

Analysis of Government Education in Chandigarh: A calculation of Per Capita Expenditure

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Introduction

This project aims to analyze the efficiency and the efficacy of government spending on education in the Union Territory of Chandigarh, with special regard to elementary and secondary education. It calculates per capita expenditure on education in schools, with disaggregates of elementary and secondary per capita education expenditure.

The Elementary education system in India is the second largest in the world. The 10+2 system is the system adopted by all the states/UT's in the nation. Education in India is basically divided into four stages, although there still exist variations in the number of classes constituting the Primary, Upper Primary, High and Higher Secondary school stages, age for admission to class I, medium of instruction, public examinations, teaching of Hindi and English, number of working days in a year, academic session, vacation periods, fee structure, and compulsory education. With specific regard to the Union Territory of Chandigarh, primary education consists of standard I-V, middle education of standard VI-VIII, secondary education of standard IX-X and senior secondary education of standard XI-XII. Elementary education is from standard I-VIII, secondary from IX-X and senior secondary from XI-XII. The minimum age for admission into primary school is 6+. Teaching of Hindi and English is compulsory, and there is no minimum age prescribed for writing of secondary education (standard X) examinations. This is in contrast with most other states/UT's where this varies between 14+ and 16+ years.

Chandigarh has come a long way in the education scenario, with an overall literacy rate of 81.76%¹, as covered by the 2001 census, which is considerably higher than the nation wide average of 65%. Its rural-urban literacy split is also suggestive of a relatively efficient education system, the figures being, again, considerably greater than the national average.

School structure in Chandigarh

As in most states in the country, schools in Chandigarh can be classified into private, government and centrally sponsored schools. In the third category come Navodaya Vidyalayas (1), and Kendriya Vidyalayas (8). Currently, there are 105 government schools and around 40 private schools in Chandigarh²

There are two boards functioning in the union territory of Chandigarh, the Central Board of Secondary Education (CBSE) and the Indian School Certificate (ISC). Of these boards, the CBSE incorporates both government and private schools, whereas the ISC board has only private schools attached to it. As on 2004-5, there are 28 government and 17 private schools (Senior Secondary) and 104 government and 36 private schools (Secondary) under the CBSE board, and 5 private schools under the ISC Board.

¹ About Chandigarh. http://sampark.chd.nic.in/pls/esampark_web/chandigarh. Accessed on 13 June, 2005

² District Education Officer. 10 June, 2005. Memo No. DEO/UT/Stat/2005/6891-93. Statistics Division, District Education Office. Chandigarh

Government Schools in Chandigarh: An overview

Government schools in Chandigarh are funded entirely directly by the Central Government and Government grants, along with nominal fee collections (A student pays around Rs 20 per month at a premium government schools, even this nominal fee has substantial subsidies and discounts attached) and endowments. Details of this funding can be seen in the Detailed Demand for Grants Documents, which is a budget estimate put forth to the Lok Sabha on an annual basis, as well as the financial statements of the District Education Office, U.T Secretariat.

Government Schools in Chandigarh are uniformly under the CBSE system. But, they also administer a board examination at the Standard VIII as well as the standard V level, which is conducted by the Union Territory Board of Chandigarh. This board holds this exam at all Government Schools and serves as a standard for academically weaker students to measure up to before they are allowed to sit for CBSE board examinations. This is a unique and efficient system; as it effectively screens out incompetent students at the standard IX level itself, leading to better results. Criticism of this include that it is not strictly necessary, and therefore is unwarranted expense, it is administered too early (the age of ten) and that it serves as discouragement to weak students to the continuance of education.³ The UT board follows CBSE syllabus, but has a separate board of paper-setters. The exam procedures are handled by the District Education Office. Admission procedures in government schools are centralized, as are teacher recruitments. The DEO handles all admissions, which (especially at the standard XI level) are accorded strictly on merit and preference bases.

Subsidies: Even with the nominal fees, there are many subsidies granted at government schools. Girl children are educated at zero tuition fees from standard I through standard XII. Admission fees are waived for girl students from standard I to standard V. Students belonging to SC/ST classes are given a 50% subsidy on both tuition and admission fees through classes I-XII. Merit awards and scholarships are awarded to deserving students.

Method of Funding: Even though the funding for Government schools is done by the Central Government, it has to go through the District Education Office and the Directorate of Public Instruction. Funds up to Rs 5000 are at the discretion of the Principal, and any amount exceeding that has to be appealed for by the school to the District Education Office (DEO). The DEO checks the demand, and if approved, forwards it to the Directorate of Public Instruction (DPI), which draws the funds and sends it to the school. The whole process takes between one to two weeks. An audit is conducted every three years to regulate spending and introduce accountability into the system.

Model Schools vs. Non-Model Schools: There are two types of government schools in Chandigarh, Model and Non- Model. Both of these come under the CBSE Board, and differ principally in the medium of instruction (English in Model schools and Hindi and Punjabi in non-Model schools). There are 47 Model and 57 non-Model schools in Chandigarh. It is seen that the results of these schools are drastically different, with model schools on par with private schools and non-Model schools putting in a pretty dismal performance (see table). The two kinds of

³ Sharma, C M. 2005. Interview by author. Verbal Interview. Jawahar Navodaya Vidyalaya, Sector 25, Chandigarh. June 28, 2005

schools are, however, regulated by the same authorities and receive roughly the same amount in the form of government grants and aid.

	Non-Model Schools	Model Schools	Total
Pass Percentage	65.61	87.52	74.61
Candidates appeared	7049	4951	12000
No. Passed	4686	4354	9040
No. Failed	2363	597	2960

(Results of the Standard VIII examination conducted by the UT Board 2005)⁴

Sarva Shiksha Abhiyaan

“Sarva Shiksha Abhiyan (SSA) is Government of India's flagship programme for achievement of Universalisation of Elementary Education (UEE) in a time bound manner, as mandated by 86th amendment to the Constitution of India making free and compulsory Education to the Children of 6-14 years age group, a Fundamental Right.”⁵ SSA has been implemented in the Union Territory of Chandigarh since 2003-4. There are over 400 SSA centres across the city, but there are no specific schools funded by this scheme. Rather, this scheme involves volunteers and part time teachers to spread awareness about the necessity for elementary education to the people of Chandigarh. Schools lacking teachers are provided with extra teachers, workshops and other teacher training programs are conducted, and computer literacy encouraged. The volunteers work mainly in slum areas and other financially backward areas and conduct programs like evening classes for adults, free extra coaching etc. An average SSA volunteer is paid Rs 8000 a month for services rendered. This payment is funded directly under the Centrally sponsored SSA scheme. SSA approvals for the year 2003-4 for the Union Territory of Chandigarh were Rs 598.77 lacs.⁶

Jawahar Navodaya Vidyalayas

Jawahar Navodaya Vidyalayas are a unique initiative of the Central Government to promote higher education among the rural talented children. They were launched in 1985 as the brainchild of Rajiv Gandhi and the aim was the setting up of a JNV in every district of the country. So far, there have been 510 JNV's set up across the country. JNV's offer education at standard VI-XII level and 75% of their seats are reserved for rural children and the only criterion for admission is an entrance test at the standard VI level that is conducted by the CBSE.

JNV Chandigarh is among the top JNV's in the nation, with consistently good results over the past five years. It is affiliated to the CBSE Board and is a 100% residential school. It is 100% funded by the Government, i.e. the students pay no fees for academics, boarding, lodging and the like. It comes directly under the Ministry of Human Resource Development and is thus not required to go through the state/UT education department. It does not, therefore, administer the standard V and VIII examinations conducted by the UT Board. A brief profile of JNV Chandigarh is attached in the appendix.

⁴ Tribune Correspondents. 2 April, 2005. *The Tribune*. Chandigarh Edition.

⁵ Mission statement, Sarva Shiksha Abhiyaan, Government of India

⁶ Data from table of SSA approvals, <http://ssa.nic.in>. Accessed on June 15, 2005.

An interesting policy of the JNV's is the student exchange program adopted in standard IX. 30% of the children are chosen on a lot basis and are sent for a years study to a sister JNV across the country. This is a free program conducted in the interests of cultural exchange and exposure!

Kendriya Vidyalayas

This is another initiative of the Central Government to cater to the educational needs of the children of Central Government employees. It is an attempt to provide uniform education to these children whose parents are subject to frequent transfers, and is now open to civilians as well. Kendriya Vidyalayas also come straight under the Ministry of Human Resource Development and are 100% government funded, i.e. the students are required to pay minimum tuition fees. They provide education at standard I-XII level. There are eight KV's in Chandigarh. A brief profile of the KV's in Chandigarh is provided at the appendix.

Questions to be answered

The first question to be answered is "What constitutes expenditure on education?" While the expenditure by the Department of Education does form a major chunk of education expenditure, the other departments like the Ministry of Home Affairs, and the Department of Welfare also spend on education. These figures are significant when it comes to the calculation of overall expenditure on education.

