



Private Budget Schools in Hyderabad City, India

A Reconnaissance Study
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Executive Summary

The **ecosystem development project aims** to ensure private (unaided) budget schools serving low-income families are offering quality education. **The aim of the present study** is to conduct research in and around old Hyderabad city to enable Gray Matters Capital Foundation (GMCF) and other Gray Ghost Ventures (GGV) entities to gain a baseline understanding of low-cost/budget private schools' current offerings. The **coverage for the present study** is as follows: 42 schools (41 schools visited) across 26 localities, 5 federations, approximately 60 parents (mostly mothers), approximately 80 students plus in-classroom interactions, approximately 30 teachers and 6 resource persons.

The **analysis and findings** can be encapsulated as: Due to lack of effective government schools, parents prefer to enroll their children in private schools. There exists a large number of schools catering to this demand across various income categories. However, low income families are not able to fully support their children's education. This, along with high competition within private sector, has led to low cost operations by private budget schools. This means low initial investment; minimization of recurring costs while aiming to maximize student enrolment and retention in order to ensure economic viability; and low surplus for investment in school development resulting in sub-optimal learning achievements.

The role of private sector towards achieving education for all cannot be ignored any more. They have to be recognized as partners and more importantly acknowledged for their role as engines of growth at bottom of the pyramid. Private education sector, especially private budget schools, are operating under very tough conditions. On the one hand there are constraining financial conditions, and on the other restrictive government regulations. There is a limited support structure available to private budget schools to function. **GMC has a crucial role to play** in directing a growing need of supporting private budget school sector in urban India to begin with.

Testing Program Hypothesis –

Associations/Federations have a potential to develop as social capital but dynamics within private budget school sector needs to be understood further.

Resource centres need to be given highest priority as they will address multiple issues faced by private budget school sector.

Accreditation will need to be introduced gradually where the process could begin with self-assessment models leading on to social accounting and auditing and finally accreditation by third party.

Recommendations and Plan of Action –

August – October 2008: (Begin small)

- Entry point activity – support teachers and students to improve their English language abilities.
- Continue research with a study on understanding issues related to children and work that will inform GMC's strategy to improve parental support for education of their children.

November 2008 – March 2009: (We want to go ahead!)

- Form a core group of school owners, Hyderabad based partners and GMC representative to design the support program.
- Support existing resource centres and establish new resource centres.
- Train school owners in micro enterprise management.
- Facilitate rolling out of self assessment model for school owners.
- Initiate programs to improve parental support for education of their children.

Beyond April 2009

- Continue to prepare ground for accreditation by third party.
- Implement teachers' training and effective teaching and learning aids.
- Facilitate to improve employability of school graduates.
- Begin advocacy to address restrictive and unrealistic government regulations.

1. Introduction

1.1 General Framework for Ecosystem Development Project

Aim: To ensure private (unaided) budget schools serving low-income families are offering quality education.

Strategy to development of ecosystem of budget schools:

Develop industry infrastructure

- Support the capacity building of existing school associations – institutionalization, member services and advocacy
- Explore creating neighborhood resource centers that would provide a library, computer center and tutoring
- Advocate and collaborate with key donors and partners to create best practices for supporting sector
- Conduct market research on schools, regulations and success stories

Enhance quality

- Verify input and outcome research conducted in India to-date
- Research other methodologies used to verify student performance and disseminate to partners
- Develop rating systems understood by headmasters and parents to certify schools
- Partner with other programs working to develop best practices in monitoring quality of affordable schools and globally disseminate best practices

Indirectly build school capacities

- Training programs – link schools to existing training opportunities for building management skills and teacher training
- Curriculum development – expose schools to new curriculum methodologies and design
- Other linkages – introduce approaches to IT, tutoring and other inputs that will enhance learning outcomes

1.2 Implementation of Ecosystem Development (India)

Phase One: Information Gathering (January – May 2008)

Aim: Conduct research to enable GMCF and other GGV entities to gain a baseline understanding of low-cost/budget private schools' current offerings.

Step 1: January – February 2008

- Compile and analyze industry data
- Identify potential grants to associations

Step 2: March – May 2008

- Conduct research/needs assessment on 40 – 50 private budget schools in Hyderabad
- Testing program hypotheses with schools
- Design implementation plan for India program

Phase Two: Launch Grants/Programs (June – December 2008)

- Begin partnerships with schools, NGOs and companies
- Establish baselines of partners (further details on the phase 1 rapid surveys are important to track performance of GMC's interventions)
- Launch programs – associations, resource centres and rating system
- Map potential service providers based on school needs
- Organize meeting for schools and partners

This report constitutes Step 2 of Phase One mentioned above.

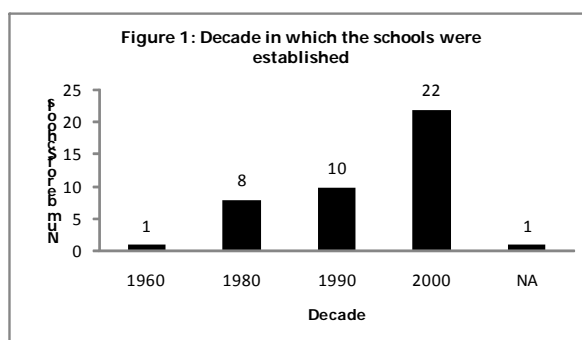
2. Private Budget Schools: Analysis and Findings

The findings from 42 school surveys and 6 interviews of resource persons have been presented in the following sequence – ownership, management and functioning of schools; fees – structure and issues; status of infrastructure, teachers' profile; students' profile; and family background of students. This section concludes by assimilating the analysis and findings in cause-effect relationships.

2.1 Ownership, Management and Functioning of Schools

Of the 42 schools surveyed, 52 per cent have been established and/or purchased by present owner in the present decade. Figure 1 shows a growing trend in establishing private budget schools.

What motivated the founders/present owners to establish/purchase these schools?



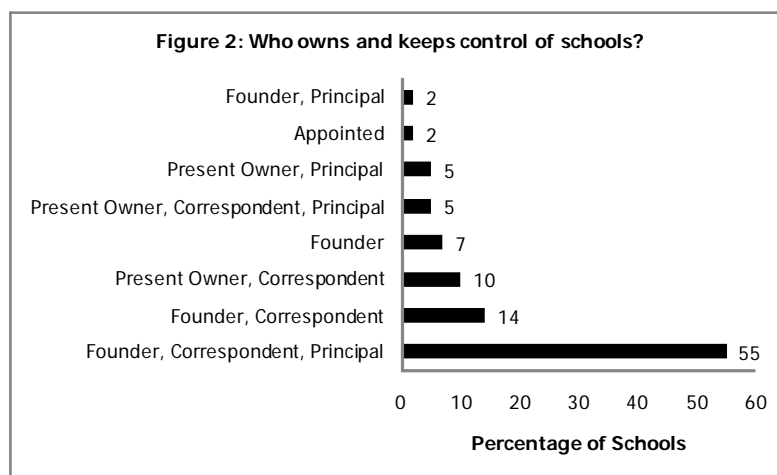
- Educate as many children as possible.
- To address the low educational status in their locality.
- Want to spread education to others due to the importance of education inculcated in the founders through their own parents.
- In Islam, giving education is considered to be the best gift ranked above giving food and money.
- Other family members in education and desire to have their own school.
- Felt restricted in school where they were employed and wanted to have their own school.
- Used to teach siblings/ give tuitions and got interested in education.
- Standard 10th examination is considered to be a watershed but poor quality of teaching in earlier standards make it impossible to score well in standard 10th. Hence begin from the beginning and not at standard 10th.
- Aim of the society which has established the school is education of the poor.
- Absence of or defunct government schools in the locality.
- Had family property; hence thought setting up of a school was the best use of it.
- Community invited to set up school.

What is the profile of these founders/present owners?

There is predominance of males at 88 per cent with just 12 per cent being females (Annex Table A4.02). The founders/present owners are **educationally** well-qualified with 50 per cent being qualified teachers after their graduations and post graduations; and another 34 per cent are graduates and post graduates (Annex Table A4.03). It was observed that majority of founders/present owners are in the age group of 25 to 40 years and its vicinity. Two of them initiated their schools when they were 19 or 20 years old after completing their standard 12th. An analysis of the **professional background** of founders/present owners shows that 31 per cent of them have started their professional careers with initiation of their schools. A significant section (42 per cent) of founders/present owners had worked in other schools before initiating their own schools, and another 14 per cent had worked abroad, mainly in the Middle East, before settling in India. Just 2 of the 41 founders/present owners were engaged in businesses prior to initiating their schools (Annex Table A4.04).

What is the management and control pattern?

Figure 2 shows that there is high centralization of control in these schools. In 60 per cent of the schools, founder/present owner is also the correspondent and principal.¹ In another 24 per cent schools, founder/present owner is also the correspondent. This means that in 84 per cent schools founder/present owner and correspondent is the same person. Further, in 12 per cent schools the correspondents are relatives of founders/present owners and only 7 per cent of correspondents are appointed. Similarly, in 29 per cent schools principals are relatives of founders/present owner. Only 7 per cent are appointed (Annex Tables A4.05 - 07).



Further, in 12 per cent schools the correspondents are relatives of founders/present owners and only 7 per cent of correspondents are appointed. Similarly, in 29 per cent schools principals are relatives of founders/present owner. Only 7 per cent are appointed (Annex Tables A4.05 - 07).

What is the status of premises where the schools are being run?

