in FY 2010-11 _____

Section 1.2 - Teacher Training Information

	Type of training	Number of Days	
		April 2009 - March 2010	April 2010 - March 2011
H1			

Section 2 - Enrolment Information

Note - If there are multiple sections, add total enrolment and total attendance

Standard	Children Total Enrolment Take from register	Children total attendance today by headcount(own observation)
Std 1		
Std 2		
Std 3		
Std 4		
Std 5		
Std 6		
Std 7		
Std 8		
Total		

Section 1.2 – Teacher Training Information (Continued)

	Type of training	Number of Days	
		April 2009 - March 2010	April 2010 - March 2011

Comments

Section 3 - Infrastructure Questions

	When were the following activities undertaken?	Started in last 2 financial years (March 31, 2009 - March 31, 2011)	Started in FY 2009-10 (between April 1, 2009 - March 31, 2010)	Finished in	Started between April 1, 2010 - March 31, 2011	Finished in
3.1	Whitewash	Yes <input type="radio"/> No <input type="radio"/> Don't know <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> Don't know <input type="radio"/>	2009-10 <input type="radio"/> 2010-11 <input type="radio"/> Not yet finished <input type="radio"/> Not Applicable <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> Don't know <input type="radio"/>	2010-11 <input type="radio"/> Not yet finished <input type="radio"/> Not Applicable <input type="radio"/> 2011-12 <input type="radio"/>
3.2	Boundary Wall/Fencing	Yes <input type="radio"/> No <input type="radio"/> Don't know <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> Don't know <input type="radio"/>	2009-10 <input type="radio"/> 2010-11 <input type="radio"/> Not yet finished <input type="radio"/> Not Applicable <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> Don't know <input type="radio"/>	2010-11 <input type="radio"/> Not yet finished <input type="radio"/> Not Applicable <input type="radio"/> 2011-12 <input type="radio"/>
3.3	Construction of New Classroom	Yes <input type="radio"/> No <input type="radio"/> Don't know <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> Don't know <input type="radio"/>	2009-10 <input type="radio"/> 2010-11 <input type="radio"/> Not yet finished <input type="radio"/> Not Applicable <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> Don't know <input type="radio"/>	2010-11 <input type="radio"/> Not yet finished <input type="radio"/> Not Applicable <input type="radio"/> 2011-12 <input type="radio"/>
3.4	Major Repairs. E.g. repair roof, boundary wall etc.	Yes <input type="radio"/> No <input type="radio"/> Don't know <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> Don't know <input type="radio"/>	2009-10 <input type="radio"/> 2010-11 <input type="radio"/> Not yet finished <input type="radio"/> Not Applicable <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> Don't know <input type="radio"/>	2010-11 <input type="radio"/> Not yet finished <input type="radio"/> Not Applicable <input type="radio"/> 2011-12 <input type="radio"/>
3.5	Construction of a new toilet	Yes <input type="radio"/> No <input type="radio"/> Don't know <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> Don't know <input type="radio"/>	2009-10 <input type="radio"/> 2010-11 <input type="radio"/> Not yet finished <input type="radio"/> Not Applicable <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> Don't know <input type="radio"/>	2010-11 <input type="radio"/> Not yet finished <input type="radio"/> Not Applicable <input type="radio"/> 2011-12 <input type="radio"/>
3.6	If there is a new toilet, where did the funds for it come from? (if no new toilet, mark Not applicable)		SSA <input type="radio"/> TSC <input type="radio"/> Panchayat <input type="radio"/> Other <input type="radio"/> Specify (please do not use short forms)	2009-10 <input type="radio"/> 2010-11 <input type="radio"/> Not yet finished <input type="radio"/> Not Applicable <input type="radio"/>	SSA <input type="radio"/> TSC <input type="radio"/> Panchayat <input type="radio"/> Other <input type="radio"/> Specify (please do not use short forms)	2010-11 <input type="radio"/> Not yet finished <input type="radio"/> Not Applicable <input type="radio"/> 2011-12 <input type="radio"/>
3.7	Construction of new drinking water facility	Yes <input type="radio"/> No <input type="radio"/> Don't know <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> Don't know <input type="radio"/>	2009-10 <input type="radio"/> 2010-11 <input type="radio"/> Not yet finished <input type="radio"/> Not Applicable <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> Don't know <input type="radio"/>	2010-11 <input type="radio"/> Not yet finished <input type="radio"/> Not Applicable <input type="radio"/> 2011-12 <input type="radio"/>