The second question is, is this expenditure justified? How much, on average, does it *actually* cost to provide children with education of the quality provided by government schools? Does this figure match the per capita estimated and actually spent amount? In this regard, an educated comparison with the expenditure of an average private school may prove useful. This study evaluates the per capita expenditure of 5 prominent private schools in Chandigarh and compares the government figure so obtained.

What are the trends in the results of these schools? A surprising figure obtained from the CBSE Regional Office, Chandigarh, says that in the academic year 2004-5, the pass percentages in standard XII in government schools in the U.T was 85.64%, which is almost 5% *more* than in private schools (79.19%)⁷. This is in contrast with CBSE results in almost every other part of the nation in 2004-5. What are the possible reasons for this? Interviews with Meenakshi Mohindra, the principal of a leading private school in Chandigarh, C M Sharma, Principal of JNV Chandigarh and A K Malhotra, Office-in-charge, GMHSS – 16, throw some light on this. What are the trends in the other indicators of school performance like drop out ratios, and teacher student ratios?

In contrast, the CBSE Standard X results for the academic year 2004-5 are reverse indicators. The pass percentage for government schools is 56.64% as contrasted with 85.81% for private schools⁸. What does this indicate? Why is there such a large discrepancy between secondary and senior secondary education?

This project hopes to analyze and answer all these questions. Data with regard to enrolment ratios, pass percentages, and trends in the same are examined and analyzed. Also, data with regard to government expenditure on education is derived from the Detailed Demand for Grants

⁷ 2005. Press note issued by CBSE. 19 May, 2005. CBSE Regional Office, Chandigarh

⁸ 2005. Press note issued by CBSE. 19 May, 2005. CBSE Regional Office, Chandigarh

documents for the years 1999-00 to 2005-6 and imputed into the calculation of per capita expenditure.

Demand for Grants

In pursuance of Article 113 of the Constitution, the estimates of expenditures from the Consolidated Fund are submitted in the form of the Demand for Grants documents. For Union Territories without legislature (such as Chandigarh), a separate Demand is presented. Each Demand normally includes the total provisions required for a service, that is, provisions on account of revenue expenditure, capital expenditure, grants and also loans and advances relating to the service. Two kinds of expenditure is shown in the Demand for Grants, "voted" and "charged". "Voted" expenditure is that which requires parliamentary vote and "charged" expenditure is that which does not. It contains the estimated demand for the forthcoming financial year, as well as the actual amount spent in the previous financial year, and the estimates and the revised estimates in the current financial year. It lists out each Departments spending, and goes into details of the scheme for which the amount is being spent, as well as the break up of the spending under each scheme. Expenditure is also classified into "plan" and "non-plan". Capital expenditure such as building and major works comes under Plan expenditure, whereas teacher's salaries and other recurring expenditure come under non-plan.

The analysis

The first question that will be addressed is what determines expenditure on education? This project uses the following as the base expenditures on education. These are derived from the Demand for Grants documents.

Expenditure on Primary Education

1. Expenditure by the Ministry of Home Affairs on Education: (Major Head 2202, 01.227) Scholarships, and Scholarships and Stipends to children of Vulnerable groups among SC's
2. Expenditure by the Department of Elementary Education And Literacy (Major Head 2202) on Direction and Administration: Salaries, Medical Treatment (if applicable), office expenses, rent, rates, taxes, publication, supplies and material, scholarships and stipends and other charges.
3. Expenditure by the Department of Elementary Education And Literacy (Major Head 2202, 01.102) on Assistance to Non-Government Primary Schools, by way of Grants in aid
4. Expenditure by the Department of Elementary Education And Literacy (Major Head 2202, 02 on the State Institute of Education, Sector 32, Salaries, Medical Treatment, Office Expenses and Publication.
5. Expenditure by the Department of Elementary Education And Literacy (Major Head 2202, 01.800) on Other expenditure and Other Schemes
6. Expenditure by the Department of Elementary Education And Literacy (Major Head 2236, 02.102) on mid day meals
7. Capital Expenditure on Building and Major Works (Major Head 4402)

Expenditure on Secondary Education

8. Expenditure by the Department Of Secondary And Higher Education (Major Head 2202, 02.101) on Inspection: Establishment, salaries, medical treatment and office expenses
9. Expenditure by the Department Of Secondary And Higher Education (Major Head 2202, 02.109) on Government Secondary Schools: Salaries, Medical Treatment, Office Expenses, supplies and material

10. Expenditure by the Department Of Secondary And Higher Education (Major Head 2202, 02.110) on Assistance to Non-Govt Secondary Schools by way of grants in aid.
11. Expenditure by the Department Of Secondary And Higher Education (Major Head 2202, 02.107 on State Merit Scholarships
12. Expenditure by the Department Of Secondary And Higher Education (Major Head 2202, 02.800) on Other Expenditure, Teachers Training, Lump Service, and Vocational Courses
13. Capital Expenditure by the Department of Education (Major Head 4202) on Major Works, Elementary and Secondary Schools.

Thus, with these estimates the total actual expenditure on education was calculated for the years 2003-4, 2002-3 and 2001-2 and the total estimated expenditure for the years 2005-6, 2004-5 and 2003-4, split up for primary and secondary education

Expenditure <i>(All data in thousands of Rupees)</i>	2005-6	2004-5	2003-4	2002-3	2001-2	2000-1
Estimate (Primary)	533375	438110	395474	332530	315124	309299
Estimate (Secondary)	340650	314648	285480	271810	256370	252498
Estimate (Total)	874025	752758	680954	604340	571494	561797
Actual (Primary)	NA	NA	414181	363758	310415	300977
Actual (Secondary)	NA	NA	296129	287352	255920	256976
Actual (Total)	NA	NA	710310	651110	566335	557953

Enrolment information for Government Schools in Chandigarh is given below⁹

Year	Standard	Boys	Girls	Total
2000-1	Pre Primary	2833	2259	5092
	I-V	22510	19774	42284
	VI-X	21698	19956	41654
	XI-XII	5613	6591	12204
	PP-VIII	46487	41125	87612
2001-2	IX-XII	6167	7455	13622
	Pre Primary	2816	2299	5115
	I-V	21198	18614	39812
	VI-X	21918	20001	41919
	XI-XII	5548	6337	11885
2002-3	PP-VIII	43285	38640	81925
	IX-XII	8195	8611	16806
	Pre Primary	3212	2563	5775
	I-V	23818	20805	44623
	VI-X	21149	19430	40579
2003-4	XI-XII	5869	6562	12431
	PP-VIII	40673	35781	76454
	IX-XII	13375	13579	26954
	Pre Primary	-	-	
	I-V	21778	18594	40372
	VI-X	24109	21892	46001

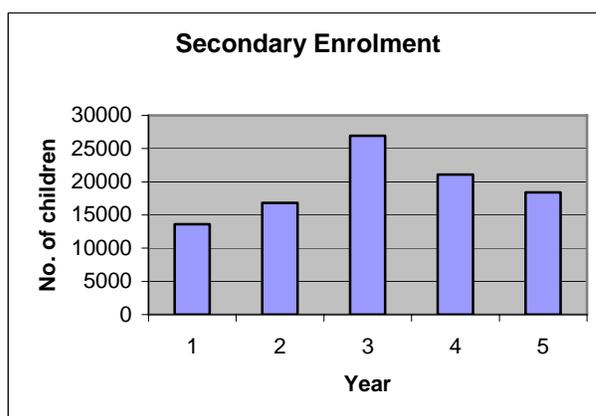
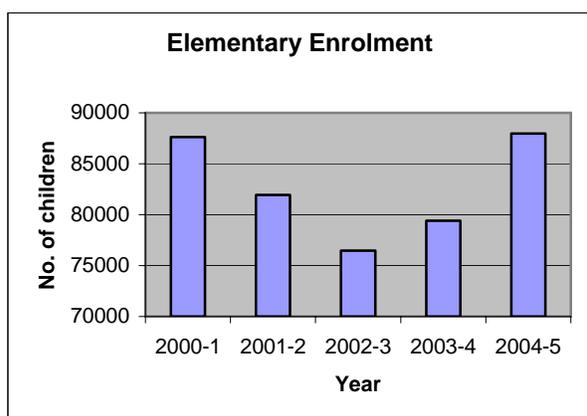
⁹ Statistics of Education in States: Numerical Data, Form ES-I, Ministry of HRD, Government of India

	XI-XII	6912	7220	14132
	PP-VIII	42659	36749	79408
	IX-XII	10140	10957	21097
2004-5	Pre Primary	-	-	-
	I-V	21950	21237	43187
	VI-VIII	24244	20528	44772
	IX-X	1960	2596	4556
	XI-XII	8409	5421	13830
	I-VIII	46194	41765	87959
	IX-XII	10369	8017	18386

Per Capita Expenditure (Rupees per year)