The school premises are either owned property (45 per cent) or rented property (55 per cent). The owned property is either inherited family property, as in 38 per cent schools, or purchased for the school, as in 7 per cent schools. (Annex Table A4.08). The implications are –

- If it is an owned property, then the recurring expense of rent is not incurred increasing the financial viability. This is more so in cases of inherited/family property. This also means increased availability of funds to invest in school development as compared to the rented or properties purchased by taking a loan.
- If it is purchased property, then how or from where the funds were raised is important. If the funds are family funds, that do not need to be returned, then the above holds true. But if the property is purchased by taking a loan, then it is similar to having to pay a rent.
- Also for the purchased category, it is an investment made which will be recovered from the school revenue.
- Some schools running on rented premises have just changed their premises or are thinking of doing so due their inability to afford rents of previous/present premises. This inability was due to inadequate collection of fees – non/partial payment of fees and less than anticipated student strength.
- In a few cases of rented premises, the schools have requested the property owners to construct/modify buildings suitable to run a school. In some of these cases, the schools have made payments to the property owners to do so and will get these payments back when the schools vacate the premises. In other cases, the property owners have adjusted these investments in the rents charged to the schools.

¹ There are three top management positions in a private school – (1) Founder/Owner who has initiated/purchased the school by making an investment and is responsible for financially keeping the school going; (2) Correspondent who represents the school, is responsible for government work and maintains public relationship; and (3) Principal who is responsible for overall functioning (in terms of teachers performance, students performance, conducting examinations, ...) of the school. There is a fourth position of In-charge who assists the Principal and is responsible for every day functioning of the school which includes supervising teachers, keeping attendance and administrative support.

Which standards the schools were initiated with and what is their present status?

Table 1 gives an analysis between with what standards schools were initiated and in the academic year 2007-08 where they had progressed. Majority of the schools were established from nursery to standard 10th (26 per cent) and nursery to standard 5th (29 per cent). All 42 schools have progressed to higher standards since their establishment. As many as 19 schools have expanded to have nursery to standard 10th by 2007-08. A couple of schools mentioned having plans to expand to standard 12th in near future.

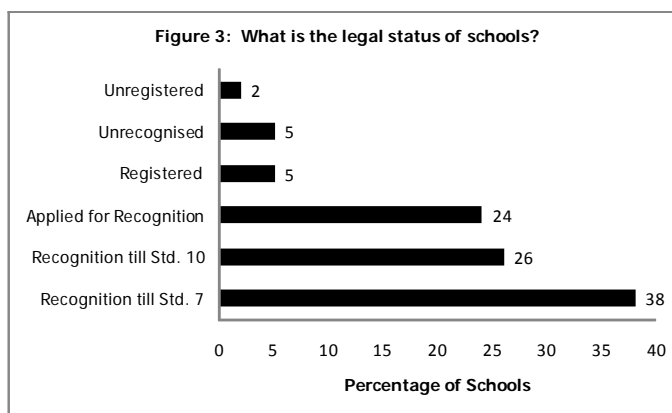
Table 1: Schools Initiated with Standards and Status as in 2007-2008 (Annex Table A4.09)

Initiated / When Purchased	Till Standards as in 2007-2008					Total	Percentage
	Std. 5	Std. 7	Std. 8	Std. 9	Std. 10		
N/M to UKG	1				2	3	7
N/M to Std. 2					2	2	5
N/M to Std. 3					1	1	2
N/M to Std. 5		4	1		6	11	26
LKG to Std. 5					2	2	5
N/M to Std. 6		1			1	2	5
N/M to Std. 7		1		2	5	8	19
N/M to Std. 8			1			1	2
N/M to Std. 10					12	12	29
Total	1	6	2	2	31	42	100
Percentage	2	14	5	5	74	100	

Note: N/M = Nursery/Montessori; UKG = Upper Kindergarten; LKG = Lower Kindergarten

What is the legal status² of the schools?

Figure 3 shows that of the schools surveyed, 64% were recognized schools (Annex Table A4.10). In most (in reality in all cases but this survey has not collected data in this line of enquiry to make this claim) cases, the recognized schools do not fulfil all the norms required to obtain this recognition. This is primarily because of the population segment that this group of schools serves. Adhering to all the government norms calls for an investment which is beyond the capacity of these schools, given their fee structure which is dictated by parents' ability to pay.



A school not having recognition till standard 10th implies an additional expense to students appearing for standard 10th examination from these schools. These students have to make an additional payment of Rs.700 – 900 to schools having recognition till standard 10th to be able to appear for examinations from these schools. This is a source of income for schools with recognition till standard 10th as the payment they have to make to the government per student is less than what they charge from students of schools that do not have recognition till standard 10th.

² There are 5 categories of schools – 1) Government–Government owned, managed and operated; 2) Aided–Privately owned, managed and operated with financial support for recurring costs from government; 3) Recognized (by government)-Privately owned, managed and operated having fulfilled the government norms (in most cases on paper) including having a fixed deposit as per the requirement; 4) Registered (with government)-Privately owned, managed and operated with no certification from government of having fulfilled any of the norms. (These schools are likely to be shut down from May/June 2008. It is estimated that there are about 1000 registered schools in Hyderabad city.); and 5) Unregistered-Privately owned, managed and operated.

A reason for not applying for recognition is lack of required funds to apply for and obtain the recognition. One of the requirements is to have a fixed deposit of Rs. 50,000 plus another Rs. 60,000 to pay as bribes to overlook non-fulfilment of other norms.

What are the problems faced by the management in the schools?

- Fee collection – structure, timeliness and total collection
 - Fee structure is low and substantial fees remain pending.
 - Fees not paid in months of September, November and February which are festival and marriage months. This causes cash flow problems.
 - No surplus available for investment in school.
 - Extra-curricular activities cannot be included due to budget constraints.
 - High taxes according to commercial rates.
 - Bribes and corruption.
- Parental guidance is low and home environment is not conducive
 - Not able to maintain uniforms. Books for younger children not bought.
 - Big families of 3 – 12 children. Children are pulled out as parents are unable to support all children at the same time.
 - Quality of houses is poor and household items including school materials get washed off/damaged during rains.
 - Home environment not conducive – no space to do self study, parents not able to help in homework or exam preparation, there are quarrels, children not fed breakfast, etc.
 - Children drop out of school to work. Children work after school hours.
 - Boys are not doing well due to other distractions.
- Teachers not professionally qualified
 - Teaching quality of professionally qualified teachers not satisfactory.
 - Teachers need to be trained on the job.
 - Low salaries.
 - Once teachers get trained they leave.
- Unhealthy competition amongst private schools. Attractive packages need to be made.

How are these problems being addressed?

Improving cash flow

- To address cash flow problem one month of recurring expenses is kept as reserve.
- Have other source of income for school and/or self. This is also in terms of goodwill to be able to take personal interest free loans from family and friends.

- Kitty book per student – get whatever money is available throughout the month instead of one lump sum monthly payment of fees.

Students' Performance

- Special classes/remedial classes/revision classes/developed study/revision material.
- Peace lessons are conducted to address the issue of growing violence.
- Child-wise files are maintained of answer books and results which are given to parents with annual results.
- Parents are informed at regular intervals during the year regarding performance of their children.
- Saturday attendance was not very good – hence revisions on Saturday this improved attendance.
- When admitting students tests are conducted. These are compared with the year end's results. The comparative results are shared with parents.
- Report booklet – besides test results include regularity of homework, neatness of uniform, fluency in English, interaction in class, confidence/quality of oratory, ... sent every month home for review by parents.

Teacher Capacities

- Professionally trained teachers from other schools support new professionally unqualified teachers.
- Planning and review meetings – lesson plans, difficulties faced and preparation support.
- Capacity building – managing different learning levels in a class room, managing temperaments of students, preparing low cost teaching aids and English speaking.
- Teachers are tested at the beginning. Their strengths and weaknesses are identified and capacity building is planned accordingly.
- Making English speaking compulsory in school premises for teachers and students has shown marked improvement.
- Teachers motivated to study further.

What keeps school managers going?

- Results are improving over the years.
- Being able to do something new every year for the students.
- Alumni – females and males – have gone for further education including professional courses such as engineering and medicine. The result being an improvement in standard of living of these families.
- Family support to manage and operate the school.
- To be able to provide employment to others – teachers, maintenance staff, security staff and clerical/administrative staff.

What are the future plans and what support is required?

- Setting up of science laboratory and computer laboratory.
- Paying teachers good salaries.

- New desks and benches.
- Renovating the building.
- Multi-media based teaching and learning aids.
- Experience based teaching and learning which would include science laboratory, computers, multimedia aids, models for geography, etc.
- Get qualified teachers from Kerala – English speaking.
- Expand school till standards 11th and 12th .
- Increase student strength as this would mean more fee collection.

What is the extent of unionization amongst private budget schools and what do these federations do?

At present, in Hyderabad city, there are 8 federations operating for private schools. During the survey, contact was made with schools belonging to 5 of these federations³. It is interesting to note that 31 per cent of the schools did not have membership in any of the federations (Annex Table A4.11). These schools considered that there is no added advantage in being a member of a federation. They could get government work done without federation's help and face education department's pressures on their own. Also, they did not want to be pulled into the 'politics' that exists within and between these federations. Some had had some bitter experience as members of federations – discrimination amongst member schools and cornering of resources by lead member schools. Some also felt that their time got diverted from school work to do federation work. These schools preferred to keep in contact with all the federations operating in their locality. The advantage is that their students could participate in more events.

The activities undertaken by the 5 federations interacted with during this survey are as follows -

- Monthly membership fee is charged - Rs.100/200/nil.
- Deccan Federation of Private Schools – Rs. 2,000 per month fees. The federation has Rs.100,000 which member schools can borrow. No interest is charged.
- Dynamic Federation of Private Schools AP has a kind of chit fund – where they collect Rs. 2,000-3,000 per month per member. This is given to member schools as per their needs.
- Support to get government work done and to address harassment by government functionaries.
- Event organization – interschool events seems to have originated from the convenience of cost-sharing. Now it is also recognized that students are benefiting from these events. These events include sports day, painting competitions, science exhibitions, annual felicitation of outstanding teachers and students etc.
- Planning for the academic year including how to develop students.
- Teachers' trainings and database of teachers from member schools.