	3.8	FY 2009-10	FY 2010-11	Comments
	<p>If there is a new drinking water facility where did the funds for it come from? (if no new drinking water facility, mark Not applicable)</p>	<p>SSA <input type="radio"/> Drinking water scheme of Central government <input type="radio"/> Panchayat <input type="radio"/> Health Department <input type="radio"/> Other <input type="radio"/> Specify (please do not use short forms) _____ Don't know <input type="radio"/> Not applicable <input type="radio"/></p>	<p>SSA <input type="radio"/> Drinking water scheme of Central government <input type="radio"/> Panchayat <input type="radio"/> Health Department <input type="radio"/> Other <input type="radio"/> Specify (please do not use short forms) _____ Don't know <input type="radio"/> Not applicable <input type="radio"/></p>	
3.9	<p>Has the community contributed towards the school?</p> <p>a. in Financial Year 2009-10</p> <p>b. in Financial Year 2010-11</p>	<p>Yes <input type="radio"/> No <input type="radio"/> Don't know <input type="radio"/></p>	<p>In what way</p> <p>Cash <input type="radio"/> Kind <input type="radio"/> Labour <input type="radio"/> Supervision/Monitoring <input type="radio"/> Other (Specify) <input type="radio"/> _____ Not Applicable <input type="radio"/></p>	
3.10	<p>Has the Panchayat contributed towards the school?</p> <p>a. in Financial Year 2009-10</p> <p>b. in Financial Year 2010-11</p>	<p>Yes <input type="radio"/> No <input type="radio"/> Don't know <input type="radio"/></p>	<p>In what way</p> <p>Cash <input type="radio"/> Kind <input type="radio"/> Labour <input type="radio"/> Supervision/Monitoring <input type="radio"/> Other (Specify) <input type="radio"/> _____ Not Applicable <input type="radio"/></p>	

		Financial Year 2009-10	Financial Year 2010-11
3.11	Is there a uniform scheme? (money, material)	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>
3.12	Are there any beneficiaries of this scheme in the school?	Yes <input type="radio"/> No <input type="radio"/> Don't know <input type="radio"/> Not Applicable <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> Don't know <input type="radio"/> Not Applicable <input type="radio"/>
3.13	Did all the eligible beneficiaries get the uniform in the school?	Yes <input type="radio"/> No <input type="radio"/> Don't know <input type="radio"/> Not Applicable <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> Don't know <input type="radio"/> Not Applicable <input type="radio"/>
3.14	When did the beneficiaries get the uniform?	___/20__ (write in MM/YYYY format) Don't know <input type="radio"/> Not Applicable <input type="radio"/>	___/20__ (write in MM/YYYY format) Don't know <input type="radio"/> Not Applicable <input type="radio"/>
3.15	Is there a textbook scheme?	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>
3.16	Are there any beneficiaries of this scheme in the school?	Yes <input type="radio"/> No <input type="radio"/> Don't know <input type="radio"/> Not Applicable <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> Don't know <input type="radio"/> Not Applicable <input type="radio"/>
3.17	Did all the eligible beneficiaries get the textbook in the school?	Yes <input type="radio"/> No <input type="radio"/> Don't know <input type="radio"/> Not Applicable <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> Don't know <input type="radio"/> Not Applicable <input type="radio"/>
3.18	When did the beneficiaries get the textbook?	___/20__ (write in MM/YYYY format) Don't know <input type="radio"/> Not Applicable <input type="radio"/>	___/20__ (write in MM/YYYY format) Don't know <input type="radio"/> Not Applicable <input type="radio"/>