Secondary Education	2004-5	2003-4	2002-3	2001-2	2000-1
Estimates	314648	285480	271810	256370	252498
Actuals	NA	296129	287352	255920	256976
Secondary Enrolment	17498	21097	24806	16806	13622
Estimate PCE	17981.94	13531.78	10957.43	15254.67	18536.04
Actual PCE	NA	14036.55	11583.97	15227.89	18864.78
Elementary Education					
Total Expenditure Estimates	438110	395474	332530	315124	309299
Total Expenditure Actuals	NA	414181	363758	310415	300977
Elementary Enrolment	87959	79408	73507	81925	87612
Estimate PCE	4980.843	4980.279	4523.787	3846.494	3530.327
Actual PCE	NA	5215.86	4948.617	3789.014	3435.34
Total Education					
Total Expenditure Estimates	752758	680954	604340	571494	561797
Total Expenditure Actuals	NA	710310	651110	566335	557953
Total Enrolment	106345	110495	98313	98731	101234
Estimate PCE	7078.452	6162.758	6147.102	5788.395	5549.489
Actual PCE	NA	6428.436	6622.827	5736.142	5511.518

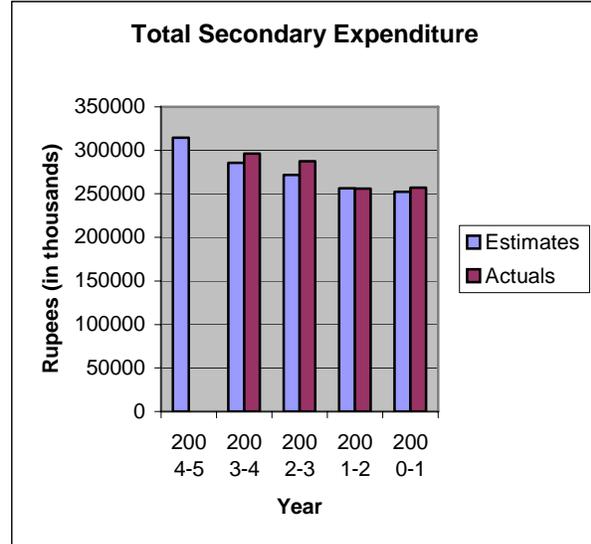
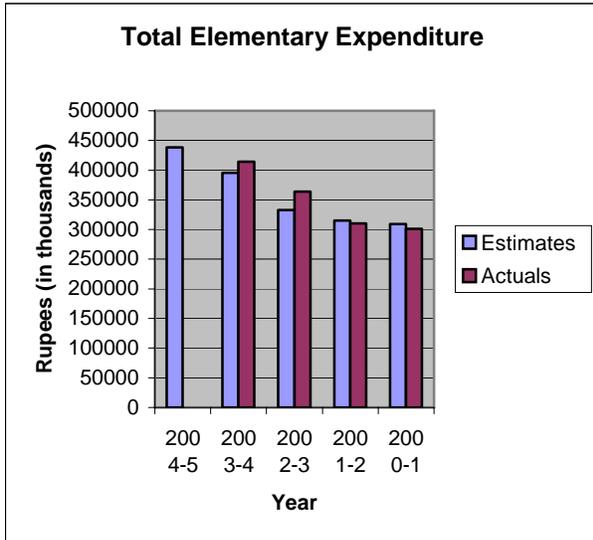
Trends in enrolment



Source: District Education Office, Chandigarh

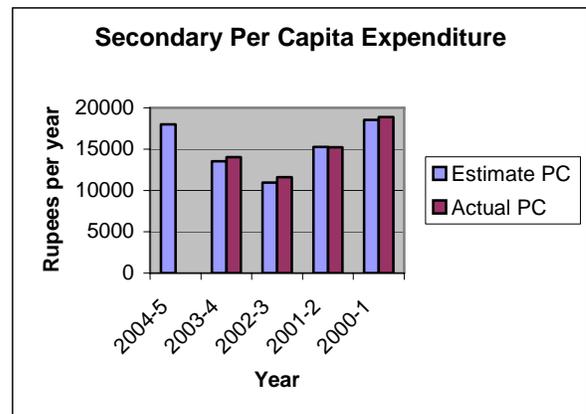
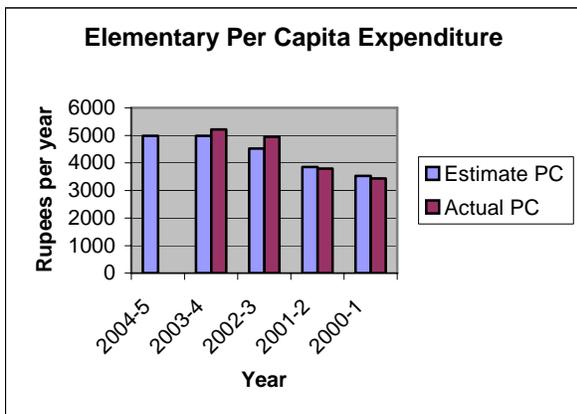
As can be seen from the graphs, enrolment in Chandigarh has been fluctuating pretty wildly, with secondary enrolment reaching a peak, whereas elementary enrolment dipping to a trough.

Trends in total expenditure and per capita expenditure



Source: District Education Office, Chandigarh

The government has clearly been factoring in enrolment trends in both budgeted and actual expenditures. It has been raising expenditures constantly, both in the elementary and secondary sections. The rise in secondary expenditure can be accounted for by the theory of *adaptive expectations*. Expenditure is generally budgeted on the basis of last year's enrolment figures, as the estimates are calculated on 31st March and enrolment on 30th September of any given year. The government was unable to predict the extent of the rise in enrolment and therefore kept raising the expenditure, but could not keep up with the rise in enrolment (as is shown by the secondary PCE graphs). When there was a fall in 2003-4 and 4-5, the government actually expected a rise in enrolment, and therefore the Per Capita Expenditure rose.



Source: District Education Office, Chandigarh

It can be seen that per capita expenditure on elementary education has been rising in the period 2000-2002, and then has remained more or less constant. In contrast, per capita expenditure on secondary education is more or less proportional to the enrolment graph, total expenditure increasing at a constant pace, with allowances for inflation.

The second question to be examined is, is this expenditure justified? This is a subjective question and thus, can be addressed in a variety of ways, including comparison to private schools, quality of education, efficiency of expenditure, and measures of quality of spending such as infrastructure.

The first aspect that will be dealt with is a comparison with a private school. The case study adopted for the same is Devan Aggarwal Bhavan Vidyalaya, a leading private school in Chandigarh, affiliated to the Bharatiya Vidya Bhavan Trust and the Central Board of Secondary Education. A brief overview of this school, its functioning and why it is suitable for the case study is provided below

Devan Aggarwal Bhavan Vidyalaya: Established in 1983, this school has an excellent academic record with a cent percent pass in standard X and XII for the past years and a 98.5% pass percentage overall (across all classes). It has two cells, one for the mentally handicapped and the other for slum children that are fully subsidized. The school does not receive any grants or aids from the government, and is thus fully autonomous. In the academic year 2004-5, the annual expenditure of the school was Rs 126.62 lacs, which works out to a per capita expenditure of Rs 7673.88 per year (inclusive of the two Cells, which have 150 students) or Rs 9044.28 per year (exclusive of the two cells)

Thus, it can be seen that, in Chandigarh, a ballpark estimate shows that government spending on education is sufficiently lower than private spending, so when fees, PTA funds etc are incorporated, the two figures are comparable. Most Model schools have an active PTA, and funds are drawn from here to meet school requirements that are not sanctioned by the Government, or are in addition to sanctioned funds.

The next question that will be addressed is what is the quality of education provided in these government schools? To answer this, we first need to ask ourselves what the possible indicators for quality of education in schools are. Indicators that suggest themselves are pass percentages and enrolment ratios and pupil teacher ratios. Given below are the pass percentages of model and non-Model government schools for standard X and XII (academic year 2000-2001 to 2004-2005)¹⁰ and private schools for the academic year 2004-5¹¹