³ These 5 federations are Dynamic Federation of Private Schools (12 schools), Dynamic Federation of Private Schools AP (30 schools), Deccan Federation of Private Schools (14 schools), The State Private Schools' Guild of Andhra Pradesh (14 schools) and Superb Federation of Private Schools (? schools).

2.2 Fees: Structure and Issues

The various kinds of fees charged are:

- Admission fee – one time beginning of academic year for admission form/report card
- Tuitions fees – monthly
- Additional fees (Term/Maintenance fees – 1/2/3 times a year for conducting examinations, providing revision material and providing teaching learning aids such as worksheets, chart papers and maps. In one school, these fees were charged to provide uniforms.

All schools charge tuition fees on monthly basis. The additional fees are charged as part of the monthly fees or separately. In most schools these additional fees are charged before the examinations during the year.

- 52 per cent of schools charged fees in addition to tuition fees (Annex Table A4.12)
- Minimum additional fees ranged from Rs.60 to Rs.675 per student per annum (Annex Table A4.13)
- Maximum additional fees ranged from Rs.90 to Rs.1,500 per student per annum (Annex Table A4.14)

The following analysis has been made for monthly fees charged. Annual fees have been calculated by taking into consideration tuition fees for 12 months and all other additional fees charged throughout the year. Analysis has been made across the schools for three standards – nursery, standard 7th and standard 10th – to get an overall picture.

Nursery (Annex Tables A4.15 – 16)

- Minimum monthly tuition fees range from Rs. 40 to Rs. 85 per student per annum
- Maximum monthly tuition fees range from Rs. 40 to Rs. 180 per student per annum
- Minimum annual fees range from Rs. 580 to Rs. 1200 per student per annum
- Maximum annual fees range from Rs. 580 to Rs. 2,835 per student per annum
- Average annual fee works out to be Rs. 99 per student per month

Standard 7th (Annex Tables A4.17 – 18)

- Minimum monthly tuition fees range from Rs. 70 to Rs. 175 per student per annum
- Maximum monthly tuition fees range from Rs. 150 to Rs. 250 per student per annum
- Minimum annual fees range from Rs. 840 to Rs. 2,280 per student per annum
- Maximum annual fees range from Rs. 2,100 to Rs. 3,750 per student per annum
- Average annual fee works out to be Rs. 164 per student per month

Standard 10th (Annex Tables A4.19 – 20)

- Minimum monthly tuition fees is Rs. 100 per student per annum
- Maximum monthly tuition fees is Rs.450 per student per annum
- Minimum annual fees is Rs. 1,200 per student per annum
- Maximum annual fees is Rs. 5,400 per student per annum
- Average annual fee works out to be Rs. 274 per student per month

All surveyed schools mentioned issues regarding fees – fees were too low; fees were not paid in time; fees were not paid in full; and fees were not paid at all. The extent of pending⁵ fees is alarming. Data was available for 31 schools. (Annex Table A4.21)

⁴ Students from schools that do not have recognition till standard 10th have to pay an additional fee to schools that have this recognition to appear for standard 10th examinations. The maximum fees (Rs. 900) quoted, during the survey, for this purpose has been included in the calculations.

- 06 per cent schools (2 schools) have fees pending between 65 – 80 per cent
- 71 per cent schools have fees pending between 25 – 50 per cent
- 16 per cent schools have fees pending between 15 – 22 per cent
- 06 per cent schools (2 schools) have fees pending 10 per cent or less

Out of social commitment and also given the growing competition amongst private schools, in spite of having to operate under tight financial conditions, 93 per cent of schools give concessions in some form to attract students (Annex Table A4.22).

- 14 per cent schools provide free uniforms/ material to some students (Annex Table A4.23).
- 17 per cent schools provide free text books to some students (Annex Table A4.24).
- 45 per cent schools provide teaching/learning aids such as chart papers, maps, etc. to all students (Annex Table A4.25). (In schools that do not provide this support, for one year this adds up approximately Rs.300 per student and parents have to provide their children with this material.) One school even provides eraser, pencils, etc. as the management realized no amount of convincing parents to provide this basic material is working. In the final analysis the student is missing out on effective learning.
- 07 per cent students have been exempted completely from paying fees (Annex Table A4.26).
- In one school, the annual picnic is free.
- Concessions are given in fees in cases where there are multiple children from same family studying the same school.
- Parents tend to accumulate payment of fees and when they come to make the payment negotiate for a lower amount which schools relent to.

If there are 4 children studying from the same family, then in a lighter vein it is state that – “Pay for 3 and 4th is free!”

2.3 Status of Infrastructure

- **Plot sizes** range from a minimum of 200 square yards⁶ to maximum of 1,200 square yards. Even a school having nursery to standard 10th is run with a plot size of 200 square yards. The average of plot size across the schools is 467 square yards. (Annex Table A4.27)
- **Built-up areas** range from minimum of 150 square yards to maximum of 2,167 square yards. The average of built up area across the schools is 738 square yards. (Annex Table A4.28)
- **Playgrounds** are available in only 19 per cent of the schools with another 10 per cent of the schools having access to public playground in the neighbourhood. (Annex Table A4.29)
- **Classrooms** are adequate⁷ in majority of schools given the fact that most schools have one division per standard. When compared to the standards till which the schools are run, 18 per cent of the schools have less than adequate classrooms. The minimum number of classrooms is 6 in school which is conducting classes from nursery to standard 5th and the maximum number of classrooms is 36 classrooms in school which is conducting classes from nursery to standard 10th and has 3 divisions per standard. Most schools have small classrooms which are filled beyond maximum capacity. The

⁵ This survey was done in the month of April just before and during annual examination time. Ideally, fee collection should have been 100 per cent at this point of time in the year. The pending fees percentages given by the schools are the maximum expected recovery for the current year including what is expected when parents come to collect results of their children in May.

⁶ In Hyderabad city, and probably in the entire state of Andhra Pradesh, it is a common practice to measure land and built up area in square yards. Conversion unit is: 1 yard = 3 feet and 1 square yard = 9 square feet.

⁷ For example, schools from nursery to standard 5th should have at minimum 8 classrooms and schools from nursery to standard 10th should have at minimum 13 classrooms.

classrooms open up into a courtyard and the walls on the courtyard side are generally of 3/4th height not reaching the ceiling. This is probably so to save on construction costs, and make use of natural light and breeze. (Annex Table A4.30)

- **Classroom furniture** for students in 48 per cent schools is just seating benches and another 48 per cent have desks and benches (Annex Table A4.31). Two reasons for this are – desks and benches combination occupies more space and is costlier than benches. Schools have addressed the issues of limited space and resources by having age appropriate plastic chairs for children in pre-primary standards; one school has chairs with writing boards for students in standard 10th; and some schools have desks for standards 8th to 10th. Condition of the furniture depends on the age of the school. None of the schools have been able to replace the furniture bought at the time of school initiation due to resource constraints. The visits to the schools were made when examinations were being held. In schools which had only benches, it was observed that students were writing their answer papers on a clip board placed on their laps.
- **Teaching/Learning Aids'** data were gathered from observation and through discussions on teaching methodologies. Based on this schools were divided into 3 categories: minimal (43 per cent schools) – pictures on walls, a few science equipment; basic (36 per cent schools) – pictures on walls, maps, science equipment and display jars for biology; and basic plus (19 per cent schools) – in addition to aids under basics category these schools use audio-visual aids too. (Annex Table A4.32)
- **Library facilities'** availability is very low with 31 per cent of schools having a library or books for supplementary reading (Annex Table A4.33).⁸
- **Computers** are to be introduced from standard 3rd onwards according to state government syllabus. The situation in the surveyed schools is as follows (Annex Tables A4.34 - 35):
 - 26 per cent schools have provision of computers for students
 - 14 per cent schools have computers but are for office use only
 - 21 per cent schools have no computers
 - 31 per cent schools have a computer laboratory
 - Minimum number of computers in a school is 1 with 19 per cent schools having 1 computer
 - Maximum number of computers in a school is 12 (this is in the one school that has been purchased by Professor James Tooley's group and this facility is being set up as per their model)
 - Average number of computers is 2.6 computers per school
- **Science equipment** is available in 93 per cent schools with **science laboratory** available in 5 per cent schools (Annex Table A4.36).⁹
- **Staff rooms** are available in 74 per cent of the schools (Annex Table A4.37).
- **Toilets for students** are available in all schools with separate toilets for girls and boys in 69 per cent schools. In the remainder 31 per cent schools there are multiple toilets although not marked specifically for girls and boys. (Annex Table A4.38)

⁸ In schools that had library/books the composition of books was not checked for appropriateness and adequacy as this was beyond the scope of this study.

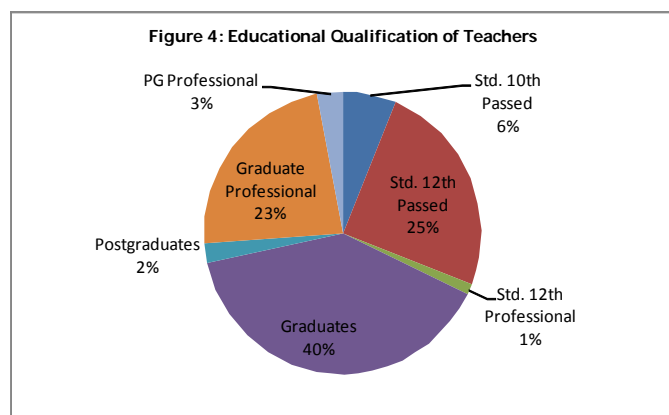
⁹ Checking the quality and adequacy of science equipment and laboratory will not be commented on as this was beyond the scope of the present study.