Comments

Section 4 - Links with Administration

4.1	What is the name of the committee that looks after the management of the school? (<i>no short forms</i>)	
4.2	How often is a formal SMC/VSS/VEC/PTA meeting held?	Monthly <input type="radio"/> Once in 2-3 months <input type="radio"/> Once in 6 months <input type="radio"/> Once a year <input type="radio"/> Doesn't meet <input type="radio"/> Don't Know <input type="radio"/> Other (please specify) <input type="text"/>
4.3	How often are there meetings with the CRC's regarding school matters?	Fortnightly <input type="radio"/> Monthly <input type="radio"/> Once in 2-3 months <input type="radio"/> Once in 6 months <input type="radio"/> Doesn't meet <input type="radio"/> Don't Know <input type="radio"/> Other (please specify) <input type="text"/>
4.4	How often are there meetings with the BRC's regarding school matters?	Fortnightly <input type="radio"/> Monthly <input type="radio"/> Once in 2-3 months <input type="radio"/> Once in 6 months <input type="radio"/> Doesn't meet <input type="radio"/> Don't Know <input type="radio"/> Other (please specify) <input type="text"/>
4.5	Whom do you approach if small repairs are needed?	SMC <input type="radio"/> Cluster <input type="radio"/> Block <input type="radio"/> District <input type="radio"/> Panchayat <input type="radio"/>
4.6	Whom do you approach if teacher is frequently absent?	SMC <input type="radio"/> Cluster <input type="radio"/> Block <input type="radio"/> District <input type="radio"/> Panchayat <input type="radio"/>
4.7	Whom do you approach for funds related problems? (grants not coming on time)	SMC <input type="radio"/> Cluster <input type="radio"/> Block <input type="radio"/> District <input type="radio"/> Panchayat <input type="radio"/>

Section 5 - Bank Account related

5.1	How many bank accounts does the school have (total)?		
5.2	Does the school have a separate account for MDM?	Yes <input type="radio"/> No <input type="radio"/>	
5.3		Account 1	Account 2
5.3.1	Purpose	State <input type="radio"/> SSA <input type="radio"/> Others <input type="radio"/> (specify) _____	State <input type="radio"/> SSA <input type="radio"/> Others <input type="radio"/> (specify) _____
5.3.2 a	Name of the Bank		
5.3.2 b	Name of Bank location		
5.3.3	Distance (in km)	0-2 <input type="radio"/> 2-5 <input type="radio"/> 5-10 <input type="radio"/> 10-15 <input type="radio"/> Above 15 <input type="radio"/>	0-2 <input type="radio"/> 2-5 <input type="radio"/> 5-10 <input type="radio"/> 10-15 <input type="radio"/> Above 15 <input type="radio"/>
5.3.4	Frequency of the visit	Weekly <input type="radio"/> Fortnightly <input type="radio"/> Monthly <input type="radio"/> Once in 2-3 months <input type="radio"/> Once in 6 months <input type="radio"/> Once a year <input type="radio"/>	Weekly <input type="radio"/> Fortnightly <input type="radio"/> Monthly <input type="radio"/> Once in 2-3 months <input type="radio"/> Once in 6 months <input type="radio"/> Once a year <input type="radio"/>
5.3.5	Account holders posts	1. _____ 2. _____	1. _____ 2. _____

Section 6 – Grant information

6A – For FY 2009-10 (April 2009 to March 2010)