Standard	Government	Private
X	56.64%	85.61%
XII	85.64%	79.19%

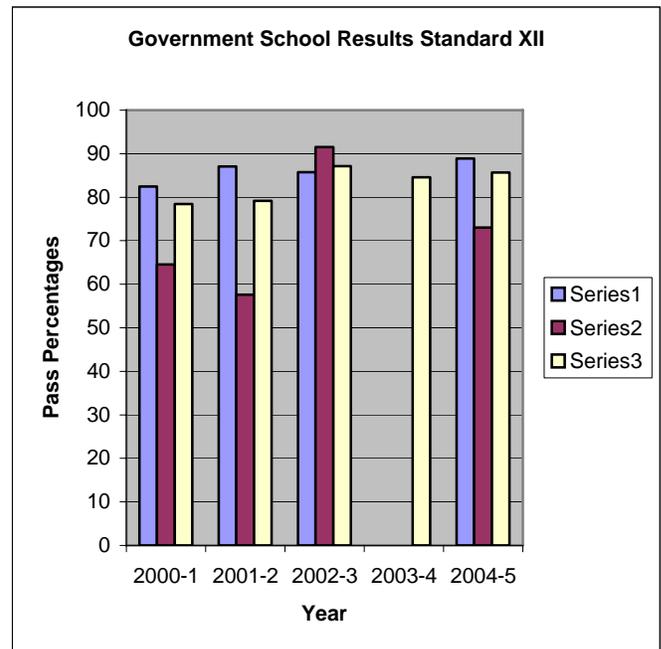
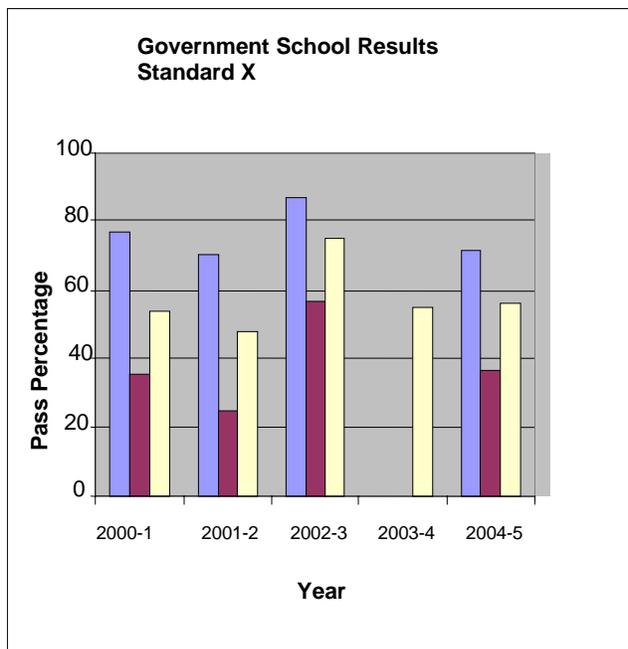
Year	Type of School	Standard	Appeared	Passed	Pass Percentage
2000-2001	Model	X	2409	1843	76.50
	Non-Model	X	2990	1045	34.95
	Total	X	5399	2888	53.49
	Model	XII	4305	3551	82.49
	Non-Model	XII	1263	815	64.53

¹⁰ Statistics Division, DE Office, UT of Chandigarh

¹¹ 2005. Press note issued by CBSE. 19 May, 2005. CBSE Regional Office, Chandigarh

	Total	XII	5568	4366	78.41
2001-2002	Model	X	3009	2115	70.29
	Non-Model	X	2870	703	24.49
	Total	X	5879	2818	47.93
	Model	XII	4086	3558	87.08
	Non-Model	XII	1504	866	57.58
	Total	XII	5590	4424	79.14
2002-2003	Model	X	2738	2382	87.00
	Non-Model	X	1648	936	56.80
	Total	X	4386	3318	75.65
	Model	XII	3761	3226	85.76
	Non-Model	XII	1140	1043	91.49
	Total	XII	4901	4269	87.10
2003-2004	Model	X	NA	NA	NA
	Non-Model	X	NA	NA	NA
	Total	X	5601	3070	54.81
	Model	XII	NA	NA	NA
	Non-Model	XII	NA	NA	NA
	Total	XII	6269	5304	84.60
2004-2005	Model	X	3264	2348	71.94
	Non-Model	X	2519	928	36.84
	Total	X	5783	3276	56.65
	Model	XII	4432	3941	88.92
	Non-Model	XII	1153	842	73.03
	Total	XII	5585	4783	85.64

The results are presented graphically as follows:



Series 1: Model Schools, Series 2: Non-Model Schools, Series 3: Average of the two

Source: District Education Office, Chandigarh

What are the possible reasons for the observed trends in the standard XII pass percentages in 2004-5? Ms. Meenakshi Mohindra, Principal of Devan Aggarwal Bhavan Vidyalyaya, points out the following reasons

1. There are 19 Model Schools offering Senior Secondary Education, while only 9 non-Model schools do so. Moreover, the non-Model schools offer only the Arts stream, whereas the Model schools offer Science, Commerce and Arts streams. Hence, due to greater facilities available, results are also better at the senior secondary level.
2. Inadequate salaries accorded to private school teachers, the Govt norm for a teacher's salary at the senior secondary level is a meagre Rs 6500 a month, which is the amount quoted and paid to most private school teachers. And as Ms. Mohindra succinctly put it, "If you pay peanuts, all you're going to get is monkeys!" Total Quality Management cannot be achieved at minimal costs!
3. Govt School teachers get added perks as well as job stability and security, while private schools have a "hire and fire" policy.
4. Private schools often hire poor quality staff as the authorities are generally autonomous and can use their discretion to hire staff. This leads to a bias when it comes to staff selection and ambiguous uncles and nephews are granted plush jobs.
5. Also, private schools have strict rules with regard to attendance requirements. Students find it difficult to meet these, especially in standards XI and XII where entrance exam preparation is given priority. Hence, after standard X, many students migrate over to government schools, which are more lax in their attendance requirements in order to prepare well. These are students with the benefit of a private school education up to Std. X and therefore lead to better results at the standard XII level.

But what about the standard X results? Why are they so much better for private schools vis-à-vis government schools in Chandigarh? Suggested reasons are

1. Even though Model Government schools seem to be doing their job at producing results, non-Model schools show extremely poor results, thereby dragging the average down. There are 39 Model and 37 Non-Model schools offering education at the standard X level, which works out to a pretty even enrolment split.
2. Universal Retention Policy (URP) of the Government: This policy, introduced in 1992, and re-introduced as part of the Sarva Shiksha Abhiyaan (SSA) scheme of the Government, says that until standard V, no student can be made to fail at any class. This is useful in theory, but in practice, students who have not received or are not capable of a certain minimum level of basic education are also made to pass, leading to the formation of a huge backlog of ignorance. This reflects in classes VI-X and is generally weeded out at the board exam level, as the U.T Board exams are slightly lenient.
3. Poor attendance levels of both students and teachers
4. Non-academic responsibilities of teachers: With special regard to Chandigarh U.T, Ms. Mohindra said that government school teachers are given a host of non-academic responsibilities, including Census duty and Election duty. This makes it all the more difficult for them to give their 100% to the school and its activities.
5. Job security: This actually acts as a deterrent towards performance, as there is no incentive to provide better results.
6. However, even though job security exists, mid-session transfers and dislocation of staff lead to unsettling atmospheres in schools and deters performance.

Thus, with regard to quality of education, it can be concluded that Model school results are comparable to private schools, whereas Non-Model schools lag behind.

Model Schools vs Non-Model Schools: Why the difference in performance?

Peripherally, the facilities and amenities available to Model and Non- Model schools in Chandigarh are the same, but the results are strikingly contrast, as is evident in the above tables. Why this difference? The Director of Public Instruction, D. P. Mangat, offers possible reasons

1. Lack of motivation among both teachers and students
2. Students of non-Model schools are from relatively poorer sections of society. They do not get proper guidance at home. For them, education has no, or little, significance. This is not all. Children go away to their native villages for about four to five months in the middle of the session for farming and other chores, breaking the link.
3. The medium of instruction in non-Model schools is Hindi or Punjabi. A growing increase in the awareness of people with respect to the importance of English leads to a higher popularity for Model Schools.
4. Senior Secondary facilities at non-Model schools are relatively poorer, with Science and Commerce streams not being offered, only Arts. Also, the absolute number of non-Model schools offering education at the Senior Secondary level is relatively less.
5. Poorer facilities and infrastructure: The computer literacy drive launched in 2000 did not take off in non-Model schools due to lack of interest and drive
6. Low attendance rates due to lack of regulation and attendance requirements
7. There is generally a well-run PTA in most Model schools, which non-Model schools are unable to have due to the financial backwardness of the students that attend them. Thus, regulation by the PTA is noticeably missing in non-Model schools.
8. Peripheral facilities like sports, music, and theatre are lacking in non-Model schools as compared to Model schools. As Ram Kumar Sharma, Principal, GMHSS -16 says, "These are critical to the overall development of a child's personality"

What is being done to rectify this?

The Education Department of the UT Government is in the process of taking steps to combat this difference between Model and non-Model schools. An ambitious project of Rs 3.5 crores is being launched to raise non-Model schools to Model standard. Facilities that are to be improved are infrastructure, teachers training, and computer education¹². Also, The UT Education Department, has decided to introduce English in all non-model schools from class I. According to the new scheme, students can also opt for English as medium of instruction. As of now, this option is available only to class I students. With each academic session, an additional class would be added for the change in the medium of instruction. Also, about 300 postgraduate and graduate JBT teachers, besides 200 nursery teachers, would be given a three-week training in the Regional Institute of English.¹³

General measures undertaken

¹² Tribune Correspondent. 2005. *Tribune*. July 28, 2004. Chandigarh

¹³ Tribune Correspondent. 2005. *Tribune*. February 23, 2003. Chandigarh, India

In addition, the Government of Chandigarh has also undertaken the following measures to improve education as a whole (both Model and non-Model schools) in the city.