- **Toilets for staff** are common with students in 29 per cent schools. In the remaining 71 per cent schools where there are separate toilets for staff, majority of these toilets are common for male and female staff. (Annex Table A4.39)
- **Source of drinking water** in 98 per cent of schools is municipal tap water (Annex Table A4.40). Schools have storage facilities such as earthen pots, plastic drums and tanks. The size of storage facility depends on the area where the school is located. For example, in one school no storage is needed as water is available through tap during school hours whereas in a school in another locality water is supplied for 3 hours every 3rd day. A couple of schools have fitted water purifiers.
- **Source of water for other uses** is primarily municipal water in majority of the schools. In 24 per cent schools bore well water is being used (Annex Table A4.40).

2.4 Teachers' Profile¹⁰

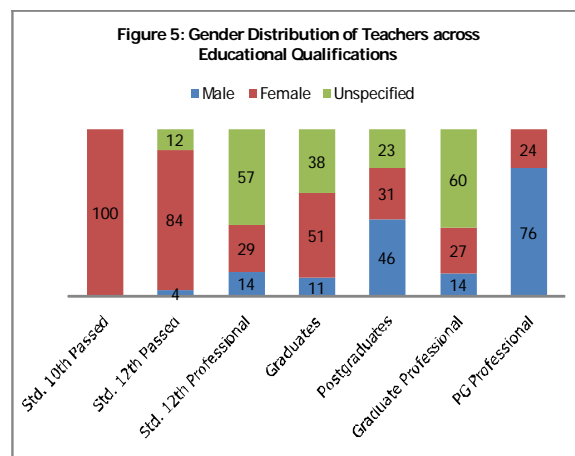
In the schools surveyed there are approximately 709 teachers of which approximately 72 per cent are females (Annex Table A4.41). Educational qualifications¹¹ are available for 566 teachers out of the 709 teachers (Annex Table A4.42).

Figure 4 shows that 68 per cent teachers have educational qualifications of graduation and above. 27 per cent teachers are professionally qualified teachers. 32 per cent teachers are standard 10th and 12th pass. Figure 5 shows that majority of these teachers are females. Standard 10th and 12th pass teachers are generally responsible for pre-primary and in some schools primary sections. Amongst the 5 per cent post graduates and post graduates with professional qualifications, majority are males.



Minimum number of students per teacher is 12 maximum number of students per teacher is (Annex Table A4.43). The average number of students per teacher is 28 (Annex Table A4.43).

Range of minimum salary¹² is Rs. 800 to Rs. 1,200 (Annex Table A4.44) and that of maximum salary is Rs. 1,200 to Rs. 9,000 (Annex Table A4.44).



and
48

Experiences shared by teachers -

¹⁰ The quantitative data regarding number of teachers, gender break up and educational qualifications has been collected during the interview with founders/present owners. This data set has discrepancies and is incomplete. But it still manages to give a picture of ground reality with a narrow margin of error.

¹¹ Graduate=Bachelor of Arts (BA), Bachelor of Commerce (BCom), Bachelor of Science (BSc); PG=Post Graduate= Master of Arts (MA), Master of Science (MSc); Professional=Teacher Qualifications such as Pre-Primary Teachers' Certificate (PPTC), Teachers' Training Certificate (TTC), Physical Training (PT), Bachelor in Education (BEd), Master in Education (MEd), language teachers with special trainings in Telugu, Hindi and Urdu, and Islamic Studies.

¹² The analysis in this section is for salary of full time teachers. Part time teachers who are engaged to teach standard 10th are subject experts and are paid Rs.1000 for a period of 45 minutes. They teach in multiple schools and could be associated with 4 to 5 schools in a given academic year.

- Not able to teach effectively as not able to implement experience based learning. Lack of teaching materials due to budget constraints.
- They gauge themselves on the performance of their students – completion of tasks/homework given, able to read and write, listen to them during their period/class and ask doubts.
- Slow learners are spotted by teachers and given special attention. These students are paired with bright students from the same class or higher class bright student.
- Teachers themselves find it a problem to speak English fluently. Also English fluency is weak amongst students as they do not have scope to practise outside school.
- Parents prefer daughters to become teachers as compared to working in call centres.
- As students are not fluent in English teachers explain lessons in Urdu in spite of the medium of instruction being English.
- Some schools are totally focused on studies which the teachers think is not correct and extra-curricular activities need to be added.
- Salaries are too low.
- Absence of staff room causes inconvenience.

2.5 Students' Profile

Student strength for 2007-08 in 40 of the 42 surveyed schools is 19,660 (Annex Table A4.45). Gender breakup at school level is available for 27 schools (Annex Table A4.46). Over all girls' enrolment for 2007-08 was as follows –

- Minimum range for girls' enrolment is 39 per cent to 50 per cent.
- Maximum range of girls' enrolment is 45 per cent to 100 per cent¹³.

Standard wise gender breakup is available for 20 schools (Annex Table A4.47). In Table 2 the all girls' school has been excluded to work out range of girls' enrolment across three standards – nursery, 7th and 10th. The data seems to substantiate the claim that schools and parents made during the survey that there is no gender based discrimination regarding enrolment of girls and boys in private schools. Experience of the schools shows that girls are more sincere and regular in their studies than boys and are less likely to drop out of school. Boys drop out of schools for two reasons – low performance and disinterest in studies due to various factors and/or work.

Table 2: Range of Girls' Enrolment across Standards and School Categories (Annex Table A4. 48)

Schools till Standards (2007-08)	Data for Number of Schools	Nursery		Std. 7		Std. 10	
		Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
Std. 5	1	54	54				
Std. 7	4	47	58	27	63		
Std. 8	1	41	41				
Std. 10	13	30	60	35	70	20	87
Total	19						

During the interactions with students it was realized that depending on location of the schools and work availability many of the students especially boys work after school hours. In some schools boys temporarily stop attending school to work full time during festival seasons. These children go to work in near-by shops.

¹³ There is one school which is only for girls and this skews the gender data analysis.

2.6 Family Background¹⁴ of Students

Occupational profile of parents-

- Majority of fathers are daily wage earners.
 - Majority are auto rickshaw drivers.
 - Others are labourers, truck drivers, truck cleaners, vegetable vendors, door-to-door vendors, small businesses and beggars.
 - A small percentage are salaried employees with very few in government employment (implying higher level of job security as compared to private sector employment).
- Majority of mothers do not work to earn a living.
 - Some are forced to work as their husbands do not support them – dead, alcoholic, have second family, sick, ...
 - Some work as domestic helps.
 - Some work in factories.
 - Some do embroidery work or other work that is delivered to their houses and finished product picked up from their houses.

Majority of fathers are daily wage earners earning Rs. 100 – 120 per day on the days that they go to work and get work. Table 3 shows that –

- Minimum range of monthly family income is from Rs. 1,000 to 3000
- Maximum range of monthly family income is from Rs. 4,000 to 10,000

It is estimated that about 10 per cent families will be earning Rs. 10,000. These would be businessmen or employed in government.

Table 3: Range of Monthly Family Incomes across School Categories (Annex Table A4.49)

Schools till Standards (2007-08)	Minimum	Maximum
Std. 5	3000	5000
Std. 7	2000	5000
Std. 8	1500	4000
Std. 9	3000	6000
Std. 10	1000	10000

Why do parents want to send their children to schools?

Majority of parents have either very low levels of education or are illiterate. They want their children to be educated. They believe that they are having difficulties in earning well because they are uneducated and want their children to do better in life.

¹⁴ Occupational profile, income information, parental support and home environment was gathered during the interviews with founders/correspondents and teachers. Other information is through interactions with parents.

Why do parents send their children to private schools?

Parents do not have faith in government schools where they say the attention is only on mid-day meals. No teaching and learning takes place. Also parents believe that English holds the key for their children's brighter future which is taught in private schools. They give importance to the fact that in English medium private schools children will learn 4 languages – English, Hindi (national language), (mother tongue) and Telugu (state language).

Of the schools surveyed, 95 per cent schools are English medium. Only 2 Urdu medium schools could be identified and have been included in the present research. No Telugu medium private school could be identified. (Annex Table A4.50)

also
their
Urdu

Why did parents choose this particular private school?

- Affordability – most families have 3 to 10 children and have ambition to educate all hence they chose a school where they can financially manage to educate all or most of their children. Schools which charge only tuition fees and not other fees are preferred. Also schools that take away some expenses by giving free uniforms, books, etc are chosen.
- Concessions - Sensitivity of management to problems faced by parents was another reason for parents to continue their children in a particular school. Concession given by school in case of multiple children studying from the same family was cited by most parents for choice of school.
- English medium schools that also taught Islamic studies are preferred.
- Children who study in this school are doing well.
- Alumni of this school are studying further and have got jobs.
- Teachers from same locality and known.
- Teachers from same school take tuitions after school hours.
- School is near to the house – security and no transport cost.
- Strict discipline and high levels of cleanliness are maintained in the school.
- Some schools in the locality have closed down in a short time but this school has been there for years thus ensuring continuity.
- Children's progress is shared after each unit exam. This enables the parents to know how their children are progressing and take corrective action if required.

How do parents support their children?

- Some mothers work exclusively so that they can support their children's education.
- Employers of some mothers, who work as domestic help, support some of the children's education expenses.
- Parents arrange for private tuitions which could cost about Rs. 100 per month per child. The fees charged for private tuitions depend on the locality. In one locality Rs. 120 is charged for 4 children per month.

What are the problems faced by parents in their children's education?

- Some mothers are forced to work as their husbands do not support them – dead, alcoholic, have second family, sick, ...