S.No	Grant	Instl. No. (receipt)	Date Received (dd/mm/yyyy)	Grant of which FY	Amount Received (Rs)	Instl. No. (spending)	Date Spent (dd/mm/yyyy)	Amount Spent (Rs)
PLEASE NOTE: if amount for multiple grants comes together, please get grant-wise information								
			__/__/20__	20__-__			__/__/20__	
			__/__/20__	20__-__			__/__/20__	
			__/__/20__	20__-__			__/__/20__	
			__/__/20__	20__-__			__/__/20__	
			__/__/20__	20__-__			__/__/20__	
			__/__/20__	20__-__			__/__/20__	
			__/__/20__	20__-__			__/__/20__	
			__/__/20__	20__-__			__/__/20__	
			__/__/20__	20__-__			__/__/20__	
			__/__/20__	20__-__			__/__/20__	
			__/__/20__	20__-__			__/__/20__	
			__/__/20__	20__-__			__/__/20__	
			__/__/20__	20__-__			__/__/20__	
			__/__/20__	20__-__			__/__/20__	
			__/__/20__	20__-__			__/__/20__	
			__/__/20__	20__-__			__/__/20__	
			__/__/20__	20__-__			__/__/20__	
			__/__/20__	20__-__			__/__/20__	

- Types of Grants**
- Teacher Grant (TLM)
 - School Grant (SDG/SFG)
 - 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
 - Research Evaluation
 - Contingency
 - Question Paper
 - Transportation Grant
 - CHT TLM
 - VEC
 - CRC Meeting

Types of Grants
(continued...)

S.No	Grant	Instl. No. (receipt)	Date Received (dd/mm/yyyy)	Grant of which FY	Amount Received (Rs)	Instl. No. (spending)	Date Spent (dd/mm/yyyy)	Amount Spent (Rs)
PLEASE NOTE: If amount for multiple grants comes together, please get grant-wise information								
			___/___/20__	20__-__			___/___/20__	
			___/___/20__	20__-__			___/___/20__	
			___/___/20__	20__-__			___/___/20__	
			___/___/20__	20__-__			___/___/20__	
			___/___/20__	20__-__			___/___/20__	
			___/___/20__	20__-__			___/___/20__	
			___/___/20__	20__-__			___/___/20__	
			___/___/20__	20__-__			___/___/20__	
			___/___/20__	20__-__			___/___/20__	
			___/___/20__	20__-__			___/___/20__	
			___/___/20__	20__-__			___/___/20__	
			___/___/20__	20__-__			___/___/20__	
			___/___/20__	20__-__			___/___/20__	
			___/___/20__	20__-__			___/___/20__	
			___/___/20__	20__-__			___/___/20__	
			___/___/20__	20__-__			___/___/20__	
			___/___/20__	20__-__			___/___/20__	

6B. For Financial Year 2010-11 (April 2010 - March 2011)

S.No	Grant	Instl. No. (receipt)	Date Received (dd/mm/yyyy)	Grant of which FY	Amount Received (Rs)	Instl. No. (spending)	Date Spent (dd/mm/yyyy)	Amount Spent (Rs)	Types of Grants
	PLEASE NOTE: If amount for multiple grants comes together, please get grant-wise information								
			___/___/20__	20__-___			___/___/20__		Teacher Grant (TLM) <input type="checkbox"/> School Grant (SDG/SFG) <input type="checkbox"/> School Maintenance Grant (SMG) <input type="checkbox"/> New Classroom <input type="checkbox"/> Major Repairs <input type="checkbox"/> Boundary wall <input type="checkbox"/> Library <input type="checkbox"/> Library books <input type="checkbox"/> Furniture <input type="checkbox"/> Room for HM <input type="checkbox"/> Kitchen shed <input type="checkbox"/> Drinking water <input type="checkbox"/> Girls Toilet <input type="checkbox"/> Toilet <input type="checkbox"/> Uniform <input type="checkbox"/> Textbook <input type="checkbox"/> Transport <input type="checkbox"/> SC Scholarships <input type="checkbox"/> ST Scholarships <input type="checkbox"/> Girls Scholarships <input type="checkbox"/> Economically weaker section Scholarships <input type="checkbox"/> Ramps <input type="checkbox"/> TLE <input type="checkbox"/> NPEGL <input type="checkbox"/> Research Evaluation <input type="checkbox"/> Contingency <input type="checkbox"/> Question Paper <input type="checkbox"/> Transportation Grant <input type="checkbox"/> CHT TLM <input type="checkbox"/> VEC <input type="checkbox"/> CRC Meeting <input type="checkbox"/>
			___/___/20__	20__-___			___/___/20__		
			___/___/20__	20__-___			___/___/20__		
			___/___/20__	20__-___			___/___/20__		
			___/___/20__	20__-___			___/___/20__		
			___/___/20__	20__-___			___/___/20__		
			___/___/20__	20__-___			___/___/20__		
			___/___/20__	20__-___			___/___/20__		
			___/___/20__	20__-___			___/___/20__		
			___/___/20__	20__-___			___/___/20__		
			___/___/20__	20__-___			___/___/20__		
			___/___/20__	20__-___			___/___/20__		
			___/___/20__	20__-___			___/___/20__		
			___/___/20__	20__-___			___/___/20__		
			___/___/20__	20__-___			___/___/20__		