1. IT education being introduced in all Government schools from Class VI onwards.
2. IT in vocational stream introduced at +2 stages.
3. Computer science being introduced as an elective subject at 10+2 level in a phased manner.
4. Information on performance of students being assessable to their parents through Internet for improving academic efficiency.
5. Web site of the education department being developed.
6. Computerization of Departmental examinations being taken up. ¹⁴

The economics of schooling in Chandigarh

On the basis of the above information, it can be concluded that the government school system in Chandigarh is working with a reasonable degree of success. At least in comparison with national averages, Chandigarh has been above average with respect to both rural and urban literacy levels with a fair degree of consistency. Are these sufficient indicators of a successful system? One should think so, as they are borne out by indicators such as pass percentages and enrollment figures.

There are indications of a perfectly competitive market between government Model schools and private schools in Chandigarh. Admissions in Model schools are sought for by students, with nearly 1500 applicants for the 185 seats in Government Model Higher Secondary School, Sector – 16 in 2004¹⁵. So much so, government schools have had to conduct entrance tests and interviews at the standard XI admission levels. Schools (especially top-notch rated schools such as the GMHSS - 16, GMHSS - 33 etc) are comparable with private schools in terms of results, infrastructure and faculty.

Why is there this market? What is it about Chandigarh that sets it apart from the average state in terms of quality of government school education? There are many possible reasons. They will be examined one by one.

Historical Background: Chandigarh is well known to be the first “planned city” of the nation. Jawaharlal Nehru’s brainchild, the final approvals of the site for the city were made in March 1948. At the time of planning, sufficient space and infrastructure were allotted for educational institutions; moreover, each sector was allotted space for one school. The idea was to create mini-societies in each sector, autonomous and independent of other sectors. This plan included the building of a school in each sector. Thus, schools in Chandigarh are not lacking in space or infrastructure.

Financial Development: Due to the prosperity that descended on Punjab and nearby areas as a result of the Green Revolution in 1967-78, Chandigarh became the home of many rich and prosperous families, and showed a startling spurt in growth and development, both economic and agricultural. The Green Revolution incorporated a continued expansion of farming areas, the double cropping of existing farmland and improved genetic seed usage and had a significant

¹⁴ Education Secretary (Chandigarh Administration). 2000. Letter No. DPT-UT-S7-11/2000. 25 October, 2005.

¹⁵ Gayatri, Geetanjali. 2004. Tribune. “Entrance tests at model schools to cope with rush”. 6 May, 2004. Chandigarh

economic impact. It spurred industrial growth in areas like fertilizer, pesticide and fungicide production, better irrigation methods required the generation of hydro-electric power, which boosted industrial development and economic development too. All this translated into the creation of a wealthy section of the society, which had the money to educate their children and boost their own already existing prosperity. The per capita income of Chandigarh has consistently remained one among the three highest across all Indian States.¹⁶ PTA's are a major source of funds in government schools.

Simplicity of the system: The funding system of government schools in Chandigarh is relatively simple. Firstly, being a Union Territory without Legislature, funds come straight from the Centre to the schools, the layers of authority between the Centre and the school being limited only to the DEO and the DPI. Also, local bodies (such as the Municipal Corporation) do not provide funding to government schools. Moreover, the only major Centrally Sponsored Scheme running in Chandigarh is that of the SSA. The system, even though it is old, has managed to retain a modicum of transparency.

Media Involvement: Media involvement in education in Chandigarh is high, with the Tribune and the Hindustan Times regularly interviewing government school principals, publishing articles on Model and Non-Model schools, government initiatives etc. Thus, local bodies like the DEO and the DPI are highly answerable to the media and the general public as well. This maintains efficiency and transparency, if only to a limited extent. On average, there are around 15-20 articles every month in The Tribune, a prominent local daily in Chandigarh regarding education and government schooling.

Conclusion

Thus, it can be seen that, for the above and other reasons, Chandigarh serves as an example of a Union Territory where the government schooling system is working with a fair amount of efficiency. This speaks highly of the importance of planning and forethought in the allocation of land and space for educational institutions and also tells us that the right infrastructure can take us far in the pursuit of goals.

The removal of the bottlenecks of poor infrastructure, poor quality of teachers, low funds etc will lead to the formation of a market, and a pure market economy always produces results. Chandigarh is a good example of how a system builds itself, given minimal intervention and removal of basic bottlenecks.

Also, the efficiency of a market system is place-specific, people in Chandigarh are financially and socially prepared to deal with a pure market process, this might not be the case in other cities.

¹⁶ See Appendix III

Data derived from the Detailed Demand for Grants (Vol – II) of Ministry of Home Affairs, Union Territories without Legislature for 2005-6

(All data in thousands of Rupees)

<u>Department</u>	<u>Actuals: 2003-4</u>		<u>Budget Estimates 2005-6</u>		
	<u>Plan</u>	<u>Non Plan</u>	<u>Plan</u>	<u>Non Plan</u>	<u>Plan</u>

Total

MINISTRY OF HOME AFFAIRS

2225: Major Head

01.227 Education

06.00.34 Scholarships	0	684	0	580	580
10.00.34 Scholarships stipends to children of vulnerable groups among SCs	445	0	1150	0	1150
Total	445	684	1150	580	1730

DEPARTMENT OF ELEMENTARY EDUCATION AND LITERACY

2202: Major Head

01.001 Elementary Education: Direction and Administration

01.00.01 Salaries	50185	289777	50020	378075	428095
01.00.06 Medical Treatment	0	0	500	3100	3600
01.00.13 Office Expenses	0	3570	0	5000	5000
01.00.14 Rent, Rates, Taxes	0	99	0	100	100
01.00.16 Publication	0	0	0	0	0
01.00.21 Supplies & Material	4147	798	4200	900	5100
01.00.34 Scholarship/Stipend	729	3297	740	3300	4040
01.00.50 Other Charges	0	4684	0	6000	6000
Total	55061	302225	55460	396475	451935

01.102 Assistance to Non-Government Primary Schools

01 Primary Schools

01.00.31 Grants in aid	0	10484	0	12800	12800
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02 State Institute of Education (Teachers Training)

02.00.01 Salaries	0	6153	100	8500	8600
02.00.06 Medical Treatment	0	0	0	0	0
02.00.13 Office Expenses	420	583	440	700	1140
02.00.16 Publication	0	0	0	0	0

Total (Teachers Training)	420	6736	540	9200	9740
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01.800 Other Expenditure

05 Other Schemes

05.00.50 Other Charges	4677	2639	42700	1000	43700
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Total (Other Expenditure)	4677	2639	42700	1000	43700
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Total	60158	322084	98700	406675	505375
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2236 Major Head: Nutrition*02 Distribution of nutritious Food and Beverages*

02.102 Mid day Meals					
01 Mid day Meals for Children					
01.00.50 Other Charges	14416	7371	16000	2000	18000
Total (Major Head 2236)	14416	7371	16000	2000	18000
Total (Department)	74574	329455	114700	408675	523375

DEPARTMENT OF SECONDARY AND HIGHER EDUCATION**2202 Major Head: General Education***02 Secondary Education**02.101 Inspection*

2202.02.101.01 Establishment					
01.00.01 Salaries	0	5059	110	5207	5317
01.00.06 Medical Treatment	0	0	50	550	600
01.00.13 Office Expenses	100	630	40	525	565
Total (Inspection)	100	5689	200	6282	6482

02.109 Government Secondary Schools

03 Secondary Schools					
03.00.01 Salaries	20960	219572	14790	245000	259790
03.00.01 Medical Treatment	0	0	400	3500	3900
03.00.13 Office Expenses	0	7877	100	7500	7600
03.00.21 Supplies & Material	799	1000	900	1000	1900
03.00.50 Other Charges	881	596	3750	600	4350
Total (Govt Sec. Schools)	22640	229045	19940	257600	277540

02.110 Assistance to Non-Govt Secondary Schools

2202.02.110.06 Grant in aid to Private Schools					
06.00.31 Grants in aid	0	20334	0	24500	24500

02.107 Scholarships

2202.02.107.02 State Merit Scholarships					
02.00.34 Scholarship/Stipend	0	18	0	28	28
02.800 Other Expenditure					
16 Teachers Training, Extensive Service Training Centre					
16.00.42 Lump Service	0	0	0	0	0
16.00.50 Other Charges	0	194	0	300	300
32 Vocational Courses					
32.00.01 Salaries	8826	0	11000	0	11000
32.00.06 Medical Treatment	0	0	500	0	500
32.00.21 Supplies & Material	1495	0	2250	0	2250
32.00.50 Other Charges	188	0	50	0	50
Total (Other expenditure)	10509	194	13800	300	14100

Total (Secondary Education)	33249	255280	33940	288710	322650
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CAPITAL SECTION