- Due to large number of children¹⁵ per family, parents have to make a choice as to which of the children should be sent to school. They cannot afford to send all their children to school at the same time.
- Parents cannot afford to get new uniforms stitched very year for all children that lead to quarrels and hard feelings amongst siblings.
- In some families the elder siblings are put to work and the younger ones are enrolled in schools. Although schools do give concessions in fees they too cannot afford to have all children from a particular family on no or partial fees.
- In one family, their elder child had passed standard 9th and gone to standard 10th. The family is contemplating to pull out their youngest child from school so that they can pay for private tuitions of their elder child and ensure that he succeeds in standard 10th.
- Boys not doing well due to various distractions – TV, movies and increase in the number of cricket matches telecasted.

What problems do children face at home?

- Parents are uneducated and not able to provide guidance to children in their studies.
- Due to financial constraints, children need to earn a living – either after school hours or drop out of school completely.
- Due to large family size and comparatively small living spaces there is no appropriate physical space for children to do self-study.
- Alcoholism is high in some of the localities hence adversely affecting home environment.
- Family tensions and quarrels make it too difficult for children to concentrate on studies at home and get mentally disturbed to concentrate in school.
- Children are not fed breakfast hence attention span before lunch hour is very low due to hunger.
- Children can be sent home for not having paid fees, improper uniform or lack of text books.

2.7 Problem Tree for Private Budget Schools Ecosystem

The analysis and findings discussed above are presented in Figure 6 to highlight the cause and effect relationships between various ground realities and actors/agencies.

Due to lack of effective government schools parents prefer to enroll their children in private schools. There is existence of large number of private schools catering to this demand across various income categories. However, low income families are not able to fully support their children's education. This would mean all children are not enrolled in school at a given time and/or partial fees are paid and/or expenses for uniforms, books, teaching learning aids are not met for all children. Parents' inability to pay fees, along with high competition within private sector, has meant low fee structures. Parents are not able to provide adequate support to their children in their studies. This is due to low educational status of parents and home environment is not favourable. Since most parents are employed in informal sector, and are daily wage earners, their incomes are irregular and inadequate. Therefore, fees are not paid on time which adversely affects cash flow of schools. Low ability to pay and not on time, results in schools opting for low cost operation; low initial investment, minimization of recurring costs maximization of student enrollment and retention to ensure minimum returns, and low surplus for investment in school development. These constraining conditions translate in low quality of teaching in schools resulting in sub-optimal learning achievements.¹⁶ However, these schools are still considered better than the government schools..

¹⁵ Family planning is considered to be un-Islamic. This is a controversial issue in India where family planning to contain number of children in a family unit to two was taken up on war footing since mid-1970s.

¹⁶ This statement is made on the basis on secondary literature reviews and interactions for the present research study. The learning achievements have not been tested in the surveyed schools for the present research study and hence there is no hard data to support this statement.

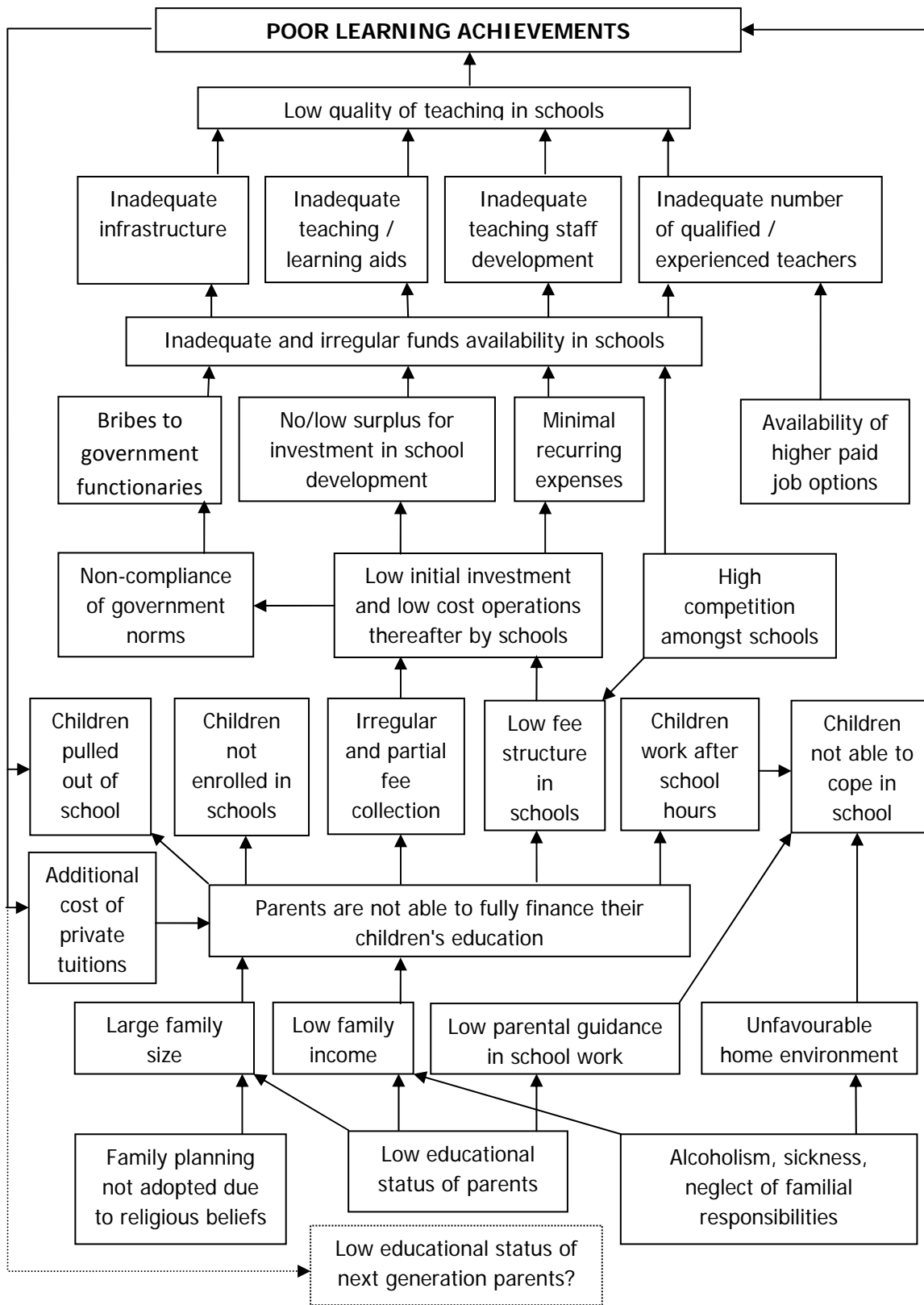
In spite of this reality, the possibility of counterfactual argument holding true is very high – had these schools not been there would all these children from low income families have access to schooling? The answer is clearly no.

The dotted arrow at the bottom left hand side of the figure poses a hypothetical question whether poor achievement levels in schools will mean the continuation of the vicious cycle of poverty? This figure is a generalization of ground realities. Alumni have taken up professional studies and got better employment opportunities thus improving the standard of living of their families. What percentage of the total enrolment can be counted amongst these ascertained. This will show the degree of external efficiency of the schools.

Internal efficiency denotes the relationship between the outputs of the education system (as measured by the number of successful graduates) and the inputs into the education system (such as student enrolment, teachers, instructional material and other physical resources by the educational system).

External efficiency refers to the performance of graduates of a certain level of education in active social and economic life, meaning the social and economic benefits that individuals or society could draw from investments made in education.

Figure 6: Problem Tree for Private Budget Schools Ecosystem



Annex 1: Methodology

A potential list of resource persons (which included contacts made by GGV team during the February 2008 visit and the consultant's development sector contacts in Hyderabad city and Andhra Pradesh State) was made to get a general picture on private budget schools in Hyderabad city, federations/associations of private budget schools in Hyderabad city and introduced to private budget schools to conduct the survey.

The initial interactions with resource persons, schools and federations brought in the following realizations, which helped in refining the scope of the present assignment, –

- Schools were functioning on summer timings i.e. 10.00/10.30 to 12.30 (normal school timings are approximately 10.00/10.30 to 16.30/17.00).
- Schools were engaged in revision for annual examinations scheduled for March - April. Hence, teachers and students were preoccupied with preparation for the examinations.
- Standard 10th examinations were scheduled for March – April 2007. Hence, schools would be engaged in preparing their students and later conducting these examinations
- Schools would be beginning their summer vacations from mid-April onwards.
- Restrictions imposed by school founders/owners to interact with other target groups and even take a walk through their schools.

Implications of these field realities were that –

- Schools would be closing in 4 – 6 weeks time for summer vacation.
- Each school would be able to give between 1 to 2 hours for the survey.
- All target groups identified could not be interviewed due to their non-availability and/or restrictions on interaction.
- In most schools, the founder is the all-powerful person hence interactions with target groups such as board members became invalid.

The research design was modified to suit field realities, as follows -

- Survey scope was fitted to complete a school survey in 1 to 2 hours - interviewing of founder/owner/correspondent, quick walk through school premise, and if possible interaction with teachers, students and parents present.
- Estimated coverage was fixed at least 40 schools, given that schools would be working for a maximum of 6 weeks; scheduling of various examinations and holidays; and 2 to 3 schools could be covered in a day.

Four criteria were used to select survey school, viz. - the school should be (1) private (2) unaided (3) budget school (4) located in and around old Hyderabad city. Due to the geographical focus on in and around old Hyderabad city, majority students are from Muslim households as these are predominantly Muslim localities.

Upon completion of survey, in a particular schools, the interviewee was requested to give references of other schools and position holders in federation. Being introduced facilitated acceptance in these schools.