S.No	Grant	Instl. No. (receipt)	Date Received (dd/mm/yyyy)	Grant of which FY	Amount Received (Rs)	Instl. No. (spending)	Date Spent (dd/mm/yyyy)	Amount Spent (Rs)
PLEASE NOTE: If amount for multiple grants comes together, please get grant-wise information								
			__/__/20	20__-__			__/__/20	
			__/__/20	20__-__			__/__/20	
			__/__/20	20__-__			__/__/20	
			__/__/20	20__-__			__/__/20	
			__/__/20	20__-__			__/__/20	
			__/__/20	20__-__			__/__/20	
			__/__/20	20__-__			__/__/20	
			__/__/20	20__-__			__/__/20	
			__/__/20	20__-__			__/__/20	
			__/__/20	20__-__			__/__/20	
			__/__/20	20__-__			__/__/20	
			__/__/20	20__-__			__/__/20	
			__/__/20	20__-__			__/__/20	
			__/__/20	20__-__			__/__/20	
			__/__/20	20__-__			__/__/20	
			__/__/20	20__-__			__/__/20	
			__/__/20	20__-__			__/__/20	
			__/__/20	20__-__			__/__/20	
			__/__/20	20__-__			__/__/20	
			__/__/20	20__-__			__/__/20	

Types of Grants (continued...)

Section 7 - Access to Financial Information

	Account 1 _____	Account 2 _____	Account 3 _____
7.1	Opening Balance as on 1 st April 2009		
7.2	Opening Balance as on 1 st April 2010		
7.3	Closing Balance as on 31 st March 2011		
7.4	Date of last transaction	___/___/20__ (write in dd/mm/yyyy)	___/___/20__ (write in dd/mm/yyyy)

Section 8 – Observation Sheet

8.1 – Facilities in the school

8.1.1	Is there an anganwadi in the school?	Yes <input type="radio"/> No <input type="radio"/>
8.1.2	If there is an anganwadi, is there a separate room for the anganwadi in the school?	Yes <input type="radio"/> No <input type="radio"/> N.A. <input type="radio"/>
8.1.3	Is there a separate Headmaster room in the school?	Yes <input type="radio"/> No <input type="radio"/>
8.1.4	Total number of classrooms in the school (excluding HM room, anganwadi room & kitchen shed)	
8.1.5	Total number of classrooms being used for non-teaching purposes	
8.1.6	Did you see a boundary wall or fencing?	Yes <input type="radio"/> No <input type="radio"/>
8.1.7	If there was a boundary wall/fencing was it complete?	Yes <input type="radio"/> No <input type="radio"/> N.A. <input type="radio"/>
8.1.8	Did you see a playground?	Yes <input type="radio"/> No <input type="radio"/>
8.1.9	Did you see any library books in the school? (<i>newspaper, magazines, books on all subjects other than textbooks including story books</i>)	Yes <input type="radio"/> No <input type="radio"/>
8.1.10	Is there a separate room for the library?	Yes <input type="radio"/> No <input type="radio"/>
8.1.11	Did you see a hand pump or tap?	Yes <input type="radio"/> No <input type="radio"/>
8.1.12	If there is a hand pump/tap, could you use it to drink water?	Yes <input type="radio"/> No <input type="radio"/> N.A. <input type="radio"/>
8.1.13	If there is no hand pump/tap or if it's not usable, was drinking water available in the school?	Yes <input type="radio"/> No <input type="radio"/> N.A. <input type="radio"/>
8.1.14	Apart from textbooks did you see any other learning material (e.g. charts, globe etc.)	Yes <input type="radio"/> No <input type="radio"/>
8.1.15	Did you see usable blackboards in every classroom?	Yes <input type="radio"/> No <input type="radio"/> N.A. <input type="radio"/>
8.1.16	Did you see all the students sitting inside a classroom?	Yes <input type="radio"/> No <input type="radio"/> N.A. <input type="radio"/>
8.1.17	Are there children from different standards sitting in the same classroom?	Yes <input type="radio"/> No <input type="radio"/> N.A. <input type="radio"/>