4202 Major Head: Capital Outlay on Education, Sports and Culture

01 General Education

01.201 Elementary Education

01 Building

01.00.53 Major Works	10152	0	10000	0	10000
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01.202 Secondary Education

05 Building

05.00.53 Major Works	7600	0	18000	0	18000
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Total (General Education)	17752	0	28000	0	28000
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Data derived from the Detailed Demand for Grants (Vol – II) of Ministry of Home Affairs, Union Territories without Legislature for 2004-5

(All data in thousands of Rupees)

Department	Actuals: 2002-3		Budget Estimates 2004-5		
	Plan	Non Plan	Plan	Non Plan	Total

MINISTRY OF HOME AFFAIRS

2225: Major Head

01.227 Education

06.00.34 Scholarships	0	612	0	560	560
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10.00.34 Scholarships	46	0	650	0	650
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stipends to children of vulnerable groups among SCs

Total	46	612	650	560	1210
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DEPARTMENT OF ELEMENTARY EDUCATION AND LITERACY

2202: Major Head

01.001 Elementary Education: Direction and Administration

01.00.01 Salaries	15232	292357	52000	300000	352000
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01.00.06 Medical Treatment	0	0	600	2950	3550
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01.00.13 Office Expenses	0	1842	0	3700	3700
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01.00.14 Rent, Rates, Taxes	0	100	0	100	100
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01.00.16 Publication	0	0	0	0	0
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01.00.21 Supplies & Material	4146	0	3900	800	4700
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01.00.34 Scholarship/Stipend	730	3252	740	3300	4040
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01.00.50 Other Charges	0	5422	0	5800	5800
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Total	20108	302973	57240	316650	373890
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01.102 Assistance to Non-Government Primary Schools

01 Primary Schools

01.00.31 Grants in aid	0	9816	0	12250	12250
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02 State Institute of Education (Teachers Training)

02.00.01 Salaries	0	5196	100	6100	6200
02.00.06 Medical Treatment	0	0	0	500	500
02.00.13 Office Expenses	244	499	500	700	1200
02.00.16 Publication	0	0	0	0	0
Total (Teachers Training)	244	6415	640	7300	7900

01.800 Other Expenditure

05 Other Schemes					
05.00.50 Other Charges	2450	8959	17160	1100	18262
Total (Other Expenditure)	2450	8959	17160	1100	18262
Total	22802	320099	75000	337300	412300

2236 Major Head: Nutrition

02 Distribution of nutritious Food and Beverages

02.102 Mid day Meals					
01 Mid day Meals for Children					
01.00.50 Other Charges	4850	1757		15500	1800
Total (Major Head 2236)	4850	1757		15500	1800
Total (Department)	29876	322184	93400	339600	433000

DEPARTMENT OF SECONDARY AND HIGHER EDUCATION

2202 Major Head: General Education

02 Secondary Education

02.101 Inspection

2202.02.101.01 Establishment					
01.00.01 Salaries	0	4952	1900	5000	6900
01.00.06 Medical Treatment	0	0	50	550	600
01.00.13 Office Expenses	0	480	40	525	565
Total (Inspection)	0	5432	2250	6018	8268

02.109 Government Secondary Schools

03 Secondary Schools					
03.00.01 Salaries	15056	216299	13000	220000	233000
03.00.01 Medical Treatment	0	0	550	3500	4050
03.00.13 Office Expenses	0	4787	200	7000	7200
03.00.21 Supplies & Material	0	585	2800	1000	3800
03.00.50 Other Charges	4746	15	4600	600	5200
Total (Govt Sec. Schools)	19802	221686	21150	232100	253250

02.110 Assistance to Non-Govt Secondary Schools

2202.02.110.06 Grant in aid to Private Schools					
06.00.31 Grants in aid	0	21219	0	23500	23500

02.107 Scholarships

2202.02.107.02 State Merit Scholarships

02.00.34 Scholarship/Stipend	0	16	0	30	30
02.800 Other Expenditure					
16 Teachers Training, Extensive Service Training Centre					
16.00.42 Lump Service	0	185	0	0	0
16.00.50 Other Charges	0	0	0	300	300
32 Vocational Courses					
32.00.01 Salaries	8200	0	10000	0	10000
32.00.06 Medical Treatment	0	0	500	0	500
32.00.21 Supplies & Material	788	0	2100	0	2100
32.00.50 Other Charges	692	0	1800	0	1800
Total (Other expenditure)	9680	185	14400	300	14700
Total (Secondary Education)	29482	248538	37800	261948	299748

CAPITAL SECTION

4202 Major Head: Capital Outlay on Education, Sports and Culture

01 General Education

01.201 Elementary Education

01 Building

01.00.53 Major Works	5528	0	3900	0	3900
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01.202 Secondary Education

05 Building

05.00.53 Major Works	9332	0	14900	0	14900
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Total (General Education)	14860	0	18800	0	18800
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Data derived from the Detailed Demand for Grants (Vol – II) of Ministry of Home Affairs, Union Territories without Legislature for 2003-4

(All data in thousands of Rupees)

<u>Department</u>	<u>Actuals: 2001-2</u>		<u>Budget Estimates 2003-4</u>		
	<u>Plan</u>	<u>Non Plan</u>	<u>Plan</u>	<u>Non Plan</u>	<u>Total</u>

MINISTRY OF HOME AFFAIRS

2225: Major Head

01.227 Education

06.00.34 Scholarships	0	230	0	370	370
10.00.34 Scholarships stipends to children of vulnerable groups among SCs	24	0	650	0	650 and
Total	24	230	650	370	1020

DEPARTMENT OF ELEMENTARY EDUCATION AND LITERACY

2202: Major Head

01.001 Elementary Education: Direction and Administration

01.00.01 Salaries	226	263727	65420	282004	347424
01.00.13 Office Expenses	0	2042	0	1940	1940

01.00.14 Rent, Rates, Taxes	0	100	0	100	100
01.00.16 Publication	0	0	0	0	0
01.00.21 Supplies & Material	4832	0	4150	800	4950
01.00.34 Scholarship/Stipend	733	3179	740	3500	4240
01.00.50 Other Charges	0	4282	0	5800	5800
Total	5791	273330	70310	294144	364454

01.102 Assistance to Non-Government Primary Schools

01 Primary Schools					
01.00.31 Grants in aid	0	11192	0	12000	12000
02 State Institute of Education (Teachers Training)					
02.00.01 Salaries	0	5819	100	6180	6280
02.00.13 Office Expenses	270	525	440	630	1070
02.00.16 Publication	0	0	0	0	0
Total (Teachers Training)	270	6344	540	6810	7350

01.800 Other Expenditure

05 Other Schemes					
05.00.50 Other Charges	0	804	2450	800	3250
Total (Other Expenditure)	0	804	2450	800	3250
Total (Elementary Education)	6061	291670	73300	313754	387054

02 Secondary Education

02.101 Inspection

2202.02.101.01 Establishment					
01.00.01 Salaries	150	4375	500	4635	5135
01.00.13 Office Expenses	0	390	100	500	600
Total (Inspection)	150	4765	600	5135	5735

02.109 Government Secondary Schools

03 Secondary Schools					
03.00.01 Salaries	83	201760	15000	213545	228545
03.00.13 Office Expenses	0	4828	0	4570	4570
03.00.21 Supplies & Material	0	0	800	1000	1800
03.00.50 Other Charges	500	555	3700	600	4300
Total (Govt Sec. Schools)	583	207143	19500	219715	239215

02.110 Assistance to Non-Govt Secondary Schools

2202.02.110.06 Grant in aid to Private Schools					
06.00.31 Grants in aid	0	20899	0	22500	22500

02.107 Scholarships

2202.02.107.02 State Merit Scholarships					
02.00.34 Scholarship/Stipend	0	14	0	30	30

02.800 Other Expenditure					
16 Teachers Training, Extensive Service Training Centre					
16.00.42 Lump Service	0	198	0	0	0
16.00.50 Other Charges	0	0	0	200	200
32 Vocational Courses					
32.00.01 Salaries	7832	0	8800	0	8800
32.00.21 Supplies & Material	0	0	1200	0	1200
32.00.50 Other Charges	796	0	100	0	100
Total (Vocational Courses)	8628	0	10100	0	10100
Total (Other expenditure)	8628	198	10100	200	10300
Total (Secondary Education)	9361	233019	30200	247580	277780

2236 Major Head: Nutrition

02 Distribution of nutritious Food and Beverages

02.102 Mid day Meals					
01 Mid day Meals for Children					
01.00.50 Other Charges	3400	3065	15500	1800	17300
Total (Major Head 2236)	3400	3065	15500	1800	17300

CAPITAL SECTION

4202 Major Head: Capital Outlay on Education, Sports and Culture

01 General Education

01.201 Elementary Education					
01 Building					
01.00.53 Major Works	5965	0	7400	0	7400
01.202 Secondary Education					
05 Building					
05.00.53 Major Works	13540	0	7700	0	7700
Total (General Education)	19500	0	15100	0	15100