School referrals came under one of the following categories - (1) in majority cases were in other localities (indicating existence of high levels of competition amongst private schools); (2) members of the same federation and/or family¹⁷ (indicating affinity and benefit sharing); and (3) present school was recognized and hence provided question papers received from government to the referred school as it was still to receive its recognition (indicating mentoring of new comers who were not perceived as threats).

In order to avoid duplication of efforts at program implementation stage, it was decided that schools which are participating in Professor James Tooley group's school purchase program will not be included in the survey as GMCF would want to support schools which have no/minimal external support. Hence, Indian Stars School is the only school from the school purchase program that has been included in the present survey.

List of Resource Persons interviewed:

- Ms. Leigh Anne Gilbert, Smith Richardson Foundation
- Mr. Nagabhushanam, Education Consultant
- Mr. Swaroop Kumar, Mahita
- Mr. V. V. N. S. S. Ram, Mathematician and Teacher
- Professor James Tooley, Oriental Global and Educare Trust
- Mr. Mohammad Azam Ali Khan, President, Dynamic Federation of Private Schools AP

Dr. Alok Rath, State Representative, Save the Children – Bal Rakshak Bharat and Mr. Aluganti Prasad, Development Consultant helped in establishing contact with some of these resource persons.

¹⁷ Multiple schools have been established by family members. In four cases, references were given to schools belonging to their parent/siblings/cousins.

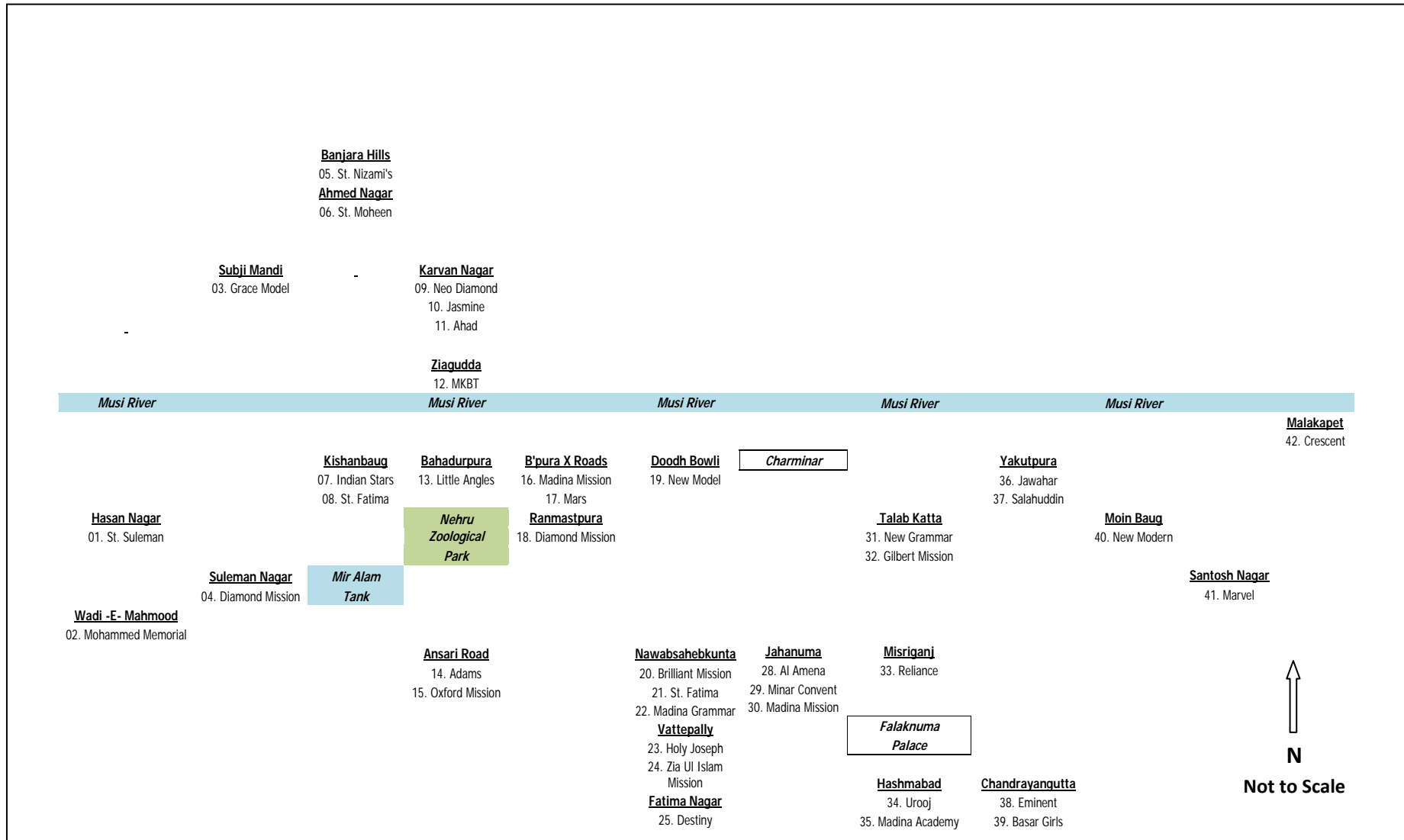
Annex 2: School Survey and Interview Formats

School Survey Phase I: Part 1 Basic Information						
Source of data and date of data collection:						
A	School Identification					
1	Name of School					
2	Legal Status					
3	Postal Address					
4	Name of Society and year of registration					
5	Contact Person and designation					
6	Association/Federation affiliated to, number of member schools					
7	Medium of Instruction					
8	Established by					
9	Year of establishment					
10	Girls/Boys/Co-ed					
11	Grades and number of students when established					
12	Grades and number of students in 2007-08					
B	Staff					
	Total Number of Teachers					
	Qualifications					
	Salary Range					
C	Students					
	Grades	Year Initiated	Girls	Boys	Total	Fees per head per month (INR)
						Approximation of Fees collected annually (INR)
	Total					
	Additional Expenses					
	Number of students given subsidy/support					
	Type of subsidy/support					
	Average monthly income of parents					
D	Infrastructure					
	Space – rental / ownership					
	Nature – independent building / portion					
	Plot size					
	Built up area					
	Number of classrooms					
	Number of shifts					
	Number of divisions per grade					
	Benches					
	Blackboard					
	Teaching/Learning Aids					
	Library					
	Computers					

	Science Laboratory	
	Staff Room	
	Playground	
	Toilets for students – girls and boys	
	Toilets for staff – females and males	
	Drinking Water	

School Survey Phase I: Part 2 Interviews		
1	<p>Founders/Present Owners and/or Correspondents</p> <ul style="list-style-type: none"> • Academic and professional background • Basics of school – motivation, history, fees, • Experience in running the school – areas of satisfaction and dissatisfaction, government regulations, areas for improvement – current efforts and scope for further support, support required for personal development, innovations • Resource agencies/person accessed for improvement • References to associations they are member of – current role of association, suggestions for furthering the role 	
2	<p>Headmasters / Headmistresses</p> <ul style="list-style-type: none"> • Academic and professional background, motivation • Experience in running the school – areas of satisfaction and dissatisfaction, areas for improvement – current efforts and scope for further support, innovations, • Monitoring in-classroom performance and grade survival issues, learning process/supporting positive changes, support to teachers • Would accreditation system be useful? 	
3	<p>Teachers</p> <ul style="list-style-type: none"> • Academic and professional background • Choice of profession and present school • Experience - areas of satisfaction and dissatisfaction, areas for improvement – current efforts and scope for further support, innovations • Monitoring in-classroom performance and grade survival issues, learning process/supporting positive changes, how do they know their students are learning enough? 	
4	<p>Students</p> <ul style="list-style-type: none"> • What they love about coming to school? • What they hate about their school? • What they would love to see in their school? • Are they happy with their performance? Do they want to improve? • What would help them to improve their performance? 	
5	<p>Parents/PTA</p> <ul style="list-style-type: none"> • Choice of school – private v/s government, changed schools, • Dream for their children • Children's school performance – areas of satisfaction and dissatisfaction, what would help improve performance, support in studies after school hours, • Their role in management of school – current and potential role • Would accreditation system be helpful? 	

Annex 3: Locations of Schools Surveyed



Annex 4: School Survey Analytical Tables

Table A4.01: Decade in which the schools were established

Decade	Number of Schools	Percentage
1960	1	2
1980	8	19
1990	10	24
2000	22	52
NA	1	2
Total	42	100

Table A4.02: Gender Profile of the Founders / Present Owners

Gender	Number of Founders / Present Owners	Percentage
Male	37	88
Female	5	12
Total	42	100

Table A4.03: Educational Status of Founders / Present Owners

Educational Status	Number of Founders / Present Owners	Percentage
Postgraduate Qualified Teacher	12	29
Graduate	10	24
Graduate Qualified Teacher	9	21
Postgraduate	4	10
Passed Std. 12	1	2
Passed Std 12th Urdu Medium	1	2
Studying for PhD	1	2
NA	4	10
Total	42	100

Table A4.04: Professional Background of Founders / Present Owners of Schools

Professional Background	Number of Founders / Present Owners	Percentage
Worked in other schools	16	38
Initiated with present school	13	31
Worked in the Middle East	5	12
Business	2	5
Qualified Teacher turned Journalist	1	2
Social Worker and Teacher	1	2
Software Engineer in USA	1	2
Worked in India as Clerk	1	2
NA	2	5
Total	42	100

Table A4.05: Who Owns and Keeps Control of the Schools?

Ownership and Key Post	No. of Schools	Percentage
Founder, Correspondent, Principal	23	55
Founder, Correspondent	6	14
Present Owner, Correspondent	4	10
Founder	3	7
Present Owner, Correspondent, Principal	2	5
Present Owner, Principal	2	5
Appointed	1	2
Founder, Principal	1	2
Total	42	100

Table A4.06: Who is the Correspondent?