8.2- Display Boards

	Is there a display board for:	Is the board in a public place?			Is it up to date? (information for 2010-11)		
8.2.1	Grant information	Yes <input type="radio"/> No <input type="radio"/>	No <input type="radio"/> N.A <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> N.A <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> N.A <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> N.A <input type="radio"/>
8.2.2	Teacher attendance	Yes <input type="radio"/> No <input type="radio"/>	No <input type="radio"/> N.A <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> N.A <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> N.A <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> N.A <input type="radio"/>
8.2.3	Mid day meal	Yes <input type="radio"/> No <input type="radio"/>	No <input type="radio"/> N.A <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> N.A <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> N.A <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> N.A <input type="radio"/>

Section 9 - Toilets (by observation)

		Girl		Boy		Common		Teacher	
9.1	Is there a toilet?	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>
9.2	If there is a toilet was it?	Locked <input type="radio"/> Unlocked <input type="radio"/> N.A <input type="radio"/>	Locked <input type="radio"/> Unlocked <input type="radio"/> N.A <input type="radio"/>	Locked <input type="radio"/> Unlocked <input type="radio"/> N.A <input type="radio"/>	Locked <input type="radio"/> Unlocked <input type="radio"/> N.A <input type="radio"/>	Locked <input type="radio"/> Unlocked <input type="radio"/> N.A <input type="radio"/>	Locked <input type="radio"/> Unlocked <input type="radio"/> N.A <input type="radio"/>	Locked <input type="radio"/> Unlocked <input type="radio"/> N.A <input type="radio"/>	Locked <input type="radio"/> Unlocked <input type="radio"/> N.A <input type="radio"/>
9.3	If there is a toilet and you could examine it, was it in a usable condition?	Yes <input type="radio"/> No <input type="radio"/> NA <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> NA <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> NA <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> NA <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> NA <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> NA <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> NA <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/> NA <input type="radio"/>

Section 10: TO BE FILLED BY THE SURVEYORS

	Account 1 _____	Account 2 _____	Account 3 _____
10			
10.1	Did you fill the grant information? <i>(if yes, go to 10.3)</i>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>
10.2	If no, then why?		
10.3	If yes, how did you fill the grant information?	Utilization Certificates <input type="radio"/> Passbook <input type="radio"/> Cashbook <input type="radio"/> Recall <input type="radio"/>	Utilization Certificates <input type="radio"/> Passbook <input type="radio"/> Cashbook <input type="radio"/> Recall <input type="radio"/>
10.4	Where was the passbook?	Lying in the school <input type="radio"/> With the Head Master <input type="radio"/> Other <input type="radio"/>	Lying in the school <input type="radio"/> With the Head Master <input type="radio"/> Other <input type="radio"/>
10.5	Did you see the passbook?	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>
10.6	If no, why?		

COMMENTS

End time of survey _____

Respondent's contact number _____



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