Data derived from the Detailed Demand for Grants (Vol – II) of Ministry of Home Affairs, Union Territories without Legislature for 2002-3

(All data in thousands of Rupees)

Department	Actuals: 2000-1		Budget Estimates 2002-3		
	Plan	Non Plan	Plan	Non Plan	Total

MINISTRY OF HOME AFFAIRS

2225: Major Head

01.227 Education

06.00.34 Scholarships	0	258	0	350	350
10.00.34 Scholarships	40	0	500	0	500

stipends to children of
vulnerable groups among SCs

Total	40	258	500	350	580
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DEPARTMENT OF ELEMENTARY EDUCATION AND LITERACY

2202: Major Head

01.001 Elementary Education: Direction and Administration

01.00.01 Salaries	0	254641	6360	268000	274360
01.00.13 Office Expenses	0	1723	0	1750	1750
01.00.14 Rent, Rates, Taxes	0	100	0	100	100
01.00.16 Publication	0	0	0	0	0
01.00.21 Supplies & Material	4995	0	250	0	250
01.00.34 Scholarship/Stipend	734	2546	740	3500	4240
01.00.50 Other Charges	0	6015	0	6000	6000
Total	5729	265025	7350	279350	286700

01.102 Assistance to Non-Government Primary Schools

01 Primary Schools

01.00.31 Grants in aid	0	10652	0	11500	11500
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02 State Institute of Education (Teachers Training)

02.00.01 Salaries	0	6620	100	7000	7100
02.00.13 Office Expenses	135	550	400	700	1100
02.00.16 Publication	145	0	0	0	0
Total (Teachers Training)	280	7170	500	7700	8200

01.800 Other Expenditure

05 Other Schemes

05.00.50 Other Charges	0	660	2450	800	3250
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Total (Other Expenditure)	0	660	2450	800	3250
Total	6009	283507	10300	299350	309650

02 Secondary Education

02.101 Inspection

2202.02.101.01 Establishment

01.00.01 Salaries	0	4134	1000	4250	5250
01.00.13 Office Expenses	0	1125	320	530	850
Total (Inspection)	0	5259	1320	4780	6100

02.109 Government Secondary Schools

03 Secondary Schools

03.00.01 Salaries	0	193502	10370	205000	215370
03.00.13 Office Expenses	0	4437	0	4350	4350

03.00.21 Supplies & Material	0	0	670	800	1470
03.00.50 Other Charges	498	565	3760	600	4360
Total (Govt Sec. Schools)	498	198504	14800	210750	225550

02.110 Assistance to Non-Govt Secondary Schools

2202.02.110.06 Grant in aid to Private Schools					
06.00.31 Grants in aid	0	18803	0	20000	20000

02.107 Scholarships

2202.02.107.02 State Merit Scholarships					
02.00.34 Scholarship/Stipend	0	18	0	30	30
02.800 Other Expenditure					
16 Teachers Training, Extensive Service Training Centre					
16.00.42 Lump Service	0	260	0	350	350
32 Vocational Courses					
32.00.01 Salaries	7200	0	8300	0	8300
32.00.21 Supplies & Material	0	0	1230	0	1230
32.00.50 Other Charges	1139	0	250	0	250
Total (Vocational Courses)	8339	0	9780	0	9780
Total (Other expenditure)	8339	260	9780	350	10130
Total (Secondary Education)	8837	222844	25900	235910	261810

2236 Major Head: Nutrition

02 Distribution of nutritious Food and Beverages

02.102 Mid day Meals					
01 Mid day Meals for Children					
01.00.50 Other Charges	500	1866	15500	1800	17300
Total (Major Head 2236)	500	1866	15500	1800	17300

CAPITAL SECTION

4202 Major Head: Capital Outlay on Education, Sports and Culture

01 General Education

01.201 Elementary Education					
01 Building					
01.00.53 Major Works	8797	0	5000	0	5000
01.202 Secondary Education					
05 Building					
05.00.53 Major Works	25295	0	10000	0	10000
Total (General Education)	34092	0	15000	0	15000

Data derived from the Detailed Demand for Grants (Vol – II) of Ministry of Home Affairs, Union Territories without Legislature for 2002-3
(All data in thousands of Rupees)

<u>Department</u>	Estimates 2001-2002	
	<u>Plan</u>	<u>Non Plan</u>

MINISTRY OF HOME AFFAIRS

2225: Major Head

01.227 Education

06.00.34 Scholarships	0	500
10.00.34 Scholarships stipends to children of vulnerable groups among SCs	500	0
Total	500	500

DEPARTMENT OF ELEMENTARY EDUCATION AND LITERACY

2202: Major Head

01.001 Elementary Education: Direction and Administration

01.00.01 Salaries	1410	267800
01.00.13 Office Expenses	0	1734
01.00.14 Rent, Rates, Taxes	0	100
01.00.16 Publication	0	0
01.00.21 Supplies & Material	480	0
01.00.34 Scholarship/Stipend	300	540
01.00.50 Other Charges	740	6200
Total	2930	279374

01.102 Assistance to Non-Government Primary Schools

01 Primary Schools

01.00.31 Grants in aid	0	10700
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02 State Institute of Education (Teachers Training)

02.00.01 Salaries	0	7000
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02.00.13 Office Expenses	270	650
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02.00.16 Publication	0	0
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Total (Teachers Training)	270	7650
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01.800 Other Expenditure

05 Other Schemes

05.00.50 Other Charges	0	900
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Total (Other Expenditure)	0	900
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Total	3200	298624
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02 Secondary Education

02.101 Inspection

2202.02.101.01 Establishment		
01.00.01 Salaries	50	4200
01.00.13 Office Expenses	0	500
Total (Inspection)	50	4700

02.109 Government Secondary Schools

03 Secondary Schools		
03.00.01 Salaries	1600	203000
03.00.13 Office Expenses	0	4200
03.00.21 Supplies & Material	650	800
03.00.50 Other Charges	500	565
Total (Govt Sec. Schools)	2750	208565

02.110 Assistance to Non-Govt Secondary Schools

2202.02.110.06 Grant in aid to Private Schools		
06.00.31 Grants in aid	0	19000

02.107 Scholarships

2202.02.107.02 State Merit Scholarships		
02.00.34 Scholarship/Stipend	0	30
02.800 Other Expenditure		
16 Teachers Training, Extensive Service Training Centre		
16.00.42 Lump Service	0	350
32 Vocational Courses		
32.00.01 Salaries	8625	0
32.00.21 Supplies & Material	0	0
32.00.50 Other Charges	1200	0
Total (Vocational Courses)	9825	0
Total (Other expenditure)	9825	350
Total (Secondary Education)	12625	232645

2236 Major Head: Nutrition

02 Distribution of nutritious Food and Beverages

02.102 Mid day Meals		
01 Mid day Meals for Children		
01.00.50 Other Charges	1800	1500
Total (Major Head 2236)	1800	1500

CAPITAL SECTION

4202 Major Head: Capital Outlay on Education, Sports and Culture

01 General Education

01.201 Elementary Education

01 Building

01.00.53 Major Works 9000 0

01.202 Secondary Education

05 Building

05.00.53 Major Works 11100 0

Total (General Education) 20100 0

Data derived from the Detailed Demand for Grants (Vol – II) of Ministry of Home Affairs, Union Territories without Legislature for 2001-2

(All data in thousands of Rupees)

Department **Estimates 2000-2001**
Plan **Non Plan**

MINISTRY OF HOME AFFAIRS

2225: Major Head

01.227 Education

06.00.34 Scholarships 0 500

10.00.34 Scholarships 500 0

stipends to children of
vulnerable groups among SCs

Total 500 500

DEPARTMENT OF ELEMENTARY EDUCATION AND LITERACY

2202: Major Head

01.001 Elementary Education: Direction and Administration

01.00.01 Salaries 1000 260000

01.00.13 Office Expenses 0 1677

01.00.14 Rent, Rates, Taxes 0 100

01.00.16 Publication 0 0

01.00.21 Supplies & Material 480 900

01.00.34 Scholarship/Stipend 740 3540

01.00.50 Other Charges 0 6200

Total 2220 274637

01.102 Assistance to Non-Government Primary Schools

01 Primary Schools

01.00.31 Grants in aid 0 9652

02 State Institute of Education (Teachers Training)

02.00.01 Salaries 100 8000

02.00.13 Office Expenses	135	550
02.00.16 Publication	145	0
Total (Teachers Training)	380	8550

01.800 Other Expenditure

05 Other Schemes		
05.00.50 Other Charges	0	860
Total (Other Expenditure)	0	860
Total	2600	291479

02 Secondary Education

02.101 Inspection

2202.02.101.01 Establishment		
01.00.01 Salaries	100	3950
01.00.13 Office Expenses	0	400
Total (Inspection)	100	4350

02.109 Government Secondary Schools

03 Secondary Schools		
03.00.01 Salaries	1800	197000
03.00.13 Office Expenses	300	3900
03.00.21 Supplies & Material	1300	1250
03.00.50 Other Charges	500	565
Total (Govt Sec. Schools)	3900	202715