The Correspondent is:	No. of Schools	Percentage
Founder	29	69
Present Owner	5	12
Related to Founder	5	12
Appointed	3	7
Total	42	100

Table A4.07: Who is the Principal?

The Principal is:	No. of Schools	Percentage
Founder	24	57
Related to Founder	10	24
Appointed	3	7
Present Owner	2	5
Related to Present owner	2	5
NA	1	2
Total	42	100

Table A4.08: Status of Premises of Schools

Schools till Standards (2007-08)	Premise Status				Grand Total
	Family Owned	Family & Rental	Purchased	Rental	
Std. 5	1				1
Std. 7	3			3	6
Std. 8			1	1	2
Std. 9				2	2
Std. 10	10	2	2	17	31
Total	14	2	3	23	42
Percentage	33	5	7	55	100

Table A4.09: Schools Initiated with Standards and Status as in 2007-2008

Initiated / When Purchased	Standards as in 2007-2008					Total	Percentage
	Std. 5	Std. 7	Std. 8	Std. 9	Std. 10		
N/M to UKG	1				2	3	7
N/M to Std. 2					2	2	5
N/M to Std. 3					1	1	2
N/M to Std. 5		4	1		6	11	26
LKG to Std. 5					2	2	5
N/M to Std. 6		1			1	2	5
N/M to Std. 7		1		2	5	8	19
N/M to Std. 8			1			1	2
N/M to Std. 10					12	12	29
Total	1	6	2	2	31	42	100
Percentage	2	14	5	5	74	100	

Note: N/M = Nursery/Montessori; UKG = Upper Kindergarten; LKG = Lower Kindergarten

Table A4.10: What is the legal status of the schools vis-à-vis the number of classes they run?

Legal Status	Present Standards Being Run till					Total No. of Schools	Percentage
	Std. 5	Std. 7	Std. 8	Std. 9	Std. 10		
Recognition till Std. 7		2			9	11	26
Recognition till Std. 10		1			15	16	38
Applied for Recognition		1	2	2	5	10	24
Registered		1			1	2	5
Unrecognised		1			1	2	5
Unregistered	1					1	2
Total	1	6	2	2	31	42	100

Table A4.11: Status of Memberships in Federations

Membership	Number of Schools	Percentage
Not Member of Any Federation	13	31
Dynamic Federation of Private Schools AP	10	24
State Private Schools Guild AP	7	17
Deccan Federation of Private Schools	6	14
Dynamic Federation of Private Schools	5	12
Multiple Federations	1	2
Total	42	100

Table A4.12: Whether Additional Fees are charged by Schools?

Schools till Standards (2007-08)	Schools till Standards			Total
	No	Yes	NA	
Std. 5		1		1
Std. 7	3	2	1	6
Std. 8	1	1		2
Std. 9		2		2
Std. 10	12	16	3	31
Total	16	22	4	42
Percentage	38	52	10	100

Table A4.13: Minimum Additional Fees across School Categories

Schools till Standards (2007-08)	Minimum Additional Fees (INR)												Total	
	0	6	7	9	14	15	20	21	24	30	48	67		
Std. 5														
Std. 7	2			1										3
Std. 8	1				1									2
Std. 9													1	1
Std. 10	10	1	1	1		1	1	1	2	1	1			20
Total	13	1	1	2	1	1	1	1	2	1	1	1	1	26

Table A4.14: Maximum Additional Fees across School Categories

Schools till Standards (2007-08)	Maximum Additional Fees (INR)														Total
	0	90	100	145	150	180	250	300	360	400	450	750	1500		
Std. 5			1												1
Std. 7	2	1			1										4
Std. 8	1							1							2
Std. 9						1						1			2
Std. 10	10			1	1	1	1	5	2	4	1			1	27
Total	13	1	1	1	2	2	1	6	2	4	1	1	1	1	36

Table A4.15: Monthly Tuition Fees (INR) for Nursery across School Categories

Schools till Standards (2007-08)	Data for Number of Schools	Monthly Tuition Fees (INR)		
		Minimum	Maximum	Average
Std. 5	1	40	40	40
Std. 7	6	60	150	100
Std. 8	2	50	70	60
Std. 9	2	85	180	133
Std. 10	30	40	130	86
Total	41			88

Table A4.16: Annual Fees (INR) for Nursery across School Categories

Schools till Standards (2007-08)	Data for Number of Schools	Minimum	Maximum	Average
Std. 5	1	580	580	580
Std. 7	5	720	1890	1188
Std. 8	2	600	980	790
Std. 9	2	1200	2835	2018
Std. 10	30	480	1860	1182
Total	40			1190

Note: Annual Fees include Tuition Fees and Examination Fees/Term Fees/Additional Fees

Table A4.17: Monthly Tuition Fees (INR) for Std. 7 across School Categories

Schools till Standards (2007-08)	Data for Number of Schools	Minimum	Maximum	Average
Std. 7	5	115	250	179
Std. 8	2	110	150	130
Std. 9	2	175	250	213
Std. 10	29	70	250	143
Total	38			151

Table A4.18: Annual Fees (INR) for Std. 7 across School Categories

Schools till Standards (2007-08)	Data for Number of Schools	Minimum	Maximum	Average
Std. 7	4	1380	3150	1973
Std. 8	2	1320	2100	1710
Std. 9	2	2280	3750	3015
Std. 10	29	840	3300	1917
Total	37			1971

Note: Annual Fees include Tuition Fees and Examination Fees/Term Fees/Additional Fees

Table A4.19: Monthly Tuition Fees (INR) for Std. 10 across School Categories

Schools till Standards (2007-08)	Data for Number of Schools	Minimum	Maximum	Average
Std. 10	30	100	450	217
Total	30			

Table A4.20: Annual Fees (INR) for Std. 10 across School Categories

Schools till Standards (2007-08)	Data for Number of Schools			
	Minimum	Maximum	Average	
Std. 10	30	1200	5400	3282
Total	30			

Note: Annual Fees include Tuition Fees, Examination Fees/Term Fees/Additional Fees and where the schools do not have recognition till Std. 10, INR 900 as Std. 10 examination appearance fees have been added to the annual fees.

Table A4.21: What is the Magnitude of Pending Fees in Schools?

Schools till Standards (2007-08)	Pending Fees Percentages														Total
	5%	10%	15%	20%	22%	25%	30%	35%	40%	45%	50%	65%	80%		
Std. 5									1						1
Std. 7						1				1					2
Std. 8						1	1								2
Std. 9				1			1								2
Std. 10	1	1	2	1	1	3	3	1	4	2	3	1	1		24
Total	1	1	2	2	1	5	5	1	6	2	3	1	1		31
	3	3	6	6	3	16	16	3	19	6	10	3	3		100

Note: Pending fees data for 11 schools are not available.

Table A4.22: Do Schools Give Concessions of Some Form?

Schools till Standards (2007-08)	Yes	No	Total	Percentage
Std. 5	1		1	3
Std. 7	5	1	6	15
Std. 8	2		2	5
Std. 9	2		2	5
Std. 10	29		29	73
Total	39	1	40	100

Table A4.23: Do Schools Provide Uniforms to Students?

Schools till Standards (2007-08)	No	Yes	NA	Total
Std. 5	1			1
Std. 7	6			6
Std. 8	2			2
Std. 9	2			2
Std. 10	22	6	3	31
Total	33	6	3	42
Percentage	79	14	7	100

Table A4.24: Do Schools Provide Textbooks to Students?

Schools till Standards (2007-08)	No	Yes	NA	Total
Std. 5	1			1
Std. 7	5	1		6
Std. 8	2			2
Std. 9	2			2
Std. 10	22	6	3	31
Total	32	7	3	42
Percentage	76	17	7	100

Table A4.25: Do School Provide Teaching/Learning Aids?

Schools till Standards (2007-08)	NA	No	Yes	Total
Std. 5		1		1
Std. 7		1	5	6
Std. 8		1	1	2
Std. 9		1	1	2
Std. 10	4	15	12	31
Total	4	19	19	42
Percentage	10	45	45	100

Table A4.26: Number of Students Exempted from School Fees

Schools till Standards (2007-08)	Data for Number of Schools		
	No. of Schools	No. of Students	Percentage
Std. 5	1	15	1
Std. 7	5	110	8
Std. 8	2	55	4
Std. 9	1		
Std. 10	23	1284	88
Total	32	1464	100

Table A4.27: Plot Size of Schools

Schools till Standards (2007-08)	Data for Number of Schools	Plot Size (Sq. Yd.)		
		Minimum	Maximum	Average
Std. 5	1	200	200	200
Std. 7	6	200	1000	461
Std. 8	2	400	400	400
Std. 9	1	600	600	600
Std. 10	25	100	1200	480
Total/Average	35			467

Table A4.28: Built Up Area of Schools

Schools till Standards (2007-08)	Data for Number of Schools	Plot Size (Sq. Yd.)		
		Minimum	Maximum	Average
Std. 5	1	200	200	200
Std. 7	6	150	2167	694
Std. 8	2	600	900	750
Std. 9	2	1200	1680	1440
Std. 10	28	200	2000	716
Total/Average	39			738

Table A4.29: Do the Schools have Playgrounds?