02.110 Assistance to Non-Govt Secondary Schools

2202.02.110.06 Grant in aid to Private Schools		
06.00.31 Grants in aid	0	16903

02.107 Scholarships

2202.02.107.02 State Merit Scholarships		
02.00.34 Scholarship/Stipend	0	30
02.800 Other Expenditure		
16 Teachers Training, Extensive Service Training Centre		
16.00.42 Lump Service	0	300
32 Vocational Courses		
32.00.01 Salaries	7700	0
32.00.21 Supplies & Material	0	0
32.00.50 Other Charges	1500	0
Total (Vocational Courses)	9200	0
Total (Other expenditure)	9200	300
Total (Secondary Education)	13200	224298

2236 Major Head: Nutrition

02 Distribution of nutritious Food and Beverages

02.102 Mid day Meals		
01 Mid day Meals for Children		
01.00.50 Other Charges	500	1500
<hr/>		
Total (Major Head 2236)	500	1500
<hr/>		

CAPITAL SECTION

4202 Major Head: Capital Outlay on Education, Sports and Culture

01 General Education

01.201 Elementary Education		
01 Building		
01.00.53 Major Works	10000	0
01.202 Secondary Education		
05 Building		
05.00.53 Major Works	15000	0
<hr/>		
Total (General Education)	25000	0
<hr/>		

Appendix I
Brief Profile of Kendriya Vidyalayas in Chandigarh¹⁷

	School	Std I-V	Std VI-X	Std XI-XII	Total	PP X	PP XII	Annual Exp	PCE/Year
2004-5	KV Sector 29	525	401	73	999	92.06	100.00	8088136	8096.23
	KV Sector 31	727	825	338	1890	89.70	92.50	14441255	7640.88
	KV Sector 47	517	579	286	1382	88.10	98.56	10780105	7800.37
	KV 3BRD	596	561	199	1356	96.26	97.94	10685928	7880.48
	KV High Ground	548	417	98	1063	95.83	97.56	9274394	8724.74
	KV Zirakpur	324	226	18	568	96.97	0.00	6013871	10587.80
	KV 1 Chandi Mandir	466	406	195	1067	91.78	96.40	8368426	7842.95
	KV 2 Chandi Mandir	522	595	127	1244	95.76	100.00	8821614	7091.33
	Totals	4225	4010	1334	9569	92.78	91.41	76473729	7991.82
2003-4	KV Sector 29	484	346	53	883	90.56	76.47	6971801	7895.58
	KV Sector 31	692	798	309	1799	82.50	93.60	12571434	6988.01
	KV Sector 47	533	630	241	1404	95.45	87.75	9921339	7066.48
	KV 3BRD	553	517	160	1230	96.29	96.60	9498026	7721.97
	KV High Ground	541	399	104	1044	95.20	94.80	9526053	9124.57
	KV Zirakpur	192	174	0	366	100.00	0.00	4141726	11316.19
	KV 1 Chandi Mandir	357	372	218	947	93.30	85.79	7008575	7400.82
	KV 2 Chandi Mandir	535	624	68	1227	97.27	100.00	8965702	7307.01
	Totals	3887	3860	1153	8900	92.64	87.74	68604656	7708.39

* PP = Pass percentage, Annual Exp = Annual Expenditure in Rupees

¹⁷Kendriya Vidyalaya Regional Office, Chandigarh

Appendix II
A brief profile of the Jawahar Navodaya Vidyalaya, Chandigarh¹⁸

Year	Standard	Enrollment	Drop Out	Pass Percentage	Annual Expenditure	Per Capita Expenditure
2004-5	VI-X	357	0	-		
	XI-XII	106	0	-		
	Total	463	0	-	11558000	24963.28
	X	-	-	96%		
	XII	-	-	100%		
2003-4	VI-X	336	11	-		
	XI-XII	118	0	-		
	Total	454	11	-	11167000	24596.91
	X	-	-	96.60%		
	XII	-	-	90.10%		
2002-3	VI-X	315	18	-		
	XI-XII	80	1	-		
	Total	395	19	-	9837000	24903.79
	X	-	-	89.60%		
	XII	-	-	90%		
2001-2	VI-X	306	15	-		
	XI-XII	68	2	-		
	Total	374	17	-	8049000	21521.39
	X	-	-	90.47%		
	XII	-	-	65.70%		
2000-1	VI-X	299	12	-		
	XI-XII	66	1	-		
	Total	365	13	-	7534000	20641.09
	X	-	-	88.60%		
	XII	-	-	96.80%		

- Per Capita Expenditure in Rupees/Year, Annual Expenditure in Rupees

¹⁸ Jawahar Navodaya Vidyalaya Office, Sector 25, Chandigarh

Appendix III¹⁹

Per Capita NSDP (State Income) at Current Prices in India {(As on 30.11.2004) (1994-1995 to 2003-2004)}										
States/UTs	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Andhra Pradesh	17.7	14.3	12	4	19.9	7.8	11	7.2	4.2	9.4
Arunachal Pradesh	6.9	19.8	-1.3	7.6	11.3	4	7.4	0.6	5.7	NA
Assam	13.6	7.8	5.6	7.7	10.8	14.2	6.3	2.9	6.5	7.1
Bihar	11	-9.8	31.6	0.3	12	6.7	11.3	2.1	10.5	3.3
Jharkhand	9.5	7	4.8	32.4	11.8	-4	-14.9	7.3	6	NA
Goa	16.7	15	19	23.6	23.3	10.2	9.5	2.2	NA	NA
Gujarat	29	8.1	18.2	2.7	14.6	-0.4	0	11.5	6.5	NA
Haryana	16.2	10.4	16.9	5.5	10.3	9.1	10.3	6.6	7.3	NA
Himachal Pradesh	20.1	12.2	12.8	12.8	19.7	12.5	8.9	8.9	4.8	NA
Jammu & Kashmir	5.7	12.6	11.4	9.5	22.1	6.7	3.3	4.2	NA	NA
Karnataka	14.3	14	14.2	7.7	22.4	6.6	8.8	-1.6	5.7	NA
Kerala	20.2	20.2	13.8	9	12.6	10.5	12.7	-0.7	10.4	10.1
Madhya Pradesh	7.8	10	12.9	7	13.1	10.2	-9	12.4	-4.9	NA
Chhatisgarh	6.8	7.1	11.7	10.4	9.1	3.5	-4.6	20.5	-0.5	NA
Maharashtra	12.1	18.3	10.5	6	9	11.4	-5	10.9	8.8	NA
Manipur	4.2	12.5	14.3	10.8	10	13	-0.6	7.1	7.2	NA
Meghalaya	6.6	17.6	7	11.2	16	9.7	12	2.8	6.1	NA
Mizoram	5.7	24.6	11.5	1.5	8.8	10.6	24	6.5	NA	NA
Nagaland	11.5	8.7	6.8	10.6	-4.9	1.5	40	7.3	NA	NA
Orissa	18.4	20.5	-6.3	21.8	9.9	8.2	-2.2	8	3.2	14.7
Punjab	10.7	10	12.2	8.1	13	7.6	6.8	4	2.4	NA
Rajasthan	23.7	10.7	19.3	8.9	12.3	3.3	-1.5	9.3	-7.2	15.6
Sikkim	1.9	15.7	11.2	14.4	16.2	12.1	12.9	13	8.7	5.5
Tamil Nadu	17.3	12.5	12.3	16	13	5.6	10.9	-0.2	5.5	9.5
Tripura	2.2	20.7	18.8	19.1	14	19.8	15.6	14.5	NA	NA
Uttar Pradesh	13.8	9.8	18.8	3.3	8.9	7	2.3	6.3	5.5	NA
Uttaranchal	20.2	6.4	6.9	6.9	8.8	5.1	12.4	4.5	NA	NA
West Bengal	14.1	17.2	9	18.5	16.8	8.6	9	10.7	4.9	NA
Andaman & Nicobar Islands	16.4	5.2	13	8.7	-10.3	8.6	10.3	5.8	NA	NA
Chandigarh	15.5	17.1	16.5	11	13.1	9.7	8.4	5.3	7.8	NA
Delhi	18.7	4.5	15.1	18.4	11.7	7.7	14.6	3.2	8.5	NA
Pondicherry	12.4	11	52.7	38	11.9	2.1	19.8	4.2	4.1	NA
India (Per Capita NNP)	15.2	14.6	13.9	9.9	13.3	8.5	6	8.4	5.4	10.3

¹⁹ Per Capita income. <http://www.indiastat.com/india/ShowDataSec.asp?secid=60802&ptid=131>. Sourced from Central Statistical Organization. Accessed on 5 July, 2004.

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