Schools till Standards (2007-08)	Playground Availability			No. of Schools
	Have Own Playground	Using Public Playground	None	
Std. 5			1	1
Std. 7	2		4	6
Std. 8			2	2
Std. 9			2	2
Std. 10	6	4	21	31
Total	8	4	30	42
Percentage	19	10	71	100

Table A4.30: Number of Classrooms across School Categories

Schools till Standards (2007-08)	Number of Classrooms																		Total	
	6	7	8	9	11	12	13	14	15	16	17	18	20	22	24	25	36	NA		
5	1																			1
7		1	1		3							1								6
8							1		1											2
9								1	1											2
10	1			1	1	1	3	10	1	1	2	1	1	2	2	1	1	2		31
Total	2	1	1	1	4	1	4	11	3	1	2	2	1	2	2	1	1	2	2	42
Percentage	5	2	2	2	10	2	10	26	7	2	5	5	2	5	5	2	2	5	2	100

Table A4.31: Classroom Furniture (Seating Arrangement Provided)

Schools till Standards (2007-08)	Type of Seating Arrangement Provided			NA	Total
	Only Benches	Desks and Benches	Floor-mats and Benches		
Std. 5			1		1
Std. 7	2	4			6
Std. 8	2				2
Std. 9	1	1			2
Std. 10	15	15		1	31
Total	20	20	1	1	42
Percentage	48	48	2	2	100

Table A4.32: Quality of Teaching-Learning Aids Provided by the School

Schools till Standards (2007-08)	Quality of Teaching-Learning Materials				Total
	Minimal	Basic	Basic Plus	NA	
Std. 5	1				1
Std. 7	4	2			6
Std. 8	1		1		2
Std. 9			2		2
Std. 10	12	13	5	1	31
Total	18	15	8	1	42
Percentage	43	36	19	2	100

Table A4.33: Do Schools Provide Library Facilities?

Schools till Standards (2007-08)	Provided	Not Provided	NA	Total
Std. 5		1		1
Std. 7	1	5		6
Std. 8	1	1		2
Std. 9	1	1		2
Std. 10	10	20	1	31
Total	13	28	1	42
Percentage	31	67	2	100

Table A4.34: Computer and Computer Lab Availability across School Categories

Schools till Standards (2007-08)	Computer Availability					Number of Schools	Computer Lab Availability		
	Only for Students	Only for Office	Office and students	No Computers	NA		Yes	No	NA
Std. 5	1					1		1	
Std. 7	1		1	4		6	1	5	
Std. 8	2					2	1	1	
Std. 9		1	1			2	1	1	
Std. 10	7	6	12	5	1	31	10	20	1
Total	11	7	14	9	1	42	13	28	1
Percentage	26	17	33	21	2	100	31	67	2

Table A4.35: Number of Computer Available Per School

Schools till Standards (2007-08)	No. of Schools	No. of Students	No. of Computers Available								NA	Average No. of Computers
			0	1	2	3	4	5	8	12		
Std. 5	1	133		1								2.0
Std. 7	6	1,671	4				1			1		2.7
Std. 8	2	786			1		1					3.0
Std. 9	2	684		1			1					2.5
Std. 10	31	16,386	5	7	7	2	2	3	3		2	2.6

Total/Average	42	19,660	9	8	9	2	5	3	3	1	2	2.6
Percentage	100		21	19	21	5	12	7	7	2	5	

Table A4.36: Are Science Equipment and Science Laboratory Available in Schools?

Schools till Standards (2007-08)	Availability of Science Equipment		Total	Availability of Science Lab			Total
	None	Some Equipment		Yes	No	NA	
Std. 5	1		1		1		1
Std. 7	1	5	6		6		6
Std. 8		2	2		2		2
Std. 9		2	2		2		2
Std. 10	1	30	31	2	28	1	31
Total	3	39	42	2	39	1	42
Percentage	7	93	100	5	93	2	100

Table A4.37: Are Staff Rooms Available in Schools?

Schools till Standards (2007-08)	Staff Room Availability			Total
	Yes	No	NA	
Std. 5		1		1
Std. 7	4	2		6
Std. 8	2			2
Std. 9	2			2
Std. 10	23	7	1	31
Total	31	10	1	42
Percentage	74	24	2	100

Table A4.38: Do the Schools have Toilets for Students?

Schools till Standards (2007-08)	Toilet Availability for Students		No. of Schools
	Common for boys and girls	Separate for boys and girls	
Std. 5		1	1
Std. 7	1	5	6
Std. 8	1	1	2
Std. 9	1	1	2
Std. 10	10	21	31
Total	13	29	42
Percentage	31	69	100

Table A4.39: Do the Schools Provide Toilets for Staff?

Schools till Standards (2007-08)	Toilet Availability for Staff		No. of Schools
	Common with students	Separate for Staff	
Std. 5	1		1
Std. 7	1	5	6
Std. 8	1	1	2
Std. 9	1	1	2
Std. 10	8	23	31
Total	12	30	42
Percentage	29	71	100

Table A4.40: What are the Sources for Drinking Water and other uses for the Schools?

Schools till Standards (2007-08)	Drinking Water Source		No. of Schools	Water for other Uses		No. of Schools
	Municipal	Bore well		Municipal	Bore well	
Std. 5	1		1	1		1
Std. 7	5	1	6	4	2	6
Std. 8	2		2	2		2
Std. 9	2		2	2		2
Std. 10	31		31	23	8	31
Total	41	1	42	32	10	42
Percentage	98	2	100	76	24	100

Table A4.41: Gender Profile of Teachers across School Categories

Schools till Standards (2007-08)	Data for Number of Schools	Teachers			Total
		Male	Female	NA	
Std. 5	1	1	4		5
Std. 7	6	7	70		77
Std. 8	2	5	24		29
Std. 9	2	4	22		26
Std. 10	31	97	389		486
Total	42	114	509	86	709
Percentage		16	72	12	100

Table A4.42: Gender-wise Distribution of Teacher Qualifications in Schools with Different Standards

Teacher Qualification/Gender	Schools till Standards (2007-2008)						% to Sub-totals	% to Grand Total
	Std. 5	Std. 7	Std. 8	Std. 9	Std. 10	Total		
Std. 10th Passed								
- Male								
- Female	4	7			25	36	100	
- Unspecified								
Sub-total	4	7			25	36	100	6
Std. 12th Passed								
- Male	1		1		3	5	4	
- Female		32	17	2	66	117	84	
- Unspecified				9	8	17	12	
Sub-total	1	32	18	11	77	139	100	25
Std. 12th Professional								
- Male					1	1	14	
- Female					2	2	29	
- Unspecified					4	4	57	
Sub-total					7	7	100	1
Graduates								
- Male		1	2	1	20	24	11	
- Female		15	8	3	88	114	51	
- Unspecified				3	82	85	38	
Sub-total		16	10	7	190	223	100	39
Postgraduates								
- Male		1			5	6	46	
- Female		3			1	4	31	
- Unspecified					3	3	23	
Sub-total		4			9	13	100	2
Grad. Professional								
- Male		4	2	1	11	18	14	
- Female		2		4	29	35	27	
- Unspecified					78	78	60	
Sub-total		6	2	5	118	131	100	23
PG Professional								
- Male		2		1	10	13	76	
- Female		1		2	1	4	24	
- Unspecified								
Sub-total		3		3	11	17	100	3
Grand Total	5	68	30	26	437	566		100

Table A4.43: Number of Students per Teacher across School Categories

Schools till Standards (2007-08)	Data for Number of Schools	Number of Students per Teacher		
		Average	Minimum	Maximum
Std. 5	1	27	27	27
Std. 7	6	22	19	26
Std. 8	2	28	24	32
Std. 9	2	27	18	36
Std. 10	31	30	12	48
Total / Average	42	28		

Table A4.44: Salary Profile of Teachers across School Categories

Schools till Standards (2007-08)	Salary Average of		Minimum Salary		Maximum Salary	
	Minima	Maxima	Min	Max	Min	Max
Std. 5	800	1200	800	800	1200	1200
Std. 7	1367	3283	1200	1500	2200	4000
Std. 8	1250	3150	1000	1500	2500	3800
Std. 9	900	4050	800	1000	1600	6500
Std. 10	1547	4019	700	8000	1800	9000

Table A4.45: Distribution of Students across School Categories

Schools till Standards (2007-08)	Data for Number of Schools	Total Number of Students	Percentage
Std. 5	1	133	1
Std. 7	6	1671	8
Std. 8	2	786	4
Std. 9	2	684	3
Std. 10	29	16386	83
Total	40	19660	100

Table A4.46: Range of Girls' Enrolment (%) across School Categories

Schools till Standards (2007-08)	Data for Number of Schools	Girls' Enrolment (%)	
		Minimum	Maximum
Std. 5	1	50	50
Std. 7	3	49	56
Std. 8	1	45	45
Std. 9	2	40	60
Std. 10	20	39	100
Total	27		

Table A4.47: Range of Girls' Enrolment across Standards and School Categories

Schools till Standards (2007-08)	Data for Number of Schools	Nursery		Std. 7		Std. 10	
		Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
Std. 5	1	54	54				
Std. 7	4	47	58	27	63		
Std. 8	1	41	41				
Std. 10	14	30	100	35	100	20	100
Total	20						

Table A4.48: Range of Girls' Enrolment across Standards and School Categories (excludes all girls' school)

Schools till Standards (2007-08)	Data for Number of Schools	Nursery		Std. 7		Std. 10	
		Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
Std. 5	1	54	54				
Std. 7	4	47	58	27	63		
Std. 8	1	41	41				
Std. 10	13	30	60	35	70	20	87
Total	19						

Table A4.49: Range of Parental Incomes across School Categories

Schools till Standards (2007-08)	Minimum	Maximum
Std. 5	3000	5000
Std. 7	2000	5000
Std. 8	1500	4000
Std. 9	3000	6000
Std. 10	1000	10000

Table A4.50: Medium of Instruction and Gender Profile of Students

Medium of Instruction	Gender Composition		Total	Percentage
	Co-eds	Girls Only		
English	38		38	90
English and Urdu	2		2	5
Urdu	1	1	2	5
Total	41	1	42	100
Percentage	98	2	